Benefits and Challenges of an Intra-University Authentic Collaborative Translation Project

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ABSTRACT

Collaborative translation projects are gaining in popularity at translator training institutions. This is due to the fact that simulated, near-authentic and authentic tasks provide context and bridge the gap between academia and the real world. The use of collaborative translation projects is based on the principle that learning is a social experience and knowledge is constructed through social interaction (Kiraly 2015). So far, however, there has been little published research on the implementation of authentic translation projects conducted in collaboration with intra-university partners. This paper presents an authentic collaborative translation project carried out in spring 2019 at the Jacob of Paradies University in Gorzów Wielkopolski, Poland. During the last semester of a three-semester Translation Project course, 12 undergraduate students worked for two simulated translation bureaus, completing 12 translation assignments commissioned by the university's Promotion and Information Department staff, who acted as the external client. Based on the teacher's observations, personal communication with the client, the analysis of the translation product quality and the students' reflections, it can be concluded that the participation in the project benefitted all the parties involved, supporting the view that authentic translation projects can be successfully implemented in a university setting.

KEYWORDS: authentic project work; situated learning; collaborative translation projects; simulated translation bureaus; translator education

1. Introduction

In recent years, the translation curriculum has been undergoing a major transformation. With the introduction of machine translation services and Computer-Assisted Translation tools to facilitate the translation process, translation is no longer considered to be an intellectual cognitive activity which can only be performed by a human. On the one hand, the traditional teacher-centred approach still holds in translation courses in Poland and abroad (Klimkowski 2015; Wali 2015; Tolosa Igualada and Echeverri 2019), and students are engaged in translating texts from the source language into the target language without any technological support. On the other hand, translation teachers are starting to introduce new technologies, collaboration

(Nitzke et al. 2019; Al-Batineh et al. 2020; Zwischenberger 2020) and authentic project work in an attempt to cater for the market demands and prepare their students to function in a professional community of practice. Professionally-oriented authentic and semi-authentic tasks are incorporated at both BA and MA levels.

The past decade has seen the rapid development of neural machine translation (NMT) systems as well as CAT tools, heightening the need for training translation students in the effective use of these tools. Due to the fact that postediting machine translation output is considerably faster than translating from scratch and provides equivalent quality (Jia et al. 2019), it has been predicted that soon the translator's role will be limited to that of a posteditor (Pym 2013:488). Several years after making this suggestion, Pym's thinking shifted, arguing that machine translation systems should not be perceived as a threat to human translators, who should be trained to authorize NMT output and "sell trustworthiness" rather than words (2019:15). All these technological changes affect the skill set expected from translation graduates.

The expectations of the market seem to be an important factor in developing translation programmes. By designing curricula with employability in mind, translator educators can better prepare students to enter the marketplace. The results of various surveys conducted among language industry stakeholders have revealed a gap between university translator training and the expectations of future employers. To illustrate, the authors of the *Translation Industry in 2022* report drafted after the 2017 Translation Automation User Society (TAUS) summit note that "the gap between the academic world and the industry is so wide that, when approaching the job market, translation graduates instantly and bitterly realize they don't know much about the actual work they are supposed to do" (Massardo and van der Meer 2017:21). This conclusion is based on the consultations with 202 TAUS members which include the largest IT companies, government translation bodies and suppliers of translation and localization services and technologies (including Microsoft, Adobe, Oracle, Translated and Memsource)[1].

The view that there is a university-academia gap is also confirmed by the results of the Language Industry Survey (ELIA, EMT, EUATC, FIT Europe, GALA and LIND-Web 2019). The respondents, i.e. more than 1400 translation industry stakeholders (individual translators,

[1] A complete list of TAUS members is available at https://www.taus.net/membership/members/ (Accessed: 17 May 2021).

translation companies, translation departments and training institutions), admit that internships are an effective way to bridge the gap between academia and the translation industry. But only 48% of them agree with the statement that interns usually have the required entry level skills at the start of the internship. An earlier edition of the survey (ELIA, EMT, EUATC, FIT Europe, GALA and LIND-Web 2017), conducted among nearly 900 respondents, shows that organisational skills, interpersonal skills and ICT skills are considered to be critical for translators. The introduction of authentic collaborative translation projects into the translation classroom provides an opportunity to practise these vital skills.

2. Approaches to Translator Training

González-Davies (2004:14) notes that there are three approaches to teaching and learning translation. First of all, there is the most traditional transmissionist approach, referred to by Kiraly (2005:1100) as the *Who'll Take the Next Sentence* (WTNS) approach, where the teacher is the only source of knowledge. Also known as *chalk-and-talk* (Colina and Venuti 2017:204), this training situation is product-oriented and teacher-centred. The teacher acts as a corrector who criticises student translations. Secondly, we have the transactional approach, where group collaboration is encouraged but the teacher provides the final solution to translation problems. The learning process is cooperative but still very much teacher-controlled. Last but not least, the transformational approach can be implemented, where the teacher is a guide and facilitator who provides students with scaffolding during collaborative exploration of the translation process both in and outside the classroom.

The transformational approach is the most student-centred. It assumes that "all participants in the learning process co-create knowledge and skills, guided by senior practitioners who introduce learners to the community of practice" (Sawyer et al. 2019:2). The main theoretical underpinning behind this approach, which has been gaining in popularity in recent years, is social constructivism. Originally developed by Vygotsky in the 1930s and applied to translator education by Kiraly (2000), this pedagogical theory advocates that learning is a social activity and knowledge is constructed through social interaction. The whole process is highly contextualised, with teachers acting as guides assisting their students during authentic or simulated translation projects.

Although social constructivism is increasingly seen as the desirable approach to educating future translators, it is not without its limitations imposed by academic institutions and teachers themselves. With regard to the former, Kiraly and Hofmann (2019) note that compartmentalization of the translation programmes imposed by the Bologna Process is not conducive to the implementation of the social constructivist paradigm in translator education. As for the latter, Klimkowski (2015:9) argues that many translator educators – even though they understand the importance of being facilitators of learning – have a deeply rooted tendency towards teacher-centred thinking. Also, Tolosa Igualada and Echeverri (2019:48) point out that translation teachers need to possess conceptual tools to implement a more learner-centred educational paradigm. As Krouse (2010) aptly observes, insufficient scaffolding leads to frustration. The teacher needs to provide learners with a set of tools in advance rather than hope that the context will create a zone of proximal development (ZPD; Vygotsky 1978) for the students.

2.1. Competence-Based Translator Training

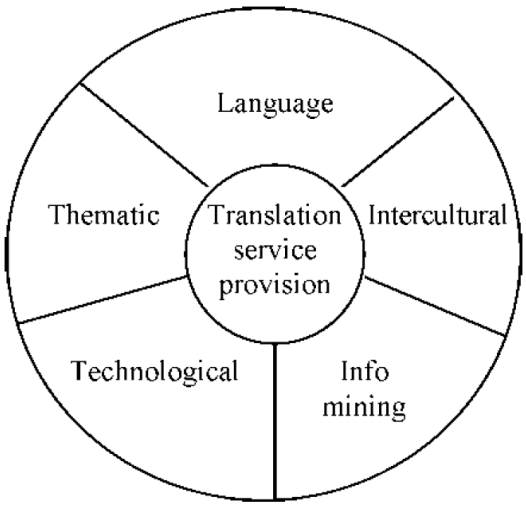
Grounded in socio-constructivism, competence-based training (CBT) highlights the importance of *how-to-act* rather than *know-how*; it integrates a variety of skills and abilities and emphasizes the importance of context (Hurtado Albir 2015:261). To date, there have been a number of attempts to define translation competence as a multi-componential construct, such as the models by PACTE (2003, 2018) and Göpferich 2009) as well as the EMT model (2009, 2017). Due to the fact that the Translation Project course discussed in this article was designed around the areas of competence set out for master's degree programmes within the European Master's in Translation (EMT) network, what follows is a brief description of both EMT models.

The EMT experts developed their multi-componential translation competence model to contribute to the improvement of teaching standards and the professionalism of future translators. They define competence as "the combination of aptitudes, knowledge, behaviour and knowhow necessary to carry out a given task under given conditions" (2009:3). The wheel of competence, as the model is called, comprises six interdependent competences:

1. translation service provision competence, which has a central role in the model (see Figure 1 below);

2. language competence;
3. intercultural competence (sociolinguistic and textual dimensions);
4. thematic competence;
5. information mining competence;
6. technological competence.

Figure 1: The wheel of competence (after EMT Expert Group 2009:4)



An interesting observation is made by Dybiec-Gajer (2019) who compares the competences according to the number of skills attributed to each of them. The results are expressed as a percentage of the total number of skills. Her analysis shows that translation service provision competence is the most prominent in the model (42%), followed by intercultural competence (23%). Information mining and technological competences comprise 13% and 10% respectively. The number of skills required for thematic and linguistic competences is 6% each.

In 2017, the EMT expert group revised the 2009 model and published *European Master's in Translation. Competence Framework 2017*. The document sets out the set of competence valid for master's degree programmes for the period 2018-2024 and includes five main areas: language and culture, translation, technology, personal and interpersonal and service provision. In comparison with the other translation competence models, both EMT proposals provide detailed information on the skills and competences and skills related to translation technologies and introduce service provision competence.

The multi-componential models of translation competence, such as the EMT models described above, are often criticised by translation scholars (Risku 2002; Klimkowski 2015; Kiraly 2013;

Kiraly and Hofmann 2015, 2019; Shreve et al. 2018). In their view, translation students need to learn more than merely develop these sub-competences to become professional translators. Still, as Way (2014) rightly observes detailed descriptions of sub-competences are of great help when establishing specific course objectives. In addition to the set of competences to be developed, it is important to provide opportunities for contextualised, situated learning, defined by González-Davies and Enríquez-Raído as "a context-dependent approach […] under which learners are exposed to real-life and/or highly simulated work environments and tasks, both inside and outside the classroom" (2016:1). For them, translator competence is "the ability to transition from a classroom community of practice to a professional community of practice through Situated Learning" (González-Davies and Enríquez-Raído 2016:2).

2.2. (Near-)Authentic Translation Projects

As a consequence of the implementation of constructivist and emergent approaches, translator educators engage their students more and more frequently in context-dependent collaborative projects. In Poland, authentic and near-authentic translation tasks are performed locally (e.g. Biel 2012; Kuźnik 2013; Lisowska 2018; Dybiec-Gajer 2019; Kodura 2019) and internationally (e.g. telecollaboration projects reported by Krajka and Marczak 2017) at both BA and MA levels. Authentic project work not only provides students with an opportunity to develop service provision competence, information mining competence, technological competence and interpersonal skills (EMT Board 2017), but also prepares them to enter the translation market.

Students can learn collaboratively and practise project management skills in student translation bureaus, which are also referred to as student translation companies or skills labs. The first initiative of this kind was the International Network of Simulated Translation Bureaus (INSTB), which links 16 universities[2] where students run a simulated translation bureau as part of their curriculum. Although the INSTIB was officially launched in 2015, the idea was conceived in 1984, when the first simulated translation bureau experiment was set up.

The only study found to discuss authentic projects involving external clients and student translators from the same university is Way (2015). Her students at the University of Granada

[2] As checked on http://www.instb.eu/ on 17 May 2021.

provided translation services to undergraduates from the Faculty of Law. The translation process, however, was not completed as part of the simulated translation bureau, which would require the assignment of various roles such as the project manager, reviser, etc. Instead, 168 students from both departments worked in one of 15 project teams. Law students resolved a practical legal case dealing with international private law while translation students translated and summarized research materials from English, French and German into Spanish.

In summary, it is evident from this review that translation programmes are changing in response to technological developments, the expectations of the translation market and the gradual shift from the traditional teacher-centred approach to a more student-centred, transformational, paradigm. The overview of literature on translation competence and collaborative translation projects has also indicated that translator educators are more and more willing to incorporate authentic and near-authentic assignments in the translation curriculum. A question worthy further investigation is whether such projects could be successfully implemented as a collaboration with intra-university partners, as part of a translation course, and without any additional funding.

3. Intra-University Collaborative Translation Project

In an effort to check whether an authentic translation project can be conducted in collaboration with an external client from the same university as the students, the author planned a didactic intervention as part of the Translation Project course she taught at the Jacob of Paradies University in Gorzów Wielkopolski, Poland. The intra-university translation project described in the following sections was carried out in the last semester of the course, offered to undergraduate English Philology students in their 2nd and 3rd year of the translation and interpreting programme (Semesters 4-6). The course (90 contact hours, 9 ECTS credits) focuses on the development of service provision competence, information mining competence, technological competence and interpersonal skills by engaging students in authentic, collaborative translation projects in Polish and English. The adopted course design features a progression from individual work, through the introduction of simulated project work with the teacher acting as their client, to the performance of authentic translation tasks for an external client.

The first edition of the course lasted from February 2018 until June 2019. In Semester 1 (and their 3rd semester at university), the students studied the ISO 17100 translation workflow, developed web searching skills, and learnt how to use the Memsource CAT tool. In Semester 2, they established two simulated translation bureaus, Morenzza and Eng-Pol, and completed projects commissioned by the teacher. They also worked with corpora and term extraction tools, post-edited MT and compared Statistical and Neural MT output. In Semester 3, the students worked with AntConc software, practised using an unfamiliar CAT tool (i.e. SmartCat), participated in a mock job interview, and were involved in the intra-university translation project commissioned by an external client[3].

3.1. Source Content and Client Selection

When designing an authentic translation project, an important decision needs to be made as to the source content and the prospective client. As regards the former, the author followed the advice of Ciobanu (2018), who proposes *best practice tips* based on the results of a survey conducted among EMT members. He notes that it is unethical to commission jobs which could be completed by professional translators. Also, students benefit the most when the source content is authentic, it has not been translated before or is not being translated by other students. Finally, the source texts should deal with current issues relevant to the students' interests.

Engaging students in the provision of translation services for their university seems to fulfil all the criteria. The source texts selected for the project, i.e. the candidate information booklet and the university website, had not been translated into English, except for a few parts that had been translated by the Department of English staff. The few texts that had previously been translated were shared with the students, who could use them for reference. The source texts selected by the client were authentic and meant to be published in print and on the university website. During the project, each source text was commissioned to just one simulated translation bureau, so each team worked on a different set of texts, all of which were part of a larger whole. Once the team prepared the target text, it was available in the TM during the subsequent translation projects. As far as the level of interest is concerned, the domain was definitely meaningful and relevant to the students' experience, providing vast amounts of contextual information.

[3] See Paradowska (2020) for a detailed description of the Translation Project course content, its learning outcomes and evaluation criteria.

Collaborating with a university department rather than a commercial company seemed to be a better and more ethical option for the teacher. The content was translated by the students as part of their Translation Project course. Morenzza and Eng-Pol staff received *remuneration* in the form of points earned for managing their project management tasks, which constituted 20% of the final grade. It seemed right to contribute the value generated from the translation activities to the students and the teacher's home institution.

3.2. Project Stakeholder Roles and Responsibilities

The intra-university project had three stakeholders: the university's Promotion and Information Department (the external client), the students, who worked for two simulated translation bureaus, and the teacher. Before the beginning of Semester 3, the author, who was also the teacher, introduced the project to the university authorities, who expressed an interest in engaging students in an authentic translation task. It was agreed that Morenzza and Eng-Pol team members would translate the information guide for candidates, which would be made available in print and online, and the university website from Polish into English. The Promotion and Information Department was to act as the client, so another meeting was set up to explain the project objectives to the department staff.

As for the project structure and roles, the ISO 17100 (2015) workflow was followed. Every week the client was to prepare and email two assignments to two students who were appointed Project Managers (PMs) for their simulated translation bureaus. The other students would perform the roles of terminologists, translators and revisers. It was decided that before publication the translated content would be reviewed by the teacher. As regards the project deliverables, it was assumed that each student would manage a project twice. There were 12 students, so we expected 24 jobs (500-600 words each) to be completed in 12 weeks. In the first class, the students received a detailed description of the intra-university project they were about to execute.

Table 1 shows the tasks performed by the PM.Every week, two PMs received an email with translation assignments for their companies. They confirmed the receipt and created a project in the cloud-based Memsource CAT tool. They used the tool to assign roles to their team members and set deadlines. The PMs were free to decide who would perform a given role in

their projects, but in practice they allowed their team members to choose, depending on their personal situation and workload at a given point in time. The students were only asked to make sure they had a chance to work in all the roles. Due to the fact that the same translation memory (TM) and term base (TB) were used in all projects, Terminologists were asked to use Excel Online as a sandbox before the new terms were fed into the project TB. The spreadsheet could be accessed by the students and the teacher. As soon as the terms were approved by the latter, the terminologist imported them into the project term base.

Table 1: Project Manager's tasks

Pre-production	**Production**	**Post-production**
– Confirm receipt of assignment – Assign roles – Prepare CAT project – Import TB prepared by the Terminologist (Excel Online) – Set deadlines	– Supervise the translation process: – (2 Translators, 1-2 Revisers) – Ask client for clarification – Final verification and release	– Close the project – Email PM Report to the teacher – Receive feedback from the client – Receive feedback from the teacher

At the production stage, the PMs supervised the translation process and contacted the client regarding any project-related issues. At times, they had to step in and help their team members complete their tasks. It was emphasised that before the project release, the PM should check the quality of the final product before its release. When the project was completed, the PM emailed the translated text to the client. Also, the PM was required to submit a Project Management Report via the Moodle platform (see Appendix 1), in which they reflected on the performance of their teams and discussed any problems and solutions.

The responsibilities of the external client, i.e. the staff of the University's Promotion and Information Department, are shown in Table 2.

Table 2: The client's tasks

Pre-production	**Production**	**Post-production**
– Select content and emails assignment to PM	– Reply to PM's requests for clarification	– Confirm receipt of translated assignment – Provide feedback

In each project, the client had four tasks to complete. At the pre-production stage, she selected the text to be translated and emailed it to the PMs along with any reference files. Then, she was expected to reply to PM's emails regarding any issues which needed clarification. Finally, the client was to email a confirmation of receipt of the translated assignment and provide feedback on the PM's performance (meeting deadlines and email appropriateness).

Last but not least, Table 3 shows the teacher's involvement at the three stages of each translation project. As previously noted, the teacher made all arrangements with the university authorities and the staff of the University's Promotion and Information Department before the project launch.

Table 3: The teacher's tasks

Pre-production	**Production**	**Post-production**
– Make all arrangements with the client in advance – Email PM's contact details and deadlines – Check terminology (Excel Online)	– Help with any PM-client communication issues	– Read Project Management Report and provide feedback – Final verification before publication

At the pre-production stage, the teacher emailed the client, specifying the name and email address of two students who were appointed PMs in a given week. She also had to approve the terms added by the terminologists in Excel Online. Once the projects were initiated, the teacher dealt with any issues which may have arisen. When the target texts were emailed to the client, the teacher read Project Management Reports, assessed the PMs' performance and provided feedback. The last task completed by the teacher was to check accuracy and correct all the translated texts, first before the information guide was sent to the graphic designer for further processing, and then before the files were printed.

3.3.Assessment Criteria for the Project Management Task

The authentic translation project, referred to as the Project Management Task, in the course documents, was one of five graded assignments. The other four tasks comprised a Wikipedia translation project, an in-class translation assignment, a translation assignment which required the use of a new CAT tool, and a corpus analysis task. The final grade for the Project

Management Task constituted 20 per cent of the overall course grade and comprised four components: professionalism, CAT tool project setup, target text quality and self-reflection included in the Project Management Report. The professionalism criterion covered interactions with the client (completing the task within the specified deadline, using a professionally chosen email address and email appropriateness). The Memsource component dealt with the correct project setup (setting deadlines for team members, adding TM, TB and reference files, and changing the project status after completion). The third component was related to the quality of the translation product (including both the content and the correct file name). Finally, up to 4 points were awarded for submitting the Project Management Report. The main objective of the report was to engage students in reflection-in-action and reflection-on-action (Schön 1983), and by doing so, to raise their awareness of the translation process and the interdependencies of the team members.

To evaluate the PM's performance, the teacher followed these steps:

1. Read the PM's email correspondence with the client;
2. Check the project setup in the Memsource online editor;
3. Download the translated and revised versions of the target text and use MS Word to compare them;
4. Assess the quality of the target text sent to the client;
5. Read the Project Management Report submitted by the student upon project completion.

In addition to providing individual feedback (handed out in class and made available on the Moodle platform), the teacher summarized the project, focusing on best practices and successful solutions to both translational and organisational problems. The evaluation of the project success is based on the following data sources: direct observation, data from the teacher's personal communication with the client, student reflections included in their Project Management Reports, the analysis of email correspondence between students and the client, the analysis of the translation product quality and a post-course questionnaire which focused on the students' perceptions of the collaborative translation assignments.

The evaluation of the project success is based on the following data sources: direct observation of student interactions in the classroom, data from the teacher's personal communication with

the client, email correspondence between students and the client, the analysis of the CAT tool setup and translation product quality, student reflections included in their Project Management Reports, and a post-course questionnaire. The next section presents the opportunities offered by the authentic collaborative translation project and describes its limitations.

4. Benefits and Challenges of Intra-University Translation Projects

As a result of the intra-university translation project, the simulated translation bureaus completed 12 of the planned 24 project management assignments. The shortfall was due to the fact the assignments were emailed later than agreed. The translated content (30 pages, 1800 keystrokes each) comprised six descriptions of the programmes offered by the University's five faculties which were included in the 2019/2020 Information Guide for Candidates. The next six texts commissioned by the Promotion and Information Department were Polish press articles about the University which were published in a local newspaper.

In May 2019, the client provided the final version of the candidate information booklet. The analysis performed by the students showed that 40 per cent of the source file, i.e. 10 pages, was added. The new content was translated before the end of the semester as in-class and homework assignments. In total, Morenzza and Eng-Pol team members translated around 40 translation pages (including 30 pages translated during the 12 PM Tasks). In addition, the students created a translation memory (shared via Memsource by both teams) and a project-related term base (ca. 100 terms), which would be used in future projects. To ensure terminological accuracy and consistency, the proposed terms were entered by terminologists in an Excel Online document and discussed in class before they were fed into the Memsource term base.

The teacher's feedback on the project managers' performance during their tasks was an important part of the authentic project work. The students were familiar with the format, as it was used earlier in Semester 2, when the teacher acted as the client. Tables 4 and 5 show the feedback comments for two projects managed by PM3 who received the highest score and PM7 whose grade was the lowest.

Table 4: Feedback for PM3 (highest score)

Translation brief (email from the client[4])	Professionalism (6 points)	Memsource (6 points)	Target text (4 points)	Report (4 points)
My name is ____ and I work at the JPU Promotion and Information Department. Please translate the attached text, i.e. the latest information on the courses offered by the Faculty of Tourism and Health Sciences, which will be included in the university guide for candidates. I am also sending the 2016/2017 guide in Polish and English for reference. I don't know who translated the guide into English, so there may be some mistakes. Please note that the majors at the Faculty of Tourism and Health Sciences used to be offered by the Faculty of Humanities. Please email the translation by March 15. If you have any questions, please do not hesitate to contact me.	5 Met the deadline. Email address – ok. Failed to confirm assignment. Emails in one thread. Appropriate style.	5 Project created correctly (TM, TB). Provided reference files. Failed to change Translation status or Project status (New). Set deadlines for Linguists/ Revisers.	3 Correct file name. The translation product is acceptable after revisions.	4 Informative.

Table 5: Feedback for PM7 (lowest score)

Translation brief (email from the client)	Professionalism (6 points)	Memsource (6 points)	Target text (4 points)	Report (4 points)
As agreed, I am sending you another text for translation. Please email the translation by April 12.	0 Client emailed assignment on 3 Apr. Emailed TT to the teacher on 9 Apr. Failed to submit the assignment to the client. Email address – ok. No interaction with the client.	3 Project created correctly (TM, TB). No reference files. Failed to change status (New). Translation/Revision deadlines the same as Project deadlines.	1 Used default Memsource file name. Major errors. Should have read parallel texts.	4 Quite informative. Why did you email the TT to the client two days after revision?

The intra-university project benefitted all parties involved. First of all, the university (i.e. the client) received good quality translations free of charge[5]. The English version of the information guide was to be made available on the university website and its printed version was to be distributed at educational and promotional events. Secondly, the students were engaged in authentic tasks rather than a simulation. Their translation jobs were embedded in

[4] The client's emails were originally written in Polish.

[5] It should be noted that few of the translation products were market-ready. As a consequence, a fair amount of free labour on the part of the teacher was required to bring the texts to publishable quality.

context. Also, their translation products were publicly available. Last but not least, an intra-university project was easier to monitor for the teacher, who could contact the client via email, phone and in person whenever necessary.

The benefits for the client and the teacher as project facilitator who were involved in an authentic project completed in a university setting seem to be clear. As for the students, the project provided them with an opportunity to develop their service provision competence, enhance interpersonal skills, and further develop information mining and technological competences. When asked in the end-of-course questionnaire in June 2019 what they thought of the Project Management task, the word *useful* appeared the most frequently: "The task was very helpful as I have gained experience in managing the team, which may be useful in the future". Another student said, "The project itself was useful experience. I'll probably want to use the acquired skills as much as I can". They also emphasised the importance of cooperation, "[w]orking with people was challenging, cooperation is important in almost any work so it is likely to be useful".

The various roles performed in the translation process also provided an opportunity for learning. When asked what being a PM meant for them, most of the students mentioned that they learnt to work with others and to be responsible for their team. Some spoke of their frustration when the client or a team member failed to cooperate ("I learnt that I should always have a plan B in case someone doesn't do the job"). The students wrote that they had learnt to manage the team ("I learned cooperation and managing the team, as well as using CAT tools"), and that they understood that it is important to meet deadlines.

As regards the other roles in the translation workflow, i.e. a terminologist, a translator and a reviser, their answers indicate that they learnt not to underestimate them and that they understood the importance of teamwork ("We are all a part of a group and if one person fails it can ruin the whole project"). Before the start of the project, it could be felt that, for the students, it was the translator who did the *real* job and those commissioned with terminology work and revision had an *easy* task. This attitude changed with time. They commented, "I realised that being a terminologist is really time-consuming and responsible task" and "I have learned that being the reviser is not as easy as I'd thought, and it is not easier than the work of linguist". As the project was embedded in context and any errors in the TB and TM affected

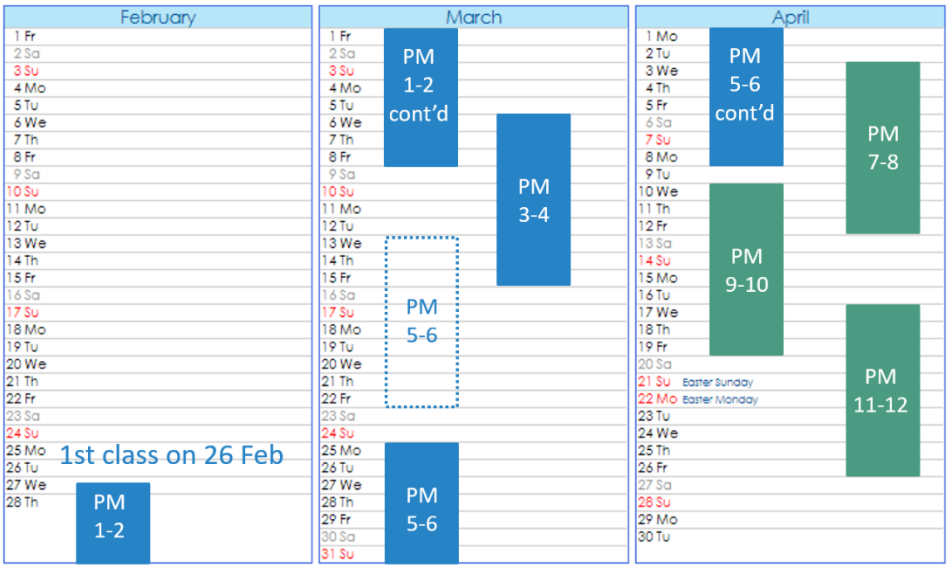
the quality of subsequent translation assignments, the need to take all workflow stages seriously was much more visible than in completing one-off translation tasks.

Having discussed the opportunities offered by an authentic collaborative translation project, let us look at its limitations. The risks involve all project stakeholders: the client, the students and the teacher. To begin with, the Promotion and Information Department staff were told to work on the project in addition to their other duties. As a result, the employee who communicated with PMs completed only one of four tasks, i.e. "Select content and emails assignment to PM" at the pre-production stage. She failed to reply to PM's requests for clarification, confirm receipt of the translated assignment or provide feedback.

Despite the fact that the project rationale was communicated in writing and explained in a meeting before the beginning of the semester, handling the correspondence with the students was regarded as a burden. She was quite busy with other work, and apparently failed to see the added value in the project. This attitude did not go unnoticed by the students who remarked in the end-of-course questionnaire, "I don't think that the job we did was appreciated, and the cooperation was basically non-existent" and "As much as I would like to say that it was a wonderful experience, I cannot. Client barely cooperated with the PMs". One student managed to draw a positive conclusion, writing that the experience could help them in their future work with clients, "Cooperation was difficult but I think this is what makes it a lesson, you cannot predict how professional the client can be".

As previously mentioned, only 12 out of 24 planned assignments were completed due to client delays. As shown in Figure 2, Projects 5 and 6 were scheduled for 13 March (the dotted line). However, the source texts were emailed almost 2 weeks later, on 25 March. It became apparent that there would be no time to complete another round of 12 jobs. As a consequence, only half of the planned projects was completed.

Figure 2: Project timeline



Another reason for finishing the project earlier than expected was the choice of the source texts for Projects 7-12 (marked in green). Instead of the agreed content (i.e. the information guide or the website), the Promotion and Information Department staff commissioned the translation of press articles with no intention to publish them. The texts were quite challenging for the undergraduate students as they covered new fields of study offered by the university (criminology, media and social communication and speech therapy) as well as the Erasmus programme.

The second set of challenges was related to the students' performance. First of all, several PMs reported on communication breakdowns within their teams. This was due to the fact that not all team members were willing to cooperate. Some missed deadlines or were out of reach outside the classroom. The quality of work was yet another issue. There were terminologists who picked irrelevant terms for the term base, translators who produced low quality translations and revisers who overlooked blatant errors.

Last but not least, the intra-university translation project required quite a lot of effort from the teacher, who had to accept the terms which were to be added to the project TB at the pre-production stage, assess the students' performance after project completion, and finally revise and then proofread 40 pages of student translations before the information guide was published. Quite unexpectedly, the teacher had to monitor and control the client's tasks. To illustrate, although the client could select any source content, the general expectation was that it would

be published. The inclusion of press articles which were selected for translation "for the sake of practising translation," as a staff member put it, rather than for publication came as a surprise. When the final version of the information guide was provided in early May 2019, the teacher was as surprised as the student translators that there was only a 60% match between the content of the final document and the content translated earlier.

5. Conclusion

A reflection on the first edition of the authentic translation project conducted in a university setting leads to a conclusion that the challenges faced during the authentic collaborative translation project must not overshadow its advantages. Even though the translation products were (in some cases) imperfect, the most important takeaway for the students is understanding how to work in and manage a team. They learnt to deal with communication breakdowns and team members who failed to complete their tasks. Thanks to the fact that the translated texts constituted a part of a larger whole, the students developed a sense of responsibility for their work and PMs felt accountable for their teams. There are similarities between the attitudes expressed by the participants in this study and those described in Way (2015), who observed that her students were able to apply their knowledge in a real life situation and, as a result, increased their awareness of their own capabilities.

The author believes that the challenges faced during the project implementation could have been avoided. Despite the fact that the client in the first edition of the translation project described in this article failed to contribute as much as it had been expected, a similar task has been incorporated in the subsequent editions of the Translation Project course. In the second edition of the course (in spring 2020), the authentic translation project was carried out in cooperation with a local women's basketball club, which belongs to the Jacob of Paradies University. This time, care was taken to explain to the intra-university client carefully what roles and responsibilities they have in the educational process aimed at helping student translators become translation service providers. The club's representative received a detailed schedule and a written description of the procedures, and was also requested to fill in online individual feedback forms. To solve the issue related to commissioning translation of randomly selected source content, it was agreed that the client would provide the source texts well in advance (i.e. the students translated content to be published on the club's website, which was already available in Polish). Last but not least, the teacher's workload related to reviewing and

proofreading the target texts at the end of the project was reduced. To make sure that the translations were market-ready, the teacher was added to the translation workflow at the Client Review stage in the CAT tool. The same procedures were followed in the third edition of the course (in spring 2021), when students collaborated with the university's Careers Office.

It should be noted that the teacher's involvement as a reviser is not considered to be a shift from the learner-centred approach towards the teacher-centred paradigm. The main focus of the project was on the interactions with the client and team members. Although the students became more adept at revising their translations as the project developed, the revision provided by the teacher was a necessary step to bring the final translation products to a publishable standard.

To conclude, the intra-university authentic translation project provided the students with an opportunity to develop service provision competence, organisational skills, interpersonal skills and information competence, which are regarded as highly desirable in translators. The participants learnt to communicate effectively and deal with unexpected problems. Undoubtedly, the experience gained during the intra-university translation project is a small yet effective step to bridge the gap between academia and the translation industry.

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Appendix 1

Project Management Report

Source text title: _____

WHO IS WHO IN YOUR PROJECT?	
Project Manager	
Terminologist	
Linguists	1. 2.
Reviser	1. 2.

PM is accountable for the project and has to make sure his/her team meet the deadlines. If a team member fails to deliver their job, PM has to substitute for them. PM creates a Memsource project, assigns roles, imports the glossary provided by the terminologist, and supervises the project completion. Finally, PM prepares a project report and emails the target text and the report to the client.

The terminologist prepares a glossary in an Excel spreadsheet, and provides links to reference materials (background information, parallel texts, etc.).

Linguists draft translations using the Memsource editor.

The reviser compares the whole translation against the source text and introduces the necessary changes.

To be completed by the PM:

Date	Time	Task	Comments
		Received the ST from the client (via email)	