Colloque international

3-5 avril 2025

TRANSLATION
TRADUCTION

LANGUAGES
LANGUES

TEACHING
ENSEIGNEMENT

Handbook of abstracts

Site Saint-Charles
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present paper is to show the potential of translation in the language classroom as a tool for enhancing general linguistic competence at advanced levels. It will present the results of a study carried out among BA and MA students of Italian, whose first language is Slovene. In their syllabus, there is also a year-long 60-hour course in translation from Italian into Slovene (at the BA level) and from Slovene into Italian (at the MA level). Each course involves the translation of about 15-18 texts. At the beginning of each assignment, a 'real-life' translational situation is envisaged so that translation choices can be based upon realistic contextual and situational considerations. A longitudinal observation of the students' output over three years has shown that by working on translation assignments, they attained not only a much better understanding of the nature of translation as interlingual and intercultural communication, but their knowledge of the two languages improved significantly as well. Translation helped them strengthen their grammatical, textual and pragmatic competence, while also making them aware of some contrastive and, occasionally, broader typological relations between the two languages.

Martina Ožbot is professor and head of Italian at the University of Ljubljana. Her research fields are translation history and translation theory as well as language contact, bilingualism and discourse studies. She has authored a number of publications, including three monographs: on Slovene translations of Machiavelli's *Prince* (2006), on the history of Slovene-Italian relations from a translational perspective (2012), and on translation and multilingualism (2021). She is editor-in-chief of the book series *Studia Translatoria* and, when time allows, a translator herself. She also taught for several years at the Translation and Interpreting School of the University of Trieste (Italy).

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The academic and parliamentary dimensions of the EU Acquis linguistic analysis in training institutional translators in Ukraine

Elina PALIICHUK

The EU English governs the language style in developing the legislative acts on the EU integration track in Ukrainian institutions. The formation of the Ukrainian version of Eurolect, commonly known as a special code, is decisive for the compatibility and interoperability of the Ukrainian law-making system with the EU acquis and runs parallel to pre-accession negotiations and relevant screening procedures. A challenge to be met is adhering to the stylistic language parameters of the EU texts by translators and legal experts to strengthen the institutions' translation capacities for a smooth accession process. The study **aims** to raise awareness of Eurolect in the academic and parliamentary domains to enhance the competencies of institutional translators, linguists, and legal experts. The literature review and observation **methods** used in the fieldwork at the Association4U (Project) (Paliichuk 2021) predetermine the question of strict vigilance over the consistency of legal discourse. The **results** help turn legal experts' attention to the concepts of "hybrid texts", "template-like nature", "reproducibility", and "horizontality" (Bednárová-Gibová, 2016) as manifested across the lexicological, graphological, morphological, semasiological, grammatical, and syntactical features considering the functional purpose of an EU legal act. The academic dimension embraces the collaboration between the Project and Borys Grinchenko Kyiv Metropolitan University (BGKU), during which teachers and students were trained in EU Law and Translation; the introduction of EU translation into Stylistics of the English language to train translators for Ukrainian institutions; release of the chapter on *Grammatical and Stylistic Issues of Translating EU Legal Acts* (Paliichuk et al. 2024) in the *Manual on EU Legal Translation into Ukrainian*. The parliamentary domain includes developing style guides for comparative legal analysis of EU acts across pre-accession chapters. For this, the EU Stylistics manual is being drafted by a team of BGKU teachers and experts from parliamentary services. The study's **conclusions** point to the

admittance of the *Translation—Languages—Teaching* trichotomy as a working model to meet the academic and parliamentary needs for drafting new laws in line with the EU acquis and preparing institutional translators capable of dealing with linguistic challenges within the bulk of national regulatory acts across operative sectoral legislation.

Elina Paliichuk, PhD is an adviser to the Speaker of the Verkhovna Rada of Ukraine and an assistant professor at the Department of Linguistics and Translation at Borys Grinchenko Kyiv Metropolitan University, Ukraine. She is a CEFRES fellow (French Research Center in Humanities and Social Sciences) implementing the project "Changing Young Minds: Student Awareness of Human Trafficking under War Conditions" and was an Associate Translation Fellow at "Association4U" working on the harmonisation of Ukrainian legislation with the standards of EU acquis. She is also a co-founder of the "Lingvocom" linguistic center and has more than twenty years of experience in legal translation.

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The impact of automation on translator competence and training: The case of institutional translation

Fernando PRIETO RAMOS

The growing use of machine translation (MT) has prompted a heated debate on the working methods, evolving roles and training of professional translators. This also applies to institutional settings such as multilingual international organizations (IOs), which are an ideal observation deck for examining the impact of technological developments on translation processes, competences and products.

Recent studies on MT performance in these settings, particularly in EU institutions, have yielded mixed results, depending on the MT system employed, the text sample translated and the languages involved. Beyond the limited scope of these studies, there is a need to take stock of trends emerging from the widespread adoption of MT across IOs and the translation industry. We will present research conducted to this end, in particular a large-scale survey of institutional translation professionals on the integration of post-editing in work processes and its impact on translation quality and translator competence requirements.

To what extent are the competences required to ensure translation quality evolving since the advent of MT? What are the implications for translator training? In order to provide evidence-based replies to these questions, the findings of our survey will be triangulated with further research results on the actual impact of specialized translator training on translation quality assurance. These were obtained through a study on the performance of several groups of institutional translators according to their qualifications and experience levels. A hybrid revision / post-editing exercise tested the abilities of 44 translators to detect and correct errors in a low-quality legal translation. It yielded strong evidence of the added value of specialized training and the competence components that remain essential to ensure high translation quality in today's automated environments.

Fernando Prieto Ramos is full professor and director of the Centre for Legal and Institutional Translation Studies (Transius) at the University of Geneva's Faculty of Translation and Interpreting. He has published widely and has received several academic awards, including a European Label Award for Innovative Methods in Language Teaching from the European Commission, an International Geneva Award from the Swiss Network for International Studies and a Consolidator Grant for his project on "Legal Translation in International Institutional Settings" (LETRINT). He is a former member of Dublin City University's CTTS, and has also worked for various institutions, including several years of in-house service at the World Trade Organization.