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Additional Vocational Linguistic Training of Future Economists: TFPC program (Russian Context)

Language learning for specific purposes

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1. **ABSTRACT:** The paper investigates curriculum and training technology components of TFPC that is implemented within the framework of AVLТ of future economists at the Institute of Management, Economics and Finance, KFU. TFPC enables to integrate the core and additional vocational training. This results in general cultural and linguistic competences, translation expertise and, as a consequence, increases the students' competitiveness in the labor market which is the priority of Russian higher education.



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2. ABSTRACT: El artículo investiga los componentes del plan de estudios y la tecnología de formación de TPCP (Traductor para la comunicación profesional) que se implementan en el marco de FPAL (Formación profesional Adicional de Lingüística) de los futuros economistas. TPCP permite integrar el núcleo y la formación profesional adicional. Esto lleva a una competencia cultural y lingüística común, a la transferencia de conocimientos y, aumenta la competitividad de los estudiantes en el mercado laboral.

3. KEYWORDS: Traductor para la comunicación profesional, Formación profesional Adicional de Lingüística, el componente del plan de estudios, componente de tecnología de la formación, el campo de las competencias.

KEYWORDS: translator for professional communication, additional vocational linguistic training, curriculum component, training technology component, field of competences.

4. DEVELOPMENT:

Introduction

Training professionals with LSP (Language for specific purpose) skills in the framework of higher education in Russia is a priority area over the past two decades. While accomplishing two purposes, namely, to increase their own competitiveness, and to serve the interests of the country's educational system, higher education institutions offer additional education program "Translator for professional communication" (TFPC), a unique product in the market of educational services. It is designed for those who want to improve their fluency in foreign languages and to obtain additional qualification that enables to combine their expertise and translation skills for specific purpose. Analysis of the content of the programs that are implemented almost in every university of the country revealed the following: - the predominance of translation for specific purpose in order to improve professional language skills (Johns 1991, Dudley-Evans&St John 1998); - practice-oriented character of teaching (Kumaravadivelu 1994, Herbst, Chazan, Chen, Chieu&Weiss 2011); - the priority of increasing the efficiency of cross-cultural communication in the professional and business sector (Ulijn, O'Hair, Weggeman, Ledlow&Hall 2000, Ferraro&Brody 2015). Such programs are targeted at a wide audience: junior and senior students of universities, postgraduate students, professionals (economists, lawyers, professionals in humanities (public relations, social work, psychology and pedagogy), technical specialists (information systems, corporate clients which organize staff training to improve the skills of their employees). Popularity of TFPC program is due to blending special knowledge and practical skills (improvement of foreign language level in oral and written forms; development of universal translation skills from foreign languages into Russian and from Russian into foreign; work with professional



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terminology in the professional field; expanding the range and extensive development of practical translation and interpretation skills in the field of student's professional interest; a detailed introduction to cross-cultural aspects), which enable to successfully conduct professional activity at the international level.

This learning content in conjunction with the practice of translation allows to:

- to carry out before-translation text analysis (Kern 1994, Alcina 2008); define the purpose and type of the text to be translated;
- to choose a general translation strategy, taking into account its purpose and type of the source text; to convey emotional words in translation;
- to translate any part of the survey paper; to choose a translation unit; to identify and translate various types of linguistic meanings; to reveal the contextual meaning of the word;
- to recognize and translate various kinds of terms, select the Russian equivalents of the polysemantic words, to know misleading words and provide their adequate translation;
- to adequately translate different forms of modality, to translate emphatic constructions, to convey grammatical meanings in translation (Bybee, Perkins& Pagliuca 1994, Newmark 1996, Nida&Taber 2003);
- to master the basic skills of research work, the logic of the arguments in English;
- to use dictionaries and reference books as an expert;
- to correctly translate reviews, abstracts of the articles, humanities, social, political and scientific literature from English into Russian and from Russian into English.

Main Body

The main objectives of our research are: 1) to analyze curriculum and training technology components of Translator for professional communication program within the Additional Vocational Linguistic Training (AVLT) of Kazan Federal University (KFU), Russia; 2) to present practical results; 3) to prove the efficiency of integrating the core and additional vocational programs.

TFPC program of the Institute of Management, Economics and Finance (IMEF) that is implemented within AVLT is an extensive additional training course. Its purpose is to create translation expertise (the ability to extract information from a text in one language and to communicate it through the creation of text in another language). This comprehensive three-year program of economic non-linguistic institute combines philological and vocational components (Mardanshina&Zhuravleva 2014). Translation



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expertise for specific purpose is based both on a fluency in native and foreign languages and the industry knowledge of a professional (Pym 1992, Shreve 2002, Sirén&Hakkarainen 2002, Dimitrova 2005, Alves&Gonçalves 2007, Martín 2009). The qualification profile of a professional (Ulrych 2005, Calvo 2011) trained in the framework of the TFPC includes clear understanding of the basic theories of the language studied, knowing the current state of the problems discussed in the course, possessing the skills of bilingual interpretation and translation for specific purpose, conversing in the language within the topics and problems studied.

TFPC program is implemented since 2004 in the Training Centre of IMEF within the AVLT KFU and is characterized by two components: curriculum and training technology which directly depend on the field of general cultural and linguistic competences and translation expertise (GCLC) (TE) (Ismagilova&Polyakova 2014). GCLC and TE are elaborated by the administration of the Training Center in cooperation with the academic staff. These competences are based on the continuity principle in training, variability, specialism, interdisciplinary connections, integrated development of all kinds of speech activity, as well as relying on a spiral model of foreign language skills development (Balatti&Falk 2000, Swaffar&Arens 2005, Ertl 2006, Johnson&Valente 2008, Richards& Schmidt 2014). The student who mastered the program should possess the following GCLC and TE: to have sociocultural and intercultural communication skills which provide adequate social and professional contacts; to possess certain level of thinking, the ability to analyze and summarize information, to set goals and select ways of achieving them, to possess standard of speech and writing; to strive for continuous self-development, improving qualifications and skills; to own a system of linguistic knowledge including knowledge of basic vocabulary, word-formation rules and laws of foreign language functioning, its varieties; to be able to translate in accordance with rules of lexical equivalence; to be able to work with the basic data retrieval and expert systems, systems of knowledge representation, morphological analysis, processing lexicographic information and automated translation; to be able to work with electronic dictionaries and other electronic learning resources to solve linguistic problems.

The curriculum component of the program covers a set of core disciplines ("Introduction to Linguistics", "Theoretical fundamentals of the language studied" (Lexicology, Theoretical Grammar, Stylistics), "Practical course of a foreign language", " Russian language stylistics and culture of speech") (Figure 1), as well as specialist disciplines ("Theory of Translation", "Translation for specific purpose", "Practical") (Figure 2). The curriculum of TFPC program involves elective courses. They are "The practice of interpretation", "Annotation and referencing", "Business correspondence", "Language of advertising"(Gorelova 2014), "Country studies" (Figure 3). The duration of translation practice on the program is 5 weeks.

Analysis of TFPC curriculum component shows the following: 1) the predominance of practical subjects over theoretical ones (invariant part - 980 hours, variable - 170 hours).



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For example, in the invariant part of core subjects 65% is assigned to "Practical Course of a Foreign Language" with the classroom studies dominating (288 hours); a block of specialist subjects is characterized by a predominance of practical (45%) where individual and independent work prevails (218 hours), as well as by the subject "Translation for specific purpose" (42%) with independent work dominating (124 hours). In the variable part, elective courses are practice-oriented with class studies dominating (126 hours); 2) the predominance of classroom studies over individual and independent work (722 hours). The total amount of students' work on the TFPC three-year program within the AVLТ is 1500 hours (Figure 4).

In order to fully ensure the process of translators training within AVLТ in accordance with the qualification requirements, GCLC and TE, principles of organizing the training process, the administration and academic staff of TFPC program select training technology that will help to apply student-centered, activity, communicative and cognitive, sociocultural approaches (Galishnikova 2014). Thus, the training technology component of the program is represented in training technologies aimed at the comprehensive development of all kinds of speech activity. Namely, collaborative learning, cooperative learning, project-based learning, problem-based learning technology, personalized and differential instruction, game technology, distance learning (e-learning resources) (Altunay&Mutlu 2011, Vilagran 2012, Zalyaeva& Solodkova 2014, Kudryavtseva 2014, Domeño 2015). Implementation of training technology component would be impossible without relevant methodological support represented by study guides for classroom instruction in the disciplines of the program worked out by academic staff of the Training center reflecting the requirements of state educational standards of the Russian Federation; authentic basic teaching materials; software and Internet resources (Figure 5).

Results

As a part of the TFPC over the period from 2004 to 2015, 707 specialists were trained for translation for specific purpose (economics and business). The number of students enrolled at the moment is 336. The following factors testify to the efficiency of TFPC program: 1) retaining a proper language level, as well as formation of translation expertise for the purpose of undergraduate admission to the master's degree and postgraduate studies on economic specialty; 2) raising the academic mobility of the student body (international exchange programs); 3) increasing employment opportunities in multinational companies (Figure 6).

Students quit the program due to the following reasons: 1) the difficulty of combining different forms of training: day time (the core program) and evening (additional vocational program), especially for those getting bachelor's degree (91%); 2) financial straits (5%); 3) change of vocational schools as a part of academic mobility (4%).



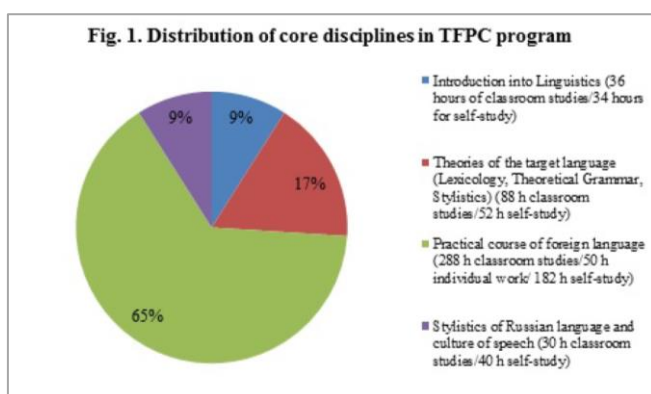
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Conclusion

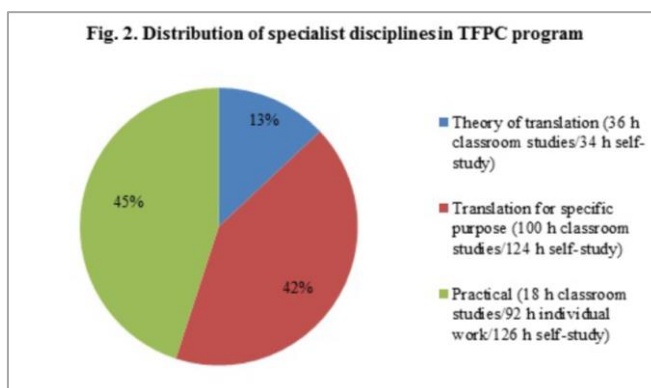
The study demonstrates the effectiveness of integrating core and additional training programs, which result in the formation of a set of competences required to work as a translator and to successfully develop in the profession as well.

The effectiveness of TFPC program and its competitiveness in the domestic market of educational services is evidenced by a positive trend in the number of students studying in the program (2004 - 65 people, 2015 - 336 people), as well as the growth of students' potential in the field of professional intercultural communication, their GCLC and TE development. For students they open opportunities for successful admission and study in doctoral and graduate schools of Economics, participation in international projects, employment in multinational companies.

4.1. GRAPHIC OR TABLE 1



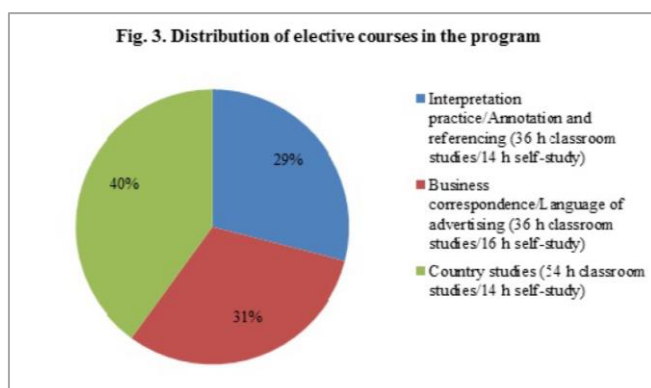
4.2. GRAPHIC OR TABLE 2



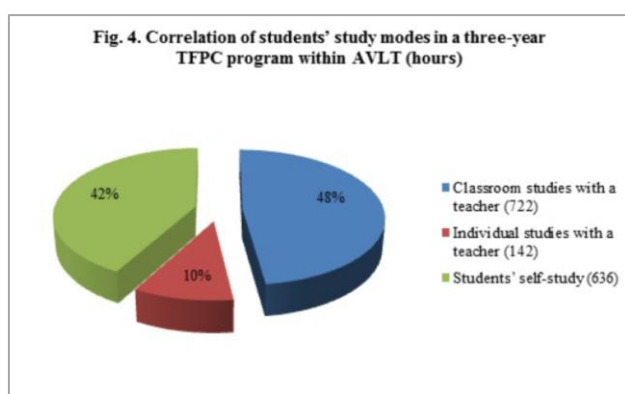


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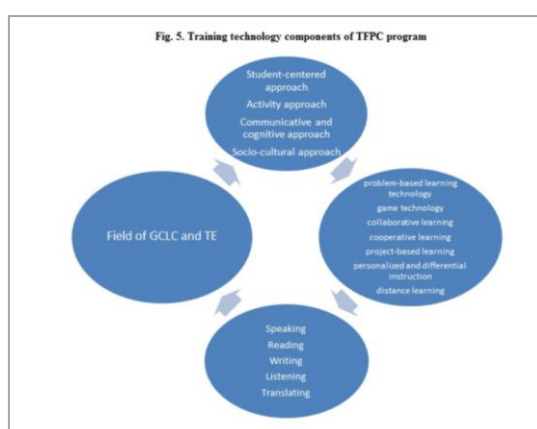
4.3. GRAPHIC OR TABLE 3



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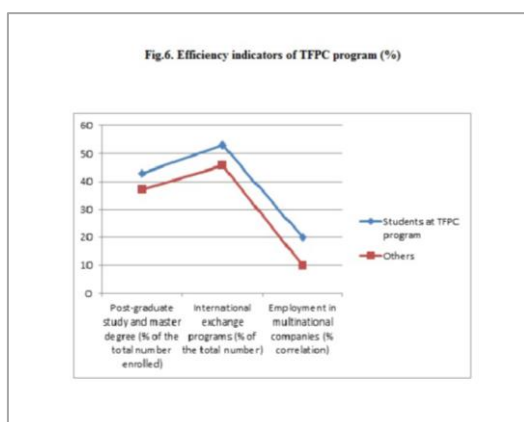
4.5. GRAPHIC OR TABLE 5





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4.6. GRAPHIC OR TABLE 6



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