Teaming up in translator education

simulated translation bureaus as a means of increasing professionalism and employability
Overview

1. Present-day translator training: requirements
2. Promoting labour market integration: methods
3. “Simulated translation bureaus” / “Skills labs”
4. Introducing INSTB: goals, members, showcase
5. Conclusion
1. Present-day translator training: requirements

- More than theorizing about translation
- More than “let’s translate”
- Focus on integration of beginning professionals in the labour market ("employability")

especially since the introduction of the EMT (2009)
1. Present-day translator training: requirements

• Translator competence according to the EMT’s “wheel of competence” (new version, to be officially published soon)
2. Promoting labour market integration: some possible methods

- Authentic source documents
- Realistic translation brief
- Lectures with information on the translation market
- Project management, information mining courses & introductions to CAT, MT, corpora, etc.
- Traineeships
- Simulated translation bureaus / skills labs
3. Simulated Translation Bureaus/ Skills Labs

What?
Teams of students work on authentic tasks for real or fictitious clients under (mock-)realistic circumstances

Advantages?
• Learning by doing;
• All the required skills are honed (incl. soft skills such as teamwork, time management, learner autonomy,…);
• Student awareness is raised (skills are brought together).
4. Introducing INSTB

WHO WE ARE
Network of universities/colleges

GOALS
• Share good practice in organizing/implementing skills labs
• Collaborate on projects, e.g. translation → revision

CONTACT
• Two meetings per year
• Shared files on Dropbox
• INSTB Certificate
• Website
http://www.instb.eu
4. Introducing INSTB
4. Introducing INSTB

• The notion of a simulated translation bureau might be considered a 'cluster concept' (no straightjacket)

• Four examples:
Self-confidence

Proactivity
explore the market
advertise the business on
any occasion

Initiative
decide on the
approach to set up
their business

Perseverance
keep looking for clients

Responsibility
for every task
and shareholders’
money

Risk taking
find the right
people

Independence
teacher does not give
any instructions after the
intro

Creativity
students design business,
logo, website, …
Acting like an entrepreneur

• Learning by doing
• Enjoy doing things
• Know that risks may lead to losses
• But you will not lose yourself and you can always start again – dare take risks
• Enjoy experimenting
• Accept being unprepared in situations and ending them as a richer person
• Convey that an unprepared situation does not necessarily lead to loss of face
Student translation company: teacher's 'let go'
Example 1: Vrije Universiteit Brussel

1. contacting potential clients for translation projects
2. drafting a price quote for selected translation project
3. creating a GANTT chart for each project
4. searching for additional bitexts (in the SL and TL)
5. creating a bilingual termbase
6. aligning bitexts in order to create a TM
7. translating in a CAT tool (using the termbase and TM)
8. post-editing (a sample of the source document)
9. revising / proofreading

Note:
Assessment not based on translation product(s) but on an individual student portfolio in which students reflect on their learning process and answer a set of questions for each task so that the teachers are able to assess to what extent students are able to motivate their choices for each task and critically reflect on the translation workflow.
Example 2: Ghent University: STC

- look for a coach (translator / business person)
- set up translation agency, open bank account and distribute shares
- look for shareholders
- write a business plan
- market their business
- find and maintain relationship with a client
- translate text and set up a term base (revision possible)
- carry out administration
- write invoices
- make a balance
- manage their time (schedule, deadlines)
- log activities
- arrange meetings
- assess themselves and each other
- present their business to 3rd year students (and to all teachers in a session on teaching entrepreneurial activities)
Example 3: Lille

- Each student translates 1 or several texts under the supervision of a professional translator
- 2,000 words (1st year of the pgm) 10,000 words (2nd year)
- 2 language pairs: EN-FR + SP-FR or GE-FR or IT-FR or RU-FR or DU-FR or SW-FR
- Some of the texts are published online (blog posts and articles)

TRANSLATION PROJECT

INDIVIDUAL

COLLABORATIVE

- ALL students work together on translation projects under the supervision of professional translators
- Simulated translation agency on campus
- Students apply for positions (project managers, translators, revisers, files preparation, communication)
- Real translation projects for real clients
- 25-30,000 words in one week* (all other classes cancelled)
- Projects include (fictitious) billing, QA, communication with clients

*EN-FR only in 2018, all languages in 2019
Example 4: Maastricht

Project sourcing:
- Branding
- Client outreach

Project preparation:
- Enquiry + Feasibility
- Quotation + Agreement
- Preparation + Assignment

Translation:
- Translation + check
- Revision

Quality Assurance:
- Reviewing/Proofreading
- Technical Quality Check
- LSO

Product delivery:
- Feedback (handle customer complaints)
- Customer retention

Client feedback:
- Product delivery

Project archiving:
- Closing administration
- Storage or deletion of confidential documents

ISO 17100

ZUYD VERTALINGEN
MADE IN MAASTRICHT
5. Conclusions

• Translation simulation exercises come in different forms;

• STB allows budding students to:
  ✓ become familiar with professional translation practices;
  ✓ meet relevant stakeholders;
  ✓ acquire skills for working with technological applications.

• All STB formulas:
  ✓ positively affect student motivation and empowerment,
  ✓ seem to contribute to employability:
  ✓ raise awareness of team processes;
  ✓ get students acquainted with spectrum of tasks/activities associated with TSP;
  ✓ allow students to hone essential soft skills.
5. Conclusions

• Scientific evaluation of what Skills Labs provide students with, in particular "soft skills" under way

✓ Project between several INSTB members
✓ Evaluation of students' perception of their abilities and confidence before and after Skills Labs
✓ Results expected in 2018
Thank you for your attention

http://www.instb.eu