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# Professionalization of Translation in Burundi : Case of Translators Working in Language Industries

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**UNIVERSITY OF BURUNDI**

**FACULTY OF ARTS AND SOCIAL SCIENCES**

**MASTER PROGRAM IN TRANSLATION AND INTERPRETATION**

# PROFESSIONALIZATION OF TRANSLATION IN BURUNDI: CASE OF TRANSLATORS WORKING IN LANGUAGE INDUSTRIES

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A Thesis submitted in partial fulfillment of the requirements for the award of Master of Arts in Translation and Interpretation

**Bujumbura, February 2025**

## MEMBERS OF THE JURY

President: Professor Ferdinand Mberamihigo

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Supervisor: Doctor Dominique Savio Nsengiyumva

## DEDICATION

To the Lord, Almighty;

To Dr. Dominique Savio Nsengiyumva;

To my understanding wife and my beloved children;

To my parents;

To my brothers and sisters;

To all my relatives and friends;

I warmly dedicate this work.

## ACKNOWLEDGMENTS

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Secondly, my heartfelt thanks go to Dominique Savio Nsengiyumva (PhD), my academic supervisor, for carefully reading and correcting this work despite his many responsibilities. I am also very grateful to everyone not mentioned here that have given me their time and provided me with directions and advice that help me success in future.

Finally, I would like to thank all of my classmates in translation and interpretation master's program at University of Burundi. They have been done their best to enable fair communication and mutual support until I reach this step.

**ABSTRACT**

Since Burundi has adopted a multilingual policy, it has become a fertile ground for the development of translation as a professional occupation. When Burundi has become a member of different regional and international organizations and platforms, translation has gained a paramount importance in bridging effective communication to reach local people and connect them to what is going on around the world in regard to their respective country.

The present study intended to address the main question which is: to what extent is translation in Burundi professionalized? To address this question, data was collected using a questionnaire with close and open- ended questions. The study was conducted in Bujumbura and Ngozi. In this way, 25 translators from 22 language industries settled in these two areas participated in the study. The analysis of data was done through quantitative descriptive techniques with qualitative analysis (by displaying the number and the way they practice the occupation were discussion-centred) and interpretation of data from open-ended questions. The main findings showed that trained translators are still few in a huge domain like translation.

Furthermore, there are many ethical flaws in the practice of translation in Burundi if professionalization is to be considered. This is due to the fact that practitioners are not all trained in translation. And the fact that most of them did not get any training of upgrade about translation as a profession comes to complicate the situation. Some proposed solutions constituted the recommendations for this study. Existing academic training institutions should be encouraged to undergo refresher courses and improve their services in their domain of expertise.

Finally, translators should be the first to make a step in creating associations. That is, any legal framework that would help this trade evolve professionally by collaborating with the government and training institutions for this purpose.

The existing training institutions such as the University of Burundi, in its Master programs of translation should include subjects on how this profession can be upgraded with a professional status.

**Key words:** Professionalization, translation, language industries, translator associations, code of ethics

**RESUME**

Depuis l'adoption d'une politique de multilinguisme, le Burundi se présente sous forme de terrain fertile pour le développement de la traduction en tant qu'activité professionnelle. Quand le pays, en tant que membre, a intégré plusieurs organisations et plateformes tant régionales qu'internationales, la traduction a été d'une importance capitale pour assurer une communication efficace de la part de la population locale en vue de faire preuve de la communication de ce qui se passe dans le monde en ce qui concerne leur pays respectif.

La question principale à répondre dans cette recherche est : à quel niveau la traduction au Burundi est-elle professionnalisée ? Pour répondre à cette question un questionnaire a été élaboré et envoyé aux répondants pour récolter les données. Cette recherche a été menée dans la ville à Bujumbura et de Ngozi. Ainsi, 25 traducteurs issus de 22 entreprises de traduction établies dans ces deux villes ont participé dans cette étude. L'analyse des données a été faite par la technique quantitative et descriptive ainsi qu'une analyse qualitative des données collectées à travers les questions fermées et ouvertes (le nombre de traducteurs contactés et la façon dont ils exercent leur profession ont été objet de discussion). Les résultats ont montré que les traducteurs qualifiés sont encore peu nombreux dans un domaine aussi vaste que la traduction.

De plus, les résultats ont monté qu'il y a beaucoup d'imperfections au niveau de l'éthique de déontologie dans la pratique de la traduction au Burundi si la professionnalisation doit être prise en compte. Cela est du au fait que tous les ceux qui pratiquent la traduction ne sont pas qualifiés dans le domaine. Plus pire encore, la plupart d'entre eux n'ont pas reçu de formation de mise à niveau en ce qui concerne la traduction comme profession. Dans ce cas, à travers cette recherche, des solutions ont été proposées en tant que recommandations.

Les institutions de formation universitaire existantes devraient être encouragées à suivre les cours de mise à niveau afin d'améliorer leurs prestations dans leur domaine d'expertise. Donc la mise à jour de l'organisation de cette formation devrait mettre en évidence les domaines d'expertise.

Enfin, les traducteurs devraient être les premiers à se lancer dans la création d'associations. Cela veut dire tout cadre juridique qui aiderait ce métier à évoluer professionnellement en collaborant évidemment avec le gouvernement et les institutions de formation à cette fin. Les institutions de formation existantes entre autre l'Université du Burundi devraient inclure dans leurs programmes de Maîtrise en traduction des cours sur la façon dont ce métier peut être mis à niveau (redynamisation) avec un statut professionnel.

**Mots-clés :** Professionnalisation, traduction, industries de langues, associations de traducteurs, code de l'éthique

# CONDENSE DU MEMOIRE

Le travail portant comme titre “Professionalization of Translation in Burundi: The Case of Translators Working in Language Industries” a été réalisé sous la direction du Docteur Dominique Savio NSENGIYUMVA et comporte cinq chapitres dont l’introduction générale, revue de la littérature, méthodologie, présentation et analyse des données et synthèse des résultats, conclusions et recommandations. Après ces chapitres, la bibliographie et annexes couvrent la partie finale du travail.

## CHAP I. INTRODUCTION GENERALE

Ce chapitre porte sur le contexte de la recherche. Le décret présidentiel numéro 100/078 du mois de Mai 2019 reconnait le Kirundi et le Français comme deux langues officielles. Elles sont utilisées principalement comme des langues d’enseignement. A cela, s’ajoute encore l’Anglais et le Swahili (enseignés aussi dans les écoles comme des cours de langues) et reconnus par le même décret comme des langues de communication en plus.

En effet, vu que le code de procédure pénale numéro 1/09-153 promulgué en 2018, chapitre 5 plus précisément de l’article 143 à l’article 153, la traduction et l’interprétation dans le contexte de la justice burundaise; et que le Burundi a intégré des organisations tant régionales qu’internationales entre autre la Communauté Est Africaine (EAC), Union Africaine (UA), Organisation de Nations Unies (ONU) et autres, il est claire que presque tous les secteurs de la vie se trouvent concernés par différent type de relations de coopération. Cependant, lors de la conclusion de plusieurs réunions et conférences régionales et internationales, les signatures des Memoranda d’Ententes, les documents ou rapports sont rédigés dans d’autres langues qui ne sont pas le Kirundi. Alors, pour que la population locale puisse avoir et comprendre ce qui a été dit ou décidé envers leur pays, la traduction de ces documents doit intervenir. A ce

niveau, le problème qui se pose est de savoir si le Burundi dispose des gens qualifiés capable d'assurer efficacement la communication à travers la traduction, à quel point ils l'exercent d'une manière professionnelle, s'ils sont qualifiés ou non (formation académique). Donc, sur base de ce qui est ci-haut cité, la question générale sur laquelle la recherche se base est « A quel point la traduction au Burundi est-elle professionnalisée ? ». Cette même question se décompose en trois questions spécifiques qui sont les suivantes :

- A quel point se trouve la traduction au Burundi en matière de la mise en place des programmes de formation ?
- Comme se présente la situation actuelle concernant les associations des traducteurs au Burundi ?
- A quel niveau les traducteurs burundais exercent leur profession conformément aux canons généraux du code de l'éthique des traducteurs?

Comme tout travail de recherche, en plus des questions de recherche, il y a les hypothèses suivantes:

- La traduction au Burundi se professionnalise grâce à la mise en place des différents programmes de formation des traducteurs dans le système éducatif burundais.
- Plusieurs associations de traducteurs ont été créées par des traducteurs formés.
- Les traducteurs professionnels exercent leur profession conformément au code de l'éthique des traducteurs.

Concernant l'apport du travail, il vient contribuer dans le but de faire avancer la traduction jusqu'à la rendre professionnelle telle que prescrite par les textes. Alors, dans ce cas, pour être factif, le travail a été mené en administrant un questionnaire aux traducteurs pris pour population-échantillon travaillant dans

quelques maisons de traduction situées en ville de Bujumbura et Ngozi. Ensuite, la définition des mots clé comme traduction, traduction professionnelle, professionnalisation, industrie des langues ainsi que la structure du travail clôture le premier chapitre.

## CHAP II. REVUE DE LA LITTERTURE

Les discussions, éclairées par certains auteurs, portent sur les différentes approches qu'implique la professionnalisation de la traduction. Parmi ces auteurs, Tseng (1992) vient en premier dans l'illustration de ses approches comme :

- La théorie de caractéristiques d'évolution d'une occupation jusqu'à devenir une profession : ici, les éléments comme l'existence d'un code d'éthique, la disponibilité des centres de formation et la création des associations constituent l'une des règles.
- La théorie de contrôle du marché. Les organes mis en place doivent saisir le dossier en main pour que les activités qui s'exercent doivent être censurées. Tout se passe sous contrôle. Il s'agit de porter au clair ce qui doit être fait, les conditions requises, les modes de faisabilité pour les bonnes prestations, s'assurer si les traducteurs sont qualifiés et travaillent d'une manière autonome, les relations des traducteurs avec les institutions publiques.
- La théorie de compétition parmi les pratiquants de la traduction. Pour qu'un métier soit vivant, la compétition demeure une nécessité. Elle incite les pratiquant à penser tout le temps à la créativité qui donne lieu aux innovations d'une façon de plus en plus régulières.

L'autre auteur est Newmark (1988) qui précise que la traduction est d'abord une science car elle exige d'avoir un bagage intellectuel. Aussi, il faut être doté d'une capacité linguistique (parler, comprendre, écrire et comment en faire des

manipulations selon l'objectif). Enfin, il continue de dire que la traduction est un art qui permet de faire le choix de matériel à utiliser parmi ceux qui ne sont pas adéquat. A partir de ces deux hommes, ce chapitre, avec l'appui d'autres auteurs, donne l'illustration des différents critères marquant une activité qui est vraiment professionnalisée. Ce qui fait que même les étapes d'une traduction menée d'une façon professionnelle n'ont pas été mises de côté. Il s'agit de la lecture du document à traduire, chercher qui va traduire, traduction proprement dite, la révision, relecture et livraison. Pour travailler sur des faits concrets, les cas de la professionnalisation de la traduction en Belgique, au Canada et aux Etats Unis ont été utilisés comme référence. Les institutions académiques, les associations des traducteurs et les codes d'éthique des traducteurs existent bel et bien et accomplissent leur mission comme il se doit. Il a été trouvé que dans ces pays les associations sont créées selon les champs d'expertise (éducation, juridique, militaire, médical, etc) et même par province (Canada). Au Burundi, du point de vue formation des traducteurs, les maquettes de formation de trois universités (Bujumbura Christian University, Université du Burundi et Université de Ngozi) ont été objet d'analyse pour se rendre compte de la manière les futurs traducteurs bénéficient les apprentissages tant au niveau théorique que pratique. Mais, pour le cas des associations, le Burundi ne dispose aucune association des traducteurs bien que le système éducatif burundais contient des programmes d'enseignement pour les traducteurs (ce qui a été prouvé par les réponses données par les éléments contactés lors de l'administration des questionnaires).

## CHAP III. METHODOLOGIE

Au niveau de ce chapitre, différentes techniques utilisées pour mener à bien ce travail de recherche ont été mise en évidence. Mais, avant de les préciser directement, certaines informations selon les auteurs qui ont discuté telle ou telle autre technique, ont été mentionnées. Alors, la faisabilité de ce travail a été aussi

traduite par l'utilisation d'un questionnaire sur lequel il y avait des questions à répondre soit d'une manière ferme ou ouverte. Ce dernier a été soumis aux traducteurs pris comme population échantillon qui travaillent pour des cabinets de traduction œuvrant au Burundi. Alors, le travail de recherche a été mené auprès des maisons de traduction qui se trouvent dans la ville de Bujumbura et celle de Ngozi. Dans ces mêmes endroits, 25 traducteurs choisis parmi les 22 maisons de traduction. La méthode utilisée pour l'échantillonnage est la technique d'échantillonnage orienté tandis que pour celle de la collection des données est la méthode hybride. Cela veut dire la technique de recueil de données brutes qui consiste à distribuer un questionnaire aux traducteurs ciblés par la recherche et la technique d'analyse documentaire où un nombre de documents issus de différentes sources (bibliothèques, site web, etc.) ont été consultés. Après, le recueil des données, leur analyse a suivi. Cette activité a été effectuée par la technique d'analyse quantitative, qualitative et descriptive.

## CHAP IV. PRESENTATION ET ANALYSE DES RESULTATS

Le questionnaire a été distribué à un nombre allant jusqu'à 25 traducteurs qui travaillent au sein de 22 maisons de traduction établies dans la ville de Bujumbura et Ngozi. Sur 25 questionnaires envoyés, seuls 18 (72 %) ont pu retourner avec des réponses. Toutes les réponses fournies par ces traducteurs ont été mentionnées discutées et interprétées. Parmi les traducteurs qui ont répondu il a été remarqué que :

- 61,1 % parlent plus de trois langues, 33,3% sont capable de parler au moins 3 langues et 5,6% deux langues.
- 66,7 % sont des traducteurs-interprètes, 27,8 % sont des enseignants de langues et 5,6 % travaillent dans le journalisme.
- 67,7% détiennent un diplôme de licence, 16,7% sont des bacheliers et 16,7% avec une maîtrise.

- 77,8% ont fait au moins une formation en traduction
- 44,4% ont reçu la formation en traduction en tant que domaine de formation et 44,4% l'ont vu à travers les séances de cours prévues dans les domaines de formation (linguistiques)
- 61,1% sont des lauréats de l'Université du Burundi et 11,8% ceux de l'Université de Ngozi.
- 55,6% ne sont pas au courant de l'existence des associations des traducteurs alors que 44,4% le sont déjà.
- 66,7% ne sont pas membres d'aucune association des traducteurs présente sur le globe au moment où 33,3% adhèrent aux associations étrangères
- 77,8% n'ont aucune idée en ce qui concerne l'existence des associations des traducteurs au Burundi.
- Plus de 80% se réclament être au courant de l'importance des associations qui est la promotion du bien-être des traducteurs.
- Lors de la non-concordance du temps imparti à un projet de traduction, plus de 55% cherchent d'autres pour leur aider à accomplir le travail conformément aux consignes, 33,3% informent immédiatement leur client pour un temps d'ajout et 11,1% ignorent tout simplement les consignes et terminent le travail même s'ils vont le remettre avec retard.
- 77,8% disent qu'ils se conforment au code pendant leurs prestations et 22,2% non.
- Plus de 50% des traducteurs interviennent dans plus d'un domaine d'expertise.
- Plus de 80% déclarent qu'ils procèdent à expliquer comment les affaires marchent après le désagrément à propos du prix (pour la traduction) et 16,7% refusent catégoriquement le marché.
- Autour de 60% des traducteurs se réclament avoir subi une formation de mis à jour (renforcement des capacités)

Les traducteurs contactés pensent que la non-existence des associations des traducteurs s'attribue au manque de volonté de la part du Gouvernement Burundais et d'initiative, manque des centres de formation et de coordination dans le secteur. Mais ce qui est clair est que certains de ces traducteurs sont déjà au courant des valeurs qui doivent les animer dans l'exercice de leur profession. Il s'agit de l'honnêteté, le respect, la loyauté, la discrétion, l'intégrité, confidentialité, etc. Le problème réside au niveau de travailler conformément à ces valeurs car il est difficile qu'un traducteur dise non lorsqu'il se trouve en face d'un projet qui ne coïncide pas avec son champs d'expertise. Même s'ils sont au courant des valeurs d'un traducteur (certains), ils ont toujours des confusions à propos de la professionnalisation car certains pensent que c'est la signature d'un contrat avec le client ou les tâches accomplies qui rendent professionnel.

Enfin, pour les résultats et leur interprétation selon les hypothèses, il a été remarqué que les institutions académiques pour former les traducteurs sont déjà disponibles avec des programmes (Université du Burundi, Bujumbura Christian University et l'Université de Ngozi). Cela constitue la première étape de la professionnalisation et il y a des traducteurs déjà formés et diplômé depuis 2003 (Université de Ngozi). Mais à partir de la situation déjà observée, après les réformes initiées dans le système éducatif burundais, les traducteurs qualifiés restent en nombre insuffisant sur le marché de traduction au Burundi.

Les réponses au questionnaire en concert avec les documents consultés sur le fait que les associations des traducteurs existent au Burundi nous révèlent que la vérification de cette hypothèse aboutit à une réfutation. Cela implique que le Burundi ne connaît aucun un cadre légal qui puisse coordonner le secteur de la traduction. Il revient aux traducteurs eux-mêmes de se mettre ensemble pour créer ces dernières et approcher le Gouvernement afin qu'ils puissent bénéficier d'un soutien car l'existence de ces dernières constitue une deuxième étape de la

professionnalisation. A ce moment, l'absence de ces associations peut justifier aussi l'indisponibilité d'un code de l'éthique des traducteurs. Donc, le code en soi, en tant qu'instrument légal qui peut servir de guide légalement n'existent pas. Mais cela ne signifie pas que les traducteurs burundais ne se conforment pas au code. Ils procèdent par des codes informels (une sorte d'entente entre le traducteur et le client).

## CHAP V. SYNTHESE DES RESULTATS, CONCLUSION ET RECOMMENDATIONS

Au Burundi, si les articles allant de 143 jusqu'à 153 dans le chapitre 5 du code de procédure pénale numéro 1/09-153 promulgué en 2018 reconnaît la traduction, nous pouvons dire qu'elle est officielle. Cela se traduit par le fait que le pays grâce à son intégration dans plusieurs organisations ou communautés tant régionales qu'internationales, le tissage des liens diplomatiques ou autres donnant lieu à la traduction des différents documents ou memoranda issus de ces derniers. Tout cela pour parvenir à un commun accord. Même si le chemin est encore long, toujours sur le chemin de professionnalisation, la traduction de tous ces documents issus de ces différents contextes est assurée par les Burundais. Le Gouvernement du Burundi à travers le ministère d'éducation nationale a favorisé la mise en place des établissements abritant les domaines de formation académique des traducteurs tels que l'Université du Burundi, l'Université Chrétienne de Bujumbura ainsi que l'Université de Ngozi. Ici, pour l'université du Burundi, une formation de ces traducteurs et interprète au niveau mastère reste une réalité. Cela parce que le même Gouvernement a trouvé la traduction facilite et améliore d'une manière efficace la communication.

Le problème, malgré les efforts du Gouvernement, reste au niveau des traducteurs qui demeurent avec des lamentations du fait que les institutions académiques de formation sont toujours en nombre insuffisant. Elles devraient être multipliées car il y a des gens qui s'engagent comme traducteurs et exerce

librement le métier sans avoir fait aucune formation y relative. Ce désordre est le résultat de l'absence des organes de contrôle tels que les associations et le code de l'éthique des traducteurs auquel tout le monde aurait l'intérêt à se conformer. Mais certains essaient de suivre quelques éléments de ces codes et se croient traducteurs professionnels.

Pour conclure, à côté du Français, Anglais, Kirundi et Kiswahili qui sont des langues enseignées au Burundi, leur manipulation est l'un des éléments qui montrent que la traduction s'exerce avec professionnalisme. A ces langues peut aussi s'ajouter le Chinois, l'Allemand, le Russe, et l'Espagnol qui s'offrent aussi comme cours dans les universités au Burundi (Université Nationale et Université de Ngozi). Alors, il se présente un phénomène des gens qui se croient polyglottes et s'improvise comme traducteurs. Donc, ce travail de recherche a pour but de faire une sorte d'analyse ou évaluer à quel point atteint le processus vers la professionnalisation de la traduction au Burundi, si les prestataires sont qualifiés, si les établissements de formation, les associations et code de l'éthique sont disponibles, s'ils se conforment à ce dernier durant leurs prestations quotidiennes. Alors, toutes les hypothèses ont été bien vérifiées à travers la consultation des différents documents et distribution d'un questionnaire. La première sur l'éducation a été confirmée mais les deux autres qui portent sur les associations des traducteurs et code de l'éthique ont été réfutée après vérification. Enfin, partant des conditions incontournables pour affirmer que la traduction au Burundi est professionnelle, il a été remarqué que le chemin est encore long parce qu'à part que le ministère d'éducation a pu mettre en place des programmes de formation même si les perfections demeurent une nécessité, les autres comme associations et codes n'existent pas. Après cette évaluation, la traduction au Burundi peut être considérée qu'elle est professionnalisée à 33,3%.

Pour le volet recommandations, le Gouvernement Burundais devrait faire un effort à côté du code de procédure pénale déjà disponible pour mettre en place d'autres instruments pouvant contribuer à la création d'un terrain favorable pour le marché des traducteurs burundais. Avec l'appui de ce dernier, les traducteurs sont invités pour se mettre ensemble dans l'unité parfaite pour créer des associations qui à la longue peuvent donner naissance à un cadre légal qui peut contribuer à la coordination, au contrôle afin de réglementer le marché. Cela va améliorer aussi les conditions de vie et de travail des traducteurs.

Les institutions académiques sont invitées et fortement encouragées à continuer la formation des traducteurs tout en améliorant les programmes. Si chaque domaine de formation comme la médecine, agronomie, droit et autres est organisé avec un programme de former des traducteurs qui sont à mesure de bien maitriser la terminologie, cela pourra évidemment contribuer à la professionnalisation de la traduction au Burundi.

Les futurs chercheurs, dans le but de pérenniser la professionnalisation, sont invités à continuer de mener des recherches sur la professionnalisation da la traduction dans les domaines divers. Il s'agit de la professionnalisation de la traduction dans le domaine médical, juridique, agricole, militaire, scolaire, littéraire, etc. A cela s'ajoute aussi la professionnalisation des types de traduction (spéciale, littérale, audiovisuelle, transcréation, localisation et autres). Une fois cela est fait, trouver un traducteur professionnel selon le domaine d'expertise et type de traduction ne posera pas de problème.

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## LIST OF ABBREVIATIONS AND ACRONYMS

A1, A2 : Kinds of certification in technical schools

AFTI : American Foundation for Translation and Interpretation

AIIC : Association Internationale des Interprètes de Conférence

AILIA : Association Canadienne de l'Industrie de la Langue

AISBL : Association Internationale Sans But Lucratif

AMIU : Al-Mustafa International University

ASTIM International: American Society for Testing and Materials

ATA : American Translators Association

ATIA : Association of Translators and Interpreters of Alberta

ATINS : Association of Translators and Interpreters of Saskatchewan

ATIO : Association of Translators and Interpreters of Ontario

AU : African Union

AUF : Agence Universitaire de la Francophonie

BA : Bachelor of Arts

BCU : Bujumbura Christian University

BICADEC: Burundi International Capacity Development and Entrepreneurship Center

BQTA : Belgian Quality Translation Association

CAT : Computer-Assisted Translation

CBTI : Belgian Chamber of Translators and Interpreters

CEATL : Conseil Européen des Associations des Traducteurs Littéraires

CESOLIED : Centre pour les Solutions Linguistiques et Educatives

CMS : Content Management Systems

COMESA : Common Market of Eastern and Southern Africa

CPD : Continued Professional Development

CTTIC : Canadian Translators, Terminologists and Interpreters Council

CTTINB : Corporation of Translators, Terminologists and Interpreters of New Brunswick

D7 : kind of certification for teachers' trainings

DRC : Democratic Republic of Congo

EAC : East African Community

ELC : English Learning Center

FIT : Fédération Internatonale des Traducteurs (International Federation of Translators)

FIT : International Federation of Translators

GALA : Globalization and Localization Association

GILT : Globalization, Internationalization, Localization and Translation

HAU : Hope Africa University

HEL : Haute Ecole de Liège

IATIS : International Association for Translation and Intercultural Studies

ICT : Information and Communication Technology

ISTI : Institut Supérieur de Traducteurs et Interprètes

IT : Information and Technology

KCU : Kinshasa Christian University

KU : Kenyan University

LATUC : Language Translation and usage Center

LCOE : Listening Comprehension and Oral Expression

LS : Language Services

LSP : Language Service Provider

MA : Master of Arts

MALLT : Master of Arts in Languages, Literature and Translation

MLIST : Master of Library Information Science and Translation

MOU : Memorandum Of understanding

MS Word : Micro Soft Word

NGO : Non-Governmental Organization

OTTIAQ : Ordre de Traducteurs, Terminologues et Interprètes Agréés du Quebec

PAPUBU : Projet d'Appui à la Professionnalisation des Universités du Burundi

PhD : Philosophiæ Doctor

PTA : Professional Translation Agency

RC : Reading Comprehension

Resp. : Respondent

RSC : Resettlement Support Center

SL : Source Language

SPC : Single Point of Contact

ST : Source Text

STIBC : Society of Translators and Interpreters of British Columbia

SU : Summit University

TL : Target Language

TT : Target Text

UB : University of Burundi

UCL : Université Catholique de Louvain

ULB : Université Libre de Bruxelles

ULg : Université de Liège

UN : United Nations

UNG : University of Ngozi

UNHCR : United Nations High Commissioner for Refugees

US : United States

USA : United States of America

WFP : World Food Programme

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## FOREWORD

Burundi, landlocked country surrounded by three countries (DRC, Rwanda and Tanzania), open to cross borders mobility, has integrated several organizations (regional and international). In all this context, languages other than Kirundi and French (official languages in Burundi) are used as means of communication. Since each country member of any of the organizations has its proper language and has the right to keep update information, a method of reaching common understanding or agreement is involved. That of translation. English, Swahili, Spanish, German and Chinese languages are present in Burundi. This shows that translation should be involved in different written communication.

Indeed, many facilitators claiming to bridge communication through translation have increased. Many language industries or translation firms are available in Bujumbura city and others like Ngozi. Besides, academic training institutions have been created. But the important issue is to know whether the language industries available are processing translation professionally. Here, it is noted that the features of professionalization of an occupation are the existence of training programmes, availability of associations and code of ethics.

Furthermore, translation was and is being practiced by several people. Some work in-house others are freelancers. Meanwhile, this research is trying to assess this process through which translation is getting professionalized. That is, those translation practitioners are they qualified? Do they have a legal framework that has to accompany them professionally? Do they have code of ethics they have to observe while dealing with their assignments? This work was conducted to find out what can be the actual solutions to this wonderings from different people and find out at which level translation professionalization is.

# CHAP I. GENERAL INTRODUCTION

## 0. Introduction

This section discusses the background of the study, the problem statement, the research questions, the hypotheses, the significance of the study, the scope of the study, and the structure of this study.

## 1.1 Background to the Study

The Presidential Decree number 100/078 of May 22, 2019 recognizes Kirundi and French as the two official languages in Burundi. They are also used as medium of instruction in schools. But English and Kiswahili were added by the same decree and are taught as subjects and used as additional languages for communication.

With the current promotion of globalization (the spread of communication networks at a worldwide level) due to the advancement in information and technology, Burundi as landlocked country between DR of Congo, Rwanda and Tanzania, has integrated into several organizations both regional and international such as EAC, AU, COMESA, UN, UNHCR, WFP, etc.

The membership in such organisations prevented Burundi from isolation because the country members of these organizations do not share the same languages. They have to communicate mutually and keep updated on information regarding the global issues of shared interests.

Different documents from various regional/international meetings and conferences, and agreements in daily cooperation reach Burundi in their original languages. Those documents are translated into Kirundi or French depending on the clients' will and needs.

Besides, considering the Burundi criminal proceeding code of 2018 no 1/09-153 in its chapter 5 from article 143 to 153 and criminal proceeding code of July 20th, 1999 in its articles from 97 to 101 translators and interpreters are recognized. They can be appointed by the ministry of justice and enjoy all the rights as civil servants working in this state organs. Almost all the sectors of life are nowadays concerned with different relation ties between Burundi and other countries like bilateral or multilateral cooperation.

In terms of example, when countries like USA, United Kingdom, Spain, Italy, Saudi Arabia, United Arab Emirat, etc are involved in diplomatic, business or any other cooperation tie, a language barrier arises. Partners in this situation have to resort to a mechanism that will help them reach a common agreement and then comes in the role of translation. Besides, the Arusha Peace Accord signed on 28th August 2000 had recognized that the final documents would be written in French, English and Kirundi and the French version is taken as the original.

In this context, many translation firms have been created with the main purpose of bridging communication properly. It is against this background that this study was conducted in order to investigate the extent to which the professionalization of translation context of Burundi.

## 1.2 Statement of the Problem

Translation, in a professional status, finds a fertile ground in Burundi. Professionalizing translation is one of the ways to upgrade its status in the country. Besides Kirundi as a mother tongue, the 2019 Presidential Decree 100/078 of May 22, 2019 recognizes French, English and Swahili as languages taught in Burundian education. Among the languages, Kirundi and French are stand out as languages of instruction depending on the level of the learners at

school. The other languages like English and Swahili have been added because the country cooperates with countries all over the world.

Translators, also known as mediators in communication, have to be aware of what they should do as experts in different domains to make countries reach common agreement when they are planning big projects within different sectors in a bid to improve their respective people's lives. During all these audiences, they use languages and even some protocols or MOU (Memorandum Of Understanding) many diplomats, Non-Governmental Organizations officials, foreign investors or business operators, tourists, international predicators, etc are usually concluded and they are often written in different languages.

More importantly, while several studies have been conducted on translation like quality of French-English documents translation, translation techniques applied to different kinds of texts, etc., there is a lack of research conducted on investigating the professionalization status of translation in Burundi. Hence, the need to know whether there are professional translators who are available to give appropriate services.

In addition to this, it is important to know how professional these language service providers are, their qualifications (whether they were trained in translation or not) regarding the demand, the way they do the assigned tasks (as professional translators) and to try to find out if these translators meet the professionalization requirements.

### 1.3 General Research Question

This study intends to provide information about to the professionalization status of translation in Burundi; to know the current situation regarding translation association existence and to find out the way translators in Burundi are trained, whether their services are provided with respect of the code of ethics.

This study is guided by the following main research question:

To what extent is translation professionalized in Burundi?

### 1.3.1 Specific Research Questions

The following are specific research questions that have guided this study.

1) How far has Burundi gone in terms of translation training programmes?
2) What is the current situation of translation with respect to translators' associations in Burundi?
3) To what extent do Burundian translators respect the general cannons of the translation code of ethics for translators?

## 1.4 Hypotheses

The study is based on the following hypotheses:

1) Translation in Burundi is getting professionalized due to different programs that have been settled in education system.
2) Several translation associations have been established by trained translators.
3) Professional translators are providing services in respect of the translation code of ethics.

## 1.5 Significance of the Study

This work contributes to making translation as a profession move forward and professionalizing it at all levels as prescribed by the texts. Burundi has tied relationships with different countries all over the world, integrated into several regional and international organizations and it has hosted different religious and touristic crusades.

Moreover, Burundi has a government which has to be in control of everything in the country in relation with regional and international texts ratified by the State of Burundi. Here, when the translation is carried out unprofessionally, the

government system may be under risks. This research therefore raises awareness on one of the numerous potentials Burundi is endowed with, and if sufficiently put in use would help improve the situation of translation towards its professionalization in Burundi.

## 1.6 Scope of the Study

In this research, professionalization that was discussed focuses on the way translation is done and the people who are doing it. It sought to know whether people who are involved in translation do their job professionally, whether they are trained and if they are observing the ethics code. The research was conducted on 25 translators working in 22 Language Industries located in Bujumbura and Ngozi areas.

## 1.7 Definition of key concepts

Before going to the major part of the work, we would like to have a look at some key concepts, namely translation, professionalization, professional translation and language industry.

### I.7.1 Translation

Cambridge Advanced Learner's Dictionary (2007: 667) defines the translator as *a person whose job is changing words especially written words into a different language*. At this level translation acts as language mediation. Translation has an almost similar domain which is interpretation. The first is the transfer of information from one language to another through writing while the second is the oral transfer of a message from one language to another. Hence, a translator cannot so easily be assimilated to an interpreter since each of these professions requires distinct and separate aptitudes.

### I.7.1.1 Types of translation

Translation is known as a meaning transfer through writing from one language into another. Vinay and Darbelnet (1958) have set translation methods such as, loan, calque, literal translation, transposition, modulation, equivalence and adaptation.

These translation methods are used while translating documents, but not at the same time or in the same way. This is because they divided into groups: direct and indirect methods. Loan, calque, literal translation are taken as direct methods because they rely only on the direct sense or meaning, and others like transposition, modulation, equivalence and adaptation are indirect because they involve the context or culture bound issues. Thus, methods are selected depending on the nature of a text to be translated. This can be a literary text or technical one, i.e, which involves specialized terminologies. Most recently, some writers have raised another concept of classification whereby translation is done according to the domains translation is intervening. For example, Mirela (2024)[1] classified translation into 8 types and Espresso Translations with Danilo Coveilo (2024)[2] with his 4 major types of translation. That classification of the first is the following:

- Literal translation
- Free translation
- Literary translation
- Audiovisual translation
- Specialized translation
- Interpreting
- Transcreation
- Localization

[1] https://poeditor.com/blog/types-of-translation/

[2] https://espressotranraslations.com/blog/major-types-of-translation/

### 1.7.1.2 Literal translation

Literal translation, like many other terms in Translation Studies, has meant different things to different people as mentioned by Shuttleworth and Cowie (1997). Vaguely its general sense is opposed to “free” translation but one interpretation more or less equates a literal translation with a word-for-word one that is minimally adjusted to meet the demands of grammaticality (Catford 1965).

For some, a literal translation is ungrammatical; for others, it is grammatical, although it may still sound odd if Vinay and Darbelnet (1958) are considered. They say that literal translation is one of the procedures implementing a “direct” translation strategy, alongside the use of a loan or calque. Based on this highlighted above, this kind of translation can be taken as word-for-word translation and aims to translate the text from the source language to the target language while preserving the original structure and word order as closely as possible.

Translators focus on translating each word or phrase directly, without considering idiomatic expressions or cultural nuances that may not exist in the target language. Vinay and Darbelnet (1958) stated that many scholars continue by listing literal translation as a possible technique or procedure which a translator can use when the conditions are appropriate, either in general or at some specific point in a text. For Newmark (1988), literal translation is seen as a default solution, from which a translator deviates only when, for some reason or other, a literal translation is not appropriate.

#### 1.7.1.3 Free translation

According to Catford (1970), when discussing translation shifts, free translation is also referred to as unbounded translation. The SL-TL equivalences are set up at whatever rank is appropriate usually sentence-sentence equivalence. It is actually dynamic equivalence or sense-for-sense translation, prioritizes conveying the meaning of the text rather than adhering strictly to the original wording.

Unlike literal translation, translators have more flexibility to rephrase sentences, use synonyms, and adapt cultural nuances to make the translation more natural and understandable for the target audience.

#### 1.7.1.4 Literary translation

Literary translation deals with translating literary works such as novels, poems, plays, and short stories. The Oxford English Dictionary defines the literary genre as "*Of or relating to the writing, study, or content of literature, esp. of the kind valued for quality of form.*" However, defining the literary genre is difficult, and what is considered to be of artistic merit does change over time.

To translate literary content, translators have to be proficient in both languages and possess literary skills to capture the style, tone, and cultural nuances of the original work. Literary translation requires creativity and sensitivity to preserve the artistic integrity and emotional impact of the original text while making it accessible to readers in the target language.

#### 1.7.1.5 Audiovisual translation

Audiovisual translation, according to Natalia (2014), is generally a translation of verbal component of the video. Its main specific feature is the synchronization of verbal and nonverbal components. In other words, it is the task of translating audiovisual content of movies, television shows, documentaries, and video

games. Subtitling, dubbing, and voice-over are common techniques used in audiovisual translation (Aline, 2010). Audiovisual translators must consider factors such as timing, synchronization, lip-syncing, and cultural adaptation to ensure that the translated content is natural and engaging for the audience.

#### 1.7.1.6 Specialized translation

When discussing about Special Translations, it was found out that it is not any kind of translation. This kind of translation has to take into account a number of considerations like culture bounds, field of expertise, etc. Here, it is stated that:

> Specialized translation, then, appears to be strictly linked to the nature of the texts it deals with which, as seen, might belong to different specific domains, but share an operational purpose, and are characterized by a specific lexical use in the first place. Understanding therefore what makes a text specialized is the key to understanding what specialized translation is and how it works. (Kim, 2010, p. 50)

Above, the author highlights some elements that cannot be ignored while dealing with specialized translations like the link to the nature of the text, the specific domain and the specific lexical use. Then specialized translation is a type of translation that focuses on specific subject areas or industries, requiring in-depth knowledge and expertise in those fields. Here, Rita & Uus (2004) give legal, technical, scientific, medical and economic domains as examples:

- Legal translation: Sarcevic (1988) mentions that legal translators have traditionally been bound by the principles of fidelity to the source text and it was generally accepted that their task is to reconstruct the form and substance of the source text as closely as possible. She goes on by saying that the literal translation, the stricter done the better is, was the golden rule for legal texts and is still advocated by some lawyers till today.

Besides, Mansour (2019) while discussing the role of legal translation mentions the different domains in which it applied. There it is the matter of handling any legal document such as contracts, court documents, statutes, and patents. Translators need a deep understanding of legal terminology and concepts in both the source and target languages to ensure accuracy and precision (Sarcevic 1988).

- Medical translation: Walkiewicz (2018) says that the translator is obliged to skilfully render discourse elements unique to the source medical environment, transferring the discourse context to the target culture adequately to the expectation horizon of the target recipient. This requires flexibility in choosing translation strategies, which, in turn, calls for a well-developed discourse competence. He deals with medical documents, clinical trials, patient records, pharmaceutical information, and healthcare-related content. Translators must be familiar with medical terminology, procedures, and regulations to produce accurate translations that meet industry standards (Doroszewski 2014).
- Technical translation: covers a wide range of technical fields such as engineering, IT, automotive, aerospace, and manufacturing. Translators need expertise in the specific technical subject matter as well as knowledge of specialized terminology and industry standards.
- Financial/economic translation: includes financial documents such as annual reports, financial statements, investment reports, and banking documents. Translators must be proficient in financial terminology and understand accounting principles and regulations in both languages.
- Scientific translation: deals with scientific research papers, academic journals, laboratory reports, and technical manuals in various scientific disciplines such as biology, chemistry, physics, and environmental science. Translators need a strong background in the relevant scientific field to accurately convey complex concepts and terminology.

### 1.7.1.7 Interpreting

Kade (1968) as cited in Pöchhacker (2004) defined interpreting as a form of translation (in the wider sense) in two ways: on one hand, the source-language text is presented only once and thus cannot be reviewed or replayed, and the target-language text is produced under time pressure on the other hand, with little chance for correction and revision. Kade further explains that this far-sighted definition avoids the usual reference to spoken messages and elegantly accommodates also interpreting from, into or between signed languages, as well as such variants of interpreting as 'sight translation' and live subtitling. In other terms interpreting involves translating spoken language in real-time, facilitating communication between speakers of different languages. (Arnaud, B. Personal communication, April 23th, 2022)

There are different types of interpreting, such as simultaneous interpreting (translating while the speaker is speaking), consecutive interpreting (waiting for the speaker to finish before translating), and whispered interpreting (providing a whispered translation to a small group or individual). Consequently, interpreters must have excellent listening and comprehension skills, as well as the ability to convey messages accurately and efficiently in both languages.

### 1.7.1.8 Transcreation

Transcreation could be defined as the combination of translation and copywriting (Sattler-Hovdar, 2019). It is not a mere form of translation, as it involves the creation of new content., sometimes referred to as creative translation or adaptation, is a type of translation that goes beyond traditional linguistic translation to creatively adapt content for a specific target audience while maintaining the original message's intent, tone, and style.

It is distinguished by its emphasis on creative adaptation and cultural localization. We usually see transcreation being used in marketing, advertising, and branding to ensure that promotional materials resonate with the cultural and linguistic nuances of the target market. Transcreators may need to modify slogans, taglines, advertising campaigns, product names, and branding elements to evoke the desired emotional response and effectively communicate the brand message in a different language and culture (TAUS, 2019).

### 1.7.1.9 Localization

According to Reinhard (1994), localization is the linguistic and cultural adaptation of digital content to the requirements and the locale of a foreign market; it includes the provision of services and technologies for the management of multilingualism across the digital global information flow. Thus, localization activities include translation (of digital material as diverse as user assistance, websites and videogames) and a wide range of additional activities.

Contrary to definitions provided by the Localization Industry Standards Association, LISA (2010), or Dunne (2006), this definition explicitly focuses on digital content and includes the management of multilingualism as one of the important localization activities. Explicitly, Localization goes beyond translation because it requires adapting a product, service, or content to a specific culture or locale. As such, it's not just about translating text but also modifying elements such as date formats, currencies, images, and cultural references to make the content more relevant and appealing to the target audience.

## 1.7.2 Professional translation

The next type of translation is professional translation. There was a long discussion made by Aarikka-Stenroos (2010) who describes the way translation services are produced, marketed and bought, bringing up the complexity of

doing business with services (instead of goods) and emphasising the need to bring up business aspects of translation and in translator training as well.

Aarikka-Stenroos (2010) regards translation as a knowledge-intensive professional service, which is complex and highly customised, typically carried out by qualified personnel with a higher, often academic education, which contradicts with the findings of various sociological studies like Dam & Zethsen (2008), according to which translators are typically depicted as an unskilled and low status workforce with little control over their work. Then any type of translations that are used for professional purposes would usually fit into this category.

Some common examples would be a medical translation or a legal translation. Here, the main goal is usually to get all the information translated as accurately as possible. Unlike a literary translation, documents won't have any wordplay such as puns or rhymes, making it a little easier for the translator.

However, accuracy is crucial for any type of professional translation, especially for industries where the consequences of inaccuracies could be huge, such as medical or law.

Like the ones named above, more complex industries will often also require a specialist to ensure accuracy. Of course, this does depend on the subject matter, but the more complex the source language, the more educated the translator must be. This is especially the case if there is a lot of business jargon used or a certified translation required. As Aarikka discussed above, this can be concluded that professional translation refers to any economic activity involving a client in need of a translation and a service provider who supplies the translation for remuneration.

Due to the digital and information and communication technology revolution, the present-day translation market is fragmented and extremely heterogenous (Gambier, 2014; Gouadec, 2007; Koskinen, 2019)

### 1.7.3 Professionalization

Wilensky (1964) as cited in Fernandez (2007) and recited in Carlos (2009) stated:

> When work becomes a full-time occupation, as a consequence of the social need for the emergence and expansion of the labour market; schools are created for the training and education of new professionals; the professional association is formed in which the occupational profiles are defined; the profession is regulated, thus ensuring the monopoly of competence in knowledge and professional practice, and a code of ethics is adopted with the intention of preserving genuine professionals. (p. 8)

This quote shows the true status of a not only translation upgrading but also that of any professional activity. In brief Ingersoll, R. M., Alsalam, N. and National Center for Education Statistics in Belgium (1997) concludes that:

> Professionalization is a process whereby occupations seek to upgrade their status by adopting organisational and occupational attributes and traits. (p.3)

### 1.7.4 Language industry

Language industries are known as language service industries. They are considered as the economic activities of a group of firms with homogeneous nature that provide services such as globalization, internationalization, localization and translation, which are sometimes collectively called GILT, and interpretation.

All of these specialties are supported by sub-specialties and areas of expertise, as well as advanced software. According to GALA, the stakeholders of language service industry include language service providers (LSPs), Language technology and software developers, in-house localization/translation teams, research analysts, publications, and training institutes as well as globalization and localization consultants.

LSPs provide expertise on the language, culture, customs, and other characteristics of the target locale(s) and include both translation and interpreting companies. Translation companies focus primarily on delivering written text while interpreting companies transmit spoken information for meetings and conferences, telephone conversations, medical and legal situations, and so on. Language technology and software developers create tools for machine translation, translation memories, terminology management, content mining, workflow management, analytics, speech recognition, and more.

Technology is fundamental to support time-to-market goals for organizations that go global. In-house localization/translation teams exist most often in multinational companies where dedicated staff implements corporate language requirements. Linguists such as translators and interpreters are the core of the language industry.

## 1.8 Structure of the Study

This study was divided into five chapters. Chapter one displayed a general view of the topic like the background of the study, problem statement, scope, the definition of the key concepts and significance of the study.

Chapter two presents the literature review which covers the introduction giving some illumination on different traits of a profession, translation profession from the perspective in the context (sociology) of professions and displays widely

characteristics of a profession, professionalization of translation activity (workflow), professionalization of translation in other countries, the analysis of the status of translation in Burundi from the perspective of professionalization, discussion about translator education that covers different curricula of academic institution at the level of bachelor's and master's programs and professional translator associations, the role of translators associations and characteristic of professional translator association, the code of ethics and its role and definition of key concepts comes to close the chapter.

Chapter the research methodology, design of the study, area of the study, population and sampling size and different methods of data collection and analysis.

Chapter four contains data presentation and analysis of collected data through the questionnaires administered to the sample population, findings and implications. The last chapter summarizes the findings, recommendations and conclusion.

# CHAP II. LITERATURE REVIEW

## 2.1 Introduction

This chapter reviews critically other works related to this topic the translation professionalization, as already mentioned. Different countries such as, Canada, America, Belgium have improved their translation services and today, this trade which started with amateurs just as it may be in Burundi is now a profession. As Newmark, (1988) refers to translation as:

> Translation is first a science which entails the knowledge and the verification of the facts and languages that describe them. Secondary, it is a skill which calls for appropriate language and acceptable usage. Thirdly, it is an art which distinguishes good materials from undistinguished writing ones… (p. 6)

This shows that translation should be handled in professional way. It is seen as a science, a skill and an art. Reason why translators have to pay much attention while handling it. In this study, Tseng's approach to professionalization was also tried to be considered at a large extent even though this one talks about interpretation. Tseng (1992) makes a review of a number of schools of thought on how an 'occupation' (taken as definition of profession) evolves to attain the status of a 'profession' (hence, professionalization), and has the following theories as proposal:

- The Trait Theory,
- The Control Theory,
- Practitioners' Competition Theory,

Since occupation and profession are to a large extent synonymous, it may not be wrong to consider that Tseng meant the processes through which a service rendered by untrained people and on part-time bases could evolve to become a

full-time profession. So, it is important to discuss briefly the concepts just mentioned.

### 2.1.1 The Trait Theory

The approach of Tseng (1992) states that the Trait Theory refers to an occupation that evolves to become a profession. This counts when the acquisition of a number of traits or characteristics such as a code of ethics, a body of theoretical knowledge, licensure or registration and loyalty to colleagues comes to be true. Therefore, this school of thought strongly advocates the fact that a profession must have as backbone (a) strong association (s) of those carrying out that profession and which would help uphold the standards of that profession.

### 2.1.2 The Control Theory

Tseng (1992) explains in his professionalizing process that it is an assessment of the profession's relationship with other components on the labour market. The amount of power wielded by the profession in consideration of the public and the state, and degree of professionalization of its practitioners. This theory views a profession in terms of the influence it commands.

Powerful professions are characterized by powerful associations. This means that associations should not only be created and registered but they should also seek to control the market. This can be done through the mystification of the specialized language and knowledge acquired by those carrying out that trade. They must exercise some considerable degree of autonomy over the profession to avoid uninitiated persons from venturing into the profession. The control theory also insists on a strong alliance between the profession and the state.

### 2.1.3 The Practitioners' Competition Theory

A degree of competition among practitioners becomes a key requirement in the Practitioners' Competition theory. In the opinion of Tseng (1992), market competition remains necessary to make the profession lively and more challenging, thereby appeal for creativity, ingenuity and research.

Therefore, the professionalization of the trade will be achieved through practitioners' participation.

## 2.2 Translation Profession from the Perspective of Professionalization in the Sociology of Professions

Sociologically, professions can be situated within the system of occupations. Greenwood (1980) says that professions are occupations that consist of a maximum degree of five attributes, namely, systematic theory, authority, community sanction, ethical codes and a culture. In 1957, the same author Greenwood (1957) further explains that the relationship between occupations and professions can be understood by means of a scale starting with unskilled occupations at one end and ending with professions on the other with increasing complexity as mentioned by Godbout (2012).

On the issue of sociology of a profession, Sela-Sheffy (2016) states that the sociology of professions tends to focus on highly-regarded, fully institutionalized occupations which are at the top of this professional prestige scale (pp. 132, 136). On the other hand, the status problems related to (anti-) professionalization which are central in the context of the lower-status or under-studied semi-professional occupations are often neglected in the sociological study of professions. She further makes a differentiation between institutionalized and prestigious liberal professions, also referred to as success stories and failed professionalizing occupations that are trying to empower their threatened status.

As illustration to this, while medicine, law and accounting fall in the first category, a number of occupational groups that are yet to be professionalized such as school teachers, craft artists and translators belong in the second group. Apparently, translation is accepted as an occupation rather than a profession, not appearing at the top of the professional prestige ladder (Katan, 2011). Rather, it is a "quasi-profession" struggling to attain full professional status (Kang& Shunmugam, 2014; Dam& Koskinen, 2016; Dam& Zethsen, 2016).

Paloposki (2016) points out the sociology of professions, which is mainly interested in theorizing professions, which it has dealt with professionalization from different perspectives, including the functionalist/trait theory, the power approach and the historical approach. Of all these, the most prevalent theory has been the Trait Theory and when professionalization is studied by disciplines other than sociology itself, generally a comparative or historical viewpoint has been used with a focus on the trait theory.

The same trait theory, emerging in the 1950s, aims to identify specific factors (traits, criteria) for an occupation to be accepted as a profession (Dam& Zethsen, 2011). In order for an occupation to achieve the status of profession according to the trait theory, a number of criteria should be met and this process is defined as professionalization.

Millerson (1964) in his model of professionalism enlists the traits required on the way to professionalization as the use of skills based on theoretical knowledge, education and training in these skills, the competence of professionals measured by examinations, a code of conduct to ensure professional integrity, performance of a service that is for the public good and a professional association that organizes members as illustrated by Yılmaz-Gümüş (2018).

The work of Pym et al. (2012) define professionalization as a process covering several organizational and occupational traits at the end of which an occupation upgrades its status.

This process principally requires the fulfilment of several attributes namely:

- Education facilities for the training of the specialized skill;
- Formation of professional organizations; and
- Code of ethics and regulation of minimum fees and salaries.

They further clarify the steps for professionalization following Wilensky (1964) framework and state that in order for an occupation to upgrade its status:

- It should be done full-time by the workers and
- It should have its own training institutions founded;
- Professional organizations that help to define the essence of the skills and
- Legal support for the regulation of code of ethics should be established, and
- Control of the borders of the job territory should be present, which helps for the separation of the competent professionals from the incompetent ones (Pym et al. 2012).

In the same way, Godbout (2012) explains critical points in professionalization, using the studies of Wilensky (1964) and Ritzer& Walczak (1986) and draws an outline of the steps for an occupation to be a full-fledged profession. The core elements of this process may be summarized as follows:

a) A new occupation emerges, often as a breakaway from an existing occupation group;
b) Training requirements for the new occupation are established;
c) A professional association is formed;

d) A campaign for political recognition in the form of licensing or certification begins;
e) A formal code of ethics is adopted;
f) Authority for self-regulation is awarded by the state;
g) Public acknowledges the legitimacy of the new occupation as a profession.

In short, it would not be wrong to assert that all these studies basically focus on similar traits or criteria to define the process of professionalization. The first trait is linked to the acquisition of the required skills to perform the profession, namely education or training facilities. The second trait acknowledged in the previous research is the creation of professional organizations which unite members of the profession.

The final trait can be referred to as the regulation mechanism or processes that cover 'the competence of professionals measured by examinations' in Millerson's (1964, as cited in Yılmaz-Gümüş, 2018) classification and 'defining the essence of the skills and legal support for the regulation of code of ethics and control of the borders of the job territory' in the definition of Pym et. al. (2012) or the adoption of formal code of ethics and formation of authority for self-regulation awarded by the state in the framework of Godbout (2012). The scope of this work is the investigation of the status of the translation profession in Burundi from the perspective of the sociology of professions following these three basic traits, namely education facilities, professional associations and the regulation processes for delineating the borders of the job territory.

## 2.3 Professionalization of Translation occupation

Like it was said earlier, the creation of training programs and establishment of rules are counted among the steps of an activity professionalization, translation is a complex process that involves much more than simply replacing words

between one language and another. It's an activity that requires linguistic, cultural and technical skills.

To make sure the translation is of the highest quality, there's a structured process to be followed. Therefore, the *Traducendo Translation Specialists*[3] have figured out some hints about the steps involved in the professional translation process:

- Initial assessment;
- Selecting a suitable translator;
- Translation;
- Review;
- Final delivery

### 2.3.1 Initial Assessment

The first step in the professional translation process is the initial assessment. Nida (1964) suggested that before any translation a LSP has to analyse the source and target languages, to make a thorough study of the source language text before making attempts to translate it and to make judgments of the semantic and syntactic approximations. It means that at this stage, the provider has to take enough time to read the whole document to be translated and assess it to determine its complexity, size and format. In addition, the source and target languages are also identified, and the deadline determined.

### 2.3.2 Selecting a Suitable Translator

This stage is crucial as it allows translators and translation agencies to define the specific requirements of the project and adjust the process accordingly. Daniela & Hanna (2024) indicates that the strategy of the selecting and hiring process,

[3] https://traducendo.net/en/professional-translation-process-steps-to-a-top-quality-translation/

which is similar in most settings, the importance of an educational background in translation studies, the importance of soft skills and personal qualities, and the importance of adaptability and 'learning on the job' should be taken into account while selecting translators for a project.

After the document has been read, assessed and the requirements established, the next step is to select a suitable translator (professional). This means that it is important to consider the translator's specialisation, subject matter expertise (domain) and proficiency in the source and target language without leaving behind the translator's academic background, linguistic and cultural skills, as well as their ability to work with different document formats.

For the right management, Burke (1999) notes that the task of project managers is to plan, instruct, monitor, and control large amounts of data quickly and accurately, while facilitating the problem-solving and decision-making process.

Therefore, for the sake of all requests for translation services, a project manager is designated as the Single Point of Contact (SPC). They handle all translation requests and deliveries, and relay any queries or concerns from the team. If any of the selected translators are absent or unavailable, the SPC will select an alternative translator who has the same level of competence. If changes are made to the original team, the SPC will communicate full details to the client for approval. The SPC also oversees the project timetable, ensuring the timely delivery of scheduled documents and managing any urgent requests.

### 2.3.3 Translation

Translation comes as the third step in the professional translation process. At this level, Nida and Taber (1969) point out that a translator has to make sense, to convey the spirit and manner of the original, to proceed with a natural and easy form of expression and produce a similar response.

So, the translator starts working on the document, replacing the original text with its equivalent in the target language.

At this stage, the translator must pay particular attention to the accuracy, consistency and fluency of the text. At the same time, the translator should be mindful of the context and intent of the source text to ensure that the translation conveys the same message as the original. This was highlighted by Koller (1989) who elaborated the notion of equivalence by developing a typology: denotative, connotative text-normative, pragmatic and formal equivalence were linked to the linguistic features of the texts that could be of equal value.

### 2.3.4 Review

Once the translator has completed his/her work, the next step is to conduct a thorough review of the translated document to detect any errors or inaccuracies. Here, there concepts taken into consideration as three quality levels per domain (non-quality being, by definition, absent from the discussion at this stage) as acceptable, good, excellent. These can then be converted into ‘correct’, ‘readable’, ‘efficient’ or any other labels relevant to the specific translation project (Guadec, 2001). This review should be carried out by a professional, experienced reviewer who has a thorough knowledge of the target language and culture.

This task includes checking the accuracy of the translation, grammar, spelling and punctuation, as well as the coherence of the text as a whole. It also involves automated and manual quality control checks. If the document has been translated into multiple languages, the SPC will carry out checks between the different versions to ensure cross-language consistency.

As a rule, only one review round is required. However, at the client's request or for particularly sensitive documents, a second review can be carried out to check for potential remaining errors and to further optimise the linguistic quality of the translated material.

Actually, this step is a part of the phase of checking the first draft (Jakobsen 2003; Englund Dimitrova 2005; Hansen 2006). Krings (2001) and the human post-editing of machine translated target texts.

### 2.3.5 Final delivery

When the review activity has been completed and any necessary corrections have been made, the last step is the final delivery. According to the ATA (2023), this step takes place when the whole document was completely translated and all the translated content was confirmed to be correct, the document is delivered to the client in the required format, such as a Word document, PDF file or any other format requested. It is essential that the client reviews the final document and approves it before final handover. It is usually accompanied by certificate from the LSP.

The diagram below illustrates the translation workflow:

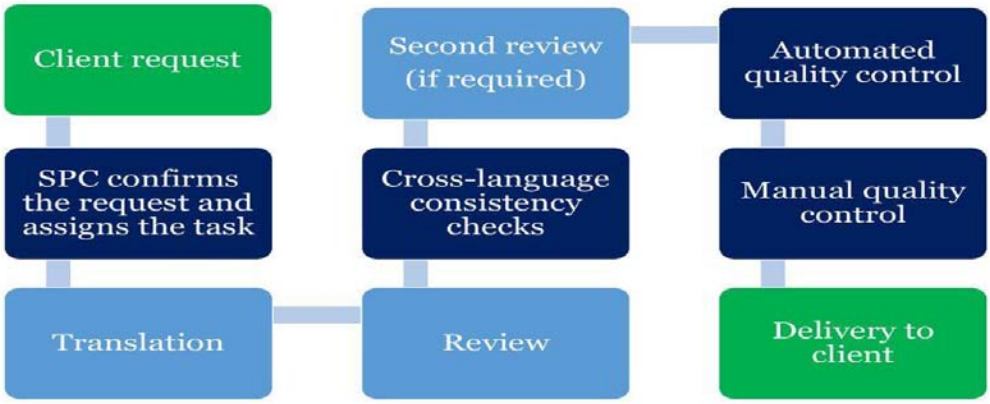



**Figure 1.Process of Professional Translation Activity**

(Source: https://traducendo.net/en/professional-translation-process-steps-to-a-top-quality-translation/)

After this discussion above, we shall have a look at the professionalization of translation in other countries.

Besides, Daniel (1984) states that the activities involved in providing a translation service are organized into three phases such as pre-translation, translation and post-translation.

The step of pre-translation includes anything taking place up to the moment the translator actually receives the material translation. In other words, this means everything that has to do with getting the job, writing out estimates, negotiating, getting the specifications right and contracting.

After pre-translation comes translation. At this level, Daniel (1984) further explains that translation is divided into pre-transfer, transfer and post-transfer. Pre-transfer includes all operations leading up to the actual 'translating', including preparation of the material, documentary searches, alignment, memory consolidation, terminology mining, deciding on options, etc. when all the process of pre-transfer has finished the step of transfer takes place. This is the well-known core activity of shifting to another language-culture combination (the text meaning of the document in the source language is transferred into target language in the target document). The final step in translation is post-transfer. It covers anything that has to be done to meet the quality requirements and criteria prior to delivery of the translated material. It mostly pertains to quality control and upgrading. It also includes formatting and various preparations for delivery.

Post-translation covers all activities that follow delivery of the translated material. These include possible integration of the translated material (as in simulation of subtitles, layout prior to publishing, integration in a Web site or in an international soundtrack, etc.) but also, of course, all the “administrative” business of getting paid, setting up an archive of the project, consolidating the terminology for future uses, and much more.

At the end, Daniel (1984) features all these steps highlighted above in the following diagram:

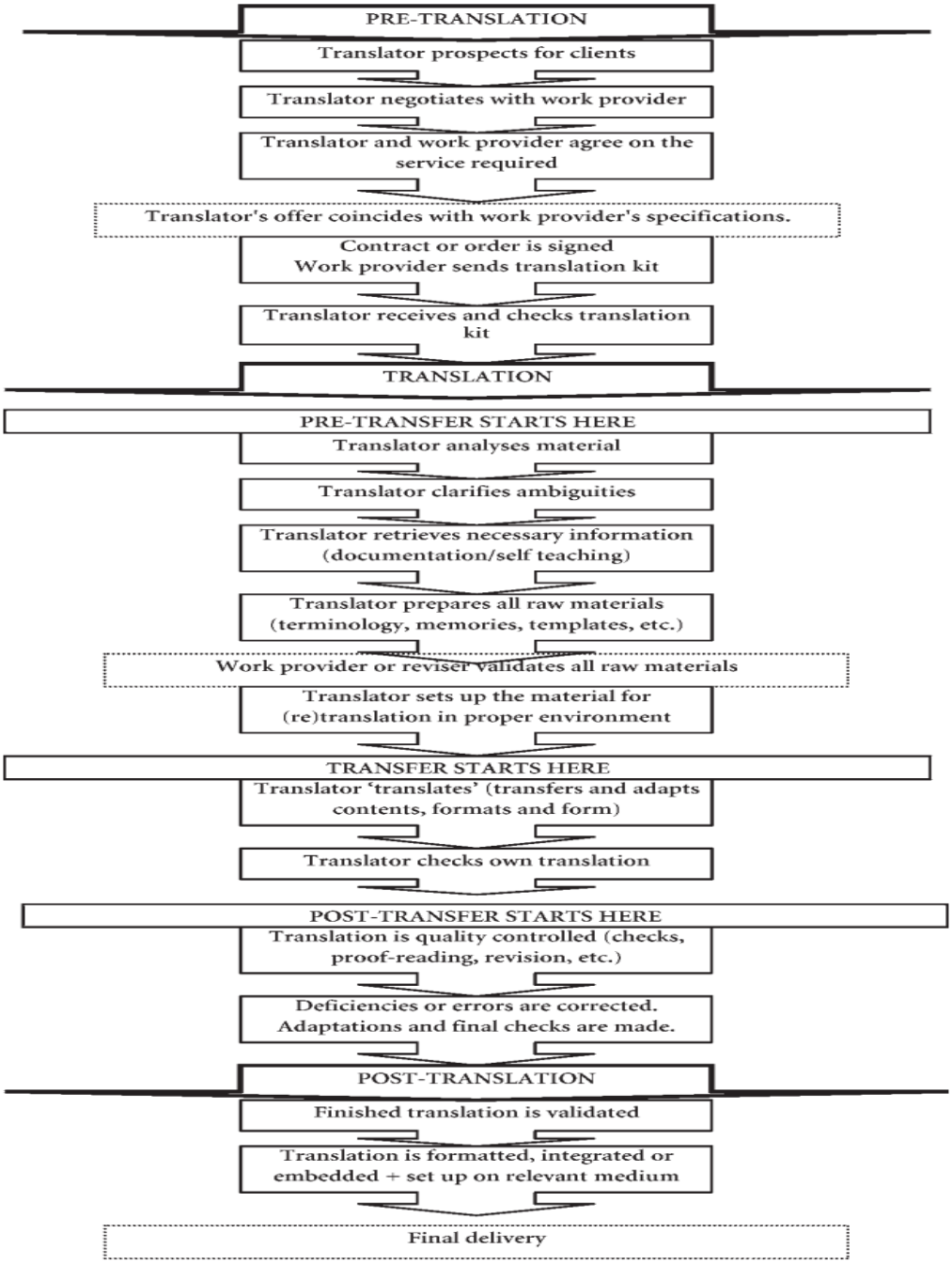



**Figure 2.Professionalization of Translation According to Daniel (1984)**

In carrying out the research, professionalization of translation in other has been considered. What has already been discussed above is just an overview. The main purpose, in the view of education together with associations and codes existence relies on finding out whether the main characteristics of

professionalization of translation industry in Burundi are met. Then, cases of Belgium, Canada and United States of America are considered.

## 2.4. Professionalization of Translation in other Countries

This point discusses professionalization of translation in three countries taken as reference: Belgium, Canada and United States of America. The role of the Government, translator training (education) and operational translation industries acting in the translation trade within those countries.

### 2.4.1 The case of professionalization in Belgium

Marketa, Koen, Benjamin (2020) discuss a PSIT (Public Service Interpreting and Translation) models developed in Belgium's two major language areas. Belgium has had a complex federal state structure since 1993 consisting of language areas, communities and regions which do not always overlap. For instance, the four language areas (the northern Dutch-speaking and southern French-speaking language areas, bilingual Brussels and the smaller German speaking language area in the east of the country and situated in the Walloon territory), fall under the jurisdiction of only three linguistic communities (the Flemish, French- and German-speaking communities) and three regions (the Flemish, Walloon and Brussels Capital Regions).

The competence for the integration of immigrants, which regulates PSIT, became a competence of the three linguistic communities (Flemish, French- and German-speaking) in 1980. As a result, different integration policies have been implemented, resulting in different infrastructures and language services (Ozolins 2010).

Since this country hoist the headquarters of European Union, it is obvious that language communication has to be developed. So, in this translation schools are flourishing all over the country, training hundreds of professional translators every year.

In recent years, translation training in Belgium has become an academic subject taught in universities over five years (a bachelor's degree in three years and a master's in two) and this is due to the Marcourt decree, which stipulates that all master's courses in translation and interpreting should be university degrees. Here is a list of some of the main Belgian universities teaching translation:[4]

- Institute Libre Marie Haps – Faculty of Translation and interpreting which trains its future translators and interpreters in the heart of the European quarter. This institution's reputation for excellence makes it a great choice for students wanting to enter the profession. The master's programme, meanwhile, is offered at the Louvain-la-Neuve site at the Université Catholique de Louvain (UCL).
- Institut Supérieur de Traducteurs et Interprètes (ISTI) – Department of Translation and Interpreting is part of the ULB (Université libre de Bruxelles) since 2015, offers a complete translation and interpreting curriculum in no fewer than 19 languages. As well as Europian languages, students can choose more exotic tongues such as Chinese, Arabic, Hebrew, and Persian.
- Translation and Interpreting–Haute Ecole de la ville de Liège and Université de Liège (ULg) offers a course awarded jointly with the Haute École de Liège. During the bachelor's course in the first three years,

[4] https://www.betranslated.co.uk/blog/translation-schools-belgium/#:~:text=In%20recent%20years%2C%20translation%20training,interpreting%20should%20be%20university%20degrees. Accessed on 12th August 2024 at 8:17 AM

students take classes at both institutions (ULg and HEL), before focusing on either translation or interpreting during their master's at ULg.

- Louvain School of Translation and Interpreting – Université Catholique de Louvain (UCL), Louvain-la-Neuve. The UCL is in Wallonia and offers teaching in French.

UCL has organised two new master's courses in translation and interpreting since 2015. The bachelor's takes place in Brussels at the Marie Haps building (ULB).

The list above is not exhaustive, there are other universities offering translation programs. This shows that every year a large number of students are graduated in the profession of translation. Consequently, here, the professionalization will be displayed in many forms including establishment of language industries. Below is a list of some professional associations.

Before listing those agencies, the Belgian Government recognized on November 25, 2016 the existence of a national board of translators and interpreters. It is known as "Belgian Chamber of Translators and Interpreters (CBTI)" and it has to take responsibility in monitoring activities relating to any action of translation in the whole country.

Some translation associations in Belgium

| **TRANSLATORS ASSOCIATIONS** | **DESCRIPTION** | **SPECIALTY** |
|---|---|---|
| Belgian Chamber of Translators and Interpreters[5] | Association of Professional Translators for the Dutch / French language. Translators are professional linguists who perform written translations, as opposed to oral or spoken translation, which is done by interpreters. Sworn/official translators who have been authorized by a Belgian agency or department might also be found here in this association. | In this board, we find associations of translators specializing in many fields: technical, legal, medical, pharmaceutical and scientific. |
| CEATL (Europian Council of Literary Translators Associations)[6] | CEATL is an international non-profit association under Belgian law (AISBL), officially created in 1993 as. Set up by 10 founder members, CEATL has 36 member associations from 27 countries across Europe, representing some 10,000 individual literary translators. | Platform where associations of literary translators from different European countries could exchange views and information, and join forces to improve status and working conditions of translators |
| Belgian Quality Translation Association[7] | A Belgian association of translation companies. It is a non-profit making organisation that was founded in 1995. | – promote and organise networking between translation companies while observing a strict professional code of ethics<br>– enhance awareness and recognition of the language services industry as a whole and the added value offered by translation companies, in particular |

[5] https://translatorshub.net/en/asociacion/belgian-chamber-of-translators-and-interpreters/ accessed on 13th August 2024 at 8:45 PM
[6] https://www.ceatl.eu/about-us/who-we-are accessed on 13th August 2024 at 10:14 AM
[7] https://bqta.be/ accessed on 8th August 2024 at 02:37 PM

**Table 1. Some Translation Associations in Belgium**

This last company in the chart above is in charge of the monitoring of the implementation of the code of ethics. Then this BQTA with CBTI have to control the activity of translation and interpreting in the whole Belgium.

### 2.4.2 Professionalization of Translation in Canada

Alain (2005) describes how the translation got involved in Canadian communication when he says that on July 23, 1840 the Parliament of Great Britain and Ireland promulgated a law that served to the unification of the provinces of Upper Canada and Lower Canada and to give a constitution to this new political entity, the Province of Canada. This statute was known as the "*Union Act*"[8]. The Union Act made English the only language of legislation and Parliament.

When Parliament convened in June 1841, both of its houses - the Legislative Council and the Legislative Assembly - appointed French and English translators. This was necessary because French was the only language understood by a large portion of the Canadian population. Several years later, when the Parliament of Canada adopted a resolution asking the British Parliament to amend this provision of the Act and to permit the use of French, the argument was in fact made that all government documents were translated into French from the very first Session and the use of French was allowed during debates and before the courts.

The Bill proposed by Étienne Parent, member for Saguenay, relating to translation of laws received Royal Assent on September 18, 1841. Henceforth the Laws of Canada would not be in English only! The preamble of the Act to provide for the translation into the French Language of the Laws of this

[8] Mona B and Kirsten M, Routledge Encyclopedia of Translation studies,p.359, London and New York retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://open.unive.it/hitrade/books/DelisleTradition.pdf on 20th August 2024 at 5:36 PM

Province defines the capabilities and skills a translator must possess. Such an individual must be a "*competent person, versed in legal knowledge and having received a classical French education, and possessing a sufficient knowledge of the English language.*" The Act was adopted without great debate in either the Assembly or the Legislative Council.

The following December a contract was given for the translation of the laws for 1841 to Joseph Édouard Turcotte[9], lawyer and member for Saint-Maurice in the Legislative Assembly.

With regard to what have been discussed before about the decision of the parliament and the Government, translation has been involved in the national communication as a pivotal beam of the whole Canadian population integration. Then, universities, still in the way of professionalization, have included translation in their curricula. But here they do not organize it as programme, translation is organized in the way of courses. The following list displays some academic institutions and the translation courses they offer.

| **ACADEMIC INSTITUTION** | **LOCATION** | **NUMBER OF COURSES** | **TITLE** |
|---|---|---|---|
| York University | Ontario, Canada | 2 | -Professional Translation (Bachelor's Degree)<br>-Master of Arts in Translation studies |
| University of Ottawa | Ottawa, Canada | 3 | -Master of Arts in Translation studies<br>-PhD-Doctor in Philosophy in Translation studies<br>-PhD-Doctor in Philosophy in Translation studies Specialization in Canadian Studies |
| Greystone College | Vancouver, Canada | 1 | Certificate in Interpreting and Translation (Korean/ 8 weeks) |

**Table 2. Some academic institution offering translation training in Canada[10]**

[9] Alain O. (2005), *Translating the laws of Canada1841-1935. Candian Parliament Review*
[10] https://www.hotcoursesabroad.com/study/training-degrees/canada/translation-courses/loc/32/cgory/fj.4-4/sin/ct/programs.html accessed on 29th July 2024 at 03:43 PM

The need for multilingual communicators keeps growing in government, business, the arts and international bodies such as the United Nations. That's why multilingual and multicultural campus became an ideal setting for studying translation. Everyone studies in at least two languages, and all faculty and staff are bilingual. Translation classes are small and lively, so one has to enjoy one-on-one attention from their professors.

Regarding the professionalization through creation or establishment of language industries, the Canadian Language Industry Association (formerly AILIA)[11] is the Canadian not-for-profit trade association whose mission is to promote and increase the competitiveness of the Canadian language industry nationally and globally through advocacy, accreditation, and information sharing. It achieves its mission in collaboration with all industry stakeholders including, but not limited to, language service companies, academia, language professionals, standards organizations, technology providers, and research institutions, entities in all levels of government, buyers of language services, and other associations in the language sector. Then, here are some translation agencies recognized by the Canadian Government:[12]

- OTTIAQ: Ordre des Traducteurs, Terminologues et Interprètes Agréés du Quebec (Certified Translators, interpreters and Terminologists in Quebec)
- ATIO: Association of Translators and Interpreters of Ontario
- CTTIC: Canadian Translators, Terminologists and Interpreters Council
- STIBC: Society of Translators and Interpreters of British Columbia
- ATIA: Association of Translators and Interpreters of Alberta
- CTINB: Corporation of Translators, Terminologists and Interpreters of New Brunswick

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[11] AILIA (2004), Industrie canadienne de la traduction. Carte routière technologique, Industrie Canada et Centre national de recherches Canada, http://www.crtl.ca/docs/Iindustrie_canadienne_de_la_traduction.pdf
[12] http://www.crtl.ca/docs/Iindustrie_canadienne_de_la_traduction.pdf accessed on 29th July 2024 at 05:40 PM

- ATINS: Association of Translators and Interpreters of Nova Scotia
- ATIS: Association of Translators and Interpreters of Saskatchewan

The list of translators' association highlighted above was also mentioned by Monica (2024). All these companies are in Canada and work under supervision of both the Government via the union act and the Canadian Language Industry Association.

### 2.4.3 Professionalization of Translation in USA

Deanna (1990) as cited in Sage Journal[13] say in her work "*The Translation Profession in United States Today*" that translators represent a small part of the population, yet their services are in high demand. Working with the printed word, they can be found in the service of government, industry, and science.

Recently requirements for entry into the profession have become exacting, with an in-depth knowledge of technical subject matter often the key to success. Modern technology has changed the life of translators, since sophisticated equipment makes their task less laborious and at the same time allows them a geographical freedom they never had in the past. Whereas traditionally many entering the translation profession did so by chance, the new generation of translators will come in large part from American universities. Although foreign language programs do not as a rule provide the necessary competency in written skills, some U.S. universities now offer well-established translator- and interpreter-training programs. As the need for translators continues to grow, it is to be hoped that the U.S. education system will be able to respond effectively.

Furthermore, the US Government through its Department of State has taken its responsibility in a bid to have the translation trade regulated and determines how to become a professional translator.

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[13] https://journals.sagepub.com

And it was stated that translation is art of reading a text in one language and rendering it into a written text in another language, accurately and completely, without embellishment. So many different experiences may inspire one to become a professional translator:

- Foreign language study that included translation exercises;
- Informal translation of written materials for friends and family;
- Exposure to interpreting (rendering the spoken word across languages);
- Frustration with existing translations, e.g. toy assembly instructions and hotel signs;
- Travel to foreign countries for business or pleasure;
- Admiration for translations of literary works;
- A desire to use foreign languages at work.

Such inspiration is only the beginning. But as it is highlighted in the communiqué released by the US Department of Communication that in any profession like translation education and experience are requested. Unlike some professions in the same country (medicine and law, for example), translation is relatively unregulated, requirements for being a practicing translator are not uniform, and are largely left up to the translator's employer or translation agencies. Certification or licensing (which LS does not offer) is not a prerequisite for many translation jobs, and indeed, there is no all-purpose certification available to translators comparable to passing the bar exam or the medical boards. Most translators in the United States today are independent contractors (freelancers); relatively few hold staff positions as full-time translators in government, private industry, and academia. Here are some suggestions written in the same communiqué retracing how to become a professional translator:

1. Pursue advanced study of one or more foreign languages;
2. Hone your writing skill in your native language;
3. Develop your research skills, using both online and conventional sources;
4. Master office automation, especially MSWord, PowerPoint, and Excel;
5. Join the American Translators Association (ATA) and/or one of its regional affiliates (www.atanet.org);
6. Consider a degree or certificate program in translation at a university;
7. Find an experienced mentor to guide you in your work.

Here, people should be aware that there are many areas of specialization within the translating industry: military, medical, legal, patent, and literary translation, to name a few. Localization, particularly of computer-related manuals, is a growing area of the translation industry). Most translators strike a balance between being a generalist and pursuing one or two areas of specialization, though translators who work in a single specialized niche are not uncommon. These publications may also help in your quest to become a professional translator:

- The "Skill Level Descriptions for Translation Performance" approved by the Interagency Language Roundtable (www.govtilr.org);
- The "Standard Guide for Quality Assurance in Translation" (F2575-06), available for purchase from ASTM International (www.astm.org).

A translator is qualified professional when one or more of the following are met:

- They occupy a staff/in-house translator position;
- They are regularly employed on the freelance/contract translation market;
- They earned an academic certificate or degree in translation from a university;

- They are certified as a translator by a professional association or other body with accrediting authority (LS does not have such authority).

When one becomes a professional translator, they should read LS's guidance on choosing the right moment in their career to take the LS translation test.

With the information above, it is understood that in USA, the recommendation of being graduated or certified by an academic institution or a professional association or any other recognized body is a must. Secondly, the government recommend professionals to join ATA for accreditation. This implies that the American Government is fully involved and concerned with the translation issues. Here are some academic institutions that provide translation courses for its professionalization.

| **Academic Institution** | **Location** | **Number of Courses** | **Titles** |
|---|---|---|---|
| New York University-School of Professional Studies | New York, USA | 1 | MS in Translation and Interpreting |
| University of Wisconsin-Milwaukee | Wisconsin, USA | 5 | -Graduate Certificate in Translation<br>-MA in Translation and Interpreting Studies<br>-Master of Arts Language, Literature, and Translation/Master of Library and Information Science<br>-MA in Language, Literature and Translation (MALLT)<br>-Library and Information Science, MLIS/Translation and Interpreting Studies, MA |
| California University Long Beach | California, USA | 1 | BA in Linguistics, Option in Translation Studies |
| Kent State University | Ohio, USA | 3 | -Bachelor of Science in Translation<br>-Master of Arts in Translation<br>-Doctor of Philosophy (PhD) in Translation Studies |
| Middlebury Institute of International studies | California, USA | 2 | -Master of Arts in Translation and Localisation Management<br>-Master of Arts in Translation; Translation and Interpretation; Conference Interpretation |
| University of Illinois at Urbana Champaign | Illinois, USA | 1 | Translating & Interpreting (Master Degree) |

**Table 3. Some Academic Institution Offering Translation Training in USA[14]**

[14] Olesia M. et al (2019), Innovation in the content of professionalization training of interpreters and translators in countries of Europe, the USA, and Ukraine. International Journal of Higher Education. Vol 8. No 4. 2019

The institutions enumerated in the chart above train professional translators in many ways. To illustrate the professionalism here, we are going to include also a list of some language industries registered in USA.

| **Associations** | **Description** | **Specialities** |
|---|---|---|
| ATA (American Translation Association) | Founded in 1959 and now 11,000 members strong, ATA is now the largest professional association of translators and interpreters in the USA, with chapters and local groups throughout the country. Its sought-after certification is a highly respected standard in the industry | Promoting the recognition of professional translators and interpreters, to facilitate communication among its members, to establish standards of competence and ethics, to provide its members with professional development opportunities, and to advocate on behalf of the profession |
| American Foundation for Translation and Interpretation (AFTI) | Founded in 1997 AFTI is a foundation affiliated with the American Translators Association | It was established to help the translation and interpreting professions preserve their history, assist in their present work, and stimulate future research through grants. It supports charitable activities, education, and research in support of the translation and interpreting professions. |

| | | |
|---|---|---|
| International Association for Translation and Intercultural Studies (IATIS) | The International Association for Translation and Intercultural Studies is a non-profit organization that seeks to promote interactions between scholars around the world and allow them to exchange knowledge, expertise, and resources regarding translation and other forms of intercultural communication | Establish an organizational structure that will facilitate the exchange of knowledge, expertise and resources among scholars in various parts of parts of the world, stimulate interaction among scholars in different geographical regions, encourage scholars from different disciplinary backgrounds to explore areas of mutual concern |

**Table 4.Translators Associations in USATable 6** [15]

To close this point on professionalization of translation in Belgium, Canada and USA, we should say that it is obvious that in all these three countries translators' education comes first.

And after translator has been trained, a number of requirements take place (certification, recognition, a certain number of code of ethics, etc.). In Belgium, the Government has recognized a board of sworn translators and interpreters, in Canada through enacting of an act of union the parliament has decided that English and French should be used for communicating in the official context and in USA the State Department has set officially a guidance on how to become a professional translator and required professionals to join ATA for recognition.

[15] Olesia M. et al (2019), Innovation in the content of professionalization training of interpreters and translators in countries of Europe, the USA, and Ukraine. International Journal of Higher Education. Vol 8. No 4. 2019

### 2.4.4 The Role of the Associations of Translators

Translators associations are unique communities of professionals for sharing the skills of and passion for translation (and interpretation).

There are a number of benefits when one joins translator associations and surrounding oneself with like-minded professional translators who share a common goal of expanding translation networks and education. Briefly, the associations of translators are there to promote professionalism, improve conditions of translators and defend their rights and freedom of expression. But the Kent University in the United States of America has stated more explicitly some benefits when a translator joins an association:[16]

a) A Network of the translator is built via translation associations: with a diverse group of members, translators associations allow him/her to form invaluable networks and connections with individuals who share a passion for translation. In fact, the American Translators Association (ATA)[17] for instance spans more than 100 countries with over 10,000 members, so the network of translation professionals that translators' associations foster is unparalleled.

This network provides the opportunity to discuss industry best practices and new and emerging tools. It can also result in client overflow from those connections.

b) With a translation association membership, the credibility of a translator is increased: since those seeking translation services evaluate translators, prospects who obtain membership in a translator association will inevitably have greater credibility. Once he/she joins an association or associations, it's recommended to list his/her membership on platforms such as LinkedIn, Proz.com on social media profiles, and in email signatures.

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[16] https://www.kent.edu/mcls/translation-ma/blog/overview-of-translators-associations accessed on 1st August 2024 at 8:17 AM

[17] https://www.atanet.org/about-us/code-of-ethics/ accessed on 1st August 2024 at 8:17 AM

Membership in a translators' association shows a genuine interest and dedication to the translation industry that extends beyond his/her career.

c) Gaining a professional edge: translators' association memberships provide access to industry tools, events, and discussions that otherwise may be more difficult to experience. Associations also commonly share job listings, research, and tips for translators. Access to the resources provided by translator associations gives members a leg up in any translation sector they're a part of.

d) When a translator joins a translator association (if it is professional) he/she gets access to certification: a number of organizations may offer certifications that can be earned through the association. Possessing a certification will demonstrate a new level of knowledge and understanding of translation, and will illustrate both your dedication to the craft and your level of skill.

e) A translator becoming a member of a professional association gets Unique Member Discounts: several translator associations provide their members with discounts to tools and services that are greatly beneficial. For example, the Northern California Translators Association supplies its members with a 25% discount to Payment Practices, a database that rates translation clients.

### 2.4.5 Characteristics of a Professional Translators' Association

Even if we have mentioned only three countries used as examples in this work, professional associations exist in almost every industry in all corners of the world. And for good reason, we are going to take a look at key qualities define a professional association in the language industry and in addition the benefits from joining a professional association.

However, globally, each professional association is different. Even though the situation looks like that, they typically share a few common traits, as indicated

by the language they use to describe themselves. Professional associations for the language industry usually: [18]

- In their activity program or working system, they have memberships for various industry participants (including translators, interpreters, proofreaders, terminologists, and any other linguists). Once you like or wish to become a member you have to apply for that. This means that they resort to a selective process and each association will have its own criteria and entry requirements. Some have multiple membership categories based on career level.
- In conformity with GALA statement "We believe a strong professional community creates a strong industry",[19] these translators associations encourage and build communities internationally, nationally, and regionally.
- They promote the highest industry standards of competencies, ethics, and best practices.
- These associations represent their members and the industry at the highest levels and are "a voice" for professional linguists. They promote the skills and the value of linguists and the language industry, offering visibility, encouraging recognition, and advancing the profession.
- Translators associations portray professionalism. Membership is a "sign of professional excellence" (AIIC) for individual translators and interpreters. Their aim tends to offer credibility to qualified, practicing professionals in the language industry who are committed to the standards and the value of the profession. Membership can set a translator, linguist and terminologist apart from others. As is so often noted, not everyone who speaks more than one language is or can be a translator. This is just one way to prove one's professional ability.

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[18] https://thetranslationcompany.com/professional-translation-service.htm accessed on 1st August 2024 at 11:05 AM
[19] https://www.gala-global.org

- They are Champion knowledge-sharing and information dissemination and provide news, industry resources, and education. This refers to both education and qualifications for newbies to the profession, as well as resources, workshops, webinars, and courses for all levels to encourage continued professional development (CPD), (ATA, Bylaws, art 2).

### 2.4.6 The Code of Ethics

The associations of translators from countries mentioned in this work are professional. Among them, there are some that have been established according to their specific domain (legal, education, etc). Besides, they have set code of ethics even bylaws. Associations from Belgium, Canada and USA when setting conduct rules for their code of ethics, they have these things in common: professional accountability, quality of service, protection of the public, promoting the profession, professional attitude.

(1) Professional accountability means that professional translators should always conduct themselves in a professional and ethical manner by avoiding any action or attitude that would tarnish the association or profession. They should not accept any translation project that goes beyond their competence and if it is the case they have to withdraw. The same when conflict of interest is noticed there is no need to go far with it.
(2) Quality of service tends to define how the work (final product) should be. Professionals have to embrace faithfulness and accuracy where they have to report exactly what have been written in the ST into TT without any modification of meaning or information. In addition to this, they should not include discrimination (towards their clients) whatever it is and have to respect cultural diversities.
(3) Protection of the public, for translators, consists of being honest, having integrity respecting rights and interest of clients or employers.

When advertising their works, they have to show positive image of the association and make sure of their competences, services and qualifications. Inaccurate statements regarding their competence, education, experience and certification should be avoided. At this level, they have to prove confidentiality.

(4) Promoting the profession consists of promoting the positive image of the profession and making it widely known through actions and services of good quality. Translators shall avoid any action or attitude that can tarnish the image of their profession or association. They should instead foster professional relationships among them and with the clients. They should not abuse the good faith of their colleagues or get guilty of a breach of trust or the use of unfair tactics.

(5) Professional attitude means that a discipline committee should be established to help providers avoid any kind of breach of the code of ethics. Complaints with respect are addressed to professionals who contravene this Code of Ethics or in any way damage the reputation of language professionals may be submitted to the Discipline Committee of the Association, which shall deal with complaints in accordance with the procedure set out. (Appendix 2 of the Association's By-laws, ATIO, Ontario-Canada)

### 2.4.6.1 The Role of the Code of Ethics

Translation is an art that requires extensive knowledge of the source and target languages, cultural nuances, and a deep understanding of the subject matter. Being a translator is a challenging and rewarding profession, but it can also be isolating. This is where translator associations come in. Joining a translator association can benefit translators in many ways, including professional development, networking opportunities, and access to resources.

In this case, besides the translators and associations, a code of ethics has to intervene in order to administer justice and prevent the translation domain from chaos in all its form. The code of ethics aims to establish the minimal professional standards of good practice expected from translators' association members. All provisions within are oriented toward promotion of and respect for the purposes of the Association, as generally stated in its Bylaws. These ethical standards ensure that translations are accurate and respectful of the source material and the target audience. They foster trust, understanding, and effective communication across languages and cultures. For instance the following quotation:

> Multi-Languages Translators Code of Ethics defines what it means to be an outstanding translator: "Every translation shall be faithful and render exactly the idea and form of the original – this fidelity constitutes both a moral and legal obligation for the translator. (ATA)[20]

This has been stated by the International Federation of Translators (FIT) through the Translator's Charter approved by the Congress at Dubrovnik in 1963, and amended in Oslo on July 9, 1994. Here there is the word "obligation" of what the translator should do unless he/she is intending to breach the code.

In this work, as we stated before, the main point is the professionalization of translation in Burundi. We cannot move to the other points without defining key words. Then the following concerns the definition of key concepts.

[20] https://atanet.org/wp-content/uploads/2020/code_of_ethics_commentary.pdf

## 2.5 An Analysis of the Status of Translation Profession in Burundi from the Perspective of Professionalization

### 2.5.1. Introduction

This part discusses the process of professionalizing translation trade in Burundi like the setting of translation training programs (Education), the current situation of the translation association settlement and the issue of code of ethics. In the other words, the professionalization process of translation in Burundi is investigated in this section with a focus on the status of the translators' education, professional translator associations, current legislations concerning translators and regulations on translation market in Burundi.

### 2.5.2 Translator Education

#### 2.5.2.1 Objective of Translator Education

The main goal of number of translation programs according to Rebecca (2024) is for students to enact professional standards of integrity and thoroughness with confidence, which requires emphasis on the ethical responsibility of the translator. Although this goal is still likely to shape translation teaching and learning nearly 30 years after Andrew Chesterman first articulated it in 1997, contemporary translation situations often place radically different demands on the translator, not least due to the use of translation technologies, requiring ethical responsibility to be conceived in both individual and distributed terms. A competence-based translation curriculum has the potential to systematize learning and skills development in ways that help foster integrity and thoroughness at the individual level by creating reliable routines in researching and revising, building confidence, and (in principle) improving the reliability and quality of the final translated output. However, its instrumentalist orientation can mask numerous issues relevant to student learning.

Differences in literacy development, including digital literacies, also play a part, as do highly situated tasks for which students often lack relevant external points of reference. Developing competence is therefore unlikely to occur in the linear manner perhaps anticipated and may not be significantly facilitated through collaborative learning.

The establishment of education on basis of theoretical knowledge and training of specialized skills and expertise generally emerge as the first trait attributed to professionalization. This criterion was mentioned by Godbout (2012) who further defines it as "*work, in the form of a skilled service or advice, performed by members of the profession requires extensive university training in a discipline grounded in a body of knowledge based on theory*."(p. 2)

Besides, Dam& Zethsen (2011) come and complete b claiming that professions requiring a high level of education, expertise or specialized knowledge appear at the top of the prestige scale. Translation appeared as a branch of science towards the middle of the 1900s around the world and so did academic translator training (Bildik, 2015).

In Burundi, translation and interpreting education started as a four-year undergraduate program in 1999 in one of the long-established universities in the country, the University of Ngozi located in the Northern Region of the country, which was followed by the National University since the time of reforms in the academic area in 2007. After the University of Ngozi and the University of Burundi, Bujumbura Christian University has joined them and also created a department of Translation and Interpretation. All of these offer three-year undergraduate programs of translation and interpreting in different languages such as English, French, Swahili, Spanish, etc.

Since 2021, a Masters' program of Translation and Interpretation has also been established at the University of Burundi. Although, after surveys and observations made throughout several public and private services, university-based training is the only source of formal workforce for translators and interpreters in Burundi, the unregulated market conditions weaken the role of a university degree in translation as a powerful professional signal for translation graduates.

The proliferation of translation and interpreting programs in informal way may pose a problem on the way to professionalization since the number of graduates in languages and quacks may create chaos on the job market. The increasing number of translation companies and translator claimers brings about another problem in terms of the quality of translation services (rendition). Some of these companies may fail to meet real market demands because of the lack of qualified trained staff and effective professionalization.

As globalization and technological developments directly affect the needs of the translation market and shape the profile of the profession, academic programs need to update their program content in accordance with the expectations of the changing market. Then when talking about professionalization we cannot leave training behind. As we said before there are some countries taken as reference. Those are USA, Canada and Belgium. An overview of them will be dealt with after this point on language industries in Burundi.

### 2.5.2.2 The Academic Curriculum

At this level, as well as professionalization is concerned, we shall have a look on the translation curriculum at the University of Burundi, Bujumbura Christian University and University of Ngozi. After their analysis, we shall draw what they have in common and their disparities.

#### 2.5.2.2.1 University of Burundi

At University of Burundi the training of translation is organized by the faculty of Arts and Social Sciences in two sections. The first concerns the bachelor's program and the second covers the master's one. At bachelor's level, it is also planned according the departments like African Language and Culture, English Language and Literature, and French Language and Literature.

##### 2.5.2.2.1.1 Bachelor's Program

a) Department of African Languages and Cultures

In this program, starting with African Languages and Cultures, the first year is that of common courses. This level is seen as the immersing stage in which the student is fully integrated in the purely African and general linguistic context. The courses are divided into:

- Linguistic awareness: Initiation to Language Studies, General Linguistics, African Linguistics, Oral and Written Expression in French, Communication Skills in English, Phonetics and Phonology, Morphological Theory, and Kiswahili. These subjects take a volume of 29 credits out of 60. It means 48.33% of the whole volume.
- Social Sciences: Principal Schools of Thoughts, Formal Logic, Anthropology and Sociology, General Psychology and Citizenship that cover 13 credits, hence 21.66 % of the whole volume.
- African Languages and Literature: Introduction to Literature and Literary Genres, Traditional African Literature, African Cultures and Civilizations covering 10 credits , i. e, 16.66 % of the whole volume.
- Additional courses: Initiation in Computer Science covering 4 credits which means 6.66 %.

Here, it was the common courses in the African Languages and Cultures in the first year. From the second year students have to get spread into different tracks including that of translation. Now, our concerning matter is professionalization of the translation and the following level of training is known as "Translation and Writing" as a track (from the 2nd year to the 3rd year).

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Linguistics and African Languages | Normative grammar of Kirundi (Theory and practice),Kiswahili Structural Grammar, Syntax and Semantics, Kirundi Morphology, Kirundi Phonetics and Phonology | 17 | 28.33 |
| Language and Literature, Language and Culture, History and Philosophy | Traditional Literature of Burundi, English II, African Literature in Local Languages (African), African Philosophy, History of Great Lakes Africa, Sociolinguistics, Cultural Anthropology of Burundi | 23 | 38.33 |
| Lexicology, translation and terminology | Lexicology and Lexicography, Translation Theory and Terminology, Translation and Culture | 10 | 16.66 |
| Language and Communication | Information and Communication Theory, Contrastive Grammar of Kirundi and Kiswahili, Oral and Written Expression in Kiswahili | 10 | 16.66 |

**Table 5. Courses UB 2**

(Source: Maquette de formation, Université du Burundi)

At this level, the training focuses on the literature, cultural and structural aspects of the language. Only the courses relating to translation cover 16.66 % of the whole credits.

For the third year, the curriculum is as follows:

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Language and Linguistic Issues | Syntax and Semantics in Kirundi, Corrective and Contrastive Phonetics of French and Kirundi | 7 | 11.66 |
| Translation Issues, Creation, Translation and Expression Workshop | Contrastive Grammar of Kirundi and French, Practical exercises of translation (French-Kirundi/Kirundi-French); Practical exercises of Lexicon, Terminology and Lexicographic Creation, Practical Translation Exercises II (Kiswahili-Kirundi/Kirundi-Kiswahili), Oral and Written Expression in Kirundi | 16 | 26.66 |
| African Languages and Literatures, African History and Cultures | Kiswahili Stylistic and Literature, Dialectology Method (+Excursion), Workshop on Literary Creation and Writing in Kirundi, Linguistic Anthropology, Cultural History of Burundi (+Excursion) | 17 | 28.33 |
| Cultural Property | Burundi Traditional Literature II, Onomastics | 7 | 11.66 |
| Professional Skills | Entrepreneurship, Multimedia (Sound and Image Processing) | 6 | 10 |
| Internship and Excursions | Internship Preparatory Seminar, Internship | 7 | 11.66 |

**Table 6.Courses UB 3**

(Source: Maquette de formation, Université du Burundi)

This year's program shows that the student remains in the African context while coping with translation training. Besides the courses about understanding African and Burundian literature through linguistic context, it is obvious that 26.66 % (16 out of 60) of the credits are allotted to practical exercises of translation in which Kirundi language is likely to be considered as main language. These credits of practices are also completed by those taken for the internship numbered to 11.66 % (7 out of 60). As a whole, they are 23 credits out of 60 (38.33 %). One credit is worth 25 hours.

b) English Language and Literature Department

Like the department discussed above, the first year is set for the common courses as introductory step for the tracks of Business Communication, Translation Track, and Performing Arts. The analysis of the curriculum has to start from the second year in the translation Track sub-department. In the first year, students have to focus on the general knowledge of linguistic studies (English, Swahili, French, German), literature issues (African, British and American), Theories of translation I, the four skills required for language learning, research, computer literacy, citizenry Studies.

The second year in this track of Translation follows is:

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Structure of English | English Phonetics and Phonology, Advanced English Grammar, Morphology, English Syntax | 10 | 16.66 |
| Communication Skills | Listening Comprehension and Oral Expression II, Intermediate writing and Reading Skills, Practical Phonetics | 10 | 16.66 |
| Miscellaneous Skills | Computer Literacy, General Psychology, Introduction to Project Planning and Management, Introduction to Philosophy | 10 | 16.66 |
| Literature | East African Literature, African Oral Literature, Studies on Shakespeare | 10 | 16.66 |
| Translation Theories | Theories of Translation, Techniques and Strategies of Translation, Advanced French Grammar | 10 | 16.66 |
| Theories and Use of Language | African Linguistics, Kiswahili, German II, Structural Study of Kirundi | 10 | 16.66 |

**Table 7. Courses UB**

(source: Maquette de formation, Université du Burundi)

This chart above shows that in the whole curriculum schedule only 10 credits (16.66 %) out of 60 are allotted to courses of translation. Other courses cover literature and linguistic issues. There is no any course relating to exercises on translation.

The curriculum of the third year:

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Language in Context | Semantics and Pragmatics, Contrastive Analysis, Sociolinguistics, Psycholinguistics | 10 | 16.66 |
| Translation Theories, Practice of Translation I, Translation and Communication Skills | Translation of Technical texts I, Intercultural Issues in Translation, Entrepreneurship, Translation of Technical Texts II, Translation Practice I, Translation Practice II, Intercultural Communication, Translation Technology, Advanced Speaking, Advanced Writing | 30 | 50 |
| Advanced Studies in Literature | African American and Caribbean Literature, Literary theories and Criticism, Comparative Literature | 10 | 16.66 |
| Research and Internship | Research Methodology, Internship | 10 | 16.66 |

**Table 8. Courses UB**

(Source: Maquette de formation, Université du Burundi)

Here, at this level a significant change is clear because practical courses covers around 70% of the whole credits and those looking like theoretical take around 30%.

c) Department of French Language and Literature

This department has the same organisation as the previous ones. The first year is still covered by the common courses. Language and literature matters, structural and language skill issues are done within this year. In this department, the Translation and Writing and Language Studies and Literary Creation track are involved. Like it was done prior to this point, the second year curriculum is displayed in the following chart:

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Grammatical Structures | French Grammar, Contrastive grammar French-Kirundi, English Grammar and Usage (English II), Normative grammar of Kirundi, French Stylistics, Writing Techniques in French | 20 | 33.33 |
| Literature | African-Black Literature of French Expression from 1945 up today, Study of texts by black-African authors of French expression from 1945 up today, Introduction to Comparative Literature, Main Non-French Literatures | 16 | 26.66 |
| Translation, Terminology and Lexicography | Theories of Translation and Terminology, Culture and translation, Lexicology and Lexicography Theories | 10 | 16.66 |
| Entrepreneurship and Communication | Information and Communication Theories, Entrepreneurship and Ethics of Entrepreneurs | 10 | 16.66 |

**Table 9. Courses UB**

(Source: Maquette de formation, Université du Burundi)

Even here, like in the translation track of English, the second year is crowded with courses widely linguistic and deepening in literature. Only 10 credits (16.66 %) are devoted to Translation matters. In this track, Kirundi (around 6 credits or 10 %) comes as a special case because among the studies conducted, this local language is also involved (like in African Language and Literature) when in English it is not.

Curriculum of the third year here comes to close the bachelor's level program at this National University.

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Language Functioning, Communication | French Syntax and Semantics, Linguistic Pragmatics, Kirundi Syntax and Semantics, Strategies of communication, Institutional Communication,Advertising Communication, Lexicology-Semantics, English III: Reading and Writing Skills | 27 | 45 |
| Social Studies and Language | General Sociology, General Psychology, Sociolinguistics | 10 | 16.66 |
| History and Lexicon | Linguistic and Literary Origins of the History of Great Lakes African Region, Exercises of Lexical and Terminological Creation | 6 | 10 |
| Translation Practice | Exercises of French-Kirundi Translation Practice, Exercises of French-English Translation Practice, Translation of Special Texts | 10 | 16.66 |
| Internship | Internship Preparatory seminar, Internship and Report Writing | 7 | 11.66 |

**Table 10. Courses UB**

(Source: Maquette de formation, Université du Burundi)

The focus in this 3rd year is still on the language, literature matters. Here, it is clear that a student is well trained in languages but the time allotted to practice of translation is too short (only 10 credits out of 60 credits).

### 2.5.2.2.1.2 Master's Program

In 2021, at University of Burundi, a new program of Master of Arts in translation and interpretation was introduced among the trainings offered by this institution. This was in the perspective of contributing to the professionalization of translation trade in Burundi. This program was involved as a component of Projet d'Appui à la Professionnalisation des Universités du Burundi (PAPUBU) project initiated by AUF partnering with the Embassy of France in Burundi and University of Burundi.

The purpose was that of professionalizing the academic teaching in Burundi universities. This program extends to two years and it has a respective curriculum. It means that at this level, one may understand that this can be a proof of the process to professional status of translation trade. Therefore, the number of courses, in the first year, are ranged in the following order:

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Linguistic Courses | In-depth Linguistic Issues, Comparative Stylistics, Lexicology and Terminology, Contrastive Linguistics | 10 | 16.66 |
| Linguistics and Communication | Oral and Written Expression techniques in French, English, Kirundi and Kiswahili, Reading and Listening Comprehension, Discourse Analysis Theories, Intercultural Communication, Sociolinguistic Issues. | 12 | 20 |
| Theories and Practices in Translation and Interpretation | Translation Studies Theories, Community Translation and Interpreting, Simultaneous and consecutive Interpreting, Sight Translation, | 14 | 23.33 |

| | | | |
|---|---|---|---|
| Translation and Tools | Computer Assisted Translation(CAT), Machine Translation and Post-Editing, Audio-visual Translation, Methodology and Documentary Research | 8 | 13.33 |
| Workshop | Translation Workshop, Interpreting Workshop | 10 | 16.66 |
| General Knowledge | Introduction to Economics, Introduction to Law, International Relations | 6 | 10 |

**Table 11. Courses UB/MA**

(source: Maquette de formation, Université du Burundi)

In the first year of this master program, this chart shows that practical courses cover 53.33 % of the whole 60 credits (a credit is worth 15 hours). After this, we can move to the following level of the program (2nd year):

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Workshops | Translation Workshop, Interpretation Workshop, Special Translation Workshop | 13 | 21.66 |
| Practical Courses | In-depth Special Translation Issues, Simultaneous Interpreting, Consecutive Interpreting | 11 | 18.33 |
| Project Designing and Management | Entrepreneurship, Project Management, Ethics and Deontology | 6 | 10 |
| Internship | Seminar of Translation Studies, Internship | 20 | 33.3 |
| Dissertation | Techniques for the Scientific Drafting of Texts | 10 | 16.6 |

**Table 12. Courses UB/MA**

(source: Maquette de formation, Université du Burundi)

In the second year most of the courses are practical. That is 24 credits (40%) plus two months of internship in a professional area. This can obviously contribute to the professionalization once the program is well implemented.

### 2.5.2.2.2 Bujumbura Christian University

This university was created in 2015 validated by the Government Charter no. 610/556 of April 9th, 2015. Its objective is to support the spiritual and social harmony and development of Burundi. The institution hosts four faculties like:

- Arts, Administration and Communication;
- Economics and Management Studies
- Science and Technology
- Theology

It is in the faculty of Arts, Administration and Communication where we find the department of translation and interpretation. This Christian University of Bujumbura's Translation and Interpretation program was aimed at equipping students with the skills, work habits and knowledge they need for employment in the field of translation and interpreting. Students get the opportunity to develop personal and/or team work, and communication skills. At this university, all the programs are taught in English and for the first year in the faculty of Arts, students have common courses. Then their curriculum is displayed in the following chart:

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Communication Skills (English & English) | Speaking Skills, Listening Skills, Writing Basics, Reading Skills | 18 | 30 |
| Advanced Skills (English & French) | Advanced Speaking, Advanced Listening, Advanced Writing, Advanced Reading | 18 | 30 |
| Linguistic Theories | Introduction to General Linguistics, Advanced Grammar | 6 | 10 |
| Introduction to Management and Translation/Interpretation | Intro to Management, Translation & Interpretation Theories I | 6 | 10 |
| Supportive Courses | Kiswahili, Computer Literacy, Citizening Education, Documentary Research, Introduction to Christianity | 12 | 20 |

**Table 13.Courses BCU**

(Source: Maquette de formation, BCU)

This chart shows that most of the courses are related to communication (four skills required for language learning). It means 36 credits (60%) out of 60 are allotted to those subjects then 10 % of the whole credits students have to get taught about the translation and interpretation theories so that they can get a certain enlightening. The following chart shows the content of the second year program:

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Theory of Translation and Interpretation I | Translation and Interpretation Theories II, Translation Practice of General Discourse I, Introduction to Technical Translation (Specialized Discourse) | 9 | 15 |
| Practice of Translation and interpretation I &II | Consecutive interpreting I&II, Simultaneous Interpreting I & II, Translation Technology, Public Speaking II | 21 | 35 |
| Skills and Practice in Translation I | Translation of General Discourses II (French to English), Translation of General Discourses II (English to French), Translation of General Discourses II (French to Kirundi), Translation of General Discourses II (English to Kirundi) | 10 | 16.66 |
| Linguistic Theories II & III | Comparative Grammar, Pragmatics, Introduction to Public Speaking, Discourse Analysis, Psycholinguistics, Contrastive Analysis | 20 | 33.33 |

**Table 14.Courses BCU**

(Source: Maquette de formation, Bujumbura Christian University)

In the second year, students have 40 credits for practical courses. That is 66.66% of the whole credits. This part of curriculum analysis at this university is going to be closed by that of the third year.

| **Domains** | **Courses** | **Credits** | **Percentage %** |
|---|---|---|---|
| Skills and Practice in Translation II | Translation of General Discourses III (French to English), Translation of General Discourses III (English to French), Translation of General Discourses III (French to Kirundi), Translation of General Discourses III (English to Kirundi) | 10 | 16.66 |
| Technical Translation: Skills and Practice | Financial Translation, Legal Translation, Translation of Scientific Texts, Medical Translation | 10 | 16.66 |
| Practice of Translation and Interpretation III | Consecutive Interpreting III, Simultaneous Interpreting III, Whispering | 10 | 16.66 |
| Professional and Christian Ethics | Ethics and Deontology, Christian Ethics | 6 | 10 |
| Internship and Research | Research Methodology, Internship Seminar, Internship and Report | 24 (18 for the internship) | 40 (30 for the internship) |

**Table 15. Courses BCU (source: Maquette de formation, BCU)**

At this level (3rd year), 30 credits (50 % of the whole credits) are covered by practical courses of translation and interpretation completed by 18 credits (30 % of the whole credits) set for the internship and report (practice in a professional area). It means that a student is to take 80 % of the credits to make practice. After the BCU, we are going to have a look at the translation and interpretation curriculum at university of Ngozi.

### 2.5.2.2.3 University of Ngozi

The University was established on 17 April 1999 and approved on 7 May 1999 by the ministerial order 530/264.

The Faculty of Arts and Social Sciences opened its doors during the academic year 1999 – 2000 within itself the department of translation and interpreting. This institution created this department to facilitate communication because there was a need for interpreters and translators. It is in this perspective that a department with the objective of training these latter has been set up to solve this problem of language barrier. Here, this university is known as the first academic institution to set programs of translation and interpretation training in Burundi.[21]

Due to its tough academic rules, the training curriculum of this department was not found as wished. But, if the one before the reforms performed in the education sector, it was seen that the first two years were devoted to theory and language learning. Some of them were based on English language (Grammar and structural Exercises I&II, Literature I&II, Reading Comprehension I&II, Writing I&II, Listening Comprehension and Oral Expression I&II, General linguistics), French (Grammar, oral expression and techniques of writing, Theory of Literary and Artistic Genres, Style and Composition, Auditory Detecting, Lexicology-Lexicography), Social Sciences (History of Burundi, Philosophy, General Sociology, General Psychology, Major currents of philosophical thought, Modern and Contemporary History), African linguistics, additional languages like Kiswahili (initiation and practical) and latin and Arabic I&II, computer literacy and finally translation and interpreting theory (Translation Studies, Interpreting theory) and Good Governance. The second two years as the second level was covered in majority by practical courses in translation and interpretation (consecutive and simultaneous).

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[21] https://univ-ngozi.bi/ accessed on 3rd August 2024 at 2:36 PM

The languages used in this were mainly English and French then the practice was led to scientific, legal, journalistic, socio-economic texts. Additionally, Kiswahili III&IV (literature and some exercises on translation), Arabic (Practical), Greek (Initiation), Spanish (Literature, Practical), LCOE III&IV, Writing III&IV, RC III&IV and international relations were taught and at the end of the training a month-intern period was settled for the trainees[22] and they had to spend it out of Burundi in a country where English is the significantly used such as Uganda. All this was done in a bid to prepare translators in a professional way. The next point discusses professional groups initiated by the people trained by these institutions.

## 2.6. Professional Translator Association(s) in Burundi

In addition to the education side, the constitution of professional associations consists of another step in the process of professionalization. Translator associations may not exist in Burundi, but this statement cannot be confirmed until the outcome of the respondents to the research questionnaire. Despite this, Burundi has a lot of translation firms. Their management will be also clear after having analysed the collected data because no one can be sure about their managers' profile. Actually, these associations of translators would represent the translators and stand for their rights in front of the public and authorities. This was reported by Pym et al. (2012). Eruz (2012) who highlights the necessity and importance of increasing the number of members of the translation associations to strengthen translator associations' potential and power in the translation market. On the contrast, even those (translators) claiming to be professional are establishing translation firms as they were in competition.

[22] Maquette de formation, UNG

This chapter has discussed different issues related to works on translation professionalization with a focus on the context of Burundi. In the following chapter the methodology used to collect data is explained.

# CHAP III. METHODOLOGY

## 3.0 Introduction

This chapter discusses the different methods involved in this study. Types of data collected, instruments for data collection, sampling and sampling techniques used are shown. Additionally, data presentation, analysis and interpretation methods are highlighted. Cross-sectional and longitudinal designs are the two designing methods that are used in this study. Questionnaires have been administered to those language service providers. On the questionnaire were questions about the profile of the respondents, language spoken, current profession, academic background. There are open and closed questions. (Additional explanations on these methods are given in this chapter)

## 3.1 Research Methodology

This work sets out to study the current status of the process of professionalizing translation in Burundi. As stated by the title of this chapter, highlighting the distinction between Research methods and Research techniques is important.

a) **Research methods** may be understood as the strategies employed by a researcher(s) to answer the research question(s). These strategies can include analysis of historical records, participant observation, surveys, and questionnaires, etc. At times, a distinction is also made between research methods and research techniques.

b) **Research techniques** refer to the behaviour (e.g. note taking) and instruments (e.g. measurement scales) we use in performing research methods.

c) **Research methodology** is defined as "the science of systematically answering a research question" (PEDIAA, 2015)[23]. It refers to the entire research process. In other words it refers to the type of research approach (e.g. qualitative, quantitative, mixed methods) to be employed, as well as the methods (e.g. interviews, observation, case study, etc.) and techniques (e.g. audio recordings, note taking, use of measurement scales, etc.) that will be utilized to answer the research question(s). This is thought as a large umbrella under which are the specific details of how the research will be conducted.

### 3.1.1 Design of the study

Fowler (2014) states that in social science, education, and health care researchers are more likely to use a special-purpose survey. This means that surveys rely on asking people standardized questions that can be analyzed statistically. They allow researchers to collect a breadth of data from large samples and generalize to the larger population from which the sample was drawn.

According to Ruel, Wagner, & Gilllespie (2016) there are two primary methodological designs in survey research: cross-sectional and longitudinal. They define Cross-sectional designs as techniques that seek information from a sample at one point in time. The longitudinal designs occur at multiple times in order to measure change over time. From this point, Ruel et al. (2016) feature three types of longitudinal designs: repeated cross-sectional, fixed-sample panel design, and cohort study (in which a sample that experienced the same event or starting point completes the survey at multiple times). Therefore, questionnaires are the primary data collection tool in survey research.

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[23] PEDIAA. (2015). Difference between research methods and research methodology. Retrieved from http://pediaa.com/difference-between-research-methods-and-research-methodology/

Then Vogt et al. (2014) precise that a questionnaire is also referred to as the survey instrument. Its construction and delivery to respondents are very involved processes. In survey research, continue Vogt and his team, this phase is considered the "upfront" work, and it determines everything else. In fact, although we often think of coding as occurring during the data analysis stage, in survey research the first phase of coding focuses on the format and content of the survey questions or survey items (Vogt et al., 2014). In survey research one must be explicitly thinking about assessment and evaluation as they construct their data collection instrument.

There must be clear and justifiable links between their indicators (questions) and the concepts they say they are measuring in order to produce a valid instrument (Vogt et al., 2014).

Like it is mentioned in the topic of this work, this study aims at showing a current status of the professionalization of translation in Burundi. It means that the matter is to know if translators working in the language industries are trained, if they respect the codes of ethics of the profession and if also they are aware of the existence or roles of the associations of translators. To figure this out, as defined above two designing methods are used: cross-sectional and longitudinal designs. Questionnaires have been administered to those language service providers. On the questionnaire were questions about the profile of the respondents, language spoken, current profession, academic background. There are open and closed questions.

### 3.1.2 Area of the study

This work on finding out the level of professionalization of translation in Burundi was conducted in different translation firms located in Bujumbura and Ngozi cities.

### 3.1.3 Population and sampling size

#### 3.1.3.1 Population

Considering what Patricia (2017) said about population in a study, it is a group of elements about which a researcher might later make claims. Then here the population involved is all the people engaged in the translation trade in Burundi. The study population here is the group of 25 translators that were selected as sample to whom a questionnaire was administered.

#### 3.1.3.2 Sampling

Patricia (2017) defines Sampling as the process by which a researcher selects a number of individual cases from a larger population. The first thing needed is to determine the elements in researcher's study. An element is the kind of person, group, or nonliving item in which you are interested (sometimes the word unit or case is used). Actually, sampling addresses the questions:

- Who or what is in your study?
- Where are you getting your data or content?"

Typically, following the definition of Patricia (2017), sampling was extended to 25 translators working in different translation industries in Burundi. Two industries are located in Ngozi city and others are settled in Bujumbura.

##### 3.1.3.2.1 Sampling techniques

All sampling techniques fit into two umbrella categories: probability sampling which relies on probability theory and involves the use of any strategy in which samples are selected in a way that every element in the population has a known and nonzero chance of being selected (Patricia, 2017), and purposeful sampling (also called purposive or judgment sampling) is based on the premise that seeking out the best cases for the study produces the best data, and research

results are a direct result of the cases sampled (Patton, 2015). These general categories of sampling have different strengths and thus are appropriate in different kinds of projects, based on researcher's goals. Based on the clarifications of the second technique, in this work the purposeful sampling was used.

### 3.1.3.2.2 Participants

The participants in this study are firstly the translation firms located in Bujumbura and Ngozi cities in Burundi. These firms accepted that I can contact their personnel and administrate a questionnaire to them. On the second level, translators working in these firms and were the pivotal subjects in my study. Here is the chart displaying the participants:

| **TRANSLATION FIRM** | **LOCATION** | **NUMBER TRANSLATORS CONTACTED** |
|---|---|---|
| CESOLIED | Bujumbura | 1 |
| BICADEC CONSULTING LIMITED | Bujumbura | 1 |
| RUNDI LANGUAGE HUB | Bujumbura | 1 |
| ELC | Bujumbura | 1 |
| EAST AFRICAN CONNECTING CENTER | Ngozi | 1 |
| CANDLE LANGUAGE CENTER | Bujumbura | 1 |
| CONCISE BUSINESS ENGLISH | Bujumbura | 1 |
| ANDIKA SOLUTION | Bujumbura | 1 |
| WORLD BRIDGE CENTER | Ngozi | 3 |
| PTA | Bujumbura | 1 |
| SCHOOL OF LANGUAGES | Bujumbura | 1 |
| LANGUAGE INNOVATION CENTER | Bujumbura | 1 |
| BUJUMBURA ENGLISH SCHOOL | Bujumbura | 1 |
| CANDLE LANGUAGE CENTER | Bujumbura | 1 |
| LANGUAGE SOLUTION INITIATIVE | Bujumbura | 1 |

| | | |
|---|---|---|
| HOUSE OF INTERPRETERS, TRANSLATORS, TEACHERS AND TRAINERS | Bujumbura | 1 |
| BANTU LANGUAGES AND DUBBING COMPANY | Bujumbura | 1 |
| RESEARCH AND TRANSLATION SERVICES | Bujumbura | 1 |
| THE TRANSFORMERS/PROPELING TO YOUR VISION | Bujumbura | 1 |
| LATUC (LANGUAGE TRANSLATION AND USAGE CENTER) | Bujumbura | 3 |
| UBUNTU HOUSE | Bujumbura | 1 |

**Table 16. Sample Population**

### 3.2. Data Collection Methods

At this level, one should understand the difference between methods and techniques of data collection. But before going into deep of this issue, I must have a look on the types of data.

#### 3.2.1 Types of data

Kabir, (2016) puts that before selecting a data collection method, the type of data that is required for the study should be determined. This part has as purpose to provide a summary of possible types of data to go through the different data collection methods and sources of data based on these categories. The embodied information in terms of figures or facts used to analyze for different analyses and finally gain a result to address the study question or hypothesis testing is known as data (Hurrel, 2005). Data can be categorized using different ways including quantitative and qualitative.

### 3.2.1.1 Qualitative Data

According to Kabir (2016), this type has both nominal and descriptive non-numerical data as qualification. It cannot be shown as numbers are known as qualitative data in words or sentences format. Such type of data answers to "how and why" questions in a research study and mostly covers data regarding feelings, perceptions, and emotions using unstructured approaches such as interviews for data collection.

Researchers use different methods such as using audiotapes, sketches, notes, and photographs to gather these data. Although qualitative data can be suitable to achieve further information to explore and determine new effects and consequences of programs on the research, and finally enhance the quality of quantitative results, its implementation is dependent on spending a considerable amount of cost and time and the results may not be generalizable. It means the findings of case studies can be used just for the same issues as the general patterns for different studies.

Qualitative methods encompass three main categories including observations, document reviews, and in-depth interviews in spite of the fact that there are less common ways to gather qualitative data. In the next section, all of the methods of data collection are discussed.

### 3.2.1.2 Quantitative Data

As far as qualitative data is concerned, Kabir (2016) further explains that numerical data which is mathematically generated and computed is recognized as quantitative data. There are different scales for measuring quantitative data including nominal, ordinal, interval, and ratio scales. Scales can be categorized into two general types as “Rating Scales and Attitude Scales” as well. Rating scales assign a numerical value to the points or categories to evaluate them.

On the other hand, more complex methods are attitude scales that determine the predisposition of people toward any individual, phenomenon, or object (Taherdoost, 2016b).

### 3.2.2 Collection Methods

At this level, two main categories are to be taken into account: Primary Data Collection Methods and Secondary Data Collection Methods. Data that is not published yet and is the first-hand information which is not changed by any individual is known as primary data. In other words, researchers use different approaches to gather and collect primary data for a specific purpose. Secondary data is the data gathered from published sources. This means that the data is already gathered by someone else for another reason and can be used for other purposes in a research as well. In all papers, the literature review section, as it is in this work, is based on secondary data sources. Thus, secondary data is an essential part of research that can help to get information from past studies as basis conduction for implementing a research or as the required background information. It can also help to design a study and provide a baseline to compare primary results (Kabir, 2016; Taherdoost, 2021).

#### 3.2.2.1 Primary Data Collection Methods

Primary data collection is conducted on the basis of the processes by which you gather data yourself for your purpose of study and no one has access to use this data until it is published and both qualitative and quantitative approaches are used for this purpose. The most common types are initially involved are questionnaires, interviews, focus groups, observation, survey, case studies, and experimental methods in detail (Kabir, 2016; Taherdoost, 2021).

Therefore, with this method and when conducting this study, the method I used is that of questionnaires. They were submitted to different LSP working in different language industries/translation firms to collect data for this survey.

#### 3.2.2.1.1 Questionnaire

One of the instruments to collect primary data, is a questionnaire which is administered to a sample population. In this study, the sample is composed of translators working in different translation firms in Bujumbura and Ngozi cities. The questionnaire contained questions about the profile of the respondents, language spoken, current profession, academic background. Among the questions answered by the contacted translators some were open and other closed. The data collected helped to find out who are really practising translation, what is their academic profile, whether they adhere to associations of translators (even whether they exist or not), the way they are practicing translation (professionally or unprofessionally), and at what extent the code of ethics is being followed.

### 3.2.2.2 Secondary Data Collection Methods

The Secondary Data Collection as it was defined by Kabir (2016) refers to the data gathered from published sources. In other words, it means that the data collected sources already published by someone else. These sources can be found in live or virtual libraries and for another reason can be used in a bid to insure other purposes in any other research. Therefore, materials libraries at university of Burundi and other centres, internet websites, and every others judged helpful for the completion of this work have been used. It means an inventory was made of the available secondary source data libraries and archives, textbooks, journals, magazines, publications by trained translators and interpreters, textbooks, journals, magazines

In the second chapter that discusses the literature review, different books and articles to highlight some issues about translation understanding, its process of being professionalized have been used.

Since the existence of academic training institutions is counted among the features of professionalization of an occupation, some academic training models (curricula/programs) from the University of Burundi, the University of Ngozi and BCU have been consulted to go in deep and have a strong analysis on how and how long translators are trained (different charts helps get details on the translation training status in different academic institutions). Some websites and codes of ethics were also consulted to understand well how the situation prevails in other countries like Belgium (as home of the European Union Office Headquarter), United States (as home of UN Office Headquarter) and Canada. Then they have developed translation due to their strategic position which can be favorable for lots of mobility.

### 3.2.3 Data Analysis

Basing on the results from different sources that have already been mentioned, the researcher understand the way the different Language Industries, associations, churches and others hire translators they have (professional or unprofessional). When analysing data, some types of doing this activity are the following:[24]

- **Quantitative data analysis:** it is used to make analysis of numbers rather than words. It can range from simple exercises to process and tabulate data through to very complicated processes designed to accurately measure quantitative changes with calculated degrees of precision.

- **Qualitative data analysis:** this is used to analyze words – quotes, cases, transcripts, reports and, sometimes, images. Qualitative methods rely on rules and processes which are very different from those of quantitative methods.

[24] INTRAC (2017) INTRAC's team of M&E specialists offer consultancy and training in all aspects of M&E, from core skills development through to the design of complex M&E systems.

- **Descriptive data analysis:** this type is only concerned with processing and summarizing data. This is often true of financial or administrative data analysis (Babbie, 2013; Fallon, 2016).

In this work, after having collected data, they were analysed quantitatively (considering number answers given to close questions). Among 25 cases taken as a sample population concerned with my research, it was drown out how many translators academically were trained for LSP in translation context, the way they act (professionally or unprofessionally, field of expertise) and the answers given to open questions will help us get an idea regarding the quality of services provided. Actually, the technique used is descriptive data analysis (descriptive statistics method).

# CHAP IV. DATA PRESENTATION AND ANALYSIS

Data presentation was done with the help of tables and graphs from primary data. Secondary source material such as text-books written by different translators, articles and any relevant materials have also been consulted and exploited to collect useful information to support the findings in this study. This work was done in three phases:

## 4.1 Questionnaires

### 4.1.1 Translators

While conducting this research, a questionnaire (25 copies) was sent to translators (25 individuals) working in different translation firms operating in two areas: Bujumbura mayorship and Ngozi Province. Among all these 25 individuals taken as sample population in this research, only 18 have answered the questionnaire. It means 72 % of the whole sample population concerned with the study. The answers provided to the questions within the questionnaire helped to bring illumination to the confusion raised while setting the research hypothesis of this work.

The figures show the number of persons to whom questionnaires were given and the rates of response to those questionnaires. The formulae below were used to calculate the number of questionnaires that was sampled in the field.

$$\text{Return rate} = \frac{\text{Number of filled questionnaires returned}}{\text{Number of questionnaires distributed}} \times 100$$

$$= \frac{18}{25} \times 100 = 72\ \%$$

In the following section, the results from the questionnaire that were used to collect data are presented, analyzed and interpreted.

**Table 17. Number of languages fluently spoken**

| Number of languages | Number of Speakers | Percentage |
|---|---|---|
| 1 | 0 | 0 % |
| 2 | 1 | 5.6 % |
| 3 | 6 | 33.3 % |
| More than 3 | 11 | 61.1 % |

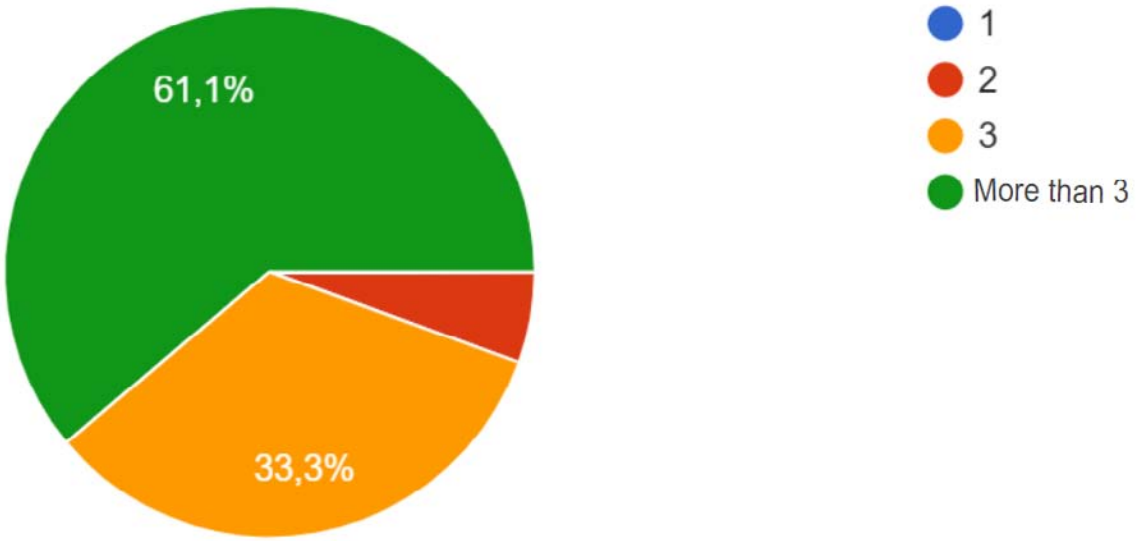



**Figure 3. Language fluency**

For the above question asked was "How many languages do you speak fluently?" The results got here show that the respondents have the capacity to understand and communicate in two languages or more. This matches with one from many aspects of a translator. The question was asked to find out the language fluency of the contacted translators. 11 translators (61.1 %) said that they are able to speak and understand more than three languages. A part of them, 6 translators, can at least speak and understand 3 languages. This 33.3 % of the whole sampling population. Only 1 translator (5.6 %) speaks one language.

**Table 18. Professions of the contacted persons**

| **Professions** | Numbers | Percentage |
|---|---|---|
| **Language teacher** | 5 | 27.8 % |
| **Translator** | 0 | 0 % |
| **Interpreter** | 0 | 0 % |
| **Translator-interpreter** | 12 | 66.7 % |
| **Journalist** | 1 | 5.6 % |
| **Other** | 0 | 0 % |

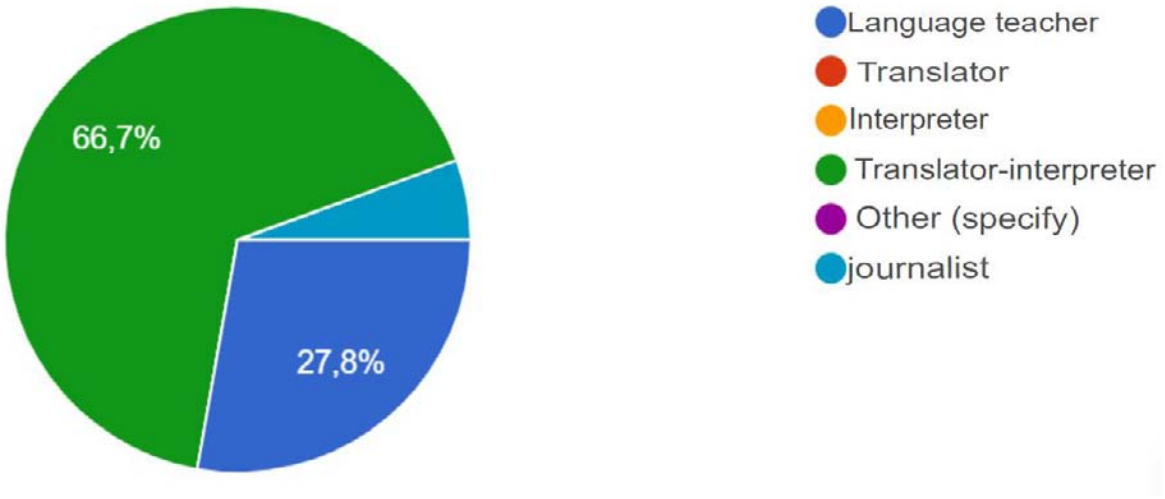



**Figure 4. Professions**

Here, with the question "Which of the following occupations do you practice?" we notice that the individuals contacted are grouped into three sections. The first is formed by translators-interpreters figured at 66.7 %, the second made by language teachers numbered to 27.8 % and journalist at 5.6 %. Nobody among them concentrates only on translation. The respondents do both translation with interpretation. Others, practice translation like an added value to the usual occupation which is teaching.

**Table 19. Level of education**

| Degrees | General Humanities | D7[25] | A2[26] | A1[27] | Bachelor's Degree | Licence[28] | Master's Degree | other |
|---|---|---|---|---|---|---|---|---|
| Number | 0 | 0 | 0 | 0 | 3 | 12 | 3 | 0 |
| % | 0 % | 0 % | 0 % | 0 % | 16.7 % | 67.7 % | 16.7 % | 0 % |

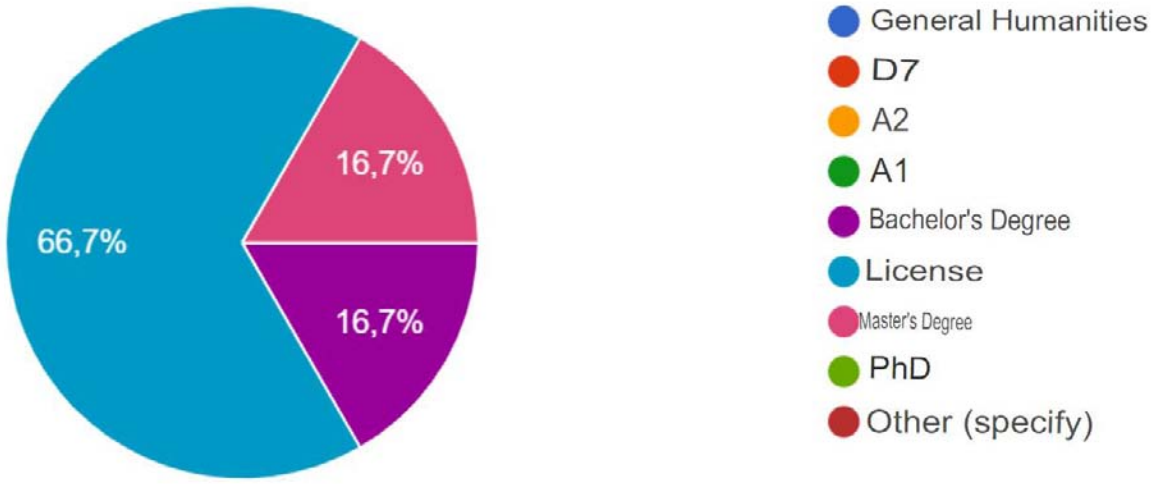



**Figure 5. Education**

The question for the situation above was "What is your level of Education?"

A large number of the respondents has an Undergraduate degree, at the level of 67.7 %, and both master's and bachelor's degree at the level of 16.7 % each. What is needed to be clear is to know whether these people graduated in translation or in other domains.

[25] Kind of certification for teachers trainings
[26] Tachnical training certification in secondary school
[27] Tachnical training certification in Higher education
[28] "Licence" is similar to "Bachelor's degree. The former referred to LMD system and the latter to BMD system

**Table 20. Translation training**

| **Trained** | | |
|---|---|---|
| **Yes** | **No** | **Philosophy** |
| 14 | 3 | 1 |
| 77.8 % | 16.7 % | 5.6 % |

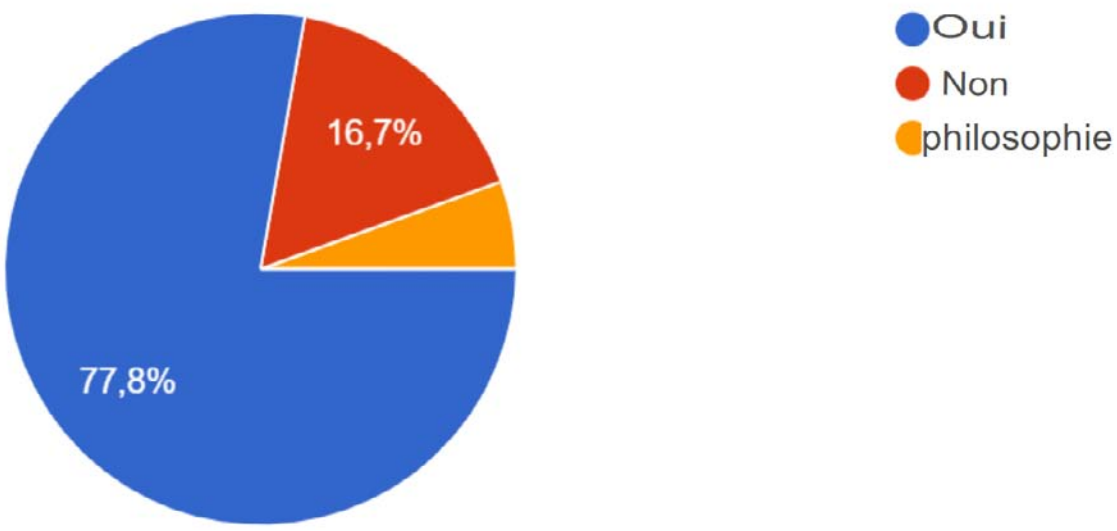



**Figure 6.Training**

After having seen the level of education of the participants dealt with in the survey, now the question was “At university, have you studied translation as a course of study?” What comes out is that 14 of them (77.8 %) claim to have learnt translation, 3 acknowledge that they did not attend translation courses whereas one claims to have done philosophy. But this who have learn philosophy is among those who did not learn translation then here we have 4 people who are not qualified in translation.

**Table 21. Sort of Translation training**

| **Sort of training** | **Trained as a Course (Subject)** | **As a field of training (Program)** | **Self-trainig** | **Never trained** |
|---|---|---|---|---|
| Number | 8 | 8 | 1 | 1 |
| % | 44.4 % | 44.4 % | 5.6 % | 5.6 % |

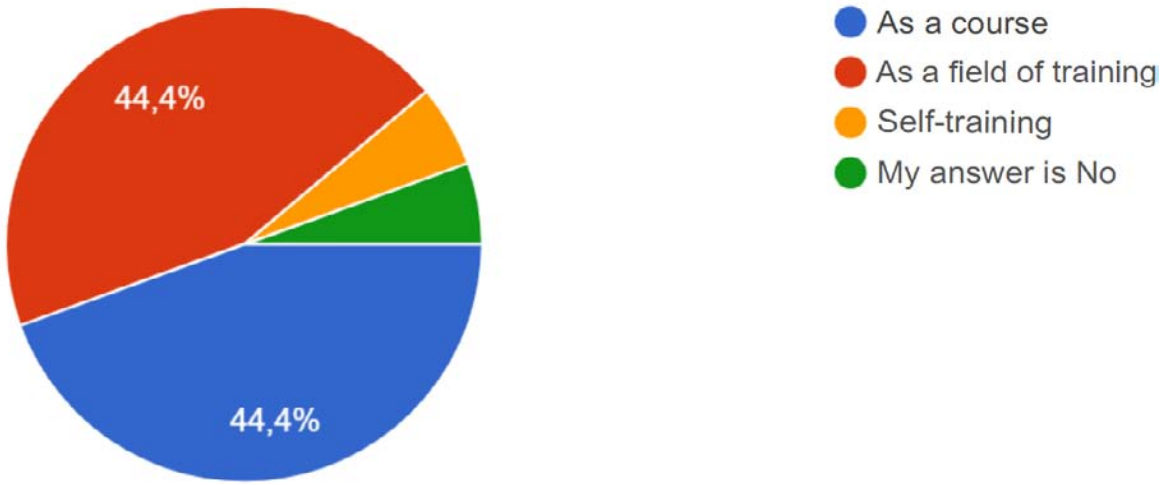



**Figure 7. Sort of translation training**

From the conclusion of the answers given to “If your answer is “yes”, did you attend translation as a course (subject) or as a field of study (program)?” as question, it is clear that few of the translators are fully qualified (Full academic training in translation studies). Both of them at the same rate of 44.4 % claim to have learnt translation but one group says translation was one of the training subjects in the domains they were doing in their academic field and the other followed translation as a field of study.

Another group of those that have trained themselves and another who has said just “No”. So, these two forms one group of those who have never attend any translation course, and their rate is up to 11.8 %.

**Table 22. Academic Institutions**

| U.B | B.C.U | UNG | SU | KCU | HAU | KU | AMIU |
|---|---|---|---|---|---|---|---|
| 11 | 0 | 2 | 1 | 1 | 1 | 1 | 1 |
| 61.1 % | 0 % | 11. 8 % | 5.9 % | 5.9 % | 5.9 % | 5.9 % | 5.9 % |

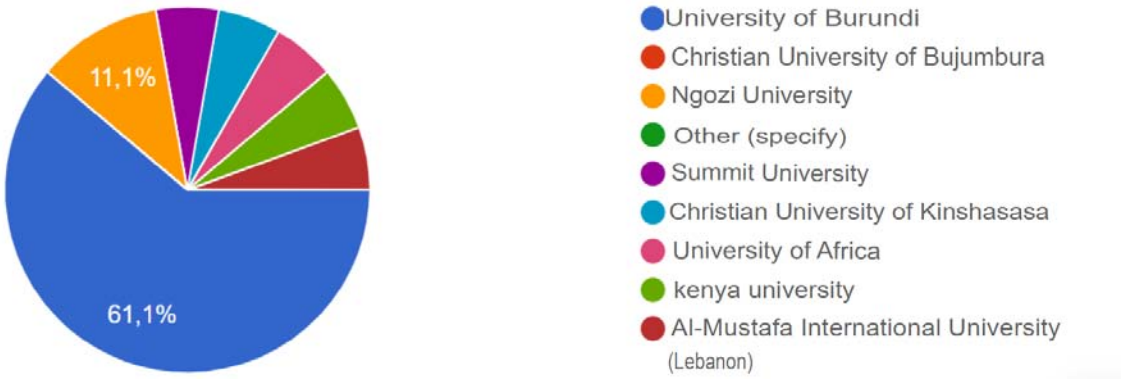



**Figure 8. Academic institution**

The question “In which academic institution did you study?” has led us to the realization that many of the participants attended the University of Burundi (61.1 %). The other part covers the other universities whether operating in Burundi or abroad. Here the BCU is not represented because the department of translation is still new and the first batch has not completed the whole training yet.

**Table 23. Awareness on the existence of Translators Associations in the world**

| **Available** | |
|---|---|
| **Yes** | **No** |
| 8 | 10 |
| 44.4 % | 55.6 % |

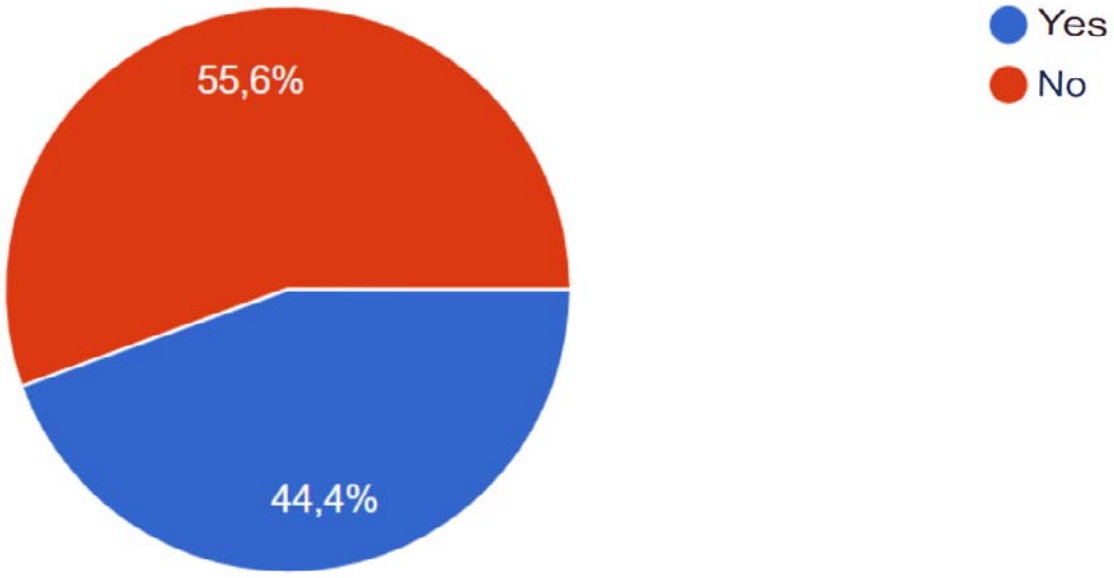



**Figure 9. Existence of Translators associations in the world**

The respondents answered the question "Are you aware of the existence of translators' associations around the world?"

As the figure here above shows, a large number of translators do not know anything about the associations of translators. The survey has shown that only 44.4 % of them (i.e 10 out 18 contacted) have information relating to translators' associations in general.

**Table 24. Membership in Associations**

| **Member** | |
|---|---|
| Yes | No |
| 6 | 12 |
| 33.3 % | 66.7 % |

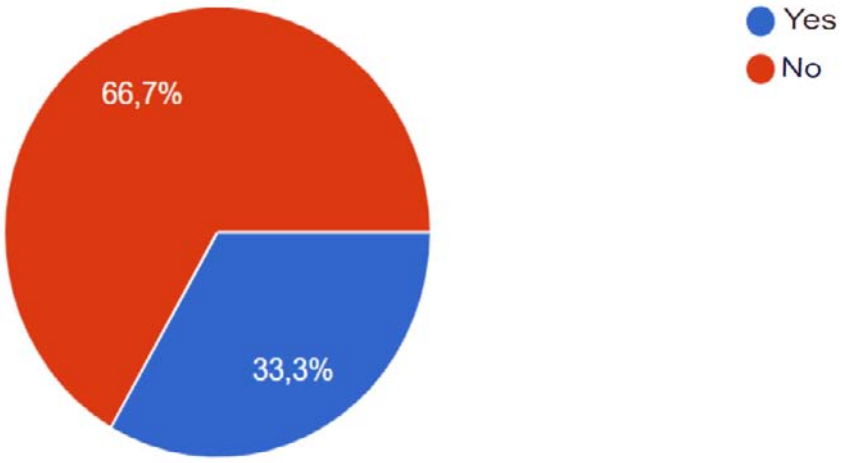



**Figure 10. Membership in association**

As the question about awareness of the existence of the translators' associations asked "Are you aware of the existence of translators' associations around the world?" and the following as sub-question on memberships was "If so, are you at least a member of one of these associations (whether local, regional or international)? Looking at the figures above it can be seen that in Burundi, if considering the sample population in this study, 66.7 % do not know anything about translators' associations. Only 33.3 % are aware of such associations.

**Table 25. Existence of Translators' Associations in Burundi**

| **Existence of Translators' Associations** | | |
|---|---|---|
| Yes | No | I don't know |
| 2 | 2 | 14 |
| 11.1 % | 11.1 % | 77.8 % |

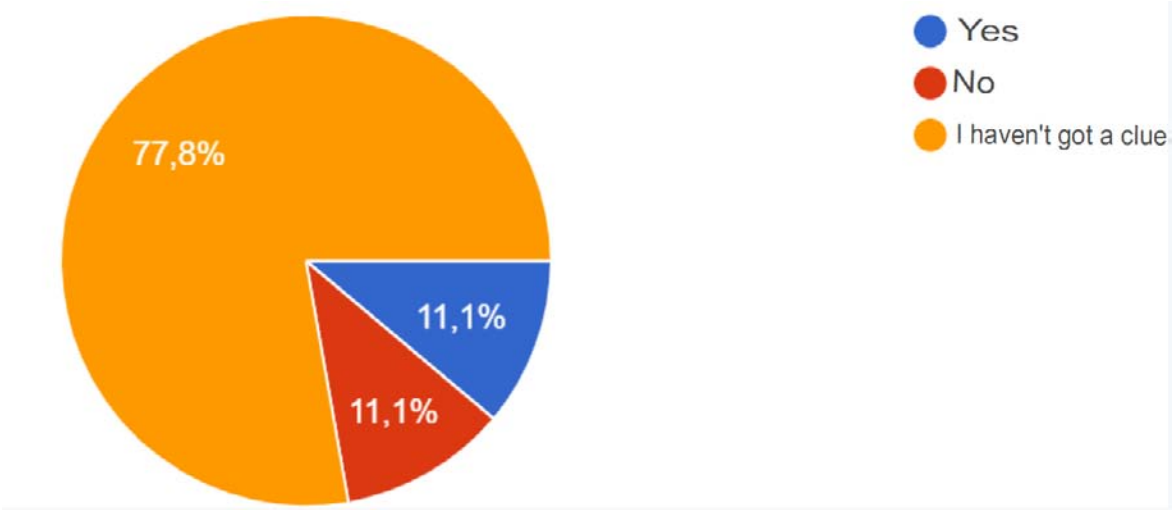



**Figure 11. Existence of Translators associations in Burundi**

The status of the translators' association existence in Burundi was found out via the question: "Is there any association of translators in Burundi?"

For this question, 77.8 % of the participants surveyed declared that they do not have any information about such associations. Two of them claim "Yes" to mean that associations of translators exist in Burundi and other two replied by "No"

**Table 26. If your answer is "No", what reasons do you think would explain the non-existence of translators' associations in Burundi?**

| Number | Answers |
|---|---|
| 1 | Lack of willpower |
| 2 | -Academic training<br>- Responsibility of the Government |
| 3 | Lack of initiatives |
| 4 | Translation and interpretation are not practiced professionally in Burundi. |
| 5 | Somehow, I know there are small groups of translators working together. But having a national union of translators is an ongoing work that I hope to see emerge one day. |
| 6 | Lack of entrepreneurial initiative |
| 7 | Lack of team spirit |
| 8 | Lack of coordination |
| 9 | I don't know whether they exist or not. |
| 10 | Because in Burundi bilinguists are rarely found, due to absence almost total of such faculty in Burundi universities. |
| 11 | I do not know, but the reason may be that the cause of the non-existence of an association is the lack of initiative from a leader who takes the lead to create a legal framework in which private organizations of translators would be registered to serve as an umbrella for all these translation agencies, and in which major decisions would be made in relation to the translation profession and would represent translation professionals to the relevant authorities. |
| 12 | I said that I don't know |
| 13 | I think some exist. |
| 14 | Lack of organization in this field |

| | |
|---|---|
| 15 | Most translators do not even know each other because it is a profession that anyone can appropriate himself in Burundi. Those with experience do not want to help newcomers for fear of competition. |
| 16 | N/A |
| 17 | This is because the translation profession is less in demand since many organizations hire people who know at least three languages. |

The table above displays answers from different respondents. Some of them (respondents no 1, 3, 6, 7, 8, 11, 14) turn around the word "Lack". Lack of willpower, team spirit and coordination come as the major problem. Also, 38. 8 % of the respondents claimed that those said elements constitute the major reason of non-existence of translator association in Burundi. Others (respondents 2 and 10) claim that the problem lies in the academic training and it is up to the government to take responsibility.

There is an issue of bilinguists who are rare and this is due to the almost total absence of faculties for training translators in Burundi universities. This a declaration of 11.1 % of the whole respondents. Respondents 4, 15 and 17 have said the reason was that translation profession is not practiced professionally because translators do not know each other and are disunited. Anybody can appropriate this profession without any problem and those with experience cannot help the newcomers in the profession because they are afraid of competition. They added that even the NGOs or most of the international organizations when they want to hire people for their staff, they prefer those capable of speaking and understanding at least three languages. Then this was from 16.6 % of the respondents.

The next part covers those. Respondent 5 does not give the reason why associations of translators are absent but he/she is nourishing the hope that there is an ongoing process that will lead to translator association establishment one day. This is levelled at 5.5 %. Respondent 12 (5.5 %) do not know any reason behind this absence and 12 (5.5 %) are not sure then respondent16 (5.5 %) preferred to keep quiet.

**Table 27. The role of Translators' Associations**

| **Statements (Role)** | **Respondents (Answers)** | **%** |
|---|---|---|
| Hire the translators | 2 | 11.1 % |
| Promote the professionalism of translators | 16 | 88.9 % |
| Representing the translators before the relevant authorities | 7 | 38.9 % |
| Improve the working conditions of translators | 8 | 44.4 % |
| Other | 2 | 11.1 % |

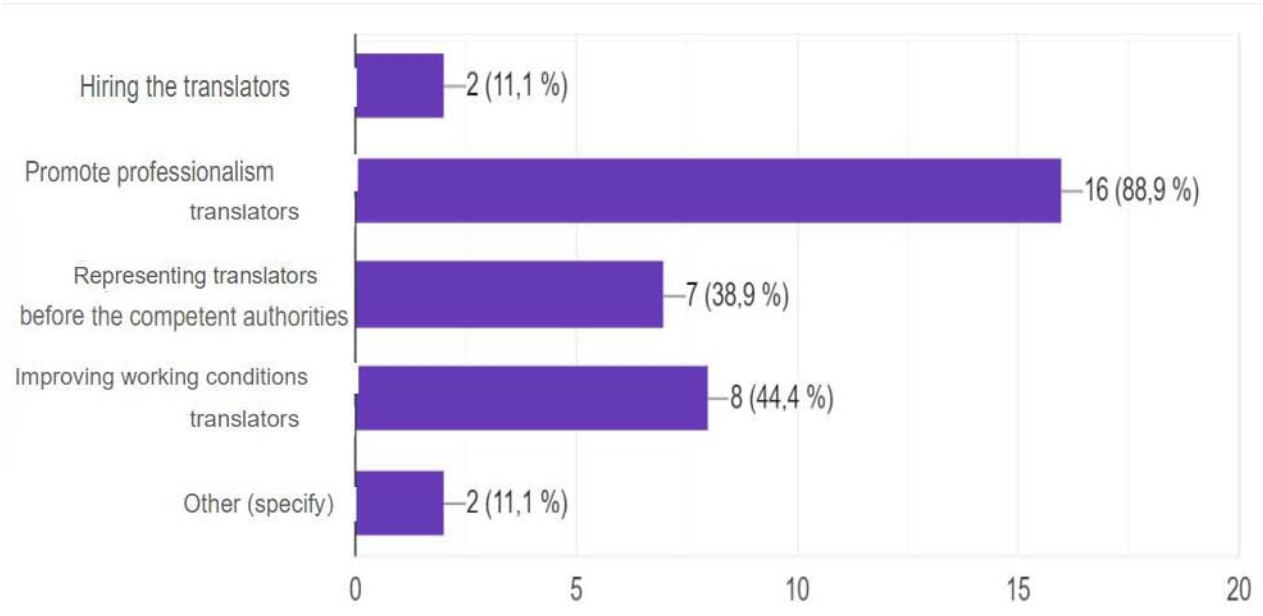



**Figure 12. Role of Translators associations**

The question asked to the respondent here was "What is the main role of translators' associations? (Tick where appropriate)". Here it is clear that among 18 respondents, 16 (88.9 %) know that associations of translators have the role to promote the professionalism of LSPs. Those who have ticked the other statement are included in those 88.9 % except those that have chosen that association are there to hire translators or "Other".

**Table 28. The deadlines**

| **Statements (attitudes)** | **Respondents** | **%** |
|---|---|---|
| I continue working until the end before sending the translated text to the client with delay. | 2 | 11.1 % |
| I inform the client immediately and ask for an extension of the deadline | 6 | 33.3 % |
| I ask my colleagues translators to help me finish the work. | 10 | 55.6 % |

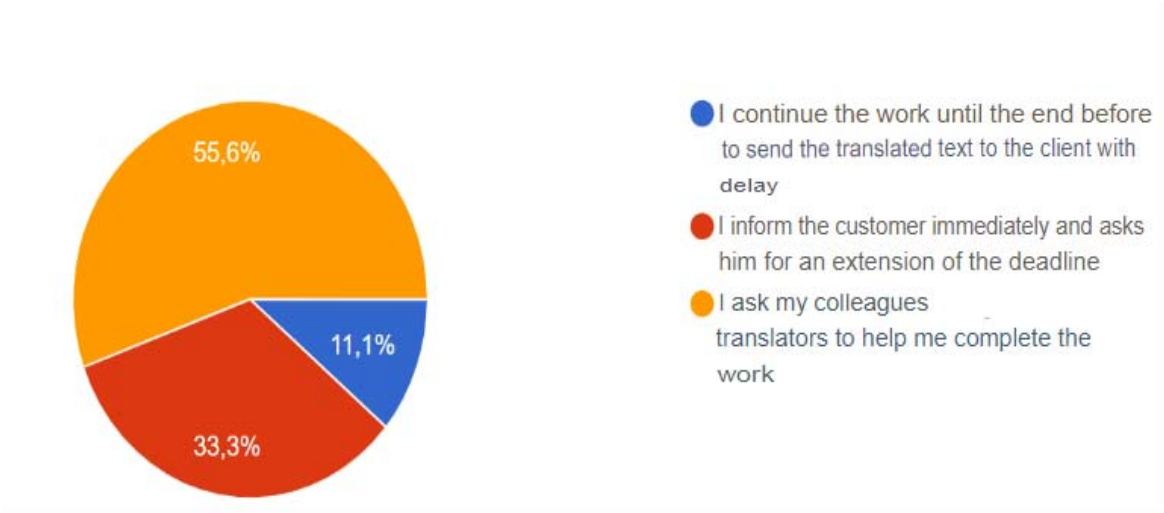



**Fig 13. Deadline**

The issue of deadline is very important in translation assignments. The question to be answered here was "What do you do when you are working on a translation project and you realize that you will not finish the work on time?" After analysis of the respondents' answers, it has been clear that only 33.3 % would continue working and send their work with delay. Others are still right except when among the client's requirement strong confidentiality is included.

**Table 29. Code of Ethics**

| **Use of Code of Ethics** | |
|---|---|
| **Yes** | **No** |
| 14 | 4 |
| 77.8 % | 22.2 % |

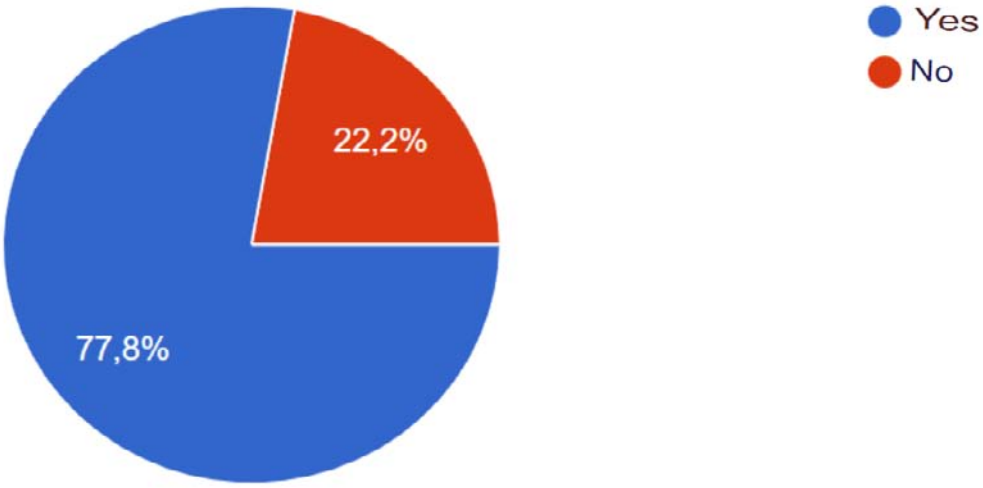



**Fig 14. Use of Code of Ethics**

Out of 18, there were 14 respondents (77.8 %) who have responded with positively answered to the question "When practicing your profession as a translator, do you adhere to a code of ethics (formal or informal)?" and 4 (22.2 %) of them said "No".

**Table 30. Professional Translator's values**

| Resp. | Answers |
|---|---|
| 1 | Professionalism, competence, integrity |
| 2 | Integrity - Meeting Deadlines - Respect for Others - Being Relational |
| 3 | Mastery of the languages subject to translation, honesty, and diligence |
| 4 | Have followed a minimum of professional linguistic training; master at least two languages. |
| 5 | Quality, professionalism, creativity, integrity, and a very strong sense of research. |
| 6 | He must express his ideas in a concise and effective manner. |
| 7 | Simplicity and the use of words easy to understand |
| 8 | Confidentiality, reliability, loyalty, excellence |
| 9 | Competence, respect for deadlines, collaboration, diligence. |
| 10 | Rapid perception of the proper meaning of a spoken or written word rather than literary understanding, discernment of false friends in translation...(words with physical similarities but total differences in terms of meaning. |
| 11 | Curiosity, patience, precision, professionalism, mastery of the working language,... |
| 12 | Efficiency, honesty, competence, polyglotism, versatility, well-read, having skills in computer science |
| 13 | Professional secrecy, Assiduity, Loyalty |
| 14 | Professionalism at all levels |
| 15 | Honesty, discretion, respect for deadlines, studiousness |
| 16 | Integrity and professionalism |
| 17 | Outstanding linguistic skills - Curiosity - Rigor - Punctuality - Patience - Professionalism - Concentration - Communication - Integrity – Humility |
| 18 | N/A |

These statements above are the respondents' answers to the question below:

"According to you, what values should a professional translator have?"

After the analysis of what they said, on one hand, the respondents 1, 3, 4, 6, 7, 10, 11, 12, 14 and 16 have completely immersed in what maybe they have learnt in class or read somewhere in different books. There are rare indications that show that they would have any code of ethics with them.

Here they are estimated at 55.5 %. On the other hand, respondents 2, 5, 8, 9, 13 and 15 have in their answers put a lot of elements that are found in several codes of ethics in different countries like Belgium, Canada and USA.

Those words are "confidentiality, integrity, loyalty, meeting deadline, reliability, respect of others, being relational, etc. These may have read those codes or have been informed by their employers. These translators are numbered to 33.3 %. Then respondent 17 (5.6 %) lies in the middle because what he/she said shows that he/she may have some information about translation profession.

**Table 31. Fields of expertise**

| Fields of expertise | Nr of Respondents | % |
|---|---|---|
| Literary | 12 | 66.7 |
| Medical | 3 | 16.7 |
| Legal | 4 | 22.2 |
| Agriculture | 3 | 16.7 |
| Environment | 5 | 25.8 |
| Administrative | 9 | 50 |
| Computer | 3 | 16.7 |
| Education | 10 | 55.6 |
| Finance and accounting | 2 | 11.1 |
| Military | 1 | 5.6 |
| Sports | 2 | 11.1 |
| Other | 6 | 33.3 |

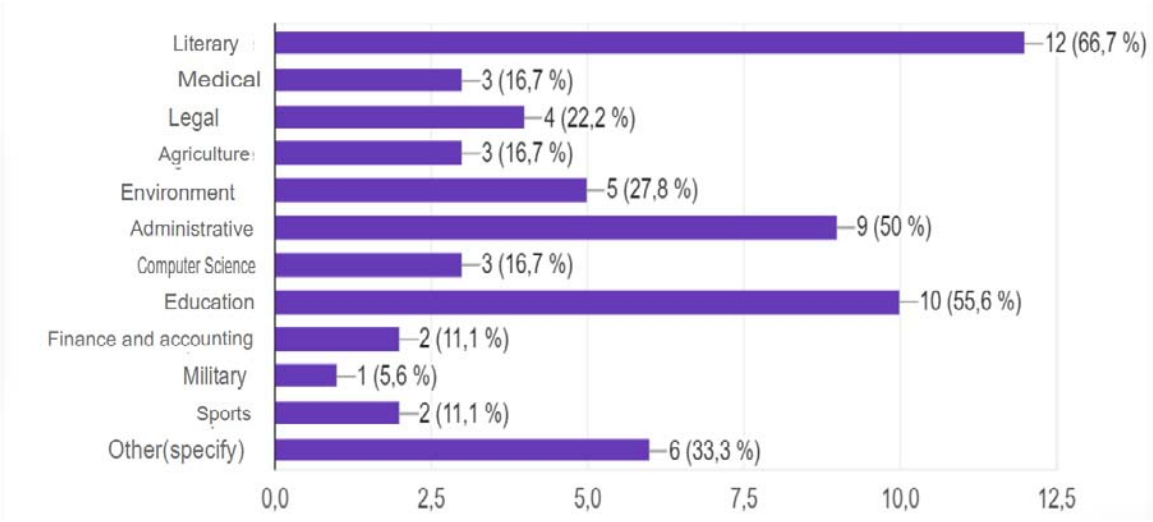



**Figure 15. Field of expertise**

"Which of the following best fits your field of expertise?" was the question addressed to the respondents. Literary as field of expertise, education and administrative have many voices among the respondents (66.7 %, 55.6 % and 50%). But here it is noticed that in Burundi a translator could work in more than two field of expertise.

**Table 32. Unfit job to a translator's field of expertise**

| **Resp.** | **Answers** |
|---|---|
| 1 | I have to contact others |
| 2 | Sometimes I take it and work with those who have the expertise or I reject it. |
| 3 | I try to adapt myself. |
| 4 | Either I reject the offer or I send the client to another translation firm. |
| 5 | First of all, I have to assess the subject-matter to determine how much I know about it. Then I have two options. The first is to work with a colleague and my own research, the second is to find a colleague who can take the job. |
| 7 | I decline this offer |
| 8 | You send them to another translator working in this field |
| 9 | I join with others |
| 10 | I have to look for colleagues who are competent in this field. |
| 11 | I contact my colleagues of that sector for their interventions |
| 12 | If a client contacts me for a translation job that does not fit in with my field of expertise, first I look for a translator better equipped in the field to support me in the work but also, I do research in the field to have more skills in case there is enough time for research |
| 13 | I take time to read the documents related to the project until I get fully immersed in the subject. |

| | |
|---|---|
| 14 | I will contact a translator who has the expertise to do the job for me |
| 15 | I will collaborate with other translators according to their fields |
| 16 | I will ask them to look for another translator |
| 17 | N/A |
| 18 | I have to look for my colleagues who are good at that expertise |

The answers above were given by the respondents when they answered to the question "What would you do if a client contacted you for a translation job that doesn't fit your field of expertise?"

Here, five of eighteen respondents (27.7 %) say in that case they have to look for those who are competent in the subject-matter and join them so that they can carry the work out. But respondent 2 was not explicit in what he/she said because he said "sometimes I take it…sometimes I reject it". Respondent 3 said that he/she has to adapt no matter whether the job fit his/her field of expertise or not. Only one, here, does not care about "honesty" provided that the job is done. This represent 5.6 % of the sample population. Respondents 5 and 13 declares that when they get the job, they have first to assess it and read it carefully in order to get fully immersed in the subject-matter and then do it. They cannot say that they can't do the job.

These stand for 11.1 % of the whole respondents group. The next part is that with respondents 4, 8 and 16. They said that when they see the job is unfit for them they have to refer the client to another provider. And respondent 7 says that for him/her the job is immediately declined and then these 4 respondents show a certain grain of honesty and integrity as among the values a professional translator should have. These represent 22.2 %. Respondents 12 and 14 will get the job and hire other translators to do the job for them. In that case they want to earn commissions. This way may not be seen as neither professional nor loyal.

Here they represent 11.1 %. Respondent 10 did not say whether he/she will look for help or for refer. It's not clear and 17 prefer to keep quiet.

**Table 33. After disagreement about fees**

| Statements (attitudes) | Nr Respondents | % |
|---|---|---|
| I serve him no matter what payment he offers because the customer is king | 0 | 0 |
| I let him know how the business walk fairly | 15 | 83.3 |
| I also refuse his offer | 3 | 16.7 |

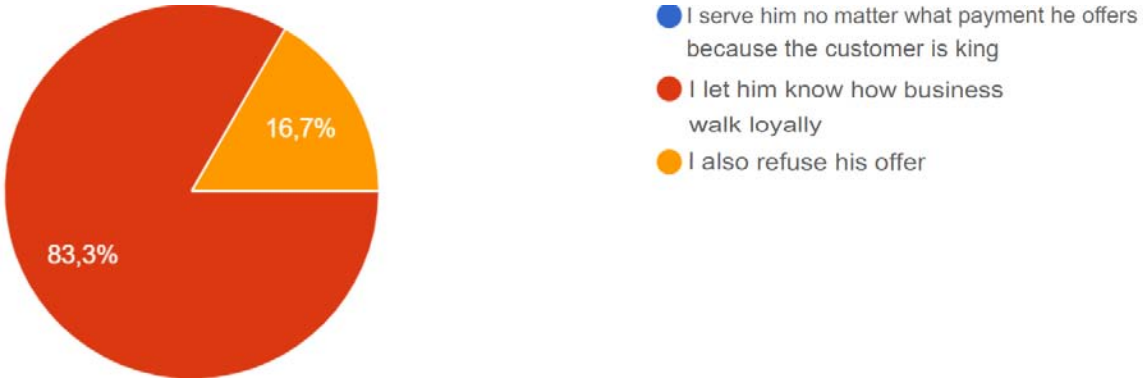



**Fig 16. After disagreement about fee**

At this level with the question "What would you do if a client came to you after they had a disagreement with another translator about the fees?" nobody said that they would take the job rejected by their peers due to fees/cost. At this point loyalty is completely respected. But 83.3 % of them declared that they have to explain to the client how things walk in a proper manner. If this is really what they do, translation is on the right path to the professionalization. There is another group of 16.7 % of them that says they have also to reject the job.

**Table 34. Skills improvement**

| **Further training** | |
|---|---|
| **Yes** | **No** |
| 11 | 7 |
| 61.1 % | 38.9 % |

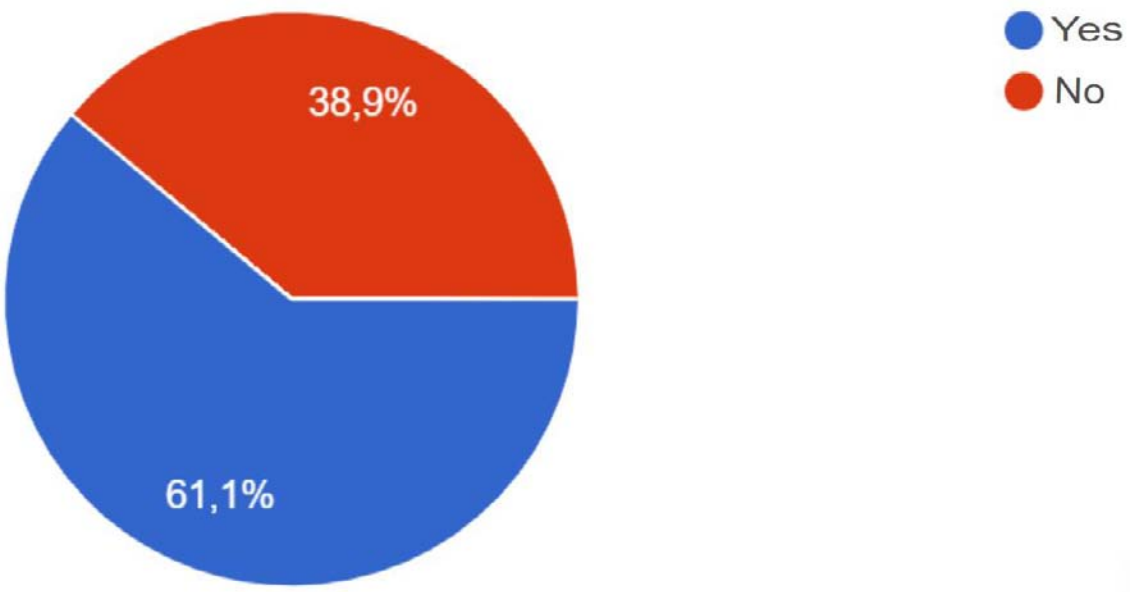



**Fig 17. Skills improvement (CPD)**

To this question "Have you received continuing training (training that allows those who already practice a profession to improve their skills)?" 61.1 % of the respondent answered that they have received a further training (CPD) in translation and 38.9 % haven't. The following analysis show the different vocational institutions in which they got training.

**Table 35. If your answer is "yes" you have taken the training in which centre?**

| Resp. | Answers |
|---|---|
| 1 | Oregon University |
| 2 | It was "no" |
| 3 | University of Ngozi |
| 4 | I said "no" |
| 5 | The training was online, where I specialized in how to become a remote medical interpreter. |
| 6 | Resettlement Center at Bujumbura |
| 7 | Resettlement Support Center RSC Afrique |
| 8 | Cavendish University Uganda |
| 9 | I do personal research on the internet, youtube. |
| 10 | Bussia center. (Uganda) |
| 11 | University of Burundi |
| 12 | I have never received any training |
| 13 | I did not do this kind of training |
| 14 | My answer to this question is "no" |
| 15 | No, I did not |
| 16 | Concise Translation |
| 17 | Baraka Communication Center |
| 18 | N/A |

The interpretation of the afore table here shows that the majority (61.1 %) of the contacted translators have a CPD (Continued Professional Development) in translation. The question they answered is highlighted in the title of this point of analysis. Six of them, this is 33.3 %, said honestly that they have not got any further training. Respondent 5 says that he/she got an online training on how to become a medical interpreter (the training was not about translation, he/she

confuses it with interpretation). This stands for 5.6 %. And respondent 9 claims to have done research on YouTube only. He/she has done self-training. This also represents 5.6 % of the whole group. Respondent 18 did not say anything as his/her point of view. But those claiming to have got trained are divided into those who confuse a CPD and the usual academic training (University of Burundi, University of Ngozi, Oregon University and Caverdish University) who represent 22.2 % and those who have really been trained in centers (RSC, Bussia Center, Baraka Center and Concise Translation) at the level of 27.7 %.

**Table 36. In your opinion, is translation professionally practiced in Burundi? Justify your answer.**

| Resp. | Answers |
|---|---|
| 1 | Yes, because the clients, even international ones are satisfied with the work done |
| 2 | I think it is not satisfying. The multiple reasons for this are namely lack of training and legal and professional framework. |
| 3 | No, because there are still standard rules like prices etc |
| 4 | Not at all! Today we find translators here and there who have never followed a literary career. How can anyone face a literary work without any language training? |
| 5 | Yes, I do. But it seems to me that this is an area that has not been fully exploited in the sense that few people enjoy it. This is also due to the fact that translators do not have a recognized platform to help them improve the service they offer. But those who do translations online know that professionalism is a quality not to be missed in their work. |
| 6 | N/A |
| 7 | Yes, but not very well developed and structured |
| 8 | Not at all |
| 9 | We only have managers who translate only for daily bread |

| | |
|---|---|
| 10 | Yes, because there are contracts between the translators and the party requesting the service. |
| 11 | No. Because many of them do it without being trained |
| 12 | My opinion is that translation is not fully practised in a professional manner as there is no legal framework for it, and the professional standards that parties to contracts must respect are laid down and most contracts are made on a voluntary basis and also- by non-professionals- with negotiations on labour costs without tariff reference |
| 13 | I don't think so. The great translators of Burundi started with the do-it-yourself, then, thanks to their continuous practice, they acquired useful experience for the job. |
| 14 | In my opinion translation is not practiced in a professional way because the Burundians in general are not passionate about professionalism |
| 15 | Who and I believe that sometimes the experience is more valuable |
| 16 | Not at all. First it is a neglected trade in Burundi, it has no fixed or estimated price, anyone can do it and give a sloppy work without being censored, etc. |
| 17 | No. There are few Burundian translators who have done the related sciences. In addition, some languages are not taught in Burundi's academic institutions. |
| 18 | Professionals practice good and proper translation but there are people who only seek life while doing work on basis of their own understanding |

Here, the question was targeting to know the position of the respondents concerning the issue of translation professionalization in Burundi. It is obvious that they have several judgements. Some of them think that professionalization is about better rendition and contract signature only (2 respondents, which is 11.1 %).

Others think that translation is not professional because Burundi has not academic training institutions, legal framework and fee regulating system (respondents 2, 3, 4). These 3 represent 16.6 %. Respondent 15 who represents 5.6 % looks professionalization in the angle of experience only and 8 and 9 are completely denying. Respondent 9 adds that there are only those who are money oriented and claim to be professional. These represent 11.1 %. The respondents 13, 14 and 16 that represent 16.6 % say that translation is not professionalized in Burundi. Some of providers are relying on experiences others are not passionate in professionalism and it is also neglected at the extent that everyone can do it without any assessment process or censoring action. Another one considers the fewness of translators trained in schools of translation and academic institutions that have not been ready to teach some languages yet (resp. 17 which is 5.6 %). The last group here agree that professionalization is there, but it has not reach far. It is not well developed. The need of legal framework to determine several standards needed for a true professionalization is still of a paramount importance. These people are respondent 7, 12 and 18 who represent 16.6 %.

## 4.2 Research findings

This point comes to discuss and figure out what have been found concerning the hypothesis already set earlier.

### 4.2.1 Hypothesis 1: Translation in Burundi is getting professionalized due to the programs that have been settled in education system.

This hypothesis was set to know whether in the education system in Burundi translation has been taken into account so that we can get at least a certain reason to start confirming the process to make translation a profession. Actually, the existence of academic training institutions is one step to professionalization.

#### 4.2.1.1 Findings

On the side of education, three academic institutions of training translators like University of Burundi, Bujumbura Christian University and University of Ngozi are still on work as far as translation is concerned. In addition, there are people who graduated from these institutions.

This existence of training institutions is confirmed by the table 23 which shows that 77.8 % of the translators contacted were trained in translation. And on the table 24, there is an equilibrium between those who learnt at the academic institution where translation is a field of training and those who were in the institution translation is taken as subject among others. Both are counted at 44.4 %. The table 22 displays the different levels of education the contacted translators (academic graduations) and the table 26 shows apart from those graduated from local academic institutions, some translators who graduated abroad like DR Congo, Lebanon, etc.

#### 4.2.1.2 Implications

The situation here implies that there is still a long way to go because 44.4 % of trained translators are still few in a huge domain like translation. One may wonder that all the translators graduated from the said institutions could have gone for other professions. Since 2000s the University of Ngozi have graduated many translators even the University of Burundi after having reformed its curricula, qualified translators are still few on the labour market.

### 4.2.2 Hypothesis 2: Several translation associations have been established by trained translators.

Since associations of translators constitute the second steps to professionalization, the aim of this statement was first to know the reality of the status of translation profession if translators' associations are to be considered, and secondly, to make sure whether translators are aware of their existence or if they are parts of at least one of them.

#### 4.2.2.1 Findings

Considering the responses given by the translators contacted during the survey, it has been found out that there is no legal framework of translators in Burundi. Instead, translators are working in groups according to their will but they are not in associations.

Some translators in Burundi are aware of the existence of translators' associations all around the world and others do not know them. The table 27 shows that 44.4 % of the translators have information on those associations and 55.6 % are uninformed. For their availability (associations) in Burundi, 77.8 % of the translators do not know whether they exist or not. But what we can see is that there are some translators who confuse translators' associations with translation firms.

Table 24 pictures out that 66.7 % are members of translators' associations around the world except in Burundi.

The reasons of non-existence of these associations take origin from different origins. Some translators are blaming the higher authorities and others are pointing a finger at NGOs. But considering the Burundi criminal proceeding code of 2018 no 1/09-153 in its chapter 5 from article 143 to 153, talking about translators together with interpreters and experts (medical), those who blame the government and universities (38.8 %) in table 30 may be right because in justice the law set how these providers are appointed (and here confidentiality and fidelity are highly recommended) and in other sectors it is quiet. But the second origin comes from the translators themselves whose strengths are not joined together. They seem to be working individually without any will of gathering in big and organized platforms. This represent a huge handicap to professionalization. But, due to the hope of some, one day this criterion of legal platform establishment will be met.

Table 31expresses through different reactions of the contacted translators that 88.9 % of them understand the major role of the associations of translators but the problem is who will make the first step.

#### 4.2.2.2 Implications

Burundi has no legal platform of translation (translators' associations) that could coordinate and regulate the translation profession. A lot of translators through their complaints are expressing their thirst of having something that could give sense and orientation to their career.

### 4.2.3 Hypothesis 3: Professional translators are providing services in respect of a code of ethics.

The aim here was to make sure whether translators in Burundi adhere to a code of ethics when they are practising translation.

#### 4.2.3.1 Findings

The majority of translators in Burundi adhere to a code of ethics[29] (formal or informal) while practising translation. Some translators are aware of the existence of code of ethics and read it (table 34). However, more than 50 % of the translators embrace more than one field of expertise (table 35). Also, Burundian translators are still far from being honest (table 36). These translators are on good try of being loyal to their peers because some declared (in this study) that they have to decline the job rejected by these due to inappropriate fee (table 37). The majority of these translators have received a CPD. They do not have the same point of view on the professionalization status of translation trade in Burundi. Plenty of them do not understand well the meaning and stages of professionalization.

[29] The code of ethics, here, is imposed by clients that are often from abroad. Otherwise in Burundi that code does not exist LSPs with clients proceed with informal codes (mutual understanding/contract signature)

#### 4.2.3.2 Implications

Even though translators are practising translation, in Burundi, the code of ethics is not fully known. Only few translation providers have information about it. This still takes source from the total absence of translators' associations. These would have been helping them to get updated in all the stages of professionalization.

### 4.2.4 Conclusion

The profession of translation in Burundi is real. As other profession has features that make them be classified among professionalized ones, translation also cannot be left behind. In Belgium, Canada and USA which have been used as an example in this work, it was shown that there are academic training institutions, translators associations and a code of ethics.

The questionnaire used in this study was submitted to different translators working in different translation firms in Burundi to find out the real situation and have true information regarding the current extent of professionalization of translation. As far as education is concerned, the majority of the translators have at least been trained in translation and some of them are affiliated to translators' associations abroad. But, the current LPSs, have never thought about establishing an association that would stand as coordinator or monitoring organ in the field of translation. Therefore, when this profession is practiced, it is completely difficult to know who are right and who are wrong. Everybody is working according to their understanding. This can be a great handicap when it is the time to schedule CPD for improving skills and classifying translators in consideration of their professionalism. The code of ethics is still hard to observe in the extent that some are aware of that and other are accustomed to work informally.

# CHAP V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Summary of Findings

In Burundi, considering the criminal proceeding code of 2018 no 1/09-153 in its chapter 5 from article 143 to 153, translation is official in general since plenty of documents and communications from NGOs and regional or international organization the country has integrated and particularly in justice sector. This profession is carried out by Burundians themselves, who, despite the difficult situations they still go through towards professionalization, endeavour to bridge communication in several sectors. Practitioners of court interpreting have a good mastery of modes of interpretation.

The government of Burundi through the ministry of education has allowed the establishment of academic institutions that could help in a way or another the process of professionalizing translation. Hence, the University of Ngozi, translation departments, the University of Burundi and the Bujumbura Christian University are serving as institutions training translators. One of these institutions, the University of Burundi, hosts the further training (master's program) in the field of translation and interpretation. All this because the government has found out that the issue of translation may be a serious problem in the way of proper and effective communication.

Despite all these efforts made by the government, there are still complaints among translators claiming that the academic training institutions are not enough. More institutions should be established. On the other hand, everybody joins this profession and practices translation without having been trained and do whatever they like because of the total absence of monitoring and censoring organs or translators' associations. Consequently, the code of ethics is not well observed because locally if translators' associations do not exist, the code also does not exist.

Even those who claim to adhere to the code have the informal one (understanding between the provider and client/local employer) or they observe the one they have been given by the associations abroad to which they are affiliated.

This is the reason for not sharing the same view about professionalization status of translation in Burundi. Some claim that it is professionalized when considering years of experience and contracts signed between them and their clients. Others draw near the true consideration when talking about academic training, and legal frameworks. To address all this, the literature in this work sheds light on the wide features of a professional occupation and how translation should be practised in a professional manner.

## 5.2 Conclusion

This work was set out to assess how translation works in Burundi and at what extent it currently works professionally. The fact was that in this country, languages like Kirundi, French, English and Kiswahili without leaving behind some other languages like Chinese, German, Russian, Spanish and son are used, people claiming to know and be able to speak more than one language found themselves in a fertile ground to be translators. So, the aim was to assess the evolution of process of making translation professional, to know whether there are academic trainings with the right and adapted programs, legal framework or associations of translators created and if they adhere to the code of ethics while practising the profession.

This work proceeded on the hypothesis saying “Translation in Burundi is getting professionalized due to the programs that have been set in education system”. This has been confirmed because some universities have made translator training departments in their curriculum organizations and some others include some courses of translation especially in departments of languages.

In addition to this, a part of people working in the translation field are graduated from these academic training institutions. This is illustrated by the chapter on the literature review though the analysis of different curricula of such universities (from bachelor's program to master's) and interpretation of several answers from respondents to the issue. This hypothesis is true even though some improvements are still needed to contribute to the professionalization at high level. On the side of translators' associations (second hypothesis), Burundi knows no association or legal framework that should take the lead in the coordination and organization of the trade. Whoever thinks or dreams to be a translator the gate is widely open and this leaves a place to a chaos. Only translation firms are available and each works independently without any referring instruments. Even if the situation looks a little bit unsatisfactory, the existence of these firms constitutes the helping step to the creation of an association because the latter can make at least some translators to get out of their shell.

The following issue relating to service providing in respect of code of ethics shows that many translators are practising the profession by adhering to an informal code. This was seen though their answers to a question about values that a professional translator should have. Since there is no any legal framework or platform that should be in control of this situation, it is normal that in Burundi a code of ethics for translators would not be available.

Finally, as professionalization of translation in Burundi is concerned, three major steps are compulsory required. Those steps consist of the existence of academic training institutions, translators' associations and a code of ethics to which the government will have to grant its entire support. But surprisingly, among all these steps, Burundi has only met the first one relation to the establishment of academic training institutions such as the University of Burundi, Ngozi and Bujumbura Christian University.

This can be rated at 33.3 % once the existence of the other features like associations and code of ethics is taken into account. In this case it is up to the translators themselves to wake up and think of this noble occupation and complete the other steps left so that translation in Burundi can be counted professional.

### 5.3 Recommendations

It can be recommended not only to the government to re-strengthen its legal framework in addition to the criminal proceeding code of 2018 no 1/09-153 in its chapter 5 from article 143 to 153, but also to trained translators to come together and create associations that will help the public authority put order in the fields including that of translation. As Doctors and Lawyers or accountants have already understood the heaviness of their occupation, translators must rise and understand that it is up to them to set up a binding code of ethics to regulate the profession and make it more credible.

The solidarity among translators will make them unite to form associations and this will make it possible for them to meet regularly for self-evaluation of their job and mutually solve problems inherent to the practice of the profession. When associations are created, it can be easier to adopt and implement a code of ethics appropriate to the profession. They must seek to ensure that a relevant translation respects the Canons of the code of ethics which are impartiality, fidelity and confidentiality, honesty, loyalty, integrity already mentioned in several codes of ethics of several associations (in Canada and USA) in case those monitoring organs are created. Then, once these associations are created, they should not be in Bujumbura (Economic Capital) only, hey should be created also in provinces since the academic training institutions are not all located in Bujumbura.

Additionally, it is recommended to existing academic training institutions to revise and improve their programs to teach translation in a more professional way (medical translation, legal translation, sciences translation, literary translation, etc). That is for instance each faculty ought to organize a translation program of their sophisticated terminology, and other field of training may proceed in the same way. For example:

- The faculty of medicine should organize a program of translation relating to medical terminology or medical context;
- The law faculty also should prepare subjects for translation relating to court or justice.

To encourage professionalization of translation as a government's concern, on its part, great role has to be played at a large scale. It should facilitate Burundian translators that are eager to make this occupation become a true profession and by supporting them in a way of considering the translators graduations or certifications. By attributing a professional status, this would encourage many persons to take up this occupation as a full-time profession. This would certainly be a means to alleviating poverty in Burundi since some of them are already affiliated to some associations abroad. In other words, when translation is professionalized, translators certified and recognized become a source of employment nationally and internationally for potential job seekers.

The government should help improve on legislation to guide language service providers in their long and hard trial. The law governing translation and how it should be practiced, what are the steps to be observed, should be conceived to reflect the reality. Like in Canada with the *Union Act* with which the Parliament decide to appoint English-French translators, bills must be adopted to enable the right handling of translation issues in Burundi. Also, and above all, the existing translators have to be encouraged and refresher courses should be organised for

those already in the field. This is because they will stand a good chance to be better translators if trained for updating their abilities, considering the wealth of experience they have already gathered on the field.

Training can also be done through the organisation by those associations (that will be created) in concert with the academic training institutions. As positive consequence, this will help practitioners quickly get used to the terminologies used in their respective field of expertise.

Finally, to the future researchers, recommendations on professionalization of translation in different context where the profession is practiced are suggested. This is the case of Medical translation, Legal text translation, Diplomatic texts, agriculture and environment, etc.

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# APPENDIX

**Olivier MURINDANGABO** **Bujumbura, le..../…../20….**

**UNIVERSITE DU BURUNDI**

**MASTERE EN TRADUCTION ET INTERPRETATION**

## QUESTIONNAIRE

Bonjour, je suis étudiant à l'université du Burundi dans la faculté des lettres et sciences humaines, programme de mastère en traduction et interprétation. De ce fait, je voudrais tirer parti de cette occasion pour m'adresser humblement auprès de votre bienveillance en vue de vous solliciter un soutien pour que vous m'aidiez à répondre aux questions posées ci-dessous. Cela m'aidera à bien mener mon travail de recherche sur la traduction ayant comme sujet '**PROFESSIONALISATION OF TRANSLATION IN BURUNDI: CASE OF TRANSLATORS WORKING IN LANGUAGE INDUSTRIES**' afin que je puisse m'en servir pour confectionner un document bien fait digne de travail de fin des études réellement de mastère. Alors, je vous prie de bien vouloir me soutenir dans l'accomplissement de cette tâche combien noble en répondant d'une façon claire et précise aux questions.

**(Encercler la réponse qui convient/qui pourrait convenir)**

**I. Combien de langues parlez-vous couramment ?**

a. 1
b. 2
c. 3
d. Plus de 3

**II. Parmi les professions suivantes, laquelle (lesquelles) exercez-vous ?**

a. Enseignant de langues
b. Traducteur
c. Interprète
d. Traducteur-interprète
e. Autre (préciser)……

**III. Quel est votre niveau d'étude ?**

a. Humanités Générales
b. D7
c. A2
d. A1
e. Baccalauréat
f. Licence
g. Master
h. PhD
i. Autres (préciser)……

**IV. Lors de votre parcours académique, avez-vous fait la traduction ?**

a. Oui
b. Non

**Si votre réponse est « oui », avez-vous fait la traduction en tant que cours ou en tant que domaine de formation à part entière ?**

a. En tant que cours
b. En tant que domaine de formation

**V. Dans quelle institution académique avez-vous fait vos études ?**

a. Université du Burundi
b. Université Chrétienne de Bujumbura
c. Université de Ngozi

Autre (à préciser)……

**VI. Etes-vous au courant de l'existence d'associations de traducteurs dans le monde ?**

a. Oui
b. Non

**Si oui, seriez-vous membre d'au moins une de ces associations (locale, régionale ou internationale) ?**

a. Oui
b. Non

**VII. Y aurait-il une association de traducteurs au Burundi ?**

a. Oui
b. Non
c. Je ne sais pas

**Si votre réponse est « Non », quelles raisons, selon vous, expliqueraient l'absence d'association de traducteurs au Burundi ?**

……
……
……
……

**VIII. Quel est le rôle principal des associations de traducteurs ?**

a. Embaucher les traducteurs
b. Promouvoir le professionnalisme des traducteurs
c. Représenter les traducteurs devant les autorités compétentes
d. Améliorer les conditions de travail des traducteurs
e. Autres (préciser)

**IX. Lors de l'exercice de votre métier de traducteur, servez d'un code de l'éthique (formel ou informel) ?**

a. Oui
b. Non

**X. Selon vous les quelles sont les valeurs qu'un traducteur professionnel doit avoir ?**

……
……
……
……

**XI. Que faites-vous lorsque vous travaillez sur un projet de traduction et que vous remarquez que vous ne terminerez pas le travail dans les délais ?**

a. Je continue le travail jusqu'à la fin avant d'envoyer le texte traduit au client avec retard
b. J'en informe le client immédiatement et lui demande une extension du délai
c. Je demande à mes collègues traducteurs pour m'aider à terminer le travail.

**XII. Parmi les domaines suivants, lequel cadre mieux avec votre champ d'expertise ?**

a. Littéraire
b. Médical
c. Juridique
d. Agriculture
e. Environnement
f. Administrative
g. Informatique
h. Education
i. Finance et comptabilité
j. Militaire
k. Sports
l. Autres(préciser)

……
……
……

**XIII. Que feriez-vous si un client vous contacte pour un travail de traduction qui ne cadre pas avec votre domaine d'expertise ?**

……
……
……

**XIV. Que feriez-vous lorsqu'un client s'adresse à vous après avoir été en désaccord au niveau des honoraires ?**

a. Je lui sers peu importe le paiement qu'il propose car le client est roi
b. Je le fais savoir comment les affaires marchent loyalement
c. Je refuse également son offer

**XV. Avez-vous suivi une formation continue (formation qui permet à ceux qui pratique déjà une profession d'améliorer leurs compétences)?**

a. Oui
b. Non

**Si votre réponse est « Oui » vous avez suivi la formation dans quel centre ?**

……
……
……

**XVI. A votre avis, la traduction est-elle pratiquée de manière professionnelle au Burundi ? justifiez votre réponse**

……
……
……
……

**JE VOUS REMERCIE**