

**REPORT on the
1st Ph.D. Summer School on Translation Process Research (TPR2011)**

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The 1st Ph.D. Summer School on Translation Process Research was organised by the Centre for Research and Innovation in Translation and Translation Technology (CRITT), Department of International Language Studies and Computational Linguistics, at the Copenhagen Business School. It was held from the 15th to the 19th of August, 2011, in Copenhagen.

To my knowledge, it is the first summer school of its kind worldwide. Doctoral students at various levels but also more seasoned researchers attended. These 22 participants came from an impressive variety of European and non-European countries/institutions alike: Algeria, Austria, Brazil, China, Denmark, France, Germany, Greece, Israel, Italy, Macau, Spain, Switzerland, the USA, the UK.

There was a high degree of preparation involved, since participants had to have read approximately three journal articles or book chapters for each of the five days of the course, plus consult additional bibliography provided for project-specific material. The course was neatly divided into two zones: the first one, from 9 until noon, was more theoretical and included lectures and presentations on aspects of process research, research design and methodology, human translation process modelling and analysis of qualitative and quantitative data. The second zone, after lunch, stretched from 1.30 until 4 in the afternoon, although most participants had a rather quick lunch and kept staying until 5, just before the security officer would close the doors to the public. It included presentations of our own projects, one-to-one tutorials and hands-on practice with eyetracking and keystroke logging tools.

The opening session on 15th August started with a warm welcome by Professor Arnt Lykke Jakobsen, Director of the Centre for Research and Innovation in Translation and Translation Technology (CRITT) and principal organiser of the

course. Jakobsen commenced with a presentation of CRITT, its development and its projects and used said CRITT's projects as a way to introduce certain theoretical aspects of translation process research. Jakobsen presented the CRITT way of doing research that is, opting for a high-tech and low-level experimental approach, with data derived from naturalistic but not fully natural translation events, and combining elements from behavioural/cognitive science to provide a detailed, microscopic view of the translation process, as this occurs outside the "black box". The aim, according to Jakobsen, is to track the way in which different processes succeed one another or interact dynamically and see what linguistic material they operate on in order to build a dynamic model of translation. The afternoon session started with a lecture led by Laura Winther Balling, Assistant Professor of experimental psycholinguistics at the Copenhagen Business School, on the dos and don'ts of experimental design. Balling stressed the advantages of pre-hoc design as opposed to the disadvantages of post-hoc design and underlined the importance of having a clear set of variables and of using statistics in a straightforward manner throughout the project and all the way up to the visualisation of potential results. The lecture was followed by an experimental session where, under the guidance of Michael Carl, Associate Professor at the Copenhagen Business School, participants set up a process-oriented experiment making use of both available eyetrackers. Participants with German and Brazilian Portuguese translated two texts from English into their mother tongue concurrently with eyetracking, while the rest of the participants assumed the role of supervisor and dealt with eyetracking from a technical viewpoint.

The next morning, Barbara Dragsted, Assistant Professor at the Copenhagen Business School, lectured on experimental research design and methodology in translation process research. Dragsted presented mainly cognitive and behavioural approaches (introspection and retrospection, think-aloud protocols, eyetracking and keystroke logging, etc.). She placed emphasis on practical considerations, such as text difficulty and time pressure, and moved on to invite participants to reflect on the implications each approach might have on their own research design, thus complementing the lecture with a lively discussion. During the afternoon session, participants had the opportunity to introduce their research project or interests to the group within 5-10 minutes. These mini-presentations revealed clear trends in translation process research, for instance, a shared interest in metaphor analysis as

well as projects focusing on the nature of machine adaptability within the framework of Human-Machine Interaction (HMI).

Kristian Tangsgaard Hvelplund, research assistant with CRITT, led the morning session on Wednesday building from earlier presentations to then analyse translation through the prism of information processing. He paid attention to both keylogging-based process measures, such as pauses, character count, revision behaviour and editing as well as on eye-movement-based process measures, including fixation duration and count, pupil time, total gaze time. He cautioned in a variety of occasions and through examples that decision-making at this stage bears implications for research design and consequent analysis of qualitative and quantitative data. Most of the afternoon was devoted to tutorials: each participant got 30 minutes to discuss their research with one of the instructors of the course. Tutorials for half of the group were carefully arranged so that each participant would be allocated to the most relevant instructor. Participants were not simply left waiting for their turn for the tutorials. On the contrary, there were two hands-on sessions in the lab, supervised by Michael Carl and Kristian Tangsgaard Hvelplund, where participants were encouraged to try out their own ideas with equipment and programmes.

Thursday's morning session started with a talk by Michael Carl. Carl focused on human translation process modeling and presented an almost overwhelming variety of data visualisation options. Translog was used as a background example for text modifying operations. Keystroke logging movements were later complemented by gaze data in order to reveal hidden translation processes. Carl moved on to present translation progression graphs and use corresponding user-activity data (UAD) to link modeling and visualization of activity to translation styles and ultimately present a statistical model of human translation processes. Tutorials for the second half of the group continued in the afternoon. Hands-on sessions in the lab also took place, with many participants eager to test the equipment and collect data for their small-scale designs from other, equally eager participants.

Laura Winther Balling returned on Friday, the last day of the course, to present R, an open source language and environment for statistical computing, and managed to make statistical analysis using linear mixed-effects regression models palatable to the vast majority of attendees. Balling drew distinctions between descriptive and inferential statistics and showcased a variety of potential pitfalls for researchers using a variety of examples, while underpinning the importance of

controlling predictability. The 1st Ph.D. Summer School on Translation Process Research ended with a guest lecture by Fabio Alves, Professor at the Federal University of Minas Gerais, Belo Horizonte, Brazil, entitled “Expertise in translation: a relevance-theoretic analysis of effort and effect in the performance of translators”. Alves proposed a model largely influenced by relevance theory and presented research work carried out by the Laboratório Experimental de Tradução (LETRA) in Minas Gerais. Alves used Litterae, a web-based application for the management of translation units, in combination with Translog to link process research with competence-oriented research.

On the whole, **1st Ph.D. Summer School on Translation Process Research** was very successful. This summer school is pioneering in nature, being the first one of its kind in the translation community. In my opinion and to the extent I could judge from the reaction of fellow participants, the course achieved its objectives, namely to develop our ability to theoretically and critically reflect on the relationship between observable behavioural data and researchers’ attempts to model and understand (cognitive) translation-oriented approaches; to familiarise us with recent developments in eyetracking and keystroke logging tools; to make us aware of potential dangers concerning data quality and interpretative potential; to enhance our skills in data analysis and visualisation of results.

Being a pioneer involves a considerable amount of risk. In this case and from a training perspective this meant facing a mixed-ability group in terms of knowledge of pertinent technology, project progress and overall expectations. From a practical perspective, it meant dealing with eyetracking software problems arising last moment, while many small groups were waiting to implement their own experiment.

There was a synergetic attitude from all parties involved. Instructors were extremely easy to approach and supporting, willing to share their knowledge and had an open ear to all types of questions. This led to a fruitful exchange among instructors and participants concerning user interaction with language technological tools. Participants, on the other side, were highly motivated, resourceful and helpful, contributing to the course in their own ways, and appreciative of instructors’ and fellow participants’ contributions in turn. They also volunteered to work as beta-version testers of Translog II. A Google group was also created in order to keep in touch. In my opinion, there was no ”other side” as mentioned above but rather a

pleasant, collaborative ambience, both simultaneously challenging and inspiring. And it was worth taking the risk.

PERSONAL BENEFITS

From a practical viewpoint, and since I had progressed in my research, my project was used as an example in several occasions. This exposure helped me grasp different perspectives and intervene on time to accommodate elements I had overlooked or fine-tune aspects of data analysis. There were some aspects I had already covered for the purposes of my project and I took advantage of these parts of the course to re-view parts of my thesis. The collaborative setting allowed me to give and take at the same time. The hands-on sessions were of particular value, despite the fact that I had finished with my experiments for the project, because they helped me with the interpretation of my own results. This course provided a great opportunity to get to know other people working in the field, to meet distinguished scholars and young people with fresh ideas and to establish contacts that may lead to research collaborations in the future. One last but quite significant benefit was that this course allowed me to gauge my own position in the research community. It gave me a feeling of belonging and a sense of pride that I can also contribute to this type of research making use of my pedagogical perspective.

I would like to inform the SSS Committee that I have submitted chapters related to translation process analysis to my supervisors during September 2011.