

Formell sluttrapport for prosjektet «Simulated, realistic translation workflows: The Translator's Office»

Navn på prosjektet: «Simulated, realistic translation workflows: The Translator's Office»

Bidragstere: Jean Nitzke, UiA, Institutt for fremmedspråk og oversetting (prosjektleder)

Sandra Halverson, UiA, Institutt for fremmedspråk og oversetting

Dato: 30.09.2022

Prosjekt kode: PRUK 03/21

Kort oppsummering av prosjekt

In this project, we created a course outline and materials for a simulated translation office adjusted to our students' learning needs. In the translation studies literature, it has been extensively outlined that professional translators need a broad and continuously evolving range of skill sets and competences that exceed the pure language and translation competences (e.g. Göpferich 2009, EMT 2009, Robert et al. 2017, or Nitzke et al. 2019). However, including courses on all competences and skills needed for the market usually exceeds the time frame of most translation programmes. An approach to overcome this gap in translator education is simulating real translation environments (Massey et al. 2018), which our project aims to realise.

At the moment, the project leader is running the first run of the adjusted M.A. module (OF-410 "Fagspråklig oversettelse: juridiske tekster og tekster for offentlig sektor og næringsliv", <https://www.uia.no/studieplaner/topic/OF-410-1?year=2022>). The course is aiming to prepare the participating students for the challenges of working as professionals on the translation market. Therefore, they work in groups as language service providers. Therefore, they have to communicate with a fictional client (project leader), write estimates and bills, and provide translation, revision, and post-editing services, which strengthens both hard and soft skills.

During the financing period, we prepared the course, partially together with students. In the first stage (planned May-August 2021), we prepared the infrastructure of the course. In the second stage (planned August-December 2021), we prepared course materials and gathered information on the professional translation market in Norway together with

the first-year students. The students involved in the preparations are now the ones participating in the course that came out of the project. In the final financed stage, the texts and tasks were developed, partially with the help of the language tutors who are now responsible for teaching the students and grading their submissions and final portfolio. At the moment, stage 4 and 5 of the project (post-financing) are running (execution of the simulation, evaluation, and dissemination).

Leveranser og endringer/eventuelle avvik

Due to the persistent Corona situation, the unexpected student group, technical barriers and the module's core outline, we had to change and adjust many aspects of the initial project plan.

The acquisition and launch of the CAT tool environment outlined in stage 1 ("Initial preparation of the course") took much more effort than expected as the data security concerns of UiA's IT department exceeded our expectations by far. However, after an in-depth risk analysis in May 2022 with different stakeholders from IT, we launched Memsources for the use in UiA's translation programmes. We got in contact with different LSPs to integrate them into the course, but after we got to know our student group that is involved in the project, we decided to discontinue that thought. First of all, the vast majority of our students are spread around the country and make use of the online option (our M.A. programme is offered as a hybrid studying programme). Further, many of them already have (extensive) professional experience and are not flexible due to family and work life. The latter, e.g., would make it undesirable for most of our students to plan a trip to a LSP office in Oslo (as was planned for stage 2). Instead, we conducted a half-day seminar in August this year with one of our LSP partners, namely Sandberg, who presented their insights on the translation markets. The seminar was open to both our first- and second-year students.

Stage 2 and 3 ("Preparation with students") went according to plan. In the student's first year's course (OF-407), we discussed and gathered materials of the professional translation market in Norway. This information and materials are and will be used by the project leader for current and upcoming student cohorts. The course evaluation

questionnaire will, however, only be distributed to the students as the external teachers and language tutors are not fully involved in the simulation.

Stage 4 (“Running the course”, post financing) is running at the moment. Fewer people are participating in the class than initially expected (n=10, spread over all three languages offered). Therefore, we are working in smaller groups. Further, all students enrolled in the course are participating online. Although this might be more realistic for their future team work, the missing personal contact between students amongst themselves but also with the project leader leads to several problems, e.g. restricted communication. Optional meetings between students and project leader are offered, but not used by the students. Therefore, it is difficult to get a feeling how the students experience the simulation. Stage 5 (“Course wrap-up”) is still upcoming.

When it comes to our plans on quality assessment, the feedback from the students is still upcoming. Unfortunately, we were not able to present the project at conferences organised by the professional associations as – to our knowledge – none has been conducted since Covid.¹ We are still eager to present the project and the resulting module to a professional audience for further improvements and a sustainable implementation, when the chance comes up. The promised academic dissemination is coming up (conference in 2024 and paper publication after stage 5).

Økonomi

Item	Status	Budget
Software	Not yet used	~2500kr
External language tutors (8 hours * 3 tutors)	√	6500kr
Hours - project leader (100)	√	55000kr
Visit to language service provider	cancelled	30000kr
Total		64000kr (of 94000kr)

¹ In spring 2022, we invited representatives of the five major professional associations to a half-day seminar, so we are in good contact with them. Here, links to the events that were not organized as planned: <https://oversetterforeningen.no/oversatte-dager/>; <https://www.translatorportalen.com/stf/translatoerdagen>;

Erfaringsdeling, fra det å jobbe med et utviklingsprosjekt ved UiA

Our project was comparably small with only few people involved. Therefore, the process during the project was very smooth and there was not much to report on. The application and reporting process was straight forward, and the workload was manageable.

References

- EMT (2009). "Competences for professional translators, experts in multilingual and multimedia communication." European Master's in Translation (EMT). https://ec.europa.eu/info/sites/info/files/emt_competences_translators_en.pdf
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