HOW TERMINOLOGY STUDIES CAN STRENGTHEN TRANSLATOR TRAINING: NEW METHODS FOR BUILDING PROFESSIONAL COMPETENCE IN HIGHER EDUCATION

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Abstract

This article explores the role of terminology studies in enhancing translator training and professional competence within higher education. It highlights the growing importance of terminology as a fundamental component of translation practice, not only for achieving accuracy and consistency but also for supporting cognitive and technological development. The study reviews current methodological approaches, pedagogical strategies, and technological tools that integrate terminology into translation curricula, emphasizing collaborative learning, assessment models, and ethical considerations. By analyzing recent innovations in teaching and research, the article proposes a comprehensive framework for embedding terminology studies into translator training programmes. It argues that this integration strengthens domain-specific expertise, fosters continuous professional development, and ensures the relevance of translation education in a rapidly evolving academic and professional landscape.

Keywords: terminology studies; translator training; professional competence; higher education; translation pedagogy; translation methodology; specialized translation; terminology management; collaborative learning; continuous professional development

Аннотация

В статье рассматривается роль терминологических исследований в повышении качества подготовки переводчиков и формировании профессиональной компетентности в системе высшего образования. Подчеркивается возрастающее значение терминологии как фундаментального элемента переводческой практики, необходимого не только для обеспечения точности и согласованности, но и для поддержки когнитивного и технологического развития. Проведен обзор современных методологических подходов, педагогических стратегий и технологических инструментов, интегрирующих терминологию в учебные программы по переводу, с акцентом на совместное обучение, модели оценивания и этические аспекты. На основе анализа инноваций в преподавании и научных исследованиях предлагается комплексная модель включения терминологических дисциплин в процесс подготовки переводчиков. Делается вывод о том, что такая интеграция укрепляет специализированные знания, способствует непрерывному профессиональному развитию и обеспечивает актуальность переводческого образования в условиях стремительно меняющейся академической и профессиональной среды.

Ключевые слова: терминологические исследования; подготовка переводчиков; профессиональная компетентность; высшее образование; педагогика перевода; методология перевода; специализированный перевод; управление терминологией; совместное обучение; непрерывное профессиональное развитие

1. Introduction

The work carried out by the authors in the field of specialised translation is significant, as it presents a thorough and comprehensive review of the most recent practices in the production of translated texts. This analysis sheds considerable light on the problems that contemporary translator training faces. It is especially important to address these challenges, particularly given the widespread adoption of innovative approaches to translation, which have implications for both the consolidation of the translator's specialised profile and the redefinition of the modern work environment. Such developments are influencing the skills and competencies required to thrive in today's dynamic translation landscape.

A stronger inclusion of terminology studies in the curricula of translator-training programmes may complement existing practices while favouring the development of self-learning and post-graduate competence-building. Basing their considerations on today's linguistic and terminological scenarios, the authors address some practical models allowing for the integration of terminology studies in currently applied teaching schemes (Sīlis, 2017). Since the early stages of translation, terminology has played an essential role. Newly emerging translation-oriented disciplines are elevating it to the status of an indispensable instrument: achieving consistency and coherence and reducing noise, uncertainty, and ambiguity are still crucial factors for a successful activity[1]. Moreover, terms provide the necessary conceptual entry-points when consulting external resources for acquiring wide-ranging knowledge of a subject and an area. One of the consequences of the paradigm shift in linguistics below the text is a progressive tendency to view language as an instrument for the transfer of information in specialised contextual domains rather than as a collection of rules and prescriptions administered by grammarians and lexicographers.

2. The Role of Terminology in Translation

Terminology plays a central and vital role in ensuring the accuracy and consistency of communication, whether that communication is oral or written. In the field of translation, the use of appropriate terminology is crucial as it ensures, among other important objectives, the lexical adequacy of the original message being conveyed. When new fields of study emerge and develop, the adoption and recognition of new terms becomes absolutely crucial for that field to be acknowledged and forged as a legitimate academic discipline. Therefore, the training of future translators necessitates a focused and thorough analysis of the field of terminology to develop innovative methods that will help build essential professional abilities and meet the diverse needs of higher education.[2] Since the year 2013, various alternative models of translator training have incorporated more effective mechanisms for terminology research that significantly optimize the acquisition of the essential knowledge required within this specialized field. These emerging strategies serve to position terminology studies as a fundamental aspect of the development of specialized translator training programs, along with

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[1] E. Navarro, A. La terminologie : un outil nécessaire pour le traducteur spécialisé.
[2] Sīlis, J. DEVELOPING LATVIAN TERMINOLOGY OF TRANSLATION STUDIES: THE FIRST STEPS.

the necessary accompanying curricular and institutional policies that support this important educational endeavor.[3]

3. Current Trends in Translator Training

Many Translation Studies curricula often address terminology within various areas such as translation technologies, including software tools, applications, and specialized translation fields like legal, medical, and technical translations. This particular specialization, while important, tends to distract students from fully comprehending the fundamental role that terminology plays in the overall translation process itself. As a direct result of this oversight, applying the recently developed advanced methods for the academic study of terminology becomes increasingly pertinent. These methods can significantly enhance translator training practices and methodologies. Moreover, these innovative techniques reveal new and effective ways to foster professional competence and confidence among translators. This is essential to ensure the ongoing relevance of translation education within the evolving framework of higher education institutions and prepare students to meet the changing demands of the industry.

4. Methodological Approaches to Terminology Studies

Translator training must adapt to encompass wider issues of institutional relevance, as well as the dynamic nature of curricular innovation and effective programme design. These considerations also relate to "the continuous development of new methods aimed at enhancing professional competence." It is evident that terminology serves a vital function throughout the entire translation process. Therefore, terminology should not merely be an add-on but rather a fundamental and integral component of any comprehensive training programme. The pertinent question that persists is how this essential element can be seamlessly integrated and successfully taught within the overall curriculum. To tackle such complex issues, a variety of methodological approaches to terminology studies may be outlined and explored, ensuring that both educators and students are equipped with the tools necessary to navigate the complexities of translation.

5. Integrating Terminology into Translation Curricula

Incorporating terminology studies into undergraduate and graduate translation curricula offers a practical, theoretically-informed model for translator training. Terminology-learning processes involve identifying, researching, learning, and using terms that equip translators with specialised competence. Developing effective strategies for integrating terminology must navigate pedagogical and institutional constraints to achieve technological and cognitive benefits. A comprehensive approach to translator training builds new methods for fostering professional competence and enhancing higher education relevance.

Terminology supports translators in accurately rendering specialised texts and maintaining consistent term usage. Both technical and non-technical texts rely on recognised terminologies that clarify specialised concepts. Integrating terminology studies therefore strengthens translators' domain-specific knowledge, contributes to consistent translation, and broadens their communicative skills. Ten basic procedures provide a conceptual foundation for embedding terminology within existing curricula and establishing dedicated courses.

Terminology and translation share a reciprocal relationship: translation uses terminologies, but terminology does not inevitably concern translation. Research in translation nonetheless requires ongoing terminological consultation, producing new concepts that must

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[3] E. Navarro, A. La terminologie : un outil nécessaire pour le traducteur spécialisé.

be promptly named in the relevant language. Until adequate equivalents exist, translators and translation theorists often undertake terminological innovation. This reciprocal dependency emphasises the independent yet interconnected nature of terminology and translation.

6. Challenges in Implementing Terminology Studies

Although many translator training programmes underline gains from a thorough understanding of terminology, only a limited number integrate terminology studies into communication/translation curricula in a comprehensive manner. As a result, one of the key tasks for the development of transcription scientific communication is the design of a transferable methodological model that links all the stages of the development of communication skills to terminology management. The selection of such a learning context establishes the variables that guide research and strongly influences the design of the system. Moreover, the historical analysis and the characteristics of the specific domain determine the classification of terms and the methodology for identifying them.[4]

7. Pedagogical Strategies for Teaching Terminology

A critical dimension of translator training programmes is the relationship between terminology and the enhancement of professional competence. A productive link can be established by teaching specialised terminology within translation curricula. Teachers seek and develop pedagogical strategies to increase the effectiveness of terminology acquisition, presenting suitable training models aimed at improving students' terminological knowledge. It is both pedagogically desirable and relevant to implement coherent curricula that include innovative approaches to the teaching and learning of terminology. Curricula featuring specialised translation courses are the ideal environment to integrate terminology into translator training.

Building on the analysis of specific integrated methodologies known to effectively enhance terminology acquisition, a number of innovative terminological exercises can foster notable improvement in knowledge and the internalisation of key concepts. Several of these techniques have been tested and refined over a ten-year period. Pedagogical strategies involving a combination of initiatives at the curricular, methodological and bibliographic levels further contribute to viability and consistency when integrating terminology into translation training.

8. Technological Tools for Terminology Management

Various translation tools enable the storage and management of bilingual data, facilitating straightforward reference material exploitation. These applications empower translators to conduct searches at the word, sentence, or entire material levels and store translation equivalents as entries in a bilingual database. Being multilingual, these resources offer a comprehensive linguistic overview characterized by synchronic and diachronic, textual, and thematic continuities, expanding the context of potential textual material available to translators and enhancing the translation process.

9. Collaborative Learning in Terminology Studies

Environment and methodology establish the creation of a collaborative setting for accompanying higher-education students. The team model proposed for the translation classroom becomes applicable to terminology work. The same conceptual framework

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[4] World English Journal, A.; Safar Alqahtani, A. The Impact of Using Memsource Termbase System on Developing Terminological Competence for Saudi Freelance Technical Translators.

underpins the assessment of the collaboration dynamic. It projects a response to the current demand for relevance in translator training. A dedicated tool supports the creation of a functioning lexicon. Research and content-functional criteria define content inclusion. Terminology production with appropriate tools and minimum requirements constitutes a viable complementary exercise. Translation hardly ever occurs in isolation. In practice, fluent exchanges with colleagues enable the development of shared term lists for successive assignments. The collaborative dimension undoubtedly contributes to easing the task.[5]

10. Assessment Methods for Terminology Competence

A review of current assessment techniques for terminology studies in translation indicates a focus on formative and diagnostic tools that precede the translation process. Tests commonly cited in the existing literature aim to establish baseline terminology competence, identify areas for improvement, and direct subsequent learning activities. The effectiveness of these methods is discussed with reference to their ability to support the development of a working knowledge of specialized vocabulary. However, large-scale surveys involving translation students reveal significant dissatisfaction with programs in which these assessments are embedded, suggesting that traditional examination models may not fully capture or foster the terminological expertise required in the profession (World English Journal and Safar Alqahtani, 2023). An alternative framework is proposed that emphasizes formative evaluation as a continuous, integrated mechanism throughout the translation training program. This approach enables ongoing feedback, early error detection, and the application of targeted interventions while also providing simultaneous opportunities to enhance other translator competences. Incorporating comprehensive evaluation also supports the critical review processes essential for validating the gains achieved through terminology studies.

11. The Impact of Terminology Studies on Professional Competence

Terminology is a linguistic discipline that studies concepts and their denomination in special languages, analyzing the relationship between a concept, the sign designating it, and the meaning it conveys. In translation, terminology is the science of mapping concepts from the source language into the target language, providing tools for the formation of material that enables the translator to carry out this task accurately and consistently. Terminology studies form an integral part of translators' academic training, since, regardless of the type of translation task, the handling of terminology is always required to ensure high-quality results. New procedures such as collaborative work in terminology and new technologies offer additional resources that translate into a more effective work strategy. The objective of the present work is to examine the methods currently used in translator training systems and to assess the degree of integration of terminology studies within them. Once this baseline has been established, an explicit model for the study of terminology during the formation of the future translator will be proposed.

Throughout decades of translation research, new trends have appeared in response to the constant evolution of the discipline and the emergence of new reality features. A crucial point resides precisely in the enhancement of translator training processes. Contemporary research lines have oriented their efforts towards defining new procedures aimed at building the professional competence of the translator, especially in the context of higher education.

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[5] Aguilar-Amat, A.; Mesa Lao, B.; Pahisa Solé, M. Building to learn / Learning to build. BACUS-UAB : terminology training for translator trainees.

Contemporary translation theory adopts a descriptive perspective, aiming to offer a precise and objective explanation of the phenomenon under study, and thus relies on the paradigm of descriptive linguistics. This stage, known as the empirical cycle, has enabled substantial development in the last four decades. The increasing interest in the role of terminological information from the mid-1980s onwards opened a new line of enquiry, previously rather overlooked. Zabalbeascoa (2000) studied the phenomenon from the perspective of text linguistics, connecting it to the historical evolution of the discipline, and uncovering the different ways in which various fields approach the same issue.

12. Feedback Mechanisms in Translator Training

Providing adequate feedback has remained a major issue in translator training for many years. Term also refersto,s in the plural, to the entire terminology of a given technical subject understood as a system of interrelated concepts and designations, although translators encountered in the course of their work come across more often the monolingual and bilingual glossary-type products which represent only part of such thesaurus-type systems.

Offering feedback on translation products without using a coherent harness of concepts is not an easy task. When the text covers an untranslatable aspect like energy, supply or demand, the feedback will be grounded on fluency within the target language rather than on conceptual and terminological accuracy.

13. Cross-Disciplinary Approaches to Terminology

The increasing specialization of knowledge has heightened the need for translators who can operate in specific technical and scientific fields. As a result, terminology is emerging as a pivotal resource in academic environments to support the development of professional competence, contribute to the relevance of university training, and promote innovation in learning translation techniques. Translators who specialise in these domains are vital figures in the transfer and dissemination of knowledge, particularly scientific knowledge. In this context, terminology studies become an important tool to sustain their pedagogical and technological training. The future challenges of translation and interpreting

degree studies anticipate that terminology will play an essential role in the acquisition of professional and productive skills, a role that was rarely assumed in traditional curricula.

14. Future Directions in Translator Training

Throughout the years, translator training programmes have incorporated various innovations to build professional competence and link the discipline closely to the realities of higher education. Contemporary trends in translator training indicate that terminology studies will undoubtedly remain a pivotal aspect of the discipline. Therefore, when exploring possible directions of innovation in the field, it is imperative to envisage translator training models that integrate terminology studies.

Despite the enduring importance of terminology studies in translator training, the discipline continues to evolve through the introduction of new methods designed to develop professional competence and secure relevance in the context of higher education.

15. Ethical Considerations in Terminology Use

Ethical considerations in terminology use may appear to be an issue for practitioners alone, but they are relevant for student translators as well. As specialized translation becomes more widespread among salaried employees, and short periods of training lead quickly to possession of a translator's certificate, these ethical issues take on increasing importance.

Translator trainees do not need special knowledge of ethics, but they should have at least a basic awareness of the risks that they may run while working with specialized texts. For example, a medical text may recommend treatment of a disease by methods that are not yet authorized, or even criticize medical policies adopted in certain countries. Court decisions have to be handled with extra care, since their consequences may have major effects on people's livelihoods; similarly, a sensitive diplomatic negotiation may be compromised by an improper or ill documented interpretation of a single phrase. The downloaded PDF from a stock market site, the exact use of a metaphor or an ambiguity in an interview can all become the source of grave misunderstandings or even severe physical or moral damages. This is not the place to develop an ethics course on translation, but a "deontology" module would be useful to raise the awareness of the trainee facing such issues[6].

16. Best Practices for Terminology Research

Terminology studies constitute a crucial component in developing effective translator training programmes dedicated to familiarizing student translators with the terminological aspects involved in translation. Successful integration of terminology into translator education at the university level requires the design of innovative pedagogical models structured within the framework of translator training, thereby enhancing translator competence and reinforcing the role of higher education in building professional skills (E. Navarro, 2016).

The practical implementation of terminology within existing translation curricula necessitates a comprehensive strategy that addresses both pedagogical and institutional challenges. Over the past five years, the author has actively participated in official efforts to introduce terminology studies across various academic settings. The aim has been to equip students with specialized competences requisite for today's evolving professional environment. These attempts highlight the significant obstacles confronted by terminological research when incorporated into academic curricula or when insertion depends primarily on institutional appraisal. Consequently, the experience underscores the imperative for targeted research and reflection aimed at formulating effective educational strategies for terminology teaching.

An exploration of recent pedagogical methods presently employed to enhance the process of acquiring terminological competence reveals promising avenues to alleviate the difficulties encountered during practical implementation. Over recent decades, terminology research has attracted considerable interest within the fields of translation and language learning. The heightened enthusiasm stems from the pivotal role that a robust grasp of subject-field vocabulary plays in achieving appropriate, precise, unambiguous, and consistent communication in both source and target texts. Furthermore, specialised quality standards mandating that technical documents adhere to reusable terminological specifications have provided an additional stimulus cultivating interest in this academic discipline.

A repository with terminology as the central component and translation as the transversal element could be implemented through guidelines, recommendations, and metadata schemas. This structure would guarantee terminological consistency and completeness, allowing interoperability with other terminology dictionaries. It would also fulfill the needs of diverse stakeholders responsible for updating and creating other language resources, as well as meet the demands of a wide range of stakeholders. This approach

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[6] Olmo Cazevieille, F. Elaboración de corpus textuales y detección de unidades léxicas especializadas en terminología.

underscores the role of terminology management as a new method for building professional interpreter and translator competence and for enhancing the relevance of university training and higher education in Linguistics and Philology.[7]

17. The Importance of Continuous Professional Development

Continuous professional development (CPD) is essential for translators, encompassing all activities that maintain or improve professional skills during their careers. In Translation Studies, identify three paths for CPD: participation in isolation, with others, or through various training programmes. Translators are responsible for their own development, determining suitable programmes aligned with their experience, needs, and preferences, provided that these programmes keep them competitive. It is crucial that initial training provides a strong foundation to support successful entry into the profession and ongoing CPD achieved through proper emphasis on terminology.

18. Student Perspectives on Terminology Studies

University students can benefit greatly from integrating terminology studies into their translation training. Designing specific activities, assessment tasks, and sharing theoretical reflections on terminology research and learning support this development. At the Universitat Autònoma de Barcelona, a new master's programme in Specialized Translation explores such innovations, identifying, implementing, and evaluating novel approaches that align with professional expectations and higher education demands.

Building the necessary skills is one of the main challenges. Instead of focusing on discrete pieces of terminology, attention is given to the generic and discipline-specific elements that characterize each domain. Using the framework proposed by the European Network for Specialized Translation (ENST) aims at establishing the professional competences required of translators. The "Terminology" component meets many of these demands, adopting an inductive, explorative approach to translation.

Pursuing these goals without always having direct access to the market prompted the design of innovative learning activities. The resulting course examined the role of terminology in the information-gathering stage of the translation process, considering its potential as a means of disambiguation and for reducing cognitive effort. Additional activities developed in subsequent research focused on providing trainees with professional tools to organize, store, and transfer information during and beyond the translation process. Integrating such practices into higher-education institutions presents an increasingly urgent challenge.

19. Conclusion

History illustrates that terminology plays a crucial role in underpinning effective professional translation. Its importance in the landscape of translator training has emerged as a significant trend in recent years. The various ways in which terminology studies contribute to the formation of skilled translators are numerous and multifaceted. As a result, different translator training systems have proposed diverse strategies both to assist in the acquisition of essential terminological competence and to leverage the value of terminology as a pivotal tool for thorough documentary research and as a vital source of linguistic knowledge. Translation specialists persistently strive to develop innovative methods that not only enhance professional competence but also bolster the relevance and effectiveness of higher education courses dedicated to translation studies. The ultimate aim has been to present the insights and findings

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[7] E. Navarro, A. La terminologie : un outil nécessaire pour le traducteur spécialisé.

of a comprehensive methodological analysis that was conducted within an educational context, shedding light on the intricate relationship between terminology and translation practice, further enriching the field of translation education.

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