

# Translation as a Service

## Ideas for Translator Education and Self-education

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# Agenda

- Theoretical outline
- Translation service – selected aspects
- Translation service – educational implications

# Theoretical outline

- Gouadec (2007)
- EMT (2009)

# Theoretical outline

○ Gouadec (2007)

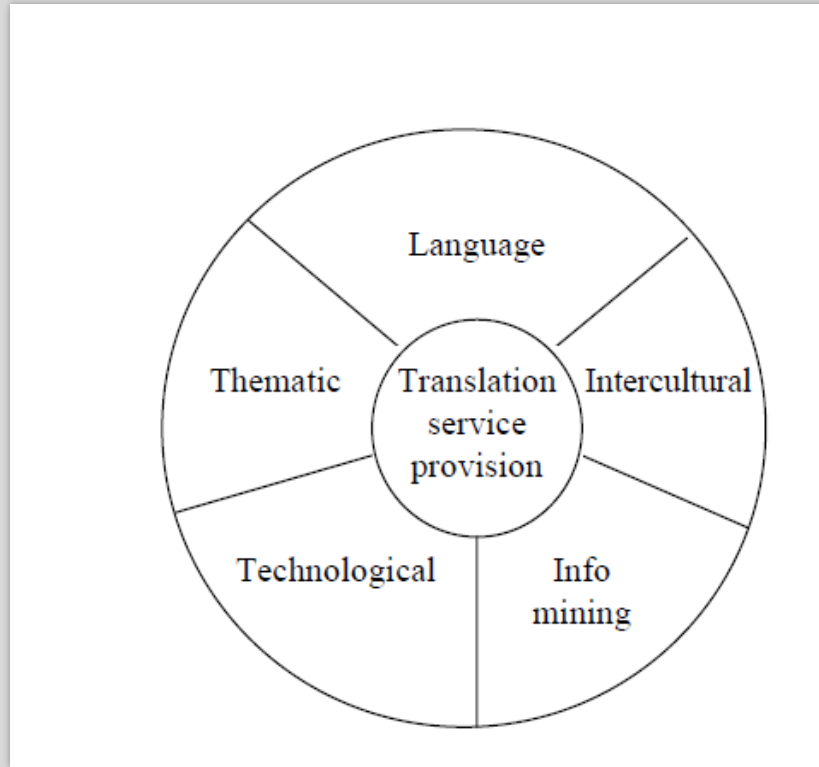
○ EMT (2009)

Bell (1991)

Robinson (1997)

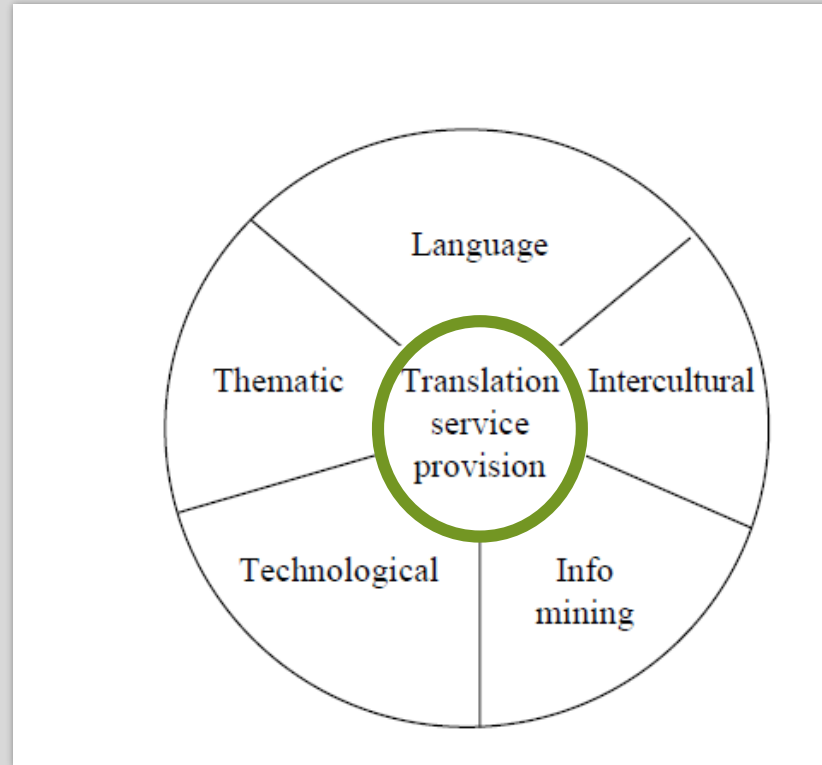
Samuelsson-Brown (1993, 2006)

# Theoretical outline – EMT (2009)



Source: EMT (2009: 4)

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# The interpersonal dimension of TSPC (EMT 2009: 4-5)

Know how to follow market requirements and job profiles

Knowing how to organize approaches to (potential) clients (marketing)

Knowing how to specify and calculate the services offered and their added value

Knowing how to negotiate with the client

Knowing how to clarify the requirements, objectives and purposes of the client and other stakeholders

Knowing how to comply with instructions, deadlines, commitments

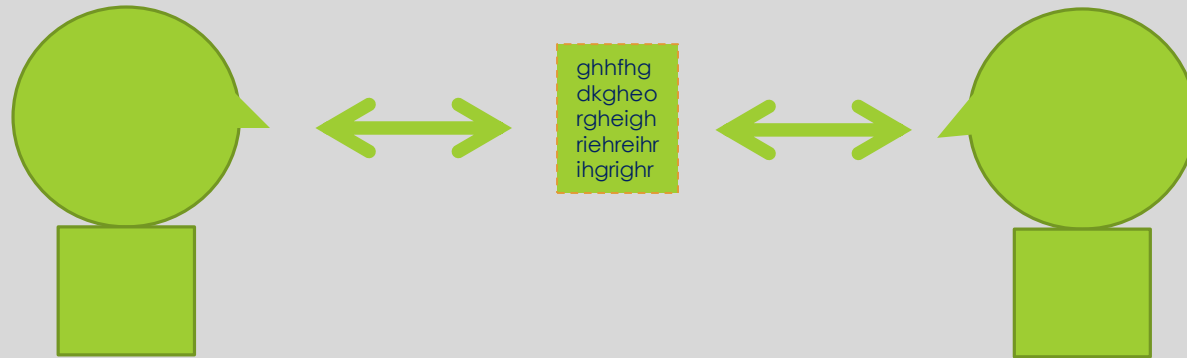
Knowing how to plan and manage one's time, stress, work, budget and ongoing training

Knowing how to work in a team, including virtual teams

Knowing how to comply with work ethics and quality standards

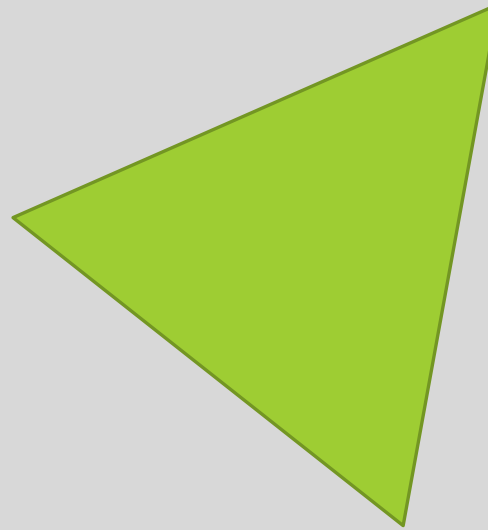
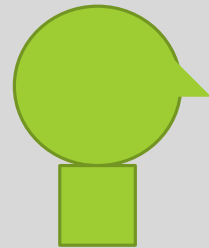
Knowing how to self-evaluate

# Translation service – a linear approach





# Translation service – a circular approach



ghfhg  
dkgheo  
rgheigh  
riehrehr  
ihgrighr

# Translation service: a linear v. a circular approach

<b>Linear view</b>	<b>Circular view</b>
Single act	Repetitive act (relation)
Product-oriented	Product and process-oriented
Quality mostly dependent on translator	Quality as relational
Effective communication is an asset	Effective communication is critical

# Translation service quality as relational

**Pre-translation**

**Translation**

**Post-translation**

# Translation service quality as relational



# Educational implications: a communication activity

- Imagine a situation that made a translator write the following email to his/her client:

**Dear John,**

**I am afraid I need to inform you that the text I have been sent from your office is largely incomplete. I have sent three emails to the person who sent it to me, but got no response. I am afraid the deadline we established on Monday is unrealistic, as it is impossible for me to work that fast, if the text is to keep its quality. Could you please send me the correct version of the file?**

# Educational implications: a communication activity

**Dear John,  
I am afraid I need to inform you that the text I have been sent from your office is largely incomplete. I have sent three emails to the person who sent it to me, but got no response. I am afraid the deadline we established on Monday is unrealistic, as it is impossible for me to work that fast, if the text is to keep its quality. Could you please send me the correct version of the file?**

- How do you feel about this situation?
- Would you send a similar email if you were in the translator's shoes?
- Would you modify anything in the email?

# Educational implications: a communication activity - feedback

**The activity can end in drawing a map of factors like:**

- Axiologies and teleologies
- Cultural contexts
- Business contexts (proactivity, deadline management)
- Solution-oriented narrative

# Educational implications: constructing your service strategy

**Imagine a new client is just about to call you:**

- What questions should you be ready to ask the client?
- What answers should you be ready to give to the client?



# Educational implications: constructing your service strategy

<b>Questions</b>	<b>Factors behind questions</b>
Price	<ul style="list-style-type: none"><li>• Pricing strategies</li><li>• Profit/loss calculation</li><li>• Client status</li></ul>
Time	<ul style="list-style-type: none"><li>• Time for translation activities</li><li>• Time for proof-reading and/or post-translation processes</li></ul>

# References

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**thanks for your attention**

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