

## *Collaboration in translation practices in Dutch-speaking areas*

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### Abstract

In response to collaboration being an issue on the agenda of many a professional translation organization in recent years, a fair number of translation trainers have argued for innovative approaches which would enhance the trainees' collaboration skills (e.g., Gambier, 2012; Huertas Barros, 2011; Kenny, 2008; Kiraly, 2000/2014; O'Brien, 2011). Against a background of more initiatives for collaboration in the Dutch-speaking translation industry, the design of a collaborative translation exercise at Ghent University will be described. This exercise involved students not only collaborating with each other in class, but also at home online either with each other or with students from North Dakota State University at Fargo. Amongst other items, the article will cover learning outcomes, preparatory exercises, an introduction to peer feedback, and a description of class activities. Readers are invited to share their comments or accounts of their own experiences with the writer.

*Keywords:* revision; review; peer feedback; collaboration; translation

### 1. Introduction

Unless language practices are oral, they are usually of a solitary nature: reading in silence or writing a note, a letter, a card, or a report is something people usually do on their own. In recent years, however, the development of new technologies has enabled writers to perform these activities in collaboration. In the

translation sector, too, these changes have made their way into professional and educational practices. The present article will illustrate both types of practices in the Dutch-speaking area in Europe

## 2. Collaborative initiatives in the Dutch-speaking translation market

On 18 September 2014, the Directorate-General for Translation of the European Commission invited all stakeholders of the translation industry to Brussels. Both private translation companies and translation representatives from various levels of authorities attended the meeting at which Rytis Martikonis, Director-General, stated that the aim of the Commission was to promote a sustainable and diversified marketplace, for which it was crucial to collaborate in order to initiate activities with the further aims to increase its visibility and improve the training of translators.

Sending out a similar message for collaboration was also the main aim and topic of the *Tolk- en Vertaalcongres* (Interpreting and translation conference) in Hilversum (The Netherlands) in spring 2016. The largest conference ever with more than 600 participants opened with an address by Henry Liu, President of *Fédération des Interprètes et Traducteurs*, on "What unites us? Building a collaborative and sustainable translation profession". A two-day programme was filled with product demos, workshops on new technologies, quality assurance discussions, mentor sessions, a CAT-fight, in which CAT-tool producers were given 10' to produce a live translation of a particular text with their tool, etc.

In the Netherlands there is further the organization *Kennisnet voor Taal en Vakopleidingen*. They organize specialist one-day courses such as *Interpreting for financial judicial investigations*, *Digital investigation of cybercrime* (which translators and interpreters are sometimes asked to do), *MemoQ* (different levels), language classes, Syrian dialects or specialized languages. Webinars are also included in their program to spread knowledge about topics in shorter virtual online gatherings. They discuss, for instance, legal issues either related to the job of interpreter or translator or to any of the subjects that they may come across in their translation/interpreting assignments, financial matters for freelancers, terminology in the domains of drugs, weapons, or human trafficking, or even other translators' work elsewhere in the world, such as the life-saving activities of Translators without Borders in the ebola-crisis, or, today, the zika-virus epidemic.

In Belgium there is the long-standing Belgian Chamber for Translators and Interpreters (BKVT/CBTI, °1955), a professional organization mainly uniting freelance translators and interpreters, and translators and interpreters who are employed in companies. They organize workshops and colloquia for their members, support members in conflict situations with their Arbitration Council and Supervisory Board, publish a quarterly journal called *De Taalkundige/Le Linguiste* and

a *Vademecum* for beginning translators with information on administrative, financial, judicial and practical aspects of the translation profession. Apart from their internal mailing list *FastInfo*, they also communicate by means of the Yammer platform, which provides them a forum for immediate communication to all members. Members can take a translator/interpreter-specific liability insurance with them and get reduced prices for resources, dictionaries, etc.

In 2009, a former Ghent University student established de Taalsector, starting with a pdf newsletter mailed to whomever was interested. In this way, language professionals learned about each other's activities and soon the organization became a platform for all language-related professional activities. Three Ghent University graduates have recently collaborated to set up an informal organization which they call Gent Vertaalt (2013). Their aim is to work together with other translators, interpreters or language specialists from Ghent or elsewhere, to discuss professional matters and to learn from one another. Their website takes the form of a blog, keeping interaction as informal as possible. They gather physically on a monthly basis and have also started a biannual half-day workshop on various matters such as translation quality, spelling, CAT tools, translation with Dragon Natural Speaking, etc.

While the translation industry shows clear signs of increased collaboration at this organizational level, the question arises as to the extent to which they also collaborate to produce one text. In the Netherlands, translators sometimes collaborate in the translation of literary products, whether as professionals (literary translations are sometimes produced by couple of translators) or as fans (e.g., O'Hagan, 2011). Translators may also offer their services in the translation of instruction manuals for companies who have set up these large platforms for translators in order to have their products spread around the globe or the translation of text materials for non-profit organizations through, for instance, the Rosetta Foundation or Translators without Borders. It is also well-known that project managers in larger translation companies have either internal employees or freelancers work on translations simultaneously while setting up collaborative glossaries for their projects. However, other traces of translators actually sharing texts and building a translation collaboratively are rare.

Yet, thanks to the many recent advances in technology, one might think that the opposite would be the case. Indeed, text production no longer needs to take twice or three times as much time to become the product of multiple persons as it needs to be finalized by just one person. Platforms for simultaneous authoring allow people to write one text in as short a period of time that they may wish. Wikis, whether institutional or public, or storage servers, whether physically or in the cloud (think of *OneDrive* on an Office365 site, for instance), allow writers to add, omit or change text almost simultaneously. Sharing

documents becomes easier and the risk of confusion of multiple versions of the same text has become much smaller. It is precisely in this area that collaborative translation training exercises are advocated (Gambier, 2012; Huertas Barros, 2011; Kenny, 2008; Kiraly, 2000/2014, 2001; O'Brien, 2011) and the remainder of this article will introduce readers to a description of one such collaborative translation training venture.

### 3. Collaborative translation at Ghent University

In what follows, the design of a complex collaboration exercise among 31 translation students will be explained in a course of translation into the foreign language, in this case from Dutch, the mother tongue, into English at Ghent University.

#### 3.1. Learning outcomes

The learning outcomes for this course were defined as follows. Firstly, students will be able to translate a text in an unpredictable and complex context from Dutch into English, applying professional standards, aiming for high quality, while working at an acceptable speed (if professional native translators are expected to translate between 2,000 and 2,500 words per day, this class will aim for a translation speed into the foreign language of 220 words per hour, rather than the expected 300 words per hour). Their translations should demonstrate the students' sensitivity towards language and text and display a command of English at the C2 level of the *Common European framework of reference* for comprehension and writing. At the same time, they should be able to apply advanced contrastive linguistic knowledge between English and Dutch, use advanced encyclopedic and (inter)cultural knowledge, find appropriate paper and electronic reference works and resources, and apply the conventions and code of ethics of the professional translation market. In addition, students are expected to reflect on their translations and those of others and produce commentaries of translations, in which they show an underpinning of their views in an academically justified manner with the necessary dose of critical self-reflection. At the end of the course, students are able to communicate about translations with both lay people and specialists in a clear and coherent manner.

#### 3.2. Translation project

For this course with the study time of a total of 90 hours (including 22.5 hours of class time), which started in February 2016, the class collaborated with the Belgian publishing company Horizon to produce a trial translation of a couple of

chapters from historian Johan Op de Beeck's *Het Verlies van België* (2015), a popular history account of Belgium's development into an independent state in 1830. It was agreed by the publisher and the teacher to present this trial translation at the London Book Fair in mid-April 2016 in order to promote the book among an English-speaking market. The chapters selected were the Introduction and Chapter 13. As a matter of fact, the collaboration went further than this: the teachers of the parallel translation courses in French and German had also agreed to provide a French and a German trial translation of the Introduction. Since the text was actually too long for the students to each translate everything (and for the teacher to check and comment so many long stretches of translation), the text was split up into as many parts as there were classes after the first one.

### 3.3. Preparatory exercises

As a preparatory exercise, students were asked to read as many passages from the book as possible, which was made available to them digitally in pdf through the learning platform *Minerva*. They were also required not to spread this document elsewhere and already learnt one of the fundamental rules in a translator's deontology, that is that of respect for the customer's privacy and copyright. Also made available to students on the learning platform was a set of podcasts produced by the Flemish classical radio Klara in the preceding Autumn, where the audience could hear Johan Op de Beeck's voice telling the story of his book.

Another preparatory exercise was to consult as many comparable texts in both Dutch and English as possible. In particular, each student was asked to play the role of a corpus builder by contributing one text (either NL or EN) to the comparable corpus. They needed to look for comparable historical texts on the topic of the Belgian revolution with a minimum length of 300 words in either English or Dutch. A *Comparable Dutch/English Text Wiki* was made available on the learning platform into which they inserted the bibliographic references of their texts and links to websites if relevant. If possible, they were also asked to copy the text into a .txt file format and upload it into the student publication folder for a comparable Dutch/English corpus. This allowed them to download the texts and search them for collocations or translations.

### 3.4. Principles for collaborative work

In order to obtain the learning outcomes of the course in the setting described above, the following principles were formulated:

- all students need to become familiar not only with the translation of a small part of a larger text, but also with revision and reviewing activities;

- all students need to do a fairly equal share of all the different aspects of the work;
- all students should learn to collaborate with any other random student;
- all students need to help build the glossary by offering suggestions on the platform wiki;
- students need to be given the opportunity to learn from each other's translations;
- the regular curriculum for this course needs to be integrated into the exercises;
- students need to take responsibility for their organization, also time-wise, both at home and in class.

The students were assigned a number of roles each of them had to perform. Each week they had to be a *translator* (a) (18 hours of study time) producing the best translation possible of a part of the source text of 200 words long, aiming to be able to translate about 220 words per hour. Next, they had to act as a *reviser* (b) (nine hours of study time or a usual assignment of two text sections), for which they would only focus on the relation between the source text and the translation and indicate any omissions, additions or differences in meaning between them. Thirdly, they had to function as a *reviewer* (c) (nine hours of study time) when they would comment on a revised translation and focus on all aspects of the acceptability of the translation for the target text audience (mainly language). In addition, every student would help build the *comparable corpus* (d) (two hours of study time) by contributing one Dutch or English text of a minimum length of 300 words to the comparable corpus. Finally, they would also be *terminology contributors* by suggesting a couple of terms and their translations for inclusion in the class terminology list. Revisers and reviewers were encouraged to make contact with translators to point out items whose meanings needed negotiations. Translators were encouraged to react to revisions and reviews.

### 3.5. Student instructions

In order for the instructions to be clear and students to know precisely what was expected of them, one schedule was devised that included all tasks and collaborations per student per week. In addition, one text plan in which it was clear in which parts the text was divided, a week timing to make sure all steps were carried out timely, and a document naming instructions for everyone so that it was clear which part of the text an individual held, which stage of the whole procedure he or she was in (whether it was just translation, revision, or review and who was the most recent producer of the file). Moreover, the learning platform *Wiki* was made available for the students to collect their terms. One student

– a volunteer – became the terminology manager and organized the *Wiki* for it to become the most appropriate glossary. It was also his or her task to check contributions to the terminology list, so the final glossary became his responsibility. In return, he was allowed to hand in fewer translation/revision/review tasks.

### 3.6. Schedule

Students were told that the schedule (Appendix 1) was very strict and very tight: any deviations would lead to another student experiencing problems with the next step. If a translator had not uploaded the translation on time, the reviser could not do their work, nor could the reviewer. In fact, one student – another volunteer – took up the role of project manager whose job was to check the production of all translations, revisions and reviews, corpora, and be responsible for the compilation of the final translation. As was the case with the student terminology manager, she, too, was allowed to hand in fewer translations/revisions/reviews.

### 3.7. Text plan

The text plan explicitly stated the number of words of each chapter from *Het verlies van België* (Introduction 1,685 words and Chapter 13 4,678, with 6,363 words in total) and how they were divided over classes (two classes for the *Introduction* and 6 for *Chapter 13*). As non-natives, the students were expected to be able to read 150 words/minute (native speakers read 200 words/minute) and so a reading time of one hour was provided for the whole text. Each week one passage of around 800 words was divided into four sections of around 200 words and distributed over all students (n=31) to translate. Table 1 shows an extract from this plan.

### 3.8. Week timing

The week timing was organized as follows. Classes were held on Monday morning and dealt with the translations written in the preceding week. Then translators had the time to translate the relevant passage of 200 words by 8 pm on Tuesday and upload it onto a *Translations* folder of the ‘student publications’ module on the learning platform, which is also accessible to all other students. Revisers were expected to download the translations assigned to them from that folder, revise them and upload the revised translations into the *Revisions* folder by Wednesday midnight (12 am). Reviewers were expected to download the revised translations assigned to them from the *Revisions* folder, review them and upload the reviewed translations onto the *Reviewed* folder by Friday noon. The teacher could go to the *Revisions* and *Reviews* folders and comment on the translations and peer feedback by the next class on Monday.

Table 1 Text plan

Class	Week	Date	Topic	Section no.	Subsection code	Subsection beginning	Subsection end	Subsection word no.
1	2	15/02 /2016	Introduction					
2	3	22/02 /2016	Intertemporal translation (incl. non-standard language)	I	a	Inld	...anderen streefden naar het herstel van de macht van de katholieke geestelijkheid.	204
		I		b	Maar over één zaak was men het eens	...Daarin was het gerestaureerde koningshuis voor de zoveelste keer aan het wankelen gebracht.	216	
		I		c	Ook Griekenland had een bloedige revolutie achter de rug,	...voor het voetlicht te brengen	224	
		I		d	We nemen het vandaag voor al te vanzelfsprekend aan...	...Het waren mannen van graniet.	226	
3	4	29/02 /2016	cultural references	II	a	Eminente historici even buiten beschouwing gelaten	... die in 1789 in Parijs was geboren.	218
		II		b	We zullen zien hoe men moedige daden afwisselde met kleinzieligheid...	...En zo volgen er nog veel meer in dit boek.	187	
		II		c	In volle revolutietijd, midden in het cruciale debat ...	...zijn immers nog steeds relevant.	214	

### 3.9. Document naming

Document titles were given as follows:

1. *PartI\_T3a* for the translation of Part I, section 'a' by translating student 3 for that section.
2. *PartI\_Rs3a* for the revised translation of Part I, section 'a' by translating student 3 for that section;
3. *PartI\_Rs3a\_Rw3a* for the revised and reviewed translation of Part I, section 'a' by translating student 3 for that section.

### 4. Classes

In class, students received different sets of exercises to practice their translation skills and reflect on their products. In Appendix 2 different exercises have been included that show the variety of activities developed for students for individual work. Although these exercises can be done by students on their own and collaboration is not necessarily present here, they do rely on collaboration: all students consented to having their own translation versions, revision and reviews accessible for other students and most of the exercises included students' work. The first exercise has students consult other texts than the source texts and their translations in order to use historically appropriate terms in their target texts,



copy names of characters correctly, and render place references appropriately. The second exercise is a semantic task requiring the students to reflect on the usage of closely related modal concepts. In the next multiple choice task, students are given specific translation problems with a set of various student solutions. The final exercise gives students all the revised translations of that week next to each other and next to the source text in the first column (open columns mean that some students had not handed in their work by the deadline) together with students' feedback. Thus, students can compare their own translations with those of others, study the comments and learn from the suggestions. Additionally, it shows the teacher's comments on the students' feedback and any of the translation problems that had not been noticed by the students themselves. They were marked in yellow so that students realized whose 'voice' they could hear.

#### 4.1. Introduction class to peer feedback

Before the students embarked on their translation/revision/reviewing activities, they were introduced to giving peer feedback in an introductory class. By referring to the industry standards, a handout explained to them the reasons for employing peer feedback. It was also explained to them that a methodical way to reread a translation and judge its features was to do it twice so that both traditional requirements of fidelity and transparency were treated equally. They could scan a translation while focusing on the source text and wondering whether all meanings were conveyed (revision) and they could read through it a second time to judge whether its formulations are acceptable to the envisaged target audience (review). While such reading processes – whether for revision or review – are usually linear (i.e., starting with the first sentence and ending with the last), research has shown that it is not uncommon to regress to earlier sentences or to progress to later sentences and return to earlier passages later on.

Three principles of appropriate and effective feedback were explained to them: correctness of the detection of problems, appropriate formulation of problems and delivery of the feedback within the agreed period. While the last item speaks for itself, the first two need some clarification. With respect to correct problem identification, revisers were, on the one hand, recommended to compare the translation to the source text carefully and indicate any omissions, any additions, and whether the source text author's intention had been respected. They were also supposed to explain why any of those elements were problematic. Reviewers, in contrast, had to read the translation carefully and identify any content, textual or linguistic problems: Does the text make sense? is it coherent and cohesive? Will the text fulfill audience expectations? They were reminded of referential and terminological issues, of translationese, and

of checking morphology, syntax and spelling. They were also advised to explain why any of those elements were problematic.

As for the appropriate formulation of problems, students were asked to consider three different aspects. Firstly, it was explained why the type of annotation mattered that they would use – whether to change something in the text itself by means of Word's *Track changes* tool or to insert a comment into a balloon by means of adding a *New comment*. In analogy with some revision practices (Robert, 2015), they were taught to apply *Track changes* for undisputable changes. The changes needed to be suggested in such a way that if the translator accepted them all so that the translation could be sent to the reviewer/client without any further revision. Matters subjected to this type of feedback were usually within the domain of grammar or spelling, although certain additions, deletions and factual issues may also be communicated by means of this method efficiently. 'Balloons', on the other hand, were reserved for matters that are more amenable to discussion: stylistic preferences or translations where more than one alternative is adequate and acceptable. In addition, 'balloons' could also be used to offer explanations of items that seem to be less obvious to the translator, such as a linguistic rule. Students were advised, though, not to adopt a paternalistic or arrogant tone when doing so. In general, the following items are amenable to this type of feedback: explaining the reason why an item is problematic, adding information about the background, clarifying the writer's intentions, adding a detail from the translation instructions, or referring to a glossary or a comparable text. Moreover, students were also encouraged to add a comment for the purpose of expressing their doubts or maintaining good rapport (writing positive note or putting a smiley next to a translation that was deemed to particularly successful, etc.). Secondly, students were told to aim for a balanced kind of amount of information to be communicated to the translator, and to avoid adding comments that were too long or that were too short. Finally, comments also needed to adopt the appropriate tone. In order to be persuasive, comments had to show interpersonal features that stimulated the translator to accept the comment and follow it up. The students were reminded of the fact that the manner in which a teacher gives feedback may be quite different from that of a peer and that brief one-sentence comments, such as "spelling!", were not very conducive to a good professional relationship. In addition, they were also informed that the Americans had their own ways of giving feedback and that the cultural differences would offer them an interesting experience.

With respect to the aim of effectiveness – a concept that is as gradable as that of appropriateness – the following conditions were enumerated: peer A's feedback comment will be effective if peer B's response to that feedback is positive. A positive response could be concluded from various reactions by peer B, such as

communicating acceptance of that comment or a reasoned and relevant rejection, acting effectively, and responding within an agreed period. The session on peer feedback ended with a comment recognition exercise (Appendix 2).

#### 4.2. Collaboration with North Dakota State University

Participation by Ghent University in the Trans-Atlantic and Pacific Project (for further details on this project see Humbley, Maylath, Mousten, Vandepitte, & Veisblat, 2005; Vandepitte, Mousten, Maylath, Isohella, Musacchio, & Palumbo, 2015) also enabled students to collaborate externally. Since the translation of the chapters was already well under way, it was decided that this year's collaboration would consist of American students from North Dakota State University<sup>1</sup> reviewing the translation for the American market. Seven versions of the introductory chapter were composed of the different first translation versions by students (N = 20) (PARTI1abcd+PARTII1abcd, PARTI2abcd+PARTII2abcd, etc.) and reviewed by groups of two to three North Dakota State University students. This resulted in the production of seven 'American' translations.

#### 5. Conclusion

In the collaborative class as described above, each student adopted a regular work rhythm, translating 1,600 words and revising and reviewing another 3,200 words, divided over 8 weeks. While most students were informally positive about the course, the student evaluation is still under way. Two class design issues that will be improved are the following. Since glossary contributions are also important in translators' professional lives, they will be incorporated into the schedule in order for all students to engage in the activity. Besides, since it is also the aim of the class to produce a final full version, one class should be devoted to that activity. Overall, however, students have practiced for much more intensive translation collaborative work than that happening on the market today. They will definitely be ready to work together with other colleagues closely. By fitting collaborative tasks into the translation curriculum, trainees will be taught that it is normal not to keep to themselves but, rather, enter into professional relationships for the benefit of everyone concerned.

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<sup>1</sup> I wish to express my sincere gratitude to Brady Bergeson for having his students collaborate in this exercise.

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APPENDIX 1

in preparation of Week 2		in preparation of Week 3		in preparation of Week 4		in preparation of Week 5		in preparation of Week 6		in preparation of Week 7		in preparation of Week 8		in preparation of Week 9			
Part I	Part I	Part II	Part II	Part III	Part III	Part IV	Part IV	Part V	Part V	Part VI	Part VI	Part VII	Part VII	Part VIII	Part VIII		
T1a	Rs1a-2a	T2c	Rs3c-4c	T4a	Rs7a	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)		NL corpus		T1b	Rs1b-2b	T2a	Rw1a-2a	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T1b	Rs1b-2b	T2d	Rs3d-4d	T4b	Rs7b	PartII_15a		NL corpus		T1c	Rs1c-2c	T2b	Rw1b-2b	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T1c	Rs1c-2c	T3a	Rs5a-6a	T4c	Rs7c	PartIII_15a		NL corpus		T1d	Rs1d-2d	T2c	Rw1c-2c	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
Sonia Vandepitte: On Tuesday at 8pm she will also be able to download translations Part II subsections produced by two students as T15c and T6c, which she will find in the Translations student publications folder. She will upload the revisions as Part_15c and Part_15c into the <b>Revisions</b> student publication folder by Wednesday 12am (midnight)		T3b	Rs5b-6b	T4d	Rs7d	T5a	Rw1a-2a-3a	T6d	Rw4d-5d	NL corpus		T1e	Rs1e-2e	T2d	Rw1d-2d	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)	
T3c	Rs5c-6c	T5a	Rw1a-2a-3a	T6c	Rw4c-5c	NL corpus		T1f	Rs1f-2f	NL corpus		T2e	Rw1e-2e	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T3d	Rs5d-6d	T5b	Rw1b-2b-3b	T6d	Rw4d-5d	NL corpus		T1g	Rs1g-2g	NL corpus		T2f	Rw1f-2f	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T4a	Rs7a	T5c	Rw1c-2c-3c	T7a	Rw6a-7a	NL corpus		T1h	Rs1h-2h	NL corpus		T2g	Rw1g-2g	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T4b	Rs7b	T5d	Rw1d-2d-3d	T7b	Rw6b-7b	EN corpus		T1i	Rs1i-2i	NL corpus		T2h	Rw1h-2h	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T4c	Rs7c	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 9 Feb (8pm)		T7c	Rw6c-7c	NL corpus		T1j	Rs1j-2j	NL corpus		T2i	Rw1i-2i	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T4d	Rs7d	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 9 Feb (8pm)		T7d	Rw6d-7d	NL corpus		T1k	Rs1k-2k	NL corpus		T2j	Rw1j-2j	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T5a	Rs7a	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 9 Feb (8pm)		T7e	Rw6e-7e	NL corpus		T1l	Rs1l-2l	NL corpus		T2k	Rw1k-2k	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T5b	Rs7b	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 9 Feb (8pm)		T7f	Rw6f-7f	NL corpus		T1m	Rs1m-2m	NL corpus		T2l	Rw1l-2l	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			
T5c	Rw1c-2c-3c	T7a	Rw6a-7a	NL corpus		T1c	Rs1c-2c	T3a	Rs5a-6a	T4c	Rs7c	T5c	Rs1a-2a	Sonia Vandepitte: This student looks for the source text passage Part I subsection c (see sheet 'Text sections'), calls her translation and uploads it into the <b>Translations</b> student publication folder by Tuesday 1 Mar (8pm)			

Figure 1 Readme file with explanations about how to interpret the schedule below

id	name	Part I	Part I	Part II	Part II	Part III	Part III	Part IV	Part IV	Part V	Part V	Part VI	Part VI	Part VII	Part VII	Part VIII	Part VIII
1	T1b	Rs1a-2a	T2d	Rs3d-4d	T4b	Rs7b	T5d	Rw1d-2d-3d	T7b	Rw6a-7a-6b	NL corpus		T1b	Rw1a-2a-3a	T5c	Rw6b-7b	
2	T1c	Rs1d-2d	T3a	Rs5a-6a	T4c	Rs7c	T6a	Rw4a-5a	T7c	Rw6d-7d	EN corpus		T1c	Rw1d-2d	T5d	Rw6c-7c	
3	T1d	Rs1c-2c	T3b	Rs5b-6b-3c	T4d	Rs7d	T6b	Rw4b-5b	T7d	Rw6f-7c	EN corpus		T1d	Rw1c-2c	T6a	Rw6d-7d	
4	T2a	Rs3a-4a	T3c	Rs5c-6c-4c	T5a	Rw1a4d-2a	T6c	Rw4c-5c-1c	NL corpus		T1a	Rs1b-2b	T2a	Rw4a-5a-6b	T6b	Rw8a-9a-6a	
5	T2b	Rs3b-4b	T3d	Rs5d-6d	T5b	Rw1b-2b-3b	T6d	Rw4d-5d	NL corpus		T1b	Rs1a-2a	T2b	Rw4b-5b	T6c	Rw8b-9b-7a	
6	T2c	Rs3c-4c	T4a	Rs7a	T5c	Rw1c-2c-3c	T7a	Rw6b-7b	NL corpus		T1c	Rs1d-2d-3d	T2c	Rw4c-5c	T6d	Rw3c-8c	
7	T2d	Rs3d-4d	T4b	Rs7b	T5d	Rw1d-2d-3d	T7b	Rw6a-7a	EN corpus		T1d	Rs1c-2c	T2d	Rw4d-5d	T7a	Rw3d-8d	
8	T3a	Rs5a-6a	T4c	Rs7c	T6a	Rw4a-5a-5	T7c	Rw6d-7d	EN corpus		T2a	Rs3a-4a-4d	T3a	Rw4c-5c	T7b	Rs1a-2a	
9	T3b	Rs5b-6b	T4d	Rs7d	T6b	Rw4b-5b	T7d	Rw6c-7c	EN corpus		T2b	Rs3b-4b	T3b	Rw4d-5d	T7c	Rs1b-2b-1d	
10	T3c	Rs5c-6c	T5a	Rw1a-2a-3a	T6c	Rw4c-5c	NL corpus		T1a	Rs1b-2b-2a	T2c	Rs3c-4c	T3c	Rw6a-7a	T7d	Rs1c-2c	
11	T4b	Rs7b	T5d	Rw1d-2d-3d	T7b	Rw6a-7a-6b	EN corpus		T1d	Rs1c-2c-1a	T3b	Rs5b-6b	T4d	Rw6d-7d	T8c	Rs3b-4b	
12	T4c	Rs7c	T6a	Rw4a-5a	T7c	Rw6d-7d-7b	EN corpus		T2a	Rs3a-4a-1d	T3c	Rs5c-6c-5a	T4d	Rw8a-9a	T8d	Rs3c-4c	
13	T4d	Rs7d	T6b	Rw4b-5b-1b	T7d	Rw6c-7c	EN corpus		T2b	Rs3b-4b	T3d	Rs5d-6d	T4d	Rw8b-9b	T9a	Rs3d-4d	
14	T5a	Rw1a-2a-3a	T6c	Rw4c-5c-2b	NL corpus		T1a	Rs1b-2b	T2c	Rs3c-4c	T4a	Rs7a	T5a	Rw3c-8c	T9b	Rs5a-6a	
15	T5b	Rw1b-2b-3b	T6d	Rw4d-5d	NL corpus		T1b	Rs1a-2a	T2d	Rs3d-4d	T4b	Rs7b	T5b	Rw3d-8d-7b	T1a	Rs5b-6b-2d	
16	T5c	Rw1c-2c-3c	T7a	Rw6b-7b	NL corpus		T1c	Rs1d-2d	T3a	Rs5a-6a	T4c	Rs7c	T5c	Rs1a-2a,Rw	T1b	Rs5c-6c	
17	T5d	Rw1d-2d-3d	T7b	Rw6a-7a	EN corpus		T1d	Rs1c-2c,Rw3	T3b	Rs5b-6b	T4d	Rs7d	T5d	Rs1b-2b	T1c	Rs5d-6d	
18	T6a	Rw4a-5a	T7c	Rw6d-7d	EN corpus		T2a	Rs3a-4a	T3c	Rs5c-6c	T5a	Rw2a-3a-1c	T6a	Rs1c-2c	T1d	Rs7a-8a-9a-3a	
19	T6b	Rw4b-5b	T7d	Rw6c-7c	EN corpus		T2b	Rs3b-4b	T3d	Rs5d-6d	T5b	Rw1b-2b-3b	T6b	Rs1d-2d	T2a	Rs7b-8b-9b-4a	
20	T6d	Rw4d-5d	NL corpus-Rs		T1b	Rs1a-8b-2l	T2d	Rs3d-8c	T4b	Rs7b-8d	T5d	Rw1d-2d,2c,f	T6d	Rs3b-4b-9c	T2c	Rs7d-8d-9d	
21	T7a	Rw6b-7b	NL corpus		T1c	Rs1d-2d	T3a	Rs5a-6a	T4c	Rs7c	T6a	Rw4a-5a	T7a	Rs3c-4c	T2d	Rw1a-2a-3a	
22	T7b	Rw6a-7a	EN corpus		T1d	Rs1c-2c	T3b	Rs5b-6b	T4d	Rs7d	T6b	Rw4b-5b	T7b	Rs3d-4d,Rw	T3a	Rw1b-2b-3b	
23	T7c	Rw6d-7d	EN corpus		T2a	Rs3a-4a-1l	T3c	Rs5c-6c-4c	T5a	Rw1a-2a-3a	T6c	Rw4c-5c-3c	T7c	Rs5a-6a	T3b	Rw1c-2c	
24	T7d	Rw6c-7c	EN corpus		T2b	Rs3b-4b	T3d	Rs5d-6d	T5b	Rw1b-2b-3b	T6d	Rw4d-5d	T7d	Rs5b-6b	T3c	Rw1d-2d	
25	NL corpus		T1a	Rs1b-Rw8a	T2c	Rs3c-4c,Rw	T4a	Rs7a,Rw8c	T5c	Rw1c-2c-8d	T7a	Rw4c-5c,Rw8	T8a	Rs5c,Rw9c	T3d	Rw4a-9d	
26	NL corpus		T1b	Rs1a-2a	T2d	Rs3d-4d	T4b	Rs7b	T5d	Rw1d-2d-3d	T7b	Rw4d-5d	T8b	Rs5d-6d	T4a	Rw4b-5b,Rs7c	
27	NL corpus		T1c	Rs1d-2d	T3a	Rs5a-6a	T4c	Rs7c	T6a	Rw4a-5a-7b	T7c	Rw6a-7a	T8c	Rs7a-8a-9a	T4b	Rw4c-5c	

Figure 2 Schedule for students

From this figure it is clear that each student exactly knew which part of the text by the next class, all eight classes being represented by two columns. In one column, they found the translation part and in the other the revision/review tasks. It can also be seen that each student had one week in which they were exempt for handing in a translation, giving them some mental space for other activities. In addition, it can be seen when each student was supposed to contribute with a text to the class comparable corpus. Colors in the schedule indicate some changes in the program due to the withdrawal of some students from the course.

APPENDIX 2

Class 8 week 11

Exercise 1

- a. Look up 'shopping street' in the OED and note down when they recorded the concept for the first time. Can you use it here?
- b. Check the source text to confirm / contradict comment 90 below: *VanBijlandt (zonder spatie)*
- c. In which place was the revolt in capable hands? Which translation renders this well?

Exercise 2

Fill in

*incidentally - in point of fact - in fact - otherwise - anyway - apart from that - for the rest*

1. I love to have them around me when I'm working.' \_\_\_\_\_  
I love to have them around me all the time!
2. Anyone interested? Email me personally. (\_\_\_\_\_ I live in the Murkeyside area if anyone fancies a lift)
3. That was an \_\_\_\_\_ excellent move.
4. I was always in the union. \_\_\_\_\_ er yes I, I, I joined at sixteen on the union
5. There were shirts and pants and \_\_\_\_\_ there was one small section of gloves
6. I tried to completely ignore the customers and the staff including the lady behind the counter who seem puzzled, curious and tickled about why I was zooming pictures. \_\_\_\_\_, I couldn't care less but deep down, I was a bit concerned if any of staff will come over and point blank tell me to stop.
7. Yorkshire Puddings make a delicious accompaniment to all your meat dishes. \_\_\_\_\_ they are regularly seen around all the best joints.
8. Then the dog and the bitch compete for Best of BreEd. \_\_\_\_\_, a first grading would be awarded to a typical dog of good conformation
9. The marine cricket is a beetle, actually... It's not a cricket at all, \_\_\_\_\_.
10. He has a bit of a temper, But \_\_\_\_\_ he's a good person.
11. It felt like Africa. It looked like Africa. \_\_\_\_\_, it was deepest California.
12. Have you met anyone of interest over there? I \_\_\_\_\_ met a whole bunch of people this afternoon
13. The aim of this policy was to define parental rights and \_\_\_\_\_, mobilise parents by giving them more influence within the schools their children attendEd.
14. 'Wrong' books were placed on the list of prohibited books by the Catholic Church, a medieval censure, which, \_\_\_\_\_, was held until 1966.
15. The airlines charge half-price for students. \_\_\_\_\_, I have already bought my ticket to New York.

Exercise 3

What is the best representation of the source text? Pick the translation of your choice and/or change that into an even better one. You will find a model answer at the end of this document, but do not look at it yet :-)

<p>a</p> <p>Leuven was voorlopig ook de enige Vlaamse stad waar de opstandelingen op een stevig draagvlak bij de bevolking konden rekenen. Antwerpen had twee onrustige dagen beleefd. Op de Meir en in de Clarastraat vielen gewonden toen een inderhaast opgerichte Burgerwacht op 'het gemeen' had geschoten, nadat dit volk met stenen had gegooid. Maar daar bleef het bij. De burgerij was welgevaaren bij de economische politiek van Willem en moest niets weten van revolutionaire avonturen. Orangisme en economische belangen gingen hier meer dan waar ook hand in hand. Een vergelijkbare situatie heerste in Brugge en Gent.</p>	<p>a. after the quickly founded Civic Guard had shot at 'the mob'</p> <p>b. when a hastily founded Civic Guard had opened fire at 'the rabble'</p> <p>c. due to a hastily organised Civic Guard firing shots at 'the plebs'</p> <p>d. when a hastily created Civic Guard had shot them (= people of the lowest class)</p> <p>e. when a hurriedly set up Civic Guard had shot at 'the mob';</p> <p>a. But this was not the end of it.</p> <p>b. Fortunately, things did not get out of hand any further.</p> <p>c. But that was not all</p> <p>d. That ended the matter, however.</p> <p>e. However, there were no further incidents.</p>
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Exercise 4

Apart from the students' comments, this document also has some passages of translations marked in yellow. They point at problems that need to be solved.

If you find difficulty solving them, contact the teacher.

a	1	2	3	4	5	6	7	8	9	
Leuven was voorlopig ook de enige Vlaamse stad waar de opstandelingen op een stevig draagvlak bij de bevolking konden rekenen. Antwerpen had twee onrustige dagen beleefd. Op de Meir en in de Clarastraat	For now, Leuven remained the only Flemish city where the rebellion had much support amongst the civilians. Antwerp had experience d two tumultuous days. For in the Meir and the Clarastraat, were	For the time being, Leuven was the only Flemish city where the rebels could count on the people's ardent support. Antwerp had experience d two days of turbulence. In the Meir, one of Antwerp's most prominent	For the time being, Leuven was the only Flemish town where the insurgents could count on a lot of support from the population. Antwerp had experience d two turbulent days. On the Meir and in the Clarastraat, there had		For the time being, Louvain was the only Flemish city that would provide the revolutionaries with stable public support. Antwerp had experience d an unruly two days. On the Meir and the Clarastraat, there were casualties	For now, Leuven remained the only Flemish city where the rebels could count on heavy support from the people. Antwerp had experience d two tumultuous days. On the Meir and the Clarastraat, people were	For the time being, Leuven was the only Flemish city where the rebels could count on much support from the people. Antwerp had gone through two turbulent days. On the Meir and in the Clarastraat, people of the lowest			Leuven for the time being was the only Flemish city where the rebels could rely on a firm basis of support among the people. Antwerp had experience d two turbulent days. People got hurt in the Meir and the Clarastraat

Comment [L1]: Were you lose the meaning of the verb 'rekenen'. Suggestion = could count on the support of many civilians

This is true, but to what extent is the difference between 'having support' and 'counting on support' relevant to this context?

Comment [L2]: Are you trying to give an example? For instance, for example?

This could be a formal causal (or, which) would integrate into the preceding sentence

Comment [L17]: I'm not sure about this wording. Maybe you could opt for "two tumultuous days"?

Comment [J24]: Perhaps you could specify it is a shopping street, since the target audience might not know what the Meir is

the concept of a 'shopping street' is anachronous to the beginning of the 19<sup>th</sup> century - Old

Comment [J13]: Perhaps you could specify it is a shopping street, since the target audience might not know what the Meir is

the concept of a 'shopping street' is anachronous to the beginning of the 19<sup>th</sup> century

Comment [J33]: Perhaps you could specify it is a shopping street, since the target audience might not know what the Meir is

the concept of a 'shopping street' is anachronous to the beginning of the 19<sup>th</sup> century

Figure 3 Extract from the revised translations produced by 7 students

APPENDIX 3

Peer feedback exercise

*In a sheet with carefully selected peer feedback comments from earlier exercises, both of a revisory and a reviewing character, students had to look up the following items:*

1 revising comment; 1 reviewing comment; 1 inappropriate comment because of its tone; 1 comment that is too short; 1 comment that is too long ; 1 comment that could have been indicated in the text rather than a balloon; 1 problem that has not been detected; 1 omission; 1 addition; 1 comment inviting the translator to communicate<sup>2</sup> ; 1 comment on content; 1 comment on cohesion; 1 comment on coherence; 1 comment on syntax; 1 comment on morphology; 1 comment referring to the audience; 1 comment referring to the text as a whole; comments referring to undisputed changes; 1 comment on lexicon; 1 comment on the author's intentions; 1 ineffective comment

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<sup>2</sup> What will happen if the translator does not accept this invitation?