

# CertTrans Study Guide

CIOL Qualifications Level 6 Certificate in Translation



- 3 Chartered Institute of Linguists**
- 4 Languages and the language profession**
- 5 The new CIOL Qualifications Level 6 Certificate in Translation (CertTrans)**
- 5 What is the qualification?**
- 5 Who is it for?**
- 6 CertTrans qualification structure**
- 6 About the Units**
  - Unit 01 General Translation
  - Units 02 and 03 Translation of Semi-Specialised Texts
- 7 About the assessment**
- 7 Advice to Candidates**
- 8 Study skills and planning your learning**
- 9 Research skills and pre-translation analysis**
- 10 Comprehension and related skills (decoding)**
- 11 Awareness of culture**
- 11 Transfer the information into the target language (encoding)**
- 12 Tips for refining language and preparing for your assessment**

9



### **13 Potential careers for language professionals**

- 13 International organisations**
- 13 Teaching**
- 13 Writing and authoring**
- 14 Copywriting**
- 14 Cultural advising**
- 14 Event coordinators**
- 14 Marketing and social media**
- 15 Localisation and transcreation**
- 15 Gaming**
- 15 Editing and proofreading**

### **16 Some encouraging facts!**

16



### **16 Information on resources and references**

- 16 Assessment resources**
- 16 Assessment related materials**
- 18 Examples of language specific publications (illustrative)**

# Contents

# The Chartered Institute of Linguists

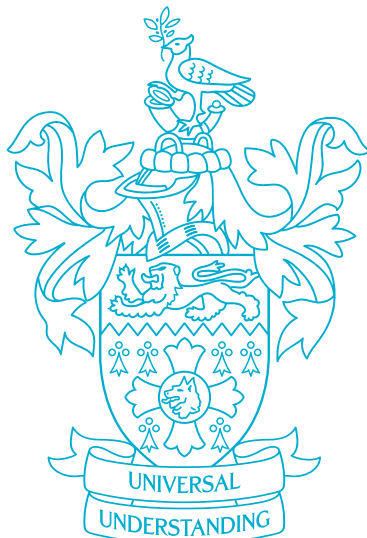
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Founded in 1910 and subsequently granted its Royal Charter by HM Queen Elizabeth II the Chartered Institute of Linguists (CIOL) is the UK's Royal Chartered professional body for translators and those using high level language skills in their professional and working lives.

CIOL Qualifications (CIOLQ) serves language professionals by providing the benchmark qualifications for translators and interpreters, which are recognised widely in the UK and around the world. These qualifications are also of lasting value to other linguists who may have different roles and who use languages on a regular basis within their work in business, the professions and government.

Our Diploma in Translation (DipTrans) has been the gold standard translation qualification for over 30 years and is taken in around 40 countries annually. Candidates all around the world recognise the career benefits that the highest level translation qualification brings.

Now the DipTrans is joined by the CertTrans which serves as a new benchmark qualification at Level 6 (degree-level) for organisations employing translators or who want proven written language skills. For employers of all types the CertTrans is a reliable validation of proven translation and wider linguistic skills.



If you are successful, you will be entitled to use the designation 'CertTrans' and will be eligible to apply for membership of the Chartered Institute of Linguists, the UK's Royal Charter body for language professionals.

We wish you every success with your studies and your CertTrans assessment, and look forward to the prospect of welcoming you to the global community of language professionals as a member of the Chartered Institute of Linguists.

# Languages and the language profession

Languages, and the professional language sector itself, are constantly changing and developing, with new vocabularies, norms, technologies, and expectations emerging all the time – not least with constant growth of digital content and social media, new translation tools and changing expectations in communication across cultures.

Trade, international cooperation, conflict, as well as people-to-people and cultural ties mean there is a growing demand for language specialists who can communicate and deal effectively with the ever-changing needs of companies, consumers, governments, public services, international organisations and more.

## *Languages enrich working life in so many ways*

Language professionals constantly absorb new words, ideas, concepts, developments, cultural and linguistic norms and innovate using the latest technological developments - alongside tried and tested methods - to ensure the highest quality and reliability of information transfer.

Language professionals also develop 'soft skills': showing and taking initiative, managing time and timescales, managing projects with both personal and team responsibility, demonstrating high levels of creativity, credibility and decision-making in sometimes complex and unpredictable situations. They develop independent

learning skills through their professional careers and acquire new skills as part of their continuous professional development and life-long learning.



Notwithstanding new translation technologies, the scope and variety of roles performed by language professionals have both expanded significantly in recent decades. Their skills are required not only for translating a text from one language into another but also for editing, carrying meaning into new contexts via localisation and transcreation, ensuring the quality of translations and texts produced and managing projects and people.

In this respect, the CIOL Qualifications Level 6 Certificate in Translation (CertTrans) offers candidates who have language skills an opportunity to enter or advance in the field of professional translation and the wider language professions, through the development and enhancement of their translation skills and knowledge. The qualification also offers a progression opportunity for those wanting to develop a career as a freelance translator or to advance their careers in translation companies or international corporations worldwide.

# The new CIOL Qualifications Level 6 Certificate in Translation (CertTrans)

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## What is the qualification?

The CIOL Qualifications Level 6 Certificate in Translation (CertTrans) provides evidence of working-level practical translation skills and knowledge for those wanting a career as a translator, to work as a translator for translation companies or to use their linguistic skills in international organisations worldwide.

The CertTrans is an accredited, UK-regulated qualification which can improve career prospects for people who want to work as translators or language specialists.

This qualification has been developed predominantly with entry-level and early career translation skills in mind, and as a foundation for progression opportunities towards higher levels of professional translation.

This qualification is aimed at career development for the following reasons:

- It equips candidates with translation skills necessary to respond to career and work opportunities in the international business, professional, government, cultural, NGO, and not-for-profit environment
- It provides opportunities for candidates to enter or progress in employment involving languages or translation

- It offers candidates an internationally recognised qualification
- It provides candidates with a global outlook and additional credentials to pursue international career pathways
- It supports and extends bilingual skills or those developed in university language degrees to a practical and professional use

## Who is it for?

The CertTrans is for candidates who possess excellent writing skills in their first language and solid language skills in a second language. This could be at honours degree level or C1 in writing the Common European Framework of Reference for Languages (CEFR) or candidates who have some established translation skills in the field of business, professional and other contexts.

## CertTrans qualification structure

To achieve this qualification candidates need to complete two units. The core mandatory Unit 01 – General Translation and one of the following:

- Unit 02 - Business and Commercial Translation Skills
- Unit 03 - Government and Public Service Translation Skills

## About the Units

### Unit 01 General Translation

Unit assessment time is 3 hours

Candidates will be required to translate a text of about 500 words into their target language. The text will be of a medium level of difficulty but non-specialised in nature. The translation must be completed to a high standard of accuracy in the target language ensuring the following:

- Accurate transfer of information
- Appropriate use of terminology, vocabulary and any jargon
- Accurate transfer of subsidiary information as well as register and tone
- Correct grammar and syntax
- Appropriate organisation, cohesion and coherence of the text
- Correct style, orthography, punctuation, accentuation.

The learning outcomes are the following:

LO1: Be able to produce translation of a general text that shows accurate transfer of information

LO2: Be able to produce translation of a general text that is grammatically sound, cohesive and coherent in the target language



### Units 02 and 03 Translation of Semi-Specialised Texts

Unit assessment time is 3 hours

Candidates will be required to translate a semi-specialised text of about 300 words into their target language. The text will be of a medium level of difficulty. The translation must be completed to a high standard of accuracy in the target language ensuring the following:

- Accurate transfer of information
- Appropriate use of semi-specialised terminology, vocabulary and any jargon
- Accurate transfer of subsidiary information as well as register and tone
- Correct grammar and syntax
- Appropriate organisation, cohesion and coherence of the text
- Correct style, orthography, punctuation, accentuation.

The learning outcomes are the following:

LO1: Be able to produce translation of a semi-specialised text that shows accurate transfer of information.

LO2: Be able to produce translation of a semi-specialised text that is grammatically sound, cohesive and coherent in the target language.



## About the assessment

The CertTrans is a working-level qualification that assesses translating skills to a high level of accuracy.

The pass mark for the assessment is 60%. Candidates who obtain between 72 – 88 out of 120 marks will be awarded a Pass and candidates whose marks fall between 89-104 marks will be awarded a Merit. Those reaching the aspirational Distinction grade will have achieved 105-120 marks. A translation can only be awarded a Pass if it is sufficiently accurate. Any translation which is not sufficiently accurate will be awarded a Fail.

Candidates will obtain the full CertTrans qualification only if they pass the core mandatory unit and one other mandatory option unit.

## Advice to Candidates

Candidates are advised to study the Qualification Specification carefully and make sure that they are fully aware of the demands of the assessment. In particular, they should ensure that they have sufficient training and/or experience to attempt an assessment at this level.

Three factors determine how much preparation may be needed in the run-up to this assessment.

1. Is there sufficient knowledge of both languages and cultures for the translation tasks.
2. What knowledge of relevant subject areas and experience of translating to

a high standard of accuracy candidates may have had beforehand.

3. The amount of translating practice, with feedback, that they have had or are able to receive prior to the assessment.

Additionally, in the preparation for the CertTrans assessment candidates may consider attending university or short professional courses, including modules in applied linguistics, translation, business and commerce, government and public service.

The choice of course will depend on requirements of each candidate and the level that they are at. Courses will provide some of the theory and an introduction to concepts and terminology for some of the topics offered within the topics for the CertTrans assessment. It is not possible to lay down any hard or fast rules regarding the extent and period of preparation that candidates require for the CertTrans assessment, since it depends on the knowledge of languages, specialised areas and level of experience in translating a variety of texts.

What can be said however is that a high level of language competence in the source and target languages is essential.

Candidates should be aware that professional translation can sometimes be a 'race against the clock'. In accordance, the assessment does introduce some time pressure which means that candidates need to select relevant texts and translate them within the time allocated for each part of the assessment. Candidates must



practise translating at the right speed so that they are prepared when they sit the assessment. This is very important, since many candidates in translation assessments say they ended up feeling there was not enough time.

Candidates are advised to revise specific topics covering areas in business and commerce, or government and public service, depending on the unit they choose. This revision should include both 'passive' and 'active' practice, i.e. it may not be enough to read and analyse texts in both languages but should also include translating texts on those topics and identifying areas or terminology which should be reviewed, learned or researched further.

Candidates also need to practise writing clearly in the target language. It may be helpful to engage peers as target language readers. If some sentences are difficult to read or understand, it

means that candidates may need to review the structure of those sentences or paraphrase; but at the same time, candidates need to make sure that the translation accurately represents the information contained in the source text.

Finally, when preparing for the assessment, it may be helpful to consider both the quantity and the quality of translating practice. The volume of practice is vital, but so is planned recovery time, otherwise there may be a feeling of 'burn out' and performance in the assessment may drop. Practice should be tailored to what will be really needed in the assessment. When translating texts, candidates need to identify their weaknesses and work on them to achieve a successful overall performance.



# Study skills and planning your learning

It is crucial that candidates start planning their learning well in advance of the assessment leading to the qualification. This is particularly important for candidates with less translation experience.

Candidates must identify the skills which need to be further developed and improved. Language skills are crucial since each translation task will involve understanding the source text correctly (decoding) and rendering or transferring the information into a target language (encoding) in such a way that the text reads as if it had originally been written in the target language. Writing skills in the target language should be both accurate and professional and demonstrate the ability to write in a variety of different styles.

The text produced should be as technically sound as possible in terms of grammar, spelling, punctuation, accentuation and so on. Candidates ideally need to perform regular writing exercises with a native speaker if possible, to seek feedback and suggestions for improvement.



## Research skills and pre-translation analysis

Research skills are vital for professional development of translators and more specifically when candidates work on and refine specific texts. In preparation for the CertTrans assessment, candidates need to learn how to conduct searches for lexical items or particular issues they encounter when translating practice texts. They can also learn from the experience of others and may consider joining translation forums. Translators also find and bookmark the most useful reference sources. This work will not only expand candidates' knowledge but will also enable them to analyse relevant lexical and grammatical issues and find appropriate solutions.

*Many translation problems are resolved by revising and reviewing a wide range of information ahead of assessment.*

In the exam, candidates will need to carefully read the introductory assessment rubric in English which contextualises the topic of the text and offers some information about target readership. This is important for understanding the content and context of the source text and the required decoding and encoding of the information presented in it.

Candidates will need to identify key terms and decide how they should be encoded within the given context. They may also

need to use dictionaries to research further any particular vocabulary, wording, proper names, cultural references or other information.

Before starting to translate, it is advisable to read the entire source text. Initial scrutiny of the source text is crucial at the beginning as it may not only reveal certain obvious features, some lexis and terminology and the basic argument or logic of the text, but also point to some cultural references, style and register, semi-specialist terminology, abbreviations, acronyms and extra contextual references which may need further reflection or research.

Generally speaking, it is at the reading stage that potential challenges start to emerge and where candidates will shape their general strategy or framework for the translation assessment. In other words, reading is aimed at overall comprehension and positioning the content and context.

Although there are time constraints, the importance of a thorough pre-translation reading of the source text should not be underestimated. The final translation will benefit from better understanding of essential text markers which may help build a picture of the text's overall logic. Thorough pre-reading will create a solid framework for the entire translation.

Overall, pre-translation analysis is aimed at identifying the major 'landmarks' of the source text to ensure the adequacy and accuracy of translation. Candidates need to consider the following questions:

- What is the text type?
- What is the text purpose?
- Which discipline and text specific conventions are used?
- Are these different in the target language?

During pre-translation analysis, candidates may also consider whether there are any linguistic features that are not available in the target language or may appear the same but have different associations, connotations, areas of usage or purposes.

### Comprehension and related skills (decoding)

Comprehension of the source text is paramount and will have an impact on how the information understood from the source text is encoded into the target text. The main indicator that a candidate has understood the source text is the accuracy of the translation: all information presented in the source text should be correctly transferred into the target text without any additions, omissions or misinterpretations.

It may be helpful to identify some common causes of lapses in accuracy. These could be as a result of the following issues:

- An inability to grasp the overall meaning of the entire sentence or paragraph, and therefore resorting to literal (word-for-word) translation
- Guessing the exact meaning of specific words or phrases instead of consulting a dictionary
- Issues with comprehension which lead to mistranslation of words, phrases, concepts or technical terms

- Omission of sections of translation either because they were not understood, there was a lack of attention to details or word or phrases were missed and, as the result, the information was not presented sufficiently accurately in the target language.

To ensure the transfer of **all** information presented in the source text, candidates need to perfect their attention to detail.

There are many useful exercises which candidates may find on the Internet, however the most useful may be to practise translations and check them against the original to see whether they transferred **all** factual information correctly e.g. numbers, measurements, proper names and the meaning expressed by such words as 'sometimes', 'often', 'may', 'might', or 'already'. These are small but important words which are often overlooked in translations.

To avoid inaccuracies in translation, candidates need to learn how to use monolingual and bilingual dictionaries effectively and this includes cross-checking meanings as well as understanding the text itself. Candidates often underestimate the role of dictionaries in the translation process. In some instances, it is advisable that more than one dictionary is used to verify the correct alternative.

It is vital that candidates treat dictionaries as guides and balance their personal experience with the ability to select an appropriate item for the particular context. Combining attention to detail

with the ability to deal creatively with various options in dictionaries is important. Candidates also need to stand back from their translations and ask themselves whether what they have written in the target language conveys all of the information presented in the source text and that all nuances and ideas are presented clearly for the intended readership.

### Awareness of culture

Another area which is important in translation is the awareness of cultural differences. Candidates need to update themselves regularly on various issues related to events in the country or countries of their working languages. They should also have a good understanding of the cultural contexts in both source and target language cultures. Cultural knowledge includes values, systems, and how people view the world. Translators need cultural knowledge to grasp the full significance or implication of the source text they are translating.

A source text could have references to particular international issues. In this and other cases, understanding the cultural context will help candidates navigate such references. It is also important to understand differences between source and target language cultures and culture-specific aspects of life: pastimes, customs, socialising and such like.

Candidates are advised to follow current affairs in both languages and pay particular attention to the language being used when describing particular events. New lexical

items appear in languages all the time to describe new events and phenomena. Candidates need to be aware of them and how to describe them in both languages.

Candidates can extend their cultural knowledge by:

- Living, studying and/or working in both source and target languages and cultures
- Regular reading, watching, listening to media in both languages, and paying attention to linguistic issues associated with specific events
- Attending a variety of cultural events
- Researching culture-specific events or topics which they may not be familiar with
- Having a native speaking mentor to guide and advise

### Transfer the information into the target language (encoding)

In the assessment the presentation of information in the target language (encoding) must respect the norms of the target language, e.g., grammar, punctuation, sentence structure, text cohesion, the use of terminology etc. The accuracy with which the information is presented in the target text is central in translation.

When presenting decoded information in the target text, candidates need to pay special attention to the choice of register, appropriate vocabulary, terminology and idioms. They must all reflect the intention of the source text. In other words, if the original source text was written 'for the educated lay-person' or 'for the readership

interested in the topic' or 'for business people working in a particular region', then the translation and the target text produced should also reflect the same readership.

Candidates need to remember that translation is not just about translating words, phrases or sentences; it is about understanding ideas presented in the source text and transferring them effectively into the target language and culture. Candidates need to establish the overall purpose of the text; identify the key messages the author wants to convey and then proceed to finding appropriate means of conveying those ideas into the target language.

Word-for-word or literal translation may lead to the production of stilted or inappropriate style in the target language and may also result in some misinterpretations which could confuse the target readership.

Coherence of sentences, text cohesion and organisation of work may suffer when candidates adhere too closely to source language sentence structures and patterns. The target text may read awkwardly for the target readership or even be difficult to understand. It is important to learn, while practising translation exercises, how to present information in the target language so that it reads as if it has originally been written in that language, and at the same time accurately covers all ideas expressed in the source text. This is the central challenge of translation.

Candidates should use their analytical language skills to deal with semi-specialised terminology in both source and target languages.

It is also important to note that candidates should avoid the use of informal language, for example: 'doesn't', 'can't', or 'won't' in English, unless this is the style of the source text. It is therefore important that candidates allocate time at the end of each unit for a review of their text, to ensure that it adheres to the norms of the target language and reads appropriately for the intended context and audience.



## Tips for refining language and preparing for your assessment

- Set learning goals – short and long term
- Challenge yourself daily
- Learn common vocabulary (approximately 15,000 to 25,000 words) and word families
- Use flash cards for reference and self-checking
- Connect with native speakers
- Stay abreast of the culture of the language
- Practise speaking
- Use a language App
- Visualise words you are reading, learning or speaking to make memory connections
- Test yourself regularly
- Talk to yourself in the other language and think in it as much as possible
- Practice with word games (word of the day; crosswords etc)
- Watch movies with subtitles in your target language

# Potential careers for language professionals

Those candidates who achieve the CertTrans have demonstrated skills which will help them progress in their translation careers. They can then further develop specialisms such as medical, business, legal, etc. or develop knowledge in new areas or fields from economics, science and technology to arts and culture. They may consider becoming freelance translators, working with or through translation agencies, or in-house translation roles. To be qualified as a translator opens a world of opportunity globally.

## International organisations

Some candidates may be interested in working for international organisations e.g. United Nations, FIFA/UEFA/IOC, UNESCO, The European Commission (EU), ECRB and many others. These organisations usually consider your previous experience and qualifications. Having the CertTrans will prove you have the skills and experience in translation and that you have the necessary skills to work successfully in an international context.

## Teaching

Language professionals often combine teaching and translating. They may teach languages, translation or other related subjects at universities or other institutions, and may conduct research in the field of languages, translation and many other subjects. At the same time,



they may continue to work in translation and translate texts in their free time. Inspiring and educating young people to learn a second or third language is a vital contribution to society.

## Writing and authoring

Translation is all about the written word. Many translators may be writers and become excellent translators of literature. For others translation is like a 'professional hobby'; they enjoy working on 'translation puzzles' and finding the best solution when translating from one language into another.

## Copywriting

This is another potential area for career development. A copywriter creates texts to describe products or services for consumers and businesses. A translator-copywriter takes a text and converts it to

a different language, for example, for a website that has multiple language options or a product that is being distributed outside the country where it was produced.

This job is highly creative as the translator needs to convey not just the words, but be persuasive and clear, and to retain the appropriate tone and brand style for target readers. They may also need to make adjustments for different vocabulary and cultural variations.

### **Cultural advising**

A cultural adviser may work for a government, a Non-Governmental Organisation (NGO), the United Nations (UN) and affiliates or any organisation that deals with multiple languages when developing policy or planning international strategy. They research and collate relevant documents and sources, and may translate them, create a summary in the local language, or both.

Cultural advisers may offer briefings or any other information to organisations sending their colleagues abroad, or those who already work internationally and require advice when conducting negotiations or dealing with other issues. Supporting analysis, diplomacy and cultural sensitivity in publications, texts and reports are all essential skills for organisations globally.

### **Event coordinators**

Translators may work as event coordinators. They plan, organise and promote meetings and events. Companies and organisations with international exposure often require event coordinators to be bilingual so

that they can manage events in different countries, with international guests or international contractors and contributors. Close attention to detail is a must, language skills are essential, and cultural awareness and sociability are distinct advantages too.

### **Marketing and social media**

Social media is key for contemporary marketing practice. Tweets, posts and ads can be instantly viewed around the world, making social media a vital source of revenue and marketing advantage for today's companies as well as a vital part of social, political and cultural life.

Just like a copywriter, the social media analyst must capture the essence of a text and translate it in a way that both retains the clarity and intent of the original and captures the interest of the target audience in their language. Digital content must be written in appropriate style for tweets, posts or any other social media. This requires cultural awareness, marketing savvy and creative flair.

Despite the significant progress in the development of translation software, cultural sensitivity and a human touch continue to be essential for translation and communication globally.

### **Localisation and Transcreation**

These are two other areas which require a combination of high-level skills in translation and creative writing. Localisation is the process of adjusting the functional properties and characteristics of a product to accommodate not only the difference

in language at a basic translation level but also the cultural, political and legal differences of a foreign market.

Transcreation goes beyond the language to address cultural adaptation by adapting nuances, idioms, speech and specific phrasing. This may involve adapting or even completely changing or substituting wording, images, or even video. To successfully transcreate a message, it must elicit the same emotional response in the target language as it did in that of the source language.

### Gaming

Gaming is a vast global market. Video game translators and testers work closely with game designers to ensure accuracy in the translation of game text and dialogue for international editions. They proofread written text and play games at length to look out for appropriate adaptation and continuity as well as technical bugs. They may be required to write reports and summaries and to carefully log errors and bugs for developers to address.



### Editing and proofreading

Many translators work as editors, proof readers, verbatim reporters (e.g., UN) or revisors in publishing and international organisation.

### Other related fields

Translators also work or apply their translation skills in government, public services, the Armed Forces, security, intelligence, software development, neurolinguistics, psycholinguistics and many other related fields.

### Wider skills

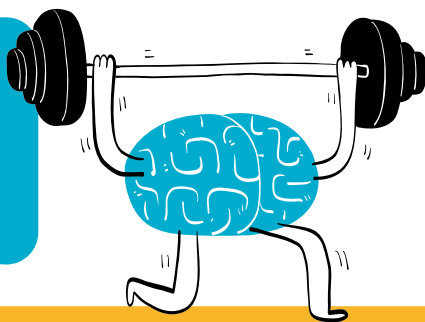
Advanced language skills, as evidenced by the achievement of the CertTrans, demonstrate candidates have important wider professional skills including: attention to detail, time and project management, mental agility, multicultural and self-awareness and self-discipline.



# And finally...

## Some encouraging language facts

Learning a second language makes it easier to learn a third or fourth because your brain becomes more efficient at managing volumes of information and sensitivity to sounds.



It is never too late to learn another language. Whilst young people have the apparent ability to learn more quickly and with more ease, adults can learn another language as effectively with time, practice and immersion. With the addition of numerous language learning Apps and ubiquitous online language content, there has never been a better time to learn another new language.

Having a second, third or fourth language can also help to delay cognitive decline. There is a consistent and growing body of research that finds that bilinguals and multilinguals can stave off symptoms of dementia for longer than their monolingual counterparts.

The benefits of having several languages include: improved cognitive functioning, greater employability and social and cultural adaptability. They are also great fun!



# Information on resources and references

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There are many resources for reference and revision that may support your studies. As an Awarding Organisation we do not recommend or endorse third-party resources.

## Assessment resources

The assessment is 'open book' which means candidates may use the following:

- Hard copies of general bilingual, monolingual, and specialist dictionaries
- Published glossaries and / or personal word banks
- Various reference materials including encyclopaedias

## Assessment related materials

Depending on the units chosen, candidates should familiarise themselves with as wide a range of source materials relevant to that context as possible.

## Books

- Abbott, D. (1998) Culture and identity. London: Hodder and Stoughton.
- Baker, M. (2011) 'In other words'. London: Routledge.
- Dollerup, C. & Vibeke, A. (eds.) (1995) Teaching Translation and Interpreting 3. Amsterdam: John Benjamins Publishing Company.
- Fawcett, P. (1997) Translation and language. Manchester: St Jerome.
- Hall, S (1997) Representation: cultural representations and signifying practices, London: Sage in association with the Open University.
- Hickey, L. (ed.) (1998) The Pragmatics of Translation. Clevedon: Multilingual Matters Ltd.
- Krouglov, A. (2013). Do Language Policies Influence Translation Training more than they ought to? Undoing and Redoing Language Planning and Translation Policy. CIUTI-Forum 2012. Peter Lang. Doi:10.3726/978-3-0352-0219-9
- Krouglov, A. (2018) Translating Taboo Words in Political Media Discourse - Challenges for Translators. Proceedings of the 8th International Research Conference: Topical Issues of Linguistics and Teaching Methods in Business and Professional Communication. Moscow: RUDN.
- Lewis, R.D. (2006) When cultures collide. 3rd edn. Boston: Nicholas Brealey International.
- Malyuga E., Krouglov A., Tomalin B. (2018) Linguo-cultural competence as a cornerstone of translators' performance in the domain of intercultural business communication. XLinguae European Scientific Language Journal. DOI: 10.18355/XL.2018.11.02.46
- Mossop, B. (2014) Revising and editing for translators. 3rd edn. Manchester, UK and Kinderhook (NY), USA: St Jerome Publishing.
- Newmark, P. (2003) A textbook of translation. Clevedon: Multilingual Matters.
- Samuelsson-Brown, G. (2010) A practical guide for translators. 5th ed. Bristol: Multilingual Matters.

- Greenbaum, S. and Nelson, G. (2002) An introduction to English grammar. London: Longman.
- Hatim, B, and Mason, I. (1997) The translator as communicator. London: Routledge.
- Sin-wai, C. (ed.) (2015) The Routledge encyclopedia of translation technology. London/ New York: Routledge (Chapters 1-3, 5-6).
- Byrne, J. (2006) Technical translation: usability strategies for translating technical documentation. Dordrecht: Springer.
- Declercq, C. (2011) 'Advertising and localization', in Malmkjær, K. and Windle, K. (eds.) The Oxford handbook of translation studies. Oxford and New York: Oxford University Press, pp.262-274.
- Desblache, L. (2001) Aspects of specialised translation. Paris : La Maison du Dictionnaire.
- Perteghella, M. and Loffredo, E. (eds.) (2006) Translation and creative writing: perspectives on creative writing and translation studies. London and New York: Continuum.
- Shuttleworth, M. & Cowie, M. (1997) Dictionary of Translation Studies. Manchester: St Jerome.
- Wright, S.E., and Wright, L.D. (1993) Scientific and technical translation. Amsterdam: John Benjamins.

### Examples of language specific publications (illustrative)

#### Arabic

- Dickins, J, Herve, S. & Higgins. I. (2002) Thinking Arabic translation: course in translation method, Arabic to English. London: Routledge.
- Hatim, B. (1997), English-Arabic/Arabic-English translation a practical guide. London: Saqi.

#### Chinese

- Chan, Sin-wai (Ed.) (2018) An Encyclopaedia of Practical Translation and Interpreting. Hong Kong: The Chinese University of Hong Kong Press.
- Shei, Chris, & Gao, Zhao-Ming (Eds.) (2017) The Routledge Handbook of Chinese Translation. London & New York: Routledge.
- Lu, Gusun (Ed.) (2007) The English Chinese Dictionary. 2nd Edition. Shanghai: Shanghai Translation Publishing House.

#### English

- Carter, R. and McCarthy, M. (2006) Cambridge grammar of English: a comprehensive guide. Spoken and written English grammar and usage. Cambridge, New York: Cambridge University Press.
- Crystal, D. (2004) Rediscover grammar. London: Longman.
- Duff, A. (1981) The third language: recurrent problems of translation into English. Oxford: Pergamon.

## French

- Astington, E. (1990) *Equivalences: translation difficulties and devices: French English, English French*. Cambridge : Cambridge University Press.
- Chuquet, H. (1987) *Approche : linguistique des problèmes de traduction Anglais-Français / Français-Anglais*. Paris : Ophrys.
- Guillemin-Flescher, J. (1993) *Syntaxe comparée du Français et de l'Anglais : problèmes de traduction*. Paris: Ophrys.
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