

Lakić, I. & Pralas, J. (2016). Translation Training for the EU: The Case of Montenegro. *Current Trends in Translation Teaching and Learning E*, 3, 87–118.

## **TRANSLATION TRAINING FOR THE EU: THE CASE OF MONTENEGRO**

Igor Lakić  
Jelena Pralas

University of Montenegro

### **Abstract**

This paper is aimed at presenting the Montenegrin experience of developing a translation programme at the University of Montenegro. The underlying idea for starting the programme was the demand for translators in Montenegro, particularly related to the EU integration process. While that was the focus of the first stage of the development of the programme, in the second stage we started introducing content based on the EMT standards, such as those related to translation service provision and CAT tools. After providing some theoretical insights into translation course design, we present the basic information about the course. This is followed by a detailed description of the course, its link to the EMT competences and a survey that we carried out in order to identify the position of our graduate students on the job market, which has turned out to be very successful.

Key words: translation training, course structure, EMT competences, translation market

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## 1. INTRODUCTION

It took translation and interpreting a lot of time to become accepted and well established disciplines in the field of humanities, as Jeremy Munday puts it “although the practice of translating is long established, the study of the field developed into an academic discipline only in the second half of the twentieth century” (Munday, 2001, p. 6). While some developed countries understood long ago how important these fields are, and while “in the UK, the first specialized university postgraduate courses in interpreting and translating were set up in the 1960s” (Munday, 2001, p. 7), the countries of the former Yugoslavia did not consider them to have any strong research potential. They were rather seen as services that do not require any research or attention. This was reflected in the curricula of the study programmes in foreign languages in the Balkan region before 2000, which were mostly focused on general language, linguistics, literature and didactics. However, the region has embarked on its path to the EU, following the wars and sanctions in the region. This led to an increased interest in translation and interpreting, although their role is still underestimated, even within the linguistic departments at different universities.

Montenegro was the smallest of all the former Yugoslav republics and it restored its independence in 2006. In the meantime, it has made significant progress towards EU membership and is now negotiating on 22 of the acquis

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chapters, with the possibility of opening the remaining 11 chapters in the near future. This process certainly imposed a need for the education of translators and interpreters that the EU integration process requires, since, “translators who wish to live up to the expectations of EU institutions and be able to produce quality‘ translation working either as in-house members of staff or as contractors need to be made aware of the specificities and perplexities of EU texts, as well as of the best possible ways to deal with them” (Sosoni, 2011, p. 95)

As, in the opinion of Schäffner and Adab “translation competence is most effectively developed at an academic institution” (Schäffner and Adab, 2000, p. x), the Institute of Foreign Languages of the University of Montenegro, which has recently been transformed into a study programme of the Faculty of Philology (<http://www.filoloski.ucg.ac.me>), started a postgraduate Translation Programme for English in 2004. It was later expanded to incorporate French and Russian and finally by adding the possibility of studying two languages on an equal basis, from the undergraduate to the MA level. This paper will focus only on the English – Montenegrin option at the postgraduate level to illustrate the underlying principles of the study programme.

After dealing with some theoretical aspects of course design in translation and interpreting, with special reference to the EMT standards for the training of translators and interpreters, this paper provides some general information on the reasons for establishing a

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postgraduate study programme in translation at the University of Montenegro. The main part of the paper is a description of the course structure for translators and (to an extent) interpreters, as well as our current activities related to the improvement of the programme in accordance with the EMT standards. We will also present the results of research we carried out to identify the position of our students on the labour market and their employability, and to check the extent to which the course actually meets the requirements of the relevant translation market.

## **2. THEORETICAL BACKGROUND**

Kaminskiene and Kavaliauskiene (2012, p. 12) claim that, when it comes to translation and interpreting training, “one seldom finds contributions in the field from scholars in mainstream education studies“ and that translation studies were seen as an “interdiscipline“ in the past. The research in this field has in the meantime become multidisciplinary. According to them:

“scholars have welcomed theoretical and methodological approaches from other areas, and this heterogeneity of purpose can also be observed in T&I training research, with dialogues being informed by psychology, cognitive science, distance learning, politics and sociology” (Kaminskiene/Kavaliauskiene, 2012, p. 12)

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Such approaches should be reflected in the curriculum and syllabi for translation study programmes, although not in a straightforward way and not to an extent that would hinder the education of students for real-life situations. However, practical training in translation and interpreting also covers a wide array of approaches and methodologies.

Klein-Braley (1996, p. 23) criticizes modern language faculties that see translation as a language exercise, which does not prepare students for “real-life translation in a vocational context”. According to him, such a situation is “potentially damaging since it inculcates approaches and techniques which hinder rather than help a person who needs translation skills of any kind as a professional qualification” (Klein-Braley, 1996, p. 17). This idea is supported by Urlych (2005, p. 5) who correctly identifies that the profile of translators in the professional world is rapidly changing. Referring to Kingscott (1996) and Mossop (2000), she notes:

“Evidence shows that the range of competences required of translators is expanding to encompass diverse kinds of interlingual and intercultural mediation and rewriting, activities as multilingual documentation, localization, technical writing, editing and multimedia translation.” (Urlych, 2005, p. 5)

Schäffner (2012, p. 30) says that the translation industry has undergone a growth that is expected to continue.

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Hower, the growth of the translation industry might lead to a situation in which the inadequate number of quality translators is compensated for by using any services that exist on the market, even though they may be below the required standard. On the other hand, “translation quality and professionalization are high on the agenda of translation companies and professional associations” (Schäffner, 2012, p. 30).

This places a lot of challenges before those Translation Studies departments that are expected to train qualified professional translators who can ensure quality on the translation market. Schäffner (2012, p. 31) proposes the following:

“A resulting challenge for universities is to make sure that translation programmes prepare graduates who are qualified for the needs of the diverse profession in the rapidly changing market. This means that programmes need to bear the market needs in mind, and they need to ensure a good match between graduates’ competences and employers’ requirements.”

When drafting a curriculum, it is necessary to make sure to create a course that would meet these principles and prepare students for “real-life translation in a vocational context”. At the same time, it is necessary to make the course open to changes and amendments, following any changes in the translation market.

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A course in translation and interpreting must be carefully planned to meet the special needs of translators and interpreters as well as employers on the market. Therefore, numerous aspects have to be taken into account to meet these different needs. According to Hubscher-Davidson and Borodo (2012, p. 13) “the curriculum is a totality (planned or unplanned) of ideas and activities in an educational programme and their transmission to meet learning needs and achieve desired aims within a specified educational system”. Bearing in mind that a translator and interpreting training curriculum should be “the product of a sustained process of deliberation on how a particular educational scheme may best be organized” (Hubscher-Davidson/Borodo, 2012, p. 13), the planning process in the case of our curriculum and syllabus design, as well as learning outcomes, was based on a careful needs analysis. In addition, we felt that the curriculum and syllabi should be regularly updated in accordance with the changes of the conditions in the market.

In the development of the curriculum and in the first years of its implementation, the Institute was mainly focused on the immediate need for translators in the country and did not take into account developments at the EU level. Kaminskiene and Kavaliauskiene (2012, p. 139) note that the years at the beginning of the 21st century, especially 2004 when a major EU enlargement took place, were the years of “dramatic changes for the translator's profession: rapidly growing need for high-level linguistic services, enhanced by such factors as globalisation, technological progress and demographic movements, and dramatic

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increase in the number of official EU languages from 11 to 23 between 2004 and 2007, which brought to light the short supply of qualified professionals in some languages and language combinations”.

This could also apply directly to the Montenegrin conditions, since the dynamics of the translation markets were similar, and here too there followed a change in translation-training demands. As a result, Europe had an abundance of diverse Translation Study programmes in the mid-2000s. Thus, “in 2006, there were at least 285 translation 'programmes' in European higher education, leading to a Bachelor's and/or a Master's degree” (EMT 2009, p. 1).

This diversity of programmes at the European level and “the search for convergence between training for translators in Europe and the concern to optimize it” (EMT, 2009, p. 1) led to the establishment of the EMT – the European Master's in Translation Network, whose goal is to improve the quality of translator training. Their Expert Group was established in 2007 to work on “the definition of a true framework of reference, putting forward a minimum quality profile and specifying the competences necessary” (EMT 2009, p. 1). The document they proposed was adopted in 2009, under the title *Competences for professional translators, experts in multilingual and multimedia communication*. The competences include: translation service provision competence (both the interpersonal dimension and the production dimension), language competence, intercultural competence, information mining

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competence, thematic competence, and technological competence, where all the competences are described as interdependent. (See Image 1)

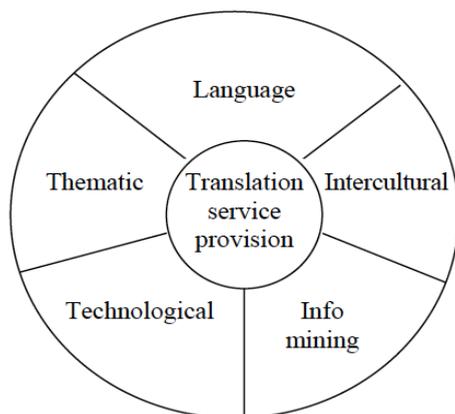


Image 1: EMT Competences for professional translators, experts in multilingual and multimedia communication

After gaining experience of running of the programme for several years, the Institute of Foreign Languages decided to focus more on these European developments. Since Montenegro started making significant progress in the European integration process, this orientation was also in line with market needs. In that context we found the EMT document an excellent tool to measure our Translation Programme against. We compared the competences defined by the EMT and the competences trained in the postgraduate study programme. The Institute identified

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the existing gaps and designed strategies for bridging them at the level of individual courses and at the level of the overall programme. Due to the numerous constraints that have existed in the context of the University of Montenegro (long and demanding procedures being only one of them), full alignment with the competences defined by the EMT is still an on-going process, that we would like to see completed by the next EMT membership selection round announced for 2019, when we plan to apply for observer status.

### **3. GENERAL ISSUES**

The Institute of Foreign Languages of the University of Montenegro was established in 1979 and its primary task was to teach foreign languages, both in general and for specific purposes, to all the students of the University of Montenegro. This enabled the teaching staff to specialize in different fields of academic and professional English, Russian, French, German and Italian. Lecturers have been involved in different fields of translation and some in interpreting. Obviously, this was a good basis for establishing a study programme in translation and interpreting, although that did not take place before 2004. The Institute has been now merged with the Departments of Foreign Languages of the Faculty of Arts and we now work together under the umbrella of the Faculty of Philology.

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The Institute started a postgraduate course in translation in 2004. The idea to establish this course was enhanced by the increased demand for high quality translators, i.e. the need of Montenegro to provide additional training to people who had already graduated in English and who were interested in developing their careers in the field of translation. This particularly referred to those who wanted to participate in the process of the translation of the questionnaire that the EU sent to Montenegro before it officially applied for EU membership. The questionnaire consisted of about 2500 questions and the replies were provided in 10000 pages. This demanding task was just an initial stage in the process of the translation of documents for the needs of the Montenegrin negotiations with the EU.

The postgraduate level in Montenegro includes years 4 and 5 of study, but students can get a “Specialist” degree after the fourth year and a Master’s degree after the fifth year. In 2004 we had a very small number of students. This was actually a good opportunity to test the curriculum and make improvements for the next academic year. In 2005, we had 12 students and since then the course has been a huge success as students realized that they could acquire very practical and applicable knowledge. In 2006 we started the Master’s programme. The next year an undergraduate study programme in Translation was launched.

The course was mainly applied, but included some academic disciplines that provided the additional knowledge necessary for translators and interpreters. This

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kind of knowledge has made a big difference between our students and those translators who have entered the market without previous training in translation. This is obviously due to the fact that our students, based on the academic and practical training they get, make informed decisions when translating texts. As we said, we started from a needs analysis based on the responses to the questionnaires sent to Montenegrin institutions involved in the process of European integration. It helped us to establish the state of affairs and the needs of the country in terms of translating, and thus we concluded that the focus should be on different fields of law and economics, as well as some aspects of environmental protection, agriculture, tourism and related fields. In accordance with our findings, we devised a study programme that could realivly quickly, i.e. within one year, bring the students to a level which could allow them to apply for the tests organised by the Ministry of Foreign Affairs, as only those who passed that test are allowed to participate in the translation process within the Ministry.

#### **4. COURSE STRUCTURE**

Based on the needs analysis we had carried out, we decided to work on law in the first semester and economics in the second, and to concentrate on the types of texts that the translators would probably work on during the translation process. Let us look into the structure of the course across each semester:

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## **4.1 4th Year - Semester 1**

The following courses are studied in the first semester:

1. Translation of Legal Texts from Montenegrin into English
2. Translation of Legal Texts from English into Montenegrin
3. The Basics of Law
4. Communication Skills
5. Discourse Analysis
6. Translation Theory

The underlying idea for the first two courses – the translation of legal texts to and from English – is to develop students' skills required for the translation of different types of legal texts, primarily because a lot of chapters in the negotiations process include legal elements. The topics we cover in the translation into English are: constitutional law, state and local administration, criminal legislation, the court system as well as human and minority rights, because these are the areas where the majority of reforms in the country are being carried out. Translation from English into Montenegrin includes the translation of international documents used at the level of international organizations (The Council of Europe, The United Nations), translation for the needs of the EU integration process and the translation of national legislation in the fields of criminal and civil law. It also includes aspects of the certification

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of court interpreters/translators and the translation of documents in that context.

Although students are provided with some content related to theoretical aspects of translation based on the research in Translation Studies, the approach in these classes is mostly interactive and practical. Students are required to do the translation of the selected material and their translations are discussed in detail in class. We can say that these classes are actually workshops where students openly discuss their translations and compare different solutions, while the whole process is led and directed by the lecturer. Individually and in groups students develop their own glossaries, learning the basics of terminology and creating at the same time a solid basis for their future activities in translation and interpreting. The translation courses focus on some aspects of text editing and the translation profession, although these concepts will be more accentuated in the revised curriculum.

The course *The Basics of Law* is seen as an important support to the translation courses, because students study fundamental legal concepts, EU law and the Montenegrin legal system in order to be able to fully understand the institutions and processes.

The course *Communication Skills* is based on studying and discussing current affairs, which are crucial for the work of a translator and interpreter. Students discuss different topics and develop skimming and scanning reading skills, as well as presentation skills. The course also helps them

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improve their language skills and acquire the terminology required for the work of a translator and interpreter.

*Discourse Analysis* is a course designed for the special needs of translators and interpreters. Students are exposed to different text types through which they deal with the different discourse and syntactic characteristics of texts, which should help them in the process of translation and interpreting.

*Translation Theory*, as a necessary part of the training of translators and interpreters, gives students an insight into the basics of the history and different approaches and movements in Translation Studies, but also exposes them to the key research results in the field, equipping them to do research in their MA studies if they choose that avenue of studies in the future.

## **4.2 4th Year – Semester 2**

In terms of the fields covered, this semester is mainly dedicated to the economy in the broad sense. The following courses are studied:

1. Translation of Economic Texts from Montenegrin into English
2. Translation of Economic Texts from English into Montenegrin
3. The Basics of Economics
4. Semantics

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## 5. Academic Writing

### 6. Introduction to Consecutive Interpreting

The principles for the first two translation courses are the same as those in the first semester. Of course, the approaches to the translation of texts slightly differ, bearing in mind the specific characteristics of texts in the field of economics. The topics covered are the EU economic system, tourism, agriculture, macroeconomics, microeconomics, the budget, banking, inflation and accountancy and we also touch upon environmental issues which are important for the economy.

In addition, students do team translations in the second part of the semester, where in groups of four or five they work on a text with the task of producing a coherent translation. Once the translation is finished, the leader of the group has the task of harmonizing the translation. The students then make a presentation in the class on the work they have done, focusing on the translation problems they had and an explanation of the solutions. Through this activity, students are trained how to do this kind of translation properly, avoiding differences in vocabulary or style.

The course in *The Basics of Economics* is in line with the main focus of the translation study programme. In addition to the work on different economic concepts and financial institutions, students develop glossaries in this course that are combined with those they have to create for the translation courses. Thus, at the end of the first year, students are already equipped with the extensive

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vocabulary they need for the translation activities they will be exposed to.

*Semantics* is an important course for translators and interpreters. Students are exposed to the different shades of meaning in legal and economic texts, based on the general principles of semantic theory. *Academic Writing* is again adapted to the needs of translators who sometimes have to write summaries and other text types for their clients. Students believe that these two subjects are good additions to their practical courses as they provide them with additional insights into and thus facilitate the translation process.

*Consecutive Interpreting* is a course which serves as an introduction to the future module in conference interpreting in the fifth year. Although the fourth year is mainly dedicated to translation, our needs analysis showed that graduate students who find a job as translators are very often asked to do consecutive interpreting in meetings held at the companies they work for (mostly liaison interpreting). Therefore, this course has to be included in the study programme. This is a practical course, where students first start with memory exercises and then go on to practice consecutive interpreting. Lecturers work with students individually and in pairs or groups of three, which leads to the good progress students make by the end of the course. Our experience has shown that the course on *Communication Skills* is an excellent way to prepare students for consecutive interpreting.

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### 4.3 5th Year – Semester 3

The third semester of the Translation Study Programme is aimed at further specialization in different fields, along with some linguistic courses of importance for students and more academic courses that should help students with the MA thesis which is defined for the fourth semester. There are three compulsory courses:

1. Research Methodology
2. Contrastive Analysis and
3. The Semantics of English

as well as two more translation courses.

The students can select their translation courses from the following fields: law, economics, tourism, environmental issues, agriculture and engineering, although the list can be changed or amended depending on the needs of the market.

*Research Methodology* is an academic course that introduces students to the research principles needed for their MA thesis. *Contrastive Analysis* of English and Montenegrin builds on the students' knowledge of syntax and focuses on the differences between the two languages, especially those aspects that may cause problems in translation. *The Semantics of English* is an extension of the general semantics course from the previous semester and focuses on the meanings of technical vocabulary and again on the differences between the two languages.

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The optional courses in translation are provided based on the needs analysis we carried out. While the fields of law and economics are further developed, the courses in tourism, agriculture and environment were introduced as these areas are priority ones in the Montenegrin economy. In addition, engineering and new technologies are important activities in the world today and have a huge impact on the development of the country. All these areas form an important part of the Montenegrin-EU negotiation process.

### **4.3 5th Year – Semester 4**

This semester is dedicated to the MA thesis only. In consultation with their supervisors in the first semester of the year, students define the areas that can be further researched for the purpose of their thesis. Students first define the text that they will translate, which becomes a corpus for the analysis that they will work on within their MA thesis. This is usually an area related to the EU or NATO integration process, such as different directives or regulations that have not been translated into Montenegrin yet. Very often our students work in different institutions or Ministries and choose to translate a text that may be of importance for their employer, which again creates a link

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between our study programme and the needs of the market.

Once the translation is finished, the students carry out a linguistic analysis of the text – based on the lexical, semantic, syntactic or discourse characteristics of the translated text. The analysis is often contrastive, which is usually imposed by the characteristics of translation research. Apart from the introductory part dealing with the literature on the field under study, an important aspect of the thesis is the glossary containing the vocabulary from their field, which also includes examples from the text they translated.

In recent years the topics of MA theses our students are working on have started to include various fields of research in Translation Studies, so we have had theses about audio-visual translation, the translation of metaphors as well as a thesis about the different approaches to the translation of poetry from Russian into English and into Montenegrin based on the foreignization/domestication approach of Lawrence Venuti<sup>1</sup>. The interests of our students have widened and we expect more of these kinds of theses in the future.

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<sup>1</sup> Master's Thesis prepared by the student Balša Ivanović *Domestication and Foreignization in the Translation of the Poem Moscow-Petushki by Venedikt Erofeyev to English and Serbian*, University of Montenegro, Podgorica, 2015

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## **5. CHANGES IN ACCORDANCE WITH THE EMT STANDARDS**

As already stated above, when we launched the course in 2004 we were far away from any prospects of opening negotiations with the EU, or reaching the status of an observer, let alone a member of the EMT. Thus, the Translation Programme was focused on the needs of our national market. As experienced translators and interpreters, lecturers at the Institute of Foreign Languages were well aware of the situation on the Montenegrin translation market, which was used as the basis for our course. However, as the process of the European integration of Montenegro progressed rapidly, very soon we were faced with the urge to align our course with the EMT standards with the aim of ensuring a smooth process of integration in our field. So, very soon after the EMT competences were published we decided to do the gap analysis and use it as the basis for the necessary upgrade of our course.

The scope of this paper does not allow us to make a full presentation of the gaps in our course and our efforts to bridge them, but we will draw briefly on the most important of them here. The first thing we noted as lacking in our programme was a stronger focus on the Translation Service Provision Competence. The needs of the market and the level of proficiency in language and translation of our students urged us to dedicate most of our efforts to improving their language and translation competences,

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and since translators were in high demand on the market they could easily manage to find work if they could deliver high quality. Slowly, however, the situation has changed, so that today translators in Montenegro are not so scarce and they need competences that will help them to establish themselves better in the market and to create relationships with the clients, so as to offer their services in a better way. Therefore at the level of the course the lecturers discussed this need and an agreement was made that some of these competences would be taught within the subjects The Translation of Legal/Economic Texts from English and into English. It was also agreed that in the next round of reform and accreditation we will introduce this content into a new subject that would particularly focus on this group of competences and the deontology of translation.

Another serious gap identified in our Translation Course is the fact that we do not teach the use of CAT tools. This is a consequence of the fact that in the Montenegrin market they are not used to any significant extent. The country has the population of only 650,000 people and it is not surprising that it cannot boast of having proper professional translation agencies that would impose the need to use CAT tools, as they do elsewhere. The Montenegrin market still functions in the traditional way, on the basis of free-lance translators who provide high quality services without any or only with minor help from state-of-the-art computer technologies. However, this is also rapidly changing and already in 2010 we introduced certain contents, again within the subjects of Translation of Legal/Economic Texts from English and into English,

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where we at least introduce our students to the world of CAT tools providing them with the basic information they are then advised to explore further. Our plan is to use the new reform and accreditation process to introduce a separate subject dealing with technological competences. This might also require significant funds to install some CAT tools into our computer laboratory that is currently used by our students, which is a constraint that we have to deal with.

Apart from these two significant gaps in relation to the EMT competences, there are still some minor ones, that we are currently bridging and that do not pose any significant problem.

## **6. VALIDATION OF THE TRANSLATION PROGRAMME**

After having implemented our Translation Programme for 10 years, we wanted to check whether its results are such that we can say the programme has achieved its purpose and justified its existence, which was to produce a certain number of high quality translators/interpreters that will meet the demands of the Montenegrin translation market.

Considering the options in terms of validation methods (Waddington, 2001; Kob and Melby, 2013; Kuznik, Albir and Berenguer, 2010; Melis and Albir, 2000; Lai, 2011) we opted to use two – a survey conducted with the use of a questionnaire sent to all the students that graduated from

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our programme and also cross-checking the results of the survey with solid data that we managed to obtain from three different sources.

Within the survey we conducted we sent the questionnaire with a set of questions about the success of our students to all the students that completed our course except for the first and the most recent graduating years. The first graduating year was not included due to the small number of students, while the most recent graduating year was not included since they had just graduated and the time span between their graduation and the survey was not sufficient to show any valid results.

The number of graduated students in the period from 2005 to 2014 (9 graduating years) was 178 and those were the students we sent the questionnaires to. We received 71 responses, which is approximately 40%. The questionnaire contained 25 questions since we wanted to collect data that would be useful for analysing several different aspects, and the questions we consider relevant for this paper are:

10. Information on employment before enrollment in the Specialist Study Programme of IFL
  - a. employed/hired (provide the title of the employer)
  - b. dates (from – to)
  - c. did you work
    - i. full-time for an employer
    - ii. on projects
    - iii. part time

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11. Did these jobs include translation?
- b. only translation
  - c. translation along with other tasks
  - d. there was no translation at all
14. Information on employment after graduation from the Specialist Study Programme of IFL
- a. employed/hired (provide the title of the employer)
  - b. dates (from – to)
  - c. did you work
    - i. full-time for an employer
    - ii. on projects
    - iii. part time
15. Did the jobs under 14 include translation?
- e. only translation
  - f. translation along with other tasks
  - g. there was no translation at all
16. Are you active as a freelance translator?
- YES                      NO
17. Circle the best description of the activities that you do as a freelance translator
- h. for one employer on a long-term basis
  - i. occasionally for the same employers
  - j. rarely, always for different employers

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22. Are you accredited by an international organization?

YES

NO

23. Provide the names of the international organization(s) that have your name on the list of translators (the EU, the UN, the OSCE, the World Bank and so on)

The results of the survey show that out of the total number of 71 students that responded to the questionnaire 16 students were unemployed before they enrolled in our Translation Course, while after they graduated from our Course this number fell to 2. Before enrollment into our Translation Course only 6 respondents worked exclusively on translation tasks, while 30 did translation tasks along with other tasks in their job and 35 (including the 16 unemployed) did no translation at all. After graduation from our Translation Course as many as 23 students found jobs where they worked exclusively on translation tasks, while the number of the respondents who worked on translation tasks along with other tasks increased to 38. Only 10 respondents (including the 2 unemployed) did not do any translation in their jobs.

It is also interesting to observe the activities that our graduated students undertook as freelance translators/interpreters, since it is the most attractive position translators can have in the Montenegrin market. After graduation 52 students are active as freelance interpreters, 35 working frequently for the same group of clients, which

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means that they are of high quality since the clients contract their services more than once, being satisfied with the quality. It is also worth noting that among the respondents who are active as freelance translators, the most successful, according to the criteria of being contracted frequently by the same clients, are the students that were given the best grades in the subjects Translation from/into English.

Another interesting set of questions refers to the accreditation of the respondents by international organizations. Out of the 71 respondents, 12 have been accredited (9 of them with the best grade in the subjects of Translation from/into English) – 3 of them by the DG SCIC, 7 by UN Agencies in Montenegro, 6 of them by the OSCE, 1 by the World Bank and 1 by the OECD.

We think these data show that our Translation Course managed to equip students with the competences required to take good positions in the market we were preparing them for, but in order to confirm the findings of our survey we decided to try to obtain solid data. We opted for three sources – one being the Ministry of Foreign Affairs and European Integration that did 2 sets of tests for translators, the second being the public data about the success of interpreters in the test organized by the DG SCIC of the European Commission, and the third being the UN agencies in Montenegro that organize testing for translators as needed.

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These solid data, to our satisfaction, confirmed the results of our survey. They show that out of 159 translators who were tested in the first cycle by the Ministry of Foreign Affairs, 43 were our graduated students, which is 27%. Out of these 43 students, as many as 24 were classified in the Group 1 which is the best group, making almost half of the translators in that group (43%). The total of 17 graduated students were classified in the second group where they make 26% of that group. In the third group there were only 2 of our graduated students, which is a total of approximately 13%.

In the second cycle of the Ministry's tests, out of the 198 translators that took the test, 57 were our graduated students (27%). Out of this number 21 were classified in the Group 1 (the best qualified), which is 36% of the entire Group 1. Out of 43 translators classified in the second group 15 (35%) were our students, while in the third group their number is 18 out of 97, which is 18%. We were happy to see that the largest number of our students that took the tests of the Ministry were classified in Group 1.

As for the accreditation for international organizations, the data about the interpreters accredited by DG SCIC for conference interpreting in EU institutions are public, while thanks to the courtesy of the UN Agencies in Montenegro we obtained the data about our graduated students accredited there. These data also confirm the high level of success of our students. Out of the total number of 9 interpreters accredited for the Montenegrin language by the DG SCIC, 4 are our students (while 3 are teachers

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working on our Translation Programme). UN Agencies in Montenegro have 28 translators/interpreters in total, 8 of whom are our graduated students, which is also a very good result.

## **7. CONCLUSION**

In establishing our Translation course and in designing its curriculum we started from the idea that the goal of the entire course was to meet the needs of the translation market in Montenegro at the time we designed the course and the survey and solid data we used to verify this prove that we managed to meet that goal. However, the conditions of our target market are changing, which requires necessary changes in the design of our curriculum. We will have to put a stronger focus on the Translation Service Provision Competence since the demand for translators in Montenegro is not so strong as it used to be and we need to strengthen the competitiveness of the translators that graduate from our Course. We will also have to work much more on the use of CAT tools to ensure that our students obtain the Technological Competence as one of the competences defined as required by the EMT. This will also help us to prepare better for our application for EMT observer status. Therefore we will put our efforts to introducing these changes within the reform and reorganization of our University and the preparations for the new accreditation cycle. We are of the opinion that these changes will help us produce translators of higher quality that will be able to

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ensure themselves good positions on the translation market.

As we are writing, the latest reform of higher education in Montenegro is nearing its end. As it seems it is to recognize the significance of translators training in Montenegro. This certainly means that the changes we have proposed will be soon implemented in practice, which will make the Study Programme for Translators fully in line with the EMT standards to the benefit of translators and their clients in Montenegro.

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