Business and Institutional Translation

Business and Institutional Translation:

New Insights and Reflections

Edited by

Éric Poirier
and Daniel Gallego-Hernández

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INTRODUCTION

Largely due to the economic and commercial globalization, the field of business and institutional translation is very dynamic and, for translation practitioners looking to specialize, it has become a significant lucrative market. This area of translation, compared with technical or medical translation, or its literary counterpart which receives the lion's share, does not seem to capture as much attention from academics in translation studies. This is unfortunate for teachers as well as practitioners of specialized translation in this field. In recent years, more publications and events such as seminars and workshops are focussing on translation problems and issues related to business and institutional translation. The series of biannual International Conferences on Economic, Business, Financial and Institutional Translation (ICEBFIT) launched in 2014 by Daniel Gallego-Hernandez from the Universidad de Alicante seeks to enhance efforts to recognize the importance of the field by creating an international forum — fertile ground to enable cross-fertilization of theory and practice.

The purpose of this book is two-fold: to pursue the objectives of the series of ICEBFIT conferences and to bring academics and practitioners abreast of innovations and reflections on business and institutional translation. Covering topics ranging from institutional translation, mostly governmental, the study of business and commercial translation and specialized translation, this book is indeed an ideal opportunity for academics in this field to share their research interests and preoccupations.

In the area of institutional translation, Gül Durmuşoğlu Köse, Zehra Gülmüş, Volga Yilmaz Gülmüş and Gamze Eren, from Anadolu University, discuss the challenges of University website translation at the macro level (content management, division of labor, need for cooperation, directionality) and at the micro or content-related level. From Univerzita Karlova, Tomáš Svoboda presents the empirical findings of questionnaire-based, Web-based and interview-based surveys on quality assurance practices in translation, most notably among member organizations of COTSOES (Conference of Translation Services of European States) and appropriate representatives of selected translation services. Jinsil Choi from Keimyung University, describes how a Korean-English parallel corpus may contribute to the standardization of Korean terminology and its English translation in day-to-day press releases and publications for touristic purposes and governmental public relations with foreign affairs. In the last chapter on institutional translation, Jamal En-nehas from Moulay Ismail University adopts a holistic and impressionistic approach in his critical analysis of the gaps between academic training and the professional translation industry in the Arab World. He further outlines proposals for establishing pan-Arabic professional translation norms and standards.

The second section of the book addresses business, financial, and accounting translation issues. Leticia Moreno-Pérez from the Universidad de Valladolid analyses eighteen translation techniques (the straightforward and the specification techniques; techniques involving literalness, generalization, creation and transformation which themselves entail three to four specific techniques such as amplification, particularization and linguistic amplification) for rendering economy-related terms and expressions used in purchase agreements. Miriam P. Leibbrand from the Vienna University of Economics and Business presents an explorative and qualitative investigation on the variation of terms in French terminology of consolidated statements of profit and loss. The small corpus of 24 consolidated statements of listed companies in five countries of the French-speaking world highlights a high degree of terminological variation in key terms such as the equivalents for revenue, operating profits, net finance costs, profit before tax and profit. The analysis of the data supports the distinction between standardization in accounting per se and harmonization in accounting language, and points out to some linguistic features of the adopted terms and their regional variation. Danio Maldussi from the Università di Bologna discusses competencies required for translating accounting concepts in financial statements in the context of the implementation of the new International Financial Reporting Standards (IFRS) in Italy. Examining variations in conceptual knowledge (experts competency vs. translators competency) of fair value in Italian Financial Reporting, he underlines the cultural and thematic dimensions of accounting concepts that need to be operationalized by specialized translators. According to the author, these cultural dimensions also shed lights on the origin of language variation in financial statements. Pursuing the theme of variation, Dima El Husseini from the Université française d'Égypte discusses linguistic variations and Arabic to French and English translation issues. More specifically, she compares menus and language items of two m-commerce applications in written Franco-Egyptian (use of the Latin alphabet and numbers to transliterate Arab) and Franco-English (English terms also used or equivalents translated from Franco-Egyptian) varieties for local and localized applications in Egypt. She examines the expressions, transliterations, and usages in Bey2ollak, a local application, as well as in the localized application of booking.com. She points out that these considerations regarding translation-localization should be taken into account in designing translator training programs. Iván Martínez Blasco from the Universidad de Alicante shares some reflections on conceptual allusions (related to health, economics as a living organism, to movement and activity and conflicts, etc.) of nominal and verbal predicate metaphors in economics in Spanish and in French. He also proposes a model for a contrastive Spanish-French lexicographic description of the linguistic features of textual actualization of nominal predicate metaphors such as crisis and crisis económica in Spanish in contrast with crise and crise financière in French. Alexandra Albuquerque from Polytechnic of Porto and Rute Costa from the Universidade Nova de Lisboa present a study on terminology and specialized language management in international companies. They highlight the frequent use of non-professional translators in international companies, the different types of problems (at the concept, process, and discourse level) generated by this practice, and the perception of terminology in corporate culture. Their study reveals a definite need for large international organizations to change their organizational culture and to acknowledge the importance of being proactive rather than reactive with respect to terminology management.

The third section is devoted to specialized translation with a particular emphasis on teaching and learning. It opens with a contribution related to legal translation by Montserrat Cunillera Domènech from the Pompeu Fabra University. She spotlights the importance of contrastive analysis based on comparative law when translating terms whose equivalents provided by multilingual dictionaries may not be clear to the translator. Montserrat Cunillera Domènech exemplifies this problem of terminological variation with a case study based on the French term sursis and its translations into Spanish. Carmen García Álvarez from the University of Pablo de Olavide follows with a reflection on the need to revise the current degrees in Translation and Interpreting in Spain, considering that foreign trade is an area that can benefit from the competencies of graduates in translation. First, she presents the results of a study based on a survey conducted among Spanish exporting companies which shows their needs for translation services. She then analyzes the curricular content of syllabi of several translation courses and their relation to foreign trade. The results show that degree programs could pay more attention to foreign trade, especially given the fact that this field has a great need for translation services. The third study in this section is also based on a survey, but related to the professional market in Saudi Arabia. The authors, Turky Alshaikhi, Andrew Rothwell and Maria Fernandez-Parra (Swansea University), focus their attention on translation competences. They surveyed 73 professional translators from both the private and public sectors in order to ascertain how these professionals assess their skills in various areas of competency (language, translation, technology, intercultural and thematic issues, information mining, and project management competence). Their results can be a useful tool for revising job requirements and also for training translators for the Saudi Market. Laurence Jay-Rayon Ibrahim Aibo from Montclair State University shares her teaching experience using an asynchronous discussion forum as a dialogic pedagogical tool for learners. The author provides examples of interactions between students which demonstrate that students better learn translation processes when they form a community. She concludes with the observation that forums deserve to be considered as dialogic pedagogical tools which transcend classroom training or traditional workshops, and even allow students to learn faster. Finally, Roda P. Roberts from the University of Ottawa and Belén López Arroyo form Universidad de Valladolid propose the use of a field-specific and genre-specific multilingual comparable corpora in the translation of specialized texts. Through examples of concordance lines found in English and Spanish comparable corpora of wine tasting notes, the authors identify relevant information provided by the corpora for novice and experienced translators alike in choosing style and vocabulary such as limpio to be translated by clear and complex as the preferred adjectival form over the noun complexity. The authors conclude that if translators make the efforts of deducing their translation choices with the help of comparable corpora they will achieve accurate translations that reflect typical style and vocabulary in the target language.

The varied contributions compiled in this peer-reviewed publication offer a rich overview of the emerging field of research in business and institutional translation, encompassing themes of international resonance. They include general issues (website design, corpus-based tools and standardization of professional practices), core activities in business, finance, and accounting terminology and phraseology in genre-prototypical texts, with a focus on terminology variation, language metaphors, localization, and value-added knowledge translators provide in their work and lastly specialized translation. Indeed, they foster critical exchange and reflection within the field of translation studies to which business and institutional translation belongs and to which it should contribute to.

We hope that readers from all branches of translation studies will find this work not only interesting but instructive.

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INSTITUTIONAL TRANSLATION

UNIVERSITY WEBSITE TRANSLATION: CHALLENGES AND SOLUTIONS

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ABSTRACT. Higher-education institutions now have more interaction at the international level with the effect of globalization tendencies and hence increasing exchanges of knowledge as well as mobility of students and staff. This factor incites universities to have multilingual or at least bilingual websites (English outweighing other languages as the *lingua franca*). A multilingual/bilingual website, ensuring the visibility of universities at the international level, is of particular importance as it not only offers information to foreign target groups about the institution but also contributes to "prestige" of the institution. Thus, the quality of a multilingual/bilingual website is important for offering accurate information and improving international outlook of the institution. This paper discusses the importance of having a multilingual website for universities and challenges posed by translation and/or adaptation of university websites into another language. The challenges are at macro- and micro-levels. Among the main macro-level challenges are 1) content management, 2) division of labor, 3) the need for close cooperation, and 4) directionality. The micro-level challenges are mostly related to terminological and stylistic choices, which are highly dependent on macro-level issues. The paper then presents some solutions to these challenges, based on our experience of website translation of a Turkish university.

Keywords: website translation, institutional translation, institutional website, terminology management, termbase

Introduction

Higher-education institutions now have more interaction at the international level with the effect of globalization tendencies and hence increasing exchanges of knowledge as well as mobility of students and staff. This factor incites universities to have multilingual or at least bilingual websites (English outweighing other languages as the *lingua franca*). A multilingual/bilingual website, ensuring the visibility of universities at the international level, is of particular importance as it not only offers information to foreign target groups about the institution but also contributes to "prestige" of the institution. Thus, the quality of a multilingual/bilingual website is important for offering accurate information and improving the international outlook of the institution. In her study on translation in intergovernmental organizations, Lafeber (2012: 23) defines two main functions that translations undertake: 1) fulfilling the function that source text assumes, and 2) ensuring that translation services (and hence the institution) look good. The second point becomes more important particularly with regard to the translation of an institutional website. More specifically, Fernández Costales (2011: 25) defines three duties of university websites, describing them as the primary tool for disseminating information to the university community and the society: 1) presenting information to prospective students and researchers about the university, including academic subjects and procedures, 2) enabling students and academic members to communicate with the university, and 3) "promoting the international visibility of the university". Fernández Costales (2011: 24) further argues that the European universities need multilingual websites "to meet European regulations, to contribute to the creation of a multilingual society and to grant universal access to the Web."

In consideration of these roles attributed to university websites, the present paper discusses the importance of having a multilingual (bilingual) website for universities and challenges posed by translation and/or adaptation of university websites into another language with specific reference to terminological issues. For the purpose of this paper, we deal with the challenges to website translation at macro and micro levels. Among the main macro-level challenges are 1) content management (e.g. whether to translate a website as a whole or choose some parts, and which parts to choose when the second option is adopted), 2) division of labor with regard to translation, revision and decision making, 3) need for close cooperation between translators, decision-makers at the administrative level, and technical staff, and 4) directionality. The micro-level challenges are mostly related to terminological and stylistic choices, which are highly dependent on macro-level issues. This paper then presents some solutions to these challenges, based on our experience of translating the website of a Turkish university.

Website Translation in Higher-Education Institutions

Translating the University website into English, we have been faced with two main types of problems, which we categorize into macro-level and micro-level challenges. These two types of problems require decision making by various stakeholders, directly or indirectly involved in institutional translation. In 2014, we proposed a project related to translation processes at our University to offer solutions to these problems. Anadolu University funded our project titled Creating a Trilingual (Turkish-English-German) Term Base to Ensure Standardization in the Institutional Translations of Anadolu University. For the purpose of this project, using SDL Trados Studio 2011, we went through and aligned the texts that were translated into a foreign language (English or German) to collect the frequently used terminology in the university context. In this process, the official website was one of the resources that enabled us to compile the list of terms commonly used in the University. The official website will also be one of the major platforms where the termbase we develop will be used.

These terms were then compiled in a termbase on SDL MultiTerm. All members of the project group came together once a week for three months to discuss the English and German equivalents of Anadolu University's terminology. As a result of these discussions, we came up with a glossary that includes English and German equivalents of the terms frequently used in the University, and related explanations, when required. As put by Koskinen (2010: 58), guides, revision techniques and guidance and training services were used in the past to ensure standardization in institutional translation; however, today, databases, term banks, and computer-assisted translation tools serve this purpose. Pym (2010: 4) has also observed that equivalence strategies depending on pre-prepared glossaries are quite common in website translation/localization. Developing a glossary or a termbase to be used in institutional translation, including the translation of the institutional website, is particularly important for institutions, like ours, which do not have a single department responsible for translations and correspondence in foreign languages. Macro- and micro-level challenges explained below make it clearer why we needed such a project.

Macro-level challenges or decision-making

Website translation is today mostly associated with localization. However, in our case, the process of website translation is not much different from any other translation act. We have been provided with source texts readily available on the Turkish website of the University and asked to translate them into English. In his overview of websites of European universities, Fernández Costales (2012: 56) also notes that university websites are generally not localized or adapted to a particular market, rather the content is translated for a global audience. The translation process, nevertheless, is no longer a pure desk-and-computer act, where the translator plays the major role.

The primary question related to the translation of institutional websites is who makes the initial decisions, mainly related to content management. Sandrini (2005a: 1) describes website translation as the "production of a new website which is targeted at another linguistic and cultural community, and based on an existing website in accordance with the predefined purpose." In this process, not only the act of translation by itself, but also other essential factors such as technical requirements, project management, terminology management, and quality assurance must be considered. Each of these factors requires decision making, division of labor and cooperation at different levels. Who makes decisions related to each factor? Who decides on the content to appear on the website in a foreign language? Does a bilingual website mean two websites in two languages, looking exactly the same? Are analyses conducted to specify needs of the target audience? Are analyses conducted to specify the target audience? Do translators work in cooperation with the Public Relations Office or International Office of the university? These are probably the questions that we, as translators, expect to be answered before we embark on website translation. However, rather than answers to these questions, we are mostly provided with raw source texts to be translated into a foreign language. This was one of the main challenges we encountered in website translation. It is hard to overcome this challenge when the institution does not have a language policy. It is highly likely that translators find themselves in a position where they have to make decisions on their own, decide on the content of the foreign-language website, and estimate the needs and expectations of the target audience. To address this problem, we tried to select the content that is of particular concern to a global readership of a university website (we translated general information about the University and programs, campus life and academic life, but we omitted for example rules and procedures related to administrative functioning of the University). When translating the website content, we tried to adopt translation solutions that make information and terminology specific to the University comprehensible by global readers. We will provide a couple of examples when defining micro-level translation challenges.

Another major question is who translates the website (in-house translator(s) of the university? faculty members? service procurement from an external source (outsourcing)?). Who are “we”? In the case of Anadolu University, “we” are faculties employed in various foreign-language programs of the University. Fernández Costales (2012: 58) examined the websites of 215 universities in Europe, and found out that no translators were hired for website translation in 70% of the cases, and universities worked with a translation agency or a freelance translator in 20% of the cases and with their own translation unit in 10% of the cases. In the rest of the universities, website translation was done by academic staff or students. This is mostly the case in most Turkish universities. Academic staff employed in foreign language programs are asked to translate the university website, as well as many other types of texts into a foreign language. This causes particular problems especially related to linguistic and stylistic consistency and hence quality assurance, mainly because the institutional translation is a secondary responsibility of faculty members. The questions posed by Fernández Costales (2012: 58) are generally the challenges we encounter: How are quality issues dealt with? Are universities aware of the importance and effect of translation on their websites? Why are translation professionals ignored by higher-education institutions? Dealing with these issues and overcoming relevant problems require that senior administrators become fully aware of the impact of language and translation on their image and visibility in the international arena. At the end of our project, the termbase we developed will be available on the institutional website for the use of all university members. This is one of the solutions we developed to improve quality (at least terminological standardization and quality) in translations and international communication of the University.

Especially with regard to website translation, there is a need for close cooperation between translators, technical staff, and decision makers at the administrative level. In the development of a website, translation is taken as a separate service, which leads to the perception that translation is a financial burden or a problem to be dealt with (Pym, 2010: 9). In our case, the organization deals with this “problem” or “burden” by assigning translation tasks to academic staff. Therefore, translators are often not involved in the overall process of recreating the website but are responsible for translating website content into another language. Yet, there is still need for cooperation between “academic” translators and technical staff responsible for website development, under the coordination of university administrators. Not equipped with technical knowledge and qualifications as much as localization specialists, translators must be in contact with technicians to determine, for example, the length of a title, to make further revisions on a page, or to connect links to the text. “Academic” translators also need to cooperate with the Public Relations Office or International Office for content management, which brings us back to the main issue of decision making. To deal with this problem and many similar translation and language-related problems, we continuously advise the senior management to establish a translation or international communication department in the University. This department is required to do official translations of the University (and thus to ensure quality and standardization in international communication) and to coordinate translation and related activities (interpreting, content management, international events and so on).

Directionality is one of the major issues, which is concerned with both macro- and micro-level translation procedures. The traditional view that translation should be into B language has been challenged in recent years (Campbell, 1998: 4; Pokorn, 2005: 37). Translation into B language is now a widespread practice in many countries. Nevertheless, this does not mean that translation into B language brings about certain quality problems. The university website has been translated from Turkish to English. As native speakers of Turkish, we translated website content out of our own language. This is a practical way for translation tasks in the university if translations into B language are revised by a native speaker of that language. A translation unit in the institution with translators and native-speaker revisers is likely to eliminate problems stemming from directionality, and contribute to the development of an institutional language policy.

The final point related to decision making, i.e. who makes the decisions on terminological and stylistic issues, has driven us to carry out a project on terminology management at Anadolu University, and offer solutions to language problems encountered in the University’s international communication.

Micro-level challenges or translation problems

Micro-level challenges refer mainly to content-related challenges we encountered in website translation, which are mostly due to educational, legal and cultural gaps between source and target culture (and even lack of a specific target culture), ambiguities in the source language and texts, and lack of a consistent language policy of the University. Translation problems encountered in the process of website translation may be categorized as follows:

Lack of a specific target culture

Defining the target culture and audience and then deciding the nature of the relationship between target and source texts are, in most cases, the preliminary procedures that a translator completes before starting a translation task. These are also related to Toury's initial norms, which play a role in the whole translation process. However, globalization has altered standard norms in almost everything, including translation. Text types, as well as source and target culture/language definitions, have also changed. This may be challenging for translators that are used to producing target texts for a specific audience. For us, this problem emerged particularly during the process of translating Turkish content into English. We first had to decide whether to go with British English or American English. Although the target audience of English texts is not limited merely to those living in the United Kingdom or the United States, our priority was to make the basic choice first and then to address the global audience. During the process of developing a bilingual or multilingual website, English stands out as *lingua franca*. This is also confirmed in the literature. Limon (2008: 59) states identifying the target culture can be problematic in website translations into English. In other words, the decision whether to focus on Anglo-American culture or to embrace the internationality or "neutrality" of the internet is the common question. However, not only the target culture but also the target reader is another issue. As for website translations into English (university website in our case), the target reader is everyone who speaks English either as a native or a second language. Therefore, the target culture here is also quite versatile, which cannot be limited to the UK or the US culture only.

As a result of our discussions in the project team, we opted for the American English since our education system is closer to the US higher-education system. In this respect, for concepts that have an equivalent in the American higher-education system, we preferred the equivalent in American English. To exemplify, we translated "lisans programı" as "undergraduate program" or "öğretim üyesi" as "faculty (member)." This also applies to academic positions, i.e. professor (profesör), associate professor (doçent) and assistant professor (yardımcı doçent), which are formulated in a similar way to the US system in Turkey.

The decision to opt for American English has helped us solve our problems to a certain degree. Yet, there are still exceptions. For instance, for "rektör" in Turkish, "rector" was chosen instead of its American counterpart "president" with a view to being comprehensible by not only American readership but also other English readers. This also allowed us to ensure compatibility, to some degree, between target and source cultures, or between target culture and the globe. A similar decision applies to preferring "examination" rather than "test" in the translation of "sınav" in Turkish. There are two options for the translation of this word: test and examination. In Turkish, the word "test" has traditionally been used for a test comprising only multiple-choice questions. Thus, preferring examination to test in this context brings target readers closer to the source culture, without compromising comprehensibility. Another example is that we preferred "faculty" rather than "college" or "school" to translate "fakülte," i.e. each academic unit consisting of departments. For example, we opted for "Faculty of Law" rather than "Law School." This is also one of the results of our efforts to bring potential readers closer to the educational culture in Turkey. Another reason was that we had to indicate the difference between faculties and schools, the former offering undergraduate degree and the latter offering undergraduate or associate degree for the training of practitioners in most cases.

Problems related to source language and source texts

Inconsistencies and ambiguities in the source language or texts are likely to pose significant challenges in international communication. In texts that provide information about the University, we are required to translate the names of places or venues, for example, Cinema Anadolu, Atatürk Culture, and Arts Center, Congress Center and so on. The guesthouses are no exceptions to this. However, "misafirhane" and "konukevi" are used to refer to two guesthouses on the campus. The former is an older term derived from Arabic which has been replaced by "konukevi" over time but is still used along with the latter. The guesthouses on the campus do not have specific names but are officially known as *Anadolu Misafirhane* and *Anadolu Konukevi*. We had the same problem with campus gates, some of which do not have specific names but are known by the name of the closest facility to the gate. What we could do here is to add these problems to the report of our project, and suggest the University administration to revise and rename gates and facilities of the campus.

Apart from this, some terms used in the source language do not make any sense or are misleading even to native speakers of Turkish when used out of context. To give an example, concepts such as "1-3 barajı" (a term related to open education examinations) and "Akademik Danışmanlık" (literally academic advising, but used in this context to refer to face-to-face components of open education) are meaningless to Turkish speakers if they are not familiar with the open education system of Anadolu University. Thus, their linguistic transfer into English, i.e. "1-3 barrier" and "academic advising," would not make any sense to target audience. Paraphrasing and adding an explanation is an option, but not a practical one. To solve such problems that we encounter frequently, we decided to contact respective departments and suggest changes in their Turkish versions. Our efforts are now yielding results, and for example, "academic counseling services" is now officially replaced by "face-to-face education." Similarly, in the Turkish higher education, "enstitü" is used for institutions that only do research on one hand, and that do research and offer graduate programs on the other hand. For instance, "Yer ve Uzay Bilimleri Enstitüsü" was established to carry out research in earth and space sciences, whereas "Sosyal Bilimler Enstitüsü" offers graduate studies in social sciences as well as coordinating the research on social sciences. Providing an English equivalent to "enstitü," we preferred "graduate school" for the ones delivering graduate studies and "institute" for the ones established to conduct research.

Terminological problems due to gaps in educational culture

Institutional, educational, legal and cultural differences between source culture and target culture(s) have led to terminological problems. We have dealt with each case individually and adopted different approaches. The most common solutions we have used are word-for-word translations, translation by paraphrasing, and translation by more general words. Some examples and our solutions to them are presented below:

Word-for-word translations: There were some terms that are specific to Turkish education system. We had to adopt word-for-word translation solution for some of these terms. For instance, "tek ders sınavı" was translated as "single-course examination," and an explanation was added to the termbase for this term. This will be one of the advantages of making our trilingual termbase available online on the University website.

Translation by paraphrasing: This is a solution used when the source concept does not exist in the target culture, and there is a need to paraphrase the concept using related and/or unrelated words. For example, "ikinci üniversite" is a concept specifically used in our University's open education system. This is a type of enrolment where students or graduates of an undergraduate and/or associate degree program are admitted to an open education program without taking the nation-wide university entrance examination. For this concept, we suggest using “admission without entrance examination (second university)” in English at least when the term is used for the first time in a text. Then, using “second university” later in the text may not be a problem anymore.

We also adopted this solution for translation of some nationwide examinations. One of them was “Dikey Geçiş Sınavı,” which literally means “Vertical Transfer Examination” and refers to the nation-wide examination held for transfer from associate to undergraduate degree programs. In this example, we combined word-for-word translation with explanatory translation, and suggested the English equivalent of “Vertical Transfer Examination from Associate to Undergraduate Degree Programs,” for being comprehensible to the target reader and bringing the target reader closer to source culture.

Translation by more general words: In some cases, we defined a standard equivalent for each of interrelated Turkish concepts that do not exist in the same way in the target culture(s). Among these terms were the ones indicating official ranks such as “daire başkanı,” “şube müdürü” and “idare amiri.” Hierarchical statuses, duties, and responsibilities of these positions vary according to organizational regulations of target cultures. We suggested a standard equivalent in English, e.g. “director” and “head,” for each term, with a view to ensuring a consistent use of these positions in English texts.

Conclusion

As technology and internet have transformed our perception of boundaries and communication, bilingual and multilingual websites are becoming more and more important for companies and organizations, or for anyone who aims to attract readers on a global scale. As Schewe (2001: 205) points out, the distinction among monolingual, bilingual and multilingual sites is marked with the language policy or marketing strategy of the organization. Each type of website has a specific marketing strategy that ranges from the “domestic marketing strategy” with a monolingual website in the native language to the “global player strategy” with a central website in English or the native language with independent local websites in another language (Sandrini, 2005b: 4). Today, almost all institutions and organizations – whether they be commercial or not – adopt the global player strategy to ensure international visibility. However, to implement this strategy effectively, institutions should first develop a language policy, and then fulfill the requirements of this policy.

We designed and carried out a project on terminology standardization, which is only one aspect of website translation. Writing the final report of our project, we refer to “macro-level challenges,” partly covered by Toury’s initial norms, which must be addressed before we offer solutions to “micro-level challenges,” which are highly dependent on macro-level decision making. Institutional website translation is no longer the business of only a translator or translators sitting at the computer. It is a never-ending process that should be based on a predefined language policy and requires the engagement of translators, technical staff, and senior administrators. We designed our project not only to contribute to terminology standardization in the University but also to draw the attention of administrators to the importance of institutional language and translation policy. We continuously remind that large institutions, including universities, need to set up a unit that is charged with the development and management of language policy and translation work of the institution.

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INSTITUTIONAL TRANSLATION IN NATIONAL CONTEXTS: QUALITY ASSURANCE IN GOVERNMENTAL INSTITUTIONS ACROSS EUROPE

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Abstract. Institutional translation has become an increasingly popular field of inquiry in Translation Studies, especially in relation to translation departments of top-level national or supranational institutions. As a result, descriptions of some specific features, such as quality assurance, have largely been derived from those contexts. To verify, if similar approaches are taken in lower-level institutions, an international survey of seven countries of the EU was performed, the outcomes of which are presented in this chapter. The survey focused on governmental bodies, typically ministries, and their translation departments, and enquired about their quality assurance practices. The following areas have been surveyed and compared: The use of translation technology, translation manuals/style guides, and an overall QM (Quality Management) strategy. The results show a rather balanced picture of prevalent use of CAT tools, with terminology management being the common practice. Revision is practiced in almost all departments. However, the best practice is hardly ever recorded in translation manuals and house style codes are rather an exception, which contradicts the common notion of quality assurance in institutional settings. It is argued that a more refined definition of institutional translation as regards the types of translating institutions is needed.

Keywords: Institutional Translation, Translation Quality, Translation Departments, Governmental Institutions, International Survey

Introduction

It has been stated (cf. Schäffner et al. 2014: 509) that "Analysing processes in other institutions is […] necessary to see how much similarity or variation [among institutions] there actually is". Thus, the diverse forms of translation practice would become apparent and would provide additional systematic accounts, which will ultimately lead to "enhanc[ing] our discipline of Translation Studies". By adding more institutions to the comparison pool, we intend to draw new conclusions on the applicability of past hypotheses on quality assurance practices in translating institutions, and, specifically, contrast supranational translating institutions with those on the national level.

The chapter compares approaches to quality assurance in selected governmental institutions of the following seven countries of the European Union: Austria, Belgium, Czech Republic, Finland, Germany, Italy, and Poland. The main lines of inquiry included the following:

- Basic information and statistics (languages supported, volumes of text and/or financial turn-around, the array of clients).
- To what extent are translation/interpreting assignments outsourced?
- What is the practice in using technology in the translation process (file management, computer-assisted translation – CAT, translation memory – TM, machine translation – MT)?
- Are there centralised translation guidelines (manuals/style guides) in place?
- What is the practice in terms of: revision, training, the quality aspect in the procurement process?

The chapter is divided into three main parts: The first (the introduction) contains relevant definitions of terms and concepts used, the second presents the underlying empirical research, while the third discusses the findings and gives some outlook for further research.

Academic Reflection on Institutional Translation

Before engaging with the actual topic of this chapter, i.e. a survey of translation quality practices in several governmental institutions of a number of countries of the European Union (EU), some preliminary remarks are necessary in order to introduce first the notion of quality in translation and, secondly that of institutional translation.

Quality, Translation, Institutions

Arguably, quality aspects of translators' activity were inherent in the early theories of translation (cf. Luther's *Sendbrief vom Dolmetschen* of 1530, E. Dolet's translation principles of 1540, G. Campbell's criteria of good translations of 1789 as well as many others). These statements/theories tended to be prescriptive, implying that when the given recommendations