

The Integration of Professional Translators' 21st Century Profile in Teaching Translation at Batna University

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Abstract

The present study aims at developing a translational language teaching model that focuses on both linguistic knowledge and other 21st century skills. Translators are alleged to possess a specific profile that is compatible with the demands of the current epoch. Ergo, this study is targeted towards inquiring (1) whether the 21st century translating competences required abroad apply to the Algerian milieu, (2) the translating skills that Algerian professional translators possess, (3) the role of these skills in improving trainee translators' translating competences, and (4) whether equipping translation trainees with these skills compensate for the non-mastery of languages used in translation. As a start, this article pinpoints the variegated roles of translators in the wake of globalisation. Moreover, it highlights the concentric role of Competency-Based Approach in designing a feasible curriculum for translation. Therefore, after ascertaining the fact that Batna Translation Department adheres to the traditional teaching of translation, and after examining the profiles of Algerian public service, freelance, and part-time translators through questionnaires, we devised a Translational Language Teaching Model that incorporates both the teaching of languages and 21st century translation competencies. Doing so may enhance learners' translation profiles to be multilingual decoders who can perform other mediatory tasks in three languages similarly. Yet, Algerian translators' mother tongue is Algerian Arabic, and none of the aforementioned languages plays that role, for they are all taught as second/foreign languages. Thus, the suggested Translational Language Teaching model is deliberated to be a 'realistic' programme for teaching the translation whose initial aim is to overcome translators' weaknesses. *Keywords:* 21st century skills, competency-based approach, curriculum, linguistic knowledge, mother tongue, translational language teaching model

1. Introduction

The 21st century coincides with the advent of globalisation. Indeed, facets of globalisation, such as Information and Communication Technologies (ICTs), are gathering momentum each day which urges humans to keep pace with this development. Translation is one example where different institutions (companies, offices...) are reckoning with recruiting professional translators who possess competencies that are compatible with the demands of the century.

It is beyond all disputes that new translators are linguistically knowledgeable, and may be acquainted with the particular information knowledge especially when it comes to translating technical texts. However, they tend to lack the required profile that goes hand in hand with the current growing markets. In a world where every aspect of life is interconnected as if it is a small village, professional translators are supposed to be knowledgeable, communicative, technologically-oriented, autonomous, and aware. Therefore, they need to transcend the act of rendering texts from source languages to target ones to performing and mastering these skills.

Nonetheless, new Algerian trainee translators find themselves doing the job inefficiently because they are taught the linguistic knowledge and structures of languages. They (1) do not master the languages (Arabic, French, and English) they are taught since none is their mother tongue, and (2) they are not well-equipped as far as other competences are concerned such as communicative competence, cultural competence, pragmatic competence, and so on. The current empirical study is based upon other studies namely Sakwe's (2015), which tries to elicit professional translators' 21st century profile. This study aims at ascertaining that competences based upon abroad do exist in Algeria, and at eliciting the required skills that Algerian professional translators rely on in their profession.

Doing so acknowledges the concentric role of these skills in keeping pace with the velocity of the century, and to find ways to bolster translators' training by means of integrating 21st century competencies in curricula design for translation.

Our principal objective is to propose a rational Translational Language Teaching Model that, in addition to teaching languages, takes into account the need for balanced mastery of languages and variegated competencies and language-specific skills in all languages in order to better train translators and to prepare them for professionalism.

2. Literature Review

The substance consulted in the literature reveals the nature of translation as an evolving concept. As different people do not know all languages, translation is resorted to in order to facilitate understanding among and across languages, and to ensure transferability of information among and across different nations throughout different generations. Translation is defined in the Oxford Advanced Learners' Dictionary as "The process of changing something that is written or spoken into another language." In the same vein, Namdari and Shahrokhi (2015) define

translation as a tool of rendering a discourse, be it written or spoken, from a source language (SL) to its equivalent mode in a target language (TL). Yet, these definitions cover both modes of language (writing and speech) despite the fact that changing speech from one language into another is the job of the interpreter.

Translation is not an easy task. Indeed, it is not accessible by all individuals since it undergoes a complex process that only translators master such as finding terminology, possessing knowledge of the topic, finding equivalences, being linguistic, communicative, cultural, textual, pragmatic, stylistic, and so on. However, the majority of translators tend to know, but not necessarily master, the languages they are translating into, and they may lack different translating skills that donate value to translators in the current world. That is why translators are believed to be “performative translators” (Uwajeh, 2001) because they transformed from being ‘translators’ of texts into ‘outperformers’ by adopting additional competencies

The most challenging task in translating is when translators do not find equivalences in the TL. Indeed, this is attributed to the nature of languages which, according to Culler (1976, as cited in Namdari & Shahrokhi, 2015), vary in terms of their concepts due to the fact that each language “organizes the world differently” (p. 68). Discourse is shaped differently in different languages that overlap with different cultures and with different social communities; therefore, it is commonly believed that the more complexity in concepts is, the more challenging translation becomes.

2.1. Evolving Concept

The concept of translation is in constant change. It was viewed as being (1) translator traitor, (2) equivalence, and (3) printed book, which shifted into totally distant extremes which are respectively: (1) chief negotiator, (2) cultural turn, and (3) digital (Sigismondi, 2016).

First, the role of the translator was considered to be merely ‘renders’ of texts from SL to TL by giving it away secretly and from distance without being apparent; that is translators used to be absent in the TL. However, Venturi (2008, as cited in Sigismondi, 2016) claims the concentric role of translators as invisible connectors who need to navigate and connect the different layers of texts; they are encouraged to have their impressions in TL.

Second, transferring meaning from SL to TL used to be entirely dependent on equivalence, for the essence of translation was pondered over to be analogous in the sense that translators are alleged to find the corresponding terminology in TL that matches that of the SL. Nevertheless, the pendulum swung to another tradition that posits the prospects of the dynamic transfer between languages. Indeed, translators can be creative especially when exact equivalences do not exist, or when they generate equivocal meanings. Therefore, since language and culture are inseparable, translators are encouraged to account for culture when translating, for something in the source culture is better transferred by referring to what matches it from the target culture (such as sayings, idioms,...) instead of simply exchanging languages.

Third, the evolving position of technology ushered in the digital nature of translation instead of the printed book. Nowadays, an amalgam of technological software and tools are resorted to in order to ease the task of translation in terms of time and effort. Thus, instead of wasting time and putting more effort on writing the translated text, technology save it all and allows translators to do the job from distance. Ergo, the tradition of printed works almost vanished and is substituted by digital ones (Doherty, as cited in Sigismondi, 2016).

2.2. *The Roles of Translators in the 21st Century*

The 21st century is shaped to keep pace with the requirements of our interrelated world. The role of translators shifted as well from transferring meanings between languages to a more sophisticated cluster of professions: they become 'language services providers'. Indeed, the requirements of this epoch dictate to translators to be performative actors who possess a set of skills and competences that shape their 21st century profile. Gouadec (2007, as cited in Sakwe, 2015) pinpoints some of these skills:

an information management expert, technician, terminologist, phraseologist, translator, adapter, proof reader, reviser, quality control expert, post editor, editor, graphic design expert and Web page designer, technical writer, Website designer, Web page integrator, filemanager, macro-command writer and insome cases IT specialist, all rolled into one. (p. 88)

Besides, Haller and Ulrych (2005) opine that professional translation involves "multiple forms of communication once considered as lying on the periphery of what was considered 'translation proper': activities such as technical writing, editing, language consultancy and screen translation, for instance, are becoming core components of a translator's day-to-day practice" (p. 21).

Therefore, Sawke (2015) depends on these definitions to claim that translation requires not only language skills, but authentic situations as well where translators improve their translation skills through "experiencing realistic professional working methods" (p. 88). That is why it is evident to train translators on the basis of preparing them to the real world, through exposing them to languages that they master especially their mother tongue, and through embedding the required competencies in the training programme. Doing so in the institutions calls for Competency-Based Approach.

2.3. *Competency-Based Approach*

Competency-Based Approach (CBA) is an approach used to teach and learn concrete competencies in order to generate performers who possess and master valuable skills and knowledge (Everhart, 2014). Teaching/learning through CBA requires a great commitment from the part of the teacher; s/he is responsible to achieve one component of the desired learning goal which is developing learners' competencies. Doing so requires focusing upon, and dealing with,

the required competencies separately and thoroughly.

This approach is applicable to many fields among which we mention translation. Translation has been taught traditionally in the sense that instruction is directed towards the use of languages used in translating texts. However, mastery of these languages and the skills needed to practice the profession of translation are missing in the training period. Ergo, translators have, then, to self-improve in accordance with the requirements of the job.

Hence, CBA coupled with the integration of what professional translators are experiencing in the globalised 21st century in curricula design for translation, is a first step towards allowing learners to have a sound training that they need in developing their professional skills to be prepared for the job. This objective is framed in the proposition of a Translational Language Teaching Model wherein language skills are intertwined with other mediatory tasks.

3. The study

The current study is an empirical investigation on the applicability of the 21st century profile required abroad to Algerian translators, and on extracting Algerian professional translators' required skills in order to incorporate them in teaching translation and in translators' training. It is an attempt to design a realistic Translational Language Teaching Model that focuses upon conquering translators' fallacies, and that bolsters the teaching of the required competencies in all taught languages.

4. Methodology

The researcher needs to refer to triangulation of approaches since text analysis is subjected to qualitative analysis; whereas statistical data processing undergoes quantitative analysis. First, curriculum designed for 3rd year students of translation at Batna University and students' competences revealed in Mansouri's study (2005) are qualitatively analysed through text analysis. This allows us to ascertain the fact that translation is taught in terms of linguistic knowledge only. Second, the study entirely relies upon data gathered via case study opinion questionnaire administered to 38 professional translators among whom 33 are contacted via the professional network "Viadeo", and five are from the researcher's wilaya (Tebessa). This is established in order to detect whether the skills derived abroad (Sawke, 2015) are applicable in Algeria, and in order to extract Algerian language services providers' skills needed in the 21st century. Thus, we adhere to the quantitative approach where results are obtained through statistical methods and processed through SPSS.

The questionnaire (Appendix A) consists of six sections. The first gets the profile of professional translators, the second, third, fourth, and fifth sections consist of elements adapted from Sawke's study in order to answer our first question and to elicit, respectively, language-specific communication skills in professional translation, Computer-Assisted Translation (CAT) tools used by professional translators, types of translated materials, and language activities as add-ons. The last section tries to answer the second question by extracting Algerian professional

translators' required competencies that are not mentioned in the previous study.

After having identified the deficiencies in translation curriculum and defined sub-competencies needed in the translation process, principles for sound training are set and relationships between them are established in order to incorporate them in a teaching/training programme that allows future translators to achieve translation competencies and professionalism with a 21st century profile.

5. Analyses and Discussions

5.1. Analysis and Discussion of the Curriculum

The curriculum designed for 3rd year students of translation at Batna University consists of the following subjects (modules):

Table 1 Curriculum designed for translation-3rd year

Subjects (Modules)	Content
Translation Arabic-French & French-Arabic	Translating texts between Arabic-French-Arabic
Translation Arabic-English & English-Arabic	Translating texts between Arabic-English-Arabic
Arabic& French Lingual Improvement	Improvement of oral proficiency in Arabic & French
Arabic& French Specilisation	Languages for Specific Purposes & focus on technical terminologies and jargons of different specialised texts
Linguistics	Linguistic knowledge
Strategies to Translation	Methodological aspects of translation
Informatique	Using Computer-Assisted Tools in translation

Table 1 shows that the translation curriculum focuses mainly on language patterns, technical translation, technological aids, and oral proficiency. It is beyond all disputes that it deals with the core knowledge; however, it overlooks a variety of skills that translators (3rd year students) may need in doing their job such as communicative, pragmatic, stylistic, and cultural competences. Besides, though these students are taught, in a way, some of the computer-based technologies, they still lack the adequate mastery of the tools that meet the requirements of translating.

5.2. Analysis and Discussion of Students' Competences (Mansouri, 2005)

In her Magister thesis, Mansouri (2005) relies upon 3rd year first semester exam in Arabic-English-Arabic Translation in order to dissect 30 students' skills after three years of instruction (under-graduation). She analysed students' translations of both texts by means of Waddington's holistic method of evaluation (2001). She evaluated students' competencies on the basis of two five-level scales in both translations (Arabic-English-Arabic) (Tables 2 and 3)

Table 2 Description of Arabic-English translation levels

Level	Accuracy of transfer of ST content	Expression of the target language (TL)	Dealing with translation problems
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5	Complete transfer of source text information; only minor revision needed to reach professional standard.	Almost all the translation reads like a piece originally written in English, there may be minor grammatical, lexical, or spelling errors.	successful
4	Almost Complete transfer; there may be one or two insignificant inaccuracies; requires certain amount of revision to reach professional standard.	Large sections read like a piece originally written in English, there are a number of grammatical, lexical, or spelling errors.	Almost completely successful
3	Transfer of the general idea(s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard.	Certain parts read like a piece originally written in English, but others read like a translation; there are a considerable number of grammatical, lexical, or spelling errors.	Adequate
2	Transfer undetermined by serious inaccuracies; thorough revision required to reach professional standard.	Almost the entire text read like a translation; there are continual number of grammatical, lexical, or spelling errors.	Inadequate
1	Totally inadequate transfer of ST content; the translation is not worth revising.	The candidate reveals a total lack of ability to express himself adequately in English	Totally inadequate

Note. Waddington (2001, as cited in Mansouri, 2005, p. 143-144)

Table 3 Description of English-Arabic translation levels

Level	Comprehension of the ST	Accuracy of transfer of ST content	Expression of the target language (TL)	Dealing with translation problems
5	Complete and deep understanding of the source text's content and characteristics	Complete transfer of source text information; only minor revision needed to reach professional standard.	Almost all the translation reads like a piece originally written in English, there may be minor grammatical, lexical, or spelling errors.	successful
4	Almost Complete understanding of the source text's content and characteristics; only some subtle details are overlooked.	Almost Complete transfer; there may be one or two insignificant inaccuracies; requires certain amount of revision to reach professional standard.	Large sections read like a piece originally written in English, there are a number of grammatical, lexical, or spelling errors.	Almost completely successful
3	Many comprehension gaps are perceivable.	Transfer of the general idea(s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard.	Certain parts read like a piece originally written in English, but others read like a translation; there are a considerable number of grammatical, lexical, or spelling errors.	Adequate
2	Considerable comprehension gaps.	Transfer undetermined by serious inaccuracies; thorough revision required to reach professional standard.	Almost the entire text read like a translation; there are continual number of grammatical, lexical, or spelling errors.	Inadequate
1	Failure in comprehension of the source text.	Totally inadequate transfer of ST content; the translation is not worth revising.	The candidate reveals a total lack of ability to express himself adequately in English	Totally inadequate

Note. Waddington (2001, as cited in Mansouri, 2005, p. 152)

According to Mansouri (2005), 3rd year students' competences are poor since students in translating the first text seem not to transcend the third level of Table 2. Besides, in translating the second text, they show serious errors, inadequate expression, poor style, and poor comprehension of the ST content. She attributes the failure in the latter case to the fact that the TL is the students' mother tongue. This is true to the extent that students do not have a firm command of the Arabic language since we consider it as a Second Language and since the Algerian students' mother tongue is Algerian Arabic.

5.3. Analyses and Discussion of the Questionnaire

• Description of the sample

The sample consists of 38 translators among whom 42.1% are females and 57.9% are males (Table 4).

Table 4 Participants' gender

	Frequency	Percentage %
Female	16	42,1
Male	22	57,9
Total	38	100,0

Five respondents (13.16%) are from the researcher's Wilaya (Tebessa), and 33 (86.84%) are from other Wilayas. Their ages range from 25 to 71 years old, and they have been working in the field of translation for 1 to 42 years. They have different qualifications among which magister is the most frequent one (71.1%). The sample is a variety of translators (public service, part-time, in-house, Freelance...) from different institutions (companies, Public Offices of Official Translation...). The majority (89.47%) of the sample translators work for Professional Office of Official Translation; whereas the others (10.53%) work for a variety of companies and ministries. (See Table 5 in Appendix B)

• Language-specific communication skills in professional translation

Table 5 Professional translators' attitudes towards language-specific skills

N°	Skills	Very important	Important	Not particularly important	Not important	Total	Percentage of high-frequency skill (%)
01	Terminological correctness	28	9	1		38	73,68
02	Lexico-syntactic equivalence	17	17	3	1	38	44,74
03	Linguistic accuracy	7	31			38	81,58
04	Appropriate style	14	20	4		38	52,63
05	Fluency	15	19	4		38	50
06	Communicative appropriateness	11	22	4	1	38	57,89
07	Cultural knowledge	24	10	4		38	63,16
08	Pragmatic equivalence	22	10	4	2	38	57,89
09	Textual conventions	6	27	3	2	38	71,05
10	Textual competence	18	20			38	52,63
11	Awareness of readers' characters	18	5	12	3	38	47,37
12	Information literacy	14	13	9	2	38	36,84
13	Technological skills	12	19	2	5	38	50
	Average Total	206	222	50	16	494	
	Total Percentage (%)	41,70	44,94	10,12	3,24	100	

The sample professional translators' responses rank language-specific communication skills as being very important (41,70%) and important (44,94%).

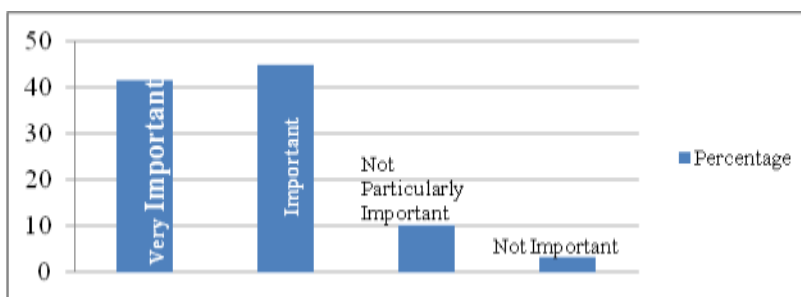


Figure 1 Importance of language-specific communication skills

All language-specific communication skills are important with varying degrees, but the major important ones are linguistic accuracy (81.58%), terminological correctness (73.68%), and textual conventions (71.05%)

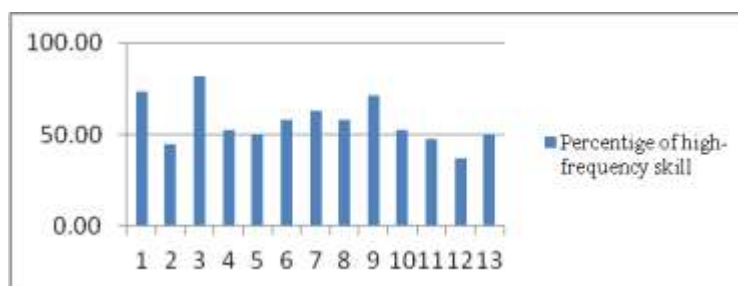


Figure 2 High-frequency practiced skills

- *Computer-Assisted Translation (CAT) tools*

Table 6 Professional translators' responses on the use of terminological software

Responses	Yes	No	Total
Number	11	27	38
Percentage (%)	28,95	71,05	100

The majority of translators (71.05%) disagree with using technological software, for, according to them, they cannot replace human translators, and since they are not adequate in the sense that they provide word-for-word translations. Besides, they agree upon the fact that translators' indubitable competence and command of their expertise determine the good profile of translators. Nevertheless, only 28.95% acknowledge the beneficial role of terminological software such as Google Translate, Power Translator, Babylon, and Word Magic; since they assist them in difficult situations and in practice.

Table 7 Professional translators' responses on the use of terminological tools

Responses	Yes	No	Total
Number	29	9	38
Percentage (%)	76,32	23,68	100

The majority of translators (76.32%) respond that they do use technological tools such as Dictionaries (Oxford, Cambridge, technical, medical...) and Global and Meta-glossaries, because they find them helpful in finding appropriate and specific terminology. However, the other portion of the sample (23.68%) does not use them since some consider themselves experts in their fields while others practice translation as a hobby.

- *Types of translated materials*

Table 8 Types of translated texts

N°	Types of texts	Very often	Often	Sometimes	Rarely	Never	Total	Percentage of high-frequency skill (%)
01	Correspondence	13	5	13		7	38	34,21
02	Writing reports	5	22	11			38	57,89
03	Contracts and agreements	8	15	5	5	5	38	39,47
04	Scientific reports	4	5	8	4	17	38	44,74
05	Budgets	4	4	3	2	25	38	65,79
06	Press releases			7	12	19	38	50
07	Bid notices	4	2	13	16	3	38	42,10
08	Programmes	3	5	25	3	2	38	65,79
09	Précis writing	3	3	25	4	3	38	65,79
10	Speeches	23	10	2	3		38	60,53
11	Presentations	24	5	5	4		38	63,16
12	Tender		5	13	13	7	38	34,21
13	Treatises	4	10	10	3	11	38	28,95
14	Diplomatic notes	5	5	5	5	18	38	47,37
15	Laws and decrees	5	16	10	4	3	38	42,10
16	interviews	13	18		7		38	47,37
17	Press agency reports	5	11	17		5	38	44,74
18	Exposés	21	11			6	38	55,26
	Average Total	144	152	172	85	131	684	
	Percentage (%)	21,05	22,22	25,15	12,43	19,15	100	

The results of this section reveal that these types of texts are sometimes carried out in the field (25.15%) while 22.22% are often encountered.

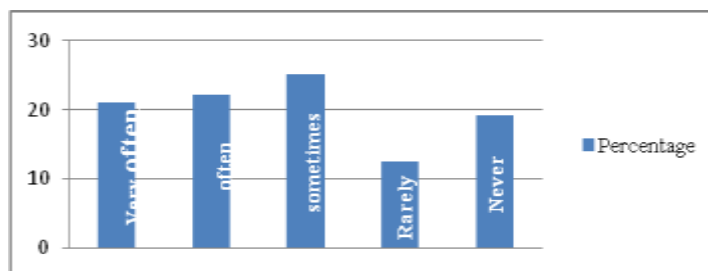


Figure 3 Frequency of translating types of texts

The frequently translated materials are correspondence (34,21%), writing reports (57,89%), contracts and agreements (39,47%), speeches (60,53%), presentations (63,16%), laws and decrees (42,10%), interviews (47,37%), and Exposés (55,26%). However, scientific reports (44,74%), budgets (65,79%), press releases (50%), bid notices (42,10%), diplomatic notes (47,37%) are rarely or never practiced.

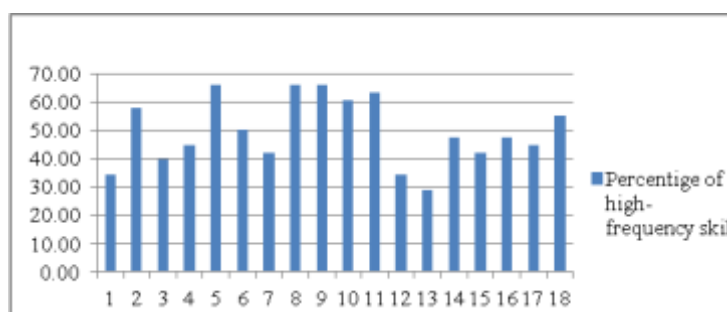


Figure 4 High-frequency of translating types of texts

- *Language activities as add-ons*

Table 9 Add-ons practiced by professional translators

N°	Translation Add-ons	Very often	Often	Sometimes	Rarely	Never	Total	Percentage of high-frequency skill
01	Writing reports	7	13	7	4	7	38	34,21
02	Re-writing texts	14	9	7	4	4	38	36,84
03	Writing administrative correspondences and business letters	15	5	9	5	4	38	39,47
04	Writing of scientific reports	4	1	21	2	10	38	55,26
05	Localisation	1	2	3	29	3	38	76,32
06	DTP page layout	8	2	3	23	2	38	60,53
07	Terminology work	26	10	2			38	68,42
08	Special language studies	7	3	23	3	2	38	60,53
09	Writing original texts	6	5	3	24		38	63,16
10	Technical writing	5		30	2	1	38	78,95
11	Interpretation	27	5	2	2	2	38	71,05
12	Managing new language technologies	3	2	12		21	38	55,26

13	Public relation work	2	26	4	3	3	38	68,42
14	Language teaching	9	3	5	4	17	38	44,74
15	Giving lectures and talks	3	4	3	3	25	38	65,79
16	Teaching translation	3	2	3	13	17	38	44,74
17	Drafting mails	7	2	23	3	3	38	60,53
18	Supervision of trainees		25	3	2	8	38	65,79
Average Total		147	119	163	126	129	684	
Percentage		21,49	17,40	23,83	18,42	18,86	100	

Add-ons that translators practice in addition to their job are sometimes (23.83%) adhered to while they are very often (21.49%) carried out.

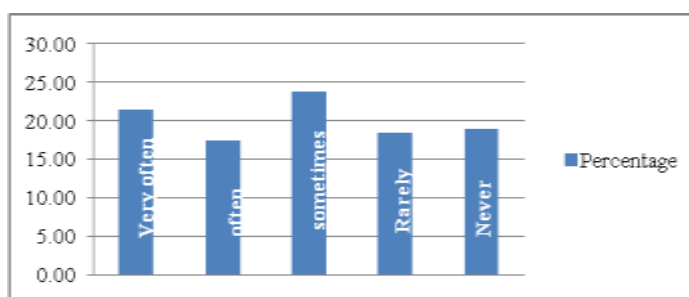


Figure 5 Frequency of Language add-ons

The frequently carried out add-ons are writing reports (34,21%), re-writing texts (36,84%), writing administrative correspondences and business letters (39,47%), terminology work (68,42%), interpretation (71,05%), public relation work (68,42%), supervision of trainees (65,79%).

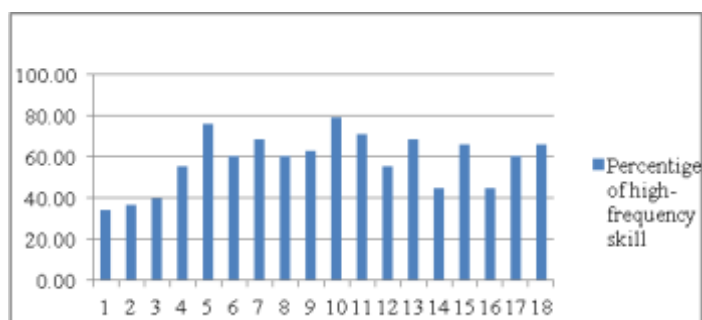


Figure 6 High-frequency practiced add-ons

- Other skills

Table 10 Other or no other skill

Responses	Other skills	No other skills	Total
Number	5	33	38
Percentage	13.16	86.84	100

Almost all translators (86.84%) do not mention any other skills, apart from those mentioned in the questionnaire by the researcher. Only 13.16% of them add some necessary skills of the 21st century translator; they are:

- ✓ Cultural Knowledge especially when working with different countries which have different accents.
- ✓ Reading all kinds of books
- ✓ Listening to TV and radio in foreign language
- ✓ Learning new neologisms
- ✓ Experience
- ✓ Respect deadlines given to clients
- ✓ Secrecy of translated information

6. Summary of Findings

- Going through the content of curriculum designed for translation uncovers the fact that it focuses mainly on linguistic dimensions, technical terminology, and oral improvement in two languages but English. Exposing learners to such content and improving their pronunciations are insufficient. The curriculum should focus instead on training them to have firm mastery and good command of the three languages taught, be it written or oral, without prioritising some over the other(s); and on generating a good quality of translation graduates' proficiency, adaptability and employability (Gabr, 2001a).
- The results drawn from Mansouri's study confirm the reflection of the 'poor' curriculum.
- All sample translators have qualifications and training in translation (Arabic, French, and English) or Language Sciences. This means that they all have language background, and that the field of translation is not interdisciplinary because it does not enroll people from other fields.
- All sample translators revealed the absence of any activities that have to do with publishing. This is an indication that translators do not have enough training as far as writing and research methodology are concerned.
- The results show that the major important language-specific communication skills are linguistic accuracy, terminological correctness, and textual conventions (71.05%). This indicates the impact of the curriculum which focuses on linguistic aspects of the languages.
- Professional translators opine that they practice other add-ons; however, these activities are carried out because translators have training within linguistics and oral improvement subjects. It is undeniable that the regular practice of these activities stimulates language competences, but there are other vital competencies that reflect self-aware autonomous translators. Therefore, the teaching of the other new skills within the scheme of Competency-Based Approach is pivotal in translator training.

- Although translator training includes teaching CAT, still the majority of translators refuse, and are not familiar with, the use of terminological software. However, the majority uses print terminological tools mainly dictionaries and glossaries. This fact dictates embedding technologies as an integral competence in teaching translation.
- Few professional translators (13.16%) proclaim reading, listening to TV and radio, and learning new neologisms as essential activities. This reveals the paramount importance attributed to learners' autonomy in teaching translation.
- Few translators (13.16%) add that respecting deadlines given to clients and secrecy are important factors that should be accounted for since translation, like any other job, has its ethics. Therefore, Ethics of the job should also be part of translators' training.

7. Discussion of Findings

Acquainting trainee translators with the linguistic background, pronunciation improvement, and some computer training as done in the investigated curriculum is not enough to generate well-equipped translators. Ergo, the need for integrating 21st century profile is patent in this study.

The current inquiry reveals that only 'few' skills, from Sakwe's study (2015), are possessed by Algerian professional translators. Nevertheless, Sakwe, other several researchers (Hurtado, 1996; Hatim & Mason, 1997; Neubert, 2000; Schaffner, 2000; Olivia, 2000; Kelly, 2007; Šeböková, 2010 and PACTE, 2011), and the European Master's in Translation (EMT expert group, 2009) proclaimed that all competences mentioned in the questionnaire were positively established in the sample professional translators they have dealt with.

As pointed out by Uwajeh (2001), translators should be trained with transformative skills that fit the 21st century translation market. Today's translators are alleged to be 'language services providers'; that is, in addition to linguistic competences, translators should possess extra skills such as communicative, pragmatic, cultural, intercultural, and technological competencies.

Therefore, a variety of language competencies should be the principal concern of translation institutions in general, and of Batna Translation Department in particular. This is clearly revealed in many studies; Gonzalez (2004, as cited in Sakwe, 2015) posited that it is high time to adjust to the demands imposed on translation through teaching trainee translators "not only through written texts, but also in the oral and non-verbal" (p. 98). This claim scaffolds our assertion of fostering the aforementioned competencies that account for the element of native culture and target culture. It can be achieved by teaching through authentic materials such as TV and radio talk, shows, e-mail, reading, and so on. To cut it short, in their *Training the Language Services Provider for the New Millennium*, Haller and Ulrych (2002) stated that "Nowadays students need to be trained for the much wider variety of roles summed up in the phrase, 'language services provider.'" (p. 9)

Knowing that translation goes beyond the act of transforming texts between languages, it is imperative that we make up our fallacies, and that we avoid falling in the trap of reductionism (Sakwe, 2015). Ergo, these considerations throughout this paper shape and determine the way translation ought to be taught/learnt. In addition, the present study found patent results that would add new insights and data to the literature.

8. Recommendations

Though the results drawn from Sakwe's study and from a professional translators' questionnaire are not totally adhered to in the Algerian milieu, they are of paramount importance in translators' quality and professionalism. Our aim is to integrate the required 21st century skills in translation curricula by founding a rational, authentic, and contextualised Translational Language Teaching Model. It does not account for aspects of the "academic cocoon" (Díaz, 2004, p. 201) only, but for dimensions of the hands-on experience world as well.

Doing so, translators' needs, rather than their products, are emphasised in order to assume potential solutions, rather than to evaluate ready-made translations, to the problems encountered by translators. Moreover, it is imperative that curriculum design (objectives, content, teaching methods, and evaluation) should be constantly reexamined. Furthermore, the 'Holistic Approach' should be brought to the ground to assure a holistic development of the necessary skills and sub-skills, and to improve translators' training programmes, proficiency, and accuracy (Cao, 1996; Mansouri, 2005). Thus, translation should abide by integrating the range of "literary, 'ordinary' or 'general language', or language for special purposes" (Snell-Hornsby, 1988, as cited in Sakwe, 2015, p. 3). These approaches delineate the blueprint of some pedagogical implications in professional translational language teaching.

• Translational Language Teaching Model

The proposed curriculum aims at training translators with translational language competence. It is an attempt to embark upon a multifaceted approach to curriculum that suits the market. This model is based on both Translation Theory and Applied Linguistics in the wake of globalisation. They all influence the development of translators' 21st century profile. Besides, curriculum design calls for assimilating interdisciplinary approaches and putting them into practice. This would allow establishing equilibrium between enhanced (taught) skills and separate ones (real-world skills).

Figure 7 represents a model upon which we envision a curriculum that includes seven core modules. They approach language teaching as form, meaning, function, and skill. This model is a competency-based one that encompasses different types of written and oral activities that are appropriate to translators' qualitative training.

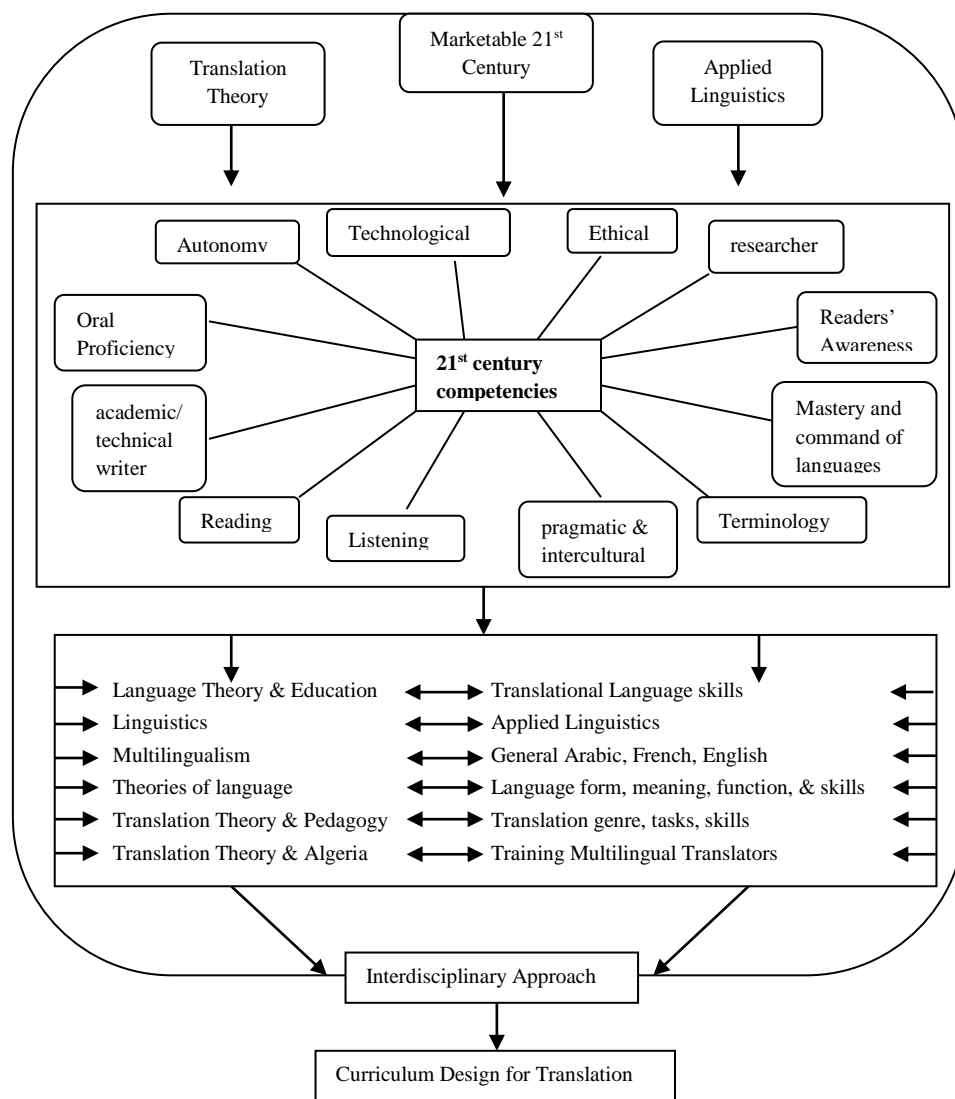


Figure 7 Translational language teaching model

Adapted From Sakwe (2015)

Text Comprehension and Analysis

This module is an opposition to curricula that instruct learners to translate texts from one language to another; it rather entails training learners to read or watch, comprehend, and analyse discourse in order to assimilate the different forms, meanings, functions, and skills. It is a module where learners can develop the different aspects of the reading skill (graphs recognition, meaning inference...), linguistic, communicative, and higher order thinking skills such as analytical thinking, critical thinking... by deploying their intellect in individual or collaborative learning.

Writing

Writing is a very important skill because most of the learners' evaluations are pursued on their written productions. Indeed, this is applicable to translators who execute most of their

translations in the written mode; therefore, the writing skill should be part of the translation curriculum. Translators need writing not only to translate, but to perform other translator-specific writing tasks (Sakwe, 2015) such as writing articles for publishing. It is evident that anyone can pen written compositions, but not everyone can craft a well-structured cohesive coherent text. Thus, teaching writing should focus on different aspects of writing such as structure, punctuation, cohesion, coherence, and so on. Besides, translator learners should be well-acquainted with the different types of texts that fit their profession mainly academic and technical writings.

Oral-Aural Proficiency

The third module is targeted towards developing translators listening and speaking skills, for the job of interpreters requires a great deal of attention and rapidity. Therefore, this module would allow learners to master all aspects of listening (hearing, attention, categorisation of sounds, word recognition, comprehension, activating schemata, remembering and interpretation...) and those of speaking (accuracy, fluency, sounds articulation...).

Lexico-intercultural Communication

In this module, terminology is focused upon, be it general, academic, or technical. It also attempts to introduce the Lexical Approach that advocates the teaching of pre-fabricated chunks such as collocations, idioms, proverbs, and so on. This has to do with introducing the aspects of the target cultures of the languages taught. Doing so in a manner that allows learners to establish differences between their native cultures and the target ones guides them to develop culture-related competencies such as pragmatic, cultural, intercultural, intercultural communicative, and intercultural pragmatic competences.

Language-specific Technological Tools

The fifth module depicts the integrative role of technology in translators' career, for it assists them in doing the job. It is true, as posited by the sample professional translators, that technology cannot replace humans; nonetheless, technological software and tools play a great role in aiding translators in difficult situations. Therefore, embedding technological tools in translators' training, especially translation memories that store previous translations, would help and consume time and effort.

Research Methodology

This module is an initiative that permits translators' training to embrace methodological skills that allow them to embark upon a research to write articles for publishing. This is proposed because not everyone can undertake a research since research is not an ad hoc activity; it is rather a systematic process that undergoes other complex processes. Therefore, these processes have a concentric role in translators' training.

Ethics of the Job

Taking into consideration the dimensions of 'Competence', ethics and values are of a pivotal role. They include: personal values (morals), professional ethics (e.g. deontology), group values (e.g. social, cultural, organisational, gender, age), and universal values (e.g. respect for human rights). This module implies teaching/learning of the ethics of the job of translators in order to familiarise them with the moral principles that control their behaviours. Such ethics include, among many others, punctuality and secrecy, for instance. Translators should be (1)

punctual in the sense that they should respect the deadlines they arranged with their clients and return translations on the predetermined time. Therefore, they should be taught how to respect and manage time. They also should be (2) very secretive about their work.

9. Conclusion

This study is an empirical attempt to propose a Translational Language Teaching Model in teaching translation. It mingles the balanced teaching of linguistic knowledge in all target languages and other 21st century translator-specific skills such as communicative, pragmatic, cultural, intercultural competences. It is based on the analysis of the curriculum designed for translation at Batna Translation Department, on results revealed in Mansouri's (2005) study on 3rd year students of translation at the same department, and on Algerian professional translators' questionnaire. These approaches allowed us to ascertain the pooriness of the curriculum since it focuses mainly on linguistic knowledge, and on surface improvement of pronunciation. This is also reflected in the results of Mansouri's study that showed poor performance and achievement. Moreover, the results obtained from the questionnaire confirms the fact that competences extracted in Sakwe's study do not apply to the Algerian milieu, and that Algerian professional translators apply what they have been taught with the exception of some who adhere to other skills rather than translation only. Last but not the least, teaching trainee translators the needed competencies should overlap with teaching the mastery of the languages.

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Appendix A. Professional Translators' Questionnaire

The present questionnaire, which is part of our seminar research paper entitled “**The Integration of Professional Translators' 21st Century Profile in Teaching Translation at Batna Translation Institute**”, is designed to get Algerian professional translators' opinions and attitudes towards the skills and competencies required in professional translation in the 21st

century. It aims at gathering the skills, you 21st century translators, use and master in order to incorporate them in teaching translation.

In this respect, you are kindly requested to devote few minutes to answer the following questions. Thank you for your time and collaboration.

Doctorate student Manel MIZAB
Batna-2 University/ Algeria

I. Section One: Professional translators' profile

1. Please, specify your gender
 a) Male b) female
2. Please, specify your age:
3. Please, specify your Wilaya:
4. What is your qualification?
 a) Licence b) Magister c) Master d) Doctorate
 e) other
5. How many years have you been practicing translation as a profession?
 years
6. What type of translator are you?
 a) Public service translator b) Freelancer c) In-house translator
 d) Part-time translator e) other
7. Who do you work for? (Name the institutions)

II. Section Two: Language-specific communication skills in professional translation

8. Tick (√) the box corresponding to the extent to which the following aspects are important in professional translation

	Very important	Important	Not particularly important	Not important
Terminological correctness				
Lexico-syntactic equivalence				
Linguistic accuracy				
Appropriate style				
Fluency				
Communicative appropriateness				
Cultural knowledge				
Pragmatic equivalence				
Textual conventions				
Textual competence				
Awareness of readers' characters				
Information literacy				
Technological skills				

III. Section Three: Computer-Assisted Translation (CAT) tools

9. Do you use translation software?
 a) Yes No
 Justify

.....

10. If yes, state the translation software you use

.....

11. Do you use terminological tool(s)?

b) Yes No

Justify

.....

12. If yes, state the terminological tool(s) you use

.....

IV. Section Four: Types of translated materials

13. How often do you translate the following types of text?

	Very often	Often	Sometimes	Rarely	Never
Correspondence					
Writing reports					
Contracts and agreements					
Scientific reports					
Budgets					
Press releases					
Bid notices					
Programmes					
Précis writing					
Speeches					
Presentations					
Tender					
Treatises					
Diplomatic notes					
Laws and decrees					
interviews					
Press agency reports					
Exposés					

V. Section Five: Language activities as add-ons

14. How often do you practice the following activities in addition to your job of translation?

Very often	Often	Sometimes	Rarely	Never
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Writing reports					
Re-writing texts					
Writing administrative correspondences and business letters					
Writing of scientific reports					
Localisation					
DTP page layout					
Terminology work					
Special language studies					
Writing original texts					
Technical writing					
Interpretation					
Managing new language technologies					
Public relation work					
Language teaching					
Giving lectures and talks					
Teaching translation					
Drafting mails					
Supervision of trainees					

VI. Section Six: Conclusion

15. Are there any other skills to improve the translator's 21st century profile?

.....

.....

.....

.....

Thank you!

Appendix B. Table 5. Translators' type and institution

N°	Gender	Age	Wilaya	Qualification	Experience	Type of translator	Institution
01	male	71	Tebessa	Magister	42	Public-service Translator	OPTO
02	male	68	Tebessa	Magister	40	Public service & freelance Translator	OPTO
03	male	60	Chlef	Magister	38	Public service, Assistant translator & interpreter	OPTO
04	male	58	Sétif	Magister	35	Freelance translator, Translation services provider, proof-reader, & interpreter	Sonatrach
05	male	54	Oran	Magister	13	Public service Translator& interpreter	OPTO
06	male	51	Sétif	Magister	35	Public service, Freelance translator & interpreter	OPTO
07	male	50	Guelma	Doctorate	18	In-house & Freelance translator	
08	male	50	El-Beida	Magister	27	Public service, Freelance Translator & interpreter	OPTO
09	female	48	Bab El-Oued Algiers	Magister	10	Public service assented translator	OPTO

10	male	48	Algiers	Magister	17	Public service, proof-reader, & interpreter	OPTO,
11	female	48	Sétif	Magister	22	Public service Translator & interpreter, Part-time teacher	OPTO&Sétif University
12	female	48	Algiers	Magister	25	Public service, freelance translator & interpreter	OPTO
13	female	47	El-EulmaSétif	Magister	20	Public service, freelance translator	OPTO
14	female	47	Algiers	Magister	20	Freelance translator & Head of Ads Agency	Community Manager web Agency
15	female	46	Amizour	Magister	16	Public service & freelance translator	OPTO
16	male	45	Algiers	Magister	10	Public service assented translator	OPTO& Ministry of Finance
17	female	45	Algiers	Magister	18	Public service assented translator, Teacher, & administrator	OPTO&Secondary School, & Higher Education
18	male	44	Béjaia	Doctorate	13	Public service Translator & interpreter	OPTO&Béjaia University
19	male	41	Ghardaia	Logistics & Coordination, Drilling Field	16	Public service assented translator	OPTO
20	female	40	El-Khroub Constantine	Magister	15	Public service assented translator	OPTO
21	male	39	Batna	Magister	9	Public service Translator & student	OPTO& Algiers University
22	female	39	Sétif	Magister	12	Public service, Part-time assistant translator	OPTO& El-Watan Bureau
23	female	39	Algiers	Magister	13	Assistant translator	OPTO
24	male	38	Ouargla	Doctorate	11	In-house translator & secretary	OPTO
25	female	37	Béjaia	Magister	10	Public service, freelance assented translator & assistant lecturer	OPTO&Béjaia University (The English Department)
26	male	36	Sétif	Magister	13	Public service, part-time assented translator & interpreter	OPTO& Ministry of justice
27	male	35	Algiers	Co-management Interpretation, Business-Solutions	10	Public service assented translator	OPTO
28	male	33	Tebessa	Lisence& Professional Training in the International Trade Field	4	In-house Translator as required in the company	In-house Translator as required in the company
29	female	33	Bordj	Magister	6	Public service Translator	OPTO
30	female	32	Tebessa	Magister	8	Public-service Translator	OPTO
31	male	32	Sétif	Magister	8	Public service assented translator & Teacher	OPTO&Sétif University
32	male	31	Algiers	Magister	5	Public service private translator & interpreter	OPTO
33	female	31	Algiers/Djelfa	Magister	6	Public service Translator	OPTO
34	male	29	Ben Aknoun Algiers	Master	4	Public service Translator & interpreter	OPTO& Ministry of Trade
35	female	29	Algiers	Master	6	Public service & freelance Assented Translator	OPTO
36	male	26	Chlef	Master	2	Public service, freelance translator & interpreter	OPTO
37	male	26	Sétif	Lisence Translation	4	Public service Translator	OPTO
38	female	25	Tebessa	Master 2 English (Language Sciences)	1	Public-service Assistant translator	OPTO