



# Embracing continuity and digital disruption:

Translation simulation as a means of providing a “technological push” in translator training

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INSTB:  
Joost Buysschaert  
*(Ghent University),*  
María Fernández-Parra  
*(Swansea University),*  
Koen Kerremans  
*(Vrije Universiteit Brussel),*  
Maarit Koponen  
*(University of Turku),*  
Gys-Walt van Egdom  
*(Zuyd Un. of Applied Sciences)*

# Overview

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



# 1. Present-day translator training: requirements

More than “let’s translate”

More than theorizing about translation

Focus on *integration of beginning professionals in the labour market* (“employability”)



*European  
Master's in  
Translation*

especially  
since the  
introduction  
of the EMT  
(2009)

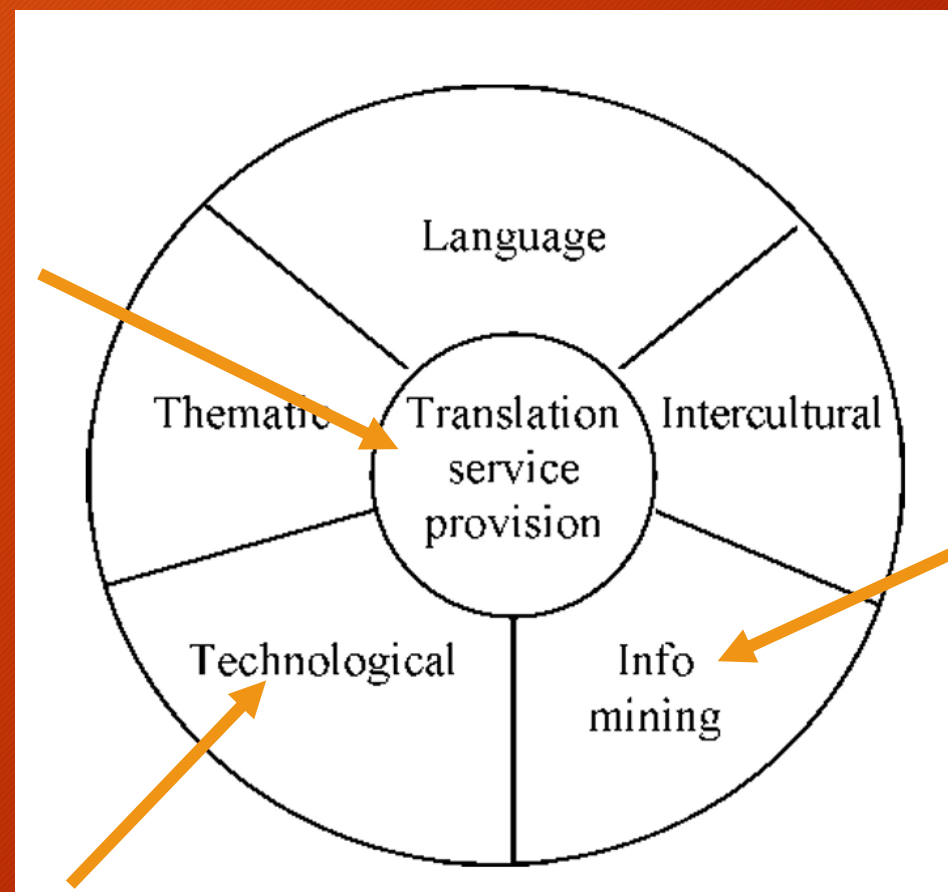




# 1. Present-day translator training: requirements

- Translator competence according to the EMT's "wheel of competence" (original version, now under revision):

- [https://ec.europa.eu/info/sites/info/files/emt\\_competences\\_translators\\_en.pdf](https://ec.europa.eu/info/sites/info/files/emt_competences_translators_en.pdf)



LANGUAGE AND CULTURE



SERVICE PROVISION

TECHNOLOGY-BASED



TRANSLATION



PERSONAL AND INTERPERSONAL

4b



## 2. Promoting labour market integration: some possible methods

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Authentic source texts

Realistic translation  
brief

Lectures with information  
on the translation market

LABOUR  
MARKET  
INTEGRATION

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 an authentic task for a real or fictitious client under mock-realistic circumstances



## Advantages?

- Combines all the required skills
- “Learning by doing”
- ...

# 3.1 STB's: Continuity and disruption

**Continuity** in translator training:

Language Competence

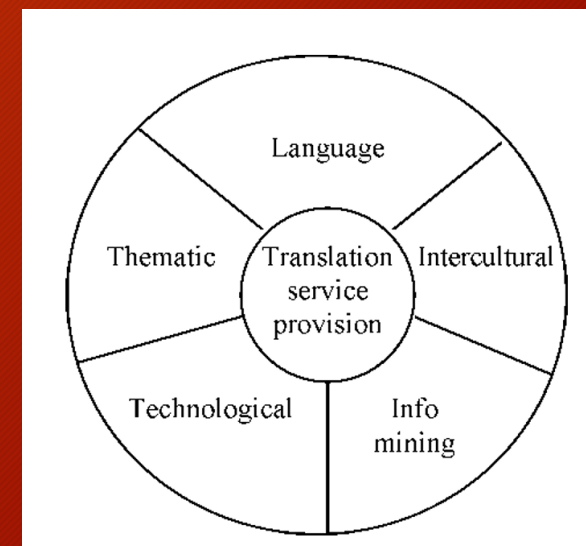
Thematic Competence

Intercultural Competence

Familiar topics already covered in traditional courses

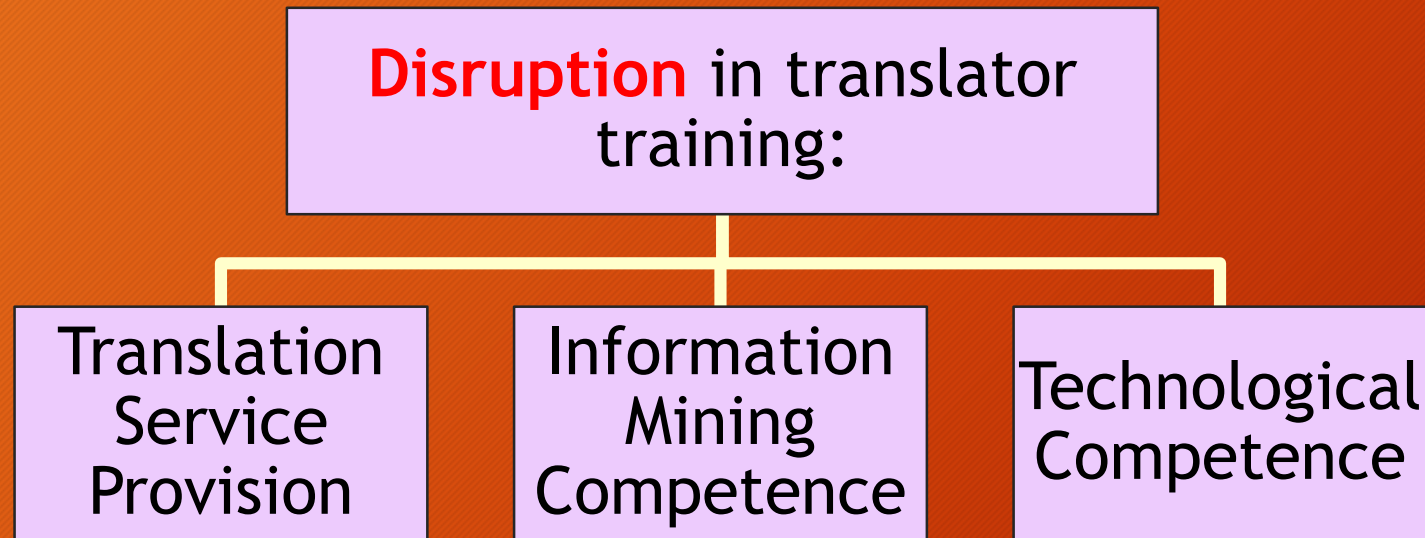
However, skills labs raise awareness:

- linguistic/intercultural mistakes actually anger the client!
- domain knowledge is really necessary to get to grips with this text!

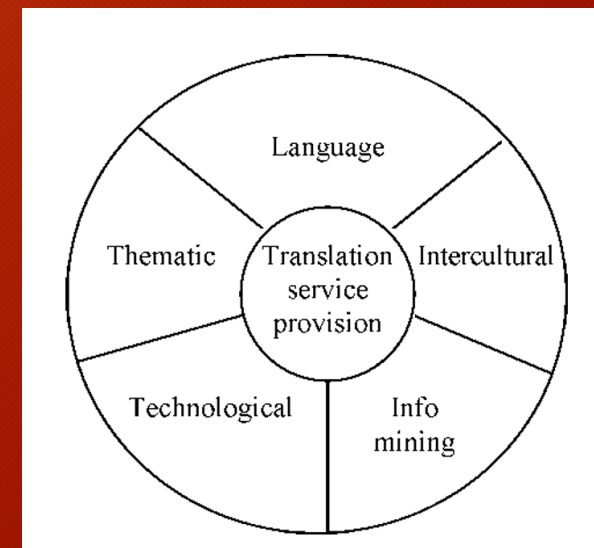




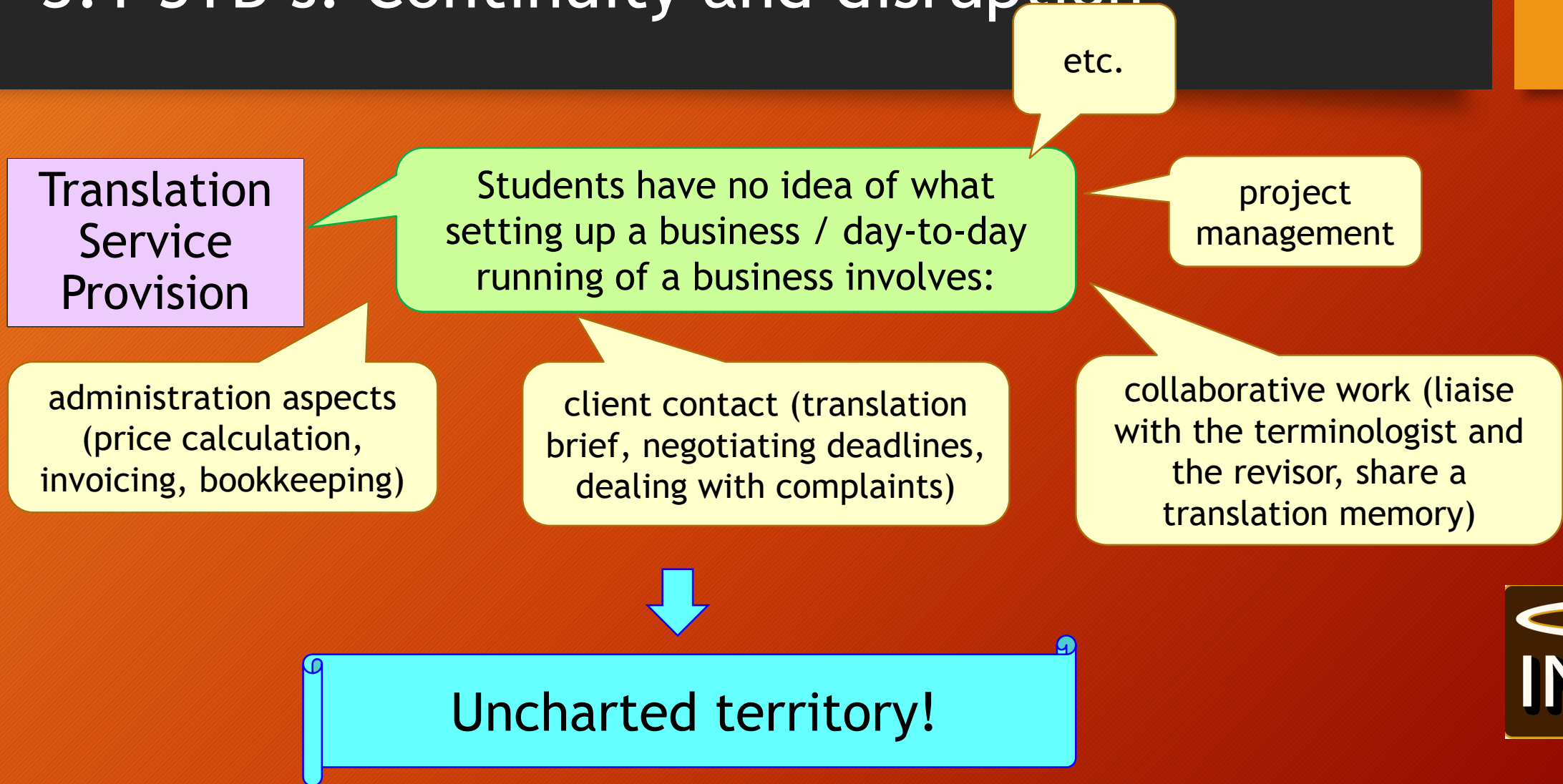
# 3.1 STB's: Continuity and disruption



These other competences are much less/hardly familiar



# 3.1 STB's: Continuity and disruption



# 3.1 STB's: Continuity and disruption

Information Mining Competence

Students may not look much further than Google or Linguee and often fail to apply effective search strategies as taught in their information mining courses.



A challenge when faced with a real-life task!





# 3.1 STB's: Continuity and disruption

Technological Competence

Students have CAT courses but applying CAT skills in practice remains a challenge:

etc.

post-editing

translation memory

terminology management

MT integration

use of corpora

collaborative work via the cloud

working with packages

file conversion



Students may be avid users of FB and smartphones but this doesn't guarantee a quick uptake of effective translation technology skills.



## 3.2 STB's: Initiatives past and present

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### OPTIMALE 2010-2014

- “Optimising Professional Translator Training in a Multilingual Europe”
- ERASMUS Academic Network
- 70 partners from 32 European countries
- Promoting market-oriented translator training

**FUNDED**

### OTCT/Tradutech 2014-2016

- 7 partner universities
- Organized five-day sessions during which students set up fictitious translation companies and carried out multilingual translation projects according to the “clients” specifications

**FUNDED**

### INSTB

Official launch  
2015 - ...

**NOT  
FUNDED**



## 4. Introducing INSTB <http://www.instb.eu>

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### International Network of Simulated Translation Bureaus

#### WHO WE ARE

Network of universities/colleges (currently 10, expanding)

#### GOALS

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






#### CONTACT





- Two meetings per year
- Website
- Shared files on Dropbox
- INSTB Certificate





# 4. Current INSTB members

Ghent University/ Ghent	
UCLL - UC Leuven Limburg	
KU Leuven	
Swansea University, UK	
Universiteit Antwerpen	

Université Charles-de-Gaulle - Lille 3 (Roubaix)	
Université de Mons	
Vrije Universiteit Brussel	
Zuyd Hogeschool / Maastricht (NL)	

	Turun yliopisto University of Turku
<b>Technology</b> <b>Arts Sciences</b> <b>TH Köln</b>	



## 4. INSTB: Conditions for full membership

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Skills lab must be integrated in curriculum, not an optional extra.

Skills lab must offer a sufficient amount of realistic translation practice.

Skills lab must practise the skills of the “wheel of competence”.

Skills lab must echo the steps of translation service provision as described in accepted standards (EN 15038, ISO 17100)

*Role division - client contact  
- project preparation -  
translation process -  
delivering the final product.*

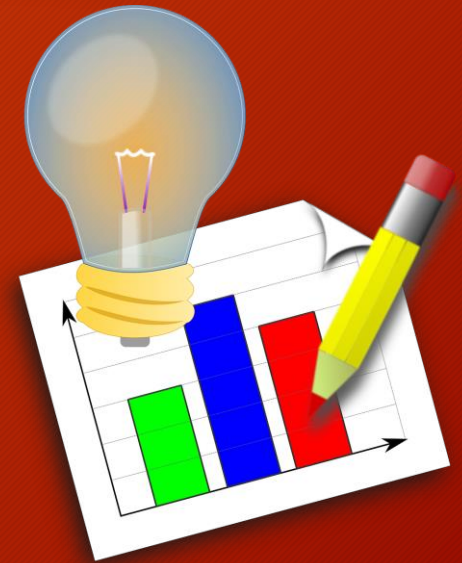


# 4. INSTB: Conditions for full membership

- However... NO STRAITJACKET!

Innovation and experimentation are encouraged.

Above all: enhance (familiar) translation training with (challenging) realistic skills training.





# 5. Conclusion

Students' competence (technological/info mining/market knowledge) can improve substantially with translation simulation...

... by disrupting the comfort of sitting passively in a lecture by the 'uncomfort' of being actively in charge of a company.

Allows students to learn from their mistakes...

...and to learn good practices from their own experience *before* embarking on a professional career.