

ALTERNATIVE SETTINGS IN TRANSLATOR TRAINING



CARLOS DJOMO

Sorbonne Nouvelle University
Paris, France

carlos.djomo-tiokou@sorbonne-nouvelle.fr

TRANSLATION STUDIES

Change as a Standard?

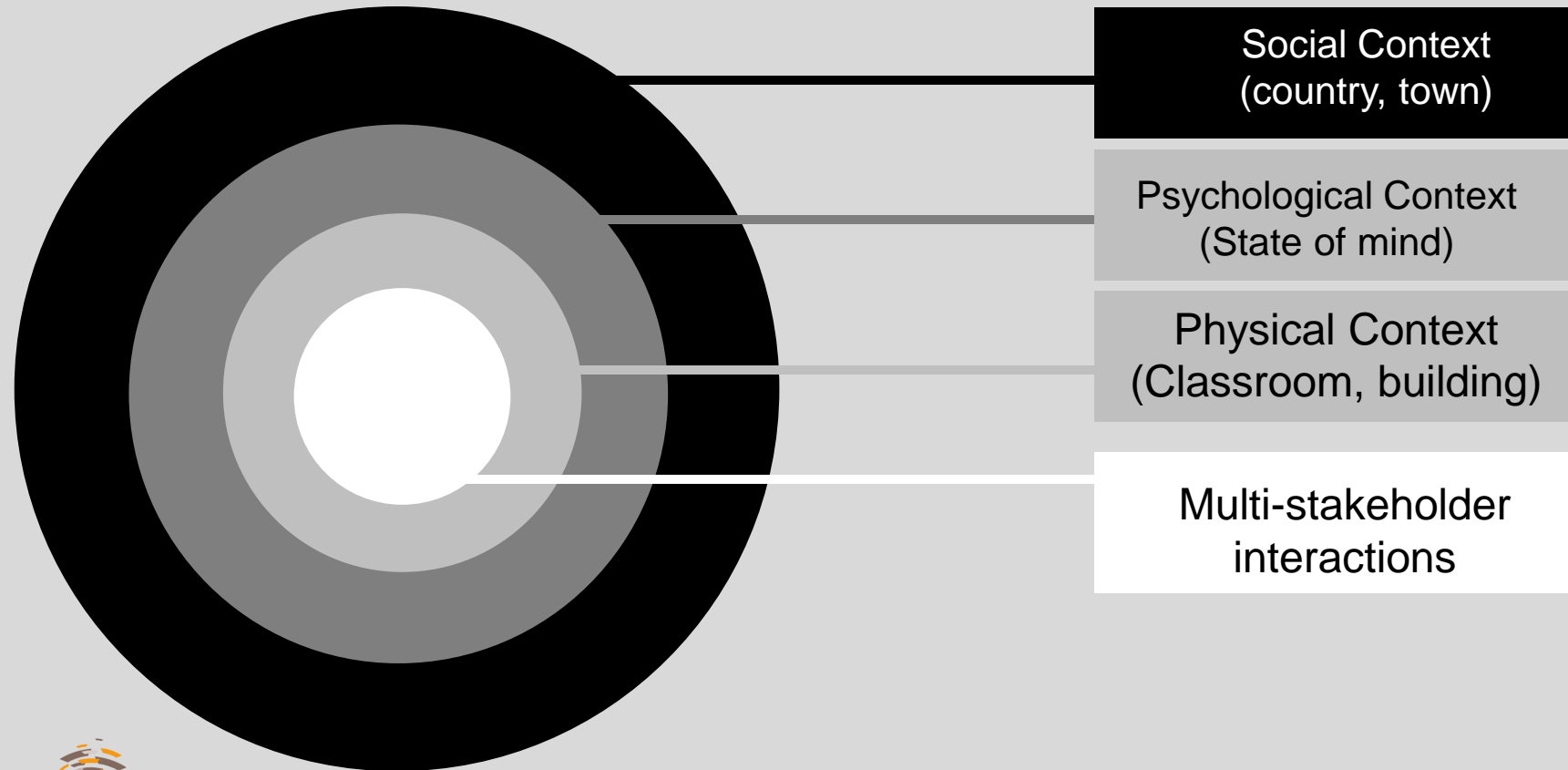
- ▶ It all started with the Babel Tower
- ▶ Main Turns of Translation Studies (Snell-Hornby, 2006)
- ▶ Technology Gaining Momentum
- ▶ New Practices and Profiles (e.g. Post-Editor, Video Interpreter)

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

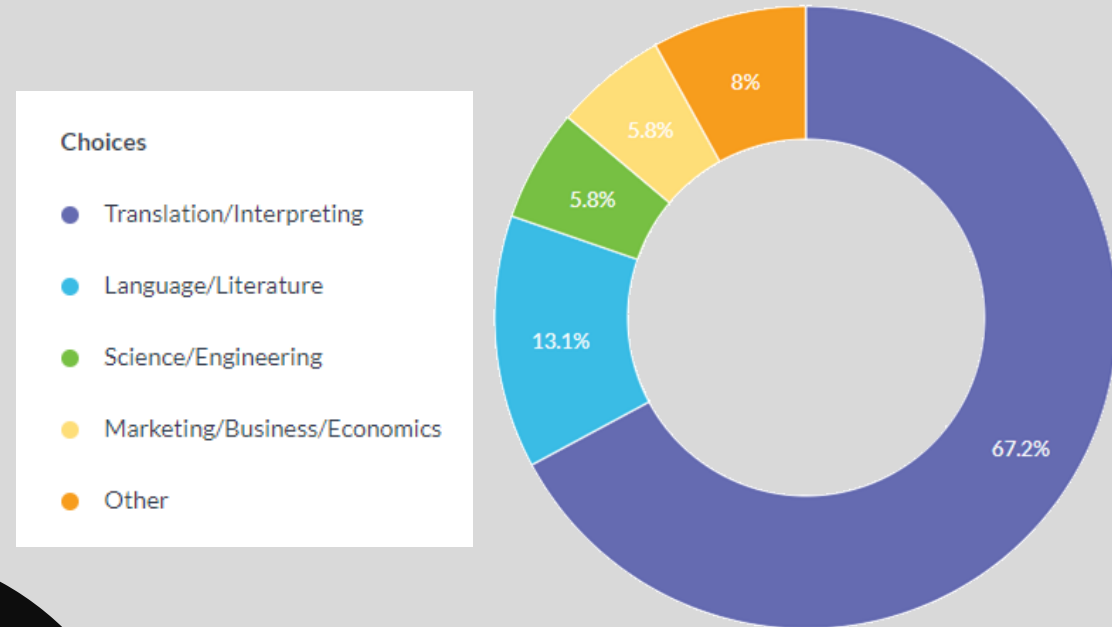


Online questionnaire available at
<https://s.surveyplanet.com/BJbYPSI2f>

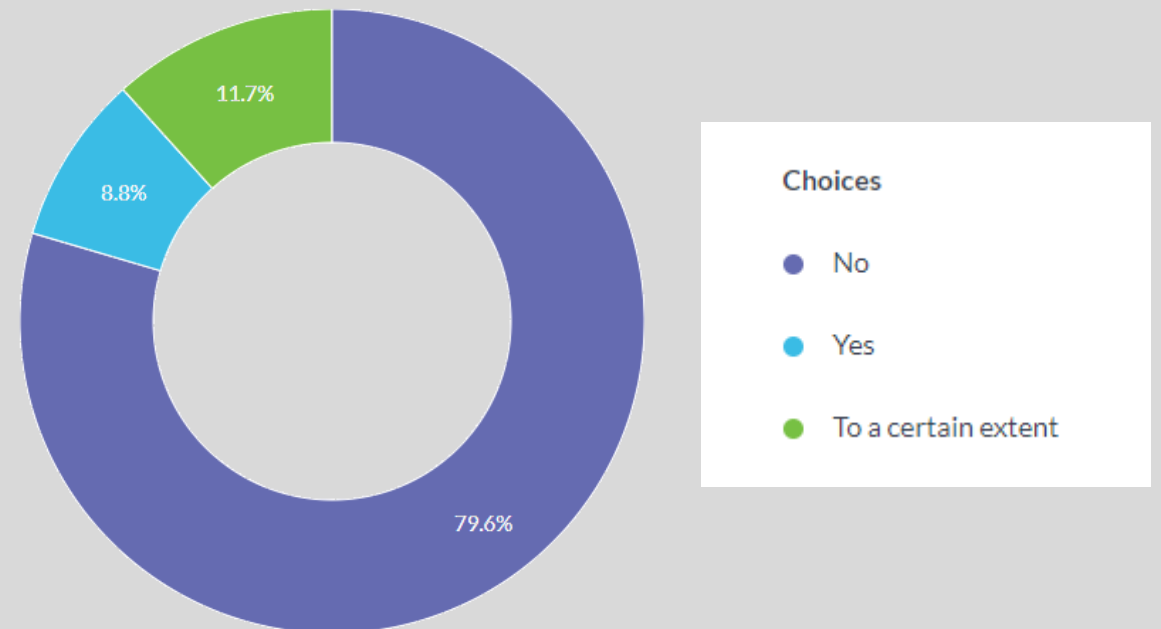


TRANSLATOR TRAINING Professionals' Views

What is your academic background?

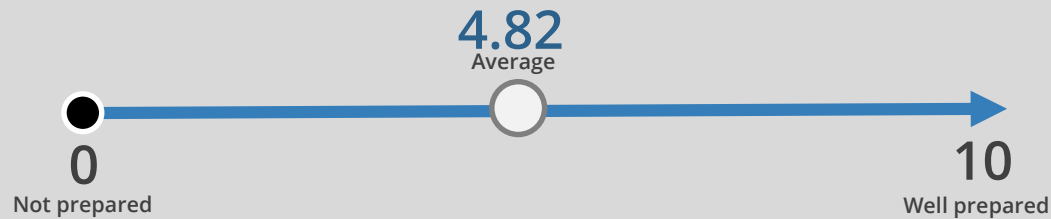


During your training, were you taught how to start and run a translation/interpreting business?

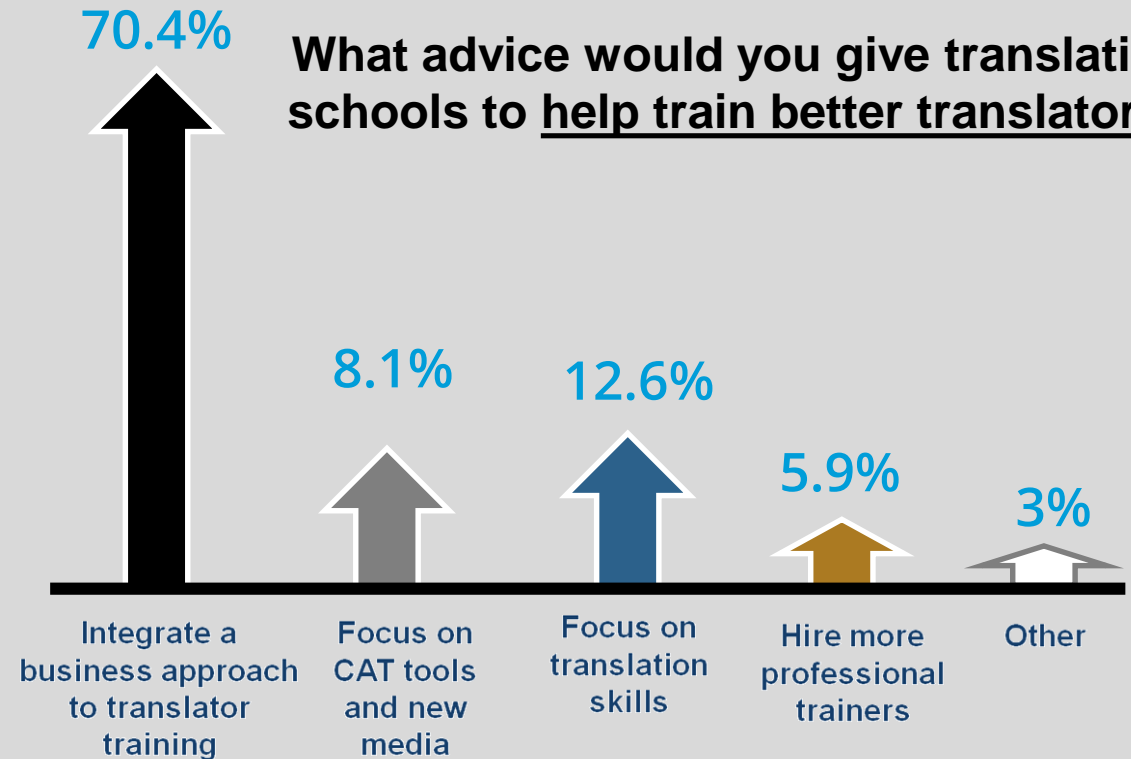


TRANSLATOR TRAINING Professionals' Views

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



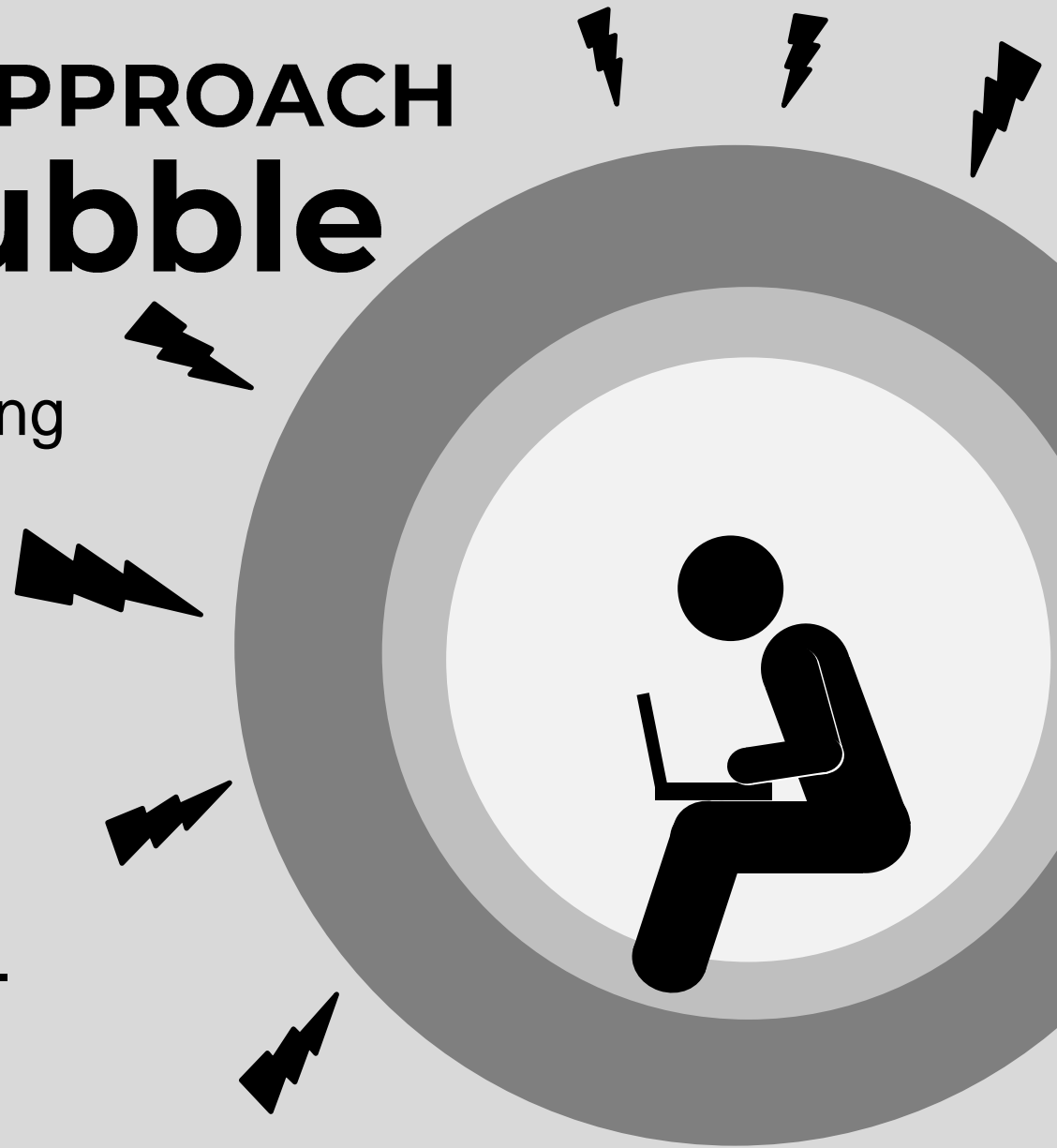
What advice would you give translation schools to help train better translators?



THE OUTER CLASSROOM APPROACH

1. Translation Bubble

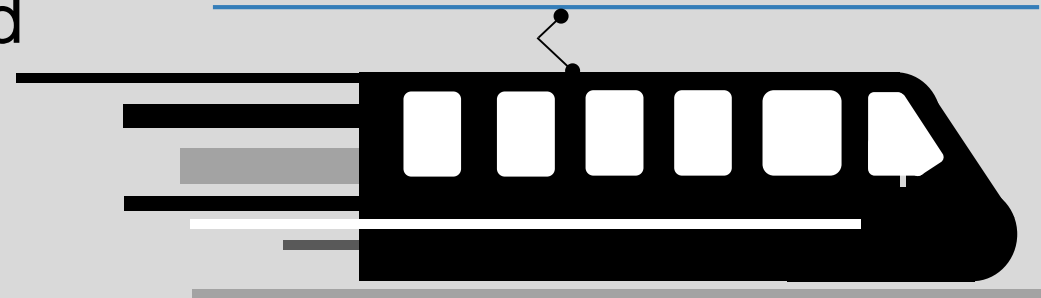
- ▶ Translating in open spaces (e.g. co-working spaces, cafés, train/bus stations).
- ▶ Fostering resilience to noise/distractions.
- ▶ Working in real-life contexts and beyond “artificial conditions” (Gile, 1995:9).
- ▶ Investigating physical and organizational ergonomics in practice.
- ▶ Exploring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



THE OUTER CLASSROOM APPROACH

2. Trainstation 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?**

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**THANK
YOU FOR YOUR
ATTENTION.**