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### **Translator's Information Mining and Technological Competences in the Modern Translation Service Market**

The educational environment designed for training of translators and interpreters at any level of continuing education (including the first and second cycles of training) often focuses on the major types of specialists' competencies. The primary one is the language competence, which is derived from the communicative competence (sometimes called communicative speech competence in the tradition of the Russian-language methodological translation schools). This language competence can cover only verbal communicative competence, excluding non-verbal communication, which is also of great importance for translators and, first of all, interpreters. The language competence reveals knowing how to understand grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of the source languages (SL) and target languages (TL). Translation schools in the countries of the Commonwealth of Independent States often include phonological and spelling sub-competences in the language one. In the Western schools of translation and interpretation we can come across the language competence, which would also require developing sensitivity to changes in language and developments in languages.

Does it really mean that a good command of source and target languages can ensure success in the modern language services market, especially in the dimension of translation and interpretation (T&I) services? The answer is negative and it is evident from all educational standards developed in various education institutions providing training at the first cycle (equivalent to the Bachelor's degree) as well as the second cycle (the Master's degree) in the field of translation, interpretation or translation studies. They all include a variety of new competences and now we observe the rise in demanding the practical skills of work after graduating from a higher education institution. This is well described in various educational policies of the European Union members as well as within the Bologna Declaration frameworks. Often this competence, which ensures added value to higher education, is called a practical one. Depending on the speciality and field of study the competence's name may vary, but when it regards the field of language services, we come to mentioning information and technological competence in our standards. The primary objective is to teach undergraduate and graduate students to use information

communicative technologies (ICT) in their professional activities. This article refers to two practical competences of great significance for professional translators and interpreters, namely: the information mining competence and the technological competence, which are interconnected but often require content-differentiated courses for training and learning. Mr Yves Gambier on behalf of the European Master in Translation

expert group provided the scheme of five main competencies for Translation Service Provision, including the following: 1) translation service provision competence; 2) language competence; 3) intercultural competence; 4) information mining competence; and 5) technological competence [1]. He is a member of the expert group set up in 2007 with its main tasks to make specific proposals with a view to implementing a European reference framework for the EMT throughout the EU. The professional competences cited by this expert group are now embedded in all standards and programmes developed for training professional translators and interpreters in the European Union as well as in the Bologna Declaration member-states (in 2015 the Republic of Belarus joined the Bologna Declaration, or, as it is called in some countries, the Bologna Process). Taking into account the long-standing traditions of providing educational services to all those undergraduate and graduate students willing to become translators and interpreters, we can mention that the intercultural and language competences are mandatory for educational standards, perhaps allowing some varieties in naming these competences and in content, or factors, describing them. As for the information mining and technological competences, they are included mostly in the professional competence and have a very brief description as it has been mentioned above (ICT, Internet, machine translation).

While sharing the European colleague's ideas and taking into account the global context of education, in our case, training professionals in the field of translation and interpretation, we would like to offer how to use the information mining and technological competences in the learning environments of our higher education institutions.

As for the information mining competence it is necessary to mention that it provides a lot of skills required by employers (conventionally called customers) in ensuring a high quality of translation and interpretation services. The competence provides that our students should know how to identify one's information and documentation requirements. In this case it is recommended to give some details of institutional discourses to students translating texts in a certain field. There are differences in English (and now we do not take into account the varieties of English, e.g. British English or American English), but English differs on the level of its use, including

grammar rules, depending on the agency, institution, organization you work for. Students are to be recommended to use not only textbooks and manuals developed for higher education institutions, but also to get familiarized with various styleguides, or guidelines, which are drafted in almost all organizations working in multilingual contexts, for instance, *the European Commission Styleguide* or *the BBC News Styleguide*, providing specific rules and regulations regarding how to use English when you translate into this language from a source language. By the way, *the BBC News Styleguide* is not often referred to but is recommended to all students learning English as a foreign language to know the specifics of the mass media English (for more information see <http://www.bbc.co.uk/academy/journalism/news-style-guide>). This competence also provides development of strategies for documentary and terminological research and knowledge how to extract and process relevant information for a given task. Commenting on the above-mentioned skills deriving from the competence, we have to stress that translators should learn how to use various dictionaries, including specialized dictionaries in the field they translate source texts in, but we often do not pay attention to the requirements to terminology imposed by some international organizations or specialized agencies. In this case a good example will be versions of translating «*amoMHan 3JieK.mpocmamfw*» as 'nuclear power station \ 'atomic power station', 'nuclear power plant', where the latter is used in all documents delivered by the International Atomic Energy Agency (IAEA). That's why strategies for documentary and terminological research will be closely connected with knowledge how to use tools and search engines effectively (this is also closely connected with the technological competence of translators). We would cite only several links, which are, in our opinion, of great use in professional activities of translators and interpreters:

- 1) [www.iate.europa.eu](http://www.iate.europa.eu) - the European Union's terminology database. It includes more than 9 million terms in the 23 official EU languages. The terms are submitted by translators from European institutions and then verified by the linguistic department's terminologists;
- 2) [www.unterm.un.org](http://www.unterm.un.org) - the United Nation's terminology database. It contains technical and specialized terminology in each of the six official UN languages (English, French, Spanish, Russian, Mandarin and Arabic) as well as phrases frequently used by the Organization;
- 3) [www.electropedia.org](http://www.electropedia.org) - the world's leading online electrical and electronic database containing more than 20 000 terms and definitions in English and French organized by subject area, with equivalent terms in German and Spanish;
- 4) [www.unwto.org/trad/index.php](http://www.unwto.org/trad/index.php) - the terminology database of the

World Tourism Organization (UNWTO), in Arabic, English, French, Russian and Spanish;

5) [www.minefiterm.fmances.gouv.fr](http://www.minefiterm.fmances.gouv.fr) - the terminology database of the Translation Centre at the Ministry for the Economy, Finance and Industry and the Ministry for the Budget, Public Accounts, the Civil Service and State Reform (France) in Arabic, Chinese, Dutch, English, French, German, Italian, Japanese, Portuguese, Russian and Spanish.

This' is only a short list of the terminology databases, which could be used in the training process as well as in further professional activities by both teachers and students.

Mastering the archiving of one's own documents is also included as a skill developed within the information mining competence but it seems to be linked to the technological competence and its skill to know how to create and manage a database and files. Students should be aware of various file manager systems (software) and the way how to store information for its further use in training and professional activities. This competence includes knowledge how to use effectively and rapidly and to integrate a range of software to assist in correction, terminology, layout, documentary research. Students should be aware of the latest machine translation tools (systems), including the most popular ones used in the location (e.g. *Prompt*, *SysTran*, *GoogleTranslate*). Many contemporary machine translation systems are embedded with the translation memory tools (TM). Translation memory tools allow students and teachers unify systems and regulations of translation, provide an opportunity to translate faster with less editing and proofreading in comparison with machine translation tools. When training professional translators *TRADOS* would be one of the most required software products in this field, however, currently a lot of electronic (with Internet-access) tools are developed with the help of clouding technologies. One more skill within the technological competence is knowledge how to adapt and produce a translation in different formats and for different technical data (in this case we can mention training of interpreters and their skills to record and to do overvoicing of multimedia and audiovisual materials).

In conclusion we would like to emphasize the importance of the information mining and technological competences in teaching translation and interpretation and the necessity to provide links between the conventional competences and the current demands of the professional markets of linguistic (translation and interpretation) services.

#### References

1. Gambler, Y. Competences for professional translators, experts in multilingual and multimedia communication - Mode of access: [http://ec.europa.eu/dgs/translation/programmes/emt/key\\_documents/emt\\_competences\\_translators\\_en.pdf/](http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf/).