

Promoting and assessing technological competence in translator training

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Overview

- Context and challenges
- Implications for training
- Implications for assessment
- Case studies

Context & Challenges

- From technology as support to technology as an integral part of the translation task
 - The Internet as research tool
 - Subtitling, localisation
- Broad range of translation tools
- Rapid evolution / development of translation tools
- What is technological competence in the context of pedagogy?
- Professional tools in a pedagogical environment: adapting to pedagogical needs

Implications for training

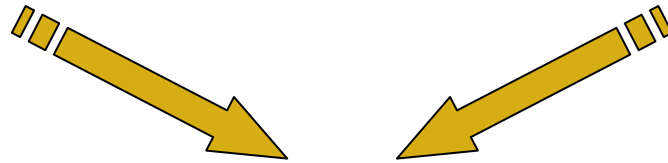


- Technological competence at two levels...
 - “Micro-level”: understanding the functions of specific software
 - “Macro-level”: understanding the principles of operation of various types of translation software; evaluating similar translation tools; matching tools to tasks
- ... by fostering autonomy
 - “[Autonomy is] the basic capacity for detachment, critical reflection, decision making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning.” (Little 1991)

Implications for assessment

Use of tools is an integral part of the translation task.

Autonomy cannot be taught; it develops in stages.



Process assessment has become more important

- What does the process look like?
- How is the process assessed?
 - A series of graded assignments
 - A single comprehensive assignment

Case studies

- **Example A: Looking at the process**
 - Remote interpreting (video conferencing)
- **Example B: Assessing the process I**
 - Audiovisual translation (subtitling)
- **Example C: Assessing the process II**
 - Computer-Assisted Translation tools (translation memory)

The case of remote interpreting

Awareness-raising



Spontaneous adaptation



Long-term adaptation

- Reduction of performance
- Reflection
- Experimenting with strategies
- Ad hoc and local problem-solving strategies
- Globalisation of strategies
- (Global) avoidance and preventive strategies

MA in Business Translation with Interpreting

The case of audiovisual translation



- A series of graded assignments (Interlingual Subtitling)
 - Translation of 10 minutes of film using a master file
 - Translation and subtitling of 10 minutes of film
 - Translation and subtitling of 15-20 minutes of film
 - Ten-minute oral presentation reflecting on problems and solutions in the 3rd assignment

MA in Audiovisual Translation

The case of computer-assisted translation



- A single comprehensive assignment (translation memory)
 - Role-playing scenario involving a competitive bid for a contract with a translation company
 - Group assignment with teams of three working in pre-assigned roles
 - Items assessed:
 - Translation files, termbase
 - Communication “logs” with client
 - Oral presentation to client

MSc in Specialist Translation and Translation Technology

Questions for the future...



- Relationship between different competences (translation competence, technological competence, etc.)
- Practical implications (availability of time and resources)
- Managing student expectations
- Technological and pedagogical competence: issues and tensions

References

Little, D. (1991) *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik