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"Recent Developments in Translators' Training with Special Reference to the Use of ICT Tools"

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Bio-note

Mr. Umesh Kumar Gupta is Assistant Professor of Chinese and a Ph D Scholar at Amity University Rajasthan. He is a veteran of Indian Army who has excellently performed the duties of a Chinese Instructor, translator and interpreter for more than a decade at various prestigious institutions of Indian Army and was honoured to be the "First Person in Uniform" to do MA in Chinese and clear UGC NET in 2010. He was awarded Chief of Army Staff's commendation card for his outstanding translation services. He has authored a set of Chinese text books titled Professionals Handbook for Learning Chinese Vol-I & II; contributed book chapters in edited volumes; wrote precis titled 'A Soldiers' Handbook for Learning Chinese' and presented many papers on Translation in National and International Conferences. Mr Gupta is a renowned Chinese translator possessing expertise in such domains as military, legal, business, science and technology, technical translation etc. He has translated thousands of military articles and civilian documents. He is currently pursuing Ph D on a topic related to the Chinese-English translation with a focus on Military Translation.

Abstract

The paper examines the recent developments in the translators' training and use of ICT Tools. This study adopts the document analysis and content analysis methods of qualitative research. The major findings of this study are that translators' training is now setting its focus on the market and social needs. Its main objective is to foster translation competences among the trainees and make them efficient professional translators for local as well as international markets. Both the product and process-oriented approaches are adopted to equip the students with the necessary skills. Traditional teacher-centric Transmissionist model of teaching, and 3P model of Translators' training i.e. 'presentation, practice and production' have failed to equip the students with all the competencies and now these old methods are being gradually replaced by the student-centered interactionist approach, task-based training, process-oriented training, and Social Constructivism model based on the principle 'learning as a social collaborative process'. New trends in the training such as the use of corpora in training, use of translator's diary, use of authentic and simulated translation projects in the classroom, emphasis on training in the mother tongue, incorporation of ethics training, continuous professional development, short term training courses and adopting comprehensive product and process-based evaluation strategies are emerging in this comparatively new domain.

Key Words: Translator, training, ICT tools, sub-competence, Constructivism.

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Introduction

The translation is a tool for cross-cultural communication. It is a misconception that any bilingual can be a translator as it is a highly skilled task. Hence, to fulfill the market and social need, the translators' training is extremely important in today's context when a translator has to perform a variety of tasks in collaboration with a large team. Various methods and pedagogies have been adopted for translator's training. These methods include the old teacher-centric Transmissionist model, 3P model, etc. These methods have failed to produce qualified professional translators. The competency-based model and use of the student-centric task-based Social Constructivism model is being used today to produce skilled professional translators for today's diversified market needs. Mohammad Reza Esfandiari advocates although many translation scholars have highlighted the significance of translation competence, there is a controversy over this term and its components. Having reviewed different models of translator training, the EMT (European Master's in Translation) as one of the most successful models is adapted to conduct training in various institutes. This paper aims to examine the recent developments in the Translators' training and to investigate the role of acquisition of skills related to ICT tools in it. In India, very little emphasis has been paid for the training of specialized translators especially in language pair like Chinese-English. We have a counted few institutions where the Chinese language is taught. In such institutions, translation is taught as a subject in language learning, but no translators' training is provided in any of the institutions. This dearth of training facilities leads to untrained translators working in the environment and a wide gap between resources available and the market demands. This paper will address the following research questions:

Which are the methods strategies and good practices adopted for translator's training by translator trainers and institutions across the world?

1.   Theoretical discourses in the translator's training:

Translation study as a new discipline emerged in the 1960s and translator's training as a sub-discipline has largely been overlooked by scholars in this field. Current theories emphasize that Translators' training should match the needs of the market and society rather than being merely theoretical and should also be student centric giving due emphasis to the collaborative learning and teacher being in supportive role.

Anthony Pym writes that market demands**,** demand for specialized translation, and Translators' collaborative skills are to be given special attention to the translator's training. He has rightly said that a good translator needs not to have knowledge of many things but s/he should have skills and contacts to find relevant information when necessary and hence translators need to be skilled in taking advice from internal or external experts and often the clients.

Discussing the role of a teacher Orlando argues that a teacher should develop and promote the students' autonomy during training. The curriculum, the class activities and

learner's evaluation criteria in a course to be designed in such a way as to promote the disappearance of the teacher in the end and emergence of an independent and confident translation professional.

Mohammad Reza Esfandiari and Tengku SeporaTengku Mahadi talking on translator training write that there is a lack of consensus on **'how'** and 'what' of training translators and also there is a dearth of research work in translator training. They citing Olvera Lobo emphasize that the translator's training has undergone a transition from a teacher-centered approach to a learner-centered approach with thrust on student's autonomy and teachers' role as facilitator. The development of trainees' translation competence is the prime issue in the training. They further highlighted the following points:

- Trainees should be trained in team work, working with fellow translators, terminologists, editors clients and project managers.
- Translator training programs should be designed in coordination with the needs of society and the market.
- Inplanning and developing processes of translation curricula needs of the market, learners, and translation departments should be taken into consideration.

    Both the authors brought few drawbacks in the training system into the light. These are:-the labor market being flooded with university graduates rather than efficient   translators.
- needs of the market are not fulfilled by the university training.
- Professional translators believe that translator training programs are "inefficient, misleading, too theoretical, and irremediably out of touch with market developments".

A Chinese scholar DengfengLi advocates Translator training should be objective-oriented, process-centred; Research-informed and competence-based; profession-oriented; Task-based; Learner-centred; and geared towards adopting the social-constructive approach. Analyzing the above views of various scholars we reach to a conclusion that translator's training to be need based, inculcating various competences, and learner-centred.

Quality Standards in translator education

Beil notes that keeping the quality of translator education in mind, the European Commission set up an expert group with a view to standardizing master's degree translation programs by developing quality guidelines. High-quality programs meeting the criteriawill be admitted to the EMT network.

2. Various Models of translator Training

Translation Study is a new discipline and translators' training is one of the sub-disciplines not much developed. Some of the teaching models being adopted in this domain are as under:

2.1 Transmissionist model of teaching:

Transmissionist model of teaching is teacher-centered teaching pedagogy being used for a long period of time. In this method teacher imparts knowledge and students' activities are given least importance. Szczyrbak discussing Transmissionist model writes:

Still, translator training is largely dominated by the traditional transmissionist model of teaching in most training institutions. The teacher seen as an expert translator is considered as the authority holding the knowledge to be imparted to the students, who are considered as empty receptacles ready to be filled. The teacher designs the curriculum single-handedly, deciding what to study, how to learn it, and when to teach it.

2.2 Presentation, practice, and production(3-P)Model:

According to Tomlinson, translator training is organised around a 3-p model, which includes presentation, practise, and production. However, Chinese scholar Defeng Li maintains that in the 3-P model, the teacher first introduces the translation techniques by using translation examples. Following that, the teacher assigns sentences or passages for practice, and finally, the teacher assigns homework and asks students to produce a translation. The teacher evaluates this translation. The most significant disadvantage of the 3-P model is that it is unable to instill all of the translation sub-competencies in students. It, for example, does not activate instrumental sub-competence. When essential sub-competencies are not adequately addressed, strategic competence, i.e. the ability to manage the interaction of all other sub-competencies to affect translation, cannot be properly activated. As a result, the current 3-p model of translator training is failing to develop adequate translation competencies among trainees.

2.3 Social constructivist model

The Transmissionist and 3-P models have failed to produce all translation competences, a new student-centric Social constructivist model is adopted for the translators' training**.** Li Defeng discussing Constructivism advocates that Constructivism, as a philosophy of learning (Piaget and Inhelder, 1969), is founded on the following fundamental tenets: learning is viewed as an active process. It is not the passive acceptance of knowledge that exists "out there," but rather the attempt to make sense of the world around us.

We build our understanding and knowledge of the world by living through and experiencing things, and then reflecting on those experiences; learning is contextual. We do not learn isolated facts and theories. Instead, we learn by relating new experiences to previous ones. That is, we assimilate new knowledge by building on previous knowledge structures. To construct knowledge, we must question, explore, and assess what we know; we learn at different rates due to inborn characteristics such as intelligence and external factors such as the environment and the people around us.

Lantolfmaintains social constructivist regards learning as a social collaborative process. Learning does not take place in isolation, but learners construct knowledge utilizing

interactions with their peers, the teacher as well as the tasks. They reflect on learning the real-world contents and discover concepts, principles, and facts for themselves, and hence learners are encouraged and are ready to carry out their learning process.

2.4 Teacher-centred teaching and learner-centered learning

DEFENG LI distinguishing between teacher-centered teaching (TCT) and learner-centered learning (LCL) writes that teacher-centered teaching focuses on the role of teacher while the students remain passive whereas learner-centered learning focuses on both the learners and the teacher. Here the learners build their knowledge. In TCT emphasis is on teaching which is considered as transmission of knowledge, however LCL focuses on learning and learner's critical and problem-solving abilities. In TCT teacher talks, answers the questions, designs the study material and is responsible for teaching and learning and evaluation to happen while the learners work alone. In LCL, learners interact with the classmates and teacher, they construct knowledge, be responsible for their learning. Authentic and simulated study material is used in the learning process. (PD)

2.5 Task-based teaching of translation

Task-based Language Teaching (TBLT) is a method developed by Prabhu for teaching English as a second language in Bangalore, India (Candlin 1987). De Fengli emphasises that the starting premise is that students learn more interestingly when their minds are focused on the task they want to complete (typically a real-life authentic task, such as calling a relative, going to the doctor, or shopping for a present), rather than the language they are learning. The emphasis in this learner-centered approach is on the learners, the learning process, reflective practise of learning, and the use of real-world authentic tasks. (PD)

2.5.1 Authentic Translation Task

Translator trainees may be assigned Authentic Translation Tasks under close monitoring by the teacher**.**

2.5.2 Simulated Translation Task

Simulated translation Task method is one of the best methods of imparting training in translation. Though the simulated Translation task has all the characteristics of authentic translation project, but the client is not real. Translation commission is properly adopted to give required instructions to the trainees.

2.5.3 Challenges for the adoption of task-based translation teaching:

The trainer may feel uncomfortable in the new role of the facilitator of learning; traineesmay also find it hard to engage in authentic learning environments. Authentic translation assignments are difficult to get in the market**.** Also, designing simulated translation tasks is more toilsome work than designing a traditional translation assignment. It may not be suitable for a large group of students.

2.5.4 Advantages of the task-based model of teaching translation

All the sub-competencies may be inculcated in the trainees. In task–based training, trainees attention is drawn to the process of translation.

3. Competence-based training:

According to Albir, competency-based training (CBT) is the key to objectives-based learning. Competencies are the main players in developing curriculum design guidelines in CBT: learning objectives are set according to competences, discipline-related contents are decided by competences, and competences also play a significant role in sequencing teaching units, chalking out learning activities, and assessing learning outcomes. CBT is further subdivided into specific (or discipline-related) and general (or transversal) competences. (PD)

3.1 Translation Competence:

Translation competences have been differently decided by various scholars. They mainly include: Proponents of the PACTE model of translation competence distinguish between five different sub-competencies. They are Bilingual sub-competence, Extra-linguistic sub-competence, Translation knowledge sub-competence, Instrumental sub-competence, Strategic sub-competence and Psycho-physiological components. However European Committee for Standardization advocates the following competences: Translating competence; Linguistic and textual competence in the SL and the TL; Research competence, information acquisition, and processing; Cultural competence; and Technical competence. While the EMT (European Master's in Translation innumerate six competences namely Translation service provision competence; Language competence; Intercultural competence ; Information mining competence; Thematic competence; Technological competence. As for the translation competences given at the different sources, all may be merged to make a consolidated list which will include Bilingual sub-competence, Extra-linguistic sub-competence, Translation knowledge sub-competence, Instrumental sub-competence, Strategic sub-competence and Psycho-physiological components, Translating competence; Linguistic and textual competence in the SL and the TL; Research competence, information acquisition, and processing; Cultural competence; and Technical competence,, Translation service provision, Information mining competence, Thematic competence; Technological competence.

3.3 Mother tongue competence and the training of translators

Margaret F Lang opines one of the reasons for the decline in mother tongue competence may be the emphasis on communicative approaches to foreign language acquisition. It has achieved excellent results at the expense of the mother tongue.

3.3 Anthony Pym's views on translator training:

The aim of translator training should be "to produce not translators who are specialists, but specialists in translation". We should teach translation as a general set of communication skills that our students can apply and adapt to the changing needs of future

markets, and indeed to changing professions. These skills should include things like the use of computers, basic research procedures, public relations and marketing, and knowledge of accountancy…The best we can do is to encourage flexibility and watch out for change. But if we… then look at more specific market read-offs, particularly at those now being applied to translator training, several paradoxical relationships have to be accounted for:

Perhaps the most obvious paradox is the way the language-specific compounding of specialization tends to force translators to develop competence in several target languages.

The greater is the specialization of the market, the greater the translators' interest in diversifying their competence. When combined with the desirability of teamwork and active relationships with clients, this often means that two-way competence is required, at least with respect to oral communication. (Anthony Pym)

3.5 Ethics training

Ethics are very significant for the functioning of a translator and hence to be incorporated in the formal training of the translators. Maria Pipevadefines the overall goals of ethics training in the following way:

As far as translator programmes are concerned, the ethics training will aim to enable translation students to **identify the ethical issues** as they arise in particular circumstances, to **analyze** how these issues should shape their actions, and thus to choose an action that constitutes an effective response in the situation faced. (Drugan and Megone 2011 as cited in Maria Pipeva)

Here we see that ethical training helps students to identify the ethical issues in various situations and guide to take appropriate actions.

Drugan and Megone further stressing the need say that, some translatortraining programmes in the UK have incorporated ethics as an integral and distinct discipline in their curricula. (Drugan and Megone 2011: 191). Ethics like if other professions are equally important in translation because there may be dire consequences if translators don't follow these rules. Awareness among the translators to be created in their formal training itself.

4. Role of corpora in translator's training

4.1 Corpora and Translation

Mona Baker lists a diverse range of corpora that are used in the domain of translation. They are classified into several types based on their intended use. The first type is the multi-source-language monolingual "comparable" corpus, which consists of two sets of texts, one written in language A and one of similar texts translated into language A from a variety of languages. (Baker 1995).

The bilingual (or multilingual) corpus is the second type of corpus. Language pairs are grouped together based on their "comparability" or "parallelism". Parallel bilingual corpora are collections of texts in one language and their translations into another, and/or vice versa. The relationship between texts is directional, in the sense that it flows from one text

(the SL text) to the other (the TL text). Comparable bilingual corpora have similar composition, genre, and topic criteria. Bilingual corpora have long been used for terminology extraction and machine added translation. Parallel corpora are used as "translation memories" as well. It is used by translators to retrieve chunks of translated language in order to speed up their work and produce accurate and consistent translations. Parallel and comparable bilingual corpora are also employed in language learning to teach the students the nuances of translation.

4.2 Corpora in the Translation Classroom

The translation process involves the creation of texts. Many factors influence the source and target communicative situations in this case. Texts created in comparable communicative situations are analysed, and these can assist learners in investigating the respective perspectives, experiences, and knowledge of the linguistic communities involved. It can be used to teach Terminology and Content.

Federico Zanettin discussing role of **comparable corpora advocates: a** comparative analysis of comparable corpora can reveal how similar ideas and concepts are expressed in similar texts in different languages. The analysis may consider stylistic preferences related to rhetorical and propositional structure conventions, figurative language, lexico-grammatical features, and collocational patterns. Comparable corpora provide information on how discourse is realised as text in different languages, which should be interpreted as an indication of recurring patterning rather than a normative statement. Corpora reveal regularities, not rules; evidence derived from data is subject to interpretation and must always be validated against larger corpora.

5. Evaluation methods:

The evaluation in translators training should rely on the objectives fixed for the training. In most of the cases, the translation competences acquired by the trainee are assessed during the course. Kelly puts it: "The assessment of any learning should be linked directly to the objectives or intended outcomes".

Marc Orlando in his paper maintains: Whether the trainee's translation is evaluated in a product-oriented manner (entry test, practical test, final exam, accreditation exam, etc.) or in a process-oriented manner (assessed formative tasks with different pedagogical objectives at different stages of the training), instructors require different evaluation tools to understand the trainees' qualities and defects, and to select appropriate remedial training and to make budding translators aware of practices and needs of the translation and interpreting domain in the local and global market. He further adds translators must know the professional practices and evaluation tools used by translation agencies and various local as well as global organizations, and they should learn the methods necessary to become efficient practitioners. Two different evaluation grids have been proposed by him, they are meant for process-oriented and product-oriented assessment.

5.1 Translator's diary

Maintaining a translator's diary is one of the most efficient ways to assess a translator's process-oriented abilities. We should implement and adopt a more formative, student-centered approach in all language pairs, rather than merely reviewing translations in a product-oriented manner. Students are required to submit their translations along with an integrated translator's diary in order to be evaluated on these extra-textual features.

6. Continuous professional development

Beil maintains continuous professional development for practising translators and revisers should ideally be short-term and flexible, as they already have professional expertise and frequently have unexpected working time. In this regard, online courses are a great alternative, but face-to-face training has additional social benefits, such as networking with coworkers during coffee breaks, exchanging information and sharing experiences, and making business contacts.

7. Role of ICT/ Computer tools in translators' training

"Without a new generation of trained linguists and professionals with language skills, international organizations will be unable to perform their vital tasks" '(the Paris Declaration, June 2010). The demand for effective translators and interpreters has also risen in the private sector, as more and more businesses want to expand globally, necessitating the hiring of highly-trained, dependable personnel. As a result, at a time when the demand for skilled, experienced linguists is increasing, we must consider the training needs of translators and interpreters. Chou opines ICT can and must be an important part of the curriculum if it is integrated into the learning process in a way that is consistent and beneficial to the development of professional skills. ICT has the potential to empower pupils and promote a professional mindset. Future graduates will be more conversant with working methods particular to the profession if they use ICT.

7.1 The impact of ICT on translation

ICT tools are the necessity of the hour. These tools not only save time, improve efficiency of translator, boost quality but also ensure the consistency in translated text.Frank Austermuhl in his book Electronic tools for translators writes that it is no longer an issue of whether or not translators should use computers and networks. In the life of today's language specialists, the usage of information and communication technology (ICT) is a given. Client services such as electronic order processing and digitised delivery of linguistic services are now considered routine. The Language Service of the European Commission, for example, requires its freelance translators to use a sophisticated IT infrastructure.

7.2 Anthony Pym stressing the use of technology maintains:

The market for translations, like many other professions, is ultimately defined by the technology available. This has never been more true than in the age of computers, modems,

fax machines, and translator-specific software and support resources. Although word processing and communications technology will undoubtedly continue to evolve, we may be confident that the key twentieth-century revolutions have already occurred. The next decade will almost certainly be spent figuring out the ramifications and incorporating computer-assisted translation further.

While this list of computer tools for translators is by no means complete, every translator should be familiar with the bulk of the tools discussed above. There are various computer software training systems that can assist translators in gaining the information they need to effectively use these technologies. In addition, most of these tools have an instructional part that explains how to utilise the tool and get the most out of it for translators. Translators must invest time learning to use these tools in one way or another to ensure that they will be able to use them effectively when the time comes.

Conclusion

Based on the above analysis, it is concluded that the translator's training is extremely important for making the availability of professional translators in the market. In such training, the social and market requirements are to be kept in mind and various types of competencies to be developed in the trainee translators. The old teacher-centred transmissionist model and 3P models have failed to achieve the desired results in translators' training. A task-based student-centric social constructivist approach is the most suitable method of training of professional translators in today's time. In translators' training, the role of corpora is very significant; it can help the trainee translators to learn the strategies adopted by the experienced translators. Curricula to be designed based on the competence oriented learning objectives, learners' interest, and the experiences of the translation departments. Specialized translators are the need of the hour hence training institutes must pay attention to the training of the specialized translators in various domains to effectively cater the market requirements. A comprehensive process and product based evaluation program is needed for the translators training.

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Saarth
E-Journal of Research

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