The Translation Process and Teaching Supports:
A New State-of-Art Perspective

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Abstract:

The challenge of a new 21st century world order, and the threatening of an Americanized world said to be set up through a monolingual English speaking world, is more and more subject of great deal of linguistic and sociolinguistic researches. Such a conception underlines the necessity for further intensive studies about translation perspectives between contrasted language systems in hope to further narrow the sphere of discrepancies in the field of translation and thus, cross-cultural communication in the use of shared concepts. This paper is, therefore, an attempt to look at the major contributions of the updated teaching supports used especially for the teachability of translation. It tries, therefore, to provide the reader with an idea of the professional developments of the discipline of Translation Studies in the light of the new Information and Communication Technologies (ICTs).

Key-words:

Multilingualism; Translation studies; Translation skills; Cross-cultural communication; Teaching supports; Information and Communication Technologies (ICTs).

Current trends in critical developments have saught to find out the fore of the continuing importance of training translators and interpreters and the need for a more innovative, learner-centered approach. In recent years, research into the nature of translating and translations has brought about a fascinating evolution with the result that translation studies has widened its horizons to encompass a multiplicity of approaches, schools and perspectives.

It should be mentioned at first that translation does no more reside simply in confronting two languages or in keeping them apart. During the last decade, Translation research to train professional translators has been thought to be, without question, a fundamental channel for the dissemination of scientific and technological knowledge. Therefore, an urgent need for a new approach to the teaching /learning process of translation has constantly continued to rise, reflecting on the needs of businesses, the scientific community, and the other related fields of interest.

Conceiving translation as an intelligent activity and a powerful source of new knowledge involving complex processes of both conscious and unconscious learning in its different ways, the institutional learning are supposed to be as flexible and as complex and rich as possible, so as to activate the channels through which each trainee may best learn. It is an intelligent activity by the fact that it requires creative problem-solving in novel textual, social, and cultural conditions; it is the product of learning — which is to say, of experience stored in memory in ways that enable its effective recall and flexible and versatile use. In this vein, Sager (1994:

164) posits: "*interlingual communication in which the traditional concept of translation is one option among many solutions for overcoming a language barrier*".

The methodological shift suggested at this level is from a pedagogy that places primary emphasis on conscious analysis to a pedagogy that balances conscious analysis with *subliminal discovery* and *assimilation* for a professional training. The main reason for integrating conscious with subliminal teaching methods is that learners need to be able to test and challenge the linguistic materials and patterns that they sublimate so quickly and effectively; they need to be able to process linguistic materials swiftly and professionally, i.e., professional translators need to be able to examine a problematic words or phrases or syntactic structures or cultural assumptions painstakingly, with full analytical awareness of the problem and its possible solutions relying at the same time on translation competence *perse*. This means the more consciously, analytically, rationally, logically, and systematically our trainees are exposed to a subject, and the more consciously and analytically they are expected to process the linguistic material presented, the more slowly and effectively those linguistic data are cognitively internalized and appropriately employed.
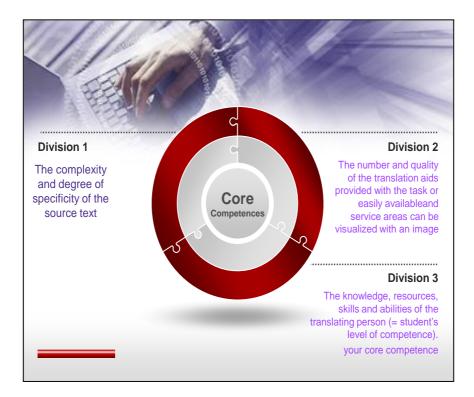
To process such an ability with the necessary translation skills, one has first to recognize problem areas and slow down to solve them in complex analytical ways, making use of translation as a reliable basis for action; in the sense that if they take action on the belief that the translation gives them the kind of information they need about the original, that action will undoubtedly not fail. Nowadays, and in order to

effectively compete in the marketplace, in terms of professionalism with continuing education, interests are becoming different; professional translators and interpreters gradually specialize and limit their expertise to only a few areas, for the simple reason that the quality of the work proposed to the readership is believed to greatly improve the more deeply the subject field we work with is investigated and explored. This has to be, in fact, conducted through a kind of integrity, courtesy, honesty, and willing compliance with the highest ethical and moral standards.

Hence, the representation of a translator's competence, which seems to appear from the professional world, may be multifaceted. This is a shared belief with Neubert's (1992: 420) integrated view of translation competence in which, he states: "*it corresponds very aptly with the disputed and undisputed role of the translator as the great and only generalist in our age of the unique and self-proclaimed specialist*".
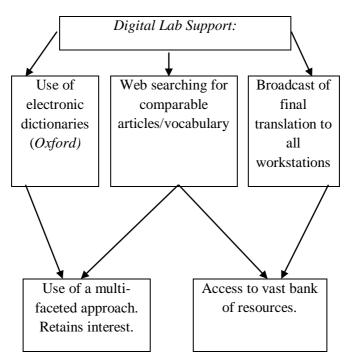
It is acknowledged, thus, that prior to enter the practical stage of translation, teachers have to be aware that their students have reached an adequate level of language and culture competence, i.e., they need to make sure that they know how to use the necessary translation aids and tools, incorporated with their theoretical knowledge on the basis of translation and intercultural communication concepts this is to enable them make use of translation procedures and strategies.

In this line of thought, translation practice should be combined with a background knowledge and references to the theoretical groundwork to develop a systematic reflection on the different translation practices. This means that each translation task must be designed in a certain way in which it does not raise various or intricate translation difficulties. To help translator trainees, trainers need to grant a considerable attention towards what is more than translation results but on the influencing factors that control translation, let us, therefore, look at these aspects of translation reliability:

Division 1

The complexity and degree of specificity of the source text

Core
Competences

Division 2

The number and quality of the translation aids provided with the task or easily availableand service areas can be visualized with an image

Division 3

The knowledge, resources, skills and abilities of the translating person (= student's level of competence).

your core competence

All of these factors may be used to increase or reduce the overall degree of difficulty in order to achieve a slower or more rapid learning progression.

Digital Lab Support:

Use of electronic dictionaries (*Oxford)*

Web searching for comparable articles/vocabulary

Broadcast of final translation to all workstations

Use of a multi-faceted approach. Retains interest.

Access to vast bank of resources.

Translation Supports

In this vein, the use of technology allows for continued work/reference outside class, in this vein, and according to Stepp-Greenay (2002:166), technology can have "affective benefits" for students. In order words, if students enjoy using the technology and feel there are benefits to using

it, this influences student perceptions and attitudes towards learning and ultimately gives them a more positive outlook on their learning. Students have access to a wide range of resources and can use them outside the classroom.

From another layer of analysis, translation supports incorporate the following considerations:

- First and foremost, the importance of integrating real world criteria within a curriculum for translator training and education which cannot be underestimated.

- Trainee translators need to be prepared for the conditions they can expect to find in their future working environment, bearing in mind that translation is essentially a communicative activity that takes place within clear-cut sociocultural and historical contexts.

- A training programme for translators may, therefore, ideally aim at developing, within the general framework of continuing education, a progression of skills and competences that seem to be relevant to both their professional status and their future work.

- This entails not only an awareness of real professional conditions, but also devising flexible and multidimensional translator training courses which can be updated to keep up with the challenging changing requirements.

- Flexibility seems to be the key-concept in today's professional translation world, as one may notice, it needs to be mirrored in translator training.

- An important component of translators' competence is the acquisition of the metacognitive strategies which enable them to go on enhancing their competence and monitoring their performance throughout their professional careers.

Conclusion

From a pedagogical perspective, it appears to be clear that only a fully comprehensive formative approach to the teaching of translation and translator education will, in all probabilities enable translators of the future to survive the far-reaching transformations that the profession is undergoing. The breadth of outlook in terms of skills and knowledge areas required from translators are such that translation courses need to be multidimensional if they are to cater for realistic translational market requirements in tomorrow's world.

All in all, it is increasingly acknowledged that translators play a pivotal role in the dynamics of cross-cultural communication and that it is thanks to their mediation that frontiers can be surpassed and contacts made. Coming to terms with this basic concept is a vital step towards effectively meeting the demanding pedagogical challenges of training translators for the future development and for ensuring more effective cross-cultural communication.

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