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**PROFESSIONAL STANDARDS
IN INTERPRETING SPHERE
AND EDUCATIONAL REQUIREMENTS
TO FUTURE INTERPRETERS TRAINING**

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The paper deals with requirements to translation/interpreting training, they are considered on the ground of foreign (American, British, and Australian) professional standards comparison. The analysis of foreign professional standards on sight translation terms and conditions and on the range of knowledge, skills and abilities required for sight translation is provided. The list of qualities that are necessary for the future translators/interpreters in their professional activity, depending on the complexity of the document is given. The educational requirements to the professional activity of the interpreter/translator; conditions of a sight translation performance; knowledge, skills, and abilities necessary for sight translation performance (knowledge of the sight translation process, knowledge of the target language and the source language at the appropriate level) are analysed. According to British National Occupational Standards in Interpreting to perform a sight translation effectively the translator\interpreter should have knowledge of a sight translation process, should know the source language and target language, the target language culture, peculiarities of verbal communication, registers (formal, colloquial, informal, etc.), the process of customer's needs evaluation, and fields of sight translation performance. In American Standard Guide for Quality Assurance in Translation is assumed that translators/interpreters possess the specialized terminology and have broad general education. Australian Standard for Sight Translation regulates the stages of sight translation performance and circumstances in which the sight translation took place. It provides assessment criteria, the necessary knowledge, skills, and abilities, and recommendations for the practical implementation course module on sight translation. The potential problems that could make difficult the performance and assessment of the sight translation are described. The recommendation on practical implementation of sight translation course is proposed.

Key words: professional standard, requirements to translation/interpreting, sight translation, stages of sight translation performance.

Сімкова І.О. Професійні стандарти у галузі перекладу й освітні вимоги до навчання майбутніх перекладачів. У статті розглянуто вимоги до навчання перекладу на основі порівняння зарубіжних (американських, британських та австралійських) професійних стандартів. Наведено перелік якостей, які необхідні майбутнім перекладачам для здійснення усного двостороннього перекладу з аркуша залежно від складності документів. Проаналізовано освітні вимоги до підготовки перекладачів до професійної діяльності; умови здійснення усного перекладу з аркуша; знання, навички та вміння, необхідні для здійснення усного перекладу з аркуша (знання змісту процесу перекладу, володіння мовою перекладу і мовою оригіналу на відповідному рівні, знання усного та письмового реєстрів). Описано потенційні проблеми, що можуть ускладнити здійснення й оцінку усного перекладу з аркуша. Надано рекомендації для викладачів з практики перекладу щодо практичного впровадження курсу усного перекладу з аркуша.

Ключові слова: вимоги до навчання перекладу, етапи здійснення усного перекладу з аркуша, професійний стандарт, усний переклад з аркуша.

Симкова И.О. Профессиональные стандарты в области перевода и образовательные требования к обучению будущих переводчиков. В статье рассмотрены требования к обучению переводу на основе сравнения зарубежных (американских, британских и австралийских) профессиональных стандартов. Приведен перечень качеств, которые необходимы будущим переводчикам для осуществления устного двустороннего перевода с листа в зависимости от сложности документов. Проанализированы образовательные требования к обучению переводчиков профессиональной деятельности; условия выполнения устного перевода с листа; знания, навыки и умения, необходимые для выполнения устного перевода с листа (знание содержания процесса перевода, владение языком перевода и языком оригинала на соответствующем уровне; знание разницы письменного и устного регистров). Описаны потенциальные проблемы, которые могут осложнить осуществление и оценку устного перевода с листа. Предоставлены рекомендации по практическому внедрению курса устного перевода с листа.

Ключевые слова: профессиональный стандарт, требования к обучению переводу, устный перевод с листа, этапы выполнения устного перевода с листа.

Introduction. For several years great effort has been devoted to the study of the translation/interpreting training. Nowadays one of the modern features of higher education is the increased scientific interest to the sight

translation. The study and analysis of foreign translation/interpreting professional standards and educational requirements for translation/interpreting training is an important way to create new methods for sight translation training.

In the United States, the United Kingdom, Australia and Europe, there are organizations (e.g., ASTM (American Society for Testing and Materials), Language Industry Association, etc.) that actively participate in the development of different translation/interpreting standards [2; 5; 6]. In this paper we consider American Standard Guide for Quality Assurance in Translation (F 2089-01), British National Occupational Standards in Interpreting, and Australian Standard for Sight Translation (LOTE) PSPTIS613A, because they can be used as basis for training programs design in different types of translation, and sight translation as well.

The goal of the paper is an analysis of foreign (American, British and Australian) professional standards on sight translation terms and conditions; on the range of knowledge, skills and abilities required for sight translation; on practical implementation of sight translation into a training course.

American Standard Guide for Quality Assurance in Translation. It (F 2089-01) examines the factors that determine the quality of translation/interpreting services and set criteria for each component. These criteria define minimum standards of service quality in translation/interpreting activities in accordance with clearly defined requirements. This standard is also one of the first in the United States, which defines the educational requirements for professional interpreters during interpreting of specific texts (for instance, technical, medical, law, etc.). It states that future translator/interpreter must, in addition to subject knowledge, possess the specialized terminology, and have broad general education. The last includes the following:

- 1) secondary or higher education;
- 2) ability quickly obtain a superficial knowledge in new fields;
- 3) knowledge in one or more specialism, which must be confirmed by the results of testing certificate (for example, the translation into the technical, law or medical fields) [6].

British National Occupational Standards in Interpreting. It states the concept of «interpreting», the role of the translator/interpreter within the process, the principles of professional behaviour, and characteristics

of its implementation, a list of knowledge, skills and abilities needed to perform different types of translation/interpreting.

The educational requirements to the professional activity of the interpreter/translator; conditions of sight translation performance; knowledge, skills, and abilities necessary for sight translation performance (knowledge of the sight translation process, knowledge of the target language and the source language at the appropriate level) are analysed [1; 2; 4].

The standard contains the list of activities and documents where is necessary to use a sight translation, specifications for professional activity and the list of knowledge and skills required for the sight translation performance. Usually they are different and depend on the type of a document.

In this standard we can also find criteria for sight translation divided according to the complexity of the document. The sight translation performance of complex documents includes seven criteria, and for routine documents it includes nine criteria.

Previous studies of the standard indicate the criteria for sight translation performance of complex written documents. Translator/interpreter should evaluate his/her ability to perform sight translation of the document and notify the customer in advance if he/she needs more time to prepare or find specific information in the field, where translation is taken or offer an alternative way of solving the task.

Translator/interpreter must be able to use reference books effectively to verify the technical or special terms and to transfer the content of the document precisely. The translator/interpreter makes paraphrase of terminology and phrases that do not have equivalents in the target language and may ask questions to the author of the text. In addition to the above criteria if we are talking about sight translation of the routine document, the translator determines whether he/she can perform the sight translation at a specified time, usually 20 minutes (complex documents do not have set time limits) and should reflect in his/her translation author's points of view and author's intentions.

The knowledge and skills necessary to perform the sight translation of routine and complex documents can be divided as follows. For the efficient performance of sight translation translator/interpreter should:

- 1) be aware of a sight translation process;

2) know the source language and target language at level 5 to perform sight translation of complex written documents and at level 4 to perform sight translation of routine written documents;

3) know the target language culture, peculiarities of verbal communication and be able to use them during sight translation performance;

4) know registers (formal, colloquial, informal, etc.) and be able to transfer register of a source language into the target language and written register into verbal register during sight translation;

5) evaluate the customer's needs;

6) be able to discuss the terms of the contract, including the terms of sight translation performance such as payment, compensation etc.;

7) know fields in which sight translation is performed;

8) know how to use reference materials such as published or electronic dictionaries and glossaries etc.;

9) be able to offer an alternative to the sight translation if necessary [1; 2; 3].

Australian Standard for Sight Translation. It (PSPTIS613A) contains four sections: 1) stages of sight translation performance and performance assessment criteria; 2) the necessary knowledge, skills, and abilities; 3) recommendations for the practical implementation course module on sight translation; 4) circumstances in which the sight translation took place and clarification of the criteria for sight translation assessment.

The potential difficulties during the performance and assessment of the sight translation are indicated. It could be source text readability; complex terminology in the source text, the situations when the performance of sight translation is impossible; the availability of additional resources; competence of the interpreter/translator, ambiguity of the source text.

The first section includes three stages of the sight translation performance. It contains from 2 to 5 performance criteria. The first stage is text analysis. At this stage the translator/interpreter has several tasks: to determine whether it is appropriate to use sight translation for the exact situation; to identify the main features of the source text; to clarify the problems that may arise during the sight translation, to be able to translate within a limited time period. The second step is to translate the source text and provide the strategy for sight translation; to transfer the semantics of the source text into target language. The third stage is to assess the

sight translation; to determine the advantages and disadvantages of performed sight translation in order to take them into account for the next sight translation performance.

The second section describes the nine groups connected with knowledge, skills and abilities required for the sight translation. The communication skills and abilities, interpersonal communication skills and abilities, technical language knowledge and rhetorical skills and abilities, the source and target language knowledge, written and verbal register knowledge, terminology knowledge, language probabilistic forecasting skills and abilities, problem solving skills and abilities, searching skills and abilities, organizational skills and abilities are included in those nine groups.

It is assumed that the translator/interpreter should possess the highest level in the source and target language, and perform sight translation in appropriate pace and within required time.

According to Australian Standard PSPTIS613A the translator/interpreter should be aware of fields and documents, which require sight translation (law documents, medical documents, scientific, and technical documents). Knowledge of basic techniques and principles, ethical standards, business communication standards are necessary to perform sight translation in any of above mentioned fields and of any documents. The documents are subject to sight translation in scientific and technical fields usually confidential. It is vital to understand the role of the translator/interpreter in sight translation and the responsibility relies on the translator/interpreter during sight translation.

To perform efficient sight translation the translator/interpreter should know the structure of different text types in the source and target language [4; 5].

The third section provides guidance on the practical performance of the sight translation. It deals with the stages of sight translation; sight translation performance criteria; knowledge, skills and abilities; sight translation assessment criteria. They (criteria) are divided into two groups: 1) general assessment criteria needed to determine the level of the translator's/interpreter's competence; 2) specific assessment criteria depending on the context.

General assessment criteria determine the accuracy and pace of sight translation. They also include the following components: assessment of written register knowledge (its structure), assessment of knowledge, which

are needed to identify possible problems, which may occur during sight translation performance and to offer an alternative to the sight translation (in some cases); assessment of reading skills; assessment of analysis and strategic planning in sight translation performance; assessment of research strategies skills (for instance, searching of unknown professional terms and expressions); assessment of differences registers knowledge; assessment of skills and abilities used to transfer a written source text into a verbal target text. The second group includes specific criteria depending on the context. The assessment of sight translation in this case depends on the translator's/interpreter's experience, circumstances where sight translation takes place; the level of interaction between the client and translator/interpreter; and relationships between colleagues.

According to these criteria can be assessed: knowledge of different text genres; skills and abilities of sight translation performance in different genres. During assessment the third party conclusion and environmental circumstances that may affect the sight translation are taken into consideration.

When assessing the sight translation as a product we should consider the fact that in some cases the goal of sight translation is not to receive the target text, but to confirm in the target language the information of the source text; to make notes in target language of some documents which are necessary for negotiations; to prepare the supporting documents in the target language based on the information given in the source text.

There are situations in which the assessment of sight translation is hard or impossible to make for different reasons. It may be legal reasons when we perform the sight translation in law field. When sight translation leads to the informed decision in a medical field (it means that the solution is adopted only on the basis of information obtained from the target text). There are also technical reasons: the length of the text (a very long text), lexical density of the text and syntactic complexity.

The key characteristics to assess the sight translation as a product are: target language knowledge, register knowledge (difference between written and verbal), special requirements for text structure (difference between scientific articles', instructions', patents' structure, etc.). When assessing the reading skills it should be taken into account: level of the target language knowledge, index of readability for a printed source text, special requirements for reading (for instance, in Arabic languages).

During the sight translation performance it also could be assessed the correct interpretation of the context: transfer of graphic material; transfer of basic facts, context, purpose and topics; the significant cultural, social and situational elements of the source text; the intention of the author; the nature of sight translation.

The assessment of analysis skills includes the assessment of subject knowledge, grammar knowledge, punctuation knowledge, styles and registers knowledge, syntax knowledge, etc.

The assessment of the skills and abilities to be necessary for sight translation strategy planning deals with the skills and abilities connected with the future translator/interpreters' intonation; how they highlight the important information in the target text, how they realize abbreviation, set expressions, and terms; how often they use pauses etc.

As mentioned above, the potential problems that could complicate the performance and assessment of sight translation are the level of source text readability; complex terminology in the source text; irrelevant usage of sight translation; the access to additional resources; the level of the competence of the translator/interpreter; ambiguous statements in the source text, etc.

In this paper we explore the educational requirements for sight translation training. It has been found that future translators/interpreters should possess high knowledge of target and source language, target and source culture knowledge, subject knowledge, and sight translation performance knowledge.

Conclusion. Summing up the results, it can be concluded that during course module design for sight translation training should be taken into account sight translation knowledge, skills and abilities, stages of sight translation performance, sight translation performance its assessment criteria and the criteria for its assessment as a product. Particularly, the course module should stipulate the student's source language and target language knowledge at level 5, the target language culture knowledge, the peculiarities of verbal communication and the knowledge of registers (formal, colloquial, informal, etc.). The next stage of the research in this field will be detailed study of the potential problems that complicate the sight translation performance, detailed study of sight translation assessment and classification of sight translation assessment criteria.

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