Interaction of translation and interpreting competences in future interpreters' training

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Abstract. The article refers to the attempts to conceptualize and further develop theoretical and practical base for training future interpreters. In this respect the notion of translation and interpreting competence plays a prominent role. Translation products occur as a result of the interaction between expectations of what translations should be and the translation practices as well as competences by which interpreters produce/create acceptable translations within temporal and economic constraints.

Keywords: multilingual, interpreting / translation, competence, intercultural communication, translation studies

Introduction. Nowadays one of the main factors of national unity everywhere in the world is the language issue. The only way to overcome the language barrier at professional level is through translation. Translation has become a very important instrument of international communication in recent years. Intercultural integration, globalization, cultural and linguistic diversity, transition to the multilingual society cause new challenges in the field of translation studies.

Recent surveys of the field's contents can be found in the works of E. Gentzler (1993), D. Gile (2000), M. Baker (1996), R.T. Bell (1995), D. Robinson (2003), B. Hatim (1997), S. Bassnett (1995), J. Munday (2001), I.D. Melamed (2001), A. Chesterman (1997), W. Lörscher (2002), A. Pym (2001, 2005), S. Tyulenev (2003), F. Pöchacker (2004), L.K. Latyshev (2000, 2001), I.S. Alexeeva (2008) and many others. These overviews are very incongruent. The few subdivisions of types of translation studies areas clearly differ from one another, and, taken together, these contributions result in a collection of fairly long lists of translation studies approaches that lack a consistent basis.

The goal of the present article is to examine the competences needed to develop the skills of an interpreter as a final product of the process of interpreters'/translators' training.

It is a well-known fact that the professions of translator and interpreter are significantly different; nevertheless we can hear interpreters being called as translators from all around the world. Moreover in Russian there is only one word defining this profession. It's necessary to add the adjective "oral" to the word "translation" in order to understand that we are speaking of interpreting.

Interpreting can be defined as the process of immediately changing message produced in one language into another language in real-time, thus producing a message that faithfully incorporates linguistic and cultural features of the source language discourse, translation typically refers to transferring a message between written texts [7, 8].

Talking about interpreting we have to mention that it is often described in relation to the setting in which it takes place, broadly referred to as conference, press conference, debate, hearing, court or community-based. There are fundamental changes in the nature of interpreting across different settings that can be described according to *a number of parameters:* the mode of interpreting (simultaneous, consecutive or dialogue); the nature of the discourse (monologic vs. dialogic), language direction (unidirectional or bi-directional) and the social characteristics of the interpreter-mediated encounter.

In order to draw up the necessary competence for interpreters' training let us consider the typology of interpreting. If we take interpreting in conference settings it would be largely monologic and we can establish a fact of a physical distance between the interpreter working from an isolated booth at the back of the premise and his/her clients. This is contrasted with the community-based interpreter who is dealing with conversation (dialogic discourse), often in an institutional context in close physical proximity to both clients. We share the point of view of B. Alexieva who expands on these parameters in her typology of interpreting:

non-involvement vs. involvement; equality/solidarity vs. non-equality/power (in relation to status and role of speaker and addressee); formal vs. informal setting; literacy vs. orality; cooperativeness / directness vs. noncooperativeness / indirectness (relevant to negotiation strategies); shared vs. conflicting goals [2].

These parameters represent the range of variability of interpreting across different settings. However, there are infinite variations along the continuum reflecting the contextual variation in each interpreted encounter.

Directionality in interpreting describes the use of an interpreter's two languages when interpreting in the simultaneous or long consecutive mode, that is, when the source language discourse is monologic. It is a wellestablished precedent that conference interpreters work simultaneously in one language direction, typically from their 'B' into their 'A' language, but increasingly market demands require that they also work into their B language. The professional association for conference interpreters (Association Internationale des Interprètes de Conférence – AIIC) describes an interpreter's languages according to the 'A-B-C system [1].

Since a source text for interpreting is only presented once and under severe time restrictions, the interpreter has to solve a situation immediately and here. He or she has to apply so-called short-term strategies as compared with long-term strategies of written texts translator who has a privilege to choose solutions to difficulties presented by a source text. In interpreting, as a consequence, considerations about correct grammar, standard language, style of the source text may be pushed into the background. The *main objective for an interpreter* is to achieve immediate communication.

One more interpreting *constraint* is the linearity one. Interpreters do not receive a source text in its entirety; they work with incomplete parts of it. Some information needed for rendering the source speech in the target lan-

guage is still kept disclosed by the time interpreters have to start producing the receptor version. This may put an additional pressure on interpreters to try lessening misinterpretations which might follow from an incomplete text.

Now let's have a look at the situation how it could be achieved. First of all, it's necessary to consider the requirements to people who would like to become interpreters or translators. In order interpreters need to compete successfully for translation jobs in different institutions and to work in the rapidly evolving field of multilingual and multimedia communication the translation competence (TC) plays a prominent role.

This term is relatively new and not unanimously recognized among translation scholars. Many definitions of translation competence emerged throughout the years, but in the most general terms translation competence represents "... the underlying system of knowledge, abilities and attitudes required to be able to translate" [4, c.43]. In the scope of translation studies, translation competence has more to do with performance. Translation competence is mostly described as a complex concept that requires knowledge of two or more languages and usually consists of two or more sub-competencies.

Difficulties facing scholars in their attempts to define translation competence stem from the *rather complicated nature of translation* as such. Translation is in theory an interdisciplinary field and in practice a multitasking activity that requires much more than "merely" a linguistic competence in two languages. Translation competences have to provide translators with the ability to recreate the source text in a context of different language and culture.

PACTE arrives at the conclusion that TC is "made up of a set of sub-competencies that are inter-related and hierarchic, with the strategic sub-competence occupying a dominant position" [5, c.60]. From PACTE`s perspective TC is predominantly a procedural phenomenon with three process oriented sub-competences and two declarative sub-competences [6]. Furthermore, perhaps due to the process oriented approach, all sub-competences are influenced and complemented by psycho-physiological components.

The following part of our article sets out the competences applied to language professions or to translation over a wide semantic or professional range, including various modes of interpreting.

The situation in our country with translators / interpreters' training at Universities requires being clear. Translators need a range of competences to compete successfully for translation jobs in institutions in our country, in European countries and all over the world. For this purpose the Ukrainian Master's in Translation (EMT) research project (UTTU 2014) was created to define the basic competences necessary for translators working in the different institutions.

This project was born in a period of dramatic changes for the translator's profession: rapidly growing need for high-level linguistic services, enhanced by such factors as globalization, technological progress and demographic movements, and dramatic increase in the number of official EU languages (using the research results of European Commission, Translation, 2007)) from 11 to 23 between 2004 and 2007, which brought to light the short supply of qualified professionals in some languages and language combinations. This could be achieved by encouraging

Master's programmes in translation from Ukrainian universities to implement commonly accepted and market-oriented professional standards.

Its *main task* is to help raise the standard of translator / interpreter training in Ukraine and foster cooperation and exchanges between higher-education institutions offering translation courses.

This framework does not cover the specific needs of translator trainers or those of translation studies researchers. The *training objectives*, expressed in terms of competences to be acquired, appear to us to be priorities, before defining a syllabus in which the content also depends on the resources (human, financial, institutional and technical) available in a given context. This reference framework should be understood within the overall context of university education for translators / interpreters, which goes beyond the specifically professional competences listed below. It sets out what is to be achieved, acquired and mastered at the end of training or for the requirements of a given activity, regardless where, when and how.

It corresponds to second-cycle training of between 90 and 120 credits (ECTS), presupposing mastery of the working languages (of at least level C1: "Competent use of language (Effective Operational Proficiency)", according to the Common European Framework of Reference for languages).

This is intended as a basis, enabling the content of training sequences/modules/syllabi/sessions to be established and the most appropriate teaching methods to be chosen. It is concerned with the ends (the competences) but in no way prejudges the means (resources, syllabi, teaching).

The competences proposed are interdependent. Thus, for example, the aptitude for taking reasoned decisions is horizontal; it applies equally to the provision of a translation service and to documentary research. They all lead to the qualification of experts in multilingual and multimedia communication. Together, they comprise the minimum requirement to which other specific competences may be added (for example in localization, audiovisual translation or research).

So, by *"competence"*, we mean the combination of aptitudes, knowledge, behaviour and know-how necessary to carry out a given task under given conditions. This combination is recognized and legitimized by a responsible authority (institution, expert).

Now let's have a look at the results of our survey involved in-service translators and interpreters as to the most important translation (T) and interpreting (I) competences.

The most important components of T and I Competence:
T and I competence – 25 %.
Textual Competence (the skill to analyze and create the coherent text) – 20 %.
Language Competence (A, B, C languages) – 19 %.
Information and Linguistic Search Competence – 14 %.
Self-discipline and work capacity – 4 %.
Mobility and capacity of learning – 3 %.
Computer literacy – 3 %.

At the universities both disciplines (interpreting and translation) are taught together, and some university curricula stipulate exams in both of them for obtaining diplomas (in Ukraine – all the universities). In other institutions, one has to pass a translation degree before one is allowed to do interpreting, whereas some offer exclusively interpreting courses, often at postgraduate level.

In real life translators may be requested to do an oral translation of a written text, or to translate from an audio-/video tape, and likewise, interpreters are frequently confronted with the task of interpreting on the basis of written manuscripts or slides, or will have to interpret/translate draft documents for adoption or rejection by conference participants (sight translation).

Basic competences, such as linguistic and cultural competence as well as world and relevant special knowledge, must have been acquired by the translator just as by the interpreter. Equally important are the ability to process texts cognitively and analytically (comprehension) and to produce texts comprehensibly and communicatively with the appropriate means; the latter will, of course, differ in translating vs. interpreting. Stylistic competence, the ability to make swift decisions and to access one's knowledge and relate textual information to previous knowledge is as important, and so is the competence to tackle interlingual problems. Translation scholars define this skill as a *transfer competence* which is achieved if all part and sub-competences interact successfully.

However, though this general transfer competence is a factor translation and interpreting should have in common, the various sub competences will necessarily differ, as will the degree or need of strategic text processing. Such differences can be traced back to the difference in the processes at work in translation and interpreting respectively.

If we assume that there is such a basic transfer competence, it should include a number of basic skills common for translation and interpreting, which must be complemented by translation-specific and interpreting-specific competences. A condition common to translation and interpreting is that specific subcompetences must interact, and possibly some translation-specific skills can help in acquiring interpreting-specific competences. Such an interaction may involve translation-specific and interpreting-specific competences in those types of translating or interpreting which are of a more intermediate character in the continuum that links translation and interpreting [3].

This would imply that there are certain components of training that translators and interpreters can acquire together and others, which must be trained specifically.

We share the opinion of one of the famous researchers S. Kalina that one major difference between translation and interpreting relates to the effort/result ratio [3]. In translating, one takes an effort to achieve the best result possible. Within the limits and constraints given, interpreters have to find the best acceptable solution to hand, i.e. the constraint on the time and effort determines the quality of the result. This means that operations have to be performed as routines that have become automated to a considerable degree. The teaching of interpreting has to develop ways for students' acquiring the necessary automatisms or routines [3].

Conclusions. So, as a conclusion from the above we can assume that although ways and means of problem-solving may differ in T and I, there are a number of similar or related factors at work in the two sub disciplines that can be pursued within the scope of an integrated approach.

Moreover, an integrated translation and interpreting approach which takes account also of the results of interdisciplinary research of the two sub disciplines with other disciplines may help shed more light on some of the intermediate forms of linguistic mediation, such as oral translation or interpreting from/with written material, which are not covered extensively in the literature and deserve far more attention than has so far been devoted to them.

That's not the end of the research into the teaching of translation / interpretation. In our further research we are going to investigate the problem which subskills of the overall goal of translating / interpreting competence should be taught separately, and by which means and in which order they are to be trained.

The literature on interpreting training offers no methodological guidance, and teachers may be at a loss to decide what is to be learned first, what is required next, and what degree of interaction can be managed by students at which stages.

Thus, the process of developing translation and interpreting competences is a complex, multidimensional functional system of influence on an individual, who is taught as a subject of intercultural communication, minding new specific values and becoming aware of multilingualism and multiculturalism.

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