

Edited by  
**Asst. Prof. Dr. Evren BARUT**

# Contemporary Translation Studies

Bridging Cultures, Technologies and Societies



# **CONTEMPORARY TRANSLATION STUDIES**

Bridging Cultures, Technologies and Societies

Edited by  
**Asst. Prof. Dr. Evren BARUT**

Çizgi Kitabevi Publishing:

©Çizgi Kitabevi  
October 2023

ISBN: 978-625-396-100-8  
Certificate No: 52493

- Cataloging in Publication Data (CIP) -

Edited by

Asst. Prof. Dr. Evren BARUT

CONTEMPORARY TRANSLATION STUDIES

Bridging Cultures, Technologies and Societies

Preparation for Printing

Çizgi Kitabevi Publishing

Tel: 0332 353 62 65- 66

**ÇİZGİ KİTABEVİ**

Sahibiata Mah.	Alemdar Mah.
M. Muzaffer Cad. No:41/1	Çatalçeşme Sk. No:42/2
Meram/ <b>Konya</b>	Cağaloğlu/ <b>İstanbul</b>
(0332) 353 62 65 - 66	(0212) 514 82 93

[www.cizgikitavevi.com](http://www.cizgikitavevi.com)

📞 / cizgikitavevi

# CONTENTS

Dedication .....	6
Acknowledgments.....	7
Preface.....	8
Introduction .....	10
Transfiction in Turkish war films: <i>Turkish Ice Cream</i> (2019) and <i>Ayla: The Daughter of War</i> (2017) .....	11
Aysun KIRAN	
Yapay Zekâ ile Çeviri Uygulamaları: Kültürel Unsurların Çevirisinde <i>ChatGPT</i> .....	24
Dolunay KUMLU	
Mertcan OKUL	
The Symbiotic Relationship: Professional Organizations and Collegiality in Conference Interpreting .....	46
Esra ÖZKAYA MARANGOZ	
An Outline on How Translation Project Management Might Be Carried Out: A Sample Translation Project by Translation&Interpreting Students at Dumlupınar University in Turkey.....	55
Mehmet Cem ODACIOĞLU	
20. Yüzyılda Modern Çin’de Çeviri Faaliyetleri ve Çevirinin Sosyo-Politik Etkileri.....	63
Merve HATEMİ	
The Reflections of Chinese Culture and Female Identity in Chinese-American Novels.....	68
Oğuzhan KALKAN	
From National to Transnational Audio-Visual Translation: Turkish Audience&Worldwide .....	76
Rabia AKSOY ARIKAN	
Rendering Strategies for Culture-Bound References .....	83
Rabia AKSOY ARIKAN	
Summaries of Chapters.....	92
Resumes of Contributors.....	97

# **An Outline on How Translation Project Management Might Be Carried Out: A Sample Translation Project by Translation&Interpreting Students at Dumlupınar University in Turkey**

Mehmet Cem ODACIOĞLU\*

## **Introduction**

Since the twenty-first century arrived, globalization and digitalization have gained more enormous dimensions than in previous periods. It is, therefore, essential to train students in fields such as data mining, localization, machine translation, and post-editing at universities to focus on new horizons. In accordance with the context, there is a saying that ‘as the twig is bent, so is the tree inclined.’ As known, physical transportation has evolved into virtual transportation, primarily through internet technologies (see Pym, 2011). It is now apparent that internet users thousands of kilometers away from each other might come together instantly and communicate online (cf. Schäffner, 2000). In today’s world, we witness a transformation contributing to the emergence of new professions that must be taught at universities. These developments have also affected translation action for reasons such as transmitting scientific information to other languages and establishing instant communication between parties who speak different languages in economic, social, cultural, political, and military respects.

Nowadays, it would be better to define translation action as not a purely individual activity but a collaborative activity within a team. The evolution of translation activity in this way has made products, services, and contents available in many parts of the world simultaneously, and the classical perspective on translation has begun to change. Especially in new industrial settings and translation fields such as localization and translation of pragmatic texts, the translation phenomenon has now turned into teamwork in which not only the translator is involved, but also other experts can take part according to the nature of the translation. Apart from the translator, the translation team might, for instance, include a post-editor, a linguist, a graphic designer, a localization engineer, a coding specialist, and a project manager etc. The more coordinated and meticulous the project management in translation is, the more productive and high-quality the project is generated. In this way, the responsibility that once had to be undertaken by a single person, mostly the translator, is shared with other team members, which implies that translation is no longer an isolated cognitive process.

---

\* Assoc. Prof. Dr., Bartın University, Department of Translation Studies, cemodacioglu@bartin.edu.tr, ORCID ID: 0000-0001-6627-6681.

In this study, it was explained how project management in translation might be done through a sample project carried out by students studying at Dumlupınar University in the Department of Translation and Interpreting. This sample project will be handled in detail in the core section.

Based on a descriptive methodology, this study seeks answers to the following *research questions*:

1. How might project management and translation project management concepts be described?
2. What might be the principles of a translation project based on the sample project carried out by translation students in the case of Dumlupınar University?

In the following section of the study, the concepts of project management and translation project management were first explained and then the steps of how a sample translation project might be realised were described in the case of Translation&Interpreting Students at Dumlupınar University.

## **Concept of project management and translation project management**

Project managing or project management, in general, is defined as procedures that are applied to manage a project. The concept includes how the team manages issues, scope change, risk, quality, and communication<sup>1</sup>. The Project Management Institute (PMI) (2000, p.6) *defines project management as the application of knowledge, skills, tools, and techniques to project activities to meet project requirements*<sup>2</sup>. Another definition of the concept can be made as follows:

*'The general task or goal of project management is to prepare, conduct and implement successful projects which help to solve challenges - no matter to what kind of project. Projects become more and more important in a more and more complex world. In the case of rural development this complexity leads to many new topics and projects that should be fostered by public organizations. So projects will be an inherent part of development processes in the future'*<sup>3</sup>.

As Kerzner puts it, project management consists of mandatory business processes for a firm's survival (see Kerzner, 2009, p. xxi). This is also true of the translation market. Especially since the arrival of the localization industry, productivity, apart from the quality of a translation, has come to the fore. To produce faster translations, the understanding of recruiting a single translator has been replaced by teamwork. This trend has been increasing through the popularization of machine translation systems and computer-aided translation tools. From this point on, translation must be handled not as a single activity but as a collaborative project ranging from a few volumes of translations in which two or three translators and a post editor might be enough to complete the project to larger volumes of translations with many more actors such as translators, post-editors, linguists, terminologists, localization engineers, graphic designers, coding specialists and like, based on the type of the translation project.

On the one hand, translation project management organizes translation work in the market, including cost, scope, resources, and schedule (cf. Plaza- Lara, 2022, p. 203, cf. Sere, 2015, p. 41). The concept has started to be taught to students for them to be equipped with cooperative capabilities in translation through the division of labor in a translation project. In this way, prospective translators can know what is happening in the translation market and keep up with the latest changes, especially in translation technologies (cf. Chunzhi, 2014, p. 494). According to Plaza-Lara, translation project management has gained attention in the academic circle since the early 2000s (Plaza-Lara, 2022, p. 204). Plaza-Lara also asserts that the concept has turned into a separate discipline, and extensive research has been carried out on the competencies of project managers (Plaza-Lara, 2022, p. 203).

<sup>1</sup> See <https://ec.europa.eu/chafea/health/beneficiaries-corner/documents/factsheet-01.pdf> **Accession:** 24.09.2022

<sup>2</sup> Benmessaoud, S. (2004). A step by step guide to translation project management. <https://www.translationdirectory.com/articles/article1543.php> **Accession:** 24.09.2022

<sup>3</sup> See [https://benefit4regions.eu/images/b4r/FinalOutputs/ResearchResults/B4R\\_WP4-project-management-basics\\_UK.pdf](https://benefit4regions.eu/images/b4r/FinalOutputs/ResearchResults/B4R_WP4-project-management-basics_UK.pdf) **Accession:** 27.09.2022



## Essentials of translation project management based on a sample translation project

This study tries to show how translation project management might be performed based on a sample translation project. The primary aim is to guide prospective translators, professional translators, and perhaps other specialists who work on a translation team while producing a target text. Therefore, the concept of translation brief (“*übersetzungsauftrag*” in German) must first be explained. This concept can be literally translated as a translation commission (see Reiss and Vermeer 1984), a translation assignment, or a third term known as translation instructions, as put forward by Nord (see Nord, 2008, p. 46). Most of the translation projects are distributed to a team of translators by offering instructions based on the type and characteristics of the project. For software localization, for instance, instructions can differ from website localization. Before detailing translation brief, it is also important to keep in mind a general guideline to help manage the translation project effectively.

The guideline can be designed as follows:

1. The project details must be clarified through a translation brief or instructions before initiating the translation process (for instance, the project type, its characteristics, and the client’s expectations must be explained in detail, and all necessary information must be shared with the team members before the translation process).
2. The duties of group members must be planned clearly. If necessary, a group member must be assigned as a pre-editor in charge of correcting typographical mistakes and checking the clarity of the source text, making it ready for translation. For instance, pre-editor might have to change the text format from a pdf. or ppt. file into a Word document and must apply OCR processes or adjust the position of images in the source text to have the maximum effect in the translated document. At the end of the translation, if the format is full of mistakes, he/she must re-adjust the target text, which means a waste of time against the productivity principle. Sometimes, the translator might also be asked to obtain copyright permissions. To avoid any problems, pre-editing process must be well handled. Therefore, the pre-editing process must be assigned to someone skillful in these issues.
3. If there is a ready-made terminology or style guide, it must be shared with translators and post-editors in the form of translation memory or term base etc. to minimize the time spent during the research.
4. The translation project must be executed collaboratively under the supervision of a project manager in terms of integration management, scope management, time management, cost management, quality management, human resource management, risk management, and procurement management (see Athayde, Crawford, Elswick and Lombard, 2009), change management, compliance management, management of stakeholder relations, planning communication strategies<sup>4</sup> and purchase management (see Lock, 2014),

## Sample translation project based on the items mentioned above

In a course entitled ‘Information Technologies for Translators,’ at Dumlupınar University in the department of translation studies offered during the fall semester, a translation brief was first given to students as if it were an actual translation job by simulating the translation market based on ‘social constructivism’ (See Kiraly, 200)<sup>5</sup>. The translation brief was primarily prepared in Turkish but was translated into English for this study. Before giving details about this translation brief, some points must be clarified. First of all, students were approached as professional translators as required by simulation; therefore, the translation bureau name titled ‘Dumlupınar Tercume’ was coined. Second, students were ordered to translate six articles regarding translation studies. These articles were offered as possible texts they could face during the translation market. Still, they were also told they could find alternative papers instead of translating what was listed on the translation brief because the trial was a simulation. Students were, therefore, freed to search for articles on TS according to their fields of interest.

<sup>4</sup> <https://clc.newhorizons.com/training-and-certifications/course-outline/id/1035/c/project-management-essentials>, Accession: 29.09.2022

<sup>5</sup> According to social constructivism, knowledge is created, or meanings are constructed mutually by people (see. Kiraly, 2000)

**Dumplupınar Tercume****Simulated Translation Brief<sup>6</sup>**

In this part, the names of these articles were shared with students, and a client name was made up<sup>7</sup>.

**Pricing:** 1000 characters with no spaces, 40 Turkish Liras, **Total translation price:** Ten thousand Turkish liras

**Deadline:** 18. 11.2021 for the first part / 15.01.2022 for the second part

**Delivery Platform:** Office 365

**Project Upload Link (1):** <https://forms.office.com/Pages/ResponsePage.aspx?id=jAmDW8eKRU-XzHZReFSIBbDNLhREXIFOmNmGQE5ugmhUMzgxRTRCNVFIQUpFWjRXTUNCUVVSNkc2NC4u>

**Project Upload Link (2):** <https://forms.office.com/Pages/ResponsePage.aspx?id=jAmDW8eKRU-XzHZReFSIBbDNLhREXIFOmNmGQE5ugmhUQ1dFU0pTUIBVUIRRM0RWQU9TOUIIQk1FWi4u>

**Tools that can be used during the translation process:** *Smart Cat, Memsource*, and other cat tools.

**Distribution of Tasks:** Our team members will be distributed in groups. Group members will carry out the translation and other editing/post-editing processes for each article.

**Project Manager:** Mehmet Cem ODACIOĞLU

**Duties of Pre-Editors:**

Pre-editors are responsible for pre-editing the text. First, if the text is in PDF, it should be converted into Docx. If necessary, OCR technologies should also be applied. Before beginning the translation process, the most critical point is that if the translation requires copyright, the person in charge should contact the publisher and author and attempt to obtain copyright permission, later submitting the document to the project manager for final approval. Whether the text has been translated or untranslated before should also be investigated.

After converting the text to Docx, pre-editors must edit the format over the word file, edit the word spacing, and correct the words that are erroneous in terms of spelling and punctuation to make the original text ready for translation. Pre-editors should also ensure ongoing support to translators and post-editors throughout the translation process. In case of technical and text-related problems, the project manager can be consulted.

**Duties of Translators and Post Editors:**

Translators are responsible for translating the text and should search for the terms to be translated instead of simply relying on machine-translation output. In doing so, the responsibility of post-editors can be minimized. While doing term research during translation, it is necessary to examine similar contexts to find the appropriate equivalent. Attention should also be paid to spelling and punctuation mistakes and to producing an accurate translation. Words should be appropriately translated, and abbreviations should be avoided if unnecessary. In case of technical and text-related problems, the project manager can be consulted.

Post-editors are responsible for editing the raw output during the process or erroneous translations. The editing process should be carried out to produce a text that is intelligible to the reader. Spelling and punctuation errors arising from the translation should be corrected, ambiguities and incorrect translations should be revised, and the text should be finalized to make it humanized. In case of technical and editing problems, the project manager can be consulted.

**Table 1:** Simulated translation brief

The simulated translation brief was shared with students during the online lesson. Via screen share by the lecturer, students monitored the brief, and then the lecturer who is also the project manager of this simulation asked them to translate six recommended articles taking part in the translation brief.

<sup>6</sup> This brief was given to students as an example to show the dynamics of the real translation market. Therefore, articles listed in the brief were later changed by students according to their fields of interest.

<sup>7</sup> Articles on the actual translation brief were recommended articles for the simulation. But students were free to change them providing that texts for translation were related to the translation studies. Due to this option allowing students to change the articles and the scope of the study, recommended articles were excluded from the translation brief in this paper. A client name was also removed from the study for privacy issues.



Therefore, they started searching for these articles online. Students were also asked to obtain copyright permission during the pre-editing process. However, the translation of these articles was not mandatory due to the possibility of not obtaining copyright permission or because students might be interested in another topic within TS. Students later wanted to replace the articles according to their fields of interest. This request was only accepted by the lecturer/project manager if the articles were related to translation studies. In doing so, the lecturer directed them to find new articles in open-access form, and they found the following papers:

1. House, J. (2005). Translation quality assessment: linguistic description versus social evaluation, *Meta Journal des traducteurs Translators' Journal*, 243-257.
2. Davou, B. (2007). Interaction of emotion and cognition in the processing of textual material. *Meta: Journal des traducteurs*, 37-47.
3. Kornacki, Michał & Pietrzak, Paulina. (2021). New translator training environments: towards improving translation students' digital resilience. *New voices in translation studies*. 1-22
4. Lung, R. & Li, D. (2005). Interpreters as historians in China. *Meta*, 50 (3), 997-1009. <https://doi.org/10.7202/011610ar>

From then on, they were asked to email the publishers and authors of these four articles. Students sent emails explaining their intention to translate the related articles into Turkish by requesting copyright permission. During this period, a Turkish publishing house named 'Aktif yayıncılık' ('Aktif Publishing' in English) was also contacted, and this project simulating the real translation market was mentioned to them. The publisher agreed to publish four articles free of charge in a book if copyright permissions can be obtained in a written form. Therefore, pre-editors of each group sent a contract prepared by 'Aktif Yayıncılık' to both original publishers and authors. It was time to turn this simulated process into a real project when all necessary permissions were obtained<sup>8</sup>. The scope of the project was, nevertheless, limited to publishing only four articles, though. Therefore, another article that had already been translated by two students as a fifth article entitled European translation studies, *Une science qui dérange*, and why equivalence needn't be a dirty word' by Pym was omitted.

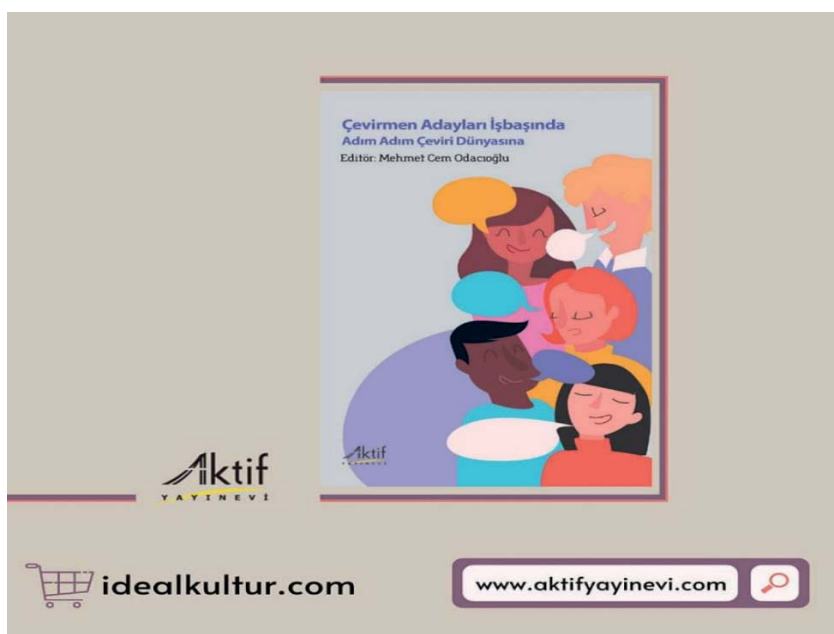
As a human resource, there were only six students. Nonetheless, the number decreased to four because one student dropped out in the fall semester, and the other did not attend the ongoing class under a different name during the spring semester. This situation undermined communication. These two students, therefore, could not actively support the project starting in the fall semester but finalizing in the spring. With one student dropping out of the course, her teammate had to translate the article alone with the help of the project manager and other students. It was tried to reflect the collaborative aspect of the translation process in this way. For instance, during the class, she requested help from group members to translate some intricate sentences and terms whose actual meanings she could not find. With the necessary support, the student became motivated and succeeded in translating the document. The translated article is entitled 'Translation quality assessment: linguistic description versus social evaluation' belonging to Juliane House (2005).

With the omission of one article belonging to Pym, which two students had already translated due to the scope, one of the students who did not attend the class during the spring semester in charge of this translation also had to be withdrawn from the project by the lecturer or, more appropriately, the project manager/editor of the draft book. The other student translating this omitted article, however, gave support to another article belonging to Davou (2007) with the other three students. These four students read each other's translations and revised or post-edited documents during the project in case of possible mistakes.

Two of the articles were translated by two students who worked together during the project.

<sup>8</sup> The simulated translation project turned into a real time translation project when the spring semester ended and it took nearly a year for the simulated project to be published as a real book.

To better integrate them into the project, the lecturer/project manager also established a WhatsApp group and communicated with them via email, phone, or during class. The project was successfully finished on time. But to increase the quality, all four translations were read meticulously by the project manager/editor of the draft book, students, and Aktif Yayıncılık. Final documents, including copyright permissions, were emailed to the publisher. The book design and layout process of the draft book was initiated at this stage. When the layout and book design were sent back to the project manager/editor, it was shared with students, and they were asked to revise the final draft and express their views about the book design. Because the project was based on a mutual understanding, and it was also not an individual but a collaborative production. During revisions, some mistakes were found, and they were highlighted in yellow. Aktif Yayıncılık finally carried out the necessary adjustments, and the draft book was printed with an ISBN number of 9786258182019 under the title of *Çevirmen Adayları İş Başında Adım Adım Çeviri Dünyasına* (2022) (Eng: *Prospective Translators on the Job Step by Step into the World of Translation*) The book has started to be sold in online bookstores. The book has also been shared on *Facebook*, *Instagram*, and other websites like *LinkedIn*. All these explanations highlight that the steps mentioned above have been tried to be applied, and management types that constitute the entire project management have been reflected in this printed book.



**Illustration I:** The published book<sup>9</sup>

The publication of the book has also motivated prospective translators, and they added this development to their social media accounts to make it public as well as to their CVs. Such initiatives are necessary during the professionalization process.

## Conclusion

In this study, the principles of translation project management were highlighted, and the steps that must be taken were explained. The effects of management types such as scheduling, risk management, procurement management, human resources management, cost management, scope management, management of relations between group members, change management, and compliance management in translation projects on the success of the translation project were also tried to be shown based on a sample project. It should be noted that translation projects can be completed more quickly and successfully if management principles have been determined before and task descriptions are made clear. Nevertheless, as seen from the sample project, possible problems that might arise in project management can be solved

<sup>9</sup> The cover page image required no copyright permission.

thanks to group members' mutual understanding and devotion to the project. This also brings together easy stress management.

There may be cases where a group member must leave the project for various reasons, cannot complete his/her work, has to stop assisting with the translation, or start over in difficult situations. However, in such settings, a new understanding must be set up in a coordinated way, and the task must be redistributed to the group members without allowing the project to fail. As a matter of fact, similar problems were also encountered in this sample translation project, later evolving into an actual book entitled *Çevirmen Adayları İş Başında Adım Adım Çeviri Dünyasına* by Aktif (2022). One translation was, for instance, wholly removed from the project, and a group member had to drop out. This required one of the texts to be translated by a single student. Still, an attempt was made to prevent conceptual confusion in translation and to correct possible linguistic/semantic errors by ensuring that the other group members, including the project manager, supervise the translation done by a single student. Equally, the distribution of all translations was considered. Each group member was also encouraged to read the translations and give feedback to the project manager. During the project, starting from the fall and finalizing at the end of the fall semester, one student did not attend the class under a different name in the spring semester. This also caused communication problems. Due this reason and the scope, an article belonging to Pym was omitted from the project.

Considering these steps, the translation project was found suitable for publication, and it was edited last time by the project manager/editor of the book and Aktif Yayıncılık. By applying such project management to student translations, prospective translators were asked to take on different roles as if they were working in the translation market. In this way, they could see what the translation market expects of them. In addition, the fact that they translated scientific articles on their own before graduating was also an important initiative in terms of motivation and introducing themselves into the real-time translation market. Finally, it is hoped that the study will contribute to the related literature and encourage other student projects.

## References

- Athayde, W.P, Crawford, D. B., Elswick, R., Lombard, P. (2009). *Project Management Essentials*, CEPM publications.
- Benmessaoud, S. (2004). *A Step By Step Guide To Translation Project Management*. <https://www.translationdirectory.com/articles/article1543.php> Accession: 24.09.2022
- Chunzi, D. (2014). Computer-Aided Translation in Student's Practical Translation Competence, *3rd International Conference on Science and Social Research (ICSSR 2014)*, pp. 494-497.  
<https://clc.newhorizons.com/training-and-certifications/course-outline/id/1035/c/project-management-essentials>, Accession: 29.09.2022
- <https://ec.europa.eu/chafea/health/beneficiaries-corner/documents/factsheet-01.pdf> Accession: 24.09.2022
- Katalina, S. (2015). Risk Management in Translation Projects: Study And Survey Results, *Institut Supérieur De Traducteurs Et Interprètes*.
- Kerzner, H. (2009). *Project Management: A Systems Approach To Planning, Scheduling And Controlling* (10th edition), John Wiley & Sons, Inc..
- Kiraly, D. (2000): *A Social Constructivist Approach To Translator Education; Empowerment From Theory To Practice*, St. Jerome Publishing.
- Lock, D. (2014). *The Essentials Of Project Management* (4<sup>th</sup> edition), Routledge.
- Managing Project, *Fact Sheet 1: The Importance Of Project Planning*, <https://ec.europa.eu/chafea/health/beneficiaries-corner/documents/factsheet-01.pdf> Accession: 24.09.2022
- Nord, C. (2008). Defining Translation Functions. The Translation Brief As A Guideline For The Trainee Translator. *Ilha Do Desterro A Journal Of English Language Literatures In English and Cultural Studies, Ilha Do Desterro*, pp. 41-55.

- Plaza-Lara, C. (2022). Competences of Translation Project Managers From The Academic Perspective: Analysis of EMT Programmes, *The Interpreter and Translator Trainer*, 16:2, pp. 203-223, DOI: 10.1080/1750399X.2021.1987085.
- Project Management, [https://benefit4regions.eu/images/b4r/FinalOutputs/ResearchResults/B4R\\_WP4-project-management-basics\\_UK.pdf](https://benefit4regions.eu/images/b4r/FinalOutputs/ResearchResults/B4R_WP4-project-management-basics_UK.pdf) Accession: 27.09.2022
- Pym, A. (2011). What Technology Does To Translating. *International Journal Of Translation and Interpreting Research*, Vol, 3 no:1, pp. 1-9.
- Reiss, K. and Vermeer H. J. (1984/2014). *Grundlegung Einer Allgemeinen Translationstheorie (Towards A General Theory Of Translational Action: Skopos Theory Explained*, translated by chststiane nord), Routledge.
- Schäffner, C. (2000). *Translation in The Global Village*. Multilingual Matters Ltd.