



Book of Abstracts

TRANSLATING EUROPE WORKSHOP

The changing profile of the translator profession: technology,
competences and fit-for-market training

KEYNOTE SPEAKERS

The challenge of incorporating NMT for professional translators

Dr Joss Moorkens

Dublin City University

Contemporary employment practices in the translation industry mean that most non-institutional translators work on a freelance basis. This presentation considers the effect of employment conditions on attitudes to technology and the perception of machine translation (MT) as an aid or a threat amidst the rise of Neural MT (NMT). NMT has quickly become the leading MT paradigm, with a degree of hype leading to unrealistic expectations of MT output quality. In presenting results of recent NMT evaluations, I hope to show what NMT can do well, and present the considerable challenges that remain unsolved. One of these challenges is how best to incorporate NMT into translator workflows. Finally, I consider the effects of the move to NMT on data dispossession for different translator profiles, and on the attractiveness of translation as a career choice.

Machine translation, post-editing and human adaptability

Dr Lucas Nunes Vieira

University of Bristol

The use of machine translation in human translation processes is increasingly commonplace. For translators and translation students, the growing role played by technology in professional settings often calls for dynamism and the ability to adapt to constantly changing environments. This talk will discuss some of these developments based on empirical information about the translation industry and translators' interaction with technology. The discussion will be based on data from a series of one-to-one interviews I conducted in the past two years with translators, project managers, managing directors and technology specialists from eleven countries. The interviews aimed to shed light on businesses' day-to-day experiences with machine translation – their main problems and needs. Some of this data will be discussed in the context of empirical tasks where I observed translators' behaviour with methods such as eye tracking and keylogging. The talk is expected to provide an overview of some of the factors behind change readiness in translation and insight into important aspects that have yet to be addressed for a seamless integration of machine translation into human translation workflows.

Translation technology: Training students to become tomorrow's translators*

Dr Mark Shuttleworth

University College London

It is my conviction that the teaching of translation technology should be based around the following principles: focusing on both theory and practice, preparing students for the realities of work in the translation industry, encouraging the use of the software in practical translation work elsewhere in the programme, fostering a sense of teamwork, developing a task-based approach to learning, and collaborating within the institution where possible. Overall, our aim should be to produce versatile problem-solvers rather than making participants dependent on a particular software system.

The approach that I have developed aims to expose students to the full range of translation technology and technology-related topics. In practice, assuming a course consisting of about 40 contact hours, this entails the following main elements:

- web-based terminology work,
- three translation memory tools (Memsource or Wordfast Anywhere, memoQ and SDL Trados Studio),
- machine translation (Google Translate, Google Translator Toolkit and post-editing),
- term extraction,
- evaluating TM and MT,
- acquiring parallel text,
- working with interactive, adaptive MT (Lilt),
- building a statistical MT engine from scratch (KantanMT).

The learning curve is undoubtedly steep: over the duration of such a course most students would progress from being complete beginners to the point where they were able to set up and customise their own MT system (<http://tinyurl.com/uclkantanmt>).

Within such a framework newly learnt skills can be put to work in practical projects where in order to recreate real working conditions students assume specific roles (translator, project manager, etc.) in teams that work against a strict deadline. In this way students gain detailed experience of work on a complex translation project.

Where the opportunity arises the teaching can be extended by the inclusion additional projects. For example, in 2015-16 at UCL we ran the TermSeeker e-learning project (<https://termseeker.wordpress.com>), which aimed to design a mobile terminology app in collaboration with students from the Department of Computer Science. This allowed participants to apply knowledge from the modules in a more creative manner and to gain experience in app planning, feature testing, wiki authoring and blogging.

We are clear as to the need to produce graduates able to meet the challenges of working in today's translation industry. We believe that all-round training of the kind described above goes some way to achieving this.

* This presentation is based on one that I gave on 5 June 2016 at the ABRATES VII conference in Rio de Janeiro and on the resulting article published in 2017 as 'Cutting teeth on translation technology: How students at University College London are being trained to become tomorrow's translators', in *Tradução em Revista* 22, 18-38, DOI:10.17771/PUCRio.TradRev.30595.

INVITED SPEAKERS

Using language corpora and wordnets in the translator's work: Pros and cons

Dr hab. Łukasz Grabowski

University of Opole

It is a bit of a cliché to say that information and computer technologies have transformed and will further transform every aspect of the translator's work. In my presentation, I will focus on the use of two types of resources developed primarily by linguists, that is, language corpora and bilingual (i.e. mapped or linked) wordnets. While there have been research studies, academic textbooks and teaching aids galore focusing on the use of language corpora in the translation teaching and translation practice, the application of wordnets has been a rather unexplored area. To be more precise, wordnets are electronic databases of networks of lexico-semantic relations between words and their meanings, thereby resembling a monolingual dictionary-cum-thesaurus. Hence, in my talk, I will focus on opportunities and limitations of using the aforementioned resources (parallel corpora, comparable corpora, reference corpora as well as linked Polish and English wordnets), from both theoretical and practical perspective, with particular emphasis on the latter by discussing specific translational problems or scenarios typical of the translator's work.

Translation as a service: Ideas for translator education and self-education

Dr hab. Konrad Klimkowski

Catholic University of Lublin

Translation profession is undergoing constant evolution. Stakeholders, roles, interests and skills change, because the way in which translations are planned, produced and delivered change as well. Changes in the translation profession mean changes in how translation is delivered as a service. The paper addresses a selection of factors defining translation as a service and suggests ideas for training and self-training in service-related skills. These skills are indispensable for professional translators determined to stay in control of his/her business today and tomorrow.

The main theoretical background referred to in the paper is EMT's (2009) specification of so-called translation competence(s), with its strong focus on Translation Service Provision. This is perhaps the only concept of translation competence in which service provision is of central import. Other related concepts discussed include: entrepreneurship, proactivity, repeat or strategic customers and customer retention, pricing strategies, time management, marketing, communication skills and negotiating.

References

EMT. 2009. "Competences for professional translators, experts in multilingual and multimedia communication", available at:

https://ec.europa.eu/info/sites/info/files/emt_competences_translators_en.pdf (date of access: 15 April 2018).

Efficacy of translator education towards professional goals: A neglected placement area

Dr hab. Maria Piotrowska

Jagiellonian University

The key research question of the study presented is to explore whether student translation work placements as a component of translator training programmes has a potential of increasing the level of professionalization in translator education. This research objective is achieved by means of enquiry into two aspects of translator education: the rationale behind translator training programmes and competence models, which are then aligned and compared. It is claimed that no tools are available, as of today, to analyse the relevance, purposefulness and efficacy of translator education towards increasing the level of professionalization. Owing to the fact that such a methodological gap exists, a proposal is made to implement the EGPS project assumptions to use the didactic potential of translation placement as a means of ensuring fit-for-market training, complementing the classroom work and developing awareness of working cultures and practices.

Challenges of video games localization: A translator's perspective

Dr Ewa B. Nawrocka

University of Gdańsk

Video games localization, a rapidly expanding branch of localization, poses unique challenges to the translator. Among them, the most basic one is a quite unexpected multitextuality. Text types in games span from the most standard error messages, readme and user instructions through marketing content to literary texts such as dialogs, storyline and even poems. All of these texts require a proper approach to translation. Another basic challenge is tightly related to the interactive nature of games, and it is the fragmentariness and non-linearity of games content. These and other challenges require that the translator be specially prepared to perform games localization in a professional manner.

How not to lose friends or alienate people: Creating authentic student translation projects that work

Dr Piotr Szymczak

University of Warsaw

The early 2000s were marked by a transition to a new online environment where people can pool their time and skills ("cognitive surplus") to create projects larger and more ambitious than any one person or group of people could hope to achieve. This emergence of the crowdsourced model also offers new

opportunities to involve students in authentic translation work — and often reminds us why it is exactly that real translation is best kept out of inexperienced people's reach. A badly designed translation project can be a frustrating experience for trainees, instructors and clients alike. Drawing on my experience, I will discuss some of the problems and shortcomings of this format in terms of project design, project implementation, trainee psychology, and professional ethics. This way I hope to share the lessons that lead to creating more useful and instructive projects that are actually fun to run.

Translation technologies: When the past, present and future collide

Dr inż. Agenor Hofmann-Delbor

Localize.pl

The translator's workshop has remained virtually unchanged for many decades. The profession was based on years of education, experience, skilful use of resources, attention to detail and access to printed materials. Most of the assumptions listed here are still the essence of the translator's competence. However, everything else has changed – from the way one uses resources to how they edit and store information. After all, translators live in a dynamically changing world. Translation technology echoes these changes. Some standards, however, are deeply rooted in our life, even though they were developed long before computers existed.

To understand today's translation environment, we need to see the long way it took to reach the current status. Over the last 30 years, CAT tools have reached several stages of development, more and more effectively improving the mechanisms used on a daily basis by hundreds of thousands of translators around the world. As a result, the efficiency of translation is constantly improving, and the QA functionalities are more and more advanced. Technological changes, however, force market changes, new work models, time pressure, and sometimes new functions bring benefits, but at the same time various obstacles which did not exist before. How to approach new technologies? Can we compete with NMT-era tools? I will do my best to address these questions in my presentation.

Software localization: Modern or messy?

Marta Bartnicka

IBM

Software localization appears to be one of the most modern jobs in the translation industry – and it truly is. Namely, the translator works on a product before it is published in any language (even when it comes to the source language), learns file formats beyond the boring MS Office standard, uses the most advanced functions of CAT tools (including user interface visualization). Software localization is not only about information technology (because programs are not for programmers) – so the translator learns a lot on the job, from medical appliances interface all the way to video games.

That notwithstanding, working in software localization is not quite like translating a book, not anymore. Translation comes in small portions, and this may mean as few as 10 words here, 5 words

there. Software developers make translators' job even harder (not because they are evil, only because they are programmers) by adding variables here and there – and sometimes the variables also carry translatable text. And there's the returning terror of strings exported to Excel and sorted alphabetically because... because why not.

Is software localization modern or messy? Both, and it is certainly interesting. From the perspective of my 20-years in the business, I would like to share several tips on how to find one's place in such a dynamic environment – where one can find themselves translating a program interface without even being aware of it.

Infringements of and competing interests in intellectual property rights in the context of the use of CAT tools and machine translations

Wojciech Wołoszyk

Iuridico

National and international IPR regulations are lagging behind technological developments and new trends in the language services sector. The traditional approach to copyright, licensing, indication of authorship and co-authorship does not seem to be effective in today's economic reality. The rights to translation memories as databases (in terms of copyright and sui generis protection), which are of particular importance to the translation and localisation industry, are largely neglected and ignored in everyday business transactions. Court disputes concerning intellectual property rights to translations, translation memories, glossaries and the use of IT tools supporting translation are not very frequent due to the usually low value of mutual claims. However, low value of claims is rather a consequence of their underestimation than a reflection of the real significance of the issues concerned. However, in the context of growing legal awareness both globally and in the translation market, a significant increase in the number of legal disputes against this background can be expected. European and national regulations on the re-use of public sector information are also becoming a new challenge.

The presentation will give examples of the most frequent infringements of intellectual property rights from the point of view of the everyday practice of translators, translation agencies and institutional (especially public) clients. Examples of potential conflicts of rights and competing interests between different actors in the translation process will also be discussed. These issues give rise to significant legal risks for public sector purchasers of translation services. Their signalling will be helpful for the contracting authorities in identifying key issues to be solved at the stage of preparing tender documentation. To illustrate the above, examples of disputes before national courts and the Court of Justice of the EU, both between private parties and those involving the European Commission, will be discussed.

Neural Machine Translation at the European Commission: a practical perspective

Szymon Klocek

European Commission

European Commission's Machine Translation project, MT@EC, is being transformed into a new platform called eTranslation, intended not only for EU officials, but also for national public administrations and EMT universities. The biggest innovation introduced with eTranslation is neural MT – Machine Translation based on neural networks. The goal of the presentation is to discuss how neural Machine Translation is deployed at the European Commission, to give a general overview of the most important concepts of machine learning – like artificial intelligence, deep learning and neural networks, and to briefly explain what translators can and cannot expect from a Machine Translation system.

DELEGATION FROM VILNIUS UNIVERSITY

Fostering student creativity within academia: Future translators' perspective

Dr Nijolė Burkšaitienė

Vilnius University

In recent years, the modern world of work has increasingly expressed the demand of new competences related to the use of IT technologies, including Web 2.0 tools, as well as emphasized the growing significance of critical thinking and creativity. Due to this, learner creativity has been increasingly researched at all levels of education, including higher education. Until recently, however, empirical studies investigating students' views of how universities can contribute to the development of their creativity have been rare. The present study aims to investigate how the university learning environment can contribute to future translators' creativity, as seen by the students themselves.

The data for the present study were collected through questionnaires and analysed using a qualitative research method of content analysis.

The general conclusion of this study is that the undergraduate students of translation studies are aware of the ways the university can support their creativity development. Firstly, they consider that university teachers' contribution is relevant in the process of fostering creativity. Secondly, the students perceive that their creativity can be developed by enhancing their subject-related and transferable skills. Prominent among the findings was the students' belief that freedom of choosing tasks and more collaborative learning could make an impact on their creativity. On the other hand, the results have also revealed some challenges that the students' expectations may raise.

A corpus-based approach to cultural keywords: A study of the word RIGHT in English and Lithuanian

Prof. Jonė Grigaliūnienė

Vilnius University

The present paper reports on a corpus-based study of the word RIGHT, which is arguably one of the most culture-specific words in the English language (Wierzbicka 2006: 64). There are two measurements of cultural specificity: the study of the word's translation into another language and its use in the learner's language. The paper discusses the use of the word RIGHT in the language of native and non-native Lithuanian speakers of English and shows that learners of English have their own specific patterns and purposes for using the word RIGHT, and use it differently from native speakers both from the qualitative and quantitative point of view (Grigaliūnienė 2013: 209-225). The second study (carried out in co-authorship with E. Markuckaitė) conducted to measure the cultural specificity of the word RIGHT consists in investigating its translation into Lithuanian, which helped to gain insight into different cultural realities and distinct cultural identities. The data for this research came from the

Parallel English-Lithuanian Corpus, compiled at the Centre of Computational Linguistics of Vytautas Magnus University (www.tekstynas.vdu.lt). The corpus-based approach employed both quantitative and qualitative methods to distinguish and compare the senses and uses of the English key word RIGHT and its Lithuanian translations, and to offer insight into the possible existence of differences between Anglo-Saxon and Lithuanian cultures. The research findings show that while the concept of the English word RIGHT is based on respect for rational thinking, logical deductions and distrust towards metaphysics (Wierzbicka 2006: 72), the Lithuanian equivalent terms are more associated with metaphysical truth and the dichotomy between the universal concepts of GOOD and BAD. Research findings have also revealed that the bigger part of Lithuanian translations within this study is rendered not by the use of the concepts related to knowledge, rationality, reason and logicity, but by the use of the concept of TRUTH as in *tiesa*, *teisybė*, *teisingas*, *teisus* (Lith. *truth* and its derivatives). The very subtle meaning lying in the English word RIGHT is not always reflected in Lithuanian translations, and it is questionable whether the Lithuanian speaker of English is capable of fully understanding the underlying fundamental meaning aspects of RIGHT, as for the Lithuanian speaker, this is a concept of a different nature.

References

- Grigaliūnienė J. 2013. "The status and use of the word RIGHT in native speaker and learner speech: a case of Lithuanian learners of English". In: Šeškauskienė I. and J. Grigaliūnienė (eds.): *Anglistics in Lithuania. Cross-Linguistic and Cross-Cultural Aspects of Study*. Newcastle: Cambridge Scholars publishing, 209-225.
- Wierzbicka A. 2006. *English: Meaning and Culture*. New York: OUP.

Semiotic aspects of the curriculum of translation studies

Prof. Ligija Kaminskienė

Vilnius University

Modern translator hardly ever faces a text as a purely linguistic representation. Instead, the translation task includes a variety of other systems of signs, such as headlines, symbols, icons, colour combinations, photos, links and hashtags, in other words, a broad variety of semiotic contexts that add up to the translator's interpretative powers. It may be argued that a semiotic approach to translation is a way of expanding the concept of translation studies towards a more profound understanding of translation task. An early introduction of semiotic approach into the curriculum for translation and interpretation studies would help present language as a system within other, no less important, systems. Language at large and texts in particular are recognized as systems which depend on internal and external conventions. R. Jakobson argued that the production and interpretation of texts depends upon the existence of codes or conventions for communication, the conventions providing a framework within which signs make sense. The conventions, however, are not carved in stone; a slightest shift in human culture and understanding produces a new stimulus for the interpretation of a text, thus supporting Ch. S. Peirce's concept of unlimited semiosis, which refers to the way in which the signified is endlessly commutable: functioning in its turn as a signifier for a further signified. Thus the role of semiotics in translation studies is a significant factor which dethrones language as a unique code of operation and reconciles the static and the dynamic nature of translation task.

Translation internships: Content, problems and expectations

Prof. Nijolė Maskaliūnienė

Vilnius University

During the last decade translation internships have been given more attention than ever before. It is now universally agreed that they allow students to learn the craft of translation first-hand and put everything they have learned at university into practice. Internships in a programme of translation are a pre-requisite to become an EMT member as well. In the talk I am going to present the outline of internships offered for MA students in Translation at the Department of Translation and Interpreting Studies of Vilnius University. It consists of a set of lectures given by professionals from the market, hands-on practice at a translation agency or a translation unit in a state institution, and an internship report. The content of the lectures is directed toward ensuring the competence of service provision in terms of the Competence Framework 2017 of the EMT. It aims at a broad coverage of different aspects of new societal and language industry demands, ways of starting a professional career, managing translation projects, compliance with professional ethical codes and with different paths their careers may take. The problems associated with hands-on practice can be objective and subjective, and they are closely related with the expectations of those who take students for an internship. Usually they are revealed through students' reports. Their analysis is a valuable source of data to be studied for further development of such an important cooperation between the industry and university.

Focus on context in translation as post-editing: A case study in EU parliamentary translation

Ingrida Tatolytė

Vilnius University

The role of an EU Parliamentary translator lies in between the co-authoring of the EU legislation and post-editing of a machine-translated text. On a daily basis, the work of an EU Parliamentary translator takes place in the context of EU discourse that has its own linguistic and communicational particularities. In addition, translators must meet the set of the requirements and working conditions bound by these particularities, high speed and a large translation load being just two of their work characteristics. New technologies, such as machine translation, bring new opportunities, challenges and concerns into to the work routine and shift the role of a translator further towards that of a broad-range post-editor.

This paper focuses on the particular facets of EU Parliamentary discourse and the working environment of EU Parliamentary translators and tackles the question of what the function of a translator is in such conditions as well as what their perception of their function is. It discusses the capacity and limitations of a machine translation as a vehicle to render particular features of EU discourse and how translators tackle the discourse-specific and machine-translation-specific issues of the translated documents. Special focus is placed on the context, including the broader culture-specific context, and the difficulties it presents to a translator as a post-editor.

CONFERENCE SPEAKERS

Virtual Classes in consecutive interpreting

Dr Agnieszka Biernacka

University of Warsaw

Virtual Classes (VCs) in consecutive interpreting organized at the Institute of Applied Linguistics (ILS) for five years now were originally designed to meet the requirements of the training within the European Masters in Conference Interpreting (EMCI) program, but soon they appeared to be a useful tool enhancing the interpreting competences of MA students. Today, both of these groups actively participate in the classes, where videoconferencing is used for simulations interpreting.

The VCs make use of the idea deployed in videoconference interpreting (VCI) and remote interpreting (RI) (Moser-Mercer 2003, 2005), where the interpreters and their clients are situated in different places and communicate via special devices and infrastructure. VCI and RI are successfully deployed in healthcare, legal, and other institutional settings (Braun 2012, 2013, Napier 2012, Locatis et al. 2010, 2011), even though both modes impose certain constraints on communication situations (Mouzourakis 2006, Braun 2015).

The VCs cannot replace face-to-face training. On the contrary, while face-to-face classes, firstly, allow trainers to follow the progression of students and take their individual needs into account, and secondly, enable students to interact with peers who are welcome to give feedback on their colleagues' performances, VCs provide special opportunities: an extra occasion for the students to practice interpreting, direct contact with the professional world, chance to practice stress management skills, getting feedback from the interpreters accredited with EU institutions and trainers of interpreting from partner universities, allowing students to network and feel part of a large interpreting community, as well as are a good occasion to compare their own skills with those of their colleagues representing other language sections.

The translator as entrepreneur: Training challenges and professional implications

Carlos Djomo Tiokou

Sorbonne Nouvelle – Paris 3 University

As translation studies have evolved throughout history, several – sometimes conflicting – points have been raised as to the actual role(s) of translators. They have been regarded as interlinguistic mediators (Ladmiral 1994), or described as communicators (Hatim and Mason 1999). But few have investigated the role and functions of translators as business people. In spite of some efforts made at the broader levels – including the EN 15038 pan-European standard or EMT reference framework for competences applied in translation – scholars seem to have paid little attention to new profiles that emerged within the changing world of linguists and challenges related to training “fit-for-market” translators. This is particularly true with globalisation, internationalisation, localisation and translation (GILT, see Munday

2008). The proposed paper is aimed at reviewing what it takes to (really) incorporate a culture of entrepreneurship in today's translator training: how to design more efficient curricula, provide trainers with updated refresher courses, bridge theory and practice, or establish newer practice-based theories and models (with an emphasis on language technologies, business models, the psychology of negotiation, etc.). We shall also investigate what entrepreneurial models (if any) are used by language professionals and what digital resources and skillsets are needed to run language businesses, better contributing to a translation industry that is estimated to be worth US\$45-billion by 2020 (GALA 2018).

References

- Djomo T.C. 2016. *Search It, Find It. The Translator's Minimalist Guide to Online Search*, Yaounde: cdlancer.
- GALA. 2018. "Translation and Localization Industry Facts and Data", available at: <https://www.gala-global.org/industry/industry-facts-and-data> (date of access: 17 April 2018).
- Hatim B. and I. Mason. 1997. *The Translator as Communicator*. New York: Routledge.
- Jenner J.A. and D.V. Jenner. 2010. *The Entrepreneurial Linguist. The Business-School Approach to Freelance Translatio*. Las Vegas: EL Press.
- Ladmiral J-R. 1994. *Traduire : théorèmes pour la traduction*. Paris: Gallimard.
- Lavault-Olléon E. and A. Carré. 2012. "Traduction spécialisée : l'ergonomie cognitive au service de la formation", *Asp – La revue du GERAS*, 67-77.
- Munday J. 2008. *Introducing Translation Studies, Theories and applications, Second Edition*. New York: Routledge.
- Pym A., A. Perekrestenko and B. Starink (eds.). 2006. *Translation Technology and Its Teaching*. Tarragona: Intercultural Studies Group.

Respeakers and interlingual live subtitlers: New professional profiles in the field of translation

Łukasz Dutka¹, Dr hab. Agnieszka Szarkowska¹, Dr Wojciech Figiel¹, Monika Szczygielska²

¹University of Warsaw, ²Dostepni.eu

Respeakers listen to the sound of a television programme or a live event and simultaneously repeat or rephrase what they hear to a speech recognition software that turns these words into subtitles. Responding to a growing demand for respeakers, a number of European universities, including the University of Warsaw, started to offer respeaking training as part of their translation or interpreting programmes.

Respeaking has mostly been used intralingually to provide live access for deaf people in the same language as the audio. A consortium of four universities (Vigo, Antwerp, Warsaw and Vienna) is now collaborating on a "Interlingual Live Subtitling for Access (ILSA)" project to identify the skills and profile of a new professional, the interlingual live subtitler. The development of this pioneering profile will pave the way to provide access to live audiovisual programmes, classes and social/institutional events conducted in a foreign language not only for deaf people but also for foreign audiences, including migrants, refugees and anybody who relies on subtitling to access live events.

The two professions are shaped by developments in technology and require technological competence combined with skills related to specialised translation, audiovisual translation and interpreting. Researchers at the University of Warsaw are working to develop a training course on interlingual live subtitling and provide a protocol for the implementation of this discipline in real-life scenarios. In 2018, the Institute of Applied Linguistics at the University of Warsaw offered its first course that trains respeakers and interlingual live subtitlers. In the presentation, we will discuss the two professional profiles, our experiences with training translation and interpreting students as respeakers or live subtitlers and the challenges we face in responding to or anticipating market demands to offer fit-for-market training of translators.

Reclaiming CAT tools for the visually impaired translators

Dr Wojciech Figiel

University of Warsaw

New developments in translation technologies, such as machine translation and ever more efficient CAT tools, offer the chance to improve productivity. Yet the fruits of these advances cannot be shared universally. The focus of the present paper is to address the (unmet) needs of the visually impaired translators in relation to new technologies used by professionals. It seems that in order to benefit from modern technologies one has to master an ever growing array of programs and apps. However, at the same time, translators with vision impairments experience difficulties when accessing this software. That is because it has not been designed universally, for all types of users. Thus, the visually impaired translators are to a large extent excluded from the gains in productivity or, even more worryingly, from being active in the profession as such. To address this challenge, a concerted effort is required from the software developers, academia and blind users.

Wikipedia in translator's education: From the prohibited resource to the powerful teaching tool

Dr Małgorzata Kodura

Pedagogical University of Cracow

The aim of this paper is to present practical applications of Wikipedia in the translation classroom at the post-graduate level, based on a one-semester project-based course offered for MA students. In the course, making a part of a specialisation module in the English Philology programme, students used Wikipedia not only as a base of translatable source texts, but also as a platform for cooperation, project management and a translation tool. The main objective of the course was to develop students' translation competence with particular focus on instrumental sub-competence (including the use of unfamiliar tools, such as the Content Translation tool offered as a beta feature in the Wikipedia platform), giving them an opportunity to perform real translation tasks, thus increasing their motivation and finally, sense of achievement. The course ended with an online evaluation survey pertaining to the perception of this novel training method by students, the results of which will be presented in the paper. The final evaluation provided an insight into problems experienced by novice

translators with regard to their level of computer literacy and IT skills, exposing areas for improvement, and gave rise to practical solutions aimed at preparing translation trainees for professional challenges.

Training of fit-for-market interpreters in CEE countries: An increasingly challenging task?

Dr Tomasz Korybski

University of Warsaw

The skill set expected of interpreters has been changing and expanding consistently over the recent years, leading to challenges for both students of interpreting and their instructors. This presentation will be an attempt at defining the skill set of fit-for-market interpreters, with a particular emphasis on young interpreters in CEE countries. I will present the topic against the backdrop of a selection of technological solutions which have been impacting the profession since the 1920s, including the most recent developments in MT, speech-to-text / text-to-speech technologies and instant interpretation devices. This will lead me to ask a number of questions to inspire a discussion about the future of the profession, and the future of interpreter training.

Translation traineeships at the EU institutions as a step towards professionalization: The case of former European Commission and European Parliament trainees

Dariusz Koźbiał, Katarzyna Wasilewska

University of Warsaw

Traineeships organised by European Union institutions present an interesting offer for EU students majoring in translation studies. Such traineeships are an excellent way to familiarize students with the translation of EU-related texts in real conditions, enabling them to acquire relevant professional experience. The European Commission (EC) and the European Parliament (EP), as two of those institutions, enable students and graduates to attend paid translation traineeships which offer the chance to get to know how EU institutions function, deepen one's knowledge acquired in the course of university-level training and develop one's professional skills and competences, as well as to sharpen one's skills with regard to translating written texts. The aim of the presentation is to present the structure and organization of translation traineeships at the EC and EP from the point of view of two former trainees of the said EU institutions.

Up and down the vortex: Educators' response to translator competence viewed as an emergent phenomenon

Dr Mariusz Marczak

Jagiellonian University

The language service provision industry is a rapidly growing market (Drugan 2014, DePalma et al. 2014, 2017, Pym 2016) due to increased human mobility and social agency (Cronin 2013) as well as the

globalization of goods and services (Orlando 2016). To cope with increased volumes of source texts, shrinking deadlines and decreasing remuneration (Choudhury and McConnell 2013), modern-day Language Service Providers (LSPs) implement automated translation solutions, including Machine Translation (MT) (TAUS 2013), Computer Assisted Translation (CAT) tools (Bondarenko 2015) and Web-based team translation modes (Pym 2016, Schaeffner 2016, DGT 2016). The dynamic change, manifesting itself in new text types, work modes and tools necessitated by them, requires translators to display multifaceted competence which spans way beyond the ability to translate and use technology and covers – among others – telecollaboration, effective communication (Bondarenko 2015) and transferable skills (cf. Marczak 2017). All that brings to the forefront of contemporary translator education the need to foster the learner's capacity and preparedness for self-directed, autonomous learning (cf. Kukulska-Hulme et al. 2015), whereby they can prepare for the realities of the market, e.g. the multiple professional roles they will need to play. This paper investigates how the shift from traditional, transmissionist teaching towards emergentism in translator education may emancipate the learner, situate the learning experience and promote the development of a complex system of interrelated, context-dependent competences (Kiraly 2013, 2015, Kiraly and Hoffman 2016). The author focuses on selected affordances and challenges of emergentist translator education.

The role of translators and surtitles in contemporary opera houses

Aleksandra Ożarowska

University of Warsaw

The genre of opera has been treated with great reserve for a very long time, but recently its image has started changing: opera houses aim at addressing wider and younger audiences, by, for example, broadcasting their performances live on the Internet. However, what made opera really audience-friendly is the libretti translation in the form of surtitles – a branch of audiovisual translation that is still being developed.

Surtitling is similar to subtitling, but it is also much more constrained and governed by numerous rules. Translators should first of all translate the meaning, not the form of operatic libretti and it becomes even more difficult when operatic productions are modernised or their interpretation is altered – a trend that is gaining more and more popularity especially in European countries. In such cases the surtitles ought to follow the productions closely in order not to confuse the audience.

The translators should therefore not only be good translators but also understand opera and its multimodal character. It is significant for them to preserve the register of libretti and skilfully cope with the inter- and intrasemiotic redundancy. In addition, the cooperation between translators and opera houses is also significant, as translators should have a chance to consult their work with opera directors; subsequently, they can make sure that the surtitles follow the particular productions and they are their vital part.

There is still a lot of imperfect surtitles, which can be blamed on both translators and opera houses – in Poland surtitles are usually regarded as a mere addition to opera performances and often their quality leaves a lot to be desired. Fortunately, the biggest opera houses in the world start

supplementing their productions with tailored surtitles and the creativity of translators help to uncover the potential of surtitles and make opera even more accessible and attractive.

Translator and verifier competences for cross-national surveys and literacy/numeracy assessments

Danuta Przepiórkowska

University of Warsaw

Cross-national surveys and literacy/numeracy assessments have been conducted worldwide for many decades, and with particularly high intensity since 1990s. Those are multinational and multi-step efforts that produce new knowledge on people's opinions and attitudes (e.g. Eurobarometer, ESS – European Social Survey, EVS – European Values Study, or ISSP – International Social Survey Programme) or on educational achievements of youth and adult populations (e.g. PISA – Programme for International Student Assessment, PIAAC – Programme for the International Assessment of Adult Competencies, or TIMSS – Trends in International Mathematics and Science Study).

Given their international scale, repetitive nature and the fact that they are publicly funded, surveys and assessment programmes aim for comparability, consistency, manageability and well-documented procedures. One essential way to achieve these aims is through the use of technology.

As a rule, survey questionnaires and assessment tasks are drafted in English by multinational expert teams and must be subsequently translated into national languages of countries participating in the programme. This means that translation is just one of multiple steps in the process, often preceded by translatability assessment, and usually followed by a few rounds of verification and automated checks until the final sign-off.

This presentation will draw on anonymised examples from selected projects to present the technical competences that translators and verifiers must possess when working on similar assignments, involving such tools as translation guides, multi-party documentation forms, multi-step collaborative online platforms, proprietary glossaries/databases, online file viewers and open source translation tools.

Literary Translators' perceptions of their role and attitudes towards technology in contemporary society

Paola Ruffo

Heriot-Watt University

The advent of the Information Age has deeply shaped and transformed almost every aspect of our daily lives. Consequently, the intricate processes of translation research and practice underwent – and they are still undergoing, a series of changes that have had an impact on every aspect of the field. In particular, technology has profoundly shaped translators' roles and practice, with O'Brien (2012) configuring translation as a form of Human-Computer Interaction (HCI). In this respect, Kenny (2017)

advocates for the adoption of a new perspective in Translation Studies that focusses on the human issues that arise as a consequence of the relationship between translators and technology. My research project positions itself in this framework by focussing on literary translation as ‘the last bastion of human translation’ (Toral and Way 2014: 174). It aims at gaining a richer understanding of the human and technological factors at play in the field of literary translation by asking literary translators to share their perceptions of their role in an increasingly technology-dependent globalised society and their attitudes towards technology as part of their profession. I have conducted a preliminary questionnaire adopting a socio-technological theoretical framework inspired by the Social Construction of Technology (SCOT) model (Pinch and Bijker 1984, Olohan 2014, Braun, Davitti and Dicerto in press). The pilot was aimed at collecting literary translators’ personal narratives of the translation profession’s shift from humanistic to technology-driven and trends among literary translators’ perceptions of their role in society and attitudes towards technology. This paper outlines the theoretical and methodological frameworks adopted, and the pilot study’s preliminary findings.

References

- Braun S., E. Davitti and S. Dicerto (in press). “Are videoconferencing facilities in the European justice sector suitable for interpreter-mediated proceedings?”. In: Napier J., R. Skinner and S. Braun (eds.). *Here nor There: Research on interpreting via video link*. Washington: Gallaudet University Press.
- Kenny D. 2017. “Introduction”. In: Kenny, D. (ed.). *Human Issues in Translation Technology*. Milton Park, Abingdon, Oxon: Routledge, 1-7.
- O’Brien, S. 2012. “Translation as human–computer interaction”, *Translation Spaces*, 1, 101–122.
- Olohan, M. 2017. “Technology, translation and society. A constructivist, critical theory approach”, *Target*, 29(2), 264-283.
- Pinch, T.J. and W.E. Bijker. 1984. “The Social Construction of Facts and Artefacts: Or How the Sociology of Science and the Sociology of Technology Might Benefit Each Other”, *Social Studies of Science*, 14(3), 399-441.
- Toral, A. and A. Way. 2014. “Is Machine Translation Ready for Literature?”. In: *Proceedings of Translating and the Computer 36*. London, 27-28 November, 2014, 174-176.

On post-editing effort: Testing translator perceptions

Dr Vilemini Sosoni, Maria Stasimioti, Dr Katia-Lida Kermanidis

Ionian University

In the past couple of years Machine Translation (MT) has been increasingly used in industrial translation production scenarios thanks to the development of neural machine translation (NMT) models and the improvement of MT output, especially at the level of fluency (Castilho et al. 2017). In particular, in an effort to speed up the translation process and reduce costs, MT output is used as raw translation to be subsequently post-edited by translators (Gaspari et al. 2015, Lommel and DePalma 2016). However, PE has been found to differ from both human translation and revision of human translation in terms of the cognitive processes and the practical goals and processes employed (Krings 2001, O’Brien 2002). In addition, translators remain sceptical towards PE and question its real benefits (Gaspari 2014, Koponen 2012). This study seeks to investigate to which extent perception matches

reality when comparing the effort required for full NMT PE with the effort required for manual translation, focusing on the English-Greek language pair. In particular, twelve experienced professional translators are asked to post-edit NMT output of two semi-specialised texts and also manually translate comparable texts in the Translog II environment. Eye-tracking and keystroke logging data are used together with questionnaires in order to compare the actual post-editing effort against the users' perception of the effort and time required to carry out full PE of the NMT output. MT evaluation metrics are also used to check the correlation with the actual post-editing time.

Acknowledgment: All the experiments were carried out at the HUBIC Lab at the Athena Research Center in Athens.

References

- Castilho S., J. Moorkens, F. Gaspari, R. Sennrich, V. Sosoni, Y. Georgakopoulou, P. Lohar, A. Way, A. Miceli Barone and M. Gialama. 2017. "A Comparative Quality Evaluation of PBSMT and NMT using Professional Translators", *Proceedings of Machine Translation Summit XVI, Nagoya, Japan*.
- Gaspari F., H. Almaghout and S. Doherty. 2015. "A survey of machine translation competences: insights for translation technology educators and practitioners", *Perspectives: Studies in Translatology*, 23(3), 333–358.
- Gaspari F., A. Toral, S. Kumar Naskar, D. Groves and A. Way. 2014. "Perception vs Reality: Measuring Machine Translation Post-Editing Productivity", *Third Workshop on Post-Editing Technology and Practice (WPTP-3), within the eleventh biennial conference of the Association for Machine Translation in the Americas (AMTA-2014), Vancouver, BC, Canada. October 26*.
- Koponen M. 2012. "Comparing human perceptions of post-editing effort with post-editing operations". *Proceedings of the Seventh Workshop on Statistical Machine Translation, Montreal, Canada*.
- Krings H. 2001. *Repairing texts: empirical investigations of machine translation post-editing processes*. Kent: Kent State University Press,
- Lommel A. R. and D.A. DePalma. 2016. *Europe's Leading Role in Machine Translation: How Europe Is Driving the Shift to MT. Technical report*. Boston: Common Sense Advisory.
- O'Brien S. 2002. "Teaching Post-editing: A Proposal for Course Content", *Proceedings of 6th EAMT Workshop Teaching Machine Translation, pages 99–106, Manchester, UK*.

Evaluating prosody in conference interpreters

Dr Katarzyna Stachowiak

University of Warsaw

Professional interpreters are frequently expected to have perfect native-like pronunciation and prosody while speaking in the target language. At the same time, voice and prosody coaching are currently becoming more and more popular among interpreters. That is because simultaneous interpreters work in conditions where constant and concurrent activation and inhibition of two languages makes it difficult to keep "two languages apart". By the same token, interpreters are prone to cross-linguistic transfer, including prosodic transfer.

This study verifies if the native prosody of professional simultaneous interpreters may be affected by the prosody of the speaker, as well as – whether prosody is indeed associated with nativeness and naturalness in the eyes of the receiver. First, intonation and pauses were analysed to determine whether the source text prosody affects the native one of the interpreters. The results revealed that there is an association between the interpreter’s and the speaker’s patterns of intonation, however interpreters differed from the source text speaker in terms of pause length and number. Secondly, the target texts delivered by professional interpreters were subject to evaluation by neutral raters, who rated the degree of nativeness and quality of the interpretations, which showed that some pauses were associated with poorer quality, and native-like prosody was associated with natural speech. The outcome of the study sheds new light not only on prosodic transfer but also on the current audience perception and expectations towards the interpreter’s prosody.

A profession in transition: What it means to be a translator in the European Commission

Dr Karolina Stefaniak

European Commission

What does it mean to be a translator today? The environment in which the modern translator works is changing considerably, altering not only translator's roles and responsibilities, but also questioning the understanding of translation itself. The translation services of the European Commission are a good example of these changes. Over the years the translator's tasks evolved to include terminology work, evaluation of external translations, localizing web pages, preparing corrigenda and even writing code. Some of these tasks led to the development of new functions, such as a workflow manager, terminologist, quality coordinator, freelance correspondent, sentence manager, trouble-shooter, master trainer and language technology coordinator. New professional profiles require new skills and changes in the translation workflow. The omnipresence of language technologies and the rapid development of machine translation redefine the perception of what translation actually is. Will there be a place for a human translator in the digital workplace of the future?

55 years of translator and interpreter training in Poland

Prof. dr hab. Malgorzata Tryuk

University of Warsaw

The paper will focus on the 65-year history of the training of translators and interpreters in Poland, starting in 1963 with the creation of the first academic programme in translation and interpreting at the University of Warsaw, under the name of the High School of Foreign Languages (Wyższe Studium Języków Obcych WSJO) which proposed a revolutionary curriculum in comparison with the traditional philological studies then in the Polish academia. In 1973, the High School of Foreign Languages was transformed and now continues the work of its founders under the name of the Institute of Applied Linguistics, University of Warsaw.

A special attention in the presentation will be devoted to Olgierd A. Wojtasiewicz, eminent linguist, scholar and translator, the founding father of Translation Studies in Poland and the first director of the High School of Foreign Languages.

Functional peculiarities of terminology meta-markers in EU legal texts

Dr. Egidijus Zaikauskas

Language Officer at the European Commission Representation in Lithuania

The article deals with some meta-markers of terms and institutional appellations used in EU legal texts. The research focuses on the functions of the English meta-marker “so-called” and its Lithuanian equivalent “vadinamasis”. As well, it includes some other meta-markers of similar functions and their equivalents in French, German, Latvian and Polish.

Meta-markers analysed mostly get the functions of an intra-/extra-textual tag or a meta-disclaimer. As regards intra-textual or extra-textual tagging, meta-markers are used for introducing the synonyms of terms already used in the same text or in other reference texts respectively. However, in some cases, the validity of newly introduced terms is dubious, therefore meta-markers are considered as some kind of disclaiming tools toward a standard language or terminology good practices.

The research showed that in many cases the usage of meta-markers in a target language (TL) is pre-determined by a source language (SL). However quite a number of parallel segments exist where a meta-marker is omitted in TL when its equivalent exists in SL, or, in contrary, a meta-marker is added in TL without an equivalent in SL. These cases demonstrate the attitude of a translator and his/her considerations towards the standards, norms and conventions of TL. Mostly such meta-disclaimers indicate some level of the alienation of newly introduced terms or even concepts.
