

**SVOBODA, TOMÁŠ; BIEL, ŁUCJA; SOSONI, VILELMINI (EDS.).
INSTITUTIONAL TRANSLATOR TRAINING. LONDON & NEW YORK,
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For many translation students, the possibility of working as a translator in a major international institution can certainly be an attractive career goal. Over the years, numerous degree programmes have sprung up in many different countries, and schemes such as the European Masters in Translation (EMT) consortium, steered by the European Commission's Directorate-General for Translation, have fostered the development of relationships between universities and different international organisations (see Schmitt, 2012; Way, 2020: 192-193). With the industry evolving rapidly due to factors like machine translation, post-editing, and artificial intelligence, institutional translation is not excluded from the ever-present requirement to update skills, knowledge, and competencies, as well as to incorporate new initiatives into training and professional development (see, for instance, Nitzke, Tardel, & Hansen-Schirra, 2019; Angelone, 2022; Massey, Piotrowska, & Marczak, 2023).

Though various facets of institutional translation have been studied by scholars (e.g., Koskinen, 2014; Svoboda, Biel, & Łoboda, 2017; Prieto Ramos, 2020), the focus of this volume on training-related aspects represents a clear novelty. In encompassing a broader spectrum, *Institutional Translator Training* addresses the need for research grounded in rich scholarly, pedagogical, and institutional expertise. Edited by the leading translation studies scholars Tomáš Svoboda, Łucja Biel, and Vilelmini Sosoni, the work's fifteen chapters are authored by many well-known names who contribute the necessary perspectives from universities and international institutions.

The volume is introduced by the three editors, who define and outline the current state of research on institutional translation as well as summarise each contribution. In noting that to date "no synthetic publication has been available focusing on training in this research field" (p. 2), this pioneering book therefore fills an important gap in the current scholarly literature.

The first and longest part of the book is dedicated to the role of competencies in institutional translator training. It opens with a co-authored contribution by Nicolas Froeliger, Alexandra Krause, and Leena Salmi, which forms part of a larger project surveying the competencies of translation students and professionals linked to the 35 core skills listed in the penultimate EMT Competence Framework (European Commission, 2017). Having previously conducted a similar survey with EMT students, the authors discuss the findings of an internet-based questionnaire filled in by over 400 active

institutional translators and contrast the results of the two studies before proposing some further research options.

In Chapter 2, Anne Lafeber presents the results of a 2021 online survey conducted with institutional translators and revisors at organisations affiliated with IAMLADP (International Annual Meeting on Language Arrangements, Documentation and Publications). Building on the results of a previous smaller survey which took place in 2010, the questionnaire had over 1,000 respondents from 40 institutions, who answered questions pertaining to the perceived importance of 51 key skills. These data were analysed and presented in scatter charts, with the competencies arranged into four categories from A to D, with those in Category A representing the highest recruitment priorities. Subsequently, this information was contrasted with the 2010 survey, noting the change in importance accorded to skills relating to contextual knowledge and computer-assisted translation tools. Finally, on the question of aligning the necessary competencies and skills with the needs and expectations of various stakeholders, Lafeber concludes that “it will be up to those who train and employ institutional translators to remain abreast of changes [...] so that they can adjust their hiring processes and training programmes accordingly” (p. 45)

In Chapter 3, Fernando Prieto Ramos and Diego Guzmán analyse a corpus of translator vacancy notices at several international institutions to determine how job profiles, academic backgrounds, and competencies have changed in the fifteen-year period from 2005 to 2020. Their statistical analysis charts how expected roles and duties have evolved over this time, comparing and contrasting differences between the highlighted institutions. In the next chapter, Tomáš Svoboda and Vilemini Sosoni examine the intersection between language and translation technology and institutional translation, underlining how training in relevant language and translation technologies is integrated into institutional translation. They summarise the present state of affairs in the translation directorates of two EU institutions before providing the detailed results of a survey on the topic circulated among institutional translators (this was, in fact, a sub-section of the large-scale survey discussed in Chapter 1).

In Chapter 4, Kristian Tangsgaard Hvelplund provides the results of his study on how institutional translators actually use digital resources in familiar professional environments. Using screen recording software, he analysed how seven EU translators translated two text types (a legal document and a press release) from English into their Danish L1, thus providing key details about institutional translators’ day-to-day professional habitus. The important intersection between quality and training is the subject of the following contribution by Vilemini Sosoni, which first outlines the tendering and quality

assurance procedures for external providers of translations outsourced by EU institutions, before presenting the findings of two semi-structured interviews with contractors active in this domain.

Comprising the shortest section of the book with three chapters, Part II revolves around institutional translator training at the tertiary level. In Chapter 7, Catherine Way and Anna Jopek-Bosiacka analyse current provision for the specialist teaching of institutional translation in university contexts, offering a detailed presentation of the named electives and even full degree programmes offered in the subject at various universities across Europe and beyond. However, their study uncovers how market changes have frequently led universities “to broaden the scope of the translation modules” and attach “generic” (p. 146) module titles, leading to the conclusion that the efforts of universities running translator training programmes should go beyond any specific named courses to centre “on preparing translators capable of working in an institutional context” (p. 147).

In Chapter 8, Łucja Biel and M. Rosario Martín Ruano centre on how international institutions work together with translator training institutions. They provide a comprehensive overview of the internships, networks, and collaborative projects available, as well as pedagogical assistance through visiting translator schemes and relevant training opportunities for translation students and teachers. Chapter 9, by Lorena Baudo, is an account of a case study which demonstrates international collaboration between a translator training institution and an international organisation. In this instance, she profiles a joint terminology project between translation students at the Universidad Nacional de Córdoba, Argentina, and the World Intellectual Property Organisation (WIPO) in Geneva, Switzerland.

The six chapters in Part III focus on the provision of translation-related Continuing Professional Development (CPD) at international organisations on three continents. In Chapter 10, Brian Mossop draws on his years of experience in designing and running intensive revision workshops for translators working for various Canadian and international institutions. Building on his own background as a staff translator for the Canadian federal government’s Translation Bureau, he outlines the typical structure, topics, and format of these seminars. The subsequent chapter moves to China, where Tao Li examines the institutional context of the China Foreign Languages Publishing Administration (CFLPA), which was founded in 1949 and is the country’s principal institution for translating political documents and government policies. Accordingly, Li interviews one of the organisation’s translation team leaders on three main areas relevant to the scope of the volume: key competencies for translators, institutional requirements for the

use of outsourced translators, and the role of CPD and further training for in-house staff in light of the COVID-19 pandemic.

Chapters 12 and 13 go on to discuss the provision of translation-related CPD at two EU institutions. Within the framework of wider EU multilingualism policies, Valter Mavrič, head of the Directorate-General for Translation of the European Parliament (DG TRAD), highlights the directorate's focus on clear language and the importance of making parliamentary topics available in three formats: text, audio, and video. He outlines the necessary changes to the institutional translator profile that have been put into practice, as well as the specific training needs required to respond to these developments. Merit-Ene Ilja then presents the CPD training framework at the European Commission's Directorate-General for Translation (DGT). Noting the directorate's commitment to upskilling and lifelong learning, she provides a detailed overview of the current provision and the development and implementation of new translator profiles within that institution. Taken together, both chapters contain important on-the-ground perspectives regarding how updated and evolving training needs can be incorporated into the specific professional environment of the EU institutions.

The penultimate chapter is structured as an interview between volume editor Łucja Biel and two senior officials in the Directorate-General for Multilingualism at the Court of Justice of the European Union, namely Madis Vunder and Claude-Olivier Lacroix. Predominantly descriptive in nature, it covers extensive ground relating to the recruitment, initial training, and CPD provision available to the highly specialised lawyer-linguists working at the Court. The final chapter is a second contribution by Anne Lafeber, who presents the available training options for translators at the United Nations in New York. This overview covers aspects such as initial training, online learning, skills enhancement, as well as the creation of communities of practice among UN translation staff.

In adeptly combining academic and applied perspectives, *Institutional Translator Training* is a resource beneficial not only for scholars and in-house translators but also for translation students and their trainers, as well as those considering institutional translation as a career. Considering shifting trends in language careers in general, an avenue worth exploring would be to compare and contrast some of the book's findings (such as the evolution of the current professional landscape, the alignment of various training-related competencies to satisfy institutions and universities, and deeper collaboration between them), for example in a future volume dedicated to institutional interpreter training. The use of different methodological approaches such as interviews, surveys, and desk-based studies ensures that the findings are presented in innovative ways, and the institutions highlighted in the various

chapters represent a broad geographical range. However, noting the added value of the chapters containing practitioner insights from the EU and UN institutions (see Part III), it would perhaps have been appreciated to have similar insights from multilingual supranational or intergovernmental institutions outside of the European/North American context. This could include, for example, contributions from the translation directorates at organisations such as CARICOM or the African Union; indeed, this is perhaps a comparative aspect that could be developed further at a later date.

To summarise, this edited volume appears at a vital moment when the translation profession is undergoing fundamental change, with decisive implications for education and training. Indeed, a common thread linking the book's diverse contributions is the recognition of how rapidly and profoundly the sector is transforming. By outlining and discussing these important issues, this is a landmark volume which brings together new perspectives on the training and development of translators in the ever-evolving institutional translation context.

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