CHALLENGES FOR TRANSLATOR'S EDUCATION
IN THE EUROPEAN UNION

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Abstract
The paper will analyze the current situation in translation inside the European Union (EU) from the aspect of plurilingual and multicultural principles. Current linguistic strategy and policy in the EU institutions is complex. It consists currently of 27 member states, having 23 official languages, with the tendency of enlargement. Linguistic diversity and access the documentation in the proper language are fundamental principles, asking for everyday translation of considerable quantities of texts. Multilingualism, as one of the main features of the European society, becomes the challenge and the main motivation for the development of educational programs providing linguistic, cultural and technical knowledge, as well as language, organizational and technical skills for modern translator. *European Master's in Translation* (EMT), which is promoting a common, interdisciplinary education for translators with curriculum structure focused on theoretical research, practical exercises, skill development and use of translation tools. The paper analyzes the knowledge and skills that a modern-day European translator needs, as defined and proposed by the EMT educational programme.

Keywords: EU, multilingualism, translation technologies, translator, translation competences, EMT- European Master's in Translation

1. European Master's in Translation – a model and solution for translator's education

In an attempt at profiling and positioning the translation profession, the EU has made a draft graduate studies model for future generations of translators called the EMT (European Master's in Translation), available at http://ec.europa.eu/dgs/translation/programmes/ emt/index_en.htm, based on theoretical and practical competences and skills. Even though many European countries have a long tradition of translation training based on the theoretical and practical research concept, many translation training programs are still based only on the traditional model of foreign language studies. According to Seljan/Gašpar (2008) the EU, as one of the major employer of translators, assumes an active role in translator training and translator profession profiling. Monitoring and development of the training for European translators is in EU interest because it provides the required number of highly skilled translators for the needs of EU and of the broader multicultural and multilingual translation market. A number of recently joined EU member states encountered the problems infrastructure, in educational programs and curriculum changes at graduate and postgraduate levels and in everyday business. According to Kučiš (2009), reforms are required in translation training in view of the European integration process to achieve compatibility in theoretical, professional, and training fields. Translation training should be compatible with the existing European training model – EMT (*European Master's in Translation)*. Modern information and communication technologies and computer-aided translation (CAT) tools should be represented in the curriculum, but not focusing on mere usage and only answering the market needs, which is often governed by "the cheaper, the better" principle. In modern translation training programs at universities, the theory and the practice should be integrated,

supplemented by cultural background and presentation skills, creating "open mind" translator capable to react in demanding situations, using different tools and having cultural competences.

The MA program focuses on translation skills and competences and not so much on language competences, which the trainees are expected to have mastered during their undergraduate studies. As specified at http://ec.europa.eu/dgs/translation/translating/index_en.htm, the main objective of the European Master's in Translation programme is to produce highly qualified translators with all the basic competences of a professional translator, capable of carrying out demanding translations responsibly. The European Master's in Translation program is supposed to produce a sufficient number of professional translators who meet the criteria of the European Commission, the Directorate General for Translation (DGT), and other EU institutions. To enable the students and potential translators to master the abovementioned translation skills and competences, a special task force consisting of translation specialists was established to come up with a proposal of the following MA curriculum based on a detailed analysis of the existing European curriculums and the DGT's needs. The recommended basic components of the programme include:
-    translation as a profession,
-    translation theory,
-    source text and translation analysis,
-    intercultural communication,
-    terminology work,
-    information and communication technology (ICT),
-    language culture,
-    special terminology and languages,
-    and translation practice (including more than one language combination).

There are no foreign language learning courses among the recommended courses because the attendants of the MA in translation program are expected to have knowledge of their mother tongues and at least two foreign languages, possibly at different levels. It is particularly important that all the courses listed above are closely integrated, emphasizing the modern interdisciplinary translation approach (Snell-Hornby, 2006). This means that the students of the EMT master programme are expected to produce their translations using the existing information and translation technology, bearing in mind the basic postulates of translation theory. They are expected to identify and analyze the text or discourse from cultural aspects, solve and comment on practical translation problems using specialist terminology in particular fields. As explained by Gambier (2009) universities and institutes are expected to define the structure of the MA in translation programmes. Some of the components obviously have to precede other components (some areas of information technology should be studied at the very beginning of the program to enable the students to use ICT tools in practical translation). Similarly, the nature of some of the courses, such as "Translation as a Profession", "Source Text and Translation Analysis", "Intercultural Communication", "Translation Technolgies and Terminology Work" require to be taught at the beginning of the programme for strategic reasons.

It is recommended to introduce translation practice, as early as possible (Kučiš 2009). The European Commission, i.e. the Directorate General for Translation, recommends the admission requirements to be identical or similar to those for other MA university programmes. As specified at http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_developing_network_en.pdf an applicant must satisfy the following requirements:
-    Hold a recognized first degree university degree (BA or equivalent);

- Have an excellent command of the mother tongue (a wide range of interdisciplinary and intercultural knowledge in wide range of topics and registers is required in addition to grammatical and spelling rules);
- Have an excellent knowledge of two foreign languages in addition to his or her mother tongue;
- Be well-informed about the economic, political, social, and cultural background of target language countries.

The MA translation program anticipates a combination of different modern teaching and learning modes (contact teaching, remote learning, e-learning). According to Seljan/Pavlović (2008), personal contact between the trainees and the trainers is tremendously important, especially in teaching practical skills, such as document handling skills and use of translation tools. Personal contact is equally important in practical translation courses, where discussion and debate among students are of vital importance.

2. European translation market

Plurilingualism, as one of the EU's principal characteristics is based on the Old Continent's democratic and pluralistic political and economic concepts. Equal status of all official languages represents the democratic principles of the EU transparency and legitimacy. The decisions of the European institutions affect the everyday life and require citizens to participate actively in the decision-making processes, without language barriers.

The EU encourages cooperation between its member states and supports their activities through a number of educational projects and programs, such as language learning, promotion and endorsement of plurilingualism and multiculturalism, establishment of common translation resources and tools for public use, and all of these activities are designed to contribute to the establishment of a sense of belonging to the EU. Under the motto "Unity in Diversity", the EU emphasizes the significance of cultural and national identity that is not diminished when a country joins the EU. On the contrary, the European multiethnic and multilingual community is perceived as an advantage and a challenge for the EU.

The official regime of equality of all languages is applied consistently to legislation, documents of general significance, and highest levels of political representation, such as the meetings of the European Council, the Commission, the Council of Ministers, and plenary sessions of the European Parliament, at which simultaneous interpreting is provided with documents are translated into EU official languages. There is a difference, however, between formal multilingualism and the actual communication and translation practice, in which English and French are mostly used as the working languages, thus reducing the number of official languages. Even though plurilingualism is advocated in the EU and the European Commission emphasizes in its documents that "English is not enough", English is still used as the European lingua franca in everyday operative communication. In the past ten years the EU has been working intensively on the problems of multilingual environment, demanding and ambitious project for the EU. According to Ramljak (2008), after the ratification of the Treaty on European Union from 1993, whose Article 151 expanded the Union's competences in the department of culture, and whose Article 6 established that the Union had to respect national identities of its member states, the EU started assuming the initiative and the competences for European cooperation in the departments of culture and education. Even though education falls within the scope of competence of the member states, the EU's institutions coordinate a number of activities aimed at promoting multilingualism and intercultural dialogue through non-binding measures and initial projects. The EU is supposed to encourage cooperation between its member states and support their local activities, at the same time respecting their

responsibility for education and culture contents. In this context, the EU makes only incentive measures and recommendations, without legal obligations.

As already mentioned, one of the world's largest translation services operates as a part of the European Commission is called DGT - *Directorate-General for Translation*. It employs about 2,350 professional translators and other language specialists, such as terminologists, computer linguists, lawyer linguists, and 600 support staff members. The DGT is larger than all other EU's translation services and is considerably larger than OECD's and NATO's translation services (Lönnroth, 2010). The DGT is playing the key role in European Commission's communication together with other EU institutions. The DGT is headquartered in Brussels and Luxembourg and works primarily for the European Commission, but may offer its services in the commercial market as well.

3. Conclusion

According to Lönnroth (2010) *the language of Europe is translation*. We can therefore conclude that Europe is faced with the reality of plurilingualism with all its advantages and problems. In this context, modern translator's profession requires, besides language knowledge (mother language and two foreign languages). According to Seljan/Pavlović (2008), the translator's tasks include preparations for translation, such as search for parallel texts, and knowledge and application of information technology in translation process – corpuses, electronic dictionaries, translation memories, and terminology databases. Needs for the intercultural competence goes far beyond everyday routine, as well as information and communication knowledge and skills, organization skills and need to be familiar with the communication rules of public discourse (presentation skills). Translation means mediation between communicational and cultural differences using cultural, language and technology knowledge, using organization and presentation skills, as well as constructive development of relations between different cultures and civilizations.

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