

TEACHING OF NON LITERARY TRANSLATION IN NIGERIA: A REAPPRAISAL

Olivia Ezeafulukwe (PhD)

Department of Modern European Languages

Nnamdi Azikiwe University, Awka

Email: ou.ezeafulukwe@unizik.edu.ng /olyvconnect@yahoo.com

ABSTRACT

This paper delves into a reappraisal of the curriculum for the teaching of translation in Nigeria with the aim of contributing towards the making of a more comprehensive and viable curriculum that responds to the need of the present day non-literary translator. Nigerian universities have over the years been producing academic translators and awarding them degrees even as high as the doctorate degree. During the course of training, no Nigerian University distinguishes from the training of a non-literary and a literary translator, though their curricula have a bias for literary translation. Consequently many of their products end up as literary translators. The few courageous ones who delve into non-literary translation only do a shoddy job of it. To expose this lopsided curricula a reappraisal of the MA and PHD translation curricula of three National University Commission accredited Nigerian Federal institutions, selected from three geopolitical zones of the country were done. This research revealed that the major problem was that of the lopsided programmes run by the universities. Suggestions on how to improve the training of the non-literary translator were also proffered.

(1) INTRODUCTION

Translation according to Albir is *“la totalité de l’opération qui permet de transmettre dans une langue un discours ou un texte formulé dans une autre langue”*/ The totality of all the operations that make for the transfer of a speech or text from one language to the other. (My translation.) There are basically two types of texts for translation : literary and non literary texts. Literary translation deals with the translation of any genre of literature such as poetry, prose and theatre.

Non literary translation simply means the translation of texts that are not literary. This type of translation has actually received a lot of appellations such as technical translation and pragmatic translation. But no matter by what term it is designated, this paper views it along the lines of Christine Durieux as *“la traduction des textes de nature technique, technologique ou scientifique.”*(15)/ The translation of texts that are technical, technological or scientific in nature.(My translation) It therefore excludes texts that deal with drama, poetry and prose. Delisle further intimates us that this type of text » is characterised by the difficulty in its translation due to the technicalities of its content (13)» (My translation).The primary purpose of non-literary translation is to convey specialized information..

Services of non-literary translators are required in the following areas : technology, sciences, administration, pharmacy, medicine, law etc. Training a good non-literary translator would involve enough exposure to texts drawn from the various domains that non literary translation covers.

Problem of Study

For long translation pedagogy has for long tilted towards literary translation. Various methods for the teaching of the literary translation have been advanced but the study of non-literary translation has not received as much attention. It remains a fact that the practice of non-literary translation differs from that of the literary translation in that it emphasizes exactness and does not allow for much flexibility. Little or no practical guide is provided to the trainee translator on how to go about this onerous task of translating non-literary texts in the Nigerian institutions. The result of this is that a lot of translators, after their training end up as literary translators and there is always a dearth of non-literary translators. Consequently the supposed clients to the non-literary translators end up patronizing the literary translators that are always available and sometimes convincing them to delve into the field of non-literary translation in which they are not well equipped. The target texts of such translations end up revealing the translators incompetence, evidenced by the low level of language and meaning transferred.

Of the large number of translators trained each year by institutes and schools of translation, as well as those trained by universities, few venture into this problematic area. Good training in non-literary translation involves a rigorous training involving terminology acquisition and mastery. Terminologies differ and change from one field of study to another. Even in the same field of study, terminology is in constant change and evolution, thus requiring training and reformation and reorientation on the part of the translator in order be abreast with the new terminologies as well as cutting-edge developments and discoveries in his field of practice. As a result of these requirements, only few apprentice translators venture into this direction. The shortage of non-literary translators persists while the need for their services increases in every sphere of life, especially with globalization that encourages exchanges between people of linguistic diversity.

The shortage of non-literary translators in the Nigerian society and the eminent need for the development of a better curriculum for their training constitute the *raison d'être* of this paper. Every year Nigerian universities graduate very impressive numbers of translators but the lack in this area remains obvious. This is because the curricula at these Nigerian universities only promote literary translation. These graduate translators, with degrees as high as the Ph.D., realize after their training how incapacitated they are in this area due the deficient programmes/curricula of study that they underwent during their formative years, As a result, such translators abandon this field to translate the literary texts where they were better equipped. Non-literary translation is therefore abandoned to the charlatans who find the audacity to embark on it but not without negative and sometimes sinister consequences.

Importance of study

This paper will improve the curriculum of Translation in Nigeria, as it proposes to carve out non-literary translation as a distinct area of translation study that deserves serious attention and should be taught with courses designed to help the trainee technical translators to acquire the theoretical and practical training that would prepare them for practice. It will also go a long way to sensitizing people on the negative results and effects that patronizing quack technical translators could have.

By proposing relevant courses to aid in the formation of these non-literary translators, more translators would be made to build the self confidence that good training affords one, confidence with which they need to render qualitative services to their clients. It is also expected that when good training results in increased number of professionals, charlatans in

this area will naturally be phased out or reduced to the barest minimum as there will be enough professionals to replace them.

Methodology of research

An evaluation of the university curricula, which train non literary translators, becomes fundamental because if one wishes to produce professionals in this area, it is at the level of their training that these apprentice translators must be exposed to these texts to help them acquire the skills they need to practice well. Three translation study programmes have served as a corpus for research: the University of Zaria programme for Translation Studies, the University of Lagos programme for Translation Studies and the Nnamdi Azikiwe University Awka-Anambra State, programme for Translation Studies. The various curricula were analysed and their deficiencies in the training of non literary translators highlighted. Solutions for improvement were also proffered.

These universities are used as samples of the other Nigerian Universities as they run programmes approved by the Nigerian University Commission (NUC), a body that ensures the standardization of education in the country. This body sets a benchmark for the accreditation of courses and institutions. Only institutions that meet the NUC benchmark are allowed to operate. The three universities which their programmes were used for this research therefore meet the NUC benchmark and so could be said to be a good representation of the Nigerian universities.

(2) PRESENTATION AND ANALYSIS OF THE CURRICULA FOR THE TRAINING OF TRANSLATORS IN SOME NIGERIAN UNIVERSITIES

(A) AHMADU BELLO UNIVERSITY, ZARIA (ABU) MASTERS PROGRAMME FOR ALL THE DISCIPLINES IN THE FRENCH DEPARTMENT

(First Semester)

FRNC 801 Research Methodology and Criticism	3 Units
FRNC 803 Francophone African and Caribbean Literature Generalities	3 Units
FRNC 805 General Linguistics: Advanced Phonetics and Phonology	3 Units
FRNC 809 Francophone African Literature	3 Units
FRNC 811 Translation Theories, Research Organization Approach and Conduct	3 Units
TOTAL:	15

UNITS

(Second Semester)

FRNC 802 :Research organization, Approach and Conduct	3 Units
FRNC 804 :Francophone African Literature of the Post-Independence Era	3 Units
FRNC 808 :The French Novel: classical, African and Contemporary	3 Units
FRNC 810 :General Linguistics	3 Units
FRNC 818 : Semantics and Stylistics in Translation	3 Units
TOTAL: 15 UNITS	

The MA programme in ABU is a 2-semester programme, comprising of 30 units course. ABU does not have a specific programme for trainee translators at the Post Graduate level but makes all PG students to go through the same courses as listed above. The African literature, French literature, Linguistics and all Translation students offer all the courses

listed. However every post graduate student is expected to submit a comprehensive research report before graduating. The research area is the only distinction in the training of the different fields. At the end of the MA programme, certificates like MA Languages (Translation), MA Languages (African Literature), or MA Languages (Applied Linguistics) are issued to students depending on their areas of research.

Even at the doctoral level there are no courses to study. The PHD degree in translation is only research-based. This means that at no point in the training of a translator does this university give any particular attention to the trainee translator, talk less of a trainee non literary translator, neither at the Masters Level nor at the Doctoral level. Therefore Masters' students of Translation only do two courses of Translation with other students who are not majoring in Translation. Doctoral students are left on their own without guidance.

(B) TRANSLATION MASTERS PROGRAMME AT THE UNIVERSITY OF LAGOS (UNILAG)

Year 1 :	First Semester Courses	
MTL 801	Research Methodology	2 units
MTL 803	History and theory of Translation	2 units
MTL 805	General Register Translation: Theme A/B C	2 units
MTL 807	General Register Translation: Version BC/A	2 units
MTL 821	Techniques and Practice of Interpretation	2 units
MTL 823	Introduction to Note Taking and Précis Writing in Consecutive and Simultaneous Interpretation	2 units
	TOTAL: 12 UNITS	

Year 1 : Second Semester Courses

MTL 802	:Sight translation B/A	2 units
MTL 804	:Sight translation A/B	2 units
MTL 806	:A General Theory of Linguistics and Semantics	2 units
MTL 808	:General Translation: Theme and Version	2 units
MTL 820	:Translation and Interpretation (Convergence and Divergence)	2 units
MTL 822	:Elements of Simultaneous or Conference Interpretation	2 units
	TOTAL: 12	

Year 2 :	First Semester Courses	
MTL 831	Advanced Literary Translation	2 units
MTL 833	Comparative Stylistics and Translation	2 Units
MTL 835	Language Transcription	2 units
MTL 837	Advanced Literary Translation	2 units
MTL 841	Advanced Consecutive Interpretation	2 units
MTL 843	Advanced Simultaneous Conference Interpretation	2 units
	TOTAL:12 UNITS	

Year 2 :Second Semester Courses

MTL 832	: Advanced Literary Translation	2 units
MTL 834	:Advanced Technical and Scientific translation	2 units
MTL 836	: Advanced Général Linguistics : Theme and Version	2 units
MTL 838	:Translation, Linguistics and Semantics	2 units
MTL 840	:Interpretation and Comparative Stylistics	2 units
MTL 844	:Advanced General Simultaneous Interpretation	2 units

MTL 846 :Advanced General Translation (Theme and Version)	2 units
MTL 849 :Original Project on Translation	4 units
	18 UNITS

UNILAG runs a 4 semester, 2-year Masters' Programme in Translation. A quick overview of the programme reveals a lot of courses in the area of Interpreting. Interpreting accounts for 16 credit units of this 54-units programme. The remaining units are shared between General French courses, research methodology, General translation etc. Technical, a synonym of non-literary translation is not taught at all at the first year of the Masters level, not taught again in the first semester of the second year but is only taught as a 2-unit second semester year two course. Little wonder this institution has produced some renowned conference interpreters but no acclaimed non-literary translator. The above programme has been in use at the University of Lagos for the MA programme for over ten years now.

Presently in Unilag, Post Graduate School programmes with less than five subscribers are not allowed to run and the Translation programme has not had as many as that for over ten years now. Consequently no MA translation Certificate was awarded to anyone. Little wonder that till date UNILAG has never awarded a doctoral certificate in translation because they have not produced enough MA holders to seek for admission into the PHD programme. Even the PG prospectus is yet to draw up a programme for this level of Translation pedagogy. If an institution of the caliber of UNILAG cannot mount a Translation programme, only God knows where Nigeria would find succor.

The above UNILAG MA Translation programme is aimed at professional and not academic translators. This being the case one would expect to see courses that could really equip the professionals for practice. Just like in the other programmes, no mention was made of non literary translation. The major difference between this programme and the one earlier revised is that a lot of attention is paid to Interpretation. I guess the idea of professionalization here is to train interpreters.

(C) MASTERS PROGRAMME (TRANSLATION) AT NNAMDI AZIKIWE UNIVERSITY, AWKA

FIRST SEMESTER

FRE 601	Research Methodology	3 units
FRE 634	Theories and Methods of Translation	3 units
FRE 635	Advanced Studies in Literary translation	3 units
FRE 626	Machine Translation	3 units

ELECTIVES

FRE 637	Linguistics and translation Studies	3 units
FRE 625	Syntax and Morphology of Modern French	3 units
FRE 627	Stylistics	3 units

TOTAL 15 CREDIT UNITS

SECOND SEMESTER

FRE 638	Advanced Studies in Non Literary translation	3 units
FRE 639	Discourse Analysis in Translation	3 units
FRE 640	Terminology research (Theory and Practice)	3 units
FRE 641	World Literature in Translation	3 units

ELECTIVES

FRE 633	French as a Foreign language	3 units
FRE 648	Advanced Translation II	3 units

TOTAL 15

Nnamdi Azikiwe University Translation Studies is a 13 course programme of 3 credit units each. Out of these 13 courses only 2 tilt towards the teaching of non literary translation. These three programmes include FRE 638: Advanced Studies in non literary translation and FRE 640: Terminology research. Both courses are second semester courses. Since the students are meeting these courses for the first time in the programme they can only be taught superficially as introductory courses. It is evident that the Nnamdi Azikiwe University only envisages imparting just a smattering knowledge of non literary translation at this stage.

NNAMDI AZIKIWE UNIVERSITY DOCTORAL PROGRAMME IN TRANSLATION

FIRST SEMESTER

FRE 716	Advanced Theories and Methods of translation	3 units
FRE 717	Stylistic Comparism of English and French	3 units
FRE 703	Doctoral Seminar	3 units

SECOND SEMESTER

FRE 718	Bilingualism, Multilingualism and Interpretation	3 units
FRE 705	Linguistic, Cultural and Ideological Problems of Translation	3 units
FRE 706	Doctoral Seminar II	3 units

One would have expected that the inadequacy of non literary translation courses at the Masters Level would have been taken care of at this level but instead the situation became worse as no mention of non literary translation was mentioned at the Doctoral level. Instead the same MA level courses are taught under different appellations. A look at the table below will further illustrate this.

The MA courses and their near equivalent PHD courses are shown below.

MA	PHD
FRE 634: Theories and Methods of translation FRE 627: Stylistics FRE 637:Linguistics and translation Studies	FRE 716: Advanced Theory and Methods of translation FRE 717: Stylistic comparison of English and French FRE 705: Linguistic, cultural and ideological problems in Translation

Whereas ABU did not rigmarole around the fact that PHD Translation does not have courses, UNIZIK on the other hand repeated 3 courses out of the 4 MA courses. No mention was made of non literary translation.

(3) OBSERVATIONS

The Deficiencies in the teaching of non literary translation

- (a) The translation programmes in Nigerian universities tilt more towards literary translation. No serious attempt has been made to include courses necessary for training in non-literary translation.
- (b) Though Nigeria is said to be an Anglophone country, the truth is that the level of English of many Nigerians is not impressive. A specialization in Translation is a specialization in language. This implies that the trainee translator should have a good level of the languages that will serve him as tools in the exercise.
But at present, in the Nigerian institutions, no institution seems to have taken care of this basic need. Thus students who are not proficient enough in everyday language are further exposed to terminologies in non-literary translation.

The current trend in Nigerian public universities is that only students of language are admitted into MA and PHD translation. But opportunities should also be given to people who though not trained as language specialists, have either natural flair for languages or are experts in areas they wish to translate into. Thus a medical doctor who is proficient in two languages could be admitted to study non-literary translation to specialize in medical translation.

Translation is a broad discipline. Robinson acknowledges this fact when he wrote that “we are currently in the middle of a translation studies boom; All around the world new programs are springing up, some aimed at the professional training of translators and interpreters, others at the academic study of translating and interpreting “(1977)

This being the case it may not be possible for one institution to able handle all areas of translation studies. According to Munday’s research on translation studies in the UK, ... 2010-2011,... revealed over 20 institutions offering a combined total of 143 MA programmes...The types of translation covered at each institution may vary. These may include MAs in applied translation studies, scientific and technical translation, conference and bilateral interpreting, audiovisual translation, sign language and audio description.(11)

The current trend in Nigeria where the discipline is handled just as one subject area can never yield the desired result.

- (c) The training in Nigeria does not seem to make any distinction between the training of translators for academic purposes and the training of that of professional practising translators. The consequence is that the latter is completely neglected and even those who had the specific purpose of receiving a specialized training in the area of practical translation end up learning a lot of academic translation.
- (d) A big gap exists between translation education and practice. Non literary translation studies in Nigeria are not practical. They are merely based on theories: and sometimes obsolete theories that contribute nothing to the practice of translation. Gideon Toury informs us that “... translation studies consist of actual facts of “real life”- whether they be actual texts, intertextual relationships, or models and norms of behavior. (16)
- (e) Machine translation is not given a pride of place though no meaningful translation can be done today without it.

- (f) But for the University of Lagos, Interpretation, though a branch of Translation receives minimal attention at the moment. In the other two universities; ABU and UNIZIK, Interpreting as a course is clearly missing. Interpreting is much more complex than the written translation as the speed at which it is practiced does not give the interpreter enough time to reason and may not have all the information needed to construct meaning. In such a case the knowledge acquired by the translator at the course of his training becomes invaluable for the necessary references and allusions necessary for a speedy and coherent construction of meaning.
- (g) Interpreting seems to have been alienated from non literary translation. But user manuals need to be interpreted; Drug administrations have to be explained to doctors and self medicators. The Doctor/client communication needs to be interpreted where there are foreign doctors, sample product description need interpretations for industrialists that are breaking new grounds, foreign news need interpretation. All these are in the field of non literary interpretation but no mention is ever made of interpreting and non-literary translation.

(4) SUGGESTIONS FOR IMPROVEMENT ON THE CURRICULUM OF NON LITERARY TRANSLATION IN NIGERIAN UNIVERSITIES

- (a) Translation as a course is too broad to be taken as one higher degree course. It needs to be further sub-divided to ensure adequate specialization. Distinctions should be made between literary and non-literary translations in the curriculum.

Specialization should start at the Masters Level,. Translation being a very broad area cannot be taught as one whole .At the Masters level the students should be exposed to the two broad areas (literary and non-literary translations) in the first semester and should select one of the two by the second semester, By the doctoral level students should further specialize in other areas of literary or non literary translation. Doctoral students of literary translation can choose from prose, poetry, or drama translation studies while those of non- literary translation can choose from pragmatic text translation, technical text translation, technological text translation or scientific text translation.

- (b) To teach non-literary translation the need to bring in as many authentic documents as possible cannot be overemphasised. These documents would include documents from the fields of science, technology and pragmatics that make up non literary translation. The few courses in the corpora are very inadequate to handle these areas hence the need to create more courses . For example. FRE 631 Scientific translation, FRE 641 Technological translation and FRE 651 Pragmatic translation.

- (c) No university in the world can offer all the courses in translation. Nigerian Universities are therefore advised to look inwards and see the area they are well equipped to handle .This will help them to avoid issuing their certificates to undeserving graduands who cannot defend them.

- (d) Efforts should be made even at the point of admission to ensure that those who are admitted into the course are people with proven proficiency in the language pairs that they need for their chosen profession. This could be done either by a thorough entrance

examination, testing the four language competences or insisting on a reputable proficiency certificate as a prerequisite for admission.

(e) Introductory courses should be taken in departments that host the preferred areas of specialization. The student translator should at the time of training be made to take courses in his chosen area and in the university departments that host his chosen discipline. Consequently students of non-literary translation will need to take an introductory course in any of the Departments that host the sciences, technical, technological or social sciences. Introductory courses of the faculties of the biosciences, engineering and the social sciences would prove very useful. That same way students majoring in literary translation which is the translation of literature will be made to take courses in literature. Example: Introduction to drama, Introduction to prose, or Introduction to poetry.

(f) A course and/or term paper on terminology discovery: Terminology discovery is very essential as a course for the training of a translator as it equips him with the jargon and registry of the area he wishes to specialize in, thus training him better for the work ahead of him. Texts from different sub-fields of the broad areas are analyzed, their equivalents and meaning discovered in context. Knowledge of the source language is not enough to equip the translators with adequate vocabulary for non-literary translation hence the need to take these courses where they are taught by experts in the field, who are used to the distinctive lexicology of the area of specialization. This course is key not only to the understanding of the texts the non literary translator will meet during practice but also to the construction of meaning and rewording which are central to the work of the translator. At the end of this course the student is supposed to present a term paper on terminology research using real documents to illustrate the use of such terminologies. These terminologies are explained as footnotes to show adequate comprehension. It should be noted that this course is just training in the translator's first language of operation and does not in any way test translation skills. This explains why it is a unilingual course and should be taken in any department that the translator finds useful and in a language that the translator is most familiar with. For the Anglophone countries, this course should be studied in English language.

(g) Practice in corpus translation: This is the course where trainee non literary translators are exposed to authentic documents like those they would see in the field of practice. Those specializing on legal translation would be made to practice translating as many legal documents as possible while those specializing in medical translation or scientific translation would be made to practice translating documents in their areas of specialization. By so doing the terminology earlier acquired (even in the course on Terminology discovery) can be put into practice and new ones discovered.

(h) As the demand for translating is increasing there should also be a commensurate change in translation programmes to accommodate new areas of need. Jeremy Munday records in his locality that

...as the demand for translation has soared, so has there been a vast expansion in the specialized translating and interpreting programmes at both undergraduate and postgraduate levels. These programmes... {are} mainly oriented toward training future professional commercial translators and interpreters and serve as highly valued entry level qualifications for the professions. (11)

Professional and commercial translators need programmes that would help them to practice when they graduate hence the need to review the translation programmes currently used in our universities.

(i) Interpreting, though a branch of translating, is very broad. It involves consecutive interpretation, simultaneous interpreting, audiovisual interpreting, relay interpreting and sight interpreting, technical interpreting. These different forms of interpreting require different skills which all need to be given special attention in the course of training. Interpreting should be given adequate attention as non-literary translation can be verbalized. Courses in practical interpreting should be added to the programme to enable students acquire the various skills required. Students should be encouraged to address an audience, who could be their lecturers and mates.

A course in interpreting should take care of texts that will train on interpreting for different listeners and interpreting in different contexts. A training in audiovisual interpreting will require acquainting the translator with the possible computers, softwares or machines he would need to perform such as gadgets in the radio stations for media translators,, it will entail learning how to use the translation boots for conference interpreters as well as how simple problems that mar the interpretation process: such as a disconnected wire, could be fixed. Technical interpreting is a much broader area.

(j) Theory and practice should also be evenly encouraged. There is serious need to marry professionalism, classroom education and practice so that the skills and abilities acquired in the classrooms are aligned with the market expectations. To this end the following courses need to be part of the curriculum:

(i) A course in Press and blog review

Another important way of learning languages in modern times is through the media and it will not be a bad idea to introduce it to the training of the non-literary translator. Thus specialized journals and media reports abound which would be an asset to the trainee non-literary translator. A course in Press review is invaluable as it not only provides the terminology of the discipline it covers but also gives an update report of the new registry and recent trends in the field.

Also there are blogs of practicing translators where they narrate their experiences and successes. Reviewing and discussing these in the classroom would not be a bad idea as the student needs to know what to expect in the field of practice.

(ii) Another course: A 30 day diary

This course is a practical course but at the end the student is supposed to submit at least a 30-paged report as an evidence of having undertaken the training. Here the student attaches himself to an office in his area of specialization and keeps a thirty day record of the things that transpired in the different departments and with the correct registry. The 30 days here may not be 30 consecutive days as most of the students at this stage are already gainfully employed and may not have the time to undertake the course for 30 consecutive days. This is a course that advocates translation for specific purposes. A trainee picks an area of interest where he does his internship and reports after the training.

(iii) A course in language technology which would teach translation tools, machine translation, computer aided translation and audio visual translation which are current trends

in the labour market should be added to the curriculum. Computer based translation and computer aids to translation should receive a lot of attention. In this era when different types of computers have been designed to ease every sphere of human activity, the non-literary translator should be at the fore of information technology for better performance. Knowledge of information technology will prove useful in the translation process, in the production and distribution of finished work. The target should be identified and texts drawn from around them to prepare the non-literary translator trainee for what he may likely meet on the field.

(iv) Internship programmes or on-the-job training. At the doctoral level an internship or any form of on the job training should be undertaken in the intended target area of the translator for a period of at least 3 months. Thus an Anglophone translator wishing to translate in French should travel to France where the language is used as L1 or to or to a francophone country where the French Language is used as L2 (Official language). He can travel to countries like Togo, Mali or any Francophone country of his choice. This training just like the one at the Masters level is undertaken in a monolingual setting to avoid any form of interference (Phonetic, semantic or syntactical) that might arise in a multilingual setting which could bring unnecessary confusion or comparison in the course of the training. This will afford the trainee translator a complete immersion in the target language as he relates with L1 language users.

Also universities that mount translation programmes should think of establishing translation centers in their various universities where students would meet real clients and practice real translating activities such as negotiating deadlines and service charges as well as translating real documents, under the tutelage of their lecturers.

(v) Diploma Programmes: Some professionals only developed an interest in translation after they had practiced a given profession for years. A bilingual medical doctor can one day decide to quit the regimented life of a doctor and decide to try his hands in translating. Medical translation will naturally catch his fancy as by his training he is already vast in the medical jargon. Such a person only needs some basic courses in translation to become a good translator.

Provisions should be made in the curriculum for such people for easy transition to the new area of choice.

(vi) Review of Certification: And when the new curriculum, that takes care of the shortcomings of the former has come into force, there will also be need for the certificates issued for the ousted programme to be jettisoned with it. No longer shall certificates bearing MA (French Translations) or MA(French/English Translations), MA(Foreign Languages and Literatures/ translation) be issued to trained translators. In their place will be issued certificates bearing MA (French Literary translation) or MA (French non-literary translation). MA Certification at the end of the training would then reflect the specialization of the translator

Also the certificate of Ph.D (French Interpretation and Translation) or Ph,D (French translation) will no longer be valid due to their broad spectrum. In their place would be instituted certificates fashioned to reflect the narrowed down areas of specialization and reflecting the translator's language pair. Thus will come into place certificates like the following; Ph.D (Pragmatic translation French/English, Ph.D (Medical translation: Igbo/English), Ph.D (Technological translation: French/Chinese) or Ph.D (French Language

media translation) or still Ph.D (Business translation:Haoussa/Yorouba), Ph.D (Legal translation: English/French)

Translator trainees who veered into translation after specializing in other fields should be issued with a diploma certificate after few months of orientation or introductory courses.

With these new certificates, trained translators are made to carry certificates that they can defend and no longer would they be pushed into performing tasks in terrains they are not familiar with despite the bogus certificates they carry about.

CONCLUSION

This paper concludes with the words of Lima that:

It is true that there are several challenges in the training of translators, especially with the emergence of new forms of translation, most of them stemming from technological developments, such as software localization and subtitling. It is also true that not every university offers a program that is complete with a theoretical approach, including linguistic, literary studies, cultural and language studies, as well as practical training, (1573)

Translation is a very valuable field. But its wide spectrum is such that currently only superficial training in all areas of translation is offered by different institutions.. Such practice really needs to be changed. An improved curriculum will change the current practice of lumping everything together and forcing them all on the poor trainee who finds it rather difficult to grapple with all the courses and end up being a jack of all trades and a master of none. Specialization in non-literary translation should be encouraged in training and in certification. Specialization should start right from the Masters level and further continue to the Doctoral level.

More courses that can help to improve non-literary translation training and practice should be included in the translator training. A language immersion programme in the second language as well as a terminology research course should all be part of the amended curriculum. There is need for specialized instructions to be received from cognate departments to ensure correct vocabulary building.

The course of non-literary translation should be redesigned to afford professionals and graduates from other disciplines, even in the sciences and technology, the opportunity to train as translators provided they are already bilingual.

Cited works

Ahmadu Bello University, Zaria. *Prospectus for Post Graduate Programmes (2016-2018)*
School of Post graduate Studies, ABU,2014

Delisle, Jean. *L'analyse du discours comme méthode de traduction*. Ottawa : University of Ottawa Press, 1980.

Douglas Robinson *Western Translation Theory from Herodotus to Nietzsche* Michigan St. Jerome Publishing., 01 Apr 2001 2002 Manchester, United Kingdom

Durieux Christine. *Fondement didactique de la traduction technique*, Paris: Didier Erudition, 1998

Lima Erica “Teaching Translation in Brazilian Universities: A Study about the Possible Impacts of Translators’ Comments on the Cyberspace about Translator Education”*World Academy of Science, Engineering and Technology International Journal of Cognitive and Language Sciences* Vol:12, No:12, 2018 1571-1574

Gideon Toury, “A rationale for descriptive Translation Studies ”*The manipulation of Literature*, Edited by Theo Hermans. Publisher Groom Helm at Kent. 1985.pp 16-41.

Hurtado Albir, *La notion de fidélité en traduction*. Paris:Didier Erudition,1990

Jeremy Munday. *Introducing translation Studies*, 3rd Edition, London: Routeledge 2012

Nnamdi Azikiwe University, Awka. Faculty of Arts »*Department of Modern European Languages Student handbook, Curriculum/ Prospectus*, Awka: Amaka Dreams Ltd,2014

University of Lagos, School of Post graduate Studies. Postgraduate Prospectus 2013- 2014