



How to train translation for academic purposes? Sonia Vandepitte

Training translation for academia

A course presentation

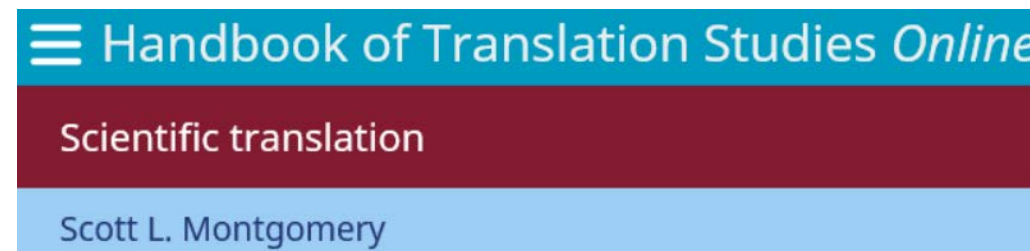
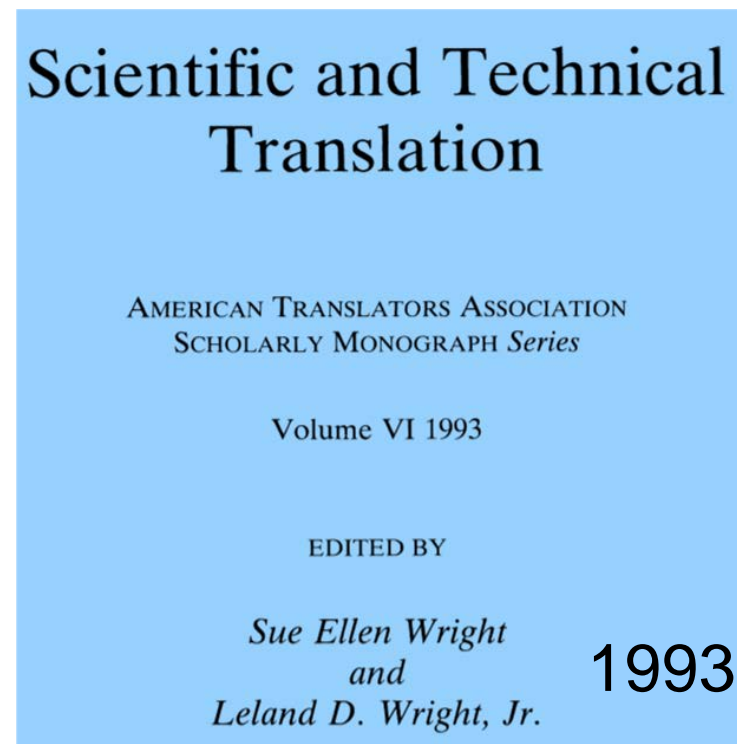
WHAT'S THE PROBLEM?

some works – even from the past - like Newton's *Principia* – are especially difficult and are therefore often rendered multiple times into each target language

highly specialized language

ever expanding technical vocabularies

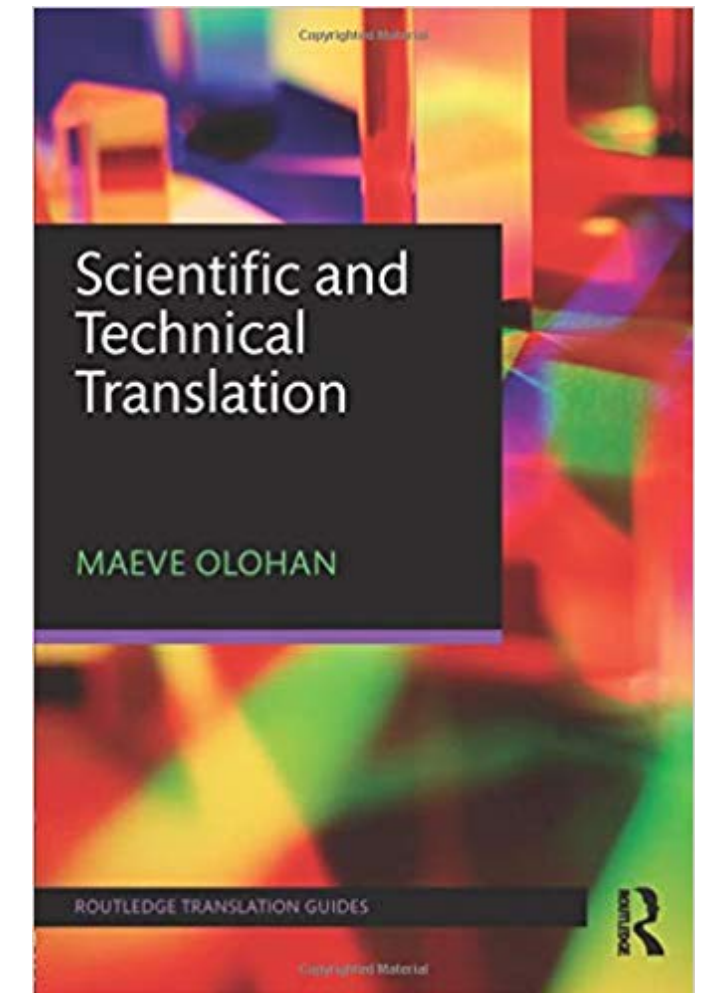
coining of new terms by researchers



2010

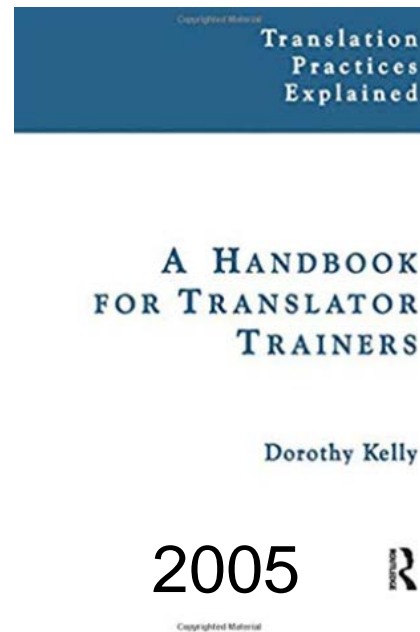


2012



2016

HOW TO TRAIN?



24 Translation in the Human Sciences

JOSHUA PRICE



★★★★★
0 Reviews
[Write review](#)

2017

**Teaching Translation: Programs,
courses, pedagogies**

edited by LAWRENCE VENUTI

This course is **not a practical training** course but an **academic TS** course:

It hinges on key terms, such as

*human sciences, Verstehen, erklären, L'imaginaire, Surtravail, Travail,
Tribe,*

Students **read** texts from anthropology, history, linguistics, philosophy, literary theory, legal and political theory, sociology and translation studies. The aim is to reflect on the cultural, political and philosophical environment of translation practices in these domains

- 1 WHAT DO STUDENTS NEED TO KNOW?
- 2 WHAT WILL STUDENTS DO?
- 3 SUMMARY OF PRINCIPLES

1 WHAT DO STUDENTS NEED TO KNOW?

Specialized languages

Resources for translation

SPECIALIZED LANGUAGE

Academic peer-reviewed journal articles

Books: peer-reviewed volumes and monographs

Encyclopedia

Handbooks, textbooks, primers

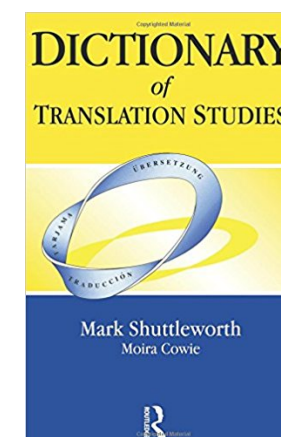
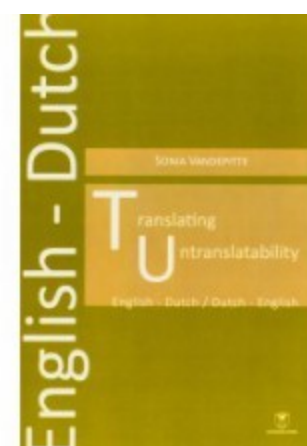
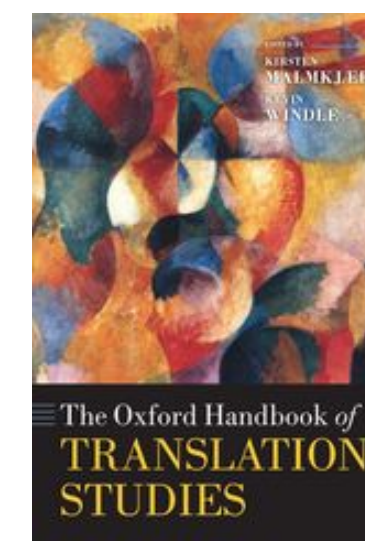
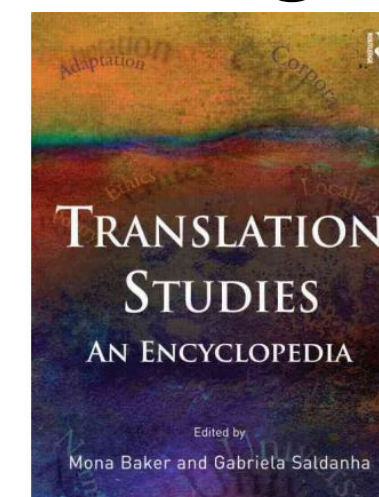
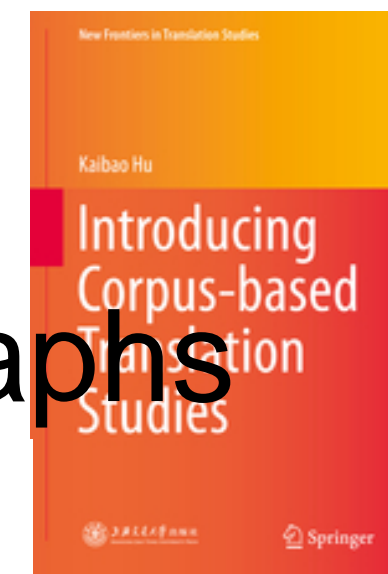
Dictionaries

Syllabi

...

Popular books, magazines, newspaper sections, ...

READER-FRIENDLINESS
FROM A LAY PERSPECTIVE



2 RESOURCES FOR TRANSLATING ACADEMIC TEXTS

TO TRANSLATE AND REVISE

General websites:

- WORDWEB: <https://wordweb.info/free/>
- The SAGE VII: <http://www.sequencepublishing.com/1/thesage.html>
- Intelliwebsearch: <https://www.intelliwebsearch.com/version-5/download/>

Specialized terminological dictionaries, websites and glossaries for **EACH** knowledge domain

- [e.g. http://www.texsite.info/](http://www.texsite.info/) on international textile trade
- *Dictionary of Untranslatables*

Create your own search engine?

Professional standards: ISO

<https://www.iso.org/obp/ui/#iso:std:iso:17100:ed-1:v1:en>



TO REVIEW

<https://alicetaal.ugent.be/student/package/1>

Basic self-study package (2 ½ hrs)

Academische woordenschat: 1-4

Tekststructuur en tekstbegrip: 6-7, 10-11

Spelling & grammatica 12-18

(Sonia Vandepitte) ▾



Schrijfvaardigheid Academisch Nederland

- [Overzicht termenlijsten Nederlandse taalunie](#)
- [instituut voor de Nederlandse taal](#)

Met dit oefenpakket werk je je academische schrijfvaardigheid bij. Je spijkt er je academische woordenschat mee bij, vergroot er je inzicht in tekststructuur en tekstbegrip door en je frist er je kennis over de Nederlandse spelling, grammatica en taalgorg mee op.

Module	Beschrijving
Academische woordenschat	Leer academische woorden kennen in de juiste vorm en betekenis.
Tekststructuur en tekstbegrip	Orden zinnen tot logisch opgebouwde teksten. Herken signaalwoordenarsenaal uit en werk aan.
Spelling en grammatica	Fris de Nederlandse spelling- en grammatica op. Herken taalgorgitems in.

SCHRIJFWIJZER. UGent.

**JOURNALS'/PUBLISHERS'
STYLEGUIDES**

2 WHAT WILL STUDENTS DO?

Translation: peer feedback

TAPP: class-external collaboration

Guest lecture: popular science

Transcreation: group work

1 TRANSLATION: PEER FEEDBACK IN THE T CLASS

* Peer revision: source text + target text

Dit zal de geautomatiseerde wagen toelaten om zelf te beslissen **wanneer hij van rijstrook kan wisselen**.

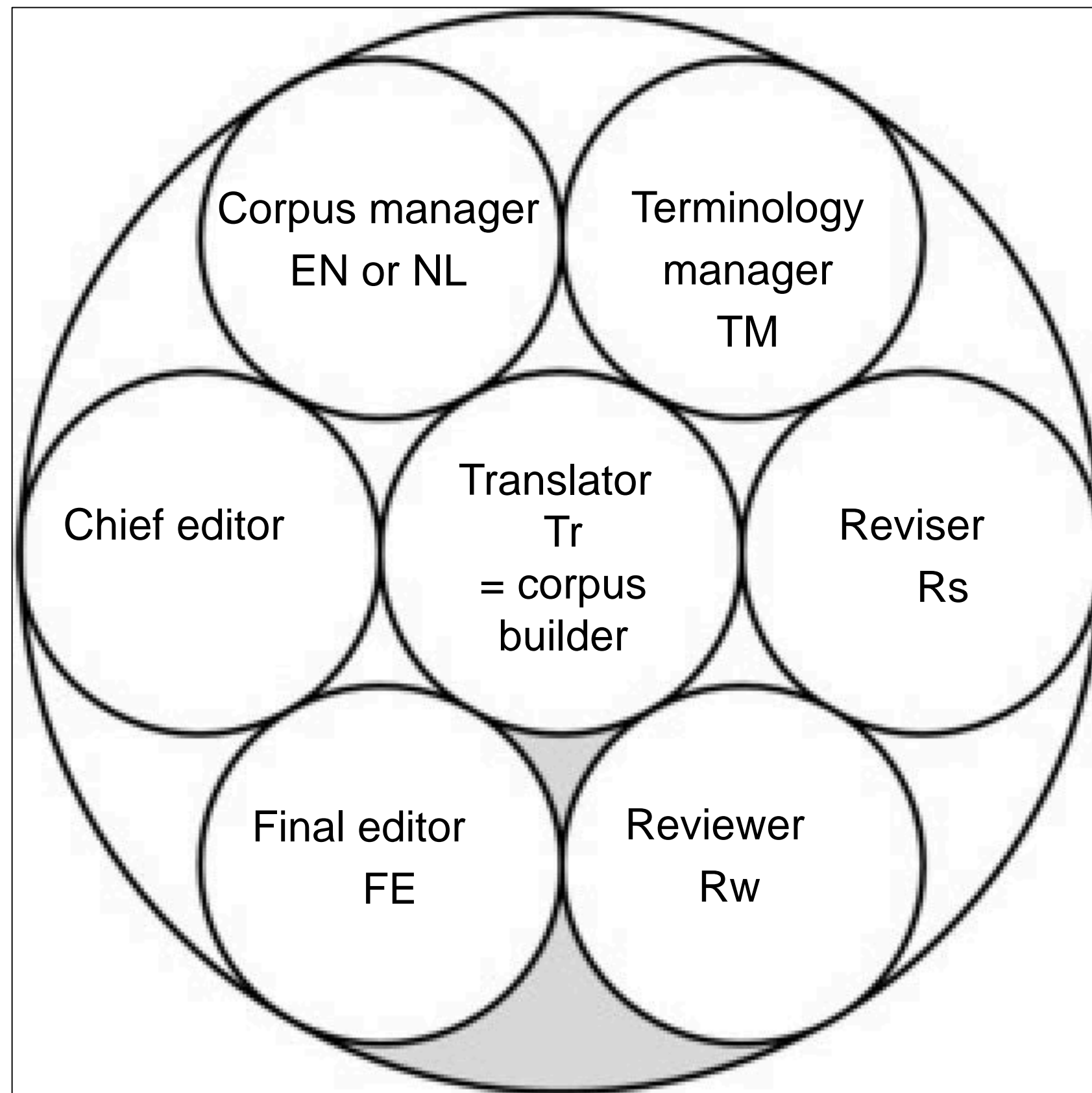
Opmerking [LV1]: Heb je opzettelijk 'if and' weggelaten? Letterlijk moet het 'om zelf te beslissen of en wanneer hij van rijstrook wisselt' maar die 'of en wanneer' doen we in het NL wel minder vaak dan in het EN

* Peer review: target text + comparable text = proofreading = editing

kogelwonden. In plaats van **wonden** dicht te schroeien, had Paré ingezien dat het gebruik van kalmerende zalven en eenvoudige verbanden de toestand van zijn patiënten aanzienlijk verbeterde. Van groter belang is dat Paré in plaats van het dichtschrœien het afbinden van bloedvaten verdedigde. Deze verandering in de amputatietechniek stimuleerde zijn creativiteit.

Opmerking [UGent4]: Kun je de herhaling van 'wonden' wegwerken? Over de hele tekst wordt het niet zo veel herhaald maar hier staat het wel drie keer kort na elkaar.

SEVEN ROLE TYPES



2 TAPP: CLASS-EXTERNAL COLLABORATION

American students write a scientific article in English on an appropriate topic (technical communication, for instance) or a screenplay with a specific tool

Flemish students translate the texts and provide feedback to US students about incomprehensible passages or other text deficiencies


The Trans-Atlantic & Pacific Project

How can instructors of writing give their students experience in preparing texts for translation and localization and working with translators? Similarly, how can instructors of translation give their students experience at working with source texts and their authors, most of whom are subject matter experts but not experts in writing? The network of partners participating in the Trans-Atlantic & Pacific Project establishes links between students in different countries so that each learns from the other. In so doing, students become aware of the diversity of the world community in which their documents travel.

Launched in the 1999-2000 academic year, the Trans-Atlantic & Pacific Project (TAPP) has developed into a complex educational network of bilateral *writing-translation* projects, bilateral *translation-editing* projects (since 2001), and *multilateral* projects (since 2010). NDSU joined the TAPP in 2007. Across two decades of operation, the TAPP network has over time connected classes in writing, usability testing, and/or translation at 41 universities in 19 countries across 5 continents. TAPP's main aim is to share insights into collaborative writing across borders and cultures, and, in the course of this work, to gain knowledge of others' cultural bases.

AELFE-TAPP 2020 Conference

CONFERENCE THEME:
"Multilingual academic and professional communication in a networked world"

Please  [click here](#) for the AELFE-TAPP 2020 Conference Call for Papers.

<https://aelfetapp.upc.edu/en> 

**2ND QUADRENNIAL
TAPP CONFERENCE
HOSTED BY BARCELONA TECH
VILANOVA I LA GELTRU, SPAIN
8-10 JULY 2020**

GUEST LECTURE: POPULAR SCIENCE

BEFORE at home

Students translate part of a text that could appear in 'EOS', revise and review each other

BEFORE in class

In groups, **students** submit a final version of the text, discussing the comments by revisers and reviewers

BEFORE

Teacher selects two widely divergent translations and sends them to guest lecturer

Guest lecturer provides comments on the student translations

EOS
WETENSCHAP



ON THE DAY ITSELF: GUEST LECTURER

- Sketches general characteristics of translations of popular scientific texts
- Compares English and Dutch features of popular scientific texts
- Discusses frequent translation problems
- Presents a translation model and discusses advantages and disadvantages of translation solutions



TRANSCREATION: CLASS-INTERNAL COLLABORATION

In a period of 5 weeks, students summarize a scientific article in English on an ecological topic into Dutch and relate it to the Belgian/Flemish context, so that it can be published as an item of *News/Trends* in the magazine *Natuur.Focus*.

SCHEDULE

BEFORE

The class selects one text from two research articles from the *Journal of Applied Ecology* on a doodle tool.

CLASS 1 (if possible)

Expert explains the topic, points out resources and highlights its relevance for the Belgian context

CLASS 2: In self-selected groups of 4, the students read the article, produce a comparable English-Dutch corpus and extract the terminology of the source text and the comparable corpus.

CLASS 3

Per group, students decide on the core ideas of the source text and on the relevant Belgian context.

CLASS 4

Students produce a group or an individual transcreation of the source text.

CLASS 5

Students get feedback and prepare a revised version.

THE END PRODUCT

AFTER

One or more particular group(s) are told that a revised version from them would be very desirable. After several other revision rounds - the final ones together with the editor of the journal - the text can be published.

Toenemende klimaatverandering geeft exotische sierplanten meer kans om zich te vestigen

Het gevaar van invasieve uitheemse soorten zoals de Japanse duizendknoop *Fallopia japonica* en de Amerikaanse vogelkers *Prunus serotina* is niet onbekend bij beheerders. In een sterk geurbaniseerde regio zoals Vlaanderen vormen vooral planten uit tuinen en parken een groot risico: in België maken sierplanten 80% uit van de zwarte lijst van invasieve exoten (VILT 2010). Vaak kunnen plantensoorten uit exotische klimaten echter geen vaste voet aan de grond krijgen in het koudere Europese klimaat.

natuur focus 33



De Pauwenbloem *Caesalpinia pulcherrima* en de Broodboom *Aucuba japonica*, twee uitheemse plantensoorten die bijzonder veel kans maken om zich in een warmer Europa te vestigen. (© Wikimedia Abraham Jacobus Wendel, Prenn)

euws & Trends

Volgens een vuistregel zou slechts één op de duizend ingevoerde exoten ook daadwerkelijk invasief worden (Williamson & Fitter 1996). Maar wat als de klimaatdrempel voor de vestiging en verspreiding van uitheemse soorten wordt verlaagd door de toenemende klimaatverandering?

Haeuser et al. (2018) onderzochten in welke mate de kansen op vestiging stijgen voor exotische sier- en tuinplantensoorten in Europa tegen 2050 onder invloed van de klimaatverandering. De gegevens van 2.073 exoten, waarvan 1.583 soorten nog niet gevestigd in Europa, werden verwerkt om hun huidige en toekomstige vestigingssucces in Europa te bepalen. Eerst werd de aanpassing aan het klimaat voor alle plantensoorten gemeten door de geografische distributie van elke plant te koppelen aan de mondiale klimaatgegevens van twee tijdperiodes: nu en in 2050. Deze gegevens werden vervolgens gecombineerd met vier andere factoren die invasiesucces zouden kunnen bepalen: (a) de grootte van het natuurlijke verspreidingsgebied van een plantensoort, (b) de grootte van haar gevestigde verspreidingsgebied buiten het oorspronkelijke gebied, (c) het aantal kwekerijen die de plantensoort verhandelen als maatstaf voor de 'invasiedruk' of het tempo waaraan de plant geïntroduceerd en verspreid wordt in een gebied en (d) bepaalde plantkenmerken zoals planthoogte, voortplantingssysteem en vorstgevoeligheid.

Uit de resultaten bleek dat drie factoren samen de vestigingskansen van plantensoorten significant beïnvloeden: hoeveel kwekerijen de plant verhandelen, hoe aangepast de soort aan het Europese klimaat is en hoe sterk ze reeds gevestigd is buiten Europa. Ook de hoogte van de plant en of ze een tweehuizig voortplantingssysteem heeft, lijken een rol te spelen. Hoewel het vestigingspotentieel van de meeste plantensoorten slechts lichtjes zou stijgen tegen 2050, maken volgens Haeuser et al. acht plantensoorten toch bijzonder veel kans om zich in een warmer Europa te vestigen. Twee van die acht soorten komen nu al voor in onze streken: de Pauwenbloem *Caesalpinia pulcherrima* en de Broodboom *Aucuba japonica*. Beide soorten onderhouden nog geen zelfvoorzienende populaties (ze zijn nog niet 'ingeburgerd'), maar ze kunnen wel al in siertuinen aangetroffen worden. Maar naarmate de gemiddelde temperatuur stijgt, kunnen ze voet aan

wal krijgen in het wild en in bepaalde gevallen uitgroeien tot een bedreiging voor de lokale biodiversiteit.

Een studie als deze is belangrijk omdat ze aantoont hoe verschillende uitdagingen voor biodiversiteitsbehoud (hier klimaat en invasieve soorten) hand in hand kunnen gaan en elkaar versterken. Er zijn ook lessen uit te trekken voor de praktijk. Door mogelijke invasieve exoten op voorhand te identificeren, kunnen natuurbeherende organisaties hun middelen en tijd zo efficiënt en gericht mogelijk inzetten op toekomstige bedreigingen. Tegelijk biedt de studie ook relevante informatie voor Vlaamse tuinbouwers, die zich ervan bewust moeten zijn dat exotisch mooi niet altijd gewenst is, iets waar momenteel o.a. sensibiliseringscampagnes rond opzet worden (www.alterias.be). Ook waarschuwingssystemen voor invasieve soorten zoals de Invasieve soorten pagina op waarnemingen.be kunnen verscherpte aandacht voor deze soorten vragen.

Chun Ting Man
Masterstudent Toegepaste Taalkunde
Universiteit Gent

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Williamson M. & Fitter A. 1996. The varying success of invaders. *Ecology* 77(6): 1661-1666. doi:10.2307/2265769



3 SUMMARIZING: DIDACTIC AIMS

Research-mindedness

rational and critical thought
creativity

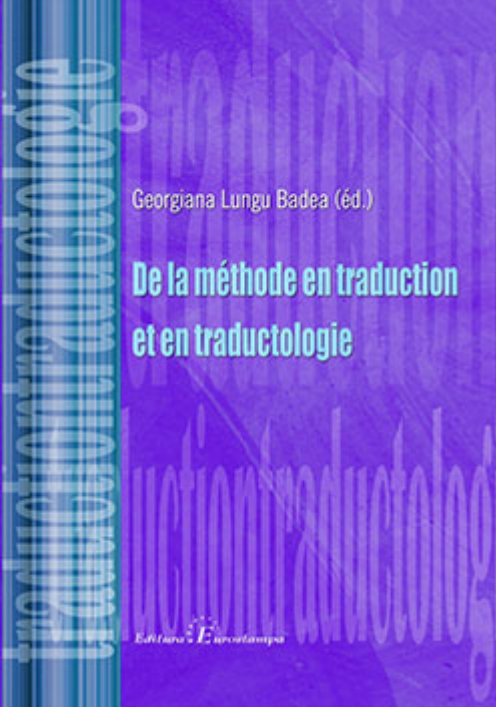
Interdisciplinarity

various domains of knowledge
different types of professional roles

Interpersonal skills and internationalism

collaboration with unknown people across borders

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TRAINING SCIENTIFIC TRANSLATION FOR THE

HUMANITIES

A STATE OF THE ART

A SURVEY OF TRANSLATION PEDAGOGIES

Teacher-mediated: Read-and-translate

Focus on **learner and situated learning**: students will be able to cooperate with fellow translators, revisers, documentary researchers, terminologists, layout specialists, editors,...

Social constructivist and task-based : **authentic projects for actual clients**

Communicative translation and focus on skopos

Literary translation **workshop**

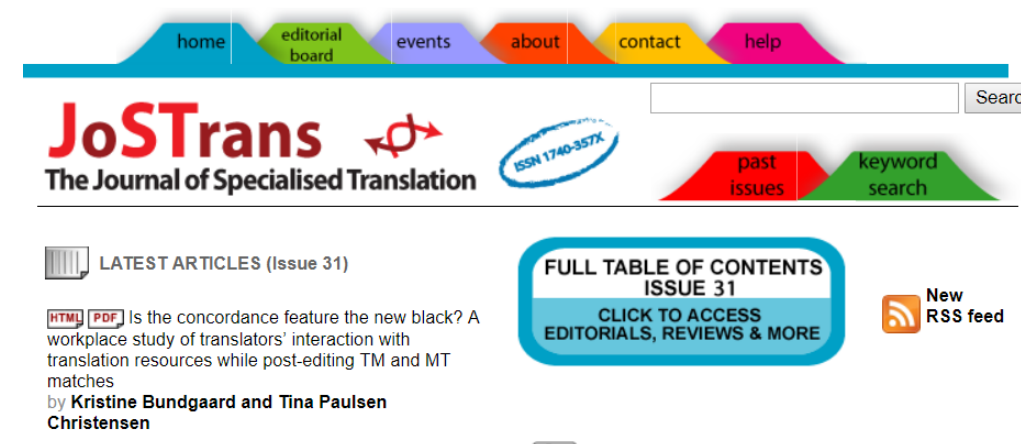
AND MORE SPECIFICALLY IN THE HUMANITIES



Literature
Terminology
Law
Cinema and theatre



Literature



Literature
Politics
Art catalogues
Law
Theatre
Terminology



Literature
Politics
Art
Fashion
Humor
Travel
Environment

What have I learned that is transferable to my class?

FIELDS OF EXPERTISE WITHIN THE HUMANITIES?

Belgian Association of Translators and Interpreters

(Alternative) Medicine

Astronomy

Biology (zoology and botany)

Cosmetics and dietetics

Environment

Gastronomy

Geography

(Information) Technology

Mechanics

Mathematics, physics and chemistry

Pharmacy and physiology

Palentology

Psychiatry

Archaeology

(Different types of) Law

Arts

Cultures, ethnology and folklore

Economics

Human sciences

Linguistics, TS, interpreting

Philosophy and ethics

Psychology

Sociology

Terminology, neology, and etymology

TODAY

- some companies focus on particular fields, like biomedicine
- new tools: online dictionaries, support listservs, advanced grammar checking software, translation memory systems, and also auto-translation, both online and via new software
- lists of scientific translators and their specialities

TRANSLATION STUDIES ON THE HUMANITIES?

Translation studies: on translation problems translating e.g. Ballard into Rumanian (Badea 2012) besides MA-dissertations for *Target*

Philology: reconstructed translation practices in colonial context (branch of missionary linguistics, Zimmerman 2012)

Lexicography: on lexical or morphological translations of words in *-ism* into Arabic by different Arab lexicographers (Giaber 2017)

Literary theory: No studies on translating literary studies

Biography: Translating *autobiographies* requires awareness of subjectivity markers and of the autobiographer's pact with the reader (Balatchi 2012)



European Society for Translation Studies
Promoting research on translation and interpreting

Home About Committees Grants What's new? Resources Members area

Translation Prize

The EST Translation Prize, of 2 000 euros, is awarded biannually for the most deserving project to translate key texts in Translation Studies (including research on interpreting and localization).
Deadline: May 1

Rules and Conditions

1. The prize shall be used to assist with the translation, editing and/or publication of a book or Next group of articles in any of the sub-fields of Translation Studies.
2. The prize may be paid to a translator, group of translators, or academic publisher or journal.
3. The translation may be from any language and into any language.
4. The translation shall not have been published prior to the awarding of the prize (six weeks after

TRANSLATION STUDIES ON THE HUMANITIES?

History: on the translations of William Guthrie and John Gray's history study, *A General History of the World* (1736-1765) en-de-xxx (Baár 2010);
on translation difficulties with terms, names, titles in a Korean calligraphy history into English (Jung 2011)

Note: on the translation of a historic(al) document or of historical content (e.g. historical novel) in video games (en-es, Serón Ordoñez 2011) or Egyptian texts (Schneider 2011)

HISTORY IN MY OWN CLASSES

Difference between: *History (studies)*, *natural history*, *a history (text)*, *a historical text*, *a historical novel*, *a historic text*

Difference between: *Old English*, *Middle English*, *obsolete*, *archaic*, *modern English*

Three strategies for intertemporal translation:

archaization, modernization, third strategy when readers are thought to expect to be able to read the translation without difficulty but also without any instances of modernity: no topical references to people, places, things that did not exist in the time of the source text, nor any recently coined words or slang



TRANSLATION STUDIES ON THE HUMANITIES?

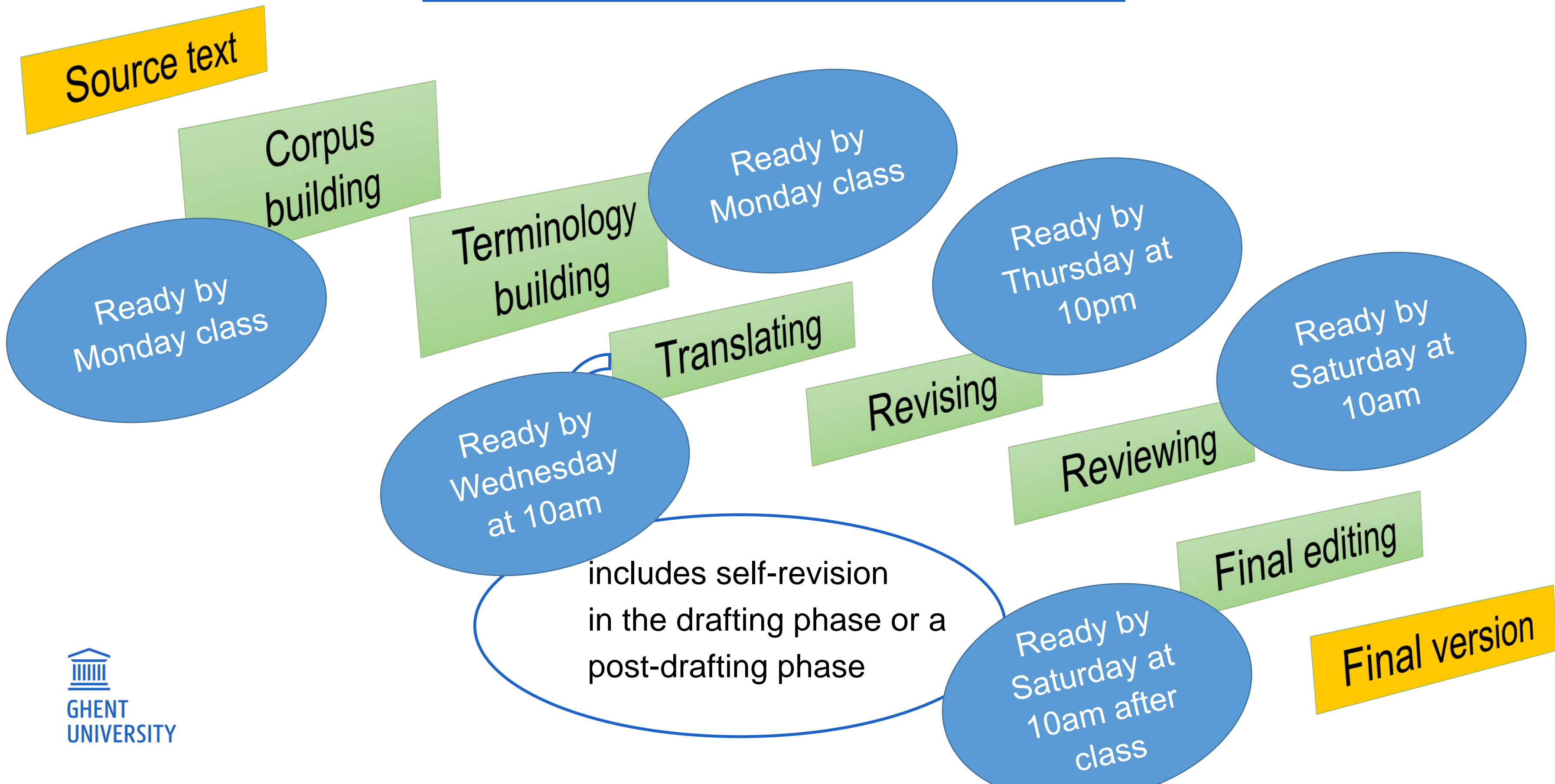
Archaeology: a field where German and Italian are still used internationally as a source language (Hempel 2012); audiodescriptive guides for museum labels (Soler Gallego & Jiménez Hurtado 2013); characterized by multidisciplinary and terminology from various fields of science (botanics, history, paleontology, geology, etc.)

Philosophy: on translation solutions for homonymy, synonymy, etymology, terminology and puns (Tiina Arpp 2012)

Psychology: on the role of the whole cultural context of the target audience when of *psychological (standardized) tests (questionnaires)* (Bolaños Medina & González Ruiz 2014); the translation of *psychoanalytical texts* borders on both technical and literary translation (Toke 2004, Salzano Moraes 2011, Escalante 2012);
The translation of psychological studies requires awareness of the distinction between lay and technical terms

QUESTION: COURSE ON TRANSLATING THE HUMANITIES?

DIFFERENT ACTIVITIES



W3 - Sun 10pm		Chief editor	Teacher	CC TM
W3 - Sat 10am			Reviewer	
W3 - Thu 10pm		Final editor	Reviser	
W3 - Wed 10am			Translator	
W3 - Mon			Class	
W2 - Sun 10pm	Chief editor	Teacher	Corpus builder Terminology manager	
W2 - Sat 10am		Reviewer		
W2 - Thu 10pm	Final editor	Reviser		
W2 - Wed 10am		Translator		
W2 - Mon		Class		
W1 Sun 10pm	Teacher	Corpus builder Terminology manager		
W1 Sat 10am	Reviewer			
W1 Thu 10pm	Reviser			
W1 Wed 10am	Translator			
W1 Mon	Class			
W1 Sun 10pm	Your teacher built a corpus and provided a glossary			
	TEXT TS1	TEXT TS2	TEXT X1	TEXT X2

WEEKLY SCHEDULE

	Textual T challenge	Ac. domain	Target text type	Text topic	Text ID	Class date	Corpus building	Glossary building	T, Rv, Rv	International/ intercultural		Class date	Editor
Dead-line							Six days before class -	Five days before class	T: 4 d before class Rv: 3 d before class				Two days after class
Week													
1	INTRO + LEARNING PROFILE +U.S. EXCHANGE + ASSESSMENT + CONSENT FORM intertextual references, names, non-standard language.	translation studies	handbook	tba (recent text)		14/feb	all stds	1	2 3 4	B and U.S. stds contact each other through skype		21/feb	4
2	types of example translation	linguistics	journal article	dialectology		21/feb	all	2	3 4 1	B stds send Ts to U.S. BA stds in a Google document	fill in learning profile	7/mrt	1
4	Intertemporal translation, cultural references	history	popular journal article	gender		7/mrt	all	3	Translators machine-translate their text and pre/post-edit it	U.S. stds edit texts; B stds respond to questions	individual talks with teachers	14/03/2019 Class begins 40' later, exc for 4stds	2
5	difference technical and lay vocabulary	psychology	dictionary entry	cognition		14/03/2019 Class begins 40' later, exc for 4stds	all	4	1 2 3	U.S. stds post edited texts; B stds respond to	individual talks with teachers	21/03/2019 Class ends 40' earlier, exc for 4stds	3
6	responding to comments and queries	literature	essay	trauma theory		21/03/2019 Class ends 40' earlier, exc for 4stds	all	1	2 3 4	B stds respond /U.S. spring break after the break U.S. stds	individual talks with teachers	28/03/2019 Class ends 40' earlier, exc for 4stds	4
	cultural reference	biography	encyclopedia	Russell									
	abstract term	philosophy	lecture	Russell									
	technical text	archaeology	book chapter	History of	(Exploring Thorikos, https://biblio.ugent.be/publication/8617171/file/8617186.pdf)								
	transcreation	ecology	news from	popularized news item									

TIMING

Weekly

1. Tr: translator (totalling 18 hours of study time)
2. Rs: reviser (totalling 9 hours of study)
3. Rw: reviewer (totalling 9 hours of study time)

According to group agreements (4 hours of study time)

4. TM: terminology manager
5. CC: comparable corpus builder
6. FE: final editor (section)
6. Chief editor (complete client-ready translation)

FORMATTING

- Document type
- Document name
- Font type
- Font size
- Font style
- Paragraphing
- Interlinear formatting
 - e.g. line spacing
- Spacing
- Indentation
- Title, figure and table numbers and their in-text references
- Etc.



	HI_A1_Tr.docx
	HI_A2_Tr.docx
	HI_A3_Tr.docx
	HI_A4_Tr.docx
	HI_A4_Tr.docx
	HI_A5_Tr.docx
	HI_B1_Tr.docx
	HI_B2_Tr.docx
	HI_B3_Tr.docx
	HI_B4_Tr.docx
	HI_C1_Tr.docx
	HI_C2_Tr.docx
	HI_C3_Tr.docx
	HI_C5_Tr.docx
	Text 4HI.txt