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An Individualized Approach to Translator Training

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Abstract:

ESOL teachers are often asked by their colleagues or school administrators to do translations. Yet few of them know very much about the profession of translator. This paper is designed to give them insights into the field of translation and what skills are necessary to be a professional translator. It describes three translator training programs in the United States and contains a proposal for a translator training program based on individualization through learning contracts. It discusses how candidates could be chosen for the program, how the program could be individualized, possible courses to be offered, and suggestions for implementation.

Descriptors: Individualized Instruction / Program Design / Translation

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PREFACE

When many teachers of English to Speakers of Other Languages (ESOL) hear the word "translation", they immediately think of the once popular, but now disdained Grammar-Translation method of teaching languages. As a result, translation has lost much of the prestige it once had in the language classroom, and teachers know little about the translation process or the profession of translator. This is unfortunate in two respects. First, translation can be used as a valuable tool for teaching languages (Wilss, 117). It can either be used as a learning device in itself or it can be used to verify comprehension and accuracy. Second, ESOL teachers are frequently asked by monolingual colleagues or school administrators to translate documents and materials for them. These people often expect the teacher to translate for free. They assume that to "know" another language is sufficient to be able to translate it, and that the special language skills required to make a good translation are worthless in terms of time, money, and effort (Tinsley, 7). Any professional translator would resent this attitude bitterly, and ESOL teachers should, too. In this respect, translating resembles teaching. "Everybody believes that it must be easy, that he could do it if necessary, and that he is qualified to criticize the efforts of those who practice it. . . . It is also true that bad translating, like bad teaching, is by comparison an easy matter" (Savory, 35). Translators, like teachers, are professionals in their field. They have worked hard to acquire the special skills they need to do their work.

Because many ESOL teachers will be dealing with translation either inside or outside the classroom, it is essential for them to have a good

understanding of what is involved in the field. This paper is designed to give them some insights into what some American schools offer in the way of translator training, the skills that are necessary to be a good translator, and a suggestion for a translator training program based on individualization.

I. What is Translation?

When people ask me what I do for a living and I tell them I am a translator, they often seem to have a different conception of what they think I do from what I really do. They romantically envision me as working with top-level diplomats at important meetings in the U.N., discretely standing behind them and whispering in their ears. They are invariably disappointed when I explain that most of my jobs consist of translating tourist brochures or instructions for household appliances. These misunderstandings arise because they confuse the terms "translation" and "interpretation". In the past, the word "translation" was used as an overall term which included "interpretation". Nowadays, professionals distinguish between "translation" and "interpretation" as two distinct fields.

There is a world of difference between a translator and an interpreter, although they might do the other's job if needed. Basically, translators work with written language and interpreters with spoken language. The skills needed to do either job are related but different. Interpreters need to have a good oral command of both languages, they tend to be extroverted, dynamic people who like to perform before crowds. Translators, on the other hand, tend to prefer working in solitude, oral ability is less important, but instead they need to be very exact in expression of their own language (Tinsley, 1). Interpreters have often grown up with two languages while translators often live abroad or have spent many years in another country.

When dealing with translation and interpretation, distinctions are made as to which language one is translating into or from. The language

one is translating from is usually referred to as the Source Language (SL). The language one is translating into is called the Target Language (TL). Most translators and interpreters translate into their mother-tongue. It is generally felt that the command of language necessary to express oneself clearly and accurately in the TL is only possible for native speakers.

Occasionally, the translator is faced with a situation where she cannot simply translate the original. This can occur when the concepts of two cultures are so different that no word-for-word correlation is possible. For example, J. C. Catford refers to the different concepts of "bathroom" in Finland, Japan, and America (Catford, 99). A Finnish person perceives the "sauna" as a communal bathing place, often in a separate building. To a Japanese, a "huro(-ba)" is a place to soak the body after it has already been cleansed. When an American asks for the "bathroom" he may not be interested in bathing at all; in fact, it is possible for a "bathroom" in an American house to consist only of a sink and toilet. "Sauna" and "huro-(-ba)" cannot simply be translated as "bathroom". Somehow the translator must explain, either through footnotes or weaving an explanation into the text, what the cultural differences are. Poetry, puns, plays on words all present similar problems of untranslatability. In the long run, what determines the success of a translation is if it is able, despite these major obstacles, to communicate the message it is intended to communicate.

The types of messages translators are asked to communicate are extremely diverse. Some translators work primarily with the belles-artes. In the past, this kind of translation, called literary translation, was the emphasis of most translator training programs because it presented so many

interesting and challenging problems. Although there is a growing demand for good translations of literature from other languages, with a few notable exceptions it is still difficult to earn a living by literary translating alone. As the former president of the American Translators Association, Royal L. Tinsley, Jr., points out, "There is little opportunity for a satisfying career as a full-time literary translator" (Tinsley, 3). As a result, many translators with literary training have been forced out of economic necessity to take on non-literary translations in the fields of business, science, technology, government and journalism. This can lead to terrible translations if they do not understand the subject matter. Many translators specialize in certain areas like computer technology or medicine and try to learn as much as they can about the field in order to master these kinds of translations. On the other hand, many scientists and technicians try their hand at non-literary translations. They have the necessary expertise, but often their language abilities lag far behind. Their translations may be accurate, but clumsy. Unfortunately, most people who like working with languages have an aversion to anything scientific or technical, and many who love technical matters have no delight in expressing themselves in elegant language. To have both a good command of language and technical expertise is indeed a valuable asset for a translator.

It is especially in the fields of non-literary translation that most translators will find jobs in the future. As the different nations in the world become more and more dependent on each other in every respect, the need for understanding across language boundaries will grow. The literary

translators will also play an important role in bringing different cultures closer through the interchange of ideas. There will be much work for good, qualified translators to do in the future.

However, there is some speculation that one day computers will replace humans as translators. Although much spectacular research has been done in this area, "none of the practical goals of MT (machine translation) with respect to quality, speed or cost has ever been realized" (Lippmann in Congrat-Butlar, 48). And the future looks bleak for computerized translation. Even Peter Toma, who designed and operated one of the world's most successful machine translation systems SYSTRAN, says that "machine translation is economical only for large amounts of translation. Therefore, only those like the Air Force and NASA, who need to have thousands and thousands of words translated, find it cheaper to use machine translation" (Toma, 257). On the other hand, great advances have been made in developing computers and word processors as an aid to translators. These machine aids will prove invaluable in the future in speeding up many of the individual steps in the translation process (Lippmann in Congrat-Butlar, 48-49). These advances in technology are not a threat to the profession of translator, but an indication of new areas translators will need to know more about.

The increasing knowledge and skills translators need in order to keep up with modern developments make good translator training programs an absolute necessity. In the past, translators had little formal preparation for their careers (Rennie, 1). Anyone who knew more than one language could call herself a translator. Translators were seldom given recognition for the work they did and their legal status was poor. Today trans-

lators are joining together in professional organizations to demand their rights and recognition for their work. There is increasing awareness that if translators wish to be seen as professionals, they need to have formal proof of their abilities, either through accreditation exams given by organizations like the American Translators Association (ATA) or through certification by recognized translator training programs.

Although, as we will see in the next section, the number of schools offering translator training is growing tremendously, the field of translation pedagogy is still in its infancy (Wilss, 118). The requirements for certification and how translation skills are taught vary greatly from program to program.

II. Translator Training Programs in the United States

According to a report presented at the 8th World Congress of the International Federation of Translators in Montreal in 1977, by Royal J. Tinsley, Jr., "prior to 1971 there were only two schools in the entire United States with academic programs designed to train translators and interpreters - Georgetown University in Washington, D.C. and the Monterey Institute of Foreign Studies in California. There are now some five or six institutions with complete training programs at the graduate level and numerous colleges and universities throughout the country that offer training in the form of one or more courses" (Tinsley in Congrat-Butlar, 31). In 1983, the ATA published "A Survey of Schools Offering Translator

and Interpreter Training". There are 257 listings of two and four year schools offering either translator certificates or translation courses.

Europe, on the other hand, has a much longer tradition of translator training. Countries like Belgium, the Netherlands, France and Germany, where international organizations have long been based, have high-quality programs on both the undergraduate and graduate levels. Canada, with its French and English bilingualism, also has a tradition of excellent translator training programs like the ones at the University of Ottowa, the University of British Columbia, and McGill University to mention only a few. Mexico offers translator training at schools like El Colegio de México, Instituto Allende, Instituto de Intérpretes y Traductores and the Universidad de Las Américas. In his book, Translation and Translators: An International Directory and Guide, Stefan Congrat-Butlar lists many schools and universities around the world that offer translator training and interpreter training. This is an excellent reference for anyone considering entering a translator training program, either in the United States or abroad.

At this point, I would like to look in detail at three American schools that offer translator training: the University of Pittsburgh, The University of New York at Binghamton, and Georgetown University. The information in this section has been drawn from their brochures and from letters in answer to my many questions.

The University of Pittsburgh

The Professional Translation Program is under the administration of the Western European Studies Program at the University of Pittsburgh. In a letter, the Administrative Specialist for the West European Studies Office provided the following information about the program, which offers courses in translation and a Certificate in Professional Translation at the undergraduate level in French, German, Italian and Spanish.

The Certificate Program is designed for students who already know a foreign language well and wish to add a thorough professional competence to that knowledge. In order to be admitted to the program, students must have taken five semesters each in two of the languages offered, or the equivalent language competence must be demonstrated through an entrance examination. This entrance examination is also recommended for those students who have not used the language for several years and who feel unsure about their abilities. The examinations are given by the language departments and are the same as those used for incoming freshmen to place them at appropriate levels of study. If a student has difficulty keeping up with the fast pace of the classes, the instructors may recommend that he or she continue with language studies first and return to the translation courses later.

The courses are taught in the evenings by professional translators who work in corporations in Pittsburgh during the day. The Professional Translation Certificate Program requires proficiency in two languages and a total of 21 credit hours: 12 credits in professional translation courses for each of the two languages; 6 credits in "Language of Business and Indus-

try" and "Language of Science and Technology"; and 3 credits in an elective chosen from a list of designated language or culture courses. The students are also encouraged to take literary translation courses in departments that offer them. Translating internships in corporations in Pittsburgh may be possible for highly qualified students and fulfill those students' elective requirements. The object of the electives is to broaden the students' understanding of the SL. Few students are able to complete all the requirements in one year. Most of them stay on for an extra semester.

Examinations in both languages are given after the student has completed the 21 credits. The examinations last three hours for each language and require a student to select three out of five texts, also in each language, for translation. Two translators and one professor from the appropriate language department correct the exams. All three must agree on a passing grade. Grading is on a pass/fail basis. Once all the requirements are completed, the University issues a certificate to the student.

State University of New York (SUNY) at Binghamton

The Translation Research and Instruction Program (TRIP) at SUNY, Binghamton, and the Georgetown Division of Interpretation and Translation in Washington, D. C. are the two sites of the National Resource Center for Translation and Interpretation. Together they coordinate translator training at a national level, maintaining close ties with appropriate professional organizations and similar programs overseas. Both schools train students in translation. Interpretation, however, is only taught at Georgetown.

TRIP provides an interdisciplinary graduate program in the theory and practice of translation, both for students who plan to become professional translators and for those who wish to use it as an ancillary skill. Students have the choice of either matriculating solely in the Certificate Program or combining it with another graduate degree program like MA in Comparative Literature (for literary translators), MA in Social Sciences (for non-literary translators), MBA in Social Sciences (for management-oriented translators), the MSED, or in two doctoral programs: the Comparative Literature PhD in Literary Studies for a translation dissertation and the Comparative Literature PhD in Philosophy and Literary Criticism for translation theory.

A diagnostic examination is required for students entering the Certificate Program once they have finished their first semester in the Translation Workshop. The first half of the examination consists of a two-hour written examination on readings in theory chosen from a suggested list, which is revised annually. Each reading list for the examination is individual, and each examination is made up separately by the student's own examination committee. The second part of the examination consists of a translation of three passages, either of a literary or non-literary nature. The examination passages are comparable to those used by the ATA, although at SUNY the passages are restricted to the student's area of specialization. If a student cannot perform at an A- level on the diagnostic exam, the program suggests that he or she not continue.

From the beginning the students choose between literary and non-literary translation and this choice affects their curriculum. 16 credits are

required for the whole program: 8 credits for translation workshops (two semesters) in either literary or non-literary translation; 4 credits for one graduate course in linguistics, language theory or language history; and 4 credits in one graduate course in source literature for literary translators or one graduate course in subject area for non-literary translators.

Together with the TRIP director and the program faculty, each student designs a reading list in line with their specialization and career needs. When their course work is essentially completed, the students request to take the final examination. The TRIP director, in consultation with appropriate faculty, establishes the student's examination committee. The individualized examination, which takes four to six hours, consists of sections on theory and practice. Part One, like the diagnostic examination, consists of a two-hour written examination on a previously determined list of readings in theory. Part Two varies depending on if the student is specializing in literary or non-literary translation:

"Literary

1. Comparison of texts. Evaluation of three translations of a classic in the student's language area.
2. Copyright and permissions.
3. Demonstration. The student is asked to translate 3 passages, e.g., a short poem, citation from fiction or drama, citation from literary history or criticism.

Non-literary

1. Comparison of texts. Evaluation of multi-language text in student's area of specialization.
2. Copyright and permissions.
3. Demonstration. The student is asked to translate passages from three works in his or her area of specialization."

(from "Examination Schema", SUNY, Binghamton).

When the students have fulfilled the course requirements and successfully passed the examination, they are eligible to receive a Certificate of Translator Proficiency, specifying the language combination(s) and subject area(s) of their proficiency.

Georgetown University, Washington, D.C.

The Division of Interpretation and Translation in the School of Languages and Linguistics offers two separate certificate programs, one in translation and the other in translation and interpretation. The program is outside the normal degree structure and is designed to follow prior university studies.

In order to accept students from many different backgrounds, the programs have been designed to be flexible. It is recommended that candidates have a degree before beginning their translator training. Many who enter the program have not only a Bachelor's but also Master's degrees or doctorates. The program also admits candidates whose past work experience and self-paced study justify acceptance.

The candidates take an entrance examination to demonstrate if they have sufficient general background and a solid knowledge of the languages they intend to work with. As the Division does not provide language teaching programs, the candidates are required to know their languages well in order to be able to concentrate on the techniques required for translation. For each language combination, the candidate is required to translate a general text to show understanding of vocabulary and structure

as well as ease of expression in the TL. Dictionaries are not allowed during the entrance examination.

A Certificate in Proficiency in a specific language combination is granted to students who have completed at least two semesters of Advanced Translation in that combination. The translation courses offered are very demanding in time and effort on the part of the students. Texts for translation are chosen mostly from newspapers and magazines and deal with current topics in fields like sociology, anthropology, finance, science and technology. All faculty members have extensive experience as translators or interpreters. Part-time lecturers and consultants are drawn from international and government agencies in Washington, D. C., or they are freelance translators or interpreters. Usually they belong to one or several professional associations.

Although all three programs offer a certificate in translator proficiency, the translators who finish the programs are proficient in different areas. The Pittsburgh program trains translators mainly in the areas of business and finance. Georgetown University seems to concentrate mostly on non-literary translations in fields like sociology, anthropology, science and technology. The program at SUNY Binghamton offers the students a choice of either literary or non-literary translation, either alone or in combination with another graduate degree program. It also allows the students a great degree of freedom in determining their areas of specialization. SUNY appears to be the only one of the three schools that tries to tailor its program to the individual needs of the students.

III. An Individualized Approach: The Foundations

On the following pages I have designed a translator training program that takes the idea of individualization as practiced at SUNY Binghamton a step further and explains the details of how such a program can be conceived and implemented. I have done this for three reasons. First, I believe it is useful for anyone involved in education to work through the steps of a program design. Second, this allows the reader to get a detailed understanding of how translators are trained. Finally, it describes an approach that is well-suited to the educational needs of future translators.

Before a house can be built, sound foundations to support it need to be laid. Before a program can be designed, it is important to formulate the assumptions on which the program is based. There are various assumptions that could be the underlying force of a translator training program. For example, the University of Pittsburgh bases its program on the idea that the students should acquire marketable skills that will help them in their professional careers. That is why the main emphasis is on translation for business and finance. Many European universities, on the other hand, would not even offer translator training programs because in itself translation is a profession. Instead, they would offer courses in translating classical literature, in comparative linguistics, or in theories of translation. These universities base their programs on the assumption that education should be an end in itself, not to prepare people to enter the business world.

Both of these assumptions operate on the level of content of education - the material and skills to be taught. I, as a teacher, also concentrate on the content of the classes I teach. However, in the past that was often my sole concern. I generally heaved a sigh of relief once I had made it through a difficult lesson and seldom stopped to consider if my students had made it with me. Eventually, I learned that if I wanted to be a successful teacher, I had to take two things into consideration at the same time: the material that I was teaching and also what the students were doing with that material. I began to spread my focus to include the students as well.

An individualized program design is an attempt to put focus on the learner as well as on the content. The emphasis shifts from an expounding of knowledge that students are expected to absorb to seeing the students as individuals in the process of change. Learning means change, not just in the amount a person knows, but also change in the way that that person perceives his or her environment. It involves the whole person. This factor is often ignored in traditional education.

Donald Rippey describes an interesting model in his article "What is Student Development" that puts the main emphasis on the development of the individual in the learning process. He bases his model on the ideas of Rousseau, Pestalozzi and Froebel that "in nature, or in a natural state, man learns eagerly and spontaneously from his environment" (Rippey, 35). The student development model helps students direct that natural curiosity into fulfilling channels. According to Rippey, "The proper focus for education is on developing and assisting human beings to become the best that

they are capable of being" (Rippey, 9). Thus, attaining knowledge is not the goal of education, the maximum development of each person is.

The basic assumptions behind Rippey's model were formulated by Theodore K. Miller and Judith Prince in 1976:

"1. That all facets of the individual student rather than a single attribute such as intellect must be considered;

2. That each student is recognized as unique with unique needs and must be treated as an individual;

3. That the total environment of the student is educational and must be utilized to teach the fullest development;

4. That the major responsiblity for a student's personal, social development rests with the student and his or her personal resources"

(in Rippey, 11).

Let us consider the implications these four assumptions have for the teachers and administrators of a translator training program based on individual development of learners.

1. All facets of the individual student must be considered.

How successful a student will be in her life is determined by a number of factors. Many schools take only academic success into consideration when conferring degrees. Thus the people who have worked well within the system are rewarded. But as we know, these people are not always the ones who make a "success" of their lives. There are many aspects other than language ability that will affect how well a translator does in the profes-

sional world. Personality, the ability to deal well with other people, business acumen, sensitivity to an author and reading public - these all affect how well a translator does her job. But very few schools take these affective factors into account. A development model would allow the student to focus attention on all facets of her being that need improvement. It would allow her to recognize where her individual strengths and weaknesses lie and work on those areas with the support and guidance of the program.

2. Each student is unique.

Although this assumption holds true for any educational program, it is especially relevant for a translator training program. Each student comes to the program with a unique language background and unique areas of expertise and interest. Possibly the student is bilingual in the sense that she spoke one language at home and another outside the home. Another student might have spent years in another country but had no formal language training. Another might have studied a language extensively, but never spent any time in the area where that language is spoken. Just as diverse are the reasons why people are attracted to the profession of translator. Some see a market for their technical or language expertise, others love literature and languages, and others are mainly interested in the cross-cultural aspect of translating. The motivations, the languages, the backgrounds are all very different for each person. And the possibilities for finding jobs in the field afterwards are just as diverse. A

translator training program could never hope to take a uniform group of students with equivalent language abilities and turn them into uniform translators with identical skills and interest areas. Variety is the key to the field of translation and flexibility to accommodate that variety the key to a translator training program.

3. The total environment of the student is educational.

We educators often assume that students learn only when they are with us in the classroom. In actuality, much learning takes place outside of the sphere of the schools. This "outside" learning is as important to the whole development of the student as what she learns during her time in the classroom. Somehow teachers need to narrow the gap between "outside" and "inside". One way to do this is to invite the students to share their experiences and "outside" knowledge with the other students. Thus, the students can learn to appreciate each other as valuable resources - an attitude that will help them later in their professional careers when they will need to use their colleagues as resources from time to time. In addition, the school can promote an active exchange of ideas with professionals in the translation field and also other people of cultural, political and social significance by inviting them to give lectures, lead discussions, or even to teach courses at the school. It is especially important for translators, who need to have a lively interest in everything that is happening around them, to learn to see their total environment as a resource they can always learn something from.

4. The major responsibility for a student's development rests with the student.

Traditionally, schools have been based on a hierarchy where the administration sets the long-term goals and objectives of the program, the teachers devise their courses to achieve those goals, and the students follow the courses set before them. The only responsibility the students have is to keep up with the program, which, for some students, can be quite a formidible task in itself. The students who are able to fit in the mold are rewarded. The others fail. Thus, traditional schools do not really teach their students how to be responsible for themselves. Someone higher up is always taking responsibility for them.

However, one of the most important attributes of a translator is the ability to take on responsibility: responsibility to transmit a text accurately in another language; responsibility to finish the work on time; responsibility in terms of professional integrity. Responsibility is a characteristic that needs to be developed. It does not suddenly appear once one has left school.

The key to developing responsibility is to hand it over to the students right from the beginning. With the help of advisers, the students can formulate long-term and short-term goals for themselves. It is their responsibility to work towards those goals. Activities and counseling can be arranged periodically to help them revise and reformulate these goals.. As the students grow and change, their goals will grow and change as well. They will take the courses offered not because they are prescribed, but because they see how those courses will benefit them in achieving their

goals. They are taking the responsibility for their decisions concerning their education and this training will help them take responsibility for the jobs they do in the future.

These four assumptions about student development have profound implications for the staff of a translator training program based on individualization. The teachers need to be willing to look beyond the subjects they teach and see the program as a whole. They need to realize that their courses are only a part of the whole process that is going on inside the students. Ideally, teachers would plan their courses together, so they could gain an insight into the rest of the program and coordinate their lesson plans so they fit into the overall picture.

Both teachers and administrators need to be open to feedback from the students and to give honest, direct feedback themselves. The administrators must ensure that there is a continuing process of program evaluation to guarantee that the program is operating according to the assumptions underlying it. The individualized program is based on mutual respect for each person in the program and on the flow of communication across all levels. There is no hierarchy of power where the administration rules over the faculty and the faculty rules over the students. Learning is achieved in an atmosphere of mutual cooperation where individuals are seen as whole persons and not as empty vessels waiting to be filled with knowledge.

IV. The Objectives of the Program: On Becoming a Translator

Even in a student development model of education where the students set their own personal goals and design a personal program to meet those goals, it is important for the administrators and teachers to specify what the program should achieve. In this particular case, it is necessary for them to define what a well-developed translator should be like. This definition then becomes a part of the objectives of the program. These objectives, in keeping with the whole development philosophy of the program, should take into consideration both content and affective factors.

1. The translator has a firm knowledge of the grammatical, syntactic, idiomatic and cultural aspects of the Source Language.

Grammar and morphology are important indicators of the message an author is trying to get across. If a translator is unable to recognize, for example, personal pronouns as being feminine or masculine, to distinguish singular from plural, or to recognize tenses and the time they represent, she will be unable to translate the message accurately. Not only do translators need to be able to recognize these structures in the SL, they must be able to find equivalent structures in the TL.

Syntax is also important for understanding and translating a message from one language to another. For example, translators must be able to recognize questions or passive constructions in order to convey the message in equivalent patterns in the TL. How words are ordered in a sentence can

also have an effect on the emphasis of the sentence. Again, the translator must be able to recognize what is unique about the order and find an equivalent way to render it in the TL.

Idiomatic expressions are equally important. Many translators make slips because they have not comprehended an idiom that the author was using. For example, "to beat one's breast" as a gesture in the Chokwe language of Central Africa means "to congratulate oneself" or, as we would say in English, "to pat oneself on the back." A Chockwe translator who was unaware of the idiomatic meaning of "to beat one's breast" in English as a sign of repentence would give his Chokwe readers the opposite meaning. Instead, once he had understood what the English idiom really meant, he would have to find an equivalent in the Chokwe language, something like "to club one's head" (Nida in Brower, 12).

This example is already moving into the sphere of cultural knowledge that a translator must have of the SL. For example, a translator from German to English must understand the difference in formality between "Du" and "Sie". If a character in a novel suddenly proclaims her love to a person she had previously been on formal terms with, she could say it in two ways: "Ich liebe Sie" or "Ich liebe Dich." If she uses the formal "Sie", she is still retaining that barrier of formality, of distance and respect, toward the other person. In other words, she is being tentative about the whole thing. If, however, she chooses the informal "Du", all barriers are down. In English, both sentences translate into "I love you", but part of the meaning gets lost. A translator who is aware of the cultural implications will try to get that small difference across to her readers.

Not only does the translator need to know about the culture, expressions and idioms of today, if she is translating classical texts, she needs to know about the culture and language of the past as well. She should also know the literature of the SL well in order to understand references to other, older works in that language.

Finally, a translator has to be good enough in the SL to understand what an author is trying to say even when that author is not saying it very clearly. Written works are often ambiguous. Somehow the translator has to interpret the intention of the author, has to be able to read between the lines, with only the context and her knowledge of the author and culture to help her.

2. The translator is an above average writer in her own (the target) language.

After the translator has mastered the first task - that of comprehending the SL text with all its ambiguities, the second, more formidible and for a translator usually most enjoyable, task begins - that of transposing the message into her own language. It is in the nature of written language that it can easily become unclear and ambiguous. The reader is unable to stop and ask the writer what he was trying to say as would be possible for two people talking to each other. The spatial aspect of oral communication eases ambiguity. It is easier to understand with the help of the context and the person's facial expressions and gestures. These aids fall away in written language. Therefore, the translator must be skilled at putting meaning into her words. She must also be skilled at writing in a smooth and elegant way and an expert at the mechanics of writing.

In addition, the translator needs to have a firm command of style in her writing. She has to understand the style and purpose of the author's message and try to achieve the same effect in her own writing. This is especially true for translating poetry and literature, but it also holds true for translations dealing with advertising. Even here, style can be extremely important.

Another problem for translators is getting away from the expressions and syntactic patterns of the original. Somewhere between understanding the original and writing the translated version, the translator must "forget" the original. "The ideal of a target text that sounds like an original composition requires the translator to reproduce the ideas of the original in their rhetorical sequence and with the emotional and aesthetic connotations of the original - but not the wording and the phraseology" (Harris, 18). In order to do this, the translator must be very comfortable in her own language, especially in writing her own language.

3. The translator has an excellent understanding of the target culture.

After a translator has finished her job, the text stands on its own before the TL readers. These readers should be able to understand the text and read it with ease. The translator should have helped them over any difficulties concerning cultural differences by means of explanations or footnotes. In addition, the text should achieve the original purpose it was intended for. In order for this to happen, the translator must know her audience. If she does not take her audience into consideration, misunderstandings can arise. For example, Americans giving speeches in Ger-

many are sometimes puzzled to find that their translated speeches are not taken seriously. This may, in part, be due to the American way of giving speeches and lectures. The Americans tend to spice their talks with anecdotes and jokes. The Germans, on the other hand, are extremely serious when they are talking about serious matters. Humor is not found very often in their speeches (or in their scientific writing, for that matter). As a result, Americans tend to find the Germans heavy and dry, and the Germans tend not to take the Americans seriously. This misunderstanding could be avoided if the German-English translator made the American speaker aware of the difference before he made a fool of himself. Translators are often called upon to make small "cultural adaptations" in order for the material to be understood in the way it was intended.

This aspect of translation, knowing one's target culture, is often ignored by translators. Often they live abroad for many years and lose touch with their native cultures. According to Royal Tinsley, Jr., "Loss of daily contact with the target language culture and idiom for as little as three to five years can have a very adverse effect on a translator's competence, especially for promotional translation or the translation of contemporary literature" (Tinsley, 3).

I like to think of a translator as a kind of bridge between two cultures. In order for the bridge to be stable, it has to be planted firmly on both sides of the water. For the translator this means that she needs to have a good understanding of both cultures. The material the bridge is made of, the language the translator uses to carry her message, must be sound as well if the message is to make it across the bridge. There is

another aspect here that it is important for translators to be aware of - their unique position straddling that body of water. It is not always a comfortable position to be in, and sometimes it is difficult to keep one's balance in the cross-cultural demands that are placed on the translator. Taking an idea from one culture and making it comprehensible to another is often a feat of balancing that requires tremendous sensitivity. If a translator leans too much to one side or the other, the message could get lost. Translators must be aware of themselves as cross-cultural beings if they want to keep that balance.

4. The translator knows as much as possible about as many things as possible.

Many authors have stressed the fact that translators need to have an almost encyclopaedic knowledge in order to do their job well. As we have seen above, they need to know about culture, history and language, both in their target and source languages. In addition, they often have to be experts in special areas in order to understand the subject matter to be translated. This is especially true for technical translators. And if they do not have that particular knowledge, they must know where to find it. "One of the most useful skills a translator can have is the ability to do research" (Tinsley, 6).

Because technology is changing the world so rapidly, the translator needs to keep up with new developments. Therefore, a translator is a person who has a lively interest in all aspects of life around her, who is curious about how things work and why the world is the way it is.

5. The translator is a professional.

Most translators work, in effect, as small businesses unless they are employed full-time by government or private industry. They have to negotiate wages and working conditions with each employer and sometimes for each translation. They have to know how to set fees for translations and make sure that deadlines are met. They have to work economically and efficiently. Here a knowledge of machine aids such as word processors and text editors could prove invaluable. In addition to knowing about such technology, a translator must be confident with typewriters and other office equipment.

Unfortunately, in the past translators have often been taken advantage of because they did not know their rights. As the PEN American Center's "Manifesto on Translation" so fervently states, "Their names are usually forgotten, they are grotesquely underpaid, and their services, however skillfully rendered, are regarded with the slightly patronizing and pitying respect formerly reserved for junior housemaids" (in Congrat-Butlar, 62). Twenty-five years ago, "translators as a rule received no more than a modest flat fee for their work, with no royalty or share in subsidiary income, while their names were often consigned to oblivion. . . . Further there existed then no major prizes for literary translation, no translators' organizations, and at the university level, no courses or workshops or degree programs in that discipline" (Glassgold, 70).

PEN American Center, the world association of literary writers which was founded in 1921 by John Galsworthy, was the first writer's group to

admit translators into its organization, in 1960. The American Translators Association was founded the previous year. Since then, many organizations working on behalf of translators in the United States and abroad have been formed. More and more translators are recognizing the need for such organizations and joining their ranks. Translators, as professionals, need to know and demand their rights. I feel that this aspect of translation is a responsibility that translators not only have to themselves, but to future translators as well.

In summary, the well-developed translator has a sound knowledge of both TL and SL in all respects - cultural, linguistic, and social; has an above average writing ability in her own language; has a broad general knowledge and is interested in learning more; knows how to research what she does not know; and is a professional in every respect. These are not abilities that a person just "has". They need to be developed.

V. Acceptance: Who Should Become a Translator?

The question next arises as to what characteristics a person needs to enter a translator training program. Many people assume that a better than average knowledge of a foreign language is sufficient proof of ability to become a translator. Brian Harris makes an interesting point about accepting bilinguals into translator training schools in his paper, "The Difference Between Natural and Professional Translation." He defines natural translation as a kind of "everyday conversational translating" (Harris, 1). Bilin-

gual children, who are often called upon to translate for their parents, are such natural translators. Harris continues, "All bilinguals can translate, yet few of them get into translation school" (Harris, 10). He bases his conclusions on a study done with entrance examinations at the University of Ottowa, where he is the head of the Translation Department. He says that the problem arises because "most natural translation is oral translation" and that the real problem of many bilingual students is their weakness in written composition (Harris, 13-14). In addition, natural translators are generally more concerned with communicating the gist of what has been said and are not as finicky about expressions as professional translators need to be (Harris, 15).

If bilingualism is not sufficient to make a good translator, what skills should a prospective translator have? Again, the skills could be as diverse as the types of jobs translators find themselves doing. Nonetheless, there are some basic abilities candidates should have before beginning a translator training program. If those abilities are not present in sufficient degree before the program begins, valuable time will be lost trying to make up for the deficit. Who to admit to the program becomes then a question of economy and feasibility. But where should the program draw the line? And who decides if a candidate has sufficient ability or not? As Elbert Hubbard once said, "There is something much more scarce, something finer by far, something rarer than ability. It is the ability to recognize ability" (in Ahmann, 80).

Many translation schools solve this problem by giving their candidates entrance examinations. Georgetown University requires the students to take

examinations in order to ascertain if they have a solid knowledge of the languages they intend to work with and if they have sufficient general background. The University of Pittsburgh suggests entrance examinations to demonstrate language competence in the SL for those candidates who have had less than five college semesters each of two languages offered in the program. At SUNY in Binghamton, the students are given a diagnostic examination at the end of their first semester to determine if they can continue with the program or not.

Although each of these programs defines what their candidates should bring with them, they do not define it very clearly. What constitutes a "solid knowledge" of a language? What is "sufficient" as far as general background is concerned ? Does taking five semesters of a college language course guarantee a certain proficiency in that language? It would be helpful to have some scale to rate a student's language ability in terms that could be applied to several different programs.

There are actually several scales that have already been devised to do just this. The Foreign Service Institute (FSI) developed an oral interview testing system to assess foreign language proficiency for government employees working overseas. In addition to creating a standardized means of testing oral proficiency, it also established a scale of language ability with well-defined categories. However, the FSI scale has been less effective in measuring the effectiveness of communication in cultural contexts (Rivera and Simich, 37-38). It also does not provide a measure for reading and writing proficiency.

Another means for measuring foreign language proficiency is the ACTFL (American Council on the Teaching of Foreign Languages) Provisional Proficiency Guidelines. Modeled on the rating descriptions used in the FSI Interview, these guidelines address speaking, listening, reading, writing and culture. The descriptions of ability range from Novice-Low to Superior or Native Competence. Each level of ability is defined in general terms and also more specifically for French, German and Spanish.

There are several ways that a student's language proficiency level could be assessed. John Carroll proposes a whole battery of formal tests to select candidates for translator training. These tests would include ones for language skills and ones for verbal intelligence and culture in the native language (Carroll, 10). One of his major assumptions is that translators should be extremely high on the verbal factor, which can be tested through "reading comprehension, ability and facility (speed) in determining semantic and syntactic ambiguities and ability in writing effective and highly-rated themes" (Carroll, 11). He continues, "Breadth of information and culture can be assessed by tests of general educational development" (Carroll, 12). However, he is unable to make any firm recommendations on standardized tests that would be suitable.

A battery of tests similar to those suggested by Carroll in combination with a scale like the FSI or ACTFL could be used as a kind of diagnostic tool for students who want to enter the translator training program. They would help the students and the teachers determine where a student's strengths and weaknesses lie before the student is admitted to the program. If a student does extremely poorly in one or more areas, it should be

pointed out to her that it might affect her ability to keep up with the program, or that it might take her a longer than average time to get through the program.

The students' abilities could be diagnosed in the following ways:

1) Target language ability. A short composition in the TL, where the students have the choice of three topics concerning different areas of general interest. The compositions are evaluated on the basis of a better than average command of the mechanics and grammar of the TL, good vocabulary, fluency and clarity of expression, and organization of ideas.

2) Source language ability. For each source language, the following examinations:

   a) Reading comprehension. Through a reading test candidates should demonstrate a reading proficiency in the SL equivalent to the Advanced level in the ACTFL Guidelines: "Sufficient comprehension to read simple authentic printed material or edited textual material within a familiar context. Can read uncomplicated but authentic prose on familiar subjects containing description and narration such as news items describing frequently occurring events, simple biographic information, social notices, and standard business letters. Can read edited texts such as prose fiction and contemporary culture. The prose is predominantly in familiar sentence patterns. Can follow essential points of written discussion at level of main ideas and some supporting ones with topics in a field of interest or where background exists. Some misunderstandings. Able to read the facts but cannot draw inferences" (ACTFL Guidelines, 4).

b) Writing ability. The students should be able to demonstrate a writing ability in the SL equivalent to the ACTFL Guidelines Advanced level: "Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries, resumes, and short narratives and descriptions on factual topics. Able to write about everyday topics using both description and narration. Has sufficient writing vocabulary to express himself/herself simply with some circumlocution. Can write about a very limited number of current events or daily situations and express personal preferences and observations in some detail, using basic structures. Still makes common errors in spelling and punctuation, but shows some control of the most common formats and punctuation conventions. Good control of the morphology of the language (in inflected languages) and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately, and writing is understandable to a native speaker not used to reading the writing of foreigners. Uses a limited number of cohesive devices such as pronouns and repeated words with good accuracy. Able to join sentences in limited discourse, but has difficulty and makes frequent errors in producing complex sentences. Paragraphs are reasonably unified and coherent" (ACTFL Guidelines, 5).

3) Cultural awareness. Could be determined by means of:

a) Self-assessment report. The candidate rates herself on her knowledge of her own TL and the SL culture.

b) An interview with two members of the faculty to discuss the culture of the SL. The candidate should demonstrate a level equivalent to the Advanced level for Culture in the ACTFL Guidelines: "Limited social competence. Handles routine social situations successfully with a culture bearer accustomed to foreigners. Shows comprehension of common rules of etiquette, taboos and sensitivities, though home culture predominates. Can make polite requests, accept and refuse invitations, offer and receive gifts, apologize, make introductions, telephone, purchase and bargain, do routine banking. Can discuss a few aspects of the home and the foreign country, such as general current events and policies, as well as a field of personal interest. Does not offend the culture bearer, but some important misunderstandings and miscommunications occur, in interaction with one unaccustomed to foreigners. Is not competent to take part in a formal meeting, or in a group situation where several persons are speaking informally at the same time" (ACTFL Guidelines, 6).

4) General educational background could be demonstrated through:

a) An interview with a faculty member and an administrator where the candidate discusses areas they would like to specialize in and their background in those areas, areas they are interested in, and other areas they would like to learn about during their time in the program.

b) Documents from other schools previously attended, job references, and an application form.

If any of these areas would seem to be seriously deficient, it would be wise to suggest to the student that she either catch up in that area before beginning the program or that perhaps the career of translator is the wrong choice for her abilities. For those who enter the program, the examination results could be used as a diagnostic tool in determining what the student needs to design into her own program.

VI. Individualization

What individualization of a program means is that instead of having a prescribed series of courses and exams to be taken, the student, together with an adviser or mentor, designs her own course of studies suited to achieve the goals she has set for herself. What individualization does not mean is a free-for-all where anything is accepted. The high standards of quality education must be maintained if the program is to have credibility. Students, teachers, and administrators all have to recognize their responsibility for maintaining those standards in order for the learning experience to be a valuable one.

There are many advantages to individualizing a program. It takes into account the diverse backgrounds of the students, which, as we have seen, is especially important for translator training programs. It allows the students to pursue those areas they are specializing in under the guidance of people who are experts in the field. It enables the students to concentrate on individual areas that need attention at their own pace and in a way suited to their own learning styles.

Through an individualized approach the students learn how to set realistic goals for themselves and how to evaluate their progress toward those goals. They have an opportunity for formulate what they want to achieve with their education. This in turn helps them with their motivation because they understand why they are in the program. Through discussions with their mentors they learn the skills of persuasion and negotiation (Berte, 4). In this sense, individualization is an important step toward self-education, an ability which is especially important for translators.

Individualization of studies is not a new idea. Neal R. Berte points out that "the history of American higher education is replete with examples of prior approaches to individualizing the undergraduate experience. Most famous, of course, is the elective system - ranging from President Eliot's 'free elective' plan at Harvard to the more common plans of allowing students to select courses from among a variety within several broad areas such as the humanities or the sciences" (Berte, 2-3). He goes on to mention multiple tracking, ability grouping, independent study, directed readings, individual tutorials, joint and student-designed majors as other expressions of individualization in the American school system.

Not only is individualization nothing new, many schools have been operating successfully on this concept for many years. Examples of colleges using learning contracts are described in Berte's book, Individualizing Education by Learning Contracts. These schools include New College in Sarasota, Florida, Empire State College in New York, University Without Walls at Morgan State College in Maryland, Michigan State's Justin Morrill College, and New College of the University of Alabama. As we have seen,

SUNY at Binghamton also works with the concept of individualization for its translator training program based on the students' designing their own course of studies.

To return to our model of an individualized translator training program, once the students have taken the entrance examinations and interviews and been accepted into the program, they attend a workshop designed to introduce them to the program and to the process of goal development. After this workshop they meet with their mentor to discuss their goals and how to plan their course of study. Their mentor is a very important person for them. The mentor should be a friend as well as an adviser. It is important that there be no adversary or generation gap problems between a mentor and student. "They should be collaborators working for the student's best interests" (Sloan, 79).

Being a mentor requires special skills and knowledge. Harwick College in New York State specifies the following qualifications for its mentors:

"1. know the course requirements
2. know the student's college goals
3. know the student's career goals
4. help the student design ways to apply his goals
5. share a common interest, a class or major
6. be familiar with offerings in other fields
7. be well aware of college resources" (Maxwell, 1).

I would add to this list counseling abilities, an awareness of oneself and one's role in relationship to the student, a willingness to be open to feedback and the ability to give it oneself, the ability to assess goals to

determine if they are realistic and relevant, strength to demand high quality work from the students, and a strong system of personal values. The mentor is a key person in the program. Therefore, the mentor has to be especially aware of the objectives of the program, what courses are offered, what areas the students should explore. It would help the mentor if she could meet with other mentors on a regular basis to formulate guidelines for themselves. It would not only give them a chance to form a concensus about the program, but also to discuss special problems as they arise.

The students meet with their mentors at least three times during a semester or term on a formal basis: the first time to set goals and design a program for the commencing term; the second time mid-term to reassess those goals and reformulate them if necessary; and a final time to evaluate if and to what extent the goals have been met. In addition, the mentor should be easily accessible for informal meetings. It would probably be of advantage to the student to have the same mentor for her whole course of studies. But students or mentors should also be free to request changes if the relationship becomes unproductive or unsatisfactory for either of them.

Together with her mentor, the student develops goals. Ray Eiben defines a goal as "a written statement that describes results to be achieved at a specific time in the future" (Eiben, 136). A goal can be for different periods of time. Short-term goals are valid for a period of time like a semester or term. Middle-term goals apply to goals set for a period of time like one academic year. Long-term goals refer to the ultimate achievements a student wants to reach by the end of the program.

The process is often referred to as goal-setting, although goal-development might be a more appropriate term. Goals should be open to change as the student begins to learn more about her special area and herself. There should be opportunities provided to review and reset both short-term and especially long-term goals.

The first step in goal-setting is to write the goal statement. "The goal statement includes: date at which the goal will be reached, criteria used to determine achievement, and changes that will indicate progress" (Eiben, 136). It is very important to establish how the achievement of the goal will be evaluated before the student begins working on it.

After a goal statement has been written, it is necessary to test it. Eiben suggests the following guidelines:

"1. It must be CONCEIVABLE, that is, capable of being put into words.

2. It must be BELIEVABLE to the person setting it.

3. It must be ACHIEVABLE.

4. It must be CONTROLLABLE, subject to permitted involvement of others.

5. It must be MEASURABLE in time and accomplishment.

6. It must be DESIRABLE, that is, 'something I want to do.'

7. It must be stated with NO ALTERNATIVES (No 'either-or').

8. It must be 'GROWTH-FACILITATING' to self and/or others"

(Eiben, 148).

The next step in goal development is to brainstorm resources, people and situations that would either help or hinder the achievement of the goal.

After the student has formulated or reconsidered her goals and discussed them with her mentor, I suggest they set up a learning contract for the commencing term. A learning contract is a written agreement stating the student's goals for that term (short-term goals), the way the contract will be fulfilled including courses to be taken, independent study, field study, or internship, and how the achievement will be measured or evaluated. In addition, if the school uses a credit system, the mentor and the student need to decide how much credit will be awarded for the student's achievement. The mentor has the function here of helping the student assess whether the learning contract is realistic or not. In addition, the mentor should point out areas that the student has either forgotten or that the student is unaware of as being important for achieving her goals.

There are several means a student can choose from in order to achieve her goals. The mentor should encourage the student to try different means in order to enrich her learning experience. One mean is to visit courses provided by the school and to fulfill the requirements set for those courses. The next section contains a description of some courses that would be useful for students studying translation.

Another means to reach one's goals is through independent study. The student makes an independent study contract with an appropriate member of the faculty, who supervises the student's work in that field. The student again specifies goals for that particular learning experience, how she expects to achieve them, with a detailed list of resources and materials, and how her achievement will be evaluated. Independent study allows students to research areas that are not offered in the school's regular curri-

culum, or in a way more suitable to the student's individual learning style and speed.

Another means of achieving a student's goals is through an internship. Again, the student submits a learning contract for her internship stating goals, how she expects to achieve those goals, and how her achievement will be evaluated. Internships are extremely useful for helping the students see what working in the field is really like. They gain valuable practical experience in job hunting and interviewing and make contacts that could be helpful finding jobs after they finish school. It is also useful for the school to have contacts with the professional world. Not only does the school become better-known, they are also in a position to draw upon their professional contacts to enhance the program of the school. The students should be encouraged to devise their own internships related to their special areas. For example, if a student is specializing in computer technology, an internship in a computer company would be extremely useful.

A final means for achieving goals is through a field study. For those students who have not spent much time abroad, it would prove extremely useful to take a field study in one of their SL countries. Again, it is important that the student submit a learning contract stating goals and how they will be achieved and evaluated, and that arrangements for the field study be finalized before departure if the student expects to get credit for the field study.

Evaluation is an especially important part of the individualized approach. It not only establishes the credibility of the program, it is also a diagnostic tool. "Evaluation becomes partially a way of improving,

not just measuring, learning" (Hodgkinson, 83). It is "the process of determining where a learner is in relation to his goals so that he may start at that point instead of a less appropriate point" (Rippey, 15). There are various ways a student's work can be evaluated: written evaluations by both student and mentor or teacher; oral presentations; interviews; formal papers; essays and other short texts; written or oral examinations. The key is to remember that such evaluation is chiefly diagnostic and is based on the student's goals to help her achieve those goals. As time progresses, the students should become more and more adept at self-evaluation. Once they are out in the field, they will have to know how to assess their own work.

Finally, if a person wants to be called a "translator", there are certain professional standards that have to be demonstrated. Therefore, I suggest that the students take an examination either from a translator organization like the ATA to get accreditation, or the school should design a certificate examination of their own that would guarantee the high standards of quality expected in a professional translator.

With this individualized approach to learning, the students have the freedom to pursue areas of interest and areas they need to develop at an individual pace. The quality of their certificate would be guaranteed by an examination equivalent to what professional organizations expect of their translators.

How long would such a program take to complete? Again, it depends on the individual students and their backgrounds and goals. I think it would take at least one year for advanced students to gain the necessary practice in translation. Other students might need as long as three years to work

themselves into their special areas or get the necessary language background. It probably would not be economically feasible to expect the students to continue with their studies for more than three years. However, for those who finish the program, courses and workshops could be offered on a regular basis as continuing education.

VII. Courses

Even in an individualized program where everyone is working on different goals, there are places where interests cross enough that courses can be offered. There are advantages to having courses: the students can get feedback from their peers on their work in workshops; guest speakers can be invited to give lectures; survey courses can give a general introduction to a field. The important thing to remember is that none of these courses is prescribed by the administration. The students are free to choose to take whichever courses they desire because they see their value in helping them achieve their long-term goals.

Before a course begins, the teacher should make a statement about the objectives of the course, a description of the methods and materials to be used, what will be expected of the students, and how the students' participation will be evaluated. At this point, the students should be able to give feedback on their expectations of the course, what they want to achieve, and how it relates to their goals. If everyone agrees, the teacher may decide to change the course or parts of the course to fit the students' needs better.

At the end of the course the students evaluate themselves and the teacher by means of a written evaluation. The teacher also writes an evaluation of each student. These evaluations go to the mentor who uses them to assist in the next goal-setting and program-planning session with the student.

Following is a description of some courses that a translator training program might consider offering:

1. Translation workshops

These should be ongoing, with practice in translations either from the TL into the SL or from the SL into the TL. The students will need to have much practice translating from the SL into the TL to develop speed and accuracy. Translating from the TL into the SL helps the students become more aware of the intricacies of that language. There are many different activities that could be done in translation workshops. The American Translators Association suggests, for example, reading existing translations in various fields and comparing them with original texts and other versions (ATA Guidelines in Congrat-Butlar, 47). Different workshops could focus on either literary or non-literary translation. Texts for literary translations could be taken from short stories or poems. Texts for non-literary translations could be taken from business, technology and journalism. It would probably be most useful for the students to do the translating at home and use the time in class for peer-critiquing and discussion of special problems. This would help the students develop good self-assessment abilities that would prove invaluable later in their

careers. Another suggestion from the ATA is to have group translation projects where each student chooses an article from her special field of interest for the class to translate. For that time each contributer is the expert for terminology (ATA Guidelines in Congrat-Butlar, 47-48).

2. Theories of Translation

This course would provide the theoretical basis for the translation workshops. Various theories of translation like philological, linguistic and sociolinguistic could be discussed, as could the history of translation, and the nature and conditions of equivalence. In addition, different ways to translate, such as literal vs. word-for-word, could be discussed.

3. Writing Workshops

Special emphasis would be put on developing good writing skills in the TL, but courses in writing in the SL should also be offered. Students need much practice developing clear, straightforward writing in their own language. Writing in different styles and for different purposes in the TL would improve the students' style and correct usage. Writing in the SL, as well as translating into the SL, helps the students become more aware of how that language works.

4. Structural Analysis

Courses in structural analysis of both TL and SL should be offered on a regular basis. The objective of these courses is to gain a sound know-

ledge of the syntax and morphology of both the SL and the TL. A short discussion of the historical development of the language would prove useful, as would a look at root words, suffixes and prefixes. An introduction to transformational grammar and syntactic analysis would also prove useful for deepening the students' awareness of the structure of the languages.

5. Culture

Various courses dealing with the culture of the SL and the TL could be offered. Reading courses in literature, history, and modern journalism would not only improve the students' vocabulary and reading comprehension, they would also provide valuable insights into the students' own or a foreign culture. In addition, courses that work on developing cross-cultural awareness and understanding of oneself as a cross-cultural person could be offered.

6. Research and documentation

The students should not only become experts at using dictionaries, encyclopaedias and reference books, they should also know libraries inside and out. They should know where else to go to get the resources they need: special technical libraries; universities; companies; and publishers. A course in machine aids like word processors and computers would be especially helpful for future translators, as they may very well be in a position one day to use these aids.

7. Rights of Translators / Professional Organizations

Courses explaining copyright laws, how to set up contracts, and the rights of translators would be of great advantage. It would be a wonderful opportunity to make contacts with professionals in the field who might be willing to give talks about their experiences and also about the professional organizations they belong to.

8. Rhetorics / Style

Emphasis should be put on recognizing different styles in both SL and TL, and on examining how they are used for different purposes. Students should be encouraged to experiment with different styles in their own writing. It is very important for literary translators to have a sound knowledge of such rhetorical devices as alliteration and metaphor, but non-literary translators would also profit from learning about style, especially if they will be dealing with the advertising world.

9. Terminology

Specialized terminology for fields like medicine, law, and computer technology could be offered on demand. In addition, workshops in fields of special translation such as for subtitles of films, theater translations, and translating music texts could be offered.

10. General Education

Many different survey courses could be offered in various fields to whet the students' appetite for more general knowledge. Courses in psychology, philosophy, music theory, art appreciation, language acquisition, anthro- and sociolinguistics, mythology, translator pedagogy, communication methodology, and politics would be just a few of the many courses that could be offered. Specialists from all over could be invited to the program to give either guest lectures or series of talks on a regular basis. The students should be free to organize guest lecturers in areas they are especially interested in as well. Here the program can offer a rich palette of learning experiences for the students, and for the faculty.

The main thing to remember about all these courses is that the students take them because they see the value of taking them and not because they are required. Although a core of courses would be offered on a regular basis, the curriculum should be flexible enough, especially in the general education area, to accommodate the interests and needs of the students.

VIII. Implementation

If a group or school is considering starting an individualized translator training program or revising an existing program, they need to consider many factors. In the previous sections we have looked at possible objectives for the program, who to admit to the program, how to individualize it, and possible courses that could be offered. Individualization, if it is to work, means that everyone in the program is aware of their respon-

sibilities and makes it work. As Neal Berte says, "Probably most educators would agree that the individualization of learning is a good ideal, but that also it is extremely difficult to accomplish" (Berte, vii).

Before a program can be implemented, I feel it is essential for everyone involved in the program to meet together to discuss how it should work. This would include not only administrators, faculty, and students, but also professionals from the fields of education and translation. An advisory committee of such outside professionals could provide valuable insight into the skills needed for the profession, they could also provide a mediator role in times of conflict within the program, and at the same time they could ensure that the goals of the program are realistic and suited to the outside world. Perhaps after a first major meeting with everyone, smaller committees could be formed to investigate various areas. Following are some of my own suggestions for areas and problems that would need consideration. Once the smaller committees had come to some conclusions, the larger group could meet again to make implementation decisions.

1. Finances

In order for a program to be able to function at all, it has to be economically viable. According to Feeney and Riley, based on their experiences at New College in Sarasota, Florida, "A virtue of the contract system is that . . . it can be relatively inexpensive (in terms of both time and money) to implement" (Feeney and Riley, 28). However, Neal Berte cautions, "Although its development may have minimal costs, the long-range expense of an individualized curricula approach may cost more than traditional

curricula" (Berte, 98). Because the contract system and narrative evaluation system are more complex than a grade and credit system, a larger administrative staff would be necessary, leading to increased administrative expenses. In addition, special support systems such as goal-setting workshops for students and training seminars for mentors are necessary (Feeney and Riley, 29). The committee on finances would have to make sure that enough money enters the program to make it work, but at the same time, that the program is not so expensive that the students cannot afford it. Ideally, there would be an option available for students with low incomes, such as a work-study plan, to enable them to attend the program.

2. Program goals and curriculum design

A good place for this committee to start would be to formulate goal statements for the overall program and then to move from the more general to the more specific by delineating ways to achieve those goals through curriculum design. This is basically what I have done in the previous sections of this paper. At one point, the committee would need to discuss who is responsible for designing the curriculum for each term. How much say do faculty, administrators and students each have in specifying the courses to be offered?

3. Evaluation and feedback

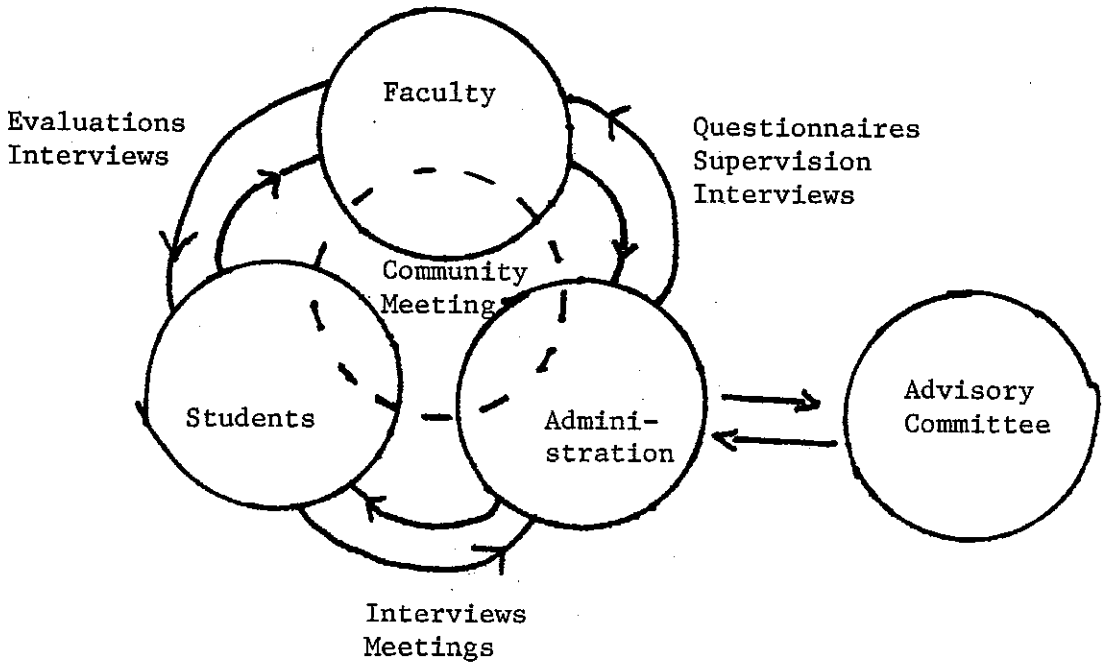
The program will be in a constant process of change and improvement. Therefore, a means of evaluation for the whole program should be devised.

Eiben suggests that the school be evaluated by means of a questionnaire, "In a program of planned change it is important to learn how individuals feel about being a part of the organization. Through an objective measurement of the climate within the institution, individuals working with planned change can assess the levels of satisfaction and dissatisfaction experienced by those working in the system and pinpoint particular areas of stress" (Eiben, 140).

The program should also be evaluated to determine if it is meeting the goals set for it, and if those goals are still relevant. This type of evaluation should be done on a regular basis, probably at the end of each academic year. A committee composed of administration, faculty and students could meet to discuss the evaluation and take new measures as deemed necessary.

We have already discussed how faculty and students evaluate each other at the end of each course. In addition, there should be some means for the administration to evaluate the faculty and students, and for the faculty and students to evaluate the administration. This could be done once a year in the form of a questionnaire to be filled out by students and faculty assessing the administration's abilities, strengths and weaknesses. Teachers could be evaluated on a regular basis by having supervisors sit in on classes and give the teachers feedback on their lessons. Also interviews and discussions between teachers and administrators would provide valuable opportunities for feedback. The administration must maintain a two-way street of communication with the students. Perhaps community meetings of all members of the program on a regular basis where students and admini-

strators could air their complaints or bring suggestions would be the most effective way. Ideally, a model of communication and feedback would look something like this:



4. Faculty

Due to the nature of the curriculum, two kinds of faculty would be necessary: fulltime or core staff and guest speakers. The guest speakers would be professionals invited from all kinds of fields: artists, musicians, lawyers, professional translators, economists, engineers, etc. If the translator training program is connected to a university or larger institution, a liason between the faculties of different departments might prove productive. The contact with such professionals from various fields would not only provide novel learning experiences for the students, it would also help them establish valuable contacts for the future.

As far as the core teachers are concerned, individualized education places many special demands on them that call for high-quality staff. "Recruitment activity and retention decisions take on greater significance than in colleges with traditional curricula" (Feeney and Riley, 26). The core staff would need special training to do the extra jobs demanded of them. "In such a system a professor's responsibility extends beyond research, publication and classroom instruction into the areas of program design, new forms of academic counseling, and the evaluation of non-classroom learning (such as field internships and cross-cultural experiences)" (Feeney and Riley, 28).

Hodgkinson suggests a way that the duties of the fulltime staff could be divided - through differentiated staffing. "Different teachers can do different things in order to reach a full-time load, rather than figuring faculty load strictly on the number of courses taught. Differentiated staffing assumes, however, that the institution is willing to pay for educationally related services, such as advising, committee service, supervising independent study, producing plays and art exhibits, and other highly individualized skills, by including them in calculations of faculty load" (Hodgkinson, 89). This is especially important if the school wishes to keep the staff it has trained.

5. Administration

The administration is as important in determining the success of the program as the faculty and the students. Therefore, faculty and students

should be involved in the process of goal-setting and defining areas of responsibility for the administration, as well as evaluating the performance of the administration. The program should be a collaborative effort on the part of all three groups. Administrators are usually involved in the areas of representation towards the outside, recruitment of personnel and students, decisions about finances, buildings and grounds, and curriculum design. I suggest that some of the decisions that are traditionally made only at an administrative level, such as curriculum design and financing, be discussed first by a committee composed of representatives from the student body, faculty and administration as an expression of the idea that everyone in the program is involved in major decisions concerning the program.

Implementing a program like this involves a lot of change, change in the sense of rethinking the traditional roles of administrators, faculty and students, but also in the sense of seeing education as a process of development - not just for the students, but for the faculty, the administration and the program as well. However, change can be frightening. A lot of resistance can occur as a result. The question that arises for me is how to prepare people to be ready for the changes that will occur inside them as a result of what they learn. Robert Heichberger suggests that "the process of change will be more humane if the stimulators for change realize that feelings and emotions are of primary importance. These prime movers must realize that the individuals they are asking to change are, first of all, human; they have deep underlying feelings, wishes, defenses, and

fears that must be considered. Those involved in change . . . must be allowed to think for themselves, to initiate, to imagine, to work without constant 'over-the-shoulder' supervision; they must learn to be empathetic; they must be willing to show concern and compassion. And they must be supported and trusted as they risk themselves in openness" (Heichberger, 113).

Translators are at the pulse of the changing world. They make it possible for others to perceive and understand what is happening in other parts of the world. In order to keep up with these changes, translators constantly need to be learning, growing, and changing themselves. An individualized developmental approach to translator training helps them learn to see themselves in that process of change, and to trust their ability to cope with it.

APPENDIX

Sample Contract for a Term of Translation Studies:

Long-term goals: By the time I finish this program I will be able to translate texts from German to English quickly and accurately. I will have passed the ATA accreditation examination for German-English translators. I will have a sound knowledge of the situation of the immigrant in Europe and immigration laws and policies in Europe. I will know how to research new areas. I will have increased my knowledge in many new general areas, and I will have reached an intermediate level in my studies of Spanish.

Short-term goals: By the end of this term I will have

- increased my knowledge of German syntax by taking the course "German Syntax and Structures". Evaluation will be by means of a two-hour written examination at the end of the course;

- improved my ability to write English by taking the "Workshop on Writing Technical English". Evaluation is by the teacher of the workshop based on 4 texts written in technical English;

- continued to expand my knowledge of Spanish vocabulary and grammar by attending the "Spanish II" course. Evaluation will be on the basis of an interview with the teacher and ongoing evaluation of participation in class;

- learned about Greek mythology by taking the course "Introduction to Greek Mythology", reading the texts required for the course, and writing a paper on an aspect of Greek mythology that especially interests me. Evaluation will be on the basis of this paper and participation in class discussions;

- learned more about organizations for immigrants in Switzerland by doing an independent study with _____ (supervisor's name). I intend to meet with representatives of different organizations and read articles about the various organizations. The work will be evaluated by means of a formal written paper on those organizations and their roles in helping the immigrants adapt to their new country, and by means of an interview with my supervisor to discuss the paper.

(Credit to be granted _____) Date _____

_____ (student) _____ (mentor)

Addresses of Some Professional Translation Organizations in the U.S.:

American Literary Translators Association (ALTA)
Box 688
The University of Texas at Dallas
Richardson, TX 75080

Founded 1978
Approximately 300 members
The only prerequisite to become a member is to be able to translate from one or more languages into English or vice versa.
The aim of the organization is "to provide essential services to literary translators from all languages and to create a professional forum for the exchange of ideas on the art and craft of translation."
ALTA maintains a Translation Clearinghouse, has an annual conference and publishes Translation Review and the Newsletter.

American Translators Association (ATA)
Box 129
Croton-on-Hudson
New York 10520

Founded 1959
Over 1300 members
Active membership is open to any citizen or resident of the U.S. or Canada who is professionally engaged in traslating, interpreting or closely related work.
The ATA provides numerous services for its members including the accreditation program. It publishes the ATA Chronicle.

Association of Professional Translators (APT)
c/o Josefine Thornton
Mellon Bank NA
International Department
2432 Mellon Square
Pittsburgh, PA 15230

Founded 1974
Approximately 75 members
Active members are fulltime professional translators.
Offers translator training in conjunction with the University of Pittsburgh.
Publications: APT Newsletter and APT Directory of Translators.

Columbia University Translation Center
School of the Arts
Math 307A
Columbia University
New York, NY 10027

Founded 1972
Goal: "To serve as a central organization to advance the art of literary translation in the U.S. and to represent the needs of the literary translator."
Publications: Translation

National Translation Center
Library of Congress
Washington, D.C. 20540

Goals: "1) to undertake a survey of outstanding books in the humanities published in foreign languages that should be translated into English; 2) to assemble an up-to-date list of such books currently under translation or already commissioned for translation; 3) to compile and distribute a roster of translators who have already published acceptable translations ..."

PEN American Center Translation Committee
47 Fifth Avenue
New York, NY 10003

Founded 1959
Members are translators who have made a substantial contribution to the art of literary translation.
Goal: "To work for the recognition, appreciation and benefit of translators."
Publications: "The Rights of Translators", 1977; "A Translator's Model Contract", 1981; "The Responsibilities of Translation", 1983.

The American Association of Language Specialists (TAALS)
1000 Connecticut Ave. NW
Washington, D. C. 20036

Founded 1957
Over 200 interpreters and translators
Strict admission requirements: 200 days of conference level work and sponsorship by three active members who have worked with him or her, and extensive experience in translation.
TAALS is composed of language specialists working at the international level, either at conferences or in permanent positions.

Journals of Translation:

ATA Chronicle

ATA, Box 129, Croton-on-Hudson, NY 10520
Official journal of the ATA. 10 times a year. Free to members, non-member subscription available.

BABEL: International Journal of Translation

Published by the Hungarian Academy of Sciences, distributed by Kultura, H-1389 Budapest, PO Box 149, Hungary
Published quarterly by the International Federation of Translators (FIT) with the support of UNESCO.

CALICO: Computer Assisted Language Learning and Instruction Consortium

233 SFLC Brigham Young University, Provo, Utah 84602

Fremdsprachen: Zeitschrift fuer Dolmetscher, Uebersetzer und Sprachkundige

Karl-Marx Universitaet, Hauptabteilung Oeffentlichkeitsarbeit, Abteilung Wissenschaftliche Publikationen, DDR-701 Leipzig, German Democratic Republic. Contains texts in English, French, German, Russian and Spanish.

META

School of Translation, University of Montreal, CP 6128, Succursale A, Montreal, PQ H3 C 357 Canada
Quarterly journal published in cooperation with the Society of Translators of Quebec, Association of Translators and Interpreters of Ontario and the Council of Translation and Interpretation of Canada. Usually in French, occasionally articles in English.

Translation

Translation Center, School of the Arts, Math 307A, Columbia University, New York, NY 10027
Published twice yearly, contains exceptional translations of poems, short stories and articles.

Translation Review

ALTA, Box 688, The University of Texas at Dallas, Richardson, TX 75080.
Published quarterly, contains book reviews, essays, listings.

Translations Register-Index

National Translation Center, The John Crerar Library, 35 W 33 St., Chicago, IL 60616
Monthly translation accession bulletin listing translations reported by agencies or free-lancers.

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