

“The Problem of Teaching Translation in A world of Perpetual Change”

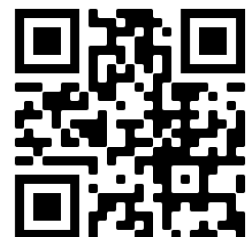
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Summary:

The notion of innovation in the field of education is very topical in a world that is constantly changing. Thus, the teaching of translation in particular has become one of the most important needs, as long as it guarantees easy and fluid communication. This requires a well thought-out pedagogy and didactics. Without neglecting the role of the information carriers (translators) and their training in the field of teaching/learning, they must guarantee the transfer of the message taking into consideration the faithfulness to the meaning.

Finally, the teaching of translation must be adapted to the conditions and objectives to which it is assigned, without forgetting the challenges that globalization implies in the field of translation.

Key words: Translation didactics, translation methodology, translator training- soft skills- intercultural

Introduction:

In today's world, the links between translation and production are becoming increasingly close. Moreover, globalization, as controversial as it may be, seems to have taken the professional world of translation and interpretation by surprise, since globalization as a new mode of consumption, and above all of communication and access to information, implies the reinforcement of the capacities of the new "passeurs" of the 21st century, with all the oxymoronic charge of the Ricoeurian term, taking the form of a chiasmatic parallel between the pejorative and the mellifluous "modus.

Indeed, the smuggler, in one sense, is none other than this "accomplice", this "acolyte" whose activity is none other than to allow illegal immigrants to cross the border, while in another sense, the smuggler, in the funerary literature of ancient Egypt, is a drowsy god and a freshwater sailor.

In short, this shows how complex the term is, which already poses all the problems inherent in the challenges to be taken up by two disciplines that are supposed to support translation, in this case translatology and its corollary, the didactics of translation.

Indeed, education is the catalyst of all economic and social evolution, and is undoubtedly the link in the development of a qualified workforce. At a time when technology and innovation are at their peak, education must pace its contributions and face the challenges of the present. Searching for possibilities and horizons in the teaching-learning system, developing skills in knowledge and know-how.

Teaching faces important challenges as it is at the crossroads of all interests. Thus, to live up to all the expectations and to face all the social stakes by producing intellectual competences in order to face these challenges seems to summarize the whole situation. It is undeniable that the knowledge that students acquire during their training or apprenticeship is not only interested in knowledge or know-how, but their focus is the usefulness of this learning in the professional field.

As many demands emerge from different spheres of society to shape education so that it best meets the needs of the labor market, let us mention the demand of accreditation and professional organizations that are increasingly aiming to orient and control the program and the pedagogical modalities of curricula, and especially those who are interested in translation in all its aspects. Thus, there is a desire to restore a competency-based approach, Perrenoud (1995), which emphasizes work-based learning and so-called transversal competencies (or soft skills) such as communication. Also, from the pedagogical field, demands are emerging to make higher education a phase of change from lecture-based teaching to learner-centered teaching and to emphasize active and interactive learning modalities (Hmelo-Silver&Barrows, 2008; Harris & Harvey, 2000).

Thus, there is a close link between pedagogical innovation and soft skills, teaching methods to be adopted in order to develop personal skills, thus enhancing the spirit of collaboration and ensuring a thorough competence in verbal or written

communication. It is a question of identifying the relationship between teaching methods and the acquisition of soft skills in the field of translation, because the practice of translation is not limited to theoretical knowledge but is closer to the know-how and the manipulations that the translator can make of his learning and acquisitions.

1. Translation and the challenge of interculturality:

Thus, before presenting a reflection on the question of teaching translation, it is necessary to clarify the complexity of translation, which can be an art and a science. In fact, if the activity of translation stems from a permanent need to communicate with the other, it is undoubtedly a source of power that allows to know better the other according to its language of origin and it is a way to open up to other cultures. Therefore, the activity of translating stems from a need to learn and understand the other.

It is clear that certain skills and knowledge must be acquired in order to venture into a field that is both precise and specialized. Translation is taught in schools, institutes and universities all over the world. However, reflecting on the teaching of translation is not simply a matter of recounting a successful experience. Nor is it a matter of proposing an exemplary program or model. Such an attitude would suggest that translation is simply a singular, homogeneous activity. However, translation is a plural and multidimensional activity.

Thus, attempting to establish an explicit framework for the teaching of translation inevitably leads us to question the devices envisaged in this regard. For, in principle, where there are several forms of translation, the teaching system that is designed for it must also take different forms.

Certainly, the function and mechanisms of translation do not have the same meaning today as they did in the past, given the great expansion of the New Information and Communication Technologies (NICT) and the complexity of the translator's new tasks, thus breaking the boundaries between translation and all the other activities related to translation and scriptural activity, namely "translation-adaptation", "synoptic translation", "synthetic translation", "audio-visual translation", and "translation-writing" of advertising messages.

It is clear that the complexity of teaching translation is undoubtedly due to the aims of a translation course, the teaching method and the principles on which this teaching is based. Thus, doing translation is a perpetual verification of knowledge and a continuous control in the naked acquisition of vocabulary and stylistics of a foreign language.

Indeed, if we take into consideration the point of view of Roman Jakobson (1966) and Umberto Eco (1976), translation remains an interlinguistic form of interpretation where the role of the translated text is essentially based on the meaning of the message. This meaning itself is made up of units of meaning and constructed by the signs of the target language.

Indeed, it seems more necessary than ever to consider the translator's competence in the student, since translation has the function of interlinguistic mediation, the student must have the ability to respond satisfactorily to any translation request, since this asset provides him/her with the function of information broker.

Also, for Jean Holmes (1972, 1988), the translator's essential function is to grasp the message according to its signs, which push him to compose in his black box a mental and conceptual map of the translated message. Thus, explains Jean Delisle, requires a dissociation of the concepts from their graphic forms in order to appropriate other signs found in another linguistic system.

The rapid social, cultural and economic transformations through which modern society is passing today have a direct impact on teaching in general, and on translation in particular, given that the very essence of this discipline lies in contact with the other and the elusive test of the foreigner.

These preliminary observations invite us to perceive translation as a tool of plurilingualism. Moreover, relativism as an attitude and as a vision of the world is becoming more and more the translator's own, if not a second nature. This "relativism" allows, in fact, to take a new look at the teaching methods of translation. A look that is inspired by new research in the field of translation and its corollaries, in this case, semiotics and hermeneutics, since the common denominator between these two disciplines and translation is the search for meaning through linguistic signs. The same Umberto Eco concludes his reflection on translation with the following result: "To translate is to say almost the same thing".

How to say almost the same thing remains an open question, although many translators, linguists and semioticians think that the specificity of the translating activity is the negotiation of this "almost", thus paving the way for a perception that considers the process of translation as a continuous negotiation, especially since the translator of today is faced with various texts of different nature, which introduces a legitimate question as to which training for the translators of today and tomorrow.

It should be pointed out that negotiation requires a strategy and a methodology where two important aspects intersect, namely, listening to and observing the other, as well as the paths to follow and the defense of personal conceptions in order to accept the compromises imposed by the translation. Thus, a negotiation process involving exchanges and power relations makes the translation activity difficult. Indeed, in today's world, the links between the activity of translation and the spheres of production are becoming increasingly close.

2. The teaching of translation and its methodologies:

The problem of teaching translation in a changing world concerns, in our opinion, essentially the developing countries because we consider that the delay of these countries in this field is not due, essentially, to the technological divide, but rather to a vision of the world and to professional requirements applied with rigor in the West and put off to the Greek calendar in the developing countries.

Thus, the question: can translation be taught is no longer relevant, the question is how to teach translation?

The question is such that new professions are opening up for the translator, but which require interdisciplinary skills involving language, culture, communication and technology. Indeed, the challenge to be met, from a practical point of view, lies above all in the difficulty of defining the objectives that we want to achieve.

A clear definition of the aims, the general objectives and the specific objectives of the teaching of translation as a modern discipline at the confluence of several sciences, would be a first line of research capable of shedding light on educational practices that have remained dependent on a classical vision and a backward-looking approach.

Indeed, the research axis concerns the analysis of the methodological, axiological and cognitive prerequisites, as many conditions sine qua non of the accomplishment of the teaching-learning operation of translation, on the side of the resource person that is the trainer and the target person that is the learner.

First of all, we must pose the problem of teaching translation in a world in perpetual mutation, in the spatio-temporal context on the one hand, and in the epistemic context on the other. It is precisely in this context that Umberto Eco's formula comes into play: "the language of Europe is translation". This means that all languages are equal and that they must all be encouraged and protected.

Globalization, however controversial, seems to have taken the professional world of translation and interpretation by surprise, since globalization as a new mode of consumption and, above all, of communication and access to information, requires the reinforcement of the capacities of the new "smugglers" of the 21st century, with all the oxymoronic charge of the Ricardian term. This is to say how complex the term is, which already poses all the problems inherent to the challenges

to be taken up by two disciplines that are supposed to support translation, in this case translatology and its corollary, translation didactics. As for relevance, not to say effectiveness, it is clear that employers of translators, such as international organizations, generally note a significant difference between graduate translators and others, in favor of the former, which leads them to require candidates applying for a job as a translator to have a specific training, sanctioned by a diploma representing the culmination of four to five years of higher education.

In this sense, Mathieu Guidère (2010) writes that globalization, which today finds its most visible illustration in the expansion of the Internet, has generated a new need: the desire to communicate in several languages. Thus, multilingual communication appears today as a new need but also as an unavoidable phenomenon of globalization whose forms and implications must be explored. (Translation and Globalization).

3. Translation: from communication to negotiation

Although translation represents the link between the world's cultures and languages and can ensure the transmission of cultural values and cultural-linguistic globalization, the function and mechanisms of translation do not have the same meaning today as they did in the past, given the great expansion of the New Information and Communication Technologies (NICT) and the complexity of the translator's new tasks. Thus, breaking the boundaries between translation and all other activities related to translation and writing, such as "translation-adaptation", "synoptic translation", "synthetic translation", "audio-visual translation", and "translation-writing" of advertising messages, humanitarian mediation, and strategic economic, political and diplomatic monitoring.

Moreover, it goes without saying that the rapid social, cultural and economic transformations through which modern society is passing today have a direct impact on education in general, and on translation in particular, since the very essence of this discipline lies in contact with the other and the elusive test of the foreign.

Thus, translation must be studied in the context of a precise act of communication, as long as it is a matter of transmitting the will to speak within a specific situation and through precise parameters of enunciation. Therefore, it is necessary to recreate the communication situation because the translation is done in simulation, that is to say that the translator must manage all the situational parameters.

Taken in this last sense, the translating activity becomes a form of enrichment, helping to develop the vocabulary of a language by assimilating new terms, updating unused words and creating figurative meanings.

To say that translation is an act of communication undoubtedly implies a recognition of the different actors in the activity of communication. Within this act, as interpretative theory has confirmed, translation cannot be summed up as a simple action of transfer between languages, but is a more complex operation of interpretation, deverbilization and reconstruction of the meaning of the message, and it gives a major role to interlinguistics (Seleskovitch and Lederer 1984, 2002).

However, the focus should not only be on communication, but on the exchange that this involves. As far as the role of translation is concerned, it should be considered as a mediator and a negotiator, instead of being reduced to a mere intermediary.

In this sense, the first innovative profession that requires this interdisciplinary competence is certainly the translation-localization of websites (Gouadec, 2009). In this vein, Guidère considers that the translation-localization of a Web site, that is, its adaptation into one or more languages, concerns two distinct but complementary aspects: the first is the technical aspect of adaptation, the second is the communicative aspect of localization. In support of his comments, Guidère (2008) defines multilingual communication as the process of disseminating versions in several languages and multitext as "the product of different versions of the same message".

A clear definition of the aims, the general objectives and the specific objectives of the teaching of translation as a modern discipline at the confluence of several sciences, would be able to shed light on educational practices that have remained dependent on a classical vision.

The analysis of the methodological, axiological and cognitive prerequisites are therefore sine qua non conditions for the accomplishment of the teaching-learning operation of translation, on the side of the resource person that is the trainer and the target person that is the student. This is especially true since the job market and the needs vary greatly from one country to another, which means that the reproduction of a single model of translation teaching is not feasible.

As part of his approach to globalization as a new mode of consumption and suppression of cultural asperities and nuances, Mathieu Guidère (2010) argues that globalization does not only affect the economy and trade, but also military operations and humanitarian missions, which have undergone an unprecedented expansion since the end of the Cold War, symbolized by the fall of the Berlin Wall.

This is, in fact, what this author has tried to demonstrate in his book "Iraq in translation: The art of losing a war without knowing the language of one's adversary" where, based on an in-depth survey of the interpreter-translators engaged in Iraq, he has shown the cruel lack of skills in this field and the specificity of the translator's interventions in a war zone.

Drawing inspiration from bodies operating in hot spots, such as journalists or doctors, he suggested the creation of a corps of "language blue helmets" in the hope of guaranteeing the neutrality and independence of the interpreter-translator, who must be able to help others without being accused of all the wrongdoing.

This suggestion is not only serious but also timely. In fact, the missions of a non-governmental organization called "Multilingual International Mediators" (MIM) are perfectly in line with this logic of dialogue for peace and mediation between peoples.

Moreover, MIM aims to develop a global approach to communication in humanitarian and military actions abroad by offering training, consulting and coaching services in language, interculturality and international communication. This NGO organizes targeted training sessions for humanitarian specialists operating in various linguistic and cultural areas: Middle East, Sub-Saharan Africa, Latin America, Balkans, Caucasus, Russia, India, China.

4. Soft Skills

To identify the term Soft Skills. We use the one proposed by "The Balance Careers" *1 "Soft Skills are the personal attributes, personality traits and communication skills needed to succeed at work. Soft skills characterize the way a person interacts with others.

Indeed, Soft Skills contain several competencies namely adaptability, creative thinking, work ethic, teamwork, networking, positivity, time management, motivation, flexibility, ability to manage problems, critical thinking and ability to handle conflict. Soft Skills therefore require a work on oneself, a development of personal skills of all kinds.

Let's list the four types of skills to develop:

4.1. Study Skills

Study skills, or in other words academic skills, are approaches applied to learning. They are generally essential for academic success and lifelong learning. They are a range of skills that address the process of organizing, receiving and retaining new information. As such, they include:

- Mnemonics, which facilitate the retention of lists of information; -Effective reading; -Note-taking techniques; -Public speaking, as a result of assignment to presentations and discussions;-Documentary research and also, -Time management enabling the learner to make the most of his time; considered a scarce resource: concern for rationality.

4.2. Life Skills*2

These are the skills that allow the individual to adapt to the challenges and hazards of his destiny and his socio-cultural environment. Adaptation to change should be done by working on one's mental and moral state, so as not to suffer from traumas that may be caused by the hazards of life. The skills involved in this regard are : - Self-awareness; - Empathy; - Critical thinking; - Creative thinking; - Decision-making (efficient and effective); - Problem-solving skills; - Stress resistance; - Emotional intelligence: mastery of one's emotions / Ability to read one's partners' thoughts.

4.3. Civic Skills*3

These are the skills that allow the individual to become a responsible citizen. Thanks to these skills, the citizen will be able to inculcate a culture of rights and obligations. A responsible citizen is someone who is aware of his rights: he is able to have them and to defend them by the legal ways implemented in his societal environment (claims, justice, petitions, demonstrations and contestations....) He is also aware of his duties and obligations to which, he watches over what he does when it comes to the attachment to his rights. The ability to balance between his assets and his "rights" will allow him to contribute to the collective well-being. In this respect, we can speak of the following abilities: - The ability to vote and consequently to attribute one's vote (during elections) to the representation whose program and moral commitment militate for the general interest; - The ability to understand the codes of conduct and the customs generally accepted in different societies and environments (notably at work).

The ability to communicate constructively in different contexts, to show tolerance, to express and understand different points of view, to negotiate with confidence and to generate empathy: the consequence is that the individual will have the quality of open-mindedness and relativism; - The ability to engage in volunteering and commitment to missions, often humanitarian; without thinking about a monetary counterpart: working on one's personal motivation by alleviating one's selfish attitudes; - The ability to distinguish between the personal and professional spheres; - The ability to have integrity and therefore to resist any temptation or any external offer of "corruption". - The ability to honor one's commitments to the community: solidarity, payment of taxes and contributions, etc.

4.4. Professional Skills

These are the skills and abilities needed to enter the job market and to succeed in doing so. They also include the skills that allow the employee to excel in his or her job.

They concern the candidates who wish to apply for a job; who are called to know how to - Know how to seize job opportunities offered by the job market; - Be part of a network allowing them to be aware of any news concerning such a market (new offers, recruiters' requirements, forums, conferences...) - Boost their CV; - Seduce recruiters thanks to their cover letters; - Show satisfaction by passing job interviews.

In view of the above, and given the difficulty of proposing and implementing curricula that can prepare apprentice translators for all professional situations, however diverse and complex they may be, it would be wise to familiarize them with documentary research and documentation exploitation methods. Once the student translator has mastered this method, he or she will be able to apply it to any other subject, as needed, according to the principle of "parallel texts".

It is in this sense that Christine Durieux (1995), argues that the exploitation of documentation must allow "not only to understand what we are talking about, but also to know how we talk about it".

The development of parallel skills in the translator is becoming more and more urgent, especially in this era where everything is computerized or computer-assisted, especially since company managers are looking for versatile profiles capable of performing several tasks, as in the case of the monitoring professions.

Mathieu Guidère (1988), in line with Berman's vision, argues that "the translator's opinion is sought not so much for his linguistic and cultural knowledge, but rather for his strategic and decision-making skills acquired through contact with foreigners".

Moreover, the new Internet professions and the new uses of the Web call upon the translator for his or her linguistic skills in "intra-language" as well as in "inter-language".

In this perspective, we should mention "Data Mining", "Text Mining" and "Web Mining".

Indeed, data mining is a specific data analysis technique that focuses on modeling and knowledge extraction for predictive rather than descriptive purposes, although part of the data mining process requires data description.

In short, an activity whose purpose is to extract knowledge from large amounts of data, using automatic or semi-automatic methods. Whereas "text mining" refers to a set of computer processes consisting of extracting knowledge according to a criterion of novelty or similarity in texts. In practice, this amounts to putting into algorithms a simplified model of linguistic theories in computerized learning and statistical systems. The disciplines involved are computational linguistics, language engineering, machine learning, statistics and computer science. Finally, web mining aims at exploring, processing and analyzing the large amounts of information resulting from Internet activity.

Thus, the translator's tasks are related to new professions that can be divided into two categories: those related to technology and those related to the intercultural dimension.

From a realistic and modernist point of view, the teaching of translation should be based on concrete situations and avoid being based on vague and theoretical subjects, so it is necessary to place the trainee translators in a situation that is as close as possible to that of professional life.

To this end, the simulation of working conditions must be as accurate as possible. The texts chosen are a sample of the texts that are likely to be translated in professional life. In order to cover the widest possible range, the sample can be selected by genre. On the other hand, the trainer must take into account individual differences in order to adapt his teaching.

Faced with the world, the translator thus stands as an interactive interpreter in the communication and not a passive reporter of fact. In other words, the translation or interpretation of the message is marked by several subjective factors specific to the translator. He is no longer a simple subject who overlooks the message, but an actor who reports the same message interspersed with his own conceptions and values towards the world.

Conclusion:

Thus, translating involves both the ability to act and the ability to think. The mind can only perceive if the subject is affected by the message to be translated. The understanding of the messages to be translated represents our personal perception than the exact meaning of the messages. This is the main reason for the constant work of retranslation.

Translating the meaning is more about processing it through our representation than through its reality. But at the same time that a translation brings back the original message, it indicates the way we apprehend the objects of the world. It is thus the same translational act that is representative of the original and indicative of our own perception.

In the same vein, innovation in didactics or in the "andragogy of translation" must go through a reasoned critique of evaluation and docimology methods. Indeed, both the way of correcting the translation and the way of revising it reveal the philosophy of translation underlying an andragogical approach.

In fine, according to Jean Delisle (1981), translating is a difficult art, teaching to translate is undoubtedly more difficult. But difficult does not mean impossible. Excellence in translation, as in teaching, requires a good dose of imagination, creativity and self-denial.

We confirm the importance of making a transition to a new development model that allows our Party to benefit from its assets and to include all social classes of our Society. Such a transition requires - among other things - the availability of highly qualified Human Resources; capable of concretizing the displayed ambitions. And as the University is a privileged actor of the training of the executives, it is advisable for it to innovate in terms of pedagogical and didactic approaches in order to serve the National Economy of the skills which it needs. This need to reinforce the employability of university graduates is becoming more and more important in this era of the pandemic that has destabilized all the socio-economic systems of the world.

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Notes :

*1 : Thebalancecareers.com est un sous-domaine de la destination unique pour l'information financière, thebalance.com. Ce domaine abrite des experts qui fournissent des conseils clairs et pratiques sur la recherche d'emploi, la rédaction de CV, les négociations salariales et d'autres sujets de planification de carrière

*2 : Traduction de l'Anglais tirée du site www.definitions.net.

*3 : Traduction de l'Anglais tirée du site www.definitions.net.