Presentation of a Translators' Training Programme Focusing on Economics and Law

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Abstract: The aim of this paper is to discuss the contents of a translator training programme for the African region, especially West Africa. After making an update on the translator profile and the translator competence, using both a deductive and a descriptive approach, the paper has developed a curriculum comprising elements of core knowledge as well as specialised knowledge, research methods and general knowledge. Core knowledge comprises the theory and history of translation studies, linguistics and specialised translation. The area of specialism is made up of law and economics lectures, reading comprehension exercises, writing skills, bilingual oral communication, and terminology lectures. Scientific research methodology focuses on research approaches in Translation Studies. Research approaches include qualitative and/or quantitative research, conceptual research, evaluative research, context-oriented translation, participant oriented translation, translation as a process, translation as a product, critical discourse analysis, etc. General knowledge enhances students' language skills and knowledge of both French and English speaking countries' civilisations and cultures. The main findings are that translator competence is essentially a system of operational rather than declarative knowledge; translator profile depends on the labour market demands; the constructivist approach to education is more convenient in a translation training programme; students' evaluation should be both formative and summative.

Keywords: Training Programme, Translator Profile, Translator Competence, Evaluation, Africa

1. Introduction

A translator training programme is needed in the African region, especially West Africa, where translation studies in tertiary education are a recent development in a few countries. The West Afican sub-region needs qualified and competent translators trained in both French speaking and English speaking countries. Indeed, the number of national and international organisations and projects that need qualified translators is increasing. In addition to the African development Bank (AfDB), the Central Bank for West African States (BCEAO), West African Economic and Monetary Union (UEMOA/WAEMU), UN agencies, government institutions and projects, the African Continental Free Trade Area (AfCFTA/ZLECA) is currently headquartered in Accra, Ghana. This is a recent initiative of the Afican Union (AU) seeking to fast-track the economic integration of the African countries. AU uses several languages, including French and English.

The view of this paper is that to train translators, it is important to carry out a survey of the labour market demands in terms of translator profile. This survey has been carried out using the job vacancies announcements made by several regional organisations employing translators in Africa.

Another notable point is that the translator profile requested by these major organisations is in agreement with the translator competence described by the PACTE Group (i.e. the Process in the Acquisition of Translation Competence and Evaluation) in Spain. The researchers associated with this group are Beeby A., Fernandez M., Fox O. and Albir A. Hurtad (Beeby et al., 2009, pp. 208-209) [4].

Taking into account the translator profile and the translator competence described by both employers and academics, this paper has made an effort to develop a training programme seeking to build future translators' capacity in the areas such as linguistics, languages, specialised translation, economics, law, reading comprehension, writing, bilingual oral communication, Computer Assisted Translation (CAT)

technologies, etc.

Given that professional translation is team work, this paper recommends a constructivist approach to translation assignments. On this score, Kiraly (1987, p. 20) explains the concept of constructivism which comprises radical constrictivism and social constructivism. The latter entails an interaction between students in the process of creating knowledge.

Equally important in this discussion is the issue of students' evaluation. Indeed, the evaluation process should be both formative and summative.

As far as the bibliography is concerned, this paper makes some recommendations which may be complemented by colleagues and professional translators who will be called upon to assist in delivering this training programme. In the following paragraph, the methodology is going to be presented.

2. Methodology

The initial approach to this training programme is deductive in the sense that the overall translator profile retained within the framework of this research has been deducted from the vacancy announcements made by four regional organisations, namely AfDB, BCEAO, BOAD and ACHPR. While some of the requirements mentioned in the translator profiles are the same, others are distinct. An example of distinct requirement is BOAD's request for translators to have the capacity to develop a terminology database.

After deducting the translator profile, the translator competence described by Hurtado has been presented and a training programme has been designed on the basis of both the profile and the competences. The approach adopted in this case is that of action research.

Furthermore, a cognitive approach has been used to classify the various sub-competences into categories, namely fundamental knowledge, specialised knowledge, general knowledge and research skills.

There is also a prescriptive approach which is related to the books that are recommended for the various subjects of this syllabus.

Equally important is the constructivist approach recommended for the translation assignments to be given to students.

Last but not least is the evaluative approach suggested in order to check students' level of understanding and knowledge. The formative evaluation will enable the instructor to check the students' level of understanding, while the summative evaluation will be instrumental in checking their knowledge and grading their exam papers.

3. Results

1) Translator competence is essentially a system of operational rather than declarative knowledge;
2) Translator profile depends on the labour market demands;
3) The constructivist approach to education is more convenient in a translator training programme;
4) Students' evaluation should comprise both formative and summative evaluations.
5) In the west Afican sub-region, translators are more likely to get employment opportunities in the areas of law and economics.

4. Discussion and Presentation of the Training Programme

4.1. Translator Profile

Akpaca (2019, p. 94) presents the following definition of the term 'professional profile' given by Yániz and Villardón: *«Le profil professionnel définit l'identité professionnelle des individus qui réalisent un travail donné et explique les fonctions principales qui sont accomplies dans cette profession ainsi que les tâches les plus habituelles.»* (2006, p. 18) In accordance with this definition, the professional profile of a worker specifies their professional identity and the main activities they carry out. In connection with this same concept, Akpaca refers to Hutardo (2008) who thinks that it is critically important to take into account the professional profile to develop training curricula, especially in a field like translation studies, to facilitate translators' access to the labour market.

Actually, in Africa, translators' professional profile is described by the companies and organisations that employ them. Consequently, training programmes should be developed on the basis of the professional profiles required by these companies and the labour market.

As a result, this paper presents the translators' profiles demanded by four regional organisations employing translators in Africa, especially in West Africa. These organisations are BCEAO (i.e. Central Bank of West Afican States), CEDEAO/ECOWAS (Economic Community of West African States), BOAD (West African Development Bank) and CADHP/ACHPR (African Court on Human and People's rights).

Translator profile requested by BCEAO

This vacancy announcement is available on the following website: https://www.bceao.int/fr/appels-offres/avis-de-propositions-pour-la-selection-dun-traducteur-reviseur-en-langue-portugaise

Profil du Traducteur - Réviseur Le prestataire devra être titulaire d'un diplôme d'études supérieures en traduction ou d'un diplôme d'études supérieures en langue portugaise avec une expérience professionnelle d'au moins cinq (5) ans dans le domaine de la traduction et de la révision. Par ailleurs, il devra justifier des compétences et qualités ci-après: ● rigueur et sens des responsabilités; ● très bonnes capacités rédactionnelles; ● bonne connaissance de l'outil informatique; ● capacité à répondre dans les conditions requises à toute sollicitation de la BCEAO, notamment en situation d'urgence. Le prestataire devra justifier d'une

bonne connaissance de l'environnement BCEAO ou du monde financier.

To sum up this profile, it is important to note that the translator that BCEAO is looking for should have at least five years of professional experience; s/he should have good writing skills; s/he should be computer literate and must be familiar with the financial concepts and the financial world.

Below is the translator profile demanded by ECOWAS. The link to the vacancy announcement is as follows:

https://latravailemploi.com/sn/job/la-cedeao-recrute-01-interprete-traducteur-de-langue-anglaise-15841

Translator profile emanded by ECOWAS

Profils exigés: Être titulaire d'un master en interprétation simultanée et consécutive et en traduction, et / ou d'un diplôme d'études supérieures en langues, ou dans d'autres domaines connexes. Expérience professionnelle de 7 ans minimum en traduction et interprétation, de préférence au sein d'une organisation internationale.

Grande capacité de synthèse permettant une compréhension rapide des contextes afin de véhiculer des messages sensibles et complexes tout en restant fidèle aux contenus des textes à traduire et des interventions à interpréter en mode simultané, consécutif, etc.

Capacité à produire dans des délais impartis des travaux de traduction qui répondent aux normes les plus élevées en matière d'exactitude, de cohérence et de fidélité à l'esprit du texte, de style et registre du texte source. Maîtrise parfaite du français ou de l'anglais et une très bonne connaissance de l'autre langue, la connaissance du portugais constituant un atout supplémentaire. Bonne connaissance des techniques de recherche et de référence terminologique. Aptitude à travailler en équipe et sous pression dans un environnement multiculturel.

According to this professional profile, the translator that ECOWAS is looking for should have a Master's degree and at least seven years of professional experience. The requested abilities include: To be able to summarise sensitive information; to have a writing style that will be faithful to the spirit of the texts and to the language register of the source texts. Other additional criteria include a good command of English and French as well as the ability to carry out research in the field of terminology, and the ability to work under pressure in a multicultural enviromment.

As far as ACHPR is concerned, the professional profile that it is looking for is as follows: (https://www.sig.bf/wp-content/uploads/2017/09/FR-French-Translator-P3.pdf).

Translator profile requested by ACHPR

Sous la supervision générale du Chef de l'Unité de langues et sous la supervision directe du réviseur de langue française, le titulaire du poste accomplit les fonctions suivantes: i) Lire les documents dans la langue de départ et les traduire, principalement de la langue anglaise vers la langue française, avec le plus haut niveau de précision, et maintenir l'esprit, le contexte, la qualité, le langage technique et les nuances de la version originale, afin de produire une version grammaticalement correcte et bien rendue du texte traduit contenant une terminologie précise, claire et appropriée extraite des glossaires institutionnels et des bases de données terminologiques de la Cour, ainsi que des dictionnaires spécialisés, des thésaurus et d'autres documents de référence, et en consultant des experts dans des domaines spécialisés et des collègues; ii) Utiliser le logiciel de traduction de la Cour comme outil pour assurer la cohérence ainsi que l'efficacité tout au long du processus de traduction; iii) Établir l'ordre de priorité des documents à traduire afin de respecter les délais; iv) Respecter les normes de qualité de traduction pour satisfaire les exigences requises en matière juridique et d'éthique; v) Conserver et développer les connaissances spécialisées liées à la traduction dans les domaines qui concernent la Cour; vi) Contribuer au développement de la terminologie et au lexique de la Cour; vii) Établir des réseaux et des contacts professionnels; viii) Accomplir toutes autres tâches qui pourraient lui être confiées.

In the above-mentioned translator profile, the following criteria are needed: precision and faithfulness to the spirit of the texts; quality language; conformity of the translated terms with the terminology database of the Court; the capacity to use the Court's translation software; knowledge of legal terminology and legal matters.

BOAD, i.e. the fourth institution covered by this survey, is requesting the following translator profile: (https://www.boad.org/wp-content/uploads/2015/06/AVIS-DE-RECRUT-_-TRADUCTEUR-DE-LANGUE-FRANCAISE-_2019.pdf).

Translator profile requested by BOAD

A. Objectifs Au sein de la Direction des Conseils et des Services Généraux (DCSG), le candidat sera chargé d'assurer la traduction écrite de l'anglais vers le français d'une gamme variée de documents à caractère économique, financier, juridique, administratif, technique ou opérationnel en rapport avec les projets financés par la Banque. B- Principales activités - Traduction de l'anglais vers le français de documents sensibles et complexes en utilisant un vocabulaire standard spécialisé et en respectant les normes de qualité reconnues; - relecture et harmonisation des documents traduits en externe avec d'autres documents officiels de la Banque en veillant à la cohérence terminologique et à la qualité du style; - contribution à la recherche terminologique et à la création d'une banque de données terminologiques ainsi qu'à l'élaboration d'outils ou matériels lexicologiques pour répondre aux besoins de la Division; C- Profil exigé - Etre âgé (e) de 40 ans au plus et titulaire d'un diplôme d'études supérieures (BAC+5) en langues, avec spécialisation en traduction ou autres domaines connexes; - justifier d'une expérience professionnelle minimale de cinq (5) ans en traduction, de préférence au sein d'une organisation internationale; 2 - avoir une bonne connaissance des techniques de recherche terminologique et de référence et une bonne pratique des applications bureautiques courantes comme Word, Excel, PowerPoint; - avoir la capacité de produire dans des délais impartis

des travaux de traduction qui répondent aux normes les plus élevées en matière d'exactitude, de cohérence et de fidélité à l'esprit du texte, de style et registre du texte original; - avoir une grande capacité de synthèse favorisant une compréhension rapide des contextes afin de véhiculer des messages sensibles et complexes en restant fidèle aux messages reçus; - avoir une excellente maîtrise du français (langue A) et une parfaite maîtrise du l'anglais (langue B); la connaissance du portugais constituant un atout supplémentaire; - disposer des qualités et aptitudes suivantes: disponibilité, sens de l'écoute, de la communication, des relations humaines et de l'organisation; - aptitude à travailler en équipe et sous pression dans un contexte multiculturel.

This profile insists, among other things, on the following skills: the ability to translate and compile technical vocabulary and terms in a database and to carry out research in terminology; the need for the applicant to have at least five years of experience; to be computer literate; to have good writing skills; to understand the information available in the source language texts in order to translate it faithfully in accordance with the spirit and the language register.

So far, the various profiles requested by these organisations include language and linguistic competence, research competence, especially in the field of terminology, computer literacy, topical competence (i.e. the ability to understand issues relating to the topics and thematic areas of the organisations), openness to other cultures and the ability to work quickly under pressure.

Since the term competence is one of the keywords of this paper, it is worth shedding light on the concept it refers to.

4.2. Translator Competence

Hurtado defines the concept of competence in translation in the following way:

La CT (compétence en traduction) est le système sous-jacent de connaissances déclaratives et essentiellement opérationnelles, nécessaires pour traduire.

La CT possède en outre quatre particularités: (1) c'est une connaissance experte que ne possèdent pas tous les bilingues; (2) c'est une connaissance essentiellement opérationnelle et non pas déclarative; (3) elle est constituée de plusieurs sous-compétences interconnectées; (4) la composante stratégique, comme pour toute connaissance opérationnelle, joue un rôle déterminant. Par conséquent, la CT n'est pas essentiellement une connaissance déclarative (un savoir quoi, facile a verbaliser, qui s'acquiert par exposition et dont la mise en œuvre est essentiellement contrôlée), mais plutôt une connaissance opérationnelle (ou procédurale): un savoir comment, difficile à verbaliser, qui s'acquiert par la pratique et qui est mis en œuvre essentiellement de manière automatique. (A. Hurtado, 2008, p. 27-28).

The point made by Hurtado in this definition is that translator competence comprises four characteristics and is not limited to declarative knowledge because it is based on practical and operational know-how. It can be acquired through practice.

Together with Beeby A., Fernandez M. and Fox O., Albir A. Hurtado has been involved in the PACTE project since 1977. PACTE means Process in the Acquisition of Translation Competence and Evaluation. In 2009, they came up with the ''Results of the validation of the PACTE translation competence model: Acceptability and decision making''. Some of their findings are as follows:

In our model (cf. PACTE 2003), translation competence comprises five sub-competences as well as psycho-physiological components:

1) Bilingual sub-competence. Predominantly procedural knowledge re-
   Bilingual sub-competence. Predominantly procedural knowledge required to communicate in two languages. It comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge.

2) Extra-linguistic sub-competence. Predominantly declarative knowledge,
   Extra-linguistic sub-competence. Predominantly declarative knowledge, both implicit and explicit. It comprises general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge.

3) Knowledge about translation. Predominantly declarative knowledge,
   a) Knowledge about translation. Predominantly declarative knowledge, both implicit and explicit, about translation and aspects of the profession. It comprises knowledge about how translation functions and knowledge about professional translation practice.
   b) Instrumental sub-competence. Predominantly procedural knowledge related to the use of documentation resources and information, and communication technologies applied to translation (dictionary of all kinds, encyclopaedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.).
   c) Strategic sub-competence. Procedural knowledge to guarantee the efficiency of the translation process and solve problems encountered. This is an essential sub-competence that controls the translation process. Its function is to plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify trans-lation problems and apply procedures to solve them. (Beeby et al., 2009, pp. 208-209).

The psycho-physiological components mentioned above are as follows:

1) Psycho-physiological components. Different types of cognitive and atti-
2) Psycho-physiological components. Different types of cognitive and atti-tudinal components and psycho-motor mechanisms, including cognitive components

such as memory, perception, attention and emotion; attitu-dinal aspects such as intellectual curiosity, perseverance, rigour, the ability to think critically, etc.; abilities such as creativity, logical reason-ing, analysis and synthesis, etc. (Ibid).

In the light of the requirements related to the translator profile and considering the various components of translator competence, it should be possible to make suggestions regarding the contents of a translator training programme.

4.3. The Contents of a Training Programme Focusing on Economics and Law

The training programme that is being developed for the (West) African region will have the following contents.

Admission into the programme of Master in Specialised Translation Studies will be open to students who have got a *Licence* (i.e. B. A.) in English linguistics, literature or didactics. The applications from international students who have completed undergraduate studies in French will be examined by an academic board. Students will study two languages, i.e. English and French. The course will be divided into four subject areas to ensure that the translator competences and sub-competences are taken into account. These subject areas are core knowlege, the area of specialism, scientific research methodology and general knowledge.

Core knowledge comprises (in semesters 1&2) the theory and history of translation studies, linguistics and specialised translation and is alloted 16 credits out of 30. One credit comprises twenty five hours.

The area of specialism is made up of law and economics lectures. In addition, reading comprehension, writing skills and bilingual oral communication (in semesters 1&2) are part of this subject area which is alloted nine credits.

Scientific research methodology focuses (in semesters 1&2) on research approaches in translation studies and is alloted three credits.

General knowledge/culture enhances (in semesters 1&2) students' language skills and knowledge of both French and English speaking countries' civilisations and cultures and is alloted two credits.

The course is expected to last four semesters containing 750 hours each (i.e. 30 credits). At the end of each semester, students will sit for exams.

During the third semester, the programme is slightly different in the sense that the theory and history of translation studies lectures will be replaced by terminology lectures; in addition, the general culture lectures will be replaced by a series of lectures on Trados and other CAT Tools.

During the fourth semester, a series of lectures on revision of translated texts and terminology will be incorporated in the syllabus together with students final research work (i.e. Master's thesis).

Between semester 2 and semester 3, students have an obligation to do a three month attachment during the long vacation period in a company or in an administration operating a translation office.

The objectives of each subject area and the recommended books are as follows:

4.3.1. Core Knowledge

The aim of the theory and history of translation studies course is to enable students to know the major theories and the long history of the profession they are training for. At the end of this course, they are expected to:

1) Successfully apply translation techniques and strategies, including transposition, dynamic strategy, formal correspondence, skopos, to the texts they will translate;
2) Explain how far translation theory can inform and guide translators;
3) Understand the contribution of translation to mankind throughtout history and to guard against translation blunders which caused tragedies in the course of human history.
4) Explain semantic categories discussed by Nida.

The following books are recommended (even though the list is only indicative): *Les théories de la traduction* (2014) by Zuzana Rakovà; *Towards a Science of Translating* (1963) by Eugene Nida and *Theory and Practice of Translation* (1982) by Eugene Nida and Charles Taber; *Translation Studies MA Students*, Third Edition (2002) by Susan Bassnett; *Stylistique comparée du français et de l'anglais* (1958) by Vinay and Darbelnet; *Approche linguistique des problèmes de traduction* (1987) by Michel Paillard; *A Linguistic Theory of Translation* (1965) by Catford; Functionalism and Foreignisation: Applying Skopos Theory to Bible Translation (2011) by Andy Cheung; Towards a General Theory of Translational Action: Skopos Theory Explained (2014) by Katharina ReiB and Hans Vermeer; The Translator's Invisibility: A History of Translation (1994) by L. Venuti; etc.

The aim of the linguistics course is to enable students to understand that linguistic knowledge is of paramount importance in translation.

At the end of the course, students are expected to:
1) Analyse sentence structure and decompose a sentence into clause (s), phrases, words and morphemes;
2) Show an in-depth understanding of key linguistic concepts such as kernels, transforms, restructuring, surface structure, deep structure, theme and rheme;
3) Demonstrate the relation between syntax and semantics;
4) Understand linguistic notions and describe the influence of syntagm on lexical semantics;
5) Handle complex translation aspects including the problems of equivalence in general and equivalence between French and English tenses.
6) Demonstrate profound comprehension of temporal issues.

The recommended books are as follows: An Introduction to Systemic Functional Linguistics (2004) by MAK Halliday and Matthiessen; Syntactic Structures (1957) and Transformational Analysis (1955) by Noam Chomsky; Semantics (2003) by John Saeed; Le temps (1973) by Harald Weinrich; The Semantics of the Modal Auxiliaries (1983) by Jennifer Coates; Lexical Semantics (1983) by Cruse, etc.

These books and others will introduce students to concepts such as syntax, semantics, lexical semantics, sentence structure, tense, aspect, and modality.

The aim of the specialised translation course is to get students to translate legal as well as economic and financial documents.

At the end of the course, they are expected to:

1) Acquire legal as well as economic and financial terms and phrases;
2) Get used to the contents of legal and financial documents published by major legal and financial institutions in Africa;
3) Revise translated texts in the areas of finance and economics.

The recommended books and scientific articles include: La traduction juridique; fondement et méthode (2008) by C. Bocquet; Translating Law (2007) by D. Cao; LANGAGE DU DROIT ET TRADUCTION /THE LANGUAGE OF THE LAW AND TRANSLATION (1982) by J. C. Gémar; Claude Bocquet, La traduction juridique; fondement et méthode (2009) by R. Greenstein; Approche juridique de la traduction du droit (2010) by Sylvie Monjean-Decaudin; La traduction juridique: Histoire, théorie(s) et pratique, colloque international organisé par l'Ecole de traduction et interprétation de l'Université de Genève et l'Association suisse des traducteurs, terminologues et interprètes à l'Université de Genève les 17, 18 et 19 février 2000.

(http://www.tradulex.com/en/translators/Legal-Geneva2000). Other notable authors include Sparer, Garzone and Harvey.

In the area of economics, the following books and articles are recommended: Traduction spécialisée: pratiques, théories, formations (2007) by Peter Lang; La traduction juridique et économique: Aspects théoriques et pratiques (2019) by Frank Barbin and Sylvie Monjean-Decaudin in Revue *Circuit* de l'ordre des traducteurs, terminologues et interprètes agréés du Québec, dossier «Traduction économique et financière» (1999) (online); Economic, financial and commercial translation: an approach to theoretical aspects. A survey-based study (2016) by Hernandez Daniel Gallego, Geoffrey S. Koby and Veronica Roman Minguez; Problématique de la traduction économique et financière (2018) by Frédéric Houbert.

4.3.2. Area of Specialism: Law, Economics, Reading Comprehension, Writing and Bilingual Oral Communication

The aim of this subject area is to introduce students to comparative law, legal terminology and the judicial systems in Africa. Indeed, Africa has inherited several judicial systems from its colonial masters, including Common Law and *Civil Law*. Legal translators confess that under these conditions, the translation of the realities from one system into another poses problems because the terms as well as procedures and judicial functions are not the same.

At the end of this course, students are expected to:

1) Enhance their knowledge about law and legal systems in Africa;
2) Compare judicial systems across Africa;
3) Discuss court rulings and the various parts thereof.
4) Understand Africa's economic environment and challenges;
5) Develop a clear-cut vision of globalisation and its impact on African economies;
6) Explain the challenges and prospects of Africa's economic integration;
7) Improve their writing skills;
8) Build their capacity to understand economic and legal texts.
9) Do consecutive interpreting.

As regards law and legal issues, the bibliography will include the African Charter on Human and People's Rights (1981); the Universal Declaration of Human Rights (1948); the Constitutions of several African countries; Constitutional Law, Administrative Law, and Human Rights: A Critical Introduction (2012) by Ian Loveland; Introduction to Law (2014) by Jaap Hage and Bram Akkermans; Law Dictionary (2006) by Susan Ellis Wild; *Acte uniforme révisé relatif au droit des sociétés commerciales et du groupement d'intérêt (2014) by OHADA (Organisation pour l'Harmonisation en Afrique du Droit des Affaires).*

Economics books include African Economic Outlook 2022 by the African Development Bank; Europe and Economic Reform in Africa: Structural Adjustment and Economic Diplomacy (Routledge Studies in Development Economics, 9) (1997) by Obed O Mailafia; Economic Governance in the Age of Globalization (2004) by William K. Tabb; Financial Markets, Banking, and Monetary Policy (2014) by Thomas D. Simpson.

The Reading Comprehension course is meant to test students' comprehension of general as well as legal and economic texts. Reading comprehension is the ability to read a text, process it and understand its meaning. It relies on two interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

When we make sense of a text, however, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head. In an article on '*La théorie interprétative de la traduction*', Lederer stresses that ''*Les signes linguistiques, l'explicite d'un texte, ne sont jamais compris seuls, ils appellent de la part des auditeurs ou des lecteurs l'apport de connaissances pertinentes pour les compléter et en extraire le sens... (1997, p. 4).* Consequently, reading comprehension is part of the topical competence of a translator.

For an introduction to this course, 'Understanding and Teaching Reading Comprehension: A handbook (Routledge, 2014)' by Jane Oakhill, Kate Cain and Carsten Elbro is recommended.

The bilingual oral communication component will ensure

that students are able to work as interpreters during small and informal office meetings. The reading of the following book by Sandra Beatriz Hale is suggested: The Discourse of Court Interpreting: Discourse Practices of the Law, the Witness and the Interpreter (2004) (Benjamins Translation Library).

4.3.3. Scientific Research Methodology

Students need to understand the principles as well as ethics and types of research they can carry out in the field of translation studies. This will enable them to conduct their research works and defend their Master's thesis. In the context of this professional Master's programme, conceptual research will be emphasised because the translation of specialised texts exposes students to new scientific and technical terms and concepts.

At the end of this course, students are expected to:

1) Describe and discuss issues relating to method, methodology, epistemology, ontology, types of research and research questions;
2) Design their research protocols and formulate their reseach topics;
3) Translate their theoretical research knowledge into practical research works.

The following books are recommended: *Research Methodologies in Translation Studies* (2013) by Gabriela Saldanha and Sharon O'Brien; A Three-level Methodology for Descriptive-Explanatory Translation Studies; A Causal Model for Translation Studies in Intercultural Faultlines: Research Models in Translation Studies I & II and Essentials of Research Design and Methodology (2005) by Geoffrey Marczyk, David DeMatteo and Dadid Festinger.

4.3.4. General Knowledge/Culture

The aim of this subject area is to introduce students to the cultures and civilisations of both French-speaking and English-speaking countries not only in Africa but also in the rest of the world. The British Commonwealth as well as *La Francophonie*, the United States Executive, Legislative and Judicial powers, and African cultures and regional institutions will be studied alternatively.

At the end of this course, students are expected to:

1) Have an in-depth knowledge of the political, cultural and economic realities of the countries whose languages they use in their profession;
2) Discuss topical political, cultural and literary issues;
3) Improve their language competence.

As far as terminology lectures are concerned, the aim is to teach students theoretical notions relating to terms and concepts and to get them to undertake terminological exploration in economic and legal corpora. They should be able to look for terms and equivalents in multilingual terminology databases like IMFTERM, World Bank Terminology Unit, UNTERM, etc.

Translation memories like Trados will provide them with the possibility of creating and developing terminology databases over many years. At this juncture, the need for CAT Tools cannot be overemphasized.

At the end of these lectures, students are expected to:

1) Look for source language terms and their target language equivalents in terminology databases;
2) Create and expand their own terminology databses;
3) Conduct research on concepts in corpora;
4) Work as translators and terminologists;
5) Become computer literate and use CAT Tools.

The following books and articles are recommended: Cabré, M. (1998). *Terminology: theory, methods and applications* (volume 1). John Benjamins Publishing Company; Desmet, I. (2007). Terminologie, culture et société. Eléments pour une théorie variationniste de la terminologie et des langues de spécialité. *Cahiers du Rifal*, 26, 3-13; Drolet, M. (2011). *Lexique de la terminologie de droit et de démocratie*. (1-450). Bureau de la Traduction du Canada; Dubuc, R. (1978). *Manuel pratique de Terminologie*. Lingatech & Conseil International de la Langue Française; Durieux, C. (1993). *Terminologie et traduction*. 2-3 (1992).

4.3.5. Pedagogical Model

In stressing the need to ensure proper translation pedagogy, Kiraly makes the folowing point: 'Indeed, there is a need to discuss traditional pedagogical models in translation studies in order to propose improvements in the way this profession is taught in schools. Furthermore, Kiraly notes that throughout 1990s, a growing number of translator trainers have addressed the pedagogical gap in translation skill instruction, reflected in the lack of clear objectives, curriculum materials and teaching methods. (1995, p. 5).

In connection with this remark, two pedagogical approaches will be discussed, namely the classical objectivist approach to teaching and learning and the constructivist approach to education. These are two contrastive approaches that can be instrumental in teaching translation.

In explaining the concept of objectivism, George Lakoff notes that:

Objectivism is a view of the nature of knowledge and what it means to know something. In this view, the mind is an instantiation of a computer, manipulating symbols in the same way (or analogously at least) as a computer […] Knowledge, therefore, is some entity existing independently of the mind, which is transferred inside the mind…Thus, this school of thought believes that the external world is mind independent (i.e. the same for everyone). (1987, p. 20).

It emerges from this quotation that knowledge exists outside the mind which acquires it through a cognitive process. This concept of objectivism is in contrast with the definition of constructivism given by Kiraly.

The two primary strains are radical constructivism which derives primarily from Piaget's developmental psychology, and social constructivism which draws considerable inspiration from the work of Lev Vygostky, but also from John Dewey (1938) and Richard Rorty (1979). These two poles of the continuum share the fundamental idea that people construct their understandings of the world rather than reflect nature in their minds. In the piagetian tradition,

the radical variant focuses on the individual mind as the constructor of meaning and knowledge, whereas the social variant emphasizes the role of interaction between members of a community in coming to understand the world. (Ibid, p. 9).

The constructivist approach postulates that the interaction between people is the best way to learn. This epistemological position seems to be convenient and applicable in a translation classroom because translation is team work. In a professional environment, translators work in team and put in place a hierarchy made up of translators, senior translators and revisers. Students should be encouraged to undertake translation assignments in groups.

4.3.6. Evaluation

Two types of evaluation will be applied, namely formative and summative evaluations. According to *Enseigner à l'Université Laval* (enseigner.ulaval.ca), formative evaluation does not seek to give grades to students. Its aim is to ensure a smooth progress of the learning process and to provide feedbacks on students' knowledge and comprehension of a course. «*L'évaluation formative n'est associée à aucun point, note ou pourcentage. Elle a pour fonction de favoriser la progression des apprentissages et de renseigner sur les acquis des étudiantes et des étudiants.*» Therefore, in carrying out formative evaluation, a lecturer or professor can ask students to sum up the main elements of a lecture or answer true or false questions. S/he can provide students with a conceptual note on the contents of the main concepts discussed in the lecture.

Formative evaluation must always precede summative evaluation and must be in agreement with the latter.

Summative evaluation aims to check or acknowledge students' knowledge at the end of a learning process. «*L'évaluation sommative ou certificative a pour fonction l'attestation ou la reconnaissance des apprentissages. Elle survient au terme d'un processus d'enseignement et sert à sanctionner ou à certifier le degré de maîtrise des apprentissages des étudiantes et des étudiants.*» (Ibid).

5. Conclusion

This paper has discussed the contents of a translator training programme and has shown that translator profile is driven by the labour market. This training programme focuses on both the translator profile and the translator competence. Professional translation being team work, the paper recommends a constructive approach to translator training.

The programme orientation, i.e. economics and law, is dictated by labour market realities. As Christine Durieux (2005) explains, in Geneva, at ETI (Ecole de Traduction et d'Interprétation), students are trained in the fiels of economic, legal and institutional translation because there are many international organisations in Switzerland which need these competences. However, in France, at ESIT (Ecole Supérieure d'Interprètes et de Traducteurs)

Université de Paris III, the focus is on technical and scientific translation because the translation market in France is patronised by industrial and commercial companies that need this know-how.

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