

LN230-15 Translation in the Digital Age: Tools and Technologies

23/24

Department

School of Modern Languages and Cultures

Level

Undergraduate Level 2

Module leader

David Orrego-Carmona

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module will introduce students to key concepts and practices in translation as influenced by technology. Language technologies are evolving at a rapid pace, and they constantly modify the nature of translation practices. As a result, the language industry requires translators who can quickly adapt to new environments, assess the needs and requirements of translation projects, and rely on efficient problem-solving abilities.

This module will expose students to different forms of translation that are mediated, enhanced, and required by technology and that are deeply embedded in the language industries. It will introduce computer-assisted translation (CAT) tools (such as translation memories, machine translation and corpus resources) and equip students with the skills to critically assess and implement these tools in complex translation processes.

Through a series of lectures, language-specific seminars and practical workshops, students will be introduced to multifaceted practices in the language industry (web translation, post-editing, subtitling) and an overview of the translation profession (translation competences, project workflows). In the second half of the module, students will work in teams to complete a collaborative project to translate a website into multiple languages (depending on their own language knowledge). In the project, students will review the source materials, set up a workflow model, assign roles and tasks, complete the project and deliver a fully functional multilingual

website.

Module aims

- Enriching the students' understanding of position of translation in the language industry and the importance of technology
- Introducing students to a range of computer-assisted translation software and allow them to assess its functionality and usability
- Enabling students to critically evaluate the needs of a translation project and devise a realistic workflow
- Providing students with the knowledge and skills to plan, implement and develop a collaborative translation project
- Raising students' awareness about the translation industry, the different roles involved and the opportunities for language professionals

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Week 1: Translation competences, translators and technology-related skills
- Week 2: Introduction to translation memories and website translation
- Week 3: Project workflows and the translation industry
- Week 4: Collaborative translation and project meeting
- Week 5: Post-editing
- Week 6: Reading week
- Week 7: Subtitling and pivot translation
- Week 8: Collaborative translation and project meeting
- Week 9: Ethics, AI and sustainability / Formative assessment (group presentations)
- Week 10: Collaborative translation and project meeting

Learning outcomes

By the end of the module, students should be able to:

- Understand the professional contexts in which translators operate now
- Reflect on how digital technologies have transformed work practices in the language industry
- Appraise and test the efficacy of some of the main digital tools and computer-assisted technologies
- Acquire the ability to work in a team of translators
- Reflect on the opportunities offered by recent translation tools and technologies in their own source and target languages

Indicative reading list

Angelone, E., Ehrensberger-Dow, M., & Massey, G. (Eds.). (2019). The Bloomsbury companion to language industry studies. Bloomsbury Publishing.

EMT Board. 2017. "European Master's in Translation Competence Framework 2017." European Master's in Translation (EMT).

https://ec.europa.eu/info/sites/info/files/emt_competence_fw_2017_en_web.pdf

Cintas, J. D., & Remael, A. (2020). Subtitling: Concepts and practices. Routledge.

Gouadec, D. (2007). Translation as a Profession. Translation as a Profession, 1-429.

Jiménez-Crespo, M. A. (2013). Translation and web localization. Routledge.

Mitchell-Schuitevoerder, R. (2020). A project-based approach to translation technology. Routledge.

PACTE. (2003). Building a translation competence model. In F. Alves (Ed.), Triangulating translation: Perspectives in process oriented research (pp. 43–68). Amsterdam: John Benjamins.

Pérez-González, Luis. Audiovisual translation: Theories, methods and issues. Routledge, 2014.

International

All modules delivered in SMLC are necessarily international. Students engage with themes and ideas from a culture other than that of the UK and employ their linguistic skills in the analysis of primary materials from a non-Anglophone context. Students will also be encouraged to draw on the experiences of visiting exchange students in the classroom and will frequently engage with theoretical and critical frameworks from across the world.

Subject specific skills

This module will develop students' awareness of the language industry and knowledge and understanding of recently introduced digital tools used by professional translators working individually or as part of a team. It will build on students' capacity to engage with aspects of translation and transcultural studies through analysis of current working practices and through seminar discussion aimed at deeper critical thinking. In particular, students' awareness of computer-assisted tools and their applicability will be enhanced through lectures and seminars focusing on the most recent scholarship in the field.

Transferable skills

All SMLC culture modules demand critical and analytical engagement with artefacts from target-language cultures. In the course of independent study, class work and assessment students will develop the following skills: written and oral communication, creative and critical thinking, problem solving and analysis, time management and organisation, independent research in both English and their target language(s), intercultural understanding and the ability to mediate between languages and cultures, ICT literacy in both English and the target language(s), personal responsibility and the exercise of initiative.

Study

Study time

Type	Required
Lectures	8 sessions of 1 hour (5%)
Seminars	8 sessions of 1 hour (5%)
Practical classes	6 sessions of 1 hour (4%)
Assessment	128 hours (85%)
Total	150 hours

Private study description

No private study requirements defined for this module.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

Assessment component	Weighting	Study time	Eligible for self-certification
Group translation project 30%		38 hours	No
Working in teams, students will complete a collaborative project to translate a website into multiple languages. The website will be proposed by the tutor and will include text and video content. The language combinations will be decided by the students (any languages taught in SMLC). The submission will include a translation brief, source text analysis, project workflow, translation memories, target texts, multilingual glossary. The discussions leading to group submissions will take place during classes in Weeks 3, 4, 8 and 10 and the work carried out by the different groups will be closely monitored by the lecturers teaching this module. In this way, potential absences and lack of input from some members of the teams will be immediately identified.			

Reassessment component

	Weighting	Study time	Eligible for self-certification
Individual essay			No
Individual essays comparing the project workflow with a real-life work situation, drawing on the knowledge of digital tools, translation processes and workflows acquired in class.			

Assessment component

Personal Reflective Report	70%	90 hours	Yes (extension)
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Via this reflective report, students will explain the collaborative translation experience, address the benefits and challenges of technology, and evaluate the decisions made to complete the project.

Reassessment component is the same

Feedback on assessment

Feedback will be provided in the course of the module in a number of ways. Feedback should be understood to be

both formal and informal and is not restricted to feedback on formal written work. Oral feedback will be provided by the module tutors in the course of seminar discussion. This may include feedback on points raised in small group work or in the course of individual presentations or larger group discussions. Written feedback will be provided on formal assessment using the standard SMLC Assessed Work feedback form appropriate to the assessment. Feedback is intended to enable continuous improvement throughout the module and written feedback is generally the final stage of this feedback process. Feedback will always demonstrate areas of success and areas for future development, which can be applied to future assessments. Feedback will be both discipline-specific and focused on key transferrable skills, enabling students to apply this feedback to their future professional lives. Feedback will be fair and reasonable and will be linked to the SMLC marking scheme appropriate to the module.

Students will be asked to deliver a short presentation describing their teamwork and individual contribution. The presentation will be a formal opportunity to receive formative feedback and ensure the development of the project.

Availability

Courses

This module is Core optional for:

- Year 2 of UHPA-QR34 Undergraduate English and Hispanic Studies

This module is Optional for:

- Year 2 of ULNA-QR38 Undergraduate English and Italian

This module is Core option list A for:

- Year 2 of ULNA-R2L4 Undergraduate German and Economics (4-year)
- Year 2 of UHPA-R400 Undergraduate Hispanic Studies

This module is Core option list B for:

- Year 2 of ULNA-QR37 Undergraduate English and German

This module is Core option list D for:

- Year 2 of UFRA-R101 Undergraduate French Studies

This module is Option list C for:

- Year 2 of ULNA-R1L5 Undergraduate French and Economics (3 year)
- Year 2 of ULNA-R4L1 Undergraduate Hispanic Studies and Economics (4-year)

This module is Option list D for:

- Year 2 of ULNA-R1L4 Undergraduate French and Economics (4-year)
- Year 2 of UGEA-RW24 Undergraduate German and Theatre Studies

This module is Option list G for:

- Year 2 of UFRA-QR3A Undergraduate English and French