Fit-For-Market Translator and Interpreter Training in a Digital Age

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Editors' Preface and Acknowledgements

We are living at an exciting time. It is a time when the language industry is being shaped by sweeping technological advances, with the increasing sophistication of machine translation and the rapid development of artificial intelligence. It is also a time when these achievements are gradually finding their way into the everyday practice of translators and interpreters, which means that these novel ideas and technologies will also need to be included in their training. More than ever, translator and interpreter training institutions have to respond to newly emerging market needs, prepare their graduates for varying job profiles and a transition to their working lives – which makes knowledge sharing and collaboration between the market and the academia indispensable.

With these developments in mind, the Centre for Modern Languages at the Budapest University for Technology and Economics (BME) envisaged a transnational cooperation scheme with a focus on specialised translators, which set out to bridge the gap between educational outcomes and the actual demands of the translation market. This vision came to fruition under the aegis of eTransFair, an Erasmus+ Strategic Partnership project that was launched and coordinated by our Centre, working in close cooperation with the Centre for Translation Studies of the University of Vienna (Univie) and Hermes Traducciones, a key market player in the translation industry, based in Madrid. Between September 2016 and August 2019 the project produced a number of intellectual outputs to 'achieve inclusive, fit-for-market and transferable specialised translator training': a competence card for specialised translators, a transferable training scheme, e-learning materials and virtual collaboration spaces, along with a set of manuals designed to make the results adaptable and sustainable in the long run.

The major achievements of the eTransFair project were disseminated to a wider audience at an international conference entitled 'Fit-for-market translator and interpreter training in a digital age', held in September 2018 in Budapest, at the Centre for Modern Languages (BME). The conference intended to provide an international forum for discussing topical issues in the field of translator and interpreter training with a focus on current market requirements and digital trends. It also invited potential partners for the European Centre for Online Specialised Translation (e-COST, in brief) set up within the framework of eTransFair.

Based on a selection of contributions, this book constitutes the proceedings of the conference, covering a wide range of practical and theoretical issues.

Four subjects of high relevance are discussed in 12 chapters: 1. collaborative partnership in the field of fit-for-market practices with a focus on e-learning materials, 2. competence development in translator and interpreter training, 3. the implications of neural machine translation and the increasing significance of post-editing practices and 4. the role of new technologies and new methods in the work and training of interpreters and translators.

The book is a written record of the key achievements of the eTransFair project and the thoughts and ideas put forward at the conference. The first part of the book offers valuable tips on how translator training institutions can keep abreast of the insatiable demands of the translation industry and how they can best prepare their graduates to respond to the fresh challenges they will inevitably face. Based on a Hungarian example, the current practice of the Centre for Interpreter and Translator Training (CITT) at BME's Centre for Modern Languages, the first paper (by **Csilla Szabó**) draws on the findings of the eTransFair project to offer advice on what curricular changes training institutions may choose to adopt, and what (extra-)curricular options they may offer as part of their programmes (e.g., mentoring schemes, Trainees Meet Professional series, extended traineeships).

This part of the book also features an Austrian example (by **Zita Krajcso**), detailing the efforts made by the Centre for Translation Studies of the University of Vienna in implementing e-learning. The paper addresses concerns that are associated with the introduction of e-learning and illustrates ideas for the management of support measures – offering a general roadmap for e-learning implementation in higher education institutions. In a similar vein, the third paper (by **Barbara Heinisch**) focuses on the e-learning materials (e-modules) developed by the eTransFair project. Two pilot studies were conducted to assess the quality of these modules, providing a basis for further development. Their findings highlight the importance of iterative design, the constant negotiation of learning outcomes and the need for an introduction to each activity along with clear task descriptions.

The second part of the book addresses the challenges of competence development, focusing on terminology, post-editing and digital literacy. The first paper (by **Márta Fischer**) demonstrates how a broad, translation-oriented approach was applied when compiling the 'terminology and info-mining' e-module of the eTransfair project, considering terminology as a separate competence in its own right. Two activities are presented along with worksheets and sample texts, focusing on one specific sub-competence, the recognition of terms. The second paper (by **Olena Blagodarna**) offers a training proposal that seeks to develop trainees' post-editing competence, taking a learner-centered and motivation-based approach. Assessed by a pre-/post-test model, the proposal proved to be an efficient and language-

independent tool to improve trainees' post-editing competence. Based on students' responses to a questionnaire, the third paper (by **Melinda Dabis**) explores students' IT skills, computer and smartphone using habits and perceived knowledge of software.

Digital trends and the implications of machine translation are discussed in the third part of the book. The first paper (by **Réka Eszenyi** and **Brigitta Dóczi**) presents the results of a multi-phase research project, in which the translation skills of human translator trainees were compared with the Machine Translator of the European Commission (eTranslation). The findings suggest that MT is likely to take over the task of human translators in a wide range of translation scenarios which would justify the inclusion of pre- and post-editing skills in translator training courses. Similar conclusions are drawn in the next chapter (by **Tímea Kovács**) on the basis of a study in which target language texts produced by phrase-based (PBMT) and neural language machine (NMT) translation tools were compared to human-translated target language texts by means of a text-based micro-analysis. The paper also concludes that NMT produces more appropriate translations in terms of faithfulness and well-formedness. The last chapter, a case study (by **Maria Stasimioti** and **Vilelmini Sosoni**), explores the differences in levels of cognitive effort while post-editing the outputs of neural machine translation as compared to those of statistical machine translation, by means of eye-tracking and keystroke logging data. Its findings also underline the need to take into consideration the quality of MT systems and the errors found in the raw MT output in post-editing training.

The emergence of new technologies and their impact and usability in the work and training of interpreters and translators is the main focus of the last part of our book. The first paper (by **Ramūnas Česonis**) reports on the effort of the European Commission's Directorate-General for Interpretation (DG SCIC), and in particular, the Task-Force on New Technologies and Digital Transformation to explore the benefits of existing technological processes and projects in interpreting. An exciting initiative in this field is the interpreter's workbench project, a portal that might serve as a useful resource and toolkit for document analyses and glossary building. Remaining on the topic of interpreting, but this time from a trainer's perspective, the next chapter (by **Rita Besznyák**) intends to offer an effective tool for finding and creating speeches for use in interpreter training and for gradually increasing the level of source text difficulty through the analysis of lexical pitfalls. The paper presents the results of a project aimed at raising awareness of potential lexical difficulties by using online resources and analysing parallel texts. Linguistically-founded methodological considerations form the basis of the last chapter (by **Viktor Zachar**), as well. He highlights the benefits of using

journalistic texts in translator training and claims that various types of journalistic translation have the potential to develop the terminological and revision competence of translation students, thus contributing to a relatively new research area in Translation Studies.

We are thankful to our project partners, Univie and Hermes Traducciones, who contributed to the successful completion of the eTransfair project. We are particularly indebted to **Juan José Arevalillo**, managing director of Hermes Traducciones, whose presence and commitment, as well as extensive experience as a lecturer in a market-oriented subject in various training programmes across Spain, ensured the inclusion of market aspects at every stage of our collaboration. We would also like to express our gratitude to our colleagues at BME for their collective efforts throughout the project. We also thank the participants of the conference and the authors of this volume for their contributions and submitted papers. Above all, our deep gratitude is owed to the reviewer of this book, **Marcel Thelen**, whose diligence, devoted professional support and invaluable comments ensured the quality of the papers, which will make this publication, we hope, a reference book for further discussions.

We trust that this volume will create, similarly to our project, fresh momentum for researchers, academics, professionals and trainees to be engaged in a constructive dialogue about the exciting challenges and novel solutions emerging in our profession.

The Editors

Introduction

When I started my professional career in the field of translation back in 1985, nothing made me think that a professional translators' profile could experience an unbridled career, hand in hand with technology. At that time, translators were divided into the two major groups of either literary or technical translators, the latter being those who did not do literary translations, so the sub-categorisation of specialisations was enormous.

At that time, technology was not foremost in the lives of translators, whose image to others was that of someone being isolated and surrounded by books and dictionaries, with an aura of intellectuality that still persists – but always working in the shadow, unnoticed even, by the majority of mortals. The technology at their disposal consisted of a typewriter – an electric one if you were lucky enough – and little else. However, after the emergence of the personal computer and the first office systems, as simple as they might be, many of us thought that technology could offer us little more as we had already moved from a purely analogue environment to a (proto-)digital environment that allowed us greater productivity, going from the traditional machine to the first word processors; and from there, we saw in a very short period of time a visual user computing system that allowed us to create and layout documents with functions undreamed just a few years earlier.

Since the advent of the personal computer, there was yet another turning point: translation memories, with which many rented their clothes while prophesying the end of the days for translators. A situation very similar to the one that occurred with the appearance of machine translation and its subsequent developments to the present day, without forgetting either specialised tools to control the quality of translations, their terminological coherence, their precision with figures and other endless features in the mind of the translator who knows about macros and other programming boundaries. Nowadays, no one doubts that these multiple technological developments help improve professional translators' productivity and specialise their tasks.

Technology has taken us by the hand with its advances, impregnating the whole of society and all sectors, including translation. This sector is now called language services or the language industry since linguists, translators, philologists and people with similar profiles not only translate but also perform very complementary technical tasks for other sectors or disciplines, although mainly with the invisibility of their work. As if that were not enough, this evolution took place in a time span of approximately ten years!

Unfortunately, all this evolutionary process of translation was suffered in their own flesh and blood by veteran translators, without formal training and relying on their own initiative. Companies and universities looked to different sides without understanding that an educational and professional synergy was necessary so that these future translators and linguists could enter the labour market in a more relaxed way and thus reduce their learning curve. Many of us who have suffered from this training gap have considered that we should offer our help to the university world so that its programmes reflect the professional reality of the translator that is so much changing that it requires the continuous updating of technology. All the more as in addition to theoretical training that a translator needs, it is also necessary for future practitioners to become familiar with the technological atlas that awaits them in the real world.

These synergy efforts have almost always come initially from the individual interest of professionals or lecturers, rather than from an institutional approach. Fortunately, this scenario has changed, and many efforts have been made by universities and translation companies trying to bring positions closer together and exchange ideas in order to adapt the syllabus to professional reality, even with the support of various EU-funded projects.

One of them, eTransFair, in which I have been lucky enough to participate, sought precisely that, namely, to build those bridges and to continuously cross them back and forth, in order to produce training modules that can help better understand the reality of the market that graduates can expect to meet. In this project, the workflow between university and company has been exemplary, and hence its practical and theoretical results. We all hope that its intellectual outputs will be of help in the training of future professionals from the perspective of a universe of applied technology that never ceases to grow and surprise us.

Juan José Arevalillo

managing director
Hermes Traducciones, Madrid

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List of abbreviations and acronyms

AI	artificial intelligence
API	application programming interface
AUSIT	Australian Institute of Interpreters and Translators
BLEU	bilingual evaluation understudy
BME	Budapest University for Technology and Economics
CAT	computer-assisted translation
CC BY	Creative Commons Attribution Licence
CHEPS	Center for Higher Education Policy Studies
CITT	Centre for Interpreter and Translator Training (BME)
CIUTI	International Standing Conference of University Institutes of Translators and Interpreters
CONS	consecutive
CTL	Centre for Teaching and Learning (UniVie)
DG SCIC	Directorate General for Interpreting at the European Commission
DORIS	Data Oriented Services
DQF	Dynamic Quality Framework
ECDL	European Computer Driving Licence
E-COST	European Centre for Specialised Translators (eTransFair)
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ELIA	European Language Industry Association
ELITR	European Live Translator project
ELTE	Eötvös Loránd University, Budapest
EMT	European Master's in Translation
EP	European Parliament
EQF	European Qualification Framework
EUATC	European Union of Associations of Translation Companies
EUROSAI	European Organisation of Supreme Audit Institutions

EuroVoc	EU's multilingual and multidisciplinary thesaurus
FET	future and emerging technologies
FIT	International Federation of Translators
FOMO	Fear of Missing Out
GALA	Globalization and Localization Association
GDPR	General Data Protection Regulation
HGW	home gateway
HLT	human language technologies
HMT	human-made translation
IAMLADP	International Annual Meeting on Language Arrangements, Documentation and Publications
IATE	Interactive Terminology for Europe
ICT	Information and Communication Technologies
IEC	International Electrotechnical Commission
ISO	International Organization for Standardizatio
ITCB	Information Technology and Cybersecurity Board
L1	first language
LINDWeb	Language Industry Web Platform
LMS	learning management system
LSP	languages for specific purposes
MeLLANGE	Multilingual eLearning in Language Engineering
META NET	Multilingual Europe Technology Alliance Network
MFTE	Association of Hungarian Translators and Interpreters
MI	machine interpreting
MT	machine translation
MTI	Hungarian News Agency
MTPE	machine translation post-editing
NMT	neural machine translation
OER	open educational resources
OFFI	Hungarian Office for Translation and Attestation
OPI	over-the-phone interpreting
OS	operating system

PACTE	Process of Acquisition of Translation Competence and Evaluation
PAS	publicly available specification
PAT	Pool of Assessment Techniques (eTransFair)
PBMT	phrase-based machine translation
PE	post-editing
PEEMPIP	Panhellenic Association of Professional Translation Graduates of the Ionian University
PEM	Panhellenic Association of Translators
PROFORD	Association of Hungarian Professional Translation Service Providers
RBMT	Rule-Based Machine Translation
SAP	Systems, Applications and Products
SD	standard deviation
SDI	Speech Difficulty Index
SIDP	simultaneous interpreting delivery platform
SMT	Statistical Machine Translation
ST	source text
ST	source language
ST	source text
SVO	Subject – Verb – Object
SZOFT	Association of Hungarian Freelance Translators and Interpreters
TAUS	Translation Automation User Society
TL	target language
TransCert	Trans-European Voluntary Certification for Translators
TS	testing sessions
TT	target text
UAB	Universitat Autònoma de Barcelona
UAD	user activity data
Univie	University of Vienna
UNSW	University of New South Wales
VRI	video remote interpreting

WER	word error rate
WIPO	World Intellectual Property Organisation
WPH	word per hour
ZFHD	Zeitschrift für Hochschuldidaktik
ZID	Computer Centre (Zentraler Informatikdienst, UniVie)
ZTW	Centre for Translation Studies (Zentrum für Translationswissenschaft, UniVie)

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