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## 摘要

本地化行业是为客户的产品或服务提供语言文字和技术服务, 以使其顺利走向国际市场的新兴行业。其中, 软件本地化占有很大的市场份额。随着经济全球化的深化, 本地化需求也逐步扩大, 与此同时, 本地化人才, 尤其是本地化翻译人才成为市场紧缺的人才。本文旨在通过对本地化翻译人才所需技能的分析及对国外本地化翻译课程在大学中设置情况的介绍, 研究本地化行业对中国翻译课程设置及学科建构的启发, 并提出将本地化翻译课程引入中国翻译课堂的初步构想。

中国的本地化行业起步较晚, 本地化人才培养观念相对滞后, 至今仅有一些职业培训公司开展对本地化人才的培训, 而国外一些大学已陆续开设本地化课程。对行业内本地化项目操作中翻译过程的详细审视, 以及对国外开设本地化课程成功经验的探讨借鉴, 将为我国本地化人才培养乃至翻译学科构建产生十分积极的影响。

本文采用描述性研究的方法, 首先对本地化行业及其翻译环节进行了详细介绍。对本地化行业的起源、发展、现状, 本地化项目实施过程和本地化操作中翻译过程的具体情况进行了描述; 对本地化翻译的特点进行了总结: 包括其处理的源文本语言、类型, 借助的翻译工具和技术, 翻译策略等; 对本地化翻译伦理, 公司提供的本地化翻译培训等情况进行了介绍。继而通过对翻译能力相关理论的回顾, 分析与之相比本地化翻译能力的特点, 据此指出现行翻译教学的一些不足之处。最后介绍了国外本地化课程的开设情况, 提出了中国本地化课程设置的建议, 并结合翻译能力理论以及我国翻译教学现状, 指出不久的将来在我国翻译教学中开设本地化课程不仅符合客观需要, 而且是现实可行的。

**关键词:** 本地化 本地化行业 本地化翻译 翻译教学

## Abstract

The localization industry is a newly emerging industry that provides language and technical services for the clients' product or service to ensure its survival in international markets, in which software localization take a large portion of the market shares. With the extension of economic globalization, there is growing market demand on localization, and consequently on qualified employees of localization or localization translation. This thesis is based on a detailed research and analysis of required skills of localization translation, as well as an introduction of existing oversea practices of including localization courses in translation teaching. The study aims at discussing the light that the localization industry shed on translation teaching in China, and proposing the inclusion of localization courses into Chinese translation curricula.

Since the localization industry took off in China much later, not much attention has been paid to localization teaching and training, and there is only some professional training institutes available for localization skills training. However, localization courses are already in presence in some oversea universities. A close examination of the translation process included in a localization project, and absorption of successful experiences of western universities opening localization courses in translation teaching will have profound positive influence on Chinese localization teaching, and even on the construction of better translation curricula.

A descriptive research method is assumed in the study, which begins with a detailed description of the localization industry and especially the translation section within, including information on the history, development, market demand, and present situation, as well as on the workflow of a localization project and its translation process, in which the special features of localization translation—source

text language and text types, translation tools and technology applied, translation strategies and guidelines, etc.—are discussed; localization translation ethics, trainings offered by localization companies and even performance evaluation methods are described. Then there is a review of translation competence theory, on the basis of which localization-specific translation competency is discussed, and the status quo as well as problems of Chinese translation teaching is evaluated. At last, western practices of localization teaching are introduced, and a suggested localization course design in the Chinese context is proposed. The oversea experiences considered together with the situation of Chinese translation teaching as well as the translation competence theory, lead to the conclusion that including localization courses in Chinese translation curricula in the future is not only necessary, but also possible and practicable.

**Key Words:** Localization    Localization Industry    Localization Translation  
Translation Teaching

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## Introduction

### Research Background

It is the rise of the localization industry that inspired this research. The establishment of Localization Industry Standard Association (LISA) in 1990 marked the formation of the localization industry, which mainly deals with the adaptation and modification of products or services to suit specific target markets. The localization process is actually a crucial step to globalize a product or service, and only with successful localization will the product or service achieve successful globalization.

The localization industry, which arose in the 1980s, stemmed from the computer software industry and is developing faster than ever with the inevitable trend of the economic globalization. Consequently, together with the increasing market demand on localization, there grows a large demand within the industry on professional employees, and especially translators, since most localization projects involve much translation work which has special features of its own compared with traditional translation. The keenly-felt lack of professional localization translators is such that some oversea universities have long included localization courses in their translation curricula. Books have been written introducing the localization practice, and some articles are written on designing scientific course syllabuses for localization courses.

In China, although the localization industry has just taken off, it is already developing quite rapidly, and yet due attention has not been paid to it especially in the academic field of translation. There is to date only one book on Software Localization. Articles and papers have been written introducing this industry, its marketing strategies, etc. And the requirements for translators in localization companies have been touched upon. A few avant-garde scholars have discussed and proposed

including localization courses to translation teaching in China, among whom there are Cui Qiliang, a specialist in localization industry, and Professor Miao Ju from Nankai University, a renowned scholar of translation theories and practices as well as translation teaching.

This study seeks to carry out a more detailed investigation into the localization industry, localization processes and the translation section within, and by identifying the special features of localization translation and analyzing the basic skills required in localization translation, find out what is expected from professional localization translators, so that we might adjust and improve translation teaching in China by including localization courses to the curricula.

### **Objects of Study**

The objects of this study include major features of the translation process presently in practice in the localization industry, the increasing demands for localization translators, the required localization translation competence as compared with general translation competence, as well as the light that localization translation may shed on translator training and on the construction of more integrated translation pedagogy. Also, the localization course designs in oversea universities, the Chinese context for including localization in the classrooms, as well as the necessity and practicability of including localization in the Chinese translation curricula are among the objects of the study.

### **Objectives of Research**

After an analysis of the reasons for the quick emergence of the localization industry as well as its growing demands for professional localization translators, this



study aims at introducing the basic concepts, tools and strategies of localization and localization translation to inspire translation and translation teaching, and beckoning the setting of localization courses in the Chinese translation curricula with considerations both on oversea practices and the Chinese context.

### **Methodology**

Descriptive method will be employed to investigate how the localization industry came into being, how they developed through time and what their present practices are. Analytical method and comparative method will be used to explore the difference as well as similarities between translation in its traditional sense and translation in localization, and between general translation competence and localization-specific translation competence. Besides, examples will be collected to show how oversea universities apply localization to their translation teaching courses.

## **Chapter One General Review of the Localization Industry**

The rapid development of science and technology is constantly making the world smaller and smaller. More and more business corporations around the world are no longer willing to be restricted in their own countries, and are considering expanding business across the national border. Globalization is becoming a trend. Goods and services that were once made and consumed at the same place can now be accessible in various parts of the world. However, sometimes the complexity of the goods or services is such that they cannot be simply sold and accepted in other places as easily as apples are. They must be produced with the potential to be adapted and localized in other places so that customers there will be able to enjoy them just as easily. Basically two procedures are involved to ensure the successful globalization of a product or service.

### **1.1 Globalization, Internationalization and Localization**

The word globalization used in this thesis refers to “all of the decisions and activities required to make an organization truly international in scope and outlook”, as is defined by LISA, the Localization Industry Standard Association (Lommel 2007:1). The globalization process is maintained through two phases, the first being the planning and preparation stages for the product or service where it is built with considerations of supporting global markets, known as internationalization, and the second being localization, which is defined by LISA as “the process of modifying products or services to account for differences in distinct markets” (ibid.:11). Namely, the internationalization process “consists of abstracting the functionality of a product away from any particular culture, language or market so that support for specific

markets and languages can be integrated easily” (ibid.:17), whereas the localization process is the translation and adaptation of the product or service to be sold or used in another market. The whole globalization process can be described in Figure 1.1:

The processes of internationalization and localization are two interdependent phases that make up the complete globalization process. The goal of the internationalization process is to make the product easy and quick to localize while the localization process is to adapt the product according to the local cultural expectations and other conventions of the target market, so that it would easily fit in with them and the eventually globalization of the product is ensured.

Both phases are quite necessary. In fact, Alvin Yeo compared them to the

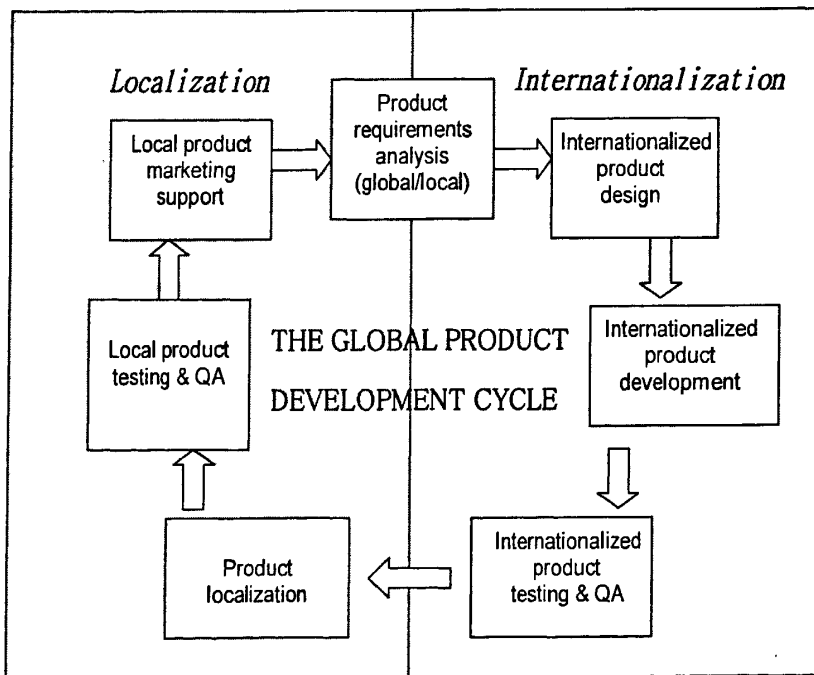


Figure 1.1 The global product development cycle (qtd. In Lommel 2007:19)

bottle-and-bottle-top relationship in a paper he wrote for ACM’s Special Interest Group for Computer-Human Interaction (SIGCHI). According to him, the bottle

represents the internationalized source code that can be fitted into bottle caps through a screw top. Each bottle cap represents “a cultural interface or localization file” that is designed to fit the screw top of the bottle. Localized products or programs are capped bottles. And, with successful internationalization processes, localization processes would become easier, maybe as easy as replacing a bottle cap (Yeo 1996:1).

## **1.2 The Localization Industry**

While localization is considered by some to be the star product of the translation industry as a whole, it has, in fact, become an independent industry of its own. The brief history and market demand of the industry, the industry associations as well as recent development in China will be introduced, and major issues that localization actually addresses will be touched upon in this section.

### **1.2.1 Brief History of the Localization Industry**

Localization as an industry has a slightly longer history compared with globalization industry as a whole, since the significance of internationalization process is realized comparatively later, and it is then that the notion of product or service globalization is largely used. Yet still, the localization industry is relatively quite young.

The localization industry arose in the 1980s, stemming from the computer software industry. Due to computer software applicants' special quality of being easily portable around the world, and yet at the same time bearing textual contents that have to be made understandable by being transferred into local languages, some companies appeared that specialized in the translation of software along with some technical tasks. The process was named localization, to differentiate from regular verbal translation that focuses solely on the transferring of messages of words.

The founding of LISA, the Localization Industry Standard Association marked

the formation of the localization industry. Yet until 2001, most clients of LSPs (localization service suppliers) were from computer software and hardware industries, with some expansion into a few other technical fields like electronic appliances, medical equipment, etc, where software components play an important part. With the development and wide penetration of the information technology, however, localization has become quite common nowadays. It is no longer merely a part of the software industry. Instead, it is “playing a fundamental role in almost every vertical industry” (Lommel 2007:7)

### **1.2.2 Recent Market Demand**

Market Demand of the localization industry is huge and is constantly and rapidly on the increase. The definite size of the Industry is somehow hard to assess, and till now, no such survey has been made on the world wide spending on localization. A very conservative estimate made by LISA in 2001 showed that the number was 5 billion USD per annum.

Taking a look into just those 2006 Global Fortune 500 companies' revenues, we may again conservatively arrive at the conclusion that 59 billion of their revenues would not have been made possible without localization, their total revenue being 5.9 trillion. To count the international sales dependent upon localization as 10% of the total is almost surely a big underestimation (Lommel 2007:8).

In fact, according to LISA, today companies are receiving approximately \$25 of additional revenue for every \$1 spent on localization” (ibid.). Moreover, the market continues to grow each time a new product or service is created.

Even though it is so far difficult to know the exact size of localization market, one thing is certain. Localization spells a major opportunity for companies craving for increased sales, and also for companies providing the services to do the favor.

### **1.2.3 Localization Industry Associations**

There are to date a number of industry associations for localization that seek to further this particular profession. They are entrusted by members of the localization business with maintaining control or oversight of the legitimate and efficient practice of the industry. Here we give special emphasis to LISA and GALA associations as well as the TILP institute, with a glance at other widely-known associations of the localization industry.

LISA was founded in 1990 in Switzerland. It is a private, non-profit association, and the premier organization for the GILT (globalization, internationalization, localization and translation) business communities. It aims at promoting the localization and internationalization industry and provides guidelines and language technology standards for enterprises of globalization. This association has a wide range of membership. The LISA members are from a wide variety of relative industries, and are granted the access to recent research results and information and support. Technical standards are provided to the member open and free, to help them reduce costs, promote freedom and interoperability.

GALA, with its full name as the Globalization and Localization Association, is another important international association for the GILT industry. It is also a fully representative and non-profit association that was founded on April 15, 2002. The initiators were 15 localization companies from 12 countries on four continents of the world that had strongly felt the need for a fully representative and international industry organization that would ensure the progress of the industry by enabling the fellow companies to share information and collaborate so as to actively promote the industry. With these purposes, GALA was created, giving its members a common forum to discuss related issues, create innovative solutions to promote the industry, and to present a joint and more powerful-voice within the industry and to the outside

community. Its major mission is to promote collaboration between all the companies that provides products and services in the GILT industry.

The Institute of Localization Professionals, or TILP is a professional institute for this industry, and the industry's only professional institute based solely on individual membership. Its primary aim is to develop professional practices in the global localization business. TILP is a professional body in two ways, namely representing both localization industry professionals and professionals that are active in localization relative areas. Maintaining direct contact regularly with localization companies, government departments, agencies and researchers, it sets examinations of competence and acts for practitioners, acting as a licensing authority that provides professional certification and as a reference point at global level for those who require information about it. Besides, it provides various academic and commercial localization training programs, among which there is the Certified Localization Professional (CLP) program, the only professional program of its kind to be delivered globally on a non-profit basis.

Besides the three above-mentioned associations that are of major importance, there are several other grandly accepted organizations in practice dedicating in the localization industry. Among them there is the Localization Research Centre (LRC), which centers round information, education and most importantly research on localization. The PAL, or the Professional Association of localization, mainly concerns about protecting and promoting the rights and interests of the practitioners of the industry. There is also the Localization Institute, which aims at offering resources as well as training for the GILT Industry, and serves as an organizer of various seminars and conferences concerning this area. ClientSide News is also one worth mentioning, as it is a leading organization with a clear focus on the client side of the industry. Through a series of events, publications, education, reports,

technology divisions, etc, CSN serves as a common forum for sharing solutions. It claims to be a champion for client issues.

So far no such associations are found in China yet, and there is voice within the industry and outside the community claiming that we should establish localization industry associations of our own to boost communication and the exchange of information among practitioners in China. Although this has not been made possible due to difficulties of various kinds, we may safely predict that there will be such organizations in the near future. In fact, some local Chinese organizations are already bonding and cooperating with international localization industries, for example, Translation Association of China (TAC) and LISA has come to agreements where they claim to give each other's members recognition and membership privileges when they take part in certain activities organized by each other. Also, GALA is going to collaborate with TAC as well as Shenzhen Translation Association this year to host the China International Summit on Business Globalization & 2009 China International Translation Industry Forum, where there will be a special GALA session to be hosted by James Hollan, the Secretary of the GALA association.

#### **1.2.4 Recent Development in China**

Since it came to China, the localization industry in China has been developing quite rapidly, and with the constant development of science and technology, as well as the ever stronger promotion on the part of the government, corporations and experts in this field, the industry is experiencing significant changes in many aspects.

As early as the 1990's, some international localization companies have seen the potential market in China and expanded their business into the Chinese market, where they focus on software localization. Lionbridge, Bowne Global Solutions and SDL International are just a few examples of this. Since then, many other big localization companies that intend to do business on an international scale have set their eyes on



China and quickened their paces of developing localization business in China, since various events, such as joining the WTO and hosting the 2008 Olympic Games add much credit to the potential of rapid and steady economic development. Besides, the information technology service industry in China as a whole has showed signs of great developing potential. These altogether are the forces that attract the oversea localization companies to China and provide wide-ranged localization services and solutions.

Secondly, software localization companies within the national border—for example ArtM, Worksoft, Beyondsoft and Hisoft— have been increasing both in number and in sizes. As they dip deeper into the industry, their business scale, service quality and market development have been improved. Richer experiences in localization projects have enabled them to discover and offer exactly what the customers want and they are changing from service providers of a single language into those of multiple languages. More and more traditional translation companies of science and technology are attempting to enter into the localization industry, offering localization and other related services. Joining localization industry associations, they take localization trainings and begin this expanded business. It is a push-and-pull force that effects the transfer, with the shrinking profit margin of the traditional translation markets and the appeal of larger profits of the localization markets.

### **1.2.5 Major Issues that Localization Addresses**

While new scientific and technological environments give birth to new industries like localization, the latter ones in return call for practitioners of new or new combination of skills and expertise. The localization industry and its practitioners mainly deals with four types of issues, namely linguistic issues, physical issues, business and cultural issues, and technical issues, as are identified in *The Globalization Industry Primer* by LISA (Lommel 2007:13)

Linguistic adaptation is a necessity when and whenever a product or service is introduced to a place where people do not speak the language in which it was designed, thus it constitutes a major part of the whole localization process. It is given to any textual components of the product or service, such as the user interface of a computer software, the user instruction of a machine, or even the marketing materials of a business company. Thus language translation skill is needed in this process.

Physical issues may also be crucial to a product or service, which, if not dealt with properly may make it a complete failure. Some physical parts of the products have to be adapted to be acceptable to people in a particular local market. For example, the steering wheels of automobiles have to be on the right side of the vehicle if they are to be sold in UK, Australia, India or Japan, whereas in other parts of the world people prefer them to be on the left. Other examples include the different voltage of electric appliances required in different countries, various types of outlets or different types of computer keyboard layouts in use in different countries and regions, etc. In some cases, without proper adaptation a product may not even be legal in the target market. Local standards and government regulations must be met. Technicians will be needed for these seemingly simple processes, which may actually cost lots of time and expense.

Business and cultural issues must also be considered. Local currencies and accounting conventions, local address and telephone number formats, and even the formats of names must be supported. Otherwise these seemingly trivial issues might result in the negation of the whole product due to the frustration or even rejection on the part of customers. Local culture norms and expectations should be met, so that some other features of the product such as colors and graphics may need to be adapted. Technical issues mainly refer to those that need to be dealt with at the engineering stage of the product design. Language supporting is usually included in

this type. Special characters or letters that make up a certain language must be considered, and in some cases, right-to-left writing habits require special text-handling routines in computer software. Due to the complexion of these technical issues, they must be foreseen and considered from the early stages of the product design.

Since the localization industry deals with problems that expand far beyond pure text translation, employees of the industry have to be with certain combinations of skills to qualify for the job, ones that slightly differ from the long-existed translation skill patterns that people are familiar with. Only by identifying what skills the localization industry wants and finding the right employees can this industry run more efficiently. On the other hand, employees with a proper scope of knowledge and skills are in great and increasing demand for this industry.

## **Chapter Two Translation in Localization**

Since localization addresses a wide range of issues and the localization service deals with all kinds of problems that may emerge during the process when a product or service is sold or used in the target market in another country/region, no two localization projects are quite the same. Each project has some specific requirements of its own. While actual localization practices may differ, a basic model may be identified that can be somehow representative of the general localization process. In most cases, translation is a sub-process that is of vital importance in many respects. Besides, now that the notion of localization expands far beyond mere translation, even the translation of localization cannot be equaled to translation in the traditional sense. Instead, it has its own special features marked by the localization industry.

### **2.1 Demystifying the Process of Localization**

The process of localization in practice, as has been discussed above, can be varied in many ways, and yet a basic model may be identified reflecting the workflow of the general localization process. A study into the parties and departments involved in a typical software localization project as well as the necessary steps that need to be taken may help demystifying the localization process.

#### **2.1.1 Division of Labor among Service Providers**

Usually, a typical software localization project is accomplished under the effort of a crew that includes an account manager, a project manager, some localization specialists or senior translators and translators, proofreaders or QA specialists, localization engineers/ testing or QC engineers, CAT tools specialists, DTP operators,

etc (Esselink 2000:16).

The account manager is the direct contactor with the software publishers in terms of all the issues that are non-project related. Contract negotiations, finances and quality issues are usually in the charge of the account manager. On the other hand, the project manager is in charge of the project-related issues. He is the one to make plan for the projects, assign all kinds of resources, and communicate with clients about project issues (ibid.).

There are the translators who do the textual translation work so that the localization specialists or senior translators can review and make adjustments. The latter also set style standards and manage terminology. However, the translators and senior translators' job is not always limited to textual translation, as they sometimes also get involved in other project activities. The final proofreading work is done by a proofreader or QA specialist who checks the translated software, online help and documentation files, although it is not translation quality alone that is his focus, his major focus being the final linguistic quality of the product.

All technical issues of the localization project, including project preparation, software engineering, compiling and testing are under the management of localization engineers. The final functionality testing of the product is done by testing or quality control engineers.

A CAT (computer aided translation) tools specialist is responsible for the correct and efficient use of CAT tools such as translation memory and software localization tools. He is usually part of the engineering team. CAT tools specialists' tasks include "extracting, importing, and processing of text using tools, selecting the right tools for specific file formats, and creating customized filters or parsers using scripting languages" (Esselink 2000:17).

DTP operators are in charge of the layout of the printed or online material. It is

usually also their job to prepare localized files for pre-press production, or converting printed documentation to online format.

### 2.1.2 Workflow of a Typical Localization Project

Below is a brief overview of the workflow of a typical software localization project based on the introduction and description by Esselink in his book “*A Practical Guide to Localization*” (2000:17-23). According to Esselink, the workflow can be summarized in the following steps shown in Figure 2.1:

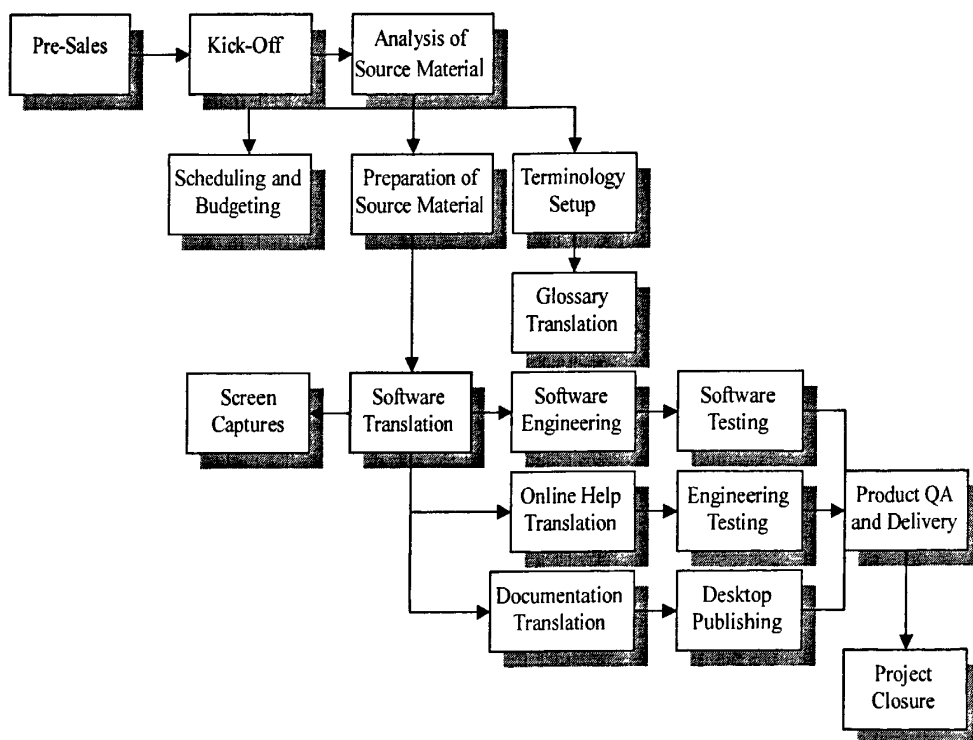


Figure 2.1 Workflow of a typical software localization process (qtd In Esselink 2000:18)

The pre-sale phase mainly concerns the software publisher sending out RFQ (requests for quotation) or RFP (requests for proposal) to a number of service providers so as to get the most competitive bid. Localization vendors then create a concrete quotation and product proposal based on the source material given by the

publisher, so that he may choose the most satisfying vendor.

The kick-off meeting is, as the name indicates, the meeting organized by the software publishers where a part of the project-related crew—usually the translators, localization engineers and project managers, etc.—of the chosen vendor is invited for product training, wherein an overview of the product is introduced, and the preferred localization procedures and methods are explained.

The localization project literally begins when files for the project from the publisher are analyzed by production specialists, or the project evaluation team. They analyze the project scope as well as the volumes, select or recommend localization tools and approaches, foresee additional investments that may be necessary. These pieces of information are provided to the project manager so that he could better plan the project, such as scheduling and budgeting. Scheduling is of vital importance in localization, as most software publishers wish the earliest possible release, and simultaneous release of all language versions of their product.

Yet before any substantial work, a basic terminology list, or the project glossary must be created. This should include all terms that are commonly used in the product text, such as the user interface, online help file, etc. Moreover, a multilingual version of the terminology list should be created, in which source terms are replaced by multilingual equivalents that must be verified by sufficient reference material. And these lists should be reviewed and then approved by the publisher. They should be maintained and updated during the whole localization process.

Besides the terminology, the source material as a whole should be analyzed and compiled into a translation kit for the translators. This step is the preparation of the source material, which is crucial because in the cases of multilingual localization, insufficient preparation of the source material would result in multiple problems in each target language related version.

Following the preparation work, the translation of the software may begin. Translators edit resources either in text-only files or in a resource edit, a translation memory tool or in a software localization tool. The recommended order of software translation is: dialog boxes, menus and strings, i.e. error messages, status messages, and help text. One thing that should be noted is that when dialog boxes resources and menus have been translated, usually a preliminary user interface glossary is created, so that the translation of online help files and documentation that contain dialog box items and menu names can use that as a reference point and maintain the consistency of the translation work. All the translation work done, a linguistic test is given to validate the translations in context in the running application. When this test is completed, the terminology of the application should be final, and the application is compiled, the dialog boxes resized.

The engineering of software mainly includes resizing the user interface, assigning hot keys, and compiling the resources and files that have been localized into a running application. There are several different types of testing to be given to a localized project. Linguistic testing, which is often seen as part of the translation process, is usually done by the translator or linguist, perhaps with the help of an engineer. Functional testing is performed by localization engineers or professional testing and quality control teams. Help engineering and DTP of documentation can start once all graphics and screen captures have been localized.

Screen captures are usually needed in online help or documentation of the software to show the customer various situations in the running process of the software. For each target language, screen captures need to be created respectively.

A quality Assurance check should be given to all translated material before the delivery of the completed project, in which process the localized software is taken a careful look at as a whole. All translations, delivery tests of the software, finalizing



bug or problem reports are checked and the instructions given by the publisher at the beginning of the process is reviewed to see if anything is left uncovered. The final delivery is made after QA checks have been completed.

At the end of the project, all materials are archived, and publishers may organize a wrap-up meeting with the localization vendor where both parties summarize the cooperation, comment on each other's performance, and give suggestions for process modifications for future projects.

### **2.1.3 Significance of Translation to Localization**

Localization is given due emphasis by more and more corporations that have an eye on the global market because it is a necessary step to the final globalization of their products or services. To a certain degree, localization means regional globalization and successful regional localizations will finally add up to successful globalization of the product or service. The various issues that localization mainly addresses, namely linguistic issues, physical issues, business and cultural issues, and technical issues as we have already discussed, while they are equally worthwhile to consider during the engineering and localization process, may require varied amounts of effort and money.

Therefore, it is very difficult to tell for sure how much translation work means to a whole localization project in general. Generally speaking, the more interacts the products have with the users, the larger degree of localization is required and the more portion of textual translation is required. Most kinds of computer software need to be properly understood by the user to be used properly, so accurate and easy-to-understand translation is vital. On the contrary, a back-end system that requires little interaction with users requires less localization and may scarcely need much translation.

As far as the physical product or service is concerned, text-intensive ones

generally need more translation work than other kinds. For instance, Website localization and software localization generally require more translation work than the localization of machinery such as automobiles.

However, even though the localization industry has gradually expanded to other computer technology related businesses and even to vertically every other lines of businesses, translation is almost an inevitable step of the whole localization process. Beside the product itself, out of business considerations many other textual material may be required to be translated, such as marketing and product collateral materials, web pages, support materials, and maybe even training documents, internal service bulletins, and other similar textual components (Lommel 2007:12).

Based on the analysis above, it is safe to say that translation is a crucial, if not central step of localization. It runs through the complete process of localization and connects other required processes and steps together so that the localization process can move on smoothly. This is especially true in the case of software localization. Moreover, the translation quality may, in a certain sense, reflect the quality of localization since it can be directly and quickly seen and valued. All this gives us due reason to emphasize translation both in the process of localization and in the studying of the localization process.

Translation within the localization process is unique compared with regular translation in the traditional sense in many ways. Taken a closer look at, it may bring inspirations to the translation activity, to the translation industry, and even to translation teaching and studying.

## **2.2 Close-ups on Localization Translation**

The Translation process in localization has its own special features which can be seen in its unique source text styles that appear more often, in the translation tools, in

translation strategies and proofreading process among other things. Also the training techniques used by localization companies, the localization translation ethics, the translators' performance assessment as well as the translation quality assessment are worth special attention.

### **2.2.1 Special Features of the Translation Process**

**Source and target language types** mark one of the special features. As localization primarily emerged from the computer software and hardware industries which were mostly based in America, the largest source language in localization is English. According to LISA's estimates, approximately 75 percent of the languages pairs used in localization is English (Lommel 2007:28).

As to target languages, top ones that are chosen by organizations include French (56%), Spanish (53%), German (50%), English (35%), Japanese (29%), Simplified Chinese (27%), and Italian (21%). All the Other languages figured as target languages are less than 7% (ibid.). Here we should note that since the year 2000, the rapid development of economy as well as science and technology experienced by China is presenting the Chinese market as a major market, as more and more major corporations are eager to enter the Chinese market for future growth. Consequently simplified Chinese is rising as a major target language. These combined may also explain the rapid development of the Chinese localization industry.

**Source text types** also tend to be rather fixed. Taken into account all the clients of the localization industry, we may be amazed at the range of specialties that they encompass. Apart from computer technological industries, many other hardly relative industries such as the telecommunication industry, medical appliances industry and financial industry are also potential clients. As LISA announced in 2003, in the total localization services provided, 42% was to computer software and hardware and electronic localization, 11% to medical service and drug production localization, 8%

to telecommunication localization, 7% to banking and financial localization, and 6% to project and technical documents localization (Yang Heng 2007:537).

Most if not all source texts of localization translation belong to specialized technical texts in science and technology or other disciplines like economics and medicine. Naturally the translation of these texts requires the translators to have a certain level of the subject knowledge, and a good mastery of relevant terminology.

Besides, the source texts are often practical texts that have certain text-type conventions. In software localization there are usually these textual components to translate: the installers, the textual part of the user interface such as the selection menus, program files, online help or online documentation files, readme files, etc. Sometimes there may also be web pages translation, marketing and product collateral materials, support materials, training documents to translate. For media and informatics products, multimedia translation is required, such as subtitle translation and revoicing. For these translations, the corresponding text-type conventions should be considered besides the cultural-specific reader expectation.

**Translation tools and technology** used during the localization translation process also distinguish it from translation in the traditional sense. Since its early beginning, the localization industry has been aided by computer tools known as CAT (computer-aided translation) tools. The CAT tools include translation memory tool, terminology tool and software localization tools. There are also machine translation tools and dedicated word counting tools. The usage of tools has greatly reduced manure labor that would have been necessary otherwise, and speeded up the translation process and consequently the whole localization process.

Computer-aided tools are used to support the translator by eliminating repetitive work, since they can automate the terminology lookup activities and recycle previously translated texts. The CAT tools to date can be divided into three categories:

translation memory tools, terminology tools and software localization tools.

The technology translation memory (TM) is one that “enables the user to store translated phrases or sentences in a special database for local re-use or shared use over a net work” (Esselink 2000:362). Software localization industry has much enjoyed this technology because software and websites have comparatively short life cycles, and need to be periodically updated. Software products may be updated on a yearly basis, while websites on a daily basis. Without doubt, in translating these materials a lot of the source texts are often slightly revised from previous versions. Under this circumstance, it does not make sense to do the translation work all over again, thinking of all the unnecessary repetitive labor and costs. Instead, TM tools may be used which break down the stored texts and their translations into small pieces called segments. The tool can process the text at hand and automatically replace the unchanged parts with the previously stored translation.

Text segments that have changed partially can also be identified, in which case the translator is given the nearest matches and their translations so that he can refer to and even edit them. Besides the function of revising existing texts, TM tools are also quite helpful when the project contains significant duplication between its components, which is also often the case in software localization, where the online help, user manuals and others may have many repeated contents.

Trados Translator’s Workbench and Star Transit are both translation memory applications and systems that are commonly used in software localization industry. There are many other tools available, including proprietary tools developed by software localization vendors.

Terminology is called by experts the DNA of globalization and localization. Terminology tools, as its name indicates, help manage technical terms and their translations, as there are usually large quantities of them that may be used and time

and costs will be greatly reduced if they are stored and convenient to look up. Yet terminology tools can do much more than just creating and maintaining bilingual or multilingual lists of translated terms. In fact, three types of terminology tools may be identified that functions differently with different focus.

First there are the terminology management tools that maintain term databases of not only the original and translated terms, but also of additional information about the terms such as definitions, context, source, synonyms, usage notes, etc (Esselink 2000:379). Most professional software vendors maintain some core terminology databases with such additional information about the terms for particular products. Secondly there are the glossary tools which maintain impressively large, bilingual glossaries without other additional information, and thus are convenient to check up. Another type of terminology tools often in use in localization is the electronic dictionary.

As a rule, the above-mentioned two types of CAT tools, namely translation memory and terminology tools are generally combined in a tool set for translation.

Software localization tools are specially designed and used to translate and test software user interfaces, i.e. dialog boxes, menus, and messages. Most of the software localization tools have combinations of functions such as resource editing, translation memory, re-using, validation, and spelling checking. With these tools, translators will be less likely to accidentally change or delete user interface items or encoding. Also, the review markers contained by the tools can indicate recycled string translation and strings that need review.

There are the dynamic localization tools such as the Jargon that translate the user interface of a software application while it is running. Some interface components of specified applications, such as menus, buttons, list boxes, dialog boxes, etc. can be dynamically translated while the application is on the run. There are also Windows

localization tools that can be used in software localization for Windows applications.

Machine translation (MT)'s purpose is "to assume and perform many of the tasks normally completed by a translator" (Esselink 2000:359). The results of MT are generally not as good as human translations, added by the fact that software publishers are so far unable to create their documentation in a structured way that can make machine translation possible, MT technology has so far not been widely depended upon by the software localization industry. Yet machine translation is useful in that they help understand roughly what certain text is talking about. For this reason, it is sometimes used as a reference for translators so that they can edit the machine translation results to produce final translations.

Word counting has been aided by special tools so that this everyday task for many translation and localization vendors can be easy to achieve. Special tools have been developed for the most frequently used file formats such as HTML, XML, SGML and PDF files (Esselink 2000:396).

With the numerous translation tools available nowadays, it is the localization vendor's decision which one or ones should be applied. His choice is generally based on the following several points. First is the client's requirement to consider. There is also the language supporting issue to consider, for he will have to make sure that the chosen tools support all target languages for the current and future possible projects. Source file format is also to be taken into account, and also the costs should be carefully weighed.

This section is written with reference to Esselink's *A Practical Guide to Localization* (2000).

**Translation strategies and guidelines** that are localization-specific are also used. The special features of the translation in localization have some special requirements in terms of translation strategies and guidelines. Generally speaking,

since localization translation in most cases falls into the category of technical translation, the main factors that affect technical translation quality also affect localization translation quality. For example, unnatural translated texts, deviation of translated information from relative professional facts, and loosely connected sentences are also to be prevented in localization translation process (Zheng Guozheng 2007:81). Besides, in localization translation some basic technical translation strategies also apply. Take English to Chinese translation as an example, some applicable strategies include:

1). Translated text should be plain and easy to understand. Direct translation is preferable to free translation, but word for word translation should be prevented. If direct translation is acceptable, it should be applied.

2). Different Chinese should be used for different English. Different choice of words in the source text may represent slight differences in meanings so that they should be carefully detected, instead of being subjectively taken as one and translated into a same word.

3). Existing TM and manuals are preferable to other reference materials. When encountering source texts whose translation is hard to determine, TM should be first searched than other reference materials, for TM is directly relevant to the project at hand. Also, existing translation should override new translation, even if the existing one might not be 100 percent satisfactory, since the existing one might be already widely used and thus more familiar for the audience.

4). Efficiency should outweigh accuracy. Efficiency is a crucial factor in localization and in fact all technical translation, so the most proper translation should be figured out in the shortest time possible. The translators should never get trapped in one tiny detailed text segment and spend unreasonable amount of time and effort. Instead, the controversial can be marked and checked later.



5). Precise denotation and connotation should be maintained. If the precise range of meanings denoted by a certain word cannot be precisely sure, it can be slightly expanded rather than narrowed.

The general guidelines on language and style in software translations listed by Esselink in his book *A Practical Guide to Localization* are as such:

- Try to be creative, i.e. avoid literal translation of software options. Always verify the meaning or function of each software option, and use a word in the target language that accurately describes that feature.
- Ensure that the translation of software strings is consistent within and between software products.
- Choose terminology which is consistent with the target operating system, for example use standard Apple Mac OS or Microsoft Windows terminology.
- Avoid using the first person anywhere in messages, and avoid using second person.
- Always try to use the imperative mood, as this makes the text easier to follow.
- Where exclamation marks are used in the English software, do not automatically include these in the translations, unless absolutely necessary. In some languages, it is less common to use exclamation marks.
- If menus or options are used to open a dialog box, use consistent translations for both the option and dialog box. For example, if the “save as...” command opens a dialog box which has the same title, in Swedish both items should be translated as “Spara som”.
- Adjust capitalization to the standards of the target language. In English, software options are usually written in title case. In many other languages grammatical rules will dictate how it should be written.
- Use a consistent style and grammatical form for specific types of user interface components. It is better to use the imperative form for menu commands and dialog box options or buttons. Also try to be consistent when translating status bar messages.
- Adapt the language in the user interface to suit local conventions. For example, if the English user interface says “Congratulations, you have successfully installed this application” the translation may need to be more formal, so the word “Congratulations” may be deleted if necessary. (Esselink 2000:66)

### **2.2.2 Training and Certification of Localization Translation**

Since it is the good performance of employees that ensures good performance of localization companies and their profitability, most localization companies value qualifications of their employees and supply more or less trainings for them. In fact, training opportunities offered are seen by many localization companies not only as a proof of their professional standard, but also as a competitive edge and important stimulus to attract able-minded crew.

Some localization companies have their own training centers built to provide systematic education for their employees, where they can take various relative localization courses and constantly improve their practical skills and update their professional knowledge. These training centers have many advantages. Since they are founded by the company's own effort, the company may decide the whole education plan that is most fit for their employees. The courses are opened out of the company's actual needs, so that the efficiency of the training can be greatly improved. There they provide instructor-led training in actual classes. Some companies even start e-schools that are based on the web or CD-ROMs to facilitate self-paced training on their own.

The localization companies' training centers may provide various training courses from translation technology, translation tools, software globalization, software testing, sales technique and even management skills. Among the courses, some are required and others are optional, so that the employees can learn new skills or improve possessed skills. The training center may even provide career stimulus package, so that the employees can better understand their potential and plan their career life.

Among those trainings employees may take certain certification trainings and tests such as the ISTQB (International Software Testing Qualification board) Certified Tester training and test. Employees passing these certification tests will add

competitive edge both to themselves and to their companies.

However, systematic trainings are not available for all companies' employees. Many of the companies are confined by economical factors and cannot afford to offer those trainings, many of which require much expense. Under such circumstances, there are still a lot of localization companies that hire translators that have had little special training in localization, but are just capable of basic text translation, which may hamper to a certain degree the quality of service they provide.

### **2.2.3 Ethics of Localization Translation**

The mentioning of ethics may remind one of the older works of translation theory that prescribes what a translator should do, and what translation is good or bad. It sought to create guidelines for good translations and good translators. Yet there is never a ready conclusion what on earth good translating is. The concept is problematized in many ways due to the complexion of needs on the part of different parties. Nevertheless, translation industry associations and experts in various specific fields of translation may also set professional ethics of the industry or of the specific field. This is also the case in localization translation ethics.

In response to numerous inquiries raised by practitioners about ethics in the GILT industry, the LISA association has developed some standards for ethical business practices within the industry, so that both service providers and consumers of localization and related industry can refer to them as far as ethical behavior is concerned in localization-specific issues.

According to LISA, ethics are the "responsibility of all parties involved in localization," who are "all obligated to conduct business in an ethical manner that respects general business practice as well as particular practices of the GILT industry" ("GILT Industry Ethics" 2004: 4). Since there are two parties concerned in the industry, namely the suppliers of GILT services and the clients or consumers of the

services, the LISA standards include ethics of both parties. Below is a brief summary of the set of standards suggested by LISA that applies to localization service providers with a special focus on translation-related ethics.

1). The Ownership and Use Right of TM and Terminology

It is a general business practice in the localization industry to assign ownership of TM data to the client. Therefore, in most cases using one client's TM on another client's project during localization translation is not preferable. In fact, it is both unwise and unnecessary. The practice may even violate intellectual property laws, in the light of which reuse of materials localized for one client in another client's project is deemed plagiarism. Besides, the costs of adaptation that must be done to the reused client-specific material might be larger than do the translation work from scratch.

If Client glossaries are provided by the client or contracted by the client, they are client property. Yet unpaid terminology of TM databases developed by the service provider during the project—and if it is researched at the supplier's own cost and not client or product-specific—can be considered non-proprietary. In this case, using terminology from one company in developing terminology for another company should not be unacceptable. The suggestion is that companies should use the most "neutral" terminology possible. They should especially be careful not to use trademark terms unless discussing the particular item.

Anyhow, it is better to contractually specify the ownership and use right of TM and terminology to prevent confusion. And it is always safe to be open about methods and decisions with clients.

2). Responsible Party for Errors and Solutions

If errors on the client's part result in extra work of the supplier, the cost of the additional work which is not included in the original budget should be afforded by the client. However, the supplier should inform the clients of errors that may emerge and

of ways to avoid them if he is aware of the problem. Otherwise, extra costs caused by errors on the supplier's part should by no means be billed to the client.

Sometimes, the source text provided by the client may be poorly written, and translation based on that is quite likely to be unacceptable in the target locale. And sometimes there is poor-quality material that the client uses and that is from another vendor and that will affect the quality of the supplier's service. In both these cases, a brief assessment of the actual situation—and if possible, an estimated cost to remedy it—should be provided to the client. Moreover, these notifications should be provided in written form and documented so that the supplier is protected from future claims. And, if the client declines to take remedy, disclaimers might be asked to sign by them.

If a localization supplier discovers mistakes in the translation after the project is completed and released, the client should also be informed and supplied with an updated version of the project.

If claims made in the localizing project are discovered as untrue by the supplier, it should be brought to the client's attention; the latter will generally ignore the problem and asks the supplier to go on. Generally the supplier will have to go on with the project if the contract has been signed. The supplier has the right to stop the project if it violates a law.

### 3). Deadline Flexibility

Most vendors will risk a reasonable degree of uncertainty to take projects even if they are not sure of being capable of finishing it in the time set. In some cases their capacity is stretched and they manage to deliver on time anyway. But if they discover that there is a high probability that the project will not be completed within the time limit, they must inform the client of the delay in advance so that the client will make decisions like how to proceed.

If due to the vendor's own internal problems, the project will not meet the time

limit, again, the client must be informed as early as possible so that he can make decisions. He can offer the vendor extra time to finish the project, or retract the portion of the project that the supplier cannot complete and have it done by other vendors. In this case, damage payment might be asked by the client.

From the ethics standards provided by LISA, we may find that communication between the two parties is quite valued. Besides, it is quite necessary for the localization service provider to assume an open and transparent operation form.

#### **2.2.4 Performance Evaluation of Translators**

Evaluation of translator performance is achieved with the aid of the process of localization testing, which includes both a linguistic and a cosmetic testing where each language version of the localized product is tested. Passing relative sections of the linguistic test with high qualities naturally signals good performance on the part of translators in the localization process.

However, linguistic testing in localization project can be quite different and in fact far more complicated than traditional textual translation quality assessment. Since the translated text may be implanted in every part of the product as is the case of software localization projects. Moreover, many components of the textual information to be tested are generated “on the fly” i.e. while the software is functioning. These may include active server pages, JAVA applications, etc. Therefore, the linguistic check is usually carried out by a linguist who is, more often than not, a native speaker, along with test scripts as well as the aid of a localization engineer who is so familiar with the project that he may easily locate any of the texts.

The linguistic test actually deals with all linguistic aspects of the localized project. In software localization projects for instance, every dialog box, and menu should be reviewed and as many strings as possible should be checked by the linguist in charge. If no test scripts are available, linguistic testing can be carried out by

closely going over the translated resource files one by one. Again it should be noted that every dialog box, menu, etc is displayed. The string sections should all be reviewed. The tester can try generating error or status messages on screen so that the error messages may appear.

Major issues that linguistic testing mainly checks and that are also translator-related, among others, are mainly as follows:

1). The translations should make sense and be appropriate in their contexts. All the easily detectable elements of the translated texts should be evaluated to see if they are acceptable. Besides checking the accuracy in the choices of words, whether the consistency of terminology is maintained should also be given much attention. Also, menu items and dialog box titles should be in consistency in the translated product.

2). Another important issue to check is the integrity of translated material. It must be ensured that all texts have been translated. For example, the appearance of strings in English—assuming English is the source language—indicates incomplete translation text that may originate from hard-coded text or third-party components.

3). Besides textual information, correct punctuation usage should also be ensured. And the general layout of the texts is checked. Accented characters and capital letters should display and print correct.

## **2.3 The Relationship between Translation and Localization:**

### **Academic Opinions**

Opinions are rather divided when it comes to the question of the relationship between translation and localization. Upon this issue, a research has been carried out by a group of students pursuing Doctor's degree in the University of Rovira I Virgili in Spain. They designed and analyzed questionnaires which were sent to experts in the relative field, including some renowned scholars such as Anthony Pym, Beverly

Adab, Candace Séguinot, etc. The opinions gathered can be basically divided into four categories to be discussed below. In fact, they are highly representative of the existing common opinions on this issue.

Firstly, there are scholars that believes that essentially no new paradigms are brought to translation by localization, that there is just the difference in the changes of context. They hold the opinion that localization may even be pigeonholed into the functionalist translation theories, and that what localization brings to translation is just some new translation text types that are closely related to recent technology (Conceição & Vanessa, as cited in Miao 2008:30). Localization is considered to be essentially the expansion of the translation field, where the traditional requirement equivalence is expanded to or replaced by adaptation. Moreover, the use of technology is largely applied to the process. There are changes in the using of tools, types of text to be translated, and some strategies and guidelines of translation.

Secondly, there are also scholars that hold quite the opposite opinion to the one mentioned above. They believe that the emergence of localization has resulted in changes in paradigms of translation, changes that so fundamental as to affect the translators' thinking patterns as well as working environments (*ibid.*). The translation process in localization is believed to have changed into decision-making processes, as the source and target language matching is taken care of by translation memory software and other tools, hence less requirement on the traditional concern of transferring the source text into the target language. Also, text transfer is no more the only concern, as localization translators have to think of problems as adaptation and designing work afterwards, after carefully weighing the target locale, namely the language and cultural conventions of the target country or region.

There is also the opinion that translation and localization are two parallel fields which occasionally overlap and interact with each other. This opinion avoided the



direct answer to the relationship between the two (ibid.). The two fields are believed to have their own special concerns each and only occasionally crisscross, as when translation technology is also used in non-localization translation, or as in the fact that most localization processes involve translation.

There are also people who approve of changes brought about by localization, but the depths of changes experienced by different groups of relative people are varied (ibid.). The degree of familiarity to localization actually influences people's opinions on localization. The localization practitioners may overstate localization technology. In fact, the more one knows about localization practices, the more he tends to overstate localization. He may even see localization as an inevitable trend for the whole translation field. On the other hand, laymen who have but little knowledge of localization may think of it as mere high-tech translation.

## **Chapter Three Translation Competence, Localization “Competence” and Translation Teaching in China**

To observe the light shed upon translation as well as translation teaching by localization, we might first want to take a look at the translation competence theory, as it provides a good perspective for translation teaching design at all levels. Since it is the fundamental and final goal for translation teaching to improve students' translation competence and supply the translation industry with qualified translators, the study of translation teaching should be based on the study of translation competence (Miao Ju 2007:47).

### **3.1 Translation Competence Theory**

The notion of competence is first discussed by Chomsky, according to whom a language user's underlying knowledge about the system of rules is called his linguistic competence. Competence is seen as the equivalent of skill in traditional translation theories. Neubert defines competence as the sum of “complex knowledge and skill (1994:412)”. It is generally accepted that the encoding-transferring-decoding translation process is one that is extremely complicated, and requires wide knowledge scope and skills on the part of translators. Therefore a translator should be equipped with multiple knowledge and skills to complete the job successfully. And scholars tend to break translation competence into a set of interrelated sub-competences.

#### **3.1.1 Features of Translation Competence**

Albert Neubert identified 7 features of translation competence that have been widely quoted: complexity, heterogeneity, approximation, open-endedness, creativity, situationality and historicity (2000:4-5).

Complexity is one aspect of translation competence that has been discussed above. Heterogeneity may be a consequence of complexity. The complexity of competence required results in the irrelevance of skills. Translation requires skills that are usually quite different from one another, and translators have to combine linguistic knowledge with other expertise.

Yet translators cannot be fully competent in all the fields that they have to deal with. Instead he needs to familiarize himself with the field just about enough to secure proper understanding and transfer of the texts. Naturally his theoretical and practical knowledge in that specific field cannot be compared with specialists of that field. Such is the approximate and open-ended nature of translation competence.

Through translation activities translators introduce new knowledge. Out of the open-endedness of the translation competence rises the need to be creative, since it is up to the translator to devise new content and form, or signified and signifier relationships. Besides, translators have to rise to the occasion of ever-new situational challenges which follows closely the conventions of source languages. As a result, translation competence should not be fixed, but change with situations, which is called the historicity.

### **3.1.2 Components of Translation Competence**

As to specific parameters that translation competence encompasses, there are varied opinions by scholars based on different perspectives. Some scholars emphasize natural talent, and claim that the coexistence of innate predisposition for translating and bilingual competence constitutes the whole translation competence, and some emphasize the translational knowledge structure. The following is a brief introduction of PACTE Scholars’ translation competence theory.

PACTE is the name of a research group from the Universitat Autònoma de

Barcelona. The five letters represent Process in the Acquisition of Translation Competence and Evaluation that the group members dedicate in. Using empirical study method among others, its research now has become an authoritative one. In one of its models, translation competence is regarded as “the underlying system of knowledge and skills needed to be able to translate” (Orozco, 2000:202)

According to PACTE, translation competence composes of transfer competence, communicative competence in the two languages, extra-linguistic competence, psycho-physiological competence, professional-instrumental competence and strategic competence, the relationship of which is shown in Figure 3.1.

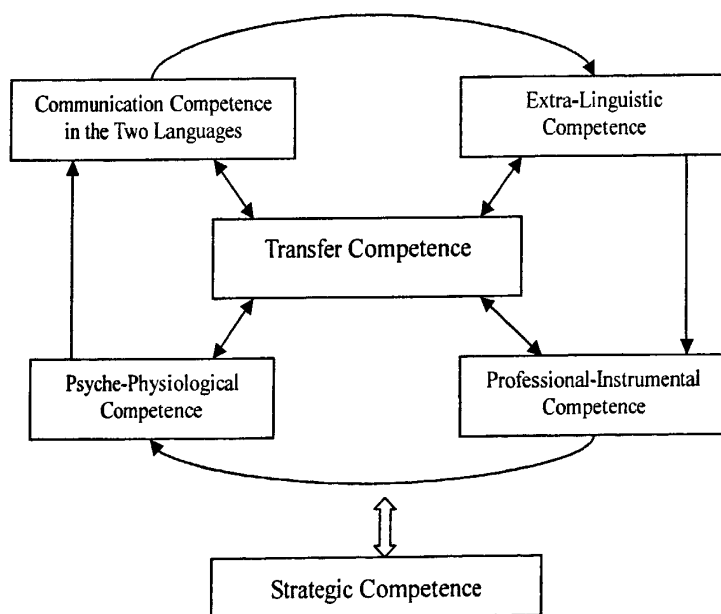


Figure 3.1 The sub-components of translation competence (qtd. In Orozco 2000)

In this model, transfer competence refers to “the ability to complete the transfer process from the source text to the target text, taking into accounts the translation’s function and the characteristics of the receptor” (Orozco, 2000:204). Communicative competence in two languages refers to the system of underlying knowledge and skills necessary for communication. Extra-linguistic competence consists of general world

knowledge and specialist knowledge that can be activated when needed in certain translation situation. Instrumental-professional competence consists of relative knowledge and skills of the tools of the trade and profession. Psycho-physiological competence is the ability to use all kinds of psychomotor and cognitive resources. Strategic competence includes all the individual procedures such as decision-making during the translation process to solve problems.

Transfer competence is regarded in this model as the core of translation competence and is surrounded by the other competences, which includes procedures of analyzing, deverbaling and maintaining the source language and the target language, re-expressing and carrying out the translation. Psycho-physiological competence is used to analyze, and communicative competence is used to deverbalyze the source text and re-express. When there are problems that cannot be solved by linguistic competence, we turn to extra-linguistic knowledge, and then to professional-instrumental competence if they still cannot be solved. In each problem-solving procedure, strategic competence is used.

Knowledge of translation competence is very important to translation teaching, as the understanding of needed translation competence can instruct translation teaching in terms of course design, planning and assessment.

### **3.2 Required Skills of Localization Translators**

It seems that the notion of localization competence has not been raised yet, and hence its components. Considering the definition of competence, we might define localization competence as the underlying system of knowledge and skills needed to be able to localize. A review of PACTE’s translation competence model may find it roughly applicable to localization translation competence as well, only with slight changes in the comparative significance and influence of those components, with

some of them enlarged —such as the professional-instrumental competence and the strategic competence—and maybe some diminished.

The basic skills required in translation in the localization industry mainly include the following ones showed in the list below.

1). Proficiency in a number of languages and translation methodologies.

Since the localization procedure includes complete processes of textual translation, which is an integral and crucial part of it, first and foremost is the skill to master at least more than one language and to know the basic translation methodologies. Language proficiency is a must for the translator to properly understand the source text and express in the target language in a proper and acceptable way, while knowledge for translation methodologies make the transfer between the two languages possible.

These two actually complies with the communication competence in the two (source and target) languages and the strategic competence included in PACTE’s translation competence model. The two skills each is a necessity in the communication competence in the two languages. Knowledge of translation methodology also secure proper strategic competence.

2). Proficiency in CAT and localization tools

As has been mentioned above, due largely to the complexity of the ranges and depths of fields and hence the stunningly large vocabulary among other difficulties that the localization industry may cope with, translation technology is commonly applied in this industry. Thus CAT and other translation tools should be mastered just so that it is possible for the translator to carry out his work. Moreover, basic localization tools, namely ones used to manage the localization process should also be familiar with.

This requirement complies with the professional-instrumental competence in

PACTE’s translation competence model, with CAT tools and localization tools being the professional instrument that translators turn to in order to supplement their own knowledge and skills.

### 3). Terminology Management and research skills

Again because of the vastity and highly possible unfamiliarity of source materials fields as well as time constraints, it is both impractical and impossible to carry out thorough research to find the correct translations for specific terms each time they appear to the translator as new. Instead, professional terminology management databases should be maintained. Translators should have basic terminology management skills to aid their translation and prevent errors or faults such as inconsistency in the use of terminology. Research skills are also necessary, in instances where no translations are available, or several different translations are possible.

The professional-instrumental competence described in PACTE’s model, if applied here, partly depends on the terminology management knowledge and research skills, both of which are featured by the usage of tools, or so-called professional instruments.

### 4). Basic software engineering skills

Localization translators should also learn some basic software engineering skills. As has been mentioned in Chapter Two, in software localization projects, source texts are scattered in every corners of the software. Even though the translator may not have to find every piece of text for themselves—since the preparation work will solve this problem, with all source material analyzed and compiled into a translation kit for the translators, senior translators in charge of the review work may check while the software is on the run. It will be much easier for them to locate all the translated texts if they know something about software engineering.

Besides, knowledge about software engineering may help them understand the structure of the source texts to translate, and thus may add to their extra-linguistic competence.

5). Project management and quality assurance

Knowledge about project management can provide translators with better understanding of how the whole localization project functions and how it is managed, so that they can better see the specific role that they play in the whole project. As the whole project will go through QA (quality assurance) tests, it is necessary for the translators to learn something about quality assurance, so that he sees clearly what is expected and what is not both in the localization translation section and in other sections of the whole project.

These kinds of knowledge enable translators to better understand the on-going project, and may add to their extra-linguistic competence as well as strategic competence.

6). Awareness of cultural issues and cross-cultural communication

7). Knowledge of marketing strategies

Awareness of cultural issues and cross-cultural communication enhances proper textual transfer on the part of translators. And knowledge of marketing again will enhance translators' understanding of the whole project and even the whole localization industry. Both these two add to translator's extra-linguistic competence.

8). Efficiency-consciousness

Most localization projects have tight time schedules due to the feature of this specific industry and its clients. Translators must be efficiency conscious, so that they can do their best in completing more amount of work in the shortest time possible. Quality, of course, should by no means be sacrificed.

9). Teamwork spirit



One difference between localization and other types of translation is that the former one is usually a project that depends on the collaboration of numerous groups of people, translators being only a part of them. So translators must possess the teamwork spirit, or else there is no way the project would be finished within required time limit.

Both efficiency consciousness and teamwork spirit will add to the psycho-physiological competence of the localization translator.

Basically, an important purpose of translation teaching is to enhance the translation competence of students. Efficient teaching methods should be developed and courses should be carefully designed to ensure this. The selecting of textbooks and teaching materials as well as teaching methodology should also be based on the construction of students’ translation competence. The often claimed shortage of high quality translators in the job market proves there is a lot of room for improvement as long as recent translation teaching in China is concerned. After the analysis of required skills for localization translators, and a rough comparison between general translation competence and localization translation competence, it should occur to us that while translation teaching in China needs to seriously consider the translation competence that students prefer to acquire, it might take into account the professional demand of the localization industry for translators, and provide courses of localization under the guidance of improving localization-specific translation competence, so as to supply the society with more qualified translators that meet the needs of the market.

### **3.3 Translation Teaching in China—the Status Quo**

As an important cross-cultural activity that facilitates mutual understanding of any given topics among different countries and regions, translation has been given much attention worldwide. And translation studies has received due emphasis and is

developing quite rapidly. Translation teaching has also enjoyed steady development in the recent years, and more and more universities and colleges have become aware of the importance of the translation education. China has large demands on translators, and only if translation teaching is carefully studied and efficiently carried out can enough qualified translators be supplied to boost the economic and cultural development of the country.

Statistics shows that by the end of 2005, there were over 400 universities with foreign-language departments among which 150 English departments can offer the MA degree in China. 27 universities have set up translation or interpretation departments, or English departments with studies on translation. Yet even though translation teaching has made much progress, some problems remains and the frontier still need to be explored. Below is a brief review of the course design, text books, testing methods and remaining problems of translation teaching in China in recent years.

### **3.3.1 Course Design and Remaining Problems**

A survey carried out by Meng Chao to the English Departments of nine universities in Xi'an shows that 64% of the teachers of translation complain about the guideline in practice, the “*Syllabus for English Majors*”, published in the 1980's and revised in 1999, which provides guidelines for English-Chinese and Chinese-English translation courses; and almost all the teachers agree that improvement of translation teaching is quite necessary (Meng Chao 2006:58).

Course design should be instructed by an education scheme. As the translation major is set up comparatively late, a unified education scheme for translation major has not come into being. As a result, many universities and colleges actually develop education schemes of their own, some of which are featured by casualty and infeasibility.

English to Chinese translation and Chinese to English translation are subjects included in all course designs of translation major. Yet translation-related other subjects are not given due emphasis. A survey carried out by Ren Yuehua in 23 universities or colleges in 2007 shows that translation-related subjects concerning western culture, information technology, and even Chinese are arranged far from sufficient, and in some cases they are totally ignored (2007:132). This clearly is a deviation from the translation competence theory, since it understates the significance of other components of translation competence besides the bilingual competence, assuming that language ability and text transferring skills are the only important factors in translation competence and ignores the fact that translation competence depends upon various other factors that can also be effectively trained through classroom teaching.

The teaching methods are basically based on the syllabus for English majors, according to which translation class should contain both theory and exercises, where differences between source and target languages should be touched upon and basic translation skills should be introduced. Translation class often combines translation theory and practice, exercises and comments on exercises, comparison of different translated texts, and studying classic translation works.

Many problems are encountered by translation teachers in class. Some teachers complain about having to spend much time explaining things irrelevant to enhancing students' translation skills, such as correcting misused words, grammatically problematic sentences or misuse of expressions that do not make sense in translation assignments. The language incompetence, however, does not exist in the English language alone, but also in Chinese, which might sound a little queer but is actually the case.

Textbooks' choosing is also crucial in the course of translation teaching, since

textbooks are the main source of systematic knowledge that students get in. That may explain why some renowned scientists and scholars in various fields devote themselves solely to textbook composition. In a research on translation textbooks in China carried out by Professor Mu Lei, it is found that “textbooks used in translation classes have not been unified yet; their contents are usually rather outdated; their samples lack diversity and are overly academic” (1999:36). Almost every teacher shows discontent with the current translation textbooks in use. The editing of new textbooks with translation theories, translation samples, analysis, comment and exercises is called for.

As to translation testing methods, many schools have only one test pattern—passage translation. Although it is a practical test pattern that can measure students’ translation ability, it is overly simple to measure their overall translation ability. To solve this problem, some schools developed other test patterns such as questions, mistake correcting, idiom translating and even comments making on other’s translations (Mu Lei 1999:82).

### **3.3.2 New Development: the Establishment of MTI**

In January 2007, Academic Degrees Committee of the State Council passed the establishment plan of MTI (Master of Translation and Interpreting), which symbolizes the establishment of MTI in universities in China, and 15 universities have been qualified to award MTI degrees on a trial basis.

There are two motivations that made this possible. Firstly, it is the inevitable requirement for Chinese universities and colleges to supply the society with more qualified translators with combinations of abilities and higher levels of practical skills. Universities and colleges in China have long been puzzled with the question of clearly identifying the teaching goals of MA students with special focus on translation. No unified standards existed, and various academic institutes have different opinions

on this issue. Thus the initial ideas of MTI began to form in some scholars' minds. And yet it is the successful experiences in the west that supported the idea. Oversea experiences in MA in translation constitute the second motivation of establishing MTI.

Postgraduate students are categorized as academic ones and professional ones. Accordingly, Master's degree can also be divided into academic ones and professional ones, with the former awarded to students in arts and sciences, such as MA (Master degree of Art) and ME (Master degree of Engineering), and the latter awarded within a specific professional field (Mu lei 2007:12).

MTI falls into professional Master's degree, with a potential of having a series of special features typical in its oversea counterparts. The features include: clear teaching objectives and accurate market position, novelties in course design that is basically market-oriented while course integrity is maintained, teachers' practical experience required, and practical contents highlighted in teaching (Mu lei 2007:13).

## **Chapter Four Bringing Localization to Translation Teaching in China**

Globalization is an inevitable trend the world is now experiencing, and hence the rapid development of the globalization industry, with localization industry being an integral part. The growing demands for professional localization translators on the part of localization companies, when frustrated by inadequate competence caused by lack of professional training, would eventually turn to translation teaching for assistance. The latter, on the other kind, would also gradually see the localization market demand and encompass localization expertise to better equip its students. In fact, in the west, localization courses have been in presence in university translation teaching for almost ten years. Drawing on oversea experiences in localization teaching, and after clear analysis of the situation at home, we may anticipate the arrival of localization teaching to universities and colleges in China.

### **4.1 Localization Course design**

How should localization courses be organized? What are the goals of localization teaching? These questions should be serious and carefully considered with studies done on existing oversea counterparts and opinions of experts. Both oversea localization course setting examples and experiences, and Chinese professional training programs will be discussed.

#### **4.1.1 Goals of Localization Teaching**

Working out the goals of localization teaching and how they can be achieved is basically answering the question, or rather questions of “who need what, when, and

how?” The “who” can be clearly identified—should localization courses be introduced and established in Chinese universities—as college students with language backgrounds, that is, in most cases, English majors or translation majors that are interested in localization and may want to pick the industry as future career. The answer to the “when” question can also be simplified as different levels of teaching for different grades. The tricky questions of “what” and “how”, however, require much analysis and research.

To identify the “what” question, or “what” do students want in the course, or “what” should be included in the course, two issues should be considered, namely the market demand of the profession, and the competence construction of the potential students.

The market demand of the profession should firstly and most importantly be considered. Successful education is never the ones without nourishing the students with knowledge and practical skills that will assist him in his vocational life. As has been discussed in Chapter Three, what the localization industry needs are not exactly qualified translators, but those with combinations of skills which may ensure them to carry out the work. Translators with sufficient proficiency in at least two languages who know basic translation methodologies are needed. Also, they should be familiar with translation technology, and Proficiency in CAT and localization tools is preferred. Terminology management and research skills as well as basic software engineering skills are also necessary. Of course, besides these qualities, awareness of cultural issues and cross-cultural communication, basic industry ethics, knowledge of marketing strategies, and spirit of teamwork and efficiency are also much valued.

In short, we may conclude that the localization industry demand localization translators with an integrity of professional localization skills.

Besides, localization course design should be competence-oriented, namely it

should emphasize the construction of integral competence patterns on the part of the students.

Localization translation competence does not deviate from general translation competence, with slight differences in the comparative significance of each sub-component as compared with others. Through a review of the PACTE's translation competence model, we may conclude that localization courses should be designed in a way that all components of localization translation competence of the students can be enhanced.

Reflected on the course design, communication competence between the two languages should require teachings on usages of both of the source and target languages, such as technical texts writing classes in both languages, and practical translation skills. Compared with general translation competence, the sub-component of professional-instrumental competence is more crucial to localization translation competence, considering the constant usage of translation tools and technology. Thus information on computer science, technology basics and project and quality management should be included in the teaching.

Other supplementary courses such as localization ethics and business basics may also be provided, which, if well taken by the students, may add to their psycho-physiological competence and extra-linguistic competence that undetectably cast positive influence on their abilities.

#### **4.1.2 Introduction of Some Localization Courses in the West**

Localization courses have been present in western universities for approximately ten years. In fact, translation curricula across Europe are increasingly paying attention to localization and globalization issues. Due to the comparatively high demand on costs, equipments, sufficiently qualified teachers and complexity of courses, universities with localization courses are still limited in number, but the increasing



number does show clearly the trend. Miao Ju and Zhu Lin in Nankai University showed in a table some representative overseas cases where localization courses are included in translation curricula (2008:32), after the research and study on York University in Canada as well as some other overseas universities.

Table 4.1 is quoted from Miao Ju and Zhu Lin, and translated by the author of the thesis. It shows several universities and departments that have opened localization courses, as well as the profiles of their courses, such as course structure and contents.

Localization Courses Included University Departments	Profiles of Their Localization Courses
Anglo-German Department of Rovira i Virgili University in Spain	(1) The two-year “MA in Translation and New Technology” program includes software and website localization, market and strategy of translation and localization, translators’ E-tools, translation project management, etc. (2) Advanced MA and Ph. D program includes localization studies guided by translation and cross-cultural research group, with Anthony Pym as director of instructor group, who is also the initiator of postgraduate curricula of translation and localization
Institute of Applied Linguistics of the Kent State University in the United States	Software localization courses are opened for postgraduates of translation, where basic concepts and technologies of software /DOC /website localization and globalization are introduced, with renowned scholar of translation studies, Professor Gregory M. Shreve as the lead teacher.
Monterey Institute of International Studies, the United States	The “MA in Translation and Localization Management” program includes courses that center round translation, technology and business. Translation courses focus on improving students’ translation skills as well as language and culture related knowledge; technology courses cover translation technology, software and website localization, translation automation, IT workflow, project management tools, etc. Students may also take part in actual localization practices during internship.

Localization Courses Included University Departments	Profiles of Their Localization Courses
Department of Humanities in London University Imperial College, England	The “MSc in science, technology, medical translation and translation technology” program includes (1) Translation Technology Module, which cover trainings about software and website localization, during which basic localization practices using TM and terminology management tools, aided by information resources in the internet are taught to students. (2) Translation Practices module, in which the students apply the techniques learned in the technology module to actual operations of translation projects in their specific fields of study—Science, Technology or Medicine.
Translation Department in York University Glendon Campus, Canada	The “Translation and Localization Tools” course is provided, which combines both theories and practices, includes internet resources in the teaching, instructs students to discuss theories and thoughts behind technology, and teaches them to use localization translation tools such as TransSearch, Trados, Catalyst, etc to carry out localization projects.

Table 4.1 Profiles of localization courses in some oversea universities (qtd. In Miao and Zhu 2008)

The above list of profiles—shown in Table 4.1—of localization courses in some oversea universities by Miao and Zhu supplies a general picture of localization courses in foreign translation curricula, and can provide a good reference for introducing this practice to China.

#### 4.1.3 Description of MIIS’s Software Localization Course

As is mentioned above in Table 4.1, in the “MA in Translation and Localization Management” program of MIIS (Monterey Institute of International Studies), technology courses among other ones are included. Below is a detailed description based on the course syllabus (Marazzato 2005) of the Software Localization

course—which is included in the technology courses—to introduce in detail how localization courses are organized.

1). Course Prerequisites

Basic computer literacy of students is required. And students are required to have access to a personal laptop computer. Students should be familiar with MS Windows environments and necessary software applications such as word processing, (preferably MS word for Windows), file management, email clients, and interaction via browsers. Mac OS systems are not used for CAT or Localization applications. Also, since a large portion of the exchange of assignments, questions, instructions and suggestions are carried out by email, web and ftp, excellent proficiency in electronic communication is recommended.

2). Course Description

The Term Localization, or l10n, with 10 represents the 10 letters between l and n, is explained in the course description as “the adaptation of software, websites and related documentation to suit the different technical, cultural and linguistic needs of foreign regional audiences and markets (ibid.)” Multidisciplinary experts’ efforts are needed in order to successfully complete a localization project, in which translators and programmers play crucial roles.

The course is designed as a “conceptual and selective hands-on introduction to the technical knowledge translators need to successfully operate in the localization industry (ibid.)” In the course, industry-specific concepts such as globalization, internationalization, localization, testing, and locale will be explained. Crucial issues in the localization process will be outlined, including engineering, translation, testing, and publishing. They will be explored within the framework of a localization project. Localization activities and roles of practitioners wherein, such as project management, software engineering, terminology management, translation, testing, desktop

publishing, and quality control, will also be discussed. Besides, essential computer programming and web site engineering concepts essential for efficient localization will be covered. Key topics include: programming notions and instructions; numeral systems; bits and bytes; character sets and code pages; text, encoding, and markup; file management; locale specific instructions; and internationalization of HTML and URLs. It is also pointed out that “using state-of-the-art technology, students will apply this knowledge to the localization of Windows-based application components and/or XML-based web site components”.

### 3). Course Objectives

The main goal of the course is said to introduce students of the translation track that have had no special localization training prior to this course to some of the basic skills that is required to work in the localization industry, especially in the following areas: technical translation, localization project management, language engineering, quality assurance and testing.

The successful completion of the course will enable students to:

1. Understand, identify and describe the fundamental milestones of the localization process.
2. Understand and describe the role of the different professionals involved in the localization process.
3. Understand and identify basic concepts and issues of computer programming and web site engineering that are most relevant to the success of a localization project.
4. Understand the functions, purpose, and mechanisms of localization tools and know the usage of them.

### 4). Course Structure

The course will include one two-hour class per week, office hours for

personalized discussions and explanations, one homework assignment and/or one reading assignment per week, one semester project, and two exams: a midterm exam and a final exam.

#### 5). Course Outline

This course composed of ten modules.

Firstly there is the module of introductory concepts and definitions: globalization, internationalization, localization, translation, and locale; the differences between global-aware and locale-ready applications and web sites.

Module 2 concerns the business of localization, with introduction to the localization process and localization players.

Module 3 concerns software engineering and localization and covers Software components, coding, encoding, markup and text; application, help, and documentation; ingredients of program building; introduction to Alchemy Catalyst and Passolo, and how they help in the localization process.

Module 4 is about ingredients to build a computer program, with introductory programming notions, quick basic instructions leading to Visual Basic; how programming notions help the translator in the use of localization tools; review of localization tools available in the market.

Module 5 concerns why localization came to be, how computers work, how computers think; typical PC architecture, numeral systems: how they affect the localization process

Module 6 concerns the localization of software components: dialog boxes, menus, string tables including status messages, questions, tool tips and error messages; version information, comments; resource files and compiling.

Module 7 concerns web site engineering and localization: overview of web site development, localization of HTML and XML files; tools and resources for web

analysis and localization; comparison between a CAT tool and L10n tool: Trados vs. Alchemy Catalyst.

Module 8 concerns localization projects at work, project Management concepts; project stages: initiation, planning, production, monitoring, and completion; project Variables: cost, quality, time, scope, and risk; file management within the project and across projects; introduction to content management solutions.

Module 9 concerns internationalization issues: character encoding is revisited; user interface text and user interface design: how to determine cultural suitability; dimensions of cultural differences; locale-specific standards: measuring systems, date/time formats, currencies, address/phone formats, sorting rules.

Module 10 concerns quality control and testing, including types of testing, source and target program testing: performance and load test; linguistic review; localized version functionality test; localized version regression, acceptance, and usability tests etc.

#### 6). Suggested Reading Materials

1. Lingo Systems (compiler). "Customer's Guide to Translation and Localization". Lingo Systems. USA. 1998.

2. Esselink, Bert. *A Practical Guide to Software Localization*. John Benjamins. Philadelphia. 2000. *Chapter 4: Software Engineering*.

3. NCSA. "A Beginner's Guide to HTML". National Center for Supercomputing Applications & University of Illinois. Online. 2003.

<http://archive.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimerAll.html>

4. W3Schools. *Introduction to XML & XML in Real Life*. Refsnes Data. Online. 2005. [http://www.w3schools.com/xml/xml\\_what\\_is.asp](http://www.w3schools.com/xml/xml_what_is.asp)

5. Additional articles and chapters from current publications will be identified and supplied during the course as required reading materials.

### 7) Evaluation Policy

Grading of this course will be based upon class participation, midterm exam, semester project and final exam. Class participation consists of homework and reading assignments, quizzes and class attendance. The midterm exam evaluates the students' understanding of general localization concepts and building blocks developed in class and through reading assignments. The Semester Project consists of a localization assignment where students demonstrate their ability to apply all concepts developed in class and through assignments to a simple localization project, including a localization report. The Final exam evaluates the students' understanding of specific localization concepts relevant to translators as developed in class and through various assignments.

Each of the above categories will receive a score consisting of 25% of the total grade for the class. (Marazzato 2005)

#### **4.1.4 A Suggested Course on Localization in the Chinese Context**

After an overview of some of the existing practices of localization course settings, as well as a close look at how the course is actually organized and run in Monterey Institute of International Studies in the United States, we may originate a localization course design that is based on existing experiences but not limited by them; one that contains most of the necessary components in the course construction as contained in its oversea counterparts, and yet complies with the current market demands as well as educational demands in China; or, in short, one that could be China-specific.

##### 1). Course Orientation

The setting of localization courses in China, should it be effected, is clearly in a preliminary stage. Course orientation should be carefully decided to better guide the launching of the teaching activities. Since teaching localization would be just a start,

we might well include it in the translation curricula, as has been mentioned once and again; we are yet not in the position of proposing it in a separate BA or MA program, as in the case of some oversea universities. Instead, the course may be opened to supplement the construction of translation curricula as a module of profession-oriented translation skills.

### 2). Course Objectives

The course should include introductions both on relative conceptions and practices of localization. It should aim at providing students with basic knowledge and skills required by localization, and familiarize them with basic conceptions as well as localization and translation technology in use so that they may form their own basic knowledge structure on localization. Again the course objectives should differ from those of localization majors. Some basic knowledge about computer science, for example, maybe required for localization majors in localization courses as it is in the west, but not necessarily for translation majors taking the course, due partly to the limited course scope.

At the end of the study, students should be able to understand and describe localization and a localization process, understand and describe the main issues localization raises for translation and make their own judgments. On the other hand, students should be able to understand the functions and purposes of some localization and translation tools and acquire basic operating skills of some of them based on their own hands-on experiences.

### 3). Course Outlines

Five Modules of localization teaching are concluded based on the study of existing localization course designs provided by oversea universities. They are general introduction to localization, technology and tools of localization and translation, project and quality management of localization, bilingual abilities



development—technical translation and writing included, and a subsidiary module, which may include computer science and general business basics.

However, not all five modules should necessarily be included in the localization course to be set in translation curricula in China due to the limited course scope. In fact, some modules might be dealt with in the form of optional courses or separated from the localization course so that the course pressure may be relieved, as in the cases of bilingual abilities and other subsidiaries like computer science and general business basics.

**General introduction to localization** module should provide a general overview of localization, including introductory concepts, definitions and categorization of localization, its brief history and development, introduction to the localization process and project workflow, the using of technology and tools as well as quality assurance.

**Technology and tools for localization and translation** module should be of major significance in the whole course, and the majority of teaching is to be devoted to this module, where CAT (computer-aided translation) tools such as TM (translation memory) and terminology management tools, as well as software localization tools are introduced. The conception of the specific technology represented by each type of tools is explained, and the function, categorization, and most importantly the operation of the tools should be introduced.

It is preferable that students be granted some hands-on experience with those tools to learn better, and thus the course should be adequately facilitated to ensure the actually practice on the part of the students.

**Project and quality management of localization** is crucial to the localization process, and need to be touched upon in the localization course. Project management introduces the localization project manager's work during localization, including the

basic concepts of project setup, project evaluation, scheduling, resourcing, change and risk management, etc. Quality management introduces quality planning, source material preparing, language review steps, etc.

**Bilingual abilities development** module is an inseparable part of localization training, and yet again due to the limited course scope of localization as part of the translation curricula, this may not be included. Yet in fact, this is always included in the translation curricula in forms of other courses. But we should note that technical text translation and writing, as part of the module of bilingual abilities development, is quite preferable to be included either in other courses or set as separate courses to facilitate the localization course.

**Subsidiary module** or modules may be developed to supplement localization teaching, which enables the students to take in additional relative knowledge in localization-related fields, such as basic computer science—website and software engineering, software components, encoding, etc.—and general business basics where international marketing and business administration can be taught. Their seemingly indirect correlation with localization might exert subtle influence on students' better overall understanding of localization. This, of course, should also be basic introductory teaching that might not be necessarily included in the localization course, but may be included in optional courses if circumstances allow.

#### 4). Teaching Methods

The teaching of localization course should be carried out by a combination of lectures, seminars and practicing activities, with teachers lecturing as a major part and other two as effective supplement. The following teaching methods should be assumed in localization teaching.

- **In-class Explanation and Demonstration**

Through lectures the teacher could explain theories and important conceptions

concerned in the course. Also, the usage of translation and localization tools could be demonstrated.

- In-class Discussion

In-class discussion could be a very effective way of activating the students in their learning. There could be discussion after lectures, where students can question, clarify and challenge, and thus improve. The teacher can also assign various topics for students to discuss in class.

- Hands-on Practices by Students

Students should have access to the relative software to practice for themselves how to use the translation or localization tools, after they have watched the demonstration by the teacher.

- Guest Speaker

Guest speakers may be invited to give lectures on a specific topic. Those working in the localization industry and have good and unique understanding of localization are preferred, for they can provide the most up-to-date industry news and enhance the interest and understanding of the students.

5). Evaluations

The evaluation of students' performance can be carried out in a number of ways. Things to consider may include in-class performance, homework assignments that not only contains theoretical or conceptual questions but also practical activities, quizzes as well as response to reading materials and reports on actual practices of tools.

## **4.2 Anticipating Localization Courses in Chinese Translation**

### **Curricula**

After a close study of the fast-developing localization industry in which professional translators with new skill patterns are required, as well as the actual

practices of oversea universities and colleges including localization courses in their translation classes, we may safely anticipate that localization courses will enter the translation curricula in China in the near future, considering both the fast-growing demand on professional translators with localization skills and the increasingly-felt employment pressure by many university graduates. Including localization courses in translation curricula will supplement vocational localization trainings and equip students with integrity of both theoretical heights and practical skills, and thus will be an inevitable trend, despite some challenges.

#### **4.2.1 Localization: Vocational Training VS. Academic Study**

While localization courses have generally not been included in translation curricula in China, a group of localization training institutes—founded either on their own or by localization companies—have already come into being, where e-training or classroom teaching is offered to people in or wanting to join in the localization industry.

For example, there is IGS Software Technology, or Yuda Company in Chinese, which is the first company of its kind in China that focuses on and provides a full range of services in consultancy and training, specializing in globalization, internationalization, and localization. It claims to be managed by an international team of professionals, synthesizing good globalization, internationalization and localization expertise, their trainings combining proven technological skills with operational versatility and in depth local market knowledge.

The IGS offer training programs both for corporate employees and for college graduates. Corporate training programs offer courses on the design and implementation of localization process for companies. Its localization training centre for young Chinese college graduates offers courses on localization skills and software testing (“IGS Training Programs” 2007).

Another example in case is the Hisoft Institute. It has been committed to providing high-quality training services for many years for all departments across the entire Hisoft group which provides globalization and localization services. Moreover, the institute has been in cooperation with a series of universities in China, including Peking University, Beijing Jiaotong University, etc.

Yet there are much difference between vocational trainings of localization and academic study in terms of students' knowledge structure integrity, methodology and general influence. In fact, they each have its own strengths and weaknesses compared to the other, and thus may well coexist to supplement each other.

On one hand, vocational training of localization, just like vocational training of many other professions, is usually featured by timeliness, practicability, and efficiency. Since vocational trainings are usually established on call, namely when there is actually blank spot in the training market as stemming from lack of professionally qualified employee due perhaps to the specialty and novelty of the profession, they reflect the most recent market need on professionally qualified people. Besides, vocational training usually deals with most practicable issues and even operational issues that the industry is most eagerly concerned. These issues are not only featured by practicability but also reflect the state-of-the-art technology of the specific industry. Also, efficiency of training is also required due to the usually eager demand on the part of the industry, which may also explain the highly practicability of the training—things taught are immediately needed.

At the same time, vocational training of localization has its weaknesses that can not be neglected. Since it emphasizes greatly on practicability, theoretical studies, such as translation theories are usually not included in the courses, despite the fact that some knowledge of theories are usually quite necessary to instruct one's actual practice. Also, vocational training is seldom very systematic. Many things that should

have been included in the courses may be not for the simple reason that they are not the immediate need.

On the other hand, academic study of localization, as in the cases of oversea universities that already included such studies, can be well organized in a scientific way and carried out with scientific methodology, even though it has its own challenges as will be discussed later. Besides practical knowledge and skills, relevant theories are introduced that promotes deep understanding of the localization industry and practices. Thus students reach certain theoretical heights. Academic study of localization is also featured by systematism, so that students are equipped with integrity of skills more suitable for the industry, and even in traditional translation industry, considering the inevitable trend of translation technology using.

#### **4.2.2 Localization Courses in Classrooms in China—the Trend**

With many successful oversea examples of including localization courses in universities and colleges, bringing localization to the Chinese translation curricula is not only possible but quite necessary. In fact many scholars see it as an inevitable trend. Opening localization courses in Chinese universities and colleges can be a win-win activity beneficial for many parties in many ways.

1). It enhances the professional qualifications of relative students and thus is one possible solution for students' job-finding pressure.

Localization knowledge and skills will greatly add to the students' competitive edge in the massive body of job-hunters in Chinese labor market. Firstly, due to the rapid development of the globalization and localization industry, there is a growing demand of localization translators which would continually increase. Professionally and systematically trained students with knowledge and skills both in localization and in translation would be much more competitive in localization industry as it gradually becomes more and more mature. Secondly, with the development of the GILT

industry, translation technology will be more generally applied. Students with knowledge and skills in localization will be welcomed in the whole GILT industry.

2). It supports and enhances the development of Chinese GILT industry in that more qualified future employees will be provided.

With the fast economic development of China, more and more major corporations from other countries vie to establish themselves in China, resulting in the large and ever-increasing market of GILT industry, especially the globalization and localization industry. As a result, the industry will have higher and higher requests for employees as they grow more mature to meet the needs of their clients and ensure the healthy and steady development of the industry. University and college graduates with integrity of translation knowledge and skills as well as basic GILT industry awareness and localization knowledge and skills will be readily preferred by companies. High quality employees will finally maintain and enhance the healthy development of the whole industry.

3). Academic teaching and studying of localization courses in translation curricula of Chinese universities and colleges will contribute to the improvement of the structure construction of translation education and consummate a more developed translation major just like their oversea counterparts. There are more and more calls for improving the existing translation teaching situations in China. Introducing such courses is a way to boost course system consummation, curricula restructuring, teaching contents updating and teaching modes innovation of the translation curricula, so that more students will be nurtured with integrity of knowledge and skills.

4). It may even inspire the newly established MTI programs.

The newly established MTI (Master of Translation and Interpreting) program in which 15 universities have been qualified to award MTI degrees to qualified students on a trial basis is receiving much scholarly attention. As a newly emerged academic

program, there has been a lot of discussion on its blueprints. Scholars and experts focus on the construction of the basic curricula, of the teaching infrastructure, and of the teacher resources. MTI is generally identified as a professional degree and focuses mainly on practical abilities of students instead of research abilities in the case of academic Master's degrees. It should have clearly identified market demand and market-oriented course design with practical contents highlighted in teaching. As the "new starting line for professionalized education" (Mu Lei 2007:12), the MTI program might well consider including localization courses in it.

Challenges do exist for opening localization courses in universities and colleges in China. Some of the major challenges are as follows:

1). High demands on teacher resources

Since localization is a profession-specific course, it has high demands on the teaching crew. Just as localization classes should be divided into several modules dealing each with certain specific portion of the whole teaching task, the teaching crew of localization courses is generally requested to have several "modules" of skills. In fact, in some overseas universities where localization courses are included, teachers have to be professional translators, technical writers, software engineers or localization experts to qualify for the teaching task.

General skills required to teach localization courses listed in the Anhalt University of Applied Sciences in Germany include: detailed word-processing capabilities, terminology management, expert terminology search and web-search skills, internet; knowledge of technical writing, hardware and software, networks, databases, and character-encoding issues required for software engineers; additional skills such as translation tools, translation memory systems, machine translation (Fisssg 2007:6). The high demands on the teaching crew may pose a challenge.

2). Equipment needed for teaching activity



Again due largely to the specialty of the localization industry and its high degree of reliance on computer technology, teaching activities of localization courses also have to rely on various technological equipment, which is much different from tradition classroom teaching that merely relies on the blackboard or PPT presentations. Many contents involve the using of computer software applicants, and thus computer classrooms have to be available for the regular teaching activities. Of course, there are also some required software applicants for the teaching activity which are needed for the explaining of CAT tools or terminology technology. Therefore, localization courses teaching cannot be introduced and carried out right after. The basic equipment required has to be prepared first.

### 3). Foundation of practice bases

As has been mentioned, localization courses are featured by practicability, as they include many practical skills required by the localization industry. The teaching should best be facilitated with practice bases, where students can take internships to take part in actual or simulated localization projects and put the theoretical and preparative localization knowledge and skills into practice, so that their understanding of the localization process can be consolidated and their practical skills exercised.

In foreign localization curricula design, internship is almost always included to facilitate better teaching.

### 4). Costs

The above mentioned challenges might all constitute yet another challenge: comparatively high costs. Arranging well qualified teaching crew, preparing required teaching equipment and investing in practice bases all add to the costs of the localization course, which might not be affordable to some universities and thus considered impractical.

One possible solution may be launching cooperation programs with major

localization companies in terms of technology support, training, internships and scholarships. Software engineer and localization translators may be invited to give lessons on localization practices and practice bases can be established with their support. In fact, practice bases may even be established within their companies, where students can take internship. Some students may directly be recruited in the companies when they graduate. In return, the university or college may also offer training lessons for the company's employees.

Yet despite the challenges, we may still anticipate that practical solutions will be found, and localization courses may arrive in the Chinese translation curricula in the near future, considering the inevitable historical trend represented by the rapid development of the GILT industry. Guided by the pursuit of enhancing students' translation competency, and with successful oversea counterparts as references as well as a scientifically organized teaching plan aided by equipment and practice bases, localization courses included translation curricula will benefit many parties concerned.

## Chapter Five Conclusion

### 5.1 General Review of the Research

This research focuses on the fast-developing localization industry which arose in the 1980s from the computer software industry and encompasses translation as a crucial part of its business process, with the purpose of catching the light it sheds upon general translation and especially translation teaching in China.

The discussion on what localization brings to translation and translation teaching is based on a detailed description of the localization industry at the beginning, where the notions of globalization, internationalization and localization are first explained. Then a general account on localization industry is given prior to the explanation of the actual localization process. A closer look is taken at the translation process of localization companies, where it is closely examined from the source text languages, source text types, translation tools and technologies, to translation strategies and guidelines and even the localization translation ethics, so as to discover what is expected from localization translators.

Trough analysis of the localization translation in practice, required competence is concluded which is compared with general translation competence to find out the similarities and differences in order to instruct course design. Before the attempt, the status quo of translation teaching in China is described and briefly evaluated through the translation competence theory.

The suggestion of introducing localization teaching in Chinese translation curricula is raised after a close study of the recent situation both at home and abroad. Teaching objectives are first identified again instructed by the translation competence theory. Then some foreign universities with localization courses related experiences

are listed, with profiles of their localization courses highlighted. Then a detailed description of the software localization course syllabus of MIIS (Monterey Institute of International Studies) is provided for reference, and a China-specific localization course design is proposed. Besides, vocational trainings in China concerning localization is compared with academic study of it. Finally, the anticipation of opening localization courses in Chinese translation curricula is put forth, with challenges and hopes analyzed.

## 5.2 Major Findings

Major findings during and after the process of the research mainly include the following points:

1). Translation is an inevitable and crucial process within the localization of a product or service. An integrated localization project invariably includes much translation work. Apart from the physical product or service itself, many other related-materials may be required to be translated such as materials about marketing. As to the product or service itself, quantity of translation work required is in accordance with the interactions the product or service has with the users.

2). Localization translation has its unique features compared to general translation, and thus localization translation competence is slightly different from that of general translation. Compared with general translation, the source text types of localization translation are usually technical ones, the writing conventions of which should be observed; due to the vastness of the task, localization translation is highly dependent on translation tools and technology, including translation memory tools, terminology tools, etc; there are some recommended strategies of localization translation as well as guidelines and ethics that the localization translation activities should observe.

Also, analysis based on a study of the required professional skills of localization translation shows that localization-specific translation competence basically accords with the general translation competence, as measured With PACTE's translation competence model. A slight deviation, however, is that the professional-instrumental competence required in localization-specific translation is extended.

3). Some major problems existing in translation teaching in China are identified: the lack of unified and standardized teaching scheme for translation teaching within the country, resulting in the variety of teaching modes carried out by different universities; teaching arrangements basically center around translation knowledge and skills, with other relative subjects that may help enhancing translation abilities understated or totally ignored; translation knowledge and skills are nonetheless mixed instead of separated from basic language knowledge in teaching; improvements on textbook choosing and testing methods are also call for.

4). A localization course designed in the Chinese context is suggested on the basis of the research on the oversea practices of localization course settings, which is featured by module structure and focuses on competences. It covers most of the major components in the course construction as contained in oversea universities, and yet is not confined by them. Instead, the current market demands and educational demands in China as well as the general teaching environment are taken into account, so that the designed course is "localized" in a certain degree. It includes the course orientation, course objectives and outline of the course, as well as teaching and evaluating methods.

5). Including Localization courses in Chinese translation curricula is necessary in several ways. Firstly, professional qualifications of students will be enhanced, as their knowledge and skills in localization will add to their competitive edge in the job market. It is a possible solution for the innovation of translation teaching, and may

even inspire the newly-established MTI programs in China. Secondly, the development of Chinese GILT industry will generate large demand on qualified future employees, so that including localization courses in the translation curricula is not only an outlet of employment pressure for graduates, but also a support of the steady development of the GILT industry.

6). Including localization courses in Chinese translation curricula is both possible and practicable. Even though there exist some challenges for this practice, such as the comparatively high costs generated from the high demands on localization teaching resources, the equipment needed for teaching activities and foundation of practice bases, solutions are sure to be found. Successful examples in the west can be referred to, and cooperation with localization companies can be established.

### **5.3 Strengths and Limitations of the Research**

The localization industry arose in the 1980's and arrived in China much later. As a result, even though it is increasing in popularity and arousing more and more public and academic attention, there is still much to explore in this industry and profession.

The translation process in localization particularly has not been given adequate attention in the academic translation field, and still less attention is focused on the light that localization translation may shed on translation teaching in China. The research is inspired by the article "The Conceptions and Contents of Localization Translation Teaching" written by Professor Miao Ju and Zhu Lin, who are among the few of the avant-gardes in proposing the inclusion of localization translating in China. Thus this study is featured by its novelty as being one of the first tentative researches on this practice.

Major limitations of the research are as follows:

1). There is the shortage of materials, and especially those of academic studies

on this topic. Limited published materials are available to consult to. Within China there is not more than one monograph on software localization. Thus the research may be lacking in width and scope, as it is based upon limited existing resources as references.

2). Due to the limited time and energy on the part of the researcher, some issues of significance are only touched upon, instead of carrying out closer exploration. For example, the notion of localization competence is brought up, yet only a rough comparison is covered. Besides, this research is only a tentative one that merely anticipates the inclusion of localization courses in translation teaching in China after introducing localization, the industry, and its translation process. A suggested localization course design that suits the Chinese translation teaching situation is proposed, but no specific and concrete model of localization teaching is endeavored to be built by this research.

#### **5.4 Recommendations for Future Study**

Further studies may be carried out on drawing more concrete blueprints for localization courses that fit the general Chinese translation teaching environment and situations, which may include textbooks choosing and keeping the course updated with the development of cutting-edge translation and localization technology.

The notion of localization-specific translation competence or even localization competence might be studied and the components modeled, the result of which might be used in designing localization courses in great details that are applicable and practical to carry out.

To sum up, the research which is based on a close examination of the new cutting-edge localization industry that generates increasing demand on qualified

localization translators, anticipates the inclusion of localization courses in Chinese translation curricula after an analysis of the present situation both within the national border and abroad. Hopefully this tentative research will lead to more in-depth explorations which will finally effect the integration of Chinese translation curricula with the presence of localization teaching.



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