

Assessment of translation competence of MA-TIS vs MA-TEFL students for translation positions with EU institutions

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Master's thesis / Diplomski rad

2017

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences / Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet**

Permanent link / Trajna poveznica: <https://urn.nsk.hr/urn:nbn:hr:142:308978>

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Download date / Datum preuzimanja: **2024-07-18**



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J.J. Strossmayer University of Osijek

Faculty of Humanities and Social Sciences

Double Major MA Study Programme in English Language and Literature – English
Translation and Interpreting Studies and in Hungarian Language and Literature –
Communication Studies

Vlatka Ćosić

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students for translation positions with EU institutions**

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Supervisor: Dr. Marija Omazić, Professor of Linguistics

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Znanstveno polje: filologija

Znanstvena grana: anglistika

Mentor: prof. dr. sc. Marija Omazić

Osijek, 2017.

Abstract

EU institutions do not require any formal training or a degree in translation for translation positions, which is a challenge for viability and sustainability of translation studies programmes. The aim of this paper is to assess the translation competence of students of TS (Translation Studies) vs. students of TEFL (Teaching English as a Foreign Language), using the assessment criteria applied during the European Personnel Selection Office (EPSO) selection procedure to see if formal training has an effect on the outcome of the translation test, and what effect that may be. In order to make an assessment of the translation competence we have used a standard sample text for computer-based translation from English into Croatian and administered it in controlled conditions, matching those during EPSO competition in terms of length of text, duration, and access to reference materials. We have had two independent evaluators assess the translation using standard evaluation criteria. We have also carried out an error analysis to identify the types of errors found and translation strategies used. Furthermore, we have correlated the results with students' BA grade-point average. Finally, based on the results obtained we have made a case for a better recognition of the translation profession.

Key words: translation studies, translation competence, EU institutions, MA-TS, MA-TEFL

Sažetak

Institucije Europske unije za pozicije prevoditelja ne zahtijevaju nikakvu formalnu obuku ili diplomu iz prevođenja, dovodeći u pitanje održivost studijskih programa prevođenja. Cilj ovog rada analizirati je prijevodnu kompetenciju studenata prevoditeljskog smjera i studenata nastavničkog smjera koristeći kriterije ocjenjivanja koji se primjenjuju tijekom selekcijskog postupka Europskog ureda za odabir osoblja (EPSO) kako bi se vidjelo ima li formalna obuka utjecaja na rezultate testa iz prevođenja i kakav bi to utjecaj mogao biti. Kako bismo analizirali prijevodnu kompetenciju, koristili smo standardni primjerak ispita za računalno prevođenje s engleskog jezika na hrvatski te smo testiranje izvršili pod kontroliranim uvjetima, poput onih tijekom natječaja EPSO-a, u pogledu dužine teksta, trajanja i pristupa referentnim materijalima. Dva neovisna ocjenjivača ocjenjivala su prijevode prema standardnim kriterijima ocjenjivanja. Izvršili smo analizu grešaka kako bismo identificirali vrste grešaka i korištene prijevodne strategije. Nadalje, usporedili smo rezultate studenata s njihovom prosječnom ocjenom preddiplomskog studija. U konačnici, na temelju dobivenih rezultata, zauzeli smo se za bolji položaj prevoditeljske profesije.

Ključne riječi: studij prevođenja, prijevodna kompetencija, institucije EU-a, diplomski prevoditeljski smjer, diplomski nastavnički smjer

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1. Introduction

We live in a communication era. In a world full of different languages, it is impossible to even imagine what would happen if all communication between people who speak different languages stopped. To prevent this from happening, we use translators.

Translation is a field without many regulations, and status of translators is one of those parts which is not regulated. Who is a translator? Is a translator any person who can convey meaning from language A into language B? This is one way of answering the question, but in this paper, we will try to answer who professional translators are, what are their competences, their educational background and how they fit the requirements of the job market.

No formal training or degree in translation studies is required for most translation positions, EU institutions included. This brings in question the point and even existence of Translation Studies. Faculty of Humanities and Social Sciences in Osijek has an MA programme in English Translation and Interpreting Studies. Apart from this programme, the Faculty also has MA in Teaching English as a Foreign Language. The aim of our research was to assess translation competence of MA-TIS vs. MA-TEFL students using the assessment criteria applied during the translator selection procedure for EU institutions. Our goal was to make recommendations for a more competence-based training of MA-TIS students and to argue for a recognition of translation qualifications for translator recruitment at all levels.

2. Market and translation service industry

Translation service industry marks striking growth in the 21st century. The cause of this growth lies in globalization. There can be no free movement of goods, capital, people, technology, services, etc. without translation. This is the reason why translation service industry is one of the few that was not affected by global recession. Translation service industry grows with each year according to studies conducted by DePalma for Common Sense Advisory (2017) and his studies predict that growth will not stop any time soon. As time passes, both market and translation industry expectations become bigger.

Market demands reliable, accurate translations which are produced quickly and for a low price, but still there are discrepancies in market expectations. These discrepancies can vary from country to country, depending on how developed translation service industry and education system are. Logically, more developed countries have set the bar higher. Apart from their translation standards being higher, they have bigger and better choice of translators. This is in particular true for countries which have a longer tradition in language and translation studies.

Discrepancies in expectations can also vary according to contractor. Some contractors are scrupulous when it comes to translations, and for others it is enough merely to convey the meaning. E.g. institutions of the European Union will have higher expectations than most of the small businesses who hire translators to make their day to day business and communication with foreign customers easier. When it comes to Croatia, there is little awareness about translation industry and quality of translations that are produced. People in need of translation mostly search for the cheapest option and they do not concern themselves with the quality of translation. Most clients/contractors do not care about formal education in translation studies and the same goes for many organizations which need an in-house translator, but are not translation-oriented when it comes to their business. They look for people with excellent knowledge of English and some demand some kind of a degree in English. Usually they are not aware that Translation Studies exist in Croatia and they mostly hire English teachers. In their job advertisements, it is not uncommon to find phrases such as “prior experience preferred but not essential”. Such employers usually have none or low-grade quality control, which results in poor translations.

Professional translation agencies, as expected, have higher standards when employing translators. Still, these standards are not high enough in Croatia. Professional agencies, apart from excellent knowledge of English, usually demand prior experience in translating but no formal education. Most agencies will do with any kind of university degree. Some demand that translators have prior experience in specific fields, e.g. medicine, IT... SDL Zagreb d.o.o., which is a part of SDL International, has the strictest criteria for hiring translators. SDL is one of the leading companies worldwide when it comes to translation services and development of translation software. In their job ads for the Croatian market (see Figure 1), they highlight that their translation focus lies in IT, e-commerce, multimedia, technical translation and translation for automotive industry. They demand that applicants know how to use CAT tools (SDLX, SDL Studio) and that they are native speakers of Croatian. They ask for the submission of CV in Croatian or in English, along with all diplomas, certificates, letters of recommendation and list of previous projects. Although they do not ask for formal education in translation studies, their job advertisement shows that they search for highly competent translators. Their applicants also have to pass a translation test which indicates that SDL knows on what level their translators have to be and what set of skills they need to have. Such high expectations are a good indication that translated texts would be of good quality.

Prevoditelj s engleskog / francuskog jezika na hrvatski za rad u uredu (m/ž)

Naslovnica > Pretraga > Prevoditelj s engleskog / francuskog jezika na...

Zagreb Rok prijave: 11.05.2017.

▶ SDL Zagreb d.o.o.

SDL International (www.sdl.com) vodeći je dobavljač usluga prijevoda i lokalizacije na području IT, e-poslovanja, multimedije, medicine, tehničkih prijevoda i prijevoda automobilske industrije.

> Opis posla

Tražimo prevoditelja koji bi radio u našem uredu na određeno, kao zamjena za kolegicu koja ide na porodični dopust.

Tražimo prevoditelja koji bi radio na projektima iz auto industrije gdje se prvenstveno prevodi s engleskog jezika, ali je potrebno i poznavanje francuskog zbog komunikacije na pojedinim projektima.

Uz rad na projektu, prevoditelj bi radio i poslove koordinacije tima prevoditelja.

> Uvjeti

- poznavanje CAT alata kao što su SDLX, SDL Studio
- kandidati moraju biti izvorni govornici hrvatskog jezika

Molimo Vas da pri prijavi dostavite:

- životopis na engleskom jeziku ili hrvatskom jeziku
- kopije svih diploma, certifikata, pisma preporuke
- dostaviti popis dosadašnjih projekata

Kandidati trebaju dostaviti prijave putem linka za prijavu obavezno s oznakom: HR 01/17.

Napomena: od kandidata će se tražiti rješavanje testa i naknada dostava dokumentacije.

Napominjemo da ne jamčimo odgovor na sve prijave.

Stručna sprema: Viša stručna sprema, Stručni prvostupnik, Sveučilišni prvostupnik, Stručni specijalist, Visoka stručna sprema, MBA, Magisterij, Magistar struke, Doktorat

<http://www.moj-posao.net/Posao/325700/Prevoditelj-s-engleskog-francuskog-jezika-na-hrvatski-za-rad-u-uredu-mz/Expired/> 1/2

7/30/2017 MojPosao.net - Prevoditelj s engleskog / francuskog jezika na hrvatski za rad u uredu (m/ž) - Zagreb - SDL Zagreb d.o.o.

Jezici: Engleski (napredno), Hrvatski (materinji jezik), Francuski (osnovno), Njemački (prednost)

Vještine: Word, Excel, Outlook, Internet

> Što nudimo

Figure 1 SDL's job advertisement

www.moj-posao.net/Posao/325700/Prevoditelj-s-engleskog-francuskog-jezika-na-hrvatski-za-rad-u-uredu-mz/Expired/

3. Translation, translation studies and education providers

As an academic discipline, translation studies is a young discipline formed in the second half of the 20th century. It is a discipline which studies the theory and practice of translating and interpreting.

From the first trading deals to modern times, translators (and interpreters) were a link that connects different nations, cultures and languages, but it was never quite clear what translation was. Translation has never enjoyed much recognition, even today it is often seen more as a hobby or a side job than an actual profession. The problem is that even translators themselves cannot agree what translation is: “Translators are not yet sure whether translation is a trade, an art, a profession or a business” (Baker 1992: 2). Baker also claims (*ibid.*) that translators cannot agree upon the necessity of formal education and the knowledge of theory. Many translators consider that the only variables needed for producing a good translation are talent and experience:

“The ability to translate is a gift, they say: you either have it or you do not, and theory (almost a dirty word in some translation circles) is therefore irrelevant to work of a translator.” (Baker 1992: 3)

With translation society so divided, it is clear why determining how, and even why, to teach translation at an academic level becomes hard. The task is even harder if we count in real market demands:

Academic standards are based on the assumption of providing students with general theoretical knowledge rather than specific vocational skills, which can be taught at specialized technical colleges. Therefore, there has been a challenge in integrating practice within the realm of academic intellectualism (Kelly, 2005). On the other hand, professionals have not considered academic translation training programmes to be useful for trainee translators on the basis that the theoretical modules included in these programmes as too abstract and remote from real professional translation practice (Gile, 2009, qtd in Al Nafra 2016:20)

The market demands that translators have skills which go beyond mere knowledge of translation theory. That is the reason why today translation training at academic level usually combines both theory and vocational practice. It is interesting to get a glimpse of students' opinion on the matters of prestige and benefits of vocational and theoretical (academic) programme. According to McKinsey's 2012 study, which surveyed students studying various disciplines in different countries, students believe that vocational training is more beneficial, but academic training has more prestige. 69% of students said that vocational training is more helpful for getting a job, and 64% said that academic programme is more valued by society. When asked what they would personally prefer to pursue, 52% opted for a vocational programme, indicating that vocational skills are becoming more relevant than academic knowledge.

Analysing education providers worldwide would be almost impossible so we will focus on universities in the European Master's in Translation network and on Faculty of Humanities and Social Sciences in Osijek. European Master's in Translation (EMT) is a quality label for Master of Arts (MA) university programmes in translation awarded by Directorate-General for Translation (DGT). As stated on their official website, the main goal of EMT is to "improve the quality of translator training in order to enhance the labour market integration of young language professionals". European Union, through the DGT, recognized that integration of fresh out of college translators is indeed a problem. Translation Studies, being a relatively young field, is not yet fully defined when it comes down to what to teach young translators, and what to focus on. Some universities have a purely theoretical approach while others focus too much on the vocational training of students. Trouble emerges when universities do not see that their programmes are not adequate and that they are failing to prepare their students for the job market. This problem is not reserved only for Translation Studies. McKinsey & Company did a research in 2012 in which they surveyed more than 8,000 education providers, youth, and employers across nine European countries. Their findings shed light on a rather poor situation which is still largely applicable:

In Europe, 74 percent of education providers were confident that their graduates were prepared for work, but only 38 percent of youth and 35 percent of employers agreed. The different players don't talk to one another and don't understand one another's expectations and needs. Only in Germany and the United Kingdom did most employers

report that they communicate with education providers at least several times a year. In Portugal, only a third did. And only in Spain did most employers report that their interactions with providers were actually effective. (Mourshed 2014)

EMT's expert group listed factors which justify their project, which will hopefully result in decrease of the gap shown in McKinsey's research "*Competences for professional translators, experts in multilingual and multimedia communication*". In this key document, EMT supports the claim that globalisation and development of market and technologies caused rapid development of practices and quality criteria for translation services. They point out that the 2004 enlargement of the EU "highlighted the difficulty of recruiting qualified translators in the nine 'new' EU languages and also emphasised the need to raise awareness of and disseminate more effectively the criteria and procedures for recruitment to the institutions". As most of EU institutions do not demand formal education in Translation Studies, many of their translators have no formal background in TS. In this document DGT stresses that the exercise of the profession is not regulated and that the need for applying and searching for the criteria of excellence is necessary. DGT also aims to enhance working conditions and compensations for translators. These conditions are something that TS students expect. They expect to work in highly professional environment and they want translation to be acknowledged as a professional field. Students want their degrees in translation to be recognized and they expect to be paid according to their qualifications. They see translation as attractive, dynamic job with many travel opportunities, awards and life-long learning opportunities. Students feel that, through their education, they gained skills which make them much more competent as translators than their peers studying other majors. Competences gained through Translation Studies programmes are the last factor which serves to justify the EMT's project. EMT states that university programmes in TS are so diverse that there is a need for defining single framework of reference, establishing a minimum quality profile and specifying the competences necessary. That is the reason why EMT established their own model of translation competence.

4. Competences

Everything we do in life is judged by certain measures. We expect certain things to be done in a certain way. We expect people to have the ability and skills necessary to achieve the desired goal, often in a predefined way. In other words, we expect people to have specific competences needed for fulfilling the goal.

The term “competence”, as its mere concept, varies from field to field. Generally, as Oxford dictionary states, it is defined as “the ability to do something successfully or efficiently”. When it comes to linguistics, the term “linguistic competence” was first introduced by Noam Chomsky in 1965. Chomsky (1965:3) defined linguistic competence as speaker-listener’s knowledge of language, separating it from performance (use of language):

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Chomsky’s definition of linguistic competence was criticized by many linguists, but it surely sparked more interest in the research of competences in various disciplines of linguistics.

Before determining how to teach translation, it was necessary to define the term “translation competence” and to determine what competences were needed for producing a good translation.

There is no definition of translation competence that everyone agrees on, but in this paper, we will use the definition of EMT group and define translation competence as “...the combination of aptitudes, knowledge, behaviour and knowhow necessary to carry out a given task under given conditions”.

There are also many models which define translation competences, maybe the most comprehensive being that of the PACTE group, while the most relevant for this paper is the model given by EMT group. PACTE group considers translation competence to be possessed only by experts, not all bilinguals. They also consider translation competence to be mostly procedural (operative) knowledge which consists of other sub-competences and includes strategic component. The description of their model (PACTE 2003):

- 1) Bilingual sub-competence: predominantly procedural knowledge needed to communicate in two languages. It includes the specific feature of interference control when alternating between the two languages. It is made up of pragmatic, socio linguistic, textual, grammatical and lexical knowledge in the two languages.
- 2) Extra-linguistic sub-competence: predominantly declarative knowledge, both implicit and explicit, about the world in general and special areas. It includes: bicultural knowledge (about the source and target cultures), encyclopaedic knowledge (about the world in general) and subject knowledge (in special areas)
- 3) Knowledge about translation sub-competence: predominantly declarative knowledge, both implicit and explicit, about what translation is and aspects of the profession. It includes: knowledge about how translation functions and knowledge related to professional translation practice.
- 4) Instrumental sub-competence: predominantly procedural knowledge related to the use of documentation sources and information and communication technologies applied to translation: dictionaries, encyclopaedias, grammars, style books, parallel texts, electronic, corpora, searchers, etc.
- 5) Strategic sub-competence: procedural knowledge to guarantee the efficiency of the translation process and solve the problems encountered. This is an essential sub-competence that affects all the others and causes inter-relations amongst them because it controls the translation process.
- 6) Psycho-physiological components: different types of cognitive and attitudinal components and psycho-motor mechanisms. They include: cognitive components (memory, perception, attention and emotion), attitudinal aspects (intellectual curiosity, perseverance, rigour, critical spirit...), abilities such as creativity, logical reasoning, analysis and synthesis, etc.

The PACTE group continues stating that all bilinguals share bilingual sub-competence and extra-linguistic sub-competence at different degrees. They consider strategic, instrumental and knowledge about translation sub-competence to be specific to translation competence. In their opinion, strategic sub-competence is of the highest importance as it is the one that “interacts with

all other sub-competences during the translation process, and serves to make decisions and solve problems.” (PACTE 2003)

Another model that is slightly more relevant to this paper is EMT’s (European Master's in Translation). As defined earlier, EMT is a partnership project of Directorate-General for Translation (DGT), the European Commission and higher-education institutions. Their model may be more relevant for this paper because we used standard sample text for computer-based translation test for EPSO competition. The goal of EMT is to train new generations of translators who will have competences necessary for working for the EU and the rest of the market. Students enrolled in EMT Master’s programmes acquire six competencies allowing them to provide translation services, including all types of multilingual and multimedia communication. Thus, they acquire:

translation service provision competencies (e.g. how to market services, negotiate with a client, manage time and budget, handle invoicing), language competence (e.g. how to summarise texts), intercultural competence (e.g. how to understand presuppositions or allusions), data-mining competence (e.g. how to search terminology databases and familiarity with a series of databases), technological competence (e.g. how to use a particular translation tool) and thematic competence (knowledge about a specialist field of knowledge). (EMT FAQ 2010)

Full version of EMT’s model, published in 2009, as follows:

| TYPE OF COMPETENCE | DEFINITIONS / COMPONENTS |
|--|---|
| TRANSLATION SERVICE PROVISION COMPETENCE | INTERPERSONAL dimension <ul style="list-style-type: none"> - Being aware of the social role of the translator - Knowing how to follow market requirements and job profiles (knowing how to remain aware of developments in demand) - Knowing how to organise approaches to clients/ potential clients (marketing) - Knowing how to negotiate with the client (to define deadlines, tariffs/invoicing, working conditions, access to information, |

| | |
|--|--|
| | <p>contract, rights, responsibilities, translation specifications, tender specifications, etc.)</p> <ul style="list-style-type: none">- Knowing how to clarify the requirements, objectives and purposes of the client, recipients of the translation and other stakeholders- Knowing how to plan and manage one's time, stress, work, budget and ongoing training (upgrading various competences) - <p>Knowing how to specify and calculate the services offered and their added value</p> <ul style="list-style-type: none">- Knowing how to comply with instructions, deadlines, commitments, interpersonal competences, team organisation- Knowing the standards applicable to the provision of a translation service- Knowing how to comply with professional ethics- Knowing how to work under pressure and with other experts, with a project head (capabilities for making contacts, for cooperation and collaboration), including in a multilingual situation- Knowing how to work in a team, including a virtual team- Knowing how to self-evaluate (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions) and take responsibility <p>PRODUCTION dimension</p> <ul style="list-style-type: none">- Knowing how to create and offer a translation appropriate to the client's request, i.e. to the aim/skopos and to the translation situation- Knowing how to define stages and strategies for the translation of a document- Knowing how to define and evaluate translation problems and find appropriate solutions |
|--|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> - Knowing how to justify one's translation choices and decisions - Mastering the appropriate metalanguage (to talk about one's work, strategies and decisions) - Knowing how to proofread and revise a translation (mastering techniques and strategies for proofreading and revision) - Knowing how to establish and monitor quality standards |
| <p>LANGUAGE COMPETENCE</p> | <ul style="list-style-type: none"> - Knowing how to understand grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of language A and one's other working languages (B, C) - Knowing how to use these same structures and conventions in A and B - Developing sensitivity to changes in language and developments in languages (useful for exercising creativity) |
| <p>INTERCULTURAL COMPETENCE (the dual perspective - sociolinguistic and textual - is in the comparison of and contrast between discursive practices in A, B and C)</p> | <p>SOCIOLINGUISTIC dimension</p> <ul style="list-style-type: none"> - Knowing how to recognise function and meaning in language variations (social, geographical, historical, stylistic) - Knowing how to identify the rules for interaction relating to a specific community, including non-verbal elements (useful knowledge for negotiation) - Knowing how to produce a register appropriate to a given situation, for a particular document (written) or speech (oral) <p>TEXTUAL dimension</p> <ul style="list-style-type: none"> - Knowing how to understand and analyse the macrostructure of a document and its overall coherence (including where it consists of visual and sound elements) - Knowing how to grasp the presuppositions, the implicit, allusions, stereotypes and intertextual nature of a document |

| | |
|---|---|
| | <ul style="list-style-type: none"> - Knowing how to describe and evaluate one's problems with comprehension and define strategies for resolving those problems - Knowing how to extract and summarise the essential information in a document (ability to summarise) - Knowing how to recognise and identify elements, values and references proper to the cultures represented - Knowing how to bring together and compare cultural elements and methods of composition. - Knowing how to compose a document in accordance with the conventions of the genre and rhetorical standards - Knowing how to draft, rephrase, restructure, condense, and post-edit rapidly and well (in languages A and B) |
| <p>INFORMATION MINING COMPETENCE</p> | <ul style="list-style-type: none"> - Knowing how to identify one's information and documentation requirements - Developing strategies for documentary and terminological research (including approaching experts) - Knowing how to extract and process relevant information for a given task (documentary, terminological, phraseological information) - Developing criteria for evaluation vis-à-vis documents accessible on the internet or any other medium, i.e. knowing how to evaluate the reliability of documentary sources (critical mind) - Knowing how to use tools and search engines effectively (e.g. terminology software, electronic corpora, electronic dictionaries) - Mastering the archiving of one's own documents |

| | |
|---|---|
| THEMATIC COMPETENCE | <ul style="list-style-type: none"> - Knowing how to search for appropriate information to gain a better grasp of the thematic aspects of a document (cf. Information mining competence) - Learning to develop one's knowledge in specialist fields and applications (mastering systems of concepts, methods of reasoning, presentation, controlled language, terminology, etc.) (learning to learn) - Developing a spirit of curiosity, analysis and summary |
| TECHNOLOGICAL COMPETENCE (mastery of tools) | <ul style="list-style-type: none"> - Knowing how to use effectively and rapidly and to integrate a range of software to assist in correction, translation, terminology, layout, documentary research (for example text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software) - Knowing how to create and manage a database and files - Knowing how to adapt to and familiarise oneself with new tools, particularly for the translation of multimedia and audiovisual material - Knowing how to prepare and produce a translation in different formats and for different technical media - Knowing the possibilities and limits of MT |

Competences in this model are equal and mutually interdependent. It is clear that EMT researchers believe that each competence is an indispensable part of translation competence: "...mastery of the six areas of competence leads to mastery of a transversal 'supercompetence' which can be termed competence in translation." (EMT FAQ 2010) This model combines translation training and real-life practice and it shows that it is possible to combine both theory and market demands in translation training. It is important to acknowledge the number of translation experts involved. As Cristina Plaza Lara states: "...the fact that it was created by

experts from the whole continent shows that there is a consensus about the basic components of translator competence. (Plaza, 2016:7)

5. Translation Studies programme at Faculty of Humanities and Social Sciences in Osijek

After defining competences needed for translating, we will observe how they fit in Translation Studies programme at Faculty of Humanities and Social Sciences in Osijek in order to conclude what competences students attending the programme are required to acquire. English Translation and Interpreting Studies (ETIS) is a double major MA university programme. In order to apply, students must have a BA degree in English Language and Literature. In-depth knowledge of Croatian and English is a must. Duration of studies is 2 years or 4 semesters. In that period, in order to complete the studies, students need to earn 60 ECTS credits. Credits are collected by completing a course and each course brings between 3 and 5 points, depending on the workload. The learning outcomes for Translation Studies programme are listed on the official website of the Faculty, divided into 5 parts that students are expected to master on completion of the studies.

When it comes to knowledge and understanding, student are expected to:

- describe and understand the theoretical and applied aspects of translation and interpreting studies;
- know and identify the basic contemporary linguistic disciplines;
- understand and differentiate between the different types of translation and interpreting;
- understand and identify the fundamental procedures and strategies of translation and interpreting;
- know and define the techniques of research;
- know and explain the basics of functioning of the European Union;
- know and describe the working conditions in the translation profession;
- define and recognise the narrative techniques used in screen adaptation of a literary text;

These skills are acquired through courses such as *A Survey of Twentieth-Century Translation Studies*, *Contemporary Translation Studies*, *Corpus Linguistics for Translators*, *Translation and European Integration*, *Introduction to Consecutive Interpreting*, *Introduction to Simultaneous Interpreting* and *Translating the Language of the Media*. Listed courses provide theoretical knowledge in different ratios, e.g. *A Survey of Twentieth-Century Translation Studies* and

Contemporary Translation Studies are purely theoretical, while other courses are both theoretical and vocational. Theoretical courses may be deemed as unnecessary by advocates of the purely vocational approach who consider talent and skills to be the only virtues which translators must possess. This theoretical background is one of the key differences between students who studied Translation Studies and those who have not. The gap in knowledge is probably largest in the mere beginnings of translator's career. Surely, there is no point in even trying to compare the level of knowledge about translation between an average student who has a degree in Teaching English as a Foreign Language and the one who has a degree in English Translation and Interpreting Studies, but both students will, in most cases, have the same opportunity to work as a translators.

When we take a look at the rest of the knowledge acquired through English Translation and Interpreting Studies programme conducted at the Faculty of Humanities and Social Sciences in Osijek, we see why trained translators should have a head start when applying for translation and interpreting positions. On completing the programme, students should be able to apply their knowledge and understanding as follows:

- plan, perform, and critically evaluate the process of translation;
- apply specific skills and techniques of different specialized types of translation: literary, scientific, and LSP, consecutive, simultaneous, translating legal, and economy-related texts, as well as translating the language of the media;
- apply and further develop the acquired level of language competence in both working languages;
- apply the knowledge of contemporary linguistic disciplines in the analysis of the translation discourse;
- apply research techniques in the analysis of the translation process and its results;
- apply the knowledge of literary theory and criticism in interpretation and the process of translating a literary work;
- apply an intercultural approach in the analysis of cultural, economic, historical, and political ties between Croatia, the English speaking countries, and the European Union;

- apply the contemporary information and communications technologies and tools in the process of written translation and in the preparation for interpreting;
- autonomously produce an MA thesis.

Apart from application of knowledge, the programme focuses also on training deduction, evaluation and decision-making processes. Students learn how to:

- analyse the process of translation, the translation procedures, and strategies;
- define the problems in the translation process and find solutions by choosing adequate translation strategies depending on the type of translation and the working environment;
- explain and apply the ethical principles and norms applicable to the translation and interpreting profession;

Students are also introduced to CAT tools, methodology of corpus linguistics, subtitling and the equipment necessary for conference interpreting. These can be seen as vital parts of today's translating process and they are becoming ever so important as a job requirement. The programme also focuses on teaching students how to communicate with clients and colleagues, present translations, keep up-to-date with professional literature and about the importance of lifelong learning and professional development.

By looking at the learning outcomes, we can conclude that Translation Studies programme of Faculty of Humanities and Social Sciences in Osijek combines both theory and vocational skills. Students finishing this programme should be all-rounders when it comes to translation and interpreting. Their training should put them in considerable advantage on the job market. Unfortunately, Translation Studies does not have enough recognition on the job market, in this case in the European Union. As we have seen, nearly no one asks for a degree in Translation Studies. As stated on the official website of the European Personnel Selection Office (EPSO), candidates for Translators: "must have perfect command of one EU language and a thorough command of at least 2 others, and a degree in any discipline." This means that no diploma in translation, formal training or work experience is required for translation positions at EU institutions (DGT, European Parliament, Consilium, European Court of Auditors, SCIC). This gives no advantage to trained translators, which shows that translation is not fully recognized as a

profession. The only advantage trained translators may have is during the selection procedure. When we look back to skills acquired by ETIS graduates in Osijek, we can say that they possess nearly all the necessary skills for working as a translator in the EU. European Commission listed skills necessary to work as their translator:

- perfect command of all aspects and stylistic levels of your mother tongue/main language
- thorough knowledge of two or more official EU languages — at least one of which must be English, French or German
- familiarity with economics, financial affairs, legal matters, technical or scientific fields
- understand texts in the source language and to render them correctly in the target language, using a style and register appropriate to the purpose of the text
- research topics and terminology quickly and efficiently — in both source language and target languages
- master computer-assisted translation and terminology tools, as well as standard office-automation software

These skills, or most of them, are tested during EPSO selection procedure. After applying online, if they fit the profile, candidates are invited to take a computer-based test. The test has five parts: verbal reasoning, abstract reasoning, numerical reasoning and two language parts. Those candidates who pass the computer-based test are invited to an assessment centre in Brussels where their translation skills and general competences will be tested. Competences tested are: analysis and problem-solving, prioritising and organising, communication, resilience, delivering quality and results, working with others, learning and development and leadership. These competences, tested in English/French/German, are looked for through group exercises, oral presentations and structured interviews. The final part of the assessment are translation tests. First test is a translation from language B into language A, and the second test is a translation from language C into language A. For our students, language B is English and language A is Croatian. In order to compare their translation skills, and general translation competence, we simulated a part of EPSO's selection procedure, the part where candidates translate text from language B into A.

6. Methodology

The aim of our research was to assess the translation competence of MA-TS vs. MA-TEFL students using the assessment criteria applied during the translator selection procedure for EU institutions. Our goal was to make recommendations for a more competence-based training of MA-TIS students and to argue for a recognition of translation qualifications for translator recruitment at all levels.

The corpus of our research consisted of a translation test. Students had to translate 1.6 standard pages from their language B (in this case English) into language A (Croatian). 23 MA-TS students and 23 MA-TEFL students took the test. They had 60 minutes to translate the text (see Figure 2) which was of an EU-related subject, but did not demand prior knowledge of the EU or any particular preparation. The text was by nature journalistic so all candidates had a level playing field. Students were not able to prepare for the test so they had to use their prior knowledge and skills acquired. The test was computer-based and students took it under supervision in order to prevent any kind of cheating. They had no access to online tools, they were allowed to use paper dictionaries only. They had access to English-Croatian dictionaries and to English-English dictionaries. Tests were evaluated by two unbiased evaluators using standard criteria. After the test, students took a brief questionnaire.

A NEW PLAN FOR ENERGY EFFICIENCY

Energy efficiency is at the heart of EU's Europe 2020 Strategy for smart, sustainable and inclusive growth and of the transition to a resource efficient economy. Energy efficiency is one of the most cost effective ways to enhance security of energy supply, and to reduce emissions of greenhouse gases and other pollutants. In many ways, energy efficiency can be seen as Europe's biggest energy resource. This is why the Union has set itself a target for 2020 of saving 20% of its primary energy consumption compared to projections, and why this objective was identified in the Commission's Communication on Energy 2020 as a key step towards achieving our long-term energy and climate goals.

Substantial steps have been taken towards this objective – notably in the appliances and buildings markets. Nonetheless, recent Commission estimates suggest that the EU is on course to achieve only half of the 20% objective. The EU needs to act now to get on

track to achieve its target. Responding to the call of the European Council of 4 February 2011 to take 'determined action to tap the considerable potential for higher energy savings of buildings, transport and products and processes', the Commission has therefore developed this comprehensive new Energy Efficiency Plan.

It will be pursued consistently with other policy actions under the Europe 2020 Strategy's Flagship Initiative for a Resource Efficient Europe, including the 2050 roadmap for a low-carbon economy, to ensure policy coherence, assess trade-offs between policy areas and benefit from potential synergies. The energy efficiency measures will be implemented as part of the EU's wider resource efficiency goal encompassing efficient use of all natural resources and ensuring high standards of environmental protection.

The combined effects of full implementation of the existing and new measures will transform our daily life and have the potential to generate financial savings of up to € 1 000 per household every year; improve Europe's industrial competitiveness; create up to 2 million jobs; and reduce annual greenhouse gas emissions by 740 million tons.

The greatest energy saving potential lies in buildings. The plan focuses on instruments to trigger the renovation process in public and private buildings and to improve the energy performance of the components and appliances used in them. It promotes the exemplary role of the public sector, proposing to accelerate the refurbishment rate of public buildings through a binding target and to introduce energy efficiency criteria in public spending. It also foresees obligation for utilities to enable their customers to cut their energy consumption.

Transport has the second largest potential. This will be addressed by the upcoming White Paper on Transport.

Energy efficiency in industry will be tackled through energy efficiency requirements for industrial equipment, improved information provision for SMEs and measures to introduce energy audits and energy management systems. Improvements to the efficiency of power and heat generation are also proposed, ensuring that the plan includes energy efficiency measures across the whole energy supply chain.

Targets for energy efficiency are an effective way to trigger action and create political momentum. The "Europe 2020" process has created, with the application of the

"European semester", a new governance context and additional tools for the EU to steer its efforts on energy efficiency. The Commission therefore proposes a two step approach to target setting. As a first stage, Member States are currently setting national energy efficiency target and programmes. These indicative targets and the individual efforts of each Member State will be evaluated to assess likely achievement of the overall EU target and the extent to which the individual efforts meet the common goal. In 2013, the Commission will provide an assessment of the results obtained and whether the programmes will, in combination, deliver the European 20% objective. If the 2013 review shows that the overall EU target is unlikely to be achieved, then as a second stage the Commission will propose legally binding national targets for 2020.

Figure 2. Original text

We established 10 assessment criteria. For minor mistakes, 1, 2 or 4 points were deducted and for major mistakes 2, 4 or 8 points. In one criteria, overall quality, points were added in order to reward high quality translation. Types of mistakes are:

1. Meaning

- Minor mistake (-4 points): understandability of the text not affected, usually a result of lack of precision, errors are of lexical and factual accuracy
- Major mistake (-8 points): error changed the meaning of the original or is misleading in the target language; mistranslations, misunderstanding of parts of the text, literal translations which are meaningless

2. Grammar

- Minor mistake (-4 points): error which does not affect the understandability of the text
- Major mistake (-8 points): misuse of tenses or mood, inadequate command of the grammatical structure of the target language

3. Terminology

- Minor mistake (-1 point): wrong usage of, or failure to use an established basic term
- Major mistake (-2 points): wrong usage of, or failure to use an established expression or definition

4. Clarity, consistency and register

- Minor mistake (-4 points): redundancy, inappropriate register, lack of idiomatic usage of language, inappropriate collocations
 - Major mistake (-8 points): clumsy translations, inappropriate register or lack of clarity affecting the readability of the text
5. Omission
- Minor mistake (-2 points): word or group of words not translated, but without distortion of meaning and not affecting general understandability
 - Major mistake (-4 points): omission which alters the sense of a text or deprives it of a significant part
6. Addition
- Minor mistake (-2 points): addition which does not seriously affect the meaning of an original
 - Major mistake (-4 points): addition which alters the meaning of an original
7. Punctuation
- Minor mistake (-1 point): minor violation of rules on punctuation
 - Major mistake (-2 points): violation of rules which alters the interpretation of a text
8. Spelling
- Minor mistake (-1 point): minor misspelling, typo
 - Major mistake (-2 points): major misspelling which alters the interpretation of a text
9. Overall quality (added points)
- Minor (+2 points): word(s) which are difficult to translate that were exceptionally well-handled
 - Major (+4 points): phrase(s) or sentence(s) which are difficult to translate that were exceptionally well-handled
10. Incomplete text
- Minor incompleteness (-4 points): each partially incomplete line which has not been translated because of lack of time
 - Major incompleteness (-8 points): each full line of the original which has not been translated because of lack of time

Maximum score for the translation is 80 points. To get a passing grade, students had to score at least 40 points. The marking grid is as follows:

| |
|--------------------------|
| 80-74: excellent |
| 73-64: very good |
| 63-54: good |
| 53-40: acceptable |
| 39 or less: unacceptable |

A translation should read like an original in the target language. In order to translate the text, students had to keep in mind what the idea of the original is and how to express it in the target language. We expected the translated text to show us that a student has enough skills to translate difficult passages at a satisfactory level. The best students were able to find even some ingenious solutions for difficult passages. We respected student's style, but we paid attention to the register and consistency of the original. Words which have not been translated for stylistic reasons were not considered as omissions, and the same applied to words which have been added for stylistic reasons.

Marked "excellent" were those translations which read like a publishable version translated by a skilled translator. Sense was fully conveyed, without any problems of comprehension. Texts should give the feeling that they cannot get any better, although 1 or 2 errors can be allowed.

"Very good" were those translations which had no problems of comprehension, except with highly specialized vocabulary. Mostly read as an original, except on those places where it was extremely difficult to find a solution.

"Good" were those translations which showed full comprehension of a wide range of vocabulary and structures, but still encountered problems with specialized vocabulary. Style was clear and precise, and translation read naturally except in difficult constructions for which solutions were, nonetheless, presented.

"Acceptable" were those translations which showed comprehension of a fair range, but with some gaps. Some awkwardness in the target language was present, as well as literal translation, but that did not impact sense of the original in a significant manner.

We decided to divide “unacceptable” translations into 2 categories, according to how bad they were. Translations which fall into the “better” category show some attempts of coping with specialized vocabulary, but still gaps were quite noticeable and sense obscured. Text was translated literally, and did not reflect stylistic sense of the original. The second category of “unacceptable” translations were the worst attempts of translating the text. Comprehension of the original was seriously impeded, even with everyday vocabulary and structures. Translation was literal and as a whole did not make much sense.

Before the assessment of student translations, we made our own translation, which should arguably be error-free. This translation (see Figure 3) serves as an example of an excellent translation and it proposes good solutions to difficult passages.

Novi plan za energetska učinkovitost

Energetska učinkovitost u središtu je kako strategije Europske unije *Europa 2020.* za pametan, održiv i uključiv rast tako i prijelaza na gospodarstvo temeljeno na učinkovitom korištenju resursa. Energetska učinkovitost jedna je od najpovoljnijih mogućnosti povećanja sigurnosti opskrbe energijom te smanjenja emisija stakleničkih plinova i drugih onečišćivača. Energetsku učinkovitost u mnogočemu može smatrati najvećim europskim izvorom energije. Stoga je Unija za 2020. postavila cilj da će u odnosu na predviđanja smanjiti za 20 % potrošnju primarne energije te je stoga taj cilj u priopćenju Europske komisije na temu *Energija 2020.* određen kao ključni korak prema postizanju naših dugoročnih energetske i klimatskih ciljeva. Poduzeti su značajni koraci za postizanje tog cilja, osobito na tržištu kućanskih uređaja i u zgradarstvu. Usprkos tome, prema najnovijim procjenama Komisije, Europska će unija najvjerojatnije postići samo polovicu svog cilja od 20 %. Europska unija treba odmah djelovati kako bi ostvarila svoj cilj. Stoga je Komisija, kao reakciju na zahtjev Europskog vijeća od 4. veljače 2011. da se „poduzmu odlučne mjere kako bi se iskoristio znatan potencijal većih ušteda energije u zgradama, prometu, proizvodima i procesima“, izradila ovaj sveobuhvatan novi plan energetske učinkovitosti.

Tome će se cilju dosljedno težiti uz pomoć drugih političkih aktivnosti u okviru vodeće inicijative za postizanje energetske učinkovite Europe strategije *Europa 2020.*, uključujući plan za gospodarstvo s malo ugljika do 2050., s ciljem postizanja usuglašenosti politika, ocjenjivanja kompromisa između pojedinih političkih područja i dobiti potencijalnih

sinergija. Mjere energetske učinkovitosti provodit će se kao dio opsežnijeg cilja učinkovitog korištenja resursa EU-a, koji uključuje učinkovito korištenje svih prirodnih resursa i jamči visoke standarde zaštite okoliša.

Kombinirani učinci potpune provedbe postojećih i novih mjera promijenit će našu svakodnevicu i mogu dovesti do godišnje uštede od čak 1 000 EUR po kućanstvu, poboljšanja konkurentnosti europske industrije, stvaranja do dva milijuna radnih mjesta i smanjenja godišnje emisije stakleničkih plinova za 740 milijuna tona.

Najveći se potencijal za uštedu energije nalazi u zgradarstvu. U središtu su plana instrumenti koji bi trebali pokrenuti sanaciju javnih i privatnih zgrada i povećati energetske učinkovitost komponenata i uređaja koji se u njima koriste. U planu se promiče uzorna uloga javnog sektora te se predlaže ubrzana stopa sanacije javnih zgrada kroz obvezujući cilj i uvođenje kriterija energetske učinkovitosti za javnu potrošnju. Nadalje se predviđa da će komunalna poduzeća svojim kupcima morati omogućiti smanjenje potrošnje energije.

Drugi najveći potencijal leži u prometnom sektoru. To će biti tema nadolazeće Bijele knjige o prometnom sektoru.

Energetska učinkovitost u industriji trebala bi se postići zahtjevima za energetske učinkovitosti industrijske opreme, boljim pružanjem informacija malim i srednjim poduzećima te mjerama za uvođenje kontrola potrošnje energije i sustavima za upravljanje energijom.

Također se predlaže poboljšanje učinkovitosti proizvodnje električne i toplinske energije, kako bi se osiguralo da su u plan uključene mjere za energetske učinkovitost unutar cijelog lanca opskrbe energijom.

Ciljevi za energetske učinkovitost djelotvoran su način pokretanja aktivnosti i davanja političkih impulsa. Primjerom „europskog semestra“ proces *Europa 2020*. stvorio je novi kontekst upravljanja te dodatne instrumente pomoću kojih Europska unija može usmjeravati svoja nastojanja u području energetske učinkovitosti. Komisija stoga za postavljanje ciljeva predlaže postupak koji se sastoji od dvije faze. U prvoj fazi države članice postavljaju nacionalne ciljeve i programe za energetske učinkovitost. Ti će indikativni ciljevi i pojedinačne težnje pojedinih država članica biti vrednovani, kako bi se moglo procijeniti može li se doseći cjelokupni cilj Europske unije i na koji način pojedine aktivnosti doprinose zajedničkom cilju. Komisija će 2013. objaviti procjenu postignutih rezultata i priopćiti hoće li kombinacijom programa postići europski cilj od 20 %. Ako ispitivanje 2013. pokaže da cjelokupni cilj

Europske unije najvjerojatnije neće biti postignut, Komisija će u drugoj fazi predložiti pravno obvezujuće nacionalne ciljeve za 2020.

Figure 3. Translation without mistakes

7. Research analysis

It was quite a challenge for our students to translate the given text, but it was also a demanding task to evaluate their translations and put them in the context of our paper. We will approach the analysis by taking a deeper look at 10 types of mistakes listed above. For each type we will list most common mistakes made by 2 groups and then we will comment on them.

7.1 Meaning

Apart from losing points because of not completing sentences, mistakes in meaning were the most numerous. As already explained, students lost 4 points if understandability of the text was affected, usually due to imprecision. The errors were of lexical and factual accuracy. They lost 8 points if they had an error which changed the meaning of the original or was misleading in the target language; mistranslations, misunderstanding of parts of the text, literal translations which are meaningless were also reasons to lose 8 points. Let us now take a closer look at most common mistakes made by two groups. To be fair, and in order to draw a comparison, we are going to look at the same example sentences and we intend to compare solutions by both groups in order to determine which group was better and how they managed it.

| ORIGINAL SENTENCE | TEFL TRANSLATION | TS TRANSLATION | PROPOSED SOLUTION | COMMENT |
|--|---|---|--|---|
| “...notably in the appliances and building markets.” | „...naročito u tržištima sredstava i izgradnje.“ „...osobito u primjeni i izgradnji tržišta.“ „...poglavito u primjenama i tržištu nekretninama.“ „...primjetljivo u opskrbnim i | „...osobito na tržištu naprava i nekretnina.“ „...posebice po pitanju kućanskih aparata i zgradama tržišta.“ „...ponajprije kod proizvodnje kućanskih aparata i kod izgradnje zgrada. | „...osobito na tržištu kućanskih uređaja i u zgradarstvu.“ | Few TEFL students did not have a major mistake here which is a bit striking because there is no specialized vocabulary. Still, most of them did not understand the meaning so they translated the sentence literally. When it comes to TS students, most of |

| | | | | |
|---|---|--|---|--|
| | građevinskim tržištima.“ | | | them did not have a mistake here. We listed examples of the few who did. |
| “...and of the transition to a resource efficient economy.” | „...i prijelaz prema izvoru učinkovite ekonomije.“ „...i prijelaz na učinkovite izvore ekonomije.“ „...i o prijenosu resursa učinkovitosti ekonomije.“ „...i od prijenosa do izvora ekonomske učinkovitosti.“ „...te tranziciju na izvornu učinkovitu ekonomiju.“ | „...i prijelaz do ekonomije učinkovitih izvora.“ „...te prijelaz na ekonomiju efikasnog korištenja resursa.“ „...i prijelaz na ekonomiju koja ima učinkovite resurse.“ | „...i prijelaza na gospodarstvo temeljeno na učinkovitom korištenju resursa.“ | This sentence posed a lot of problems for TEFL students. Most of them had major mistakes here as they probably did not understand what was meant. On the other hand, only 3 TS students failed to get the meaning. While TS students understood the meaning, they had trouble with terminology here. |

7.2 Grammar

When looking at grammar in the context of our research, it is important to explain the differences in the educational background of our students. All students took the same BA programme in English language and literature, taking the same courses and acquiring the same skills and knowledge. It is also important to stress that all of them had double majors. A group of students had Croatian as their second major and spent three years perfecting their knowledge of Croatian grammar and literature. Because of their training it is expected that they make few or no grammar mistakes when translating into Croatian. Out of 6 students majoring in Croatian at a BA level, 4

of them enrolled MA TEFL, and 2 MA TS. This fact goes in favour of TEFL group when it comes to the expected number of grammar mistakes in our research.

While TEFL group has the number of Croatian majors working in their favour, TS group as a whole has their MA training as an advantage. During the first year of their MA TS training, students had to take *Croatian for Translators and Interpreters*. This course covered Croatian grammar rules, but more importantly, had a lot of practice. Students had to proofread texts and then analyse mistakes. Their training made them quite aware of how important proficiency in the target language is to a translator. This is reflected in their results on our test when compared to the results of MA TEFL students. If we look at number of points TS and TEFL groups lost due to grammar mistakes, we can see the difference in knowledge of grammar clearly. Our two evaluators had some divergence of opinions when it came to marking mistakes. When we take the average of points deducted by the two evaluators, we can say that TS students had 150 points deducted because of their grammar mistakes, and TEFL student had 250 points deducted, proving that training does make a difference. Once again, we are going to look at the same example sentences and comment on students' solutions.

| ORIGINAL SENTENCE | TEFL TRANSLATION | TS TRANSLATION | PROPOSED SOLUTION | COMMENT |
|--|---|---|--|---|
| “Energy efficiency is at the heart...” | „Energetska učinkovitost je u temelju...“ „Energetska učinkovitost je u srži...“ „Energetska učinkovitost je u središtu...“ | „Energetska učinkovitost se nalazi...“ „Energetska učinkovitost je u srži...“ „Energetska učinkovitost je bit...“ | „Energetska učinkovitost u središtu je...“ | Word order was the most common grammatical mistake in students' translations. 16 TEFL students made the mistake in this sentence, as well as 6 TS students. Most TS |

| | | | | |
|--|--|--|--|--|
| | | | | students did not continue making this mistake so this one time can be contributed to lack of attention. On the other hand, every TEFL student did the same mistake later on in the text. |
|--|--|--|--|--|

7.3 Terminology

Although only 1 or 2 points were deducted for terminology errors, students still lost a lot of points. This indicates that mistakes in terminology were often made and that there are numerous varieties amongst them. We are going to analyse only the most common one, which is also very relevant to the subject of the text.

| ORIGINAL SENTENCE | TEFL TRANSLATION | TS TRANSLATION | PROPOSED SOLUTION | COMMENT |
|--|---|---|---|---|
| “This will be addressed by the upcoming White Paper on Transport.” | „Njega će se više dotaknuti Bijeli Papir o Prijevozu.“ „O ovome će se podrobnije govoriti u nadolazećoj Bijeloj izjavi o prijevozu.“ | „O tome će biti riječi u nadolazećem Bijelom Papiru o prometu.“ „O tome će se govoriti u nadolazećem dokumentu o prijevozu.“ | „To će biti tema nadolazeće Bijele knjige o prometnom sektoru.“ | No TEFL student translated “White Paper” correctly, while only 2 TS students made a terminology error here (they had troubles |

| | | | | |
|--|--|--|--|---|
| | „Na ovaj će se aspekt osvrnuti nadolazeći Bijeli dokument o prijevozu. | | | with capitalization, but the term was correct). As a part of TS programme, students learn about the EU-institutions and some main terminology, so they have the upper hand. |
|--|--|--|--|---|

7.4 Clarity and register

Clarity and register errors were also very frequent. This can be due too poor level of understandability of the original. Students did not have much time to sit over the text and try to make sense of it. Our evaluators also commented that often translations showed lack of understanding of the source text. Redundancy, inappropriate register, lack of idiomatic usage of language, inappropriate collocations, clumsy translations, inappropriate register or lack of clarity all fall into this category. These kinds of mistakes are very individual and there is no clear pattern of their appearance and there are no places in the text where they are expected. Students usually made mistakes because they did not understand the source text, but they also translated a lot of sentences clumsily. This happened more with the TEFL group because their translations were more literal. When looking at their translations, we can see that they are concerned more with translating words than ideas, and they do not bother themselves much with making the sentences sound good in the target language. Some examples of badly translated sentences with clarity/register errors are:

| ORIGINAL | TRANSLATION |
|--|---|
| “...and reduce annual greenhouse gas emissions by 740 million tons.” | „...i smanjiti godišnji učinak staklenika za 740 tona plina.“ |
| “It promotes the exemplary role of the public sector, proposing to accelerate the refurbishment rate of public buildings through a binding target and to introduce energy efficiency criteria in public spending.” | „Taj plan promovira javni sektor kao primjer, predlažući ubrzane stope obnove javnih građevina kroz obvezujući cilj i za uvođenje kriterija energetske učinkovitosti u javnoj potrošnji.“ |
| “...to take 'determined action to tap the considerable potential for higher energy savings of buildings, transport and products and processes'...” | „...da poduzme „odlučne radnje da podmiri znatnu mogućnost za veće očuvanje energije“...“ |

7.5 Omission

Omissions were rare, but it is interesting to notice that errors of omission is the one category in which TS students made slightly more mistakes. This again may be due to TS training. TS students were trained, in time-sensitive situations, not to linger when they get stuck, but to find any kind of a solution and move on. The fact that TS students had high percentage of translated text backs this claim up. Students mostly left out terms for which they could not figure the correct translation, as will be seen in the examples. We strongly believe that there would be even fewer omissions if students had more time, or were given a shorter text.

| ORIGINAL | TRANSLATION | PROPOSED SOLUTION |
|--|---|---|
| “...and to reduce emissions of greenhouse gases and other pollutants.” | „...i smanjila ____ plinova i drugih onečišćenja.“ | „...te smanjenja emisija stakleničkih plinova i drugih onečišćivača.“ |
| “...the Commission has therefore developed this comprehensive new Energy Efficiency Plan.” | „...Komisija je razvila ovaj novi ____ Program energetske učinkovitosti.“ | „...izradila ovaj sveobuhvatan novi plan energetske učinkovitosti.“ |

7.6 Addition

Addition was the rarest type of mistake. Only a few students added words, probably to make the translation easier to read and sound more natural in the target language. Students also added words when they were not really sure what was meant in the original, but they were trying to make their translations as good as possible in the moment.

| ORIGINAL | TRANSLATION | PROPOSED SOLUTION |
|---|---|---|
| “...a key step towards achieving our long-term energy and climate goals.” | „...ključan korak prema ostvarivanju dugoročnih energetske planova i klimatskih ciljeva.“ | „...ključni korak prema postizanju naših dugoročnih energetske i klimatskih ciljeva.“ |
| “...and of the transition to a resource efficient economy.” | „...i prelazak na ekonomiju održivih resursa za potrošnju.“ | “...i prijelaza na gospodarstvo temeljeno na učinkovitim korištenju resursa.“ |

7.7 Punctuation and spelling

When looking at punctuation and spelling mistakes made by two groups, we can once again argue that TS students have a better knowledge of rules. TEFL students had twice as many mistakes than TS students. Here, we will point out just the most common mistakes.

| ORIGINAL | TRANSLATION | PROPOSED SOLUTION | COMMENT |
|----------|-------------|-------------------|--|
| 20% | 20% | 20 % | Only one TEFL student knew how to write percentages in Croatian. Among TS students, 5 students |

| | | | |
|--|--|---|--|
| | | | wrote percentages correctly. |
| € 1 000 | 1000€ | 1 000 EUR/€ | From those TEFL students who decided to put a sign or abbreviation for euro, no one wrote it correctly. Most of TS students wrote the sign correctly. |
| “...under the Europe 2020 Strategy's Flagship Initiative for a Resource Efficient Europe...” | „...za Energetski Učinkovitu Europu Strategije Europe 2020...” | „...za postizanje energetski učinkovite Europe strategije Europa 2020.” | Some TEFL students had major problems with capitalization. They often preserved source text capitalization patterns in Croatian as well. No TS student had this problem. |

7.8 Incomplete sentences and overall quality

The final two categories were the penalization of incomplete sentences and addition of points for overall quality. A large number of points were deducted for incomplete sentences, especially among TEFL students' translations. Very few of them managed to complete the translation. TS students were translating faster and more correctly so in general they lost fewer point, but they also gained twice as many additional points for quality. This fact is another strong point in favour of TS programme and employment of trained translators.

8. Questionnaire and results

As already mentioned, after translating the text, students filled out a questionnaire (See figure 4). The purpose of the questionnaire was to gather information about our students, but also to get feedback from them. They were asked some basic questions about their educational background in English and their experience in translation. After that, students shared their opinion about the translation they just did. This was the last part of the questionnaire for TEFL students, but TS students had to answer three more questions related to their studies and practicing translation.

Ime i prezime: xxxxxx

E-mail adresa: xxxxx

Studijska grupa: ENG-xxxxx

Godina učenja engleskog jezika: 15

Uspjeh na maturi iz Engleskog jezika: 5

Prosjek preddiplomskog studija: 4.885

Imate li iskustva u prevodenju tekstova? **DA** NE

Jeste li ikada ostvarili financijsku dobit prevodenjem? **DA** NE

Smatrate li da je formalna obuka važna za prevodenje? **DA** NE

Kako biste ocijenili težinu zadanog teksta? (1-vrlo lagano, 5- iznimno teško)

1 – 2 – **3** – 4 – 5

Što Vam je predstavljalo poteškoće prilikom prevodenja zadanog teksta?

Termini kojih nije bilo u tiskanom rječniku (flagship, roadmap), nemogućnost korištenja online rječnika (s tiskanim ide puno sporije), premalo vremena.

Smatrate li svoje znanje dostatnim za kvalitetno prevodenje zadanog teksta? Ukratko obrazložite.

Da, ali uz pristup kvalitetnom online rječniku (npr. IATE).

| | |
|--|------------------|
| Smatrate li da ste tijekom prevoditeljskog studija stekli znanja i vještine koje Vas čine kompetentnijim prevoditeljem od Vaših vršnjaka koji nemaju formalno obrazovanje za prevoditelje? | |
| <u>DA</u> | NE |
| Smatrate li da Vam diploma s prevoditeljskog studija jamči bolji položaj na tržištu rada među prevoditeljima? | |
| DA | <u>NE</u> |
| Jeste li pohađali kolegij Prevođenje i europske integracije? <u>DA</u> NE | |
| Koji ste uspjeh ostvarili iz kolegija? 5 | |
| Koliko Vam je znanje stečeno na predavanjima bilo korisno prilikom prevođenja zadanog teksta? (1-potpuno beskorisno, 5- iznimno korisno) | |
| 1 – 2 – 3 – 4 – <u>5</u> | |

Figure 4 Questionnaire filled out by a TS student

After analysing the questionnaire and results of translation, we were able to draw valuable conclusions about the Translation Studies programme at Faculty of Humanities and Social Sciences in Osijek.

After comparing students' GPA and their results in our test, we saw that scores of TS students correlate with their GPA, while those of TEFL students do not. TEFL students had no training in translation so their performance was based purely on talent. On the other hand, TS students had prior training and those students have better grades managed to produce better translations. This fact also serves in favour of formal education in Translation Studies.

When asked if they had any experience in translating, 82.6% of TS students answered "Yes", while only 30.4% of TEFL students gave the same answer. This information shows that TS students are, expectedly, focused on translation and gaining experience which makes them better candidates for job positions.

It is not unusual for students of English to start earning money by translating while still studying. In our case, it is interesting to observe how many students from both groups did earn money that way. 34.8% of TS students said that they were paid to translate, as did 21.7% of TEFL students. This shows that students from both groups, regardless of their knowledge and skills in translation,

are active on the market. While speaking of knowledge and skills, 100% of TS students said that they consider formal training to be important for translators. They are quite aware of benefits of formal training when it comes to translation. 91% of TEFL students also said that they consider formal training to be important for translators which shows that, when it comes to earning money, TEFL students will enter the market while being aware that they do not possess necessary skills and knowledge.

Students were asked to mark the difficulty of the given text. On a scale from 1 to 5 (1-very easy, 5- extremely difficult), TS students marked the test 3.43, while TEFL student 3.74.

The mark for the text given by TS students (3.43) is sensible. We can claim that because it is in accordance with the average results of the group. Average grade for TS group is 3,00 (score 55,7/80). The success rate for the group is 83% (percentage of students who scored above 40 points). 30% of TS students are in the top tier (grades 4 or 5). TS students did a good job of realistically evaluating the text and their translation, which cannot be said for TEFL students.

Average grade for TEFL group is 1,7 (score 22/80). The success rate for the group is 40% (percentage of students who scored above 40 points). All TEFL students are in the bottom tier (grades 3 and below). TEFL students marked the difficulty of the text with 3.74, which is too low when we take their results in consideration. They were not able to realistically evaluate their own ability, performance and skills and the problem emerges when they enter the translation market. What is particularly worrying is the fact that approximately half of TEFL students said that they consider their knowledge sufficient for producing a high-quality translation of the given text. Among the TS group, only a few students said that they do not consider their knowledge and skills sufficient for producing a high-quality translation in this case, but TS groups has good results to justify their high opinion of themselves. Both groups agreed that their translations would be much better if they had access to online sources because they were not able to find specialized terms in paper dictionaries, and they identified specialized terms as the biggest obstacle while translating. We should also mention our presumption that TS students would have big advantage if both groups were given access to online sources. TS students would not waste time trying to find relevant sources because they already know which ones to use. They even mentioned in the questionnaire that they would use IATE (EU's multilingual term base).

Every TS student considers that, during MA Translation Studies, he/she acquired knowledge and skills that make him/her more competent translator than his/hers peers who have no formal training in translation. 73,9% of TS students even believe that a degree in TS guarantees them a better position on the translation job market (which is in not really the case).

Some TS students had the slight advantage because they took the course *Translation and European Integration* in which they practiced translating EU texts and in which they learned some terms which they found useful. Those students who earned excellent grades in this course said that the course was very helpful when it came to translating our text. Those who did not have good grades did not find the course very helpful. This again proves that the TS programme really does make a difference.

9. Conclusion

After analysing the translations made by our two groups of students, we can claim that Translation Studies students have better language competence in the target language (standard Croatian; conscious of spelling, punctuation and grammar conventions – fewer grammar and syntax errors). They demonstrated superior knowledge of EU terminology and issues (fewer terminology errors) and inventive translation strategies to deal with difficult issues. TS students have the ability to identify and deal with ambiguities (fewer distortions of sense, clarity and register). Their texts were more coherent and complete (read like original TL text (fewer errors of consistency)), and they exhibited more automated translation and technical skills (fewer deductions for incomplete text).

When looking at Teaching English as a Foreign Language students, we noticed occasional substandard lexical choices, errors of grammar, syntax and punctuation. They were terminologically and thematically not accurate or consistent. They showed a tendency to translate literally – the target language text reads like a translation, there are more register and consistency departures. TEFL students tended towards awkwardness in the TL (target language text reads like a translation) and they had a much higher percentage of incomplete translations.

We can conclude that TS students outperformed the TEFL group because their training was competence-based. TS students demonstrated that they truly did acquire skills and knowledge set out in the Learning Outcomes of MA English Translation and Interpreting Studies programme. We have shown, by simulating a translation test which is a part of the EPSO selection procedure, that a degree in Translation Studies should be a requirement for translation positions at EU institutions. We strongly believe that, if the EU was to require a degree in TS when employing translators, the rest of the market would recognize the need for formally educated translators. With formal education, students get the chance to polish their talent under supervision of experts. They acquire theoretical knowledge about their profession and they get a chance for lots of practice for which they get feedback.

After completing the MA in English Translation and Interpreting Studies programme, graduates are fully aware of demands and responsibilities that come with being a translator. They have the necessary skills and it is a shame that their degrees are not recognized by the EU and the market. As translators, we need to ask for the recognition of our profession and our educational

background. We believe that the market should recognize competent, formally educated translators. If people cannot perform surgeries without a degree in medicine, if people cannot teach without a degree in teacher education, then people should not translate without a degree in translation studies.

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