



The EMT Framework: Prioritized Competences and what else to add?

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The EMT Framework: Prioritized Competences and what else to add?

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ABSTRACT

Intercultural communication has invoked the demand for translator training programs extensively. Consequently, there is a mounting sensitivity towards providing a proper educational basis for translator training. There has also been a scholarly consensus stating that a conciliation between training and the actual translation world has to be established. As a result, a number of translation scholars have featured considering the translation market as an important factor in designing translator training programs. While numerous required competences have been listed for inclusion in such programs, the EMT (European Master's in Translation) Competences Framework is realized as the most satisfactory framework which has formed as a refinement of the previously introduced models. The present paper reports the views of 456 professional translators worldwide on the most prioritized competences in the EMT framework as well as the complementary competences that are deemed significant. Moreover, based on a series of sub-competences mentioned by the professional translators, Business Development, Intrapersonal, and Health competences are proposed. Furthermore, suggestions for the integration of those prioritized competences are offered to translator training programs developers and policy makers.

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Concerns about translator training as a subdivision of Translation Studies have increased substantially over the past decade all around the world. As a result of the social and economic needs for intercultural communication, translation institutes have developed drastically worldwide and there has been an increasing sensitivity towards translator training to be accomplished through a comprehensive educational basis. Consequently, there has been a consensus among translation scholars (Durban, Martin,

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Mossop, Ros, & Searles-Ridge, 2003; Gabr, 2007; Li, 2000a, 2000b, 2001, 2002, 2007; Pym, 1993; Ulrych, 1996; Vienne, 1994) on the necessity of providing the bond between training and the actual translation world which includes the translation market. To address these social needs, Gabr (2007) emphasizes the consideration of factors such as the needs of the market, learners, and the translation departments while planning and developing translation curricula. Translator training institutions all around the world strive to design effective training curricula so that an immediate bridge to the final destination which is the work of translation will be constructed; nevertheless, there are instances that the labor market is inundated with graduates rather than competent translators (Pym, 2011). Moreover, an associated idea is that university training in general does not serve the needs of the market in most of the countries (Bowker, 2004; Chesterman & Wagner, 2004; Gouadec, 2007). This is also reflected by (Pym, 2011, p. 6) who maintains that professional translators consider the translator training programs as “inefficient, misleading, too theoretical, and irremediably out of touch with market developments”. Furthermore, translator training and translation curriculum design do not take advantage of the professional translators’ contributions and experiences (Li, 2001). The vague understanding of the required competences for translation profession also leads to the overspecialization or insufficient specialization in translation programs (Calvo, 2011). On the other hand, the term translation competence is multifaceted and has different interpretations. Thus, the dispute over the nature and notion of translation competence has provoked fundamental controversy over the objectives of translator training (Pym, 2003; Schmitt, 2012). Thus, a concise overview of different definitions and interpretations of translation competence can provide more clarification on the debate over this term and its components.

2. Translation Competence

The nature of the translation competence has been investigated since 1970s and has been defined as a mode of bilingualism, a question of market requirements and demands, a combination of linguistic, cultural, technological and professional skills, and a super-competence that somehow monitors and stands above the rest (Pym, 2003).

Indeed, according to Kelly (2005) numerous translation scholars approach the concept of translation competence from a cognitive perspective to describe the actual translation process rather than identify the skills that training programs should provide for the learners. In doing so, the educational point of view carried out by the curriculum designers should frequently be employed. In this regard, Pym (2005) lists some problems of translation competence models. He mentions that with reference to a wide range of skills crucial for the profession, the lists of required competences have been becoming lengthier and lengthier, and they vary in accordance with the researchers’ taste and institutional situations. To achieve the objectives of education, competences are very crucial in the construction of curricula in any field of study (González & Wagenaar 2003).

2.1. The EMT Competences Framework

In a similar attempt, the European Commission for Translation decided to converge and optimize the translation programs and the development of training for translators in Europe after the Bologna process and the enlargement of the European Union. The European Master's in Translation (EMT) expert group struggled to provide the framework to be coherent, high standard, and compatible with the demands of the international environment. The EMT expert group proposed the framework of the competences applicable to language professions or translation including a widespread professional range. The working group prioritized the learning objectives expressed in terms of acquirable competences. The proposed competences cover six areas (Gambier, 2009). The competences of the framework are interdependent and

fall within both general and subject specific categories. The following figure (1) demonstrates the six areas of the competences proposed by the EMT group.

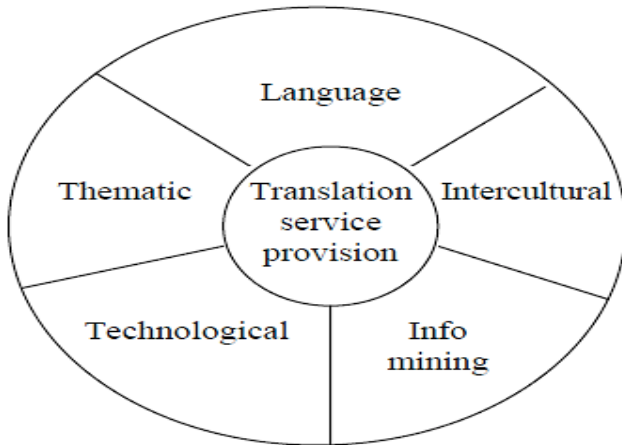


Figure 1. The EMT competences framework for professional translators (Gambier, 2009, p. 7)

The EMT framework components are mainly market-driven and practical and each competence is defined through its constituent components list. However, some competences are illustrated through their separate dimensions. Thus, the EMT framework includes the following competences:

1. Translation service provision competence

Being the combination of several previously presented competences, the translation service provision is categorized into two dimensions of interpersonal and production. The interpersonal dimension deals primarily with the translators' social role and their relationship with clients. Other elements such as self-evaluation, planning, and management are also under this category while in other models they were included in strategic competence. Other aspects counted in are teamwork as well as observing professional standards. In addition, the production dimension is concerned with text translation according to the translation situation and the client's request. Finally, appropriate meta-language is needed by the translators to justify decisions to and discuss issues with the clients.

2. Language competence

Language competence in this model is similar to the language competence proposed in earlier models which is "the knowledge grammatical systems as well as repertoires, terminologies, syntactic and morphological conventions" (Neubert, 2000; PACTE, 2003).

3. Intercultural competence

The intercultural competence is a two-dimensional construct. The sociolinguistic dimension encompasses what is labeled as 'intercultural competence' in other models (PACTE, 2003). The textual dimension comprises, among others, identifying and comparing cultural elements, as well as being able to analyze the macrostructure and coherence of a text and reproduce it according to the conventions of a particular genre and rhetorical standards.

4. Information mining competence

Information mining competence entails a number of well-established components such as the development of strategies to do documentary and terminological research for which there is a need to work with experts and effective use of technological tools.

5. Thematic competence

As the translators need to search for information to understand themes, they have to develop their knowledge of the specialist fields, the related concepts as well as the associated terminologies

6. Technological competence

Technological competence embraces the effective and quick use of software tool ranges used as translation assistance or for documentary search.

In general, although some components of the EMT model were presented in the preceding models, some specific components were not mentioned formerly. These components mostly relate to the translation service provision competence which consists of working under pressure, or information mining competence which includes for instance the critical evaluation of one's sources. Moreover, the EMT model is expanded compared to the previous models in the technological aspect of the competence such as understanding the potentials and restrictions of translation machine use. Another improvement of the model is on the textual dimension for intercultural competence which includes such activities like rephrasing, post-editing, or drafting (Gambier, 2009).

3. Research Questions

With respect to the proposed models of translation competence, the EMT framework has largely used previous studies in the field to incorporate concepts put forward by several translation experts. It appropriately categorizes these concepts and operationalizes the competences through the implementation of practice-oriented dimensions for each competence (Chodkiewicz, 2012). In addition, the EMT proposed competences clearly reflect professional aspects (Schäffner, 2012) and many translator training institutes in Europe strive to be a member of the EMT network (Schmitt, 2012). Thus, the EMT framework is an improvement of the many models presented earlier which incorporates those concepts in other models, categorizes them, and operationalizes them through the inclusion of practice-oriented dimensions.

However, it seems that the feedback and input from the translation industry are not highlighted within this framework and Li's (2001) criticism of translation programs, the academics' in-house theorizing and philosophizing, is also applicable to the EMT framework. Moreover, as it is mentioned in the EMT expert group's report (Gambier, 2009), the competences of this framework include the minimum requirements for the professionals working in the market. Furthermore, the importance and priority of these competences are not determined.

Thus, having reviewed the deficiencies of translator training curricula and translation competence models, it is perceptible that professional translators' experiences are fundamental in designing translation curricula. González and Wagenaar (2003) emphasize that constant changes and variations in society and market require a constant evaluation for the professional profiles. Pointing to this issue, Pym (2008) also states that contact with the labor market and input from the professionals can assist program designers in planning an efficient curriculum. Hence, this study was conducted to investigate the prioritized competences in the EMT framework based on the professional translators' views and to answer the following questions:

What are the prioritized competences and sub-competences in the EMT competences framework?

What other translation competences can be added to the EMT framework?

4. Method

A mixed-method was applied to conduct the present study. Both qualitative and quantitative data were collected and analyzed for triangulation. The following sections describe the sample selection, the research procedure, and the specifications of the instrument used.

4.1. Participants

The participants were randomly selected from the largest community of translators worldwide, ProZ.com in which approximately 300,000 translators and interpreters are registered from 190 countries and languages in the world. To select the sample, the stratified random sampling technique was employed. In order to choose the language pairs as the different strata for the sampling, the major pairs presented by the ProZ.com were considered. There are 11 major pairs and by major pairs, it is meant the language pairs that more translation services are carried out for in proz.com. As English is the language from/into which most of the languages are translated, one language in every pair was considered as English.

To select the minor pairs, a list of the 50 most spoken languages of the world was provided. Eliminating the similar languages on the major pairs list of ProZ.com, the researcher analyzed the remaining languages of the most spoken languages list. Thus, the languages which related to one country and were not the official language were also eliminated. Finally, a list of 11 languages was concluded to find their pairs with English. The major languages paired with English included Arabic, Chinese, German, Dutch, French, Italian, Japanese, Portuguese, Russian, and Spanish. On the other side, the minor languages paired with English included Bengali, Indian, Korean, Malay, Persian, Polish, Romanian, Thai, Turkish, Ukrainian, and Vietnamese. Finally, the authorized members of ProZ.com who had worked for over five years in the translation market were considered as the population. 456 respondents to whom the questionnaire was randomly sent replied and filled up the questionnaire.

4.2. The Instrument

The instrument for the present study included a questionnaire in the Likert-scale format to find the prioritized competences with a qualitative section to ask for the other proposed important competences (see Appendix A). It was mainly adapted from the EMT framework and matched with the items from the questionnaire in Chodkiewicz's (2012) study. Then, the items were sent to a panel of 5 professionals of translation studies, linguistics, and language studies fields as well as 2 professional translators to get advice and do the amendments. The original questionnaire included 35 items which increased to 40 after the modifications.

Having asked the panel to comment on the questionnaire for face and content validity, the researcher conducted a pilot study to calculate the reliability index of the developed questionnaire. The Cronbach alpha of 0.877, which is acceptable, was found. Moreover, a Confirmatory Factor Analysis was conducted to evaluate the construct validity.

For this CFA model, the chi-square value was 1.76 and p-value equaled 0.09. Moreover, GFI (Goodness-of-fit-Index) value (0.991) met the criteria (0.90 or larger) for an acceptable model fit. Similarly, RMSEA (Root Mean Square of Error Approximation) as a population-based index indicates the amount of unexplained variance or residual (Brown, 2014). RMSEA is an absolute measure for evaluating fitness of the model (Kenny, Kashy, & Cook, 2006). Little (2009) recommends the RMSEA to be smaller than 0.08 for the test to have acceptable fit. Thus, the RMSEA was 0.041 which is lower than the criterion value. It is concluded that the model was fit. The following tables illustrate CMIN (Table 1), GFI (Table 2), and RMSEA (Table 3) indices respectively.

Table 1

CMIN Index

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	14	12.330	7	.090	1.761
Saturated model	21	.000	0		
Independence model	6	1015.265	15	.000	67.684

Table 2

GFI Index

Model	RMR	GFI	AGFI	PGFI
Default model	.005	.991	.973	.330
Saturated model	.000	1.000		
Independence model	.105	.457	.240	.326

Table 3.

RMSEA Index

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.041	.000	.078	.607
Independence model	.383	.363	.403	.000

As is illustrated above, all of the fit model statistics indicated an acceptable fit. Therefore, the Confirmatory Factor analysis had confirmed the factor structure.

Moreover, path diagram shows the graphical representation of cause and effect relationships of the theory. It needs to be mentioned that the following abbreviations are used for the competences:

TSPC: Translation Service Provision Competence

LC: Language Competence

ITC: Intercultural Competence

IMC: Information Mining Competence

THC: Thematic Competence

TEC: Technological Competence

Here, the latent variable was ‘importance’. It means that ‘importance’ was inferred and not directly observed from other observed components. The path diagram displays the standardized regression weights or factor loadings for the variable ‘importance’ and each of its indicators. The following figure (Figure 2) demonstrates the standardized estimates.

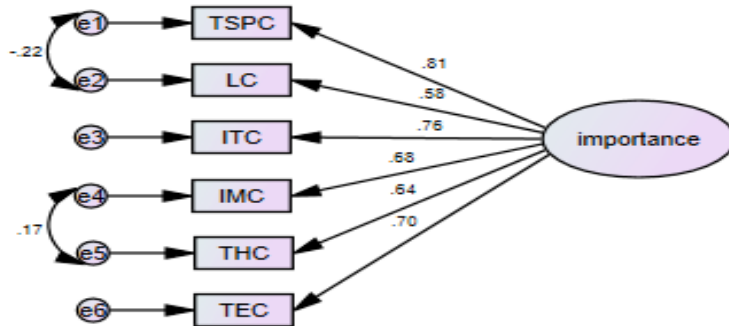


Figure 2. Standardized estimates (importance)

As it was previously mentioned, the fitted values are all accepted (RMSEA<0.08 and GFI>0.90); thus, it is possible to measure the latent variable (importance) according to the observed variables (TSPC (0.81), LC (0.55), ITC (0.75), IMC (0.68), THC (0.64), TEC (0.70)). As CFA is conducted to evaluate construct validity, the analysis proved the construct validity of the questionnaire.

4.3. Procedure

Having prepared the questionnaire, it was administered to the sample which was selected from ProZ.com based on the specified criteria which were having five years of experience and working full-time which entailed the definition of a professional translator. The strata were distinguished based on language pairs. Emails in which the researcher had mentioned the intentions of the study and had explained the research procedure were sent to the respondents' email addresses provided in their profiles on ProZ.com website to get the participants' consent. The questionnaire link was sent to the 700 respondents who replied positively to the request email via their email links. Follow-up emails were sent to the participants as reminders to reduce the non-response rate. "Thank you" emails were sent at the final stage. Finally, 456 respondents replied through the Limesurvey software and the collected data were prepared for analysis.

4.4. Analysis

To analyze the quantitative data, the SPSS version 21 was used. The analyses involved the numerical ratings based on the participants' responses. The ratings for each item in the questionnaire from 1 to 5 across every participant were transferred into the SPSS version 21 as Limesurvey allows the researcher to export the data into SPSS. To answer the research Question, all the items were analyzed for descriptive statistics. Thus, the ratings' mean scores and standard deviations were calculated for every item. Finally, the most and the least important competences of the entire sample population were identified. The main competencies and their sub competencies were tabulated in SPSS in an ascending order to show the least important and the most important competencies. However, instead of a parametric test, a nonparametric test was used as the violation of normal distribution assumption was observed. Thus, instead of a one-sample t-test the analogous Wilcoxon Signed Rank Test was employed.

Besides, the qualitative data gathered through the open-ended question of the survey were analyzed by the implementation of the inductive data analysis method. Based on the study objective which was to find

the new competences proposed by the respondents, the researcher analyzed the responses to the open-ended questions for the recurrent emergent themes which were stated by the respondents.

5. Results

The following sections include the analysis of the qualitative and quantitative data.

5.1. Quantitative data analysis

Based on the analysis of the data as is illustrated in table (Table 4) a total of 456 participants from 60 nationalities from 21 most spoken languages of the world filled out the questionnaire.

Following the frequency analysis, the mean and the standard deviation of the 40 items related to the questionnaire were calculated as is shown in the table 4. The maximum mean of the questions belonged to question number 22 that is “Knowledge of the linguistic structures in the source and target languages.” (4.82 ± 0.02); on the other hand, the minimum mean related to item 12; that is, “Being able to work in a team” (3.56 ± 0.05). It should be noted that all of the central measures were calculated by the entire observations.

Table 4

Mean, Standard Error And Deviation Of Questionnaire Queries

Stats	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
Mean	3.62	4.30	4.46	4.51	4.64	4.56	4.18	4.16	4.74	4.61
SD	1.05	0.78	0.73	0.64	0.61	0.71	0.79	0.75	0.56	0.66
SE(Mean)	0.05	0.04	0.03	0.03	0.03	0.03	0.04	0.04	0.03	0.03
stats	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20
Mean	4.06	3.56	4.36	4.33	4.48	3.92	4.24	4.53	4.11	4.36
SD	0.81	0.97	0.75	0.73	0.69	0.90	0.76	0.64	0.90	0.78
SE(Mean)	0.04	0.05	0.04	0.03	0.03	0.04	0.04	0.03	0.04	0.04
stats	q21	q22	q23	q24	q25	q26	q27	q28	q29	q30
Mean	4.50	4.82	4.61	4.46	3.96	4.48	4.38	4.50	4.27	4.42
SD	0.64	0.51	0.72	0.68	0.87	0.73	0.71	0.68	0.80	0.73
SE(Mean)	0.03	0.02	0.03	0.03	0.04	0.03	0.03	0.03	0.04	0.03
stats	q31	q32	q33	q34	q35	q36	q37	q38	q39	q40
Mean	4.21	4.30	4.30	4.07	4.41	4.57	4.06	4.09	3.79	4.33
SD	0.83	0.78	0.73	0.85	0.70	0.64	1.03	0.84	1.04	0.76
SE(Mean)	0.04	0.04	0.03	0.04	0.03	0.03	0.05	0.04	0.05	0.04

Accordingly, the questions were ranked based on the means. It was found out that question number 22 “Knowledge of the linguistic structures in the source and target languages” received the maximum mean; therefore, it held the first rank. And as a result of this ranking the next highest ranks related to questions 22, 9 and the process continued to questions 1 and 12 which had the lowest ranks (Table 5).

Table 5

Ranks For The Items Based On The Mean

stats	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
Rank	39	25	15	9	3	7	29	30	2	5
stats	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20
Rank	35	40	20	22	12	37	27	8	31	19

stats	q21	q22	q23	q24	q25	q26	q27	q28	q29	q30
Rank	10	1	4	14	36	13	18	11	26	16
stats	q31	q32	q33	q34	q35	q36	q37	q38	q39	q40
Rank	28	23	24	33	17	6	34	32	38	21

After cleaning the data and checking for all the questions to have valid responses, the total score of each component (main competence) was calculated by its sub-questions (sub-competences). It was found out that ‘language competence’ had the maximum score as compared to the other main competences with a standard error of 0.03 (4.67 ± 0.02), also the technological competence had the minimum score (4.11 ± 0.03) compared to the other components (Table 6).

Table 6
Mean And Standard Error And Deviation Of Questionnaire Components

stats	TRANSLATION SERVICE PROVISION COMPETENCE	LANGUAGE COMPETENCE	INTERCULTURAL COMPETENCE
Mean	4.31	4.67	4.38
SD	0.41	0.38	0.47
SE(Mean)	0.02	0.02	0.02
stats	INFORMATION MINING COMPETENCE	THEMATIC COMPETENCE	TECHNOLOGICAL COMPETENCE
Mean	4.25	4.51	4.11
SD	0.59	0.51	0.63
SE(Mean)	0.03	0.02	0.03

Thus, as is demonstrated in table 7, Language competence received the first rank because of its having the maximum mean compared to the other components (competences). Technological competence was held the last rank with the minimum mean.

Table 7
Ranks Of Components Based On The Mean

Stats	TRANSLATION SERVICE PROVISION COMPETENCE	LANGUAGE COMPETENCE	INTERCULTURAL COMPETENCE
Rank	4	1	3
Stats	INFORMATION MINING COMPETENCE	THEMATIC COMPETENCE	TECHNOLOGICAL COMPETENCE
Rank	5	2	6

As was explained, each of the items was tested by Wilcoxon Signed Rank Test (Table 8). The resulted p-values indicated that none of the items distributed equally across the median. Also, the positive value confirms that most of the respondents selected 3 and above.

Table 8
Rank Of Items Based On The Mean

Item	positive	negative	zero	adjusted variance	z Statistic	P-Value
Awareness of the translator’s social role	244	55	157	7453322.5	11.03	0.001

Awareness of market demands.	410	13	33	7529452.88	17.749	0.001
Being able to negotiate with potential clients.	422	9	25	7453444.63	18.343	0.001
Negotiation with clients regarding deadlines and fees	435	5	16	7435037.5	18.727	0.001
Clarifying client's requirements.	441	4	11	7225353.75	19.008	0.001
Management of time, stress, and budget.	413	4	39	7292672	18.776	0.001
Planning to upgrade competences by constant training.	383	12	61	7576840.63	17.553	0.001
Specification and calculation of the services offered.	372	5	79	7591319.13	17.928	0.001
Compliance with instructions, deadlines, and standards.	443	3	10	6965392.75	19.414	0.001
Compliance with professional ethics.	430	6	20	7254413.25	18.958	0.001
Compliance with interpersonal competences.	365	17	74	7550062.88	16.98	0.001
Being able to work in a team.	264	64	128	7422332.5	10.893	0.001
Doing self-evaluation and taking responsibility.	399	5	52	7550861	18.235	0.001
Awareness of the constraints of the translation context.	404	7	45	7556697.38	18.246	0.001
Awareness of the suitability of the translation to be provided.	428	5	23	7450089.75	18.519	0.001
Defining strategies for the translation of a document.	327	28	101	7563496.88	15.456	0.001
Defining translation problems appropriately.	395	8	53	7568642.25	17.914	0.001
Finding ways to solve translation problems appropriately.	437	4	15	7414861.5	18.719	0.001
Justification of translation choices and decisions.	354	20	82	7610502.63	16.584	0.001
Being able to establish quality standards.	395	8	53	7538518	18.099	0.001
Sensitivity to language changes and developments.	431	3	22	7448362.25	18.764	0.001

Knowledge of the linguistic structures in the source and target languages.	447	3	6	6687253.13	19.839	0.001
Being able to reproduce the grammatical and lexical structures in another language.	422	8	26	7144046.88	18.798	0.001
Recognize function and meaning in language variations (social and geographical).	427	5	24	7473384	18.555	0.001
Identification of interactional rules in a specific community including non-verbal elements.	333	19	104	7579237	16.084	0.001
Using appropriate register for a given document	412	6	38	7433353.13	18.5	0.001
Understanding of the macrostructure and overall coherence of documents.	420	7	29	7519577.63	18.274	0.001
Recognize elements proper to the cultures of your working languages.	427	5	24	7435121.75	18.619	0.001
Extraction of the essential information in a document.	389	11	56	7580316	17.732	0.001
Compose a document in accordance with the conventions of the genre and rhetorical standards of the source and target languages.	421	8	27	7491801	18.224	0.001
Identification of documentation requirements.	368	11	77	7601555.63	17.483	0.001
Development of strategies for research into subject-matter and terminology (including expert consultation).	398	11	47	7560876.25	17.934	0.001
Extraction of relevant information for given tasks (documentary, terminological, phraseological information).	407	8	41	7547501.25	18.145	0.001
Development of criteria for the evaluation of documents accessible	361	19	76	7580168.75	16.683	0.001

on Internet or other media.						
Searching for appropriate information for the thematic aspects of a document.	418	4	34	7517560.75	18.475	0.001
Development of knowledge in specialized fields (concepts and terminology).	437	5	14	7346067.63	18.791	0.001
Awareness of the possibilities and limitations of machine translation.	332	30	94	7589827.75	15.329	0.001
Familiarization with new translation-related tools, especially for the translation of multimedia materials.	369	18	69	7570516.13	16.872	0.001
Producing translations in different formats for different media.	295	55	106	7576821.88	12.971	0.001
Effective use of a range of computer tools in translation, terminology, and research.	411	9	36	7535981.25	17.947	0.001

Accordingly, each of the main components was tested by Wilcoxon Signed Rank Test (Table 9). The p-values indicated that none of the items distributed equally across the median. Also, the positive value confirms that most of the respondents selected 3 and above and the item was extremely distributed around more than choice three in the likert scale.

Table 9
Ranks Of Components Based On The Mean

Competences	positive	negative	zero	adjusted variance	z Statistic	P-Value
TRANSLATION SERVICE PROVISION COMPETENCE	455	0	1	7924875.25	18.506	0.001
LANGUAGE COMPETENCE	456	0	0	7700477.75	18.774	0.001
INTERCULTURAL COMPETENCE	452	1	3	7904687.88	18.525	0.001
INFORMATION MINING COMPETENCE	438	6	12	7884472.25	18.461	0.001
THEMATIC COMPETENCE	446	0	10	7713953	18.748	0.001
TECHNOLOGICAL COMPETENCE	431	12	13	7894933.75	18.178	0.001

5.2 Qualitative data analysis

By the application of the inductive analysis method and through finding the most recurrent emergent themes, the researcher found out that 80 translators (24.39 %) out of the 328 respondents believed that the EMT framework was all-inclusive. Moreover, the following sub-competences were recurrently stated by the professional translators, as respondents, which were not included in the EMT framework and demonstrated in table 10 which could supplement the list of sub-competences of the EMT framework.

In order to categorize the sub-competences into similar groupings, the researcher developed new competences based on the similar themes and codes found. For instance, the themes of business awareness, commercial skills, knowledge of marketing tools were categorized under the same competence as business development competence. Similarly, other competences of Intrapersonal Competence and Health Competence were coined by the researcher.

Table 10

Proposed Competences And Sub-Competences Related To The Most Recurrent Themes

The most recurrent themes for competences	Sub-competences	Frequency	Percentage
Business Development Competence	Knowledge of marketing tools	241	73.47
	Business awareness	143	43.59
	Project management skills	63	19.20
	Knowledge of market functions	56	17.07
	Management skills	52	15.85
	Commercial skills	50	15.24
	Business acumen	47	14.32
	Financial management	43	13.10
	Development of business orientation	39	11.89
	Entrepreneurship	23	7.01
Intrapersonal Competence	Being aware of rates in the target country	20	7.09
	Business planning	14	4.26
	Self-questioning	95	28.96
	Self-confidence	92	28.04
	High level of intellect	89	27.13
	Development of a good memory	87	26.52
	Self-presentation	86	26.21
	Patience with clients	85	25.91
	Self-awareness	73	22.25
	Self-observation	54	16.46
Health Competence	Development of Intuition	37	11.28
	Development of creative thinking and innovation	32	9.75
	Development of personal motivation	31	9.45
	Development of lateral thinking	26	7.92
	Development of Common sense	22	6.70
	Having Mental flexibility	20	6.09
	Developing a healthy way of life	65	19.81
	Establishing work-life balance	18	5.48

Among the sub-competences mentioned by the respondents for the business development competence, the highest percentages related to Knowledge of marketing tools with 73.47 %, and business awareness

with 43.59%. For the sub-competences related to the intrapersonal competence the highest percentages were for self-questioning (28.96%), self-confidence (28.04%), high level of intellect (27.13%), development of good memory (26.52%), self-presentation (26.21%), and patience with clients (25.91%).

Likewise, analyzing the data, other sub-competences were also distinguished which could be added to the list of the sub-competences of the EMT competences framework. The following table (Table 11) includes the sub-competences related to the EMT framework and were added to the existing list of the sub-competences.

Table 11

The Sub-Competences Proposed To Be Added To Existing EMT Competences

The existing competences	The new sub-competences found through data analysis	Frequency	Percentage
TRANSLATION SERVICE PROVISION COMPETENCE	Constant availability	215	65.54
	Networking with colleagues	202	61.58
	Human communication skills	176	53.65
	Social media skills	154	46.95
	Awareness of social media and publication platforms	134	40.85
TECHNOLOGICAL COMPETENCE	Protection from scams	44	13.41
	Computational linguistics	202	61.58
	Working with a variety of file formats	180	54.87
	Typing skills and MS Word literacy	73	22.5

As is shown in the table, a large number of respondents stated that constant availability is an important factor which is related to the provision of translation services with a percentage of 65.54. The other sub-competences which could be added include Networking with colleagues (61.58%), Human communication skills (53.65%), Social media skills (46.95%), and Awareness of the social media and publication platforms (40.58%). Also, 44 participants mentioned protection from scams. These related to the interpersonal dimension of the translation service provision. For the technological competence, Computational linguistics (61.58%) and Working with a variety of file formats received the highest percentage (54.87%).

6. Implications

The present study findings can be employed by the administrators and translation trainers as well as translator training program designers especially for courses based on strategic planning theory with an emphasis on the mega level. Likewise the findings can be implemented by instructors of translation trainees.

While program designs in universities dealing with translation study courses are seen as models for students to acquire translation competence (Eser, 2015), having the knowledge of the components of the translation competence which are highly essential is valuable. Moreover, to satisfy translation market

needs, a high compatibility level must be established between the competences introduced to translation trainees and the market requirements (Schäffner, 2012).

The list of the competences and sub-competences based on the professional translators' views which are currently working actively in the translation market is a useful source for decision making and curriculum development. The list can be helpful in two ways. Firstly, it can be used by the translation program designers who want to initiate a program. When there are time constraints and limitations, the list can facilitate the designers by focusing on the highly ranked competences first. Secondly, the list will become advantageous in order to evaluate the current translation curricula to see if there is a mismatch between the highly ranked competences and the competences which are included in their programs. Then, modifications and amendments will take place for more successful programs which prepare the students for the translation market. Similarly, instructors of translation trainees can benefit from the list of the major competences and their highly ranked sub-competences.

While linguistic competence was deemed a prioritized competence and was highly ranked, the inclusion of this competence in courses which aim at preparing the students for the translation task is essential. Specifically, there has to be a focus on teaching the linguistic items of both source and the target language, reproduction of structures of lexis and grammar as well as the understanding of language change or development.

Also, concerning the intercultural competence, the identification of a suitable register as well as the elements of culture play an important role in conducting a successful translation. Accordingly, the translator trainees are to be advised on the cultural issues while taking the translation courses and acquiring knowledge on how to find these elements while performing the translation task later in the market context.

7. Discussion and conclusion

Based on the findings of the present study a list of the most important competences is provided. The most important competence which is language competence has to be focused on as a fundamental component of translator training programs. Language competence has also been used for defining translation competence (Lesznyák, 2007). As was found through the analysis of data, all the sub-competences of the language competence received a high rank. The sub-competences which focused on the linguistic structures of the source and target languages, reproduction of grammatical and lexical structures in the target language, and being sensitive to language change and development are some of the factors related to language competence which have to be focused on in translator training programs.

Moreover, as an inevitable fact the explosion of knowledge and the evolution of the world into a global village requires the translators to work in various technical fields. Clients approach translators for translating several thematic texts. Thus, thematic competence which also received the second rank seems to be a vital component. Translator training programs need to prioritize thematic competence and develop the students' knowledge in specialized fields through teaching them the related concepts or terminologies.

Furthermore, cultural competence which received the third rank has a key role in renewing translator training programs. The act of translating is itself an intercultural communication while normally language pairs come from different sources and cultures. In consequence, more emphasis has to be put on teaching the appropriate registers or the elements suitable to the working language cultures.

In addition, Translation service provision competence which stood at the fourth rank includes some sub-competences which were highly ranked according to the professional translators' views. Some of these sub-competences are 'negotiating with clients for deadlines or fees' and 'clarifying the requirements of the clients'. It is also crucial that the translator training programs prepare the future translators to

manage time, stress, and budget, find strategies for solving problems, and comply with standards, deadlines, instructions, and professional ethics.

Besides, Information mining competence and technological competence were not prioritized greatly by this group of translators. However, the sub-competence of 'the effective use of computer tools' had a high rank which can also be included among the courses which are prepared for translator training.

Finally, based on the professional translators' views, the translators are not only advised to consider themselves as an important resource in conducting a successful translation through increasing self-questioning, self-confidence, self-awareness, etc., but also to follow a healthy lifestyle through balancing work and life.

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Appendix A

Please rate the **IMPORTANCE** of each of the following statements **in your work as a translator** by placing a *check* mark in the appropriate boxes. Please note that:

- 1= not important at all
- 2= unimportant
- 3= neither important nor unimportant
- 4= important
- 5= extremely Important

No	TYPES OF COMPETENCE	Competences	IMPORTANCE				
			1	2	3	4	5
1	TRANSLATION SERVICE PROVISION COMPETENCE	Awareness of the translator's social role.					
2		Awareness of market demands.					
3		Being able to negotiate with potential clients.					
4		Negotiation with clients regarding deadlines and fees					
5		Clarifying client's requirements.					
6		Management of time, stress, and budget.					
7		Planning to upgrade competences by constant training.					
8		Specification and calculation of the services offered.					
9		Compliance with instructions, deadlines, and standards.					
10		Compliance with professional ethics.					
11		Compliance with interpersonal competences.					
12		Being able to work in a team.					
13		Doing self-evaluation and taking responsibility.					
14		Awareness of the constraints of the translation context.					
15		Awareness of the suitability of the translation to be provided.					
16		Defining strategies for the translation of a document.					
17		Defining translation problems appropriately.					

18		Finding ways to solve translation problems appropriately.					
19		Justification of translation choices and decisions.					
20		Being able to establish quality standards.					
21	LANGUAGE COMPETENCE	Sensitivity to language changes and developments.					
22		Knowledge of the linguistic structures in the source and target languages.					
23		Being able to reproduce the grammatical and lexical structures in another language.					
24	INTERCULTURAL COMPETENCE	Recognize function and meaning in language variations (social and geographical).					
25		Identification of interactional rules in a specific community including non-verbal elements.					
26		Using appropriate register for a given document					
27		Understanding of the macrostructure and overall coherence of documents.					
28		Recognize elements proper to the cultures of your working languages.					
29		Extraction of the essential information in a document.					
30		Compose a document in accordance with the conventions of the genre and rhetorical standards of the source and target languages.					
31	INFORMATION MINING COMPETENCE	Identification of documentation requirements.					
32		Development of strategies for research into subject-matter and terminology (including expert consultation).					
33		Extraction of relevant information for given tasks (documentary, terminological, phraseological information).					
34		Development of criteria for the evaluation of documents accessible on Internet or other media.					

35	THEMATIC COMPETENCE	Searching for appropriate information for the thematic aspects of a document.					
36		Development of knowledge in specialized fields (concepts and terminology).					
37	TECHNOLOGICAL COMPETENCE	Awareness of the possibilities and limitations of machine translation.					
38		Familiarization with new translation-related tools, especially for the translation of multimedia materials.					
39		Producing translations in different formats for different media.					
40		Effective use of a range of computer tools in translation, terminology, and research.					