

# ALTERNATIVE SETTINGS

## IN TRANSLATOR TRAINING



**CARLOS DJOMO**  
Sorbonne Nouvelle University  
Paris, France  
[carlos.djomo-tiokou@sorbonne-nouvelle.fr](mailto:carlos.djomo-tiokou@sorbonne-nouvelle.fr)

# **TRANSLATION STUDIES**

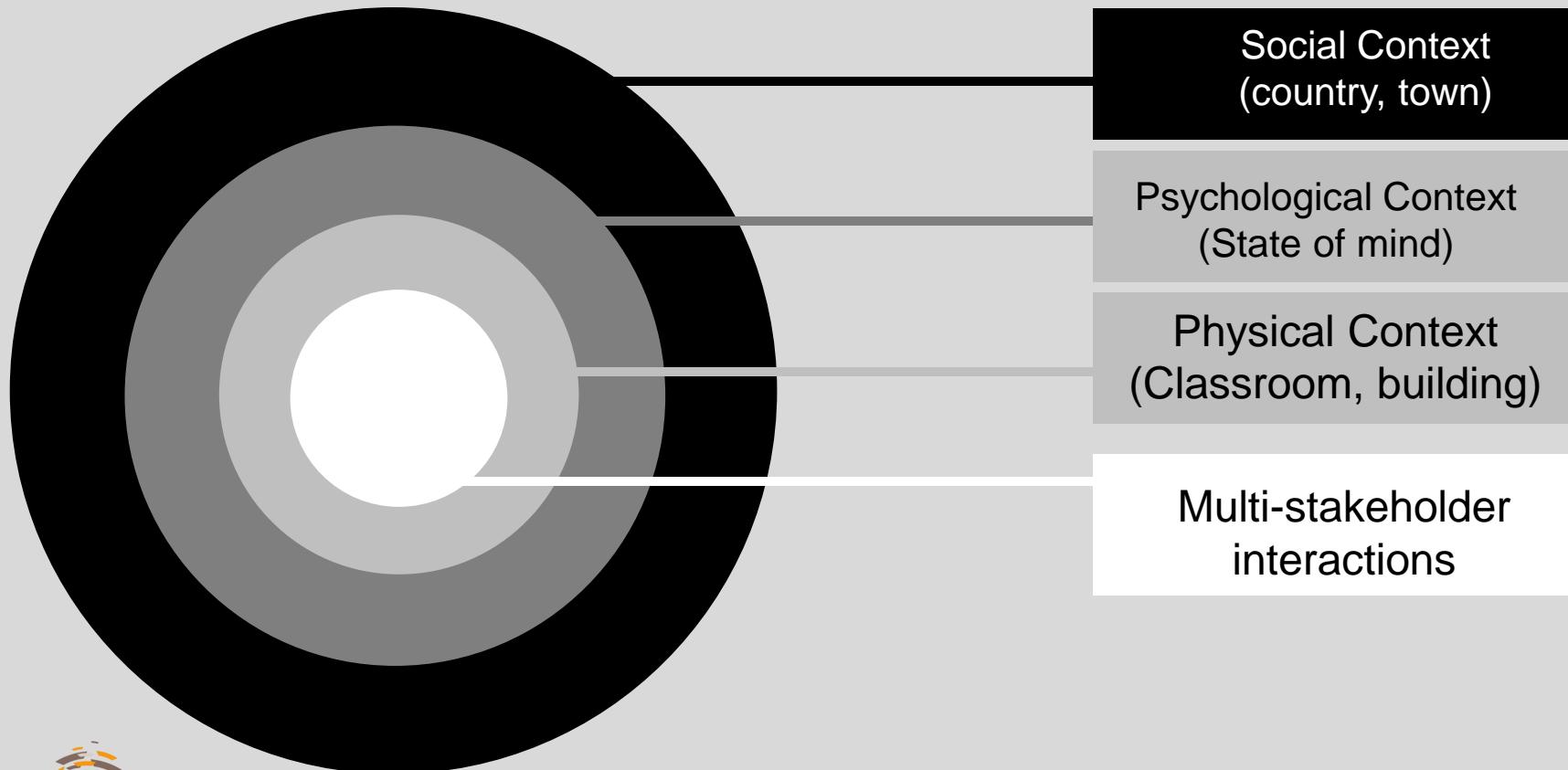
# **Change as a Standard?**

- ▶ It all started with the Babel Tower
- ▶ Main Turns of Translation Studies (Snell-Hornby, 2006)
- ▶ Technology Gaining Momentum
- ▶ New Practices and Profiles (e.g. Post-Editor, Video Interpreter)

**How to train today's translators?**

# TRANSLATION TODAY

# The Classroom Dynamics



# TRANSLATION TODAY

# The Classroom Dynamics

- ▶ On Physical Ergonomics Challenges
  - Pen & Paper
  - Computer(s)
- ▶ On Organizational Ergonomics Challenges
- ▶ **Translator Training in Context** (González-Davies & Enríquez-Raído, 2016:1) & **EMT Competences**

Is there room for changes?

# TRANSLATOR TRAINING A Pilot Study

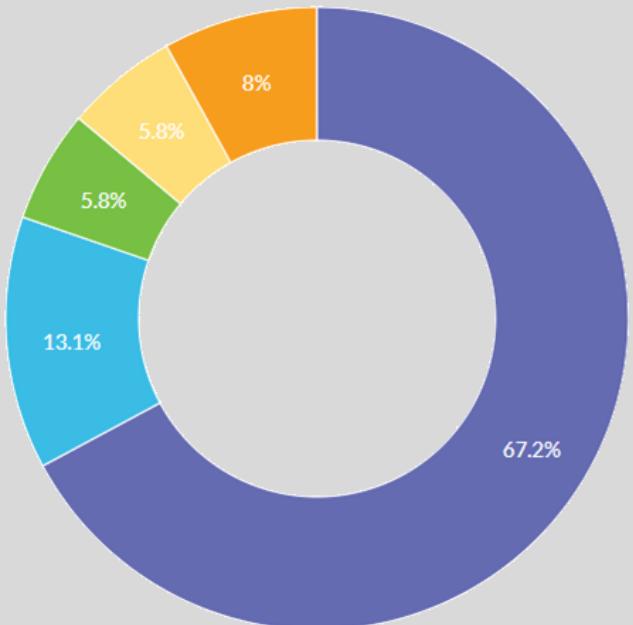
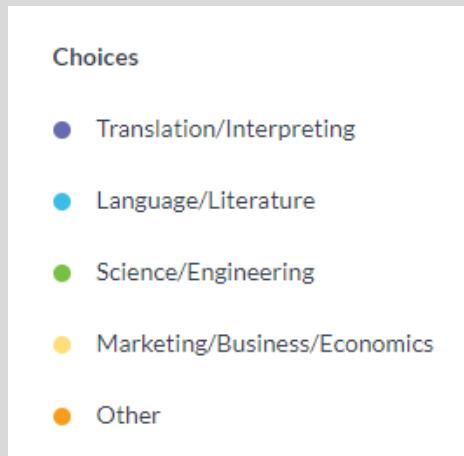
- ▶ 5-minute online survey
- ▶ 9 mixed-type questions
- ▶ Translators/interpreters' online communities
- ▶ Diversified profiles
  - 112 Translators
  - 16 interpreters
  - 4 language teachers
  - 5 other language professionals



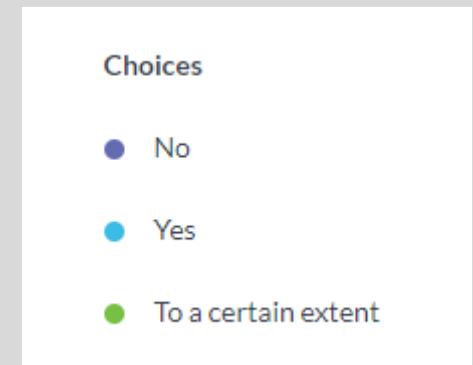
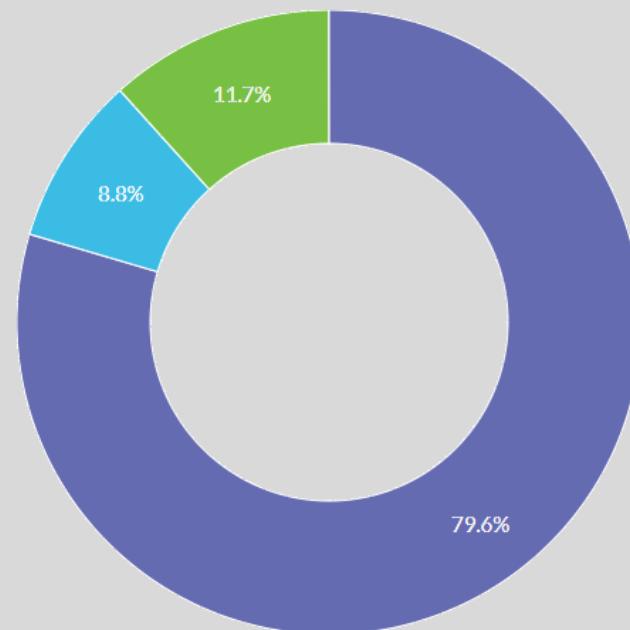
Online questionnaire available at  
<https://s.surveyplanet.com/BJbYPSI2f>

# TRANSLATOR TRAINING Professionals' Views

What is your academic background?

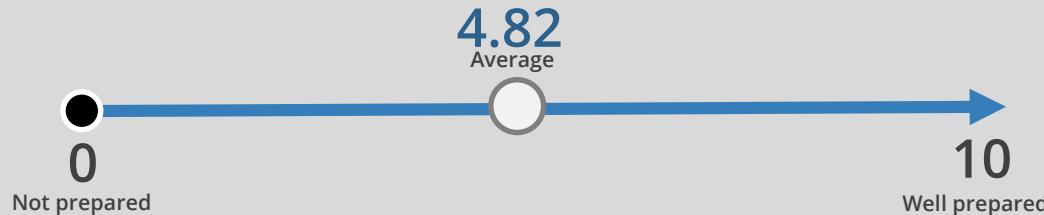


During your training, were you taught how to start and run a translation/interpreting business?



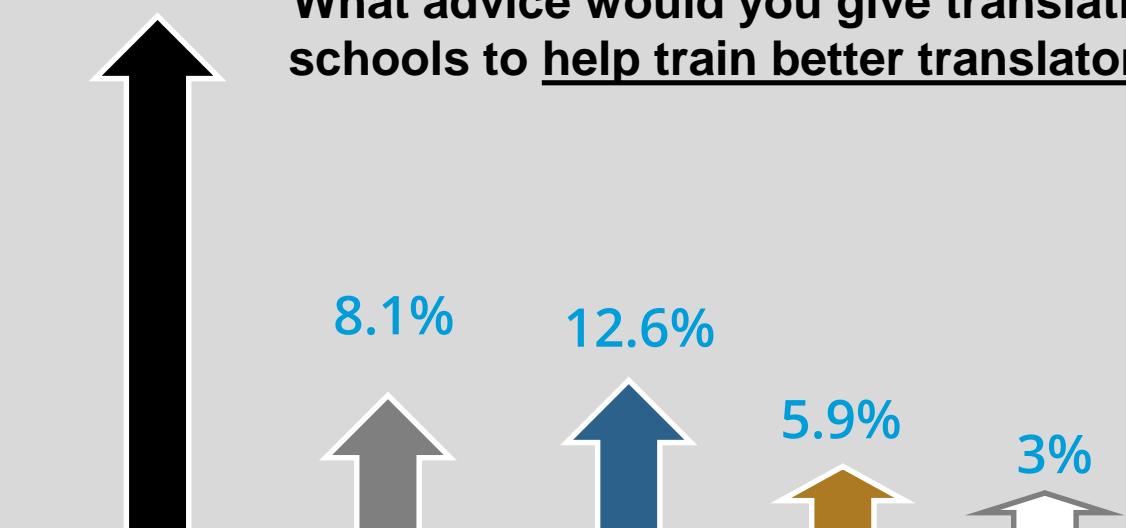
# TRANSLATOR TRAINING Professionals' Views

Upon graduation, were you well-prepared to enter the translation/interpreting market?



70.4%

What advice would you give translation schools to help train better translators?



# THE OUTER CLASSROOM APPROACH

## 1. Translation Bubble

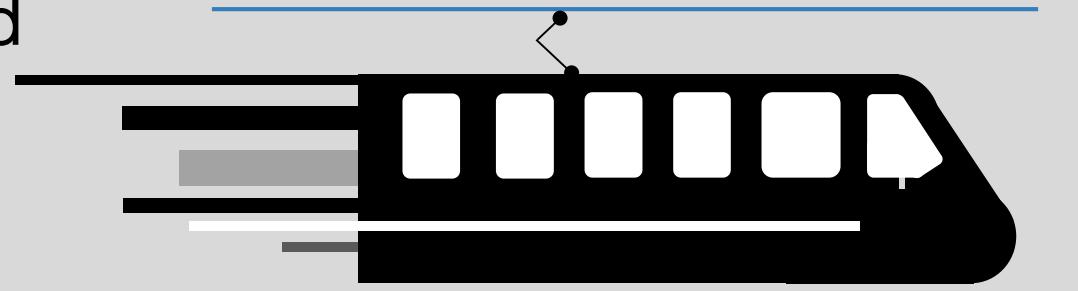
- ▶ Translating in open spaces (e.g. co-working spaces, cafés, train/bus stations).
- ▶ Fostering resilience to noise/distractions.
- ▶ Working in real-life contexts and beyond “artificial conditions” (Gile, 1995:9).
- ▶ Investigating physical and organizational ergonomics in practice.
- ▶ Exploring diversity in training approaches.



# THE OUTER CLASSROOM APPROACH

## 2. Translation Express

- ▶ Translating on the go (literally).
- ▶ Enhancing resilience to distractions & uncomfortable conditions.
- ▶ Working in real-life contexts, under added pressure.
- ▶ Investigating physical and organizational ergonomics in practice.
- ▶ Exploring diversity in training approaches.



# PERSPECTIVES What Next?

1. Encourage further studies into innovative **translator training** models
2. Suggest additional investigations into **translator performance** in various outer classroom contexts.
3. Stress management models and practices when translating in “**different**” environments.
4. Psychological and pragmatic implications of practices fostering **resilience** to noise/distractions.
5. Reflections into the varying roles and profiles of **translators today and tomorrow**.





TIME TO GO OFF  
**BEATEN  
TRACKS?**

# BIBLIOGRAPHY

- ▶ Carsrud, A. L. & Brännback, M. E. (2007). *Entrepreneurship*, Westport & London: Greenwood Press.
- ▶ Collombat, I. (2016). « Doute et négociation : la perception des traducteurs professionnels. » *Meta*, 61(1), p. 145–164.  
doi:10.7202/1036987ar
- ▶ European Commission (2017). *European Master's in Translation – EMT Competence Framework*, accessed on 4 April 2019, URL:  
[https://ec.europa.eu/info/sites/info/files/emt\\_competence\\_fwk\\_2017\\_en\\_web.pdf](https://ec.europa.eu/info/sites/info/files/emt_competence_fwk_2017_en_web.pdf)
- ▶ Froeliger, N. (2013). *Les noces de l'analogique et du numérique. De la traduction pragmatique*, Paris : Les belles lettres.
- ▶ GALA (2018). *Translation and Localization Industry Facts and Data*. [Online], accessed on 17 February 2019, URL: <https://www.gala-global.org/industry/industry-facts-and-data>
- ▶ Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*, Amsterdam & Philadelphia: John Benjamins.

- ▶ González-Davies, M. & Enríquez-Raido, V. (2016). "Situated learning in translator and interpreter training: bridging research and good practice", *The Interpreter and Translator Trainer*. 10 (1), p. 1-11.  
doi:10.1080/1750399X.2016.1154339
- ▶ Jenner, J.A. & Jenner, D.V. (2010). *The Entrepreneurial Linguist. The Business-School Approach to Freelance Translation*, Las Vegas: EL Press.
- ▶ Jiménez-Crespo, M.A. (2017). *Crowdsourcing and Online Collaborative Translation. Expanding the Limits of Translation Studies*, Amsterdam & Philadelphia: John Benjamins.
- ▶ Lavault-Olléon, E. & Carré, A. (2012). « Traduction spécialisée : l'ergonomie cognitive au service de la formation », *Asp – La revue du GERAS*, p. 67-77.
- ▶ Lavault-Olléon, E. (2011). « L'ergonomie, nouveau paradigme pour la traductologie », *ILCEA [Online]*, n°14, accessed on 4 April 2019, URL: <http://ilcea.revues.org/1078>.
- ▶ Pym, A., Perekrestenko, A., & Starink, B. (eds.) (2006). *Translation Technology and Its Teaching*, Tarragona: Intercultural Studies Group.
- ▶ Snell-Hornby, M. (2006). *The Turns of Translation Studies: New Paradigms or Shifting Viewpoints?*, Amsterdam & Philadelphia: John Benjamins.
- ▶ Westhead, P. & Wright, M. (2013). *Entrepreneurship: A Very Short Introduction*, Oxford: Oxford University Press.



**THANK  
YOU FOR YOUR  
ATTENTION.**