

Nurturing collaboration between translation business and academia in Ukraine

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Abstract. The aim of this study is to investigate translation from the perspective of those who train and employ translators by analyzing the translator's profile survey results that were collected between January 2014 and December 2014. 48 translation teachers from 21 universities and 117 translation industry representatives, mostly from Ukraine were asked about the importance of a set of competences required for a translator. Based on empirical evidence collected from the survey, this article attempts to evaluate the current state of the profession in Ukraine and to determine the ways of collaboration between translation business and universities. The authors detect sources of possible conflicts of interest and the factors that may resolve them.

1 Introduction

The primary objective of this article was to explore industry-academia cooperation from the industry perspective. To this end, we discuss the benefits and problems of several types of industry-academic partnerships as well as successful practices applied by industry representatives to contribute to such partnerships.

This paper may be of interest to both industry representatives and translators' trainers. Freelancers and companies' representatives will get an idea of the possible ways of cooperation, expectations and needs of the universities. Universities will have a better understanding of what it means for an industry manager to be engaged into a partnership with an academy. Understanding both viewpoints should help all the interested parties in developing and managing the industry-academic partnership.

In line with the growing interest in the collaborative approach to translator training, this article proposes the ways of collaboration between translation business and academia. For decades the skills and qualifications of the professional translators were described as "a comprehensive syntactic, lexical, morphological, and stylistic knowledge of the respective source language and target language and the ability to synchronise these two monolingual knowledge areas and thus to bring about a communicatively effective linguistic transfer" (1:120). European Master's in Translation Competence Framework is based on the premise that "translation" is a process designed to meet an individual, societal recognises that it is a

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multifaceted profession that covers the many areas of competence and skills required to convey meaning (generally, but not exclusively, in a written medium) from one natural language to another, and the many different tasks performed by those who provide a translation service. The framework, therefore, considers that translator education and training at a Master's degree level should equip students not only with a deep understanding of the processes involved but also with the ability to perform and provide translation service in line with the highest professional and ethical standards or institutional need" (2)

All the stakeholders seem to agree on the necessity of collaboration, still, thoughts differ on the methods and the extent of translation curriculum immersion into the world of the translation industry. To start and maintain fruitful cooperation the attention should be paid to the fact that different employers may have different demands for translation graduates, market requirements data is often chaotic and unsystematic, different institutions (governmental, regional, local) may lack agreement on what can be or should be achieved in translation programs (3). A. Pym claims that "the main lesson to be learned from the market is that we really cannot learn many immediately applicable lessons from the market. The best we can do is to encourage flexibility and watch out for change" (4: 7).

Some scholars claim that the existing gap between the translation industry and academia results from the humanities' lack of interest in developing practical competences (5). Other researchers doubt the academia's unawareness, advocating industry dynamics as a major reason for the gap (6). The present authors claim that the perspectives of all stakeholders, including lecturers and industry representatives (freelancers and companies), should be studied to detect the needs and the existing divergency.

2 The translator's profile survey

Given the above, it is important to detect elements of translator competence overlooked by university curricula to determine the reasons for the existing academia-industry gap. The research described involved a focused description of teachers' and industry representatives' view of what constitutes the translator's profile with the most important professional skills and qualifications.

The survey was inspired by a survey of over 120 job advertisements made by Gouadec in 2005 to identify the set of competences which a translator should possess to fulfill market requirements. The skills and abilities required at the market were arranged in the order of importance beginning with the most important skills placed on top of the list: language skills as a perfect knowledge of the relevant working languages; knowledge of specific translation tools; a degree in translation awarded by a recognised training institution; knowledge of quality control procedures; particular competences, such as technical writing, revision, terminology management, pre-translation, network management, Web page design, etc.; project management (in-house or freelance mode); specific ability to handle nonstandard translations; experience in the field of translation (7).

To formulate the set of competences to be assessed OPTIMALE (Optimising Professional Translator Training in a Multilingual Europe) findings have also been used (8).

A present survey was launched in 2014 to study the following questions:

Which of the competences (professional experience and qualifications, pre-translation competences, translation competences, post-translation competences, and technology-based competences) do representatives of the academia and translation industry in Ukraine consider essential for translator's profile?

Are there any differences and similarities in responses given by the stakeholders?

What message would you like to direct to the other party?

2.1 Survey methodology

The research involved 48 translation teachers from 21 Ukrainian universities and 117 translation industry representatives, recruited on a voluntary basis.

The list of competences suggested in the survey was based on OPTIMALE (8) recommendations but probed for wording adequacy to ensure the comprehensibility for both parties.

The questions were suggested in the sets corresponding to the following categories:

- professional experience and qualifications (professional translation experience, experience and knowledge in subject areas other than “translation” or “philology”, awareness of LSP, an understanding of the principles of LSP and the workings of the translation industry as a whole (including the job market), teamwork skills, understanding of the place and role of a translator in the overall process of delivering a translation product, professional flexibility (ability to use a range of competencies and play different roles within the company, e.g. translator, editor, project manager, etc.), ability to manage one’s time (meet deadlines, correctly allocate time to tasks), awareness of the fundamentals of professional ethics, awareness of concepts such as “confidentiality”, “commercial secret”, etc, ability to conduct business correspondence, ability to work under stress, ability to manage financial aspects of projects: manage budget, prepare quotes for clients, identify necessary resources, decide on pricing policies, ability to collaborate with people of different language and cultural background, awareness of professional standards (e.g. ISO 17100), knowledge about translation theory (translation methods, translation units), knowledge about professional organisations, knowledge about translation-related legislative and fiscal regulations;
- linguistic competences including a) pre-translation competences (ability to correctly formulate questions about the source text to be asked to the client, ability to produce style guides for the translation of domain-specific texts, ability to compose and manage existing terminology databases, glossaries, ability to independently find reference materials that can help to understand the source text better, ability to pre-edit the source text for further processing, including machine translation, ability to edit low quality source text in order to increase the accuracy of the translation (as an additional service provided at the client’s request), ability to assess the relevance of particular tools and services (e.g. MT, CAT tools and any others); b) translation competences (ability to translate specialized texts in one or more domains, ability to translate quickly with little quality loss, ability to translate from language C (a second foreign language), ability to translate from language D (a third foreign language), ability to translate low quality text which contains grammatical, stylistic and other types of errors, ability to perform abstract translation, ability to creatively adapt the translation (use of adaptation, transcreation), ability to translate between different media (e.g. text files, subtitling, audiodescription, localisation of computer software, mobile apps and social media sites), ability to implement quality control (QC) (use necessary resources to ensure linguistic correctness, readability, comprehensibility, etc.), ability to evaluate the relevance and reliability of information sources with regard to translation); c) post-translation competences (ability to edit a text translated by another linguist, ability to edit a text translated from a second foreign language (language B), ability to edit a text translated from a third foreign language, ability to post-edit machine translation);
- technological competences (ability to use CAT tools, ability to use voice recognition systems (dictated translation), ability to work with files and convert them to

various formats, ability to understand and use mark-up languages (e.g. HTML, XML), ability to program and/or modify macros (e.g. in MS Word), ability to prepare texts for publication and use desktop publishing systems (DTP), Ability to localize multimedia websites, understanding the localization of video games (computer, console and TV games), possession of knowledge in the field of mobile technologies, ability to configure machine translation programs, ability to adapt to new technologies, ability to communicate via a range of online/offline tools.

The two cohorts were expected to agree on the importance of the competences (*totally agree, agree, rather agree, disagree, totally disagree*) ranking them from 1 to 5 points.

The last set included an open-ended question “Message to the other party” aiming at introducing a message that the respondents would like to communicate to the other stakeholder (teachers to industry, industry to teachers).

In spite of the limitations of the survey, it can still describe some important trends of the current state of the translation profession in Ukraine, as well as the types of competences (skills and qualifications) that are in demand by employers. Besides, it suggests important insight into the academia-industry gap, particularly, into the desire and the aptitude to develop sustainable cooperation and continuous professional development.

2.2 Survey results

Professional experience and qualifications

An absolute majority of the teachers (74,4%) agreed on the importance of diplomas. The freelancers and companies’ representatives estimated formal certificates significantly lower (57,4%). Professional flexibility (ability to use a range of competencies and play different roles within the company, e.g. translator, editor, project manager, etc.) seemed to be overestimated by academia in comparison with the industry (78% Vs 65%). A larger proportion of the academics (90,6%), in comparison to 88% of the industry representatives, viewed the knowledge about professional organisations and translation-related legislative and fiscal regulations as essential.

The majority of the industry representatives agreed on the utter importance of professional experience (82,5%), and understanding of the place and role of a translator in the overall process of delivering a translation product (82,4%). Teachers were undecided on the importance of professional flexibility (ability to use a range of competencies and play different roles within the company, e.g. translator, editor, project manager, etc.).

Table 1. Professional experience and qualifications (industry representatives’ preferences confronted the teachers’ responses)

Competences	Skills and qualifications	Academia	Industry
Professional experience and qualifications	professional translation experience	90,2%	82,5%
	diploma in “Translation” or “Philology”	74,4%	57,4%
	experience and knowledge in subject areas other than “translation” or “philology”	80%	90,6%
	awareness of LSP, an understanding of the principles of LSP and the workings of the translation industry as a whole (including the job market)	75%	74%
	teamwork skills	64,2%	71,8%
	understanding of the place and role of a translator in the overall process of delivering a translation product	77%	82,4%
	professional flexibility (ability to use a range of competencies and play different roles within the company,	78%	65%

	e.g. translator, editor, project manager, etc.)		
	ability to manage one’s time (meet deadlines, correctly allocate time to tasks)	93%	93%
	awareness of the fundamentals of professional ethics, awareness of concepts such as “confidentiality”, “commercial secret”, the knowledge about professional organisations and translation-related legislative and fiscal regulations	88%	90,6%
	ability to conduct business correspondence	78%	81,6%

Linguistic competences

The majority of the teachers ranked high the following skills: an ability to compose and manage existing terminology databases, glossaries (78%), an ability to pre-edit the source text for further processing (78%), an ability to edit low-quality source text in order to increase the accuracy of the translation (as an additional service provided at the client’s request) (81%), an ability to produce style guides for the translation of domain-specific texts (71%), an ability to translate from language C (a second foreign language) (71%), vability to perform abstract translation (84%), an ability to creatively adapt the translation (use of adaptation, transcreation) (79%). Industry representatives were almost twice more modest in assessing the mentioned skills.

The majority of the freelancers and companies’ representatives ranked high ability to independently find reference materials that can help to understand the source text better (96,4%), ability to translate specialized texts in one or more domains (93,4%), ability to translate low-quality text which contains grammatical, stylistic and other types of errors (77%), ability to translate quickly with little quality loss (77,8%). Teachers estimated the mentioned skills significantly lower.

Table 2. Linguistic competences (industry representatives’ preferences confronted the teachers’ responses)

Competences	Skills and qualifications	Academia	Industry
Linguistic competences	ability to compose and manage existing terminology databases, glossaries	78%	73,6%
	ability to correctly formulate questions about the source text to be asked to the client	85%	86,2%
	ability to pre-edit the source text for further processing	78%	56,4%
	ability to independently find reference materials that can help to understand the source text better	96.8%	96,4%
	ability to edit low-quality source text in order to increase the accuracy of the translation (as an additional service provided at the client’s request)	81%	58,6%
	ability to produce style guides for the translation of domain-specific texts	71%	51,8%
	ability to translate specialized texts in one or more domains	94%	93,4%
	ability to translate quickly with little quality loss	87%	77,8%
	ability to translate from language C (a second foreign language)	71%	52,2%
	ability to translate from language D (a third foreign language)	54%	36%
	ability to translate low-quality text which contains grammatical, stylistic and other types of error	82%	77%
	ability to perform abstract translation	84%	56%

	ability to creatively adapt the translation (use of adaptation, transcreation)	79%	70,2%
	ability to edit a text translated by another linguist	92%	80,8%
	ability to post-edit machine translation)	23%	62%

Technological competences

Ukrainian translation teachers turned out to be rather “technology-addicted” claiming that ability to use voice recognition systems (dictated translation) (65%), ability to understand and use mark-up languages (e.g. HTML, XML) (68%), ability to program and/or modify macros (e.g. in MS Word) (61%), ability to prepare texts for publication and use desktop publishing systems (DTP) (66%), ability to localize multimedia websites (63%), understanding the localization of video games (computer, console and TV games) (58%) are of utter importance for the graduates. Industry representatives only marked an ability to use CAT tools (88,8%) and ability to work with files and convert them to various formats, as well as general ability to adapt to new technologies (94,8%) as important.

To sum it up, the translation industry and academia showed quite disparate views on a translator’s profile, which is mainly the core of the existing gap.

Table 3. Linguistic competences (industry representatives’ preferences confronted the teachers’ responses)

Competences	Skills and qualifications	Academia	Industry
Technological competences	ability to use CAT tools	84%	88,8%
	ability to use voice recognition systems (dictated translation)	65%	49,2%
	ability to work with files and convert them to various formats	86%	84,2%
	ability to understand and use mark-up languages (e.g. HTML, XML)	68%	60%
	ability to program and/or modify macros (e.g. in MS Word)	61%	45%
	ability to prepare texts for publication and use desktop publishing systems (DTP)	66%	45,4%
	ability to localize multimedia websites	63%	48%
	understanding the localization of video games (computer, console and TV games)	58%	48,4%
	possession of knowledge in the field of mobile technologies	63%	57,4%
	ability to configure machine translation programs	66%	52,2%
	ability to adapt to new technologies	93%	94,8%

At the same time, both cohorts turned out to be quite active in attempts to deliver the messages to another party. The bigger part of industry representatives (62%) introduced the message to academicians. Almost 35% pledged for reducing theory in favour of translation tasks as well as involving translation companies in translator education through master classes, internships or round tables. The freelancers and company representatives insisted on the need for teaching translation technologies on a regular basis, introducing domain-specific translation tasks and involving domain experts, improving Ukrainian language proficiency and developing soft skills.

The bigger part of academia representatives (37%) directed the messages to the industry. Almost half of them called for translation companies to get involved in translator education via workshops, internships, and mentoring to bring translator education in line with the contemporary translation market.

3 Ways of cooperation

Based on the evidence in the survey, it would seem that Ukrainian industry and universities are attempting to launch cooperation but the attempts are rather sporadic. Still, judging from the “messages to the other party” the most crucial needs are: 1) reducing theory in favour of translation tasks; 2) involving translation companies in translator education through master classes, internships or round tables; 3) teaching translation technologies on a regular basis; 4) introducing domain-specific translation tasks and involving domain experts; 5) improving Ukrainian language proficiency; 6) developing soft skills.

Since 2015 when “The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” were adopted by Ukraine, the industry representatives got certain frames within which they could cooperate with universities (9). Unfortunately, a distorted vision of the job profile and the employment perspectives may influence the choice of stakeholders and the partnership’s success.

Professional associations in Ukraine are quite few: Ukrainian Translator Trainers’ Union and Ukrainian Association of Translators and Interpreters are among those inviting industry and academia players to join in a sustainable partnership (10, 11). During 5 years there appeared some examples of a translation community allying with the translation teachers’ community to promote long-term partnership: Translation Summer School, Translatorium, Lviv Translation Forum, etc. (12, 13, 14).

Much longer could be written of all the recent translation-industry initiatives resulting from the described survey.

3.1 Project approach as a translation pipeline shadowing

Gouadec stated that “translators should be trained at university, not simply taught at university, and then trained on the job. This is because the university is the only place where people have the time and willingness to insist on proper methodologies and strategies whereas on-the-job activities are much too sensitive to the pressures of time-to-market, productivity, and economic survival. It is essential that anyone entering the job market be properly armed to withstand unreasonable influences” (7: 6). Despite the great number of faculties and departments that train translators in Ukraine, opportunities for developing specialised (domain-specific) translation competences are still quite few, since almost all degree programs cover a wide range of areas (from literal translation to audiovisual one).

This may prevent from shaping the vision of (consider the definite article) translation process as a pipeline. “Like any other training program, designing a translator training program should follow a systematic cycle, i.e., specific steps that represent, so to speak, the bones that make up the skeleton of the design and development process. If one bone is missing or out of place, the result will be some sort of deformity and inability to function properly” (15). The students should be provided linguistic, software and analytical solutions for an end-to-end controlled translation pipeline that can be adjusted to the potential needs. Learners are to get the expertise and authorities to make professional decisions, assume responsibility for their actions. Translation trainees should provide task-based activities with a special attention paid to students’ reference finding skills (16).

The task-based activities implemented into curricula may meet the need for “reducing theory in favour of translation tasks”. These activities focus on the translation pipeline rather than pure linguistic peculiarities. At the same time the project approach allows transmission of certain translation techniques and methods as well as field knowledge and

special terminologies. Climbing all the hills of the translation process students get the opportunity to identify potential problems they might have ignored, find references to solve problems, suggest solutions for these problems (17). Needless to say, trainers should be not only equipped with translation management theory but be involved into managing or participating translation projects themselves. One of the first attempts of involving the teachers into translation pipeline at a national level was “Translation Summer School” initiative launched in 2019. For one week in January 2021 20 translation trainers from 17 Ukrainian universities have been enrolled into a real translation project under the guidance of the Ukrainian translation industry top manager and university lecturer serving as a facilitator (12).

3.2 Involving translation companies

“Much as it might seem a wonderful idea to involve practitioners to work as trainers, these experts may not prove to possess all the skills essential for conducting tertiary-level courses” (18: 11). The lack of the relevant didactic, methodological and teaching skills prevents from inviting all types of practitioners to conduct classes in a professional manner. Still, some schemes of cooperation proved to be quite efficient although required extra capacities (mainly due to voluntary and non-profit nature) of both sides (18).

3.2.1 Meetings

Both cohorts claim that the partnership is only possible when both parties meet and start a conversation. Getting closer to the industry to meet its needs has become the common topic of numerous professional conferences in Ukraine, e.g. UTIC (2013-2020) (19). Ukrainian Translator Trainers’ Union aiming at improving quality while preparing translators in Ukraine’s educational institutions launched the conference series “The Contents of Translators Training and Modern Requirements of the Profession” held in 2014 and 2016 (20). These attempts may be determined by the urgencies of immediately perceived needs (necessity to translate EU legal documents, for instance, resulted in a series of the conferences with a special emphasis on industry-academia partnership: “EU-translated: Towards Better Quality Legal Translations for Better Implementation of the EU-Ukraine Association Agreement”, “Translation Industry: Theory in Action” (TITA 2020).

It should be mentioned nevertheless that the academic events are not so frequently attended by industry representatives. However, there is a good tendency in attending the “hybrid” events to connect with professionals from both side of the translation industry (see “EU-translated: Towards Better Quality Legal Translations for Better Implementation of the EU-Ukraine Association Agreement” participants’ list).

Free online meetings (webinars) series for all the interested parties on translation and interpretation aspects seem to be very appealing for industry representatives and academia. “Translation Summer School” webinar series (2019-2020) on audiovisual translation, for instance, featured over 370 profiles (1/3 of teachers, 2/3 of industry representatives and students). University teachers are marked among the most frequent sources of information about the events (37% cases).

3.2.2 Internships

Internships may become a useful tool for gaining professional experience, still, the methodologists responsible for internship should caution their students against being used for the jobs beyond their capabilities, without sufficient guidance or feedback from the employer's side. The most crucial principle for bridging the academia-industry gap is to "(...) provide the academic institution where the intern is studying, with relevant feedback on his/her interests and skills, which would have the added benefit of providing data on how academic institutions could adjust their curricula in accordance with market requirements" (21: 4).

For the translation industry employing students for internships implies the ability to recruit future employees. Companies may expect that upon graduation the best students (and interns) will get back to the company. One more benefit is the so-called "fresh blood" in the company – since students may provide a new perspective to a regular pipeline.

At the same time Language Industry Survey, conducted in 2018 revealed that approximately 40% of European companies hosting the interns failed to liaise with universities to make the internship successful and more than 50% told that students did not possess the required competences at the beginning of their internship (22)

"Career aspirations are the most important factor when translation students select an internship agency, followed by "the reputation of the organization" (23). Translatel Ltd was the first company in Ukraine that proposed a comprehensive methodology, which can be used for a substantial internship, with little effort from the employer's side and maximum efficiency for the interns.

Step 1. Signing of Non-Disclosure Agreement. Non-Disclosure Agreement is quite an ordinary issue in the translation industry, but it often happens that the internship period is the first time when students deal with lots of sensitive information. A signed NDA formally secures the clients' sensitive information, prevents sharing of the tests among students, and provides a solid basis for your legal safety. So, first of all the company suggests getting all the new people that will deal with the information to sign an NDA. The internship mentors at universities should not be ignorant about the legal aspects and adapt methodological recommendation accordingly, since confidentiality of client data may be compromised by inappropriate use of emails, company's chats or social nets (knowledge sharing sites), poor TM file management and inappropriate use of non-proprietary online MT systems (24).

Step 2. Zero Test: After Step 1, candidate interns take a so-called Zero Test, meaning that they translate a short extract of around 300 words on a general topic. A preliminary assessment of the linguistic and analytic skills of the future interns is conducted and sometimes the feedback may already reveal the problems they can encounter in the workplace. At this stage no company doesn't provide Quality Inspection: only general subjective feedback from a staff member who checks the test is given to an applicant.

Step 3. Introductory Briefing: The interns are expected to participate in a briefing with managers, explaining company structure, how different staff roles are connected, how translation quality is checked, QA model, etc. Then the manager provides the new interns with corporate Style Guides and other instructions, explaining their tasks and duties. For the company this stage is the most time-consuming: translation management is not taught at universities at BA level and the interns often lack the whole set of competences, such as teamwork skills, understanding of the place and role of a translator in the overall process of delivering a translation product, professional flexibility (ability to use a range of competencies and play different roles within the company, e.g. translator, editor, project manager, etc.), ability to manage one's time (meet deadlines, correctly allocate time to tasks), awareness of the fundamentals of professional ethics, awareness of concepts such as

“confidentiality”, “commercial secret”, etc, ability to conduct business correspondence, ability to work under stress, ability to manage financial aspects of projects: manage budget, prepare quotes for clients, identify necessary resources, decide on pricing policies, ability to collaborate with people of different language and cultural background, awareness of professional standards (e.g. ISO 17100).

After the briefing, interns are provided with texts from a single long-term project for the whole internship period. To meet the requirements for the project, besides corporate Style Guides, the interns get acquainted with the Style Guide for the project they are going to work at. Between 2007 and 2020 when Translatel Ltd accepts interns, the company processes became more flexible to meet the different customers and employees’ work demands: using different file storages, management systems, websites and LQA methods with specific PMs managing the projects of certain clients. The “single long-term” has proved its efficiency because it helps track students’ progress as they deal with the same terminology, linguistic patterns, Translation Memories, etc under the same working conditions. The process program works especially well when the intern is assigned to a special, single-line, well-defined project. Such projects are sometimes difficult to track, given the day-to-day duties of in-house translators or reviewers. Interns are directed to focus on a special project that is their primary responsibility. The “shadowing” methodology may be quite efficient for training to translate specialized texts in one or more domains already at the universities.

Step 4. Reading of Translation: The interns are equipped with quite a large amount of already translated texts and are expected to read them and compare source and target, trying to focus on the linguistic patterns specific for the project, the basic terminology and stylistic aspects.

Step 5. Translation with Key: At this stage, interns start translating. They are still not allowed to get real jobs from clients, only the source files already translated by in-house linguists. When the translation is ready, interns get the Key (the files translated by the staff some time ago), to compare both variants. For this stage students are expected to have some skills of comparative analysis and (even more important) show an ability to manage one’s time (correctly allocate time to tasks), since at this stage little participation of the staff is implied: students are expected to self-study, correct mistakes and avoid repeating them in future.

Step 6. True-to-Life Translation: Interns continue to translate jobs that were already done by the team some time ago, so the results do not affect the clients. At this stage the students are not given the Key, their translations are directed to a quality manager, reviser or another in-house translator. The interns receive feedback (written or oral, in a quality check form, etc.).

Step 7. Final Test: On the final days of the internship short extract from the project line is picked and used for final testing. The task passes through a real quality check process and gets an exact grade for the quality. If the interns got acquainted and used to professional Quality Check systems from their universities, the process of assessment goes smoother without any significant problems for both sides.

Step 8. Assessment of the Final Test: Reviser or Quality Manager checks the final test and fills in the feedback form. This way students get a real grade or score, like the one they would get if they sent their work to a client, and some helpful feedback. At this stage, interns can experience the real arbitration process, which is a necessary part of any translator’s professional life, and comment on the errors they don’t agree with.

Internships are not without problems for all the interested parties. The translators, reviewers or managers indicated that the lack of an understanding of the principles of LSP

and the workings of the translation industry as a whole, teamwork skills, understanding of the place and role of a translator in the overall process of delivering a translation product, ability to manage one's time (meet deadlines, correctly allocate time to tasks), awareness of the fundamentals of professional ethics, and also the amount of the time necessary to train the interns, and the difficulty in coordinating the student's schedule with the company's routine were the most common difficulties encountered.

For companies hosting an internship involves search, training and supervision costs. Having a reliable partnership with academia can significantly reduce the search costs because a university partner who knows the company's needs and demands can be of great assistance in identifying and screening quality applicants, and the company relies heavily on university partners to help with the initial stages of recruiting.

It should be mentioned that many companies still believe that it is the translator's own responsibility to develop oneself professionally (with formal certification at university or other teaching institutions). Sometimes the interns' skills and qualifications level are not sufficient to meet the company requirements, and the company doesn't possess enough resources to invest in training the novices. Strictly speaking, it's quite fair to expect that a degree is a sign that a graduate has a basic level of training. The described roadmap still requires significant efforts and resources from a company, but the recurrence and automatization make the efforts reasonable.

3.3 Teaching translation technologies

As industry cohort claimed, to meet the demands of the contemporary professional environment, it is important that technologies play an expanding role, as they replace more traditional methods of performing translation.

“Market intelligence tells us that it is a competitive advantage for translators in their daily translation practice to master not one or two, but probably three or more software tools. The choice of tools is linked to clients' preferences, which may include the following: The Human-Computer Interaction (HCI, in terms of user-friendliness, i.e. how easy/difficult it is to operate the software functionalities), licencing policies (free of charge vs. paid- for), features (e.g. sub-segment matching, advanced terminology management, Artificial Intelligence [AI]-enabled functionalities), extensions (machine translation [MT] engines supported, APIs to corpus management systems) and interoperability potential. Put bluntly, different clients and jobs require different tools and some tools come with features, which others tend to lack. By combining the outstanding features from a pool of tools¹, translators can harvest all the potential of individual (and still quite different) tools and, ultimately, become winners in this technology race in specialised translation practice” (25: 27).

Since 2015 when the survey results were first presented at Ukrainian Translation Industry Conference, 23 Ukrainian universities have begun to offer CAT courses due to the “CAT for Grad” project, initiated by Translatel Ltd (26). The project suggests: free academic software licenses for CAT tools; instructional guidance, software maintenance and legal support when developing the CAT course. The CAT for Grad program provided Ukrainian Universities with the tools to be able to teach CAT Tools as part of the University program and for the students to achieve SDL Certification to be able to demonstrate their technology literacy to future employers.

Establishing sustainable and productive networking with peers from universities and the translation industry resulted in significant success with over 50 teachers, 20 industry representatives and about 1000 students enrolled into the project.

Started for CAT tools dissemination, the project continues filling in the technological gap providing regular courses in machine translation and post-editing machine translation at Central Ukrainian Pedagogical University, as well as free webinars for all the interested parties.

3.4 Improving Native Language Proficiency

Aside from the ever-increasing number of skills, proficiencies, and components that are drawn into a translator profile by both groups, maintaining (often – getting) native language proficiency is also the issue. Related to this is the myth that students should only be taught foreign language(s), which led to separate schools and institutions being established for the training of translation and foreign language(s).

Aside from the need for teaching translation technologies on a regular basis, introducing domain-specific translation tasks and involving domain experts, industry representatives asked for improving Ukrainian language proficiency. In response to these needs, Translation Summer School launched a webinar series on the issue that attracted more than 340 participants online and more than 1000 video views (consulted 29.01.2021) from Ukraine and abroad (12).

3.5 Research Projects

Students in Ukraine unfortunately are not often engaged into partnership with industry on research projects. One of the recent examples was a Master's thesis on measuring the features of machine translation and its influence on the productivity of a translator by O. Kaliuzhnyi, performed under the supervision of an industry representative on the basis of Translatel Ltd translation company. The potential research topic was initiated by a company manager to identify the best solutions for using machine translation within the company. A significant number of field tests were carried out with suggestions from free and commercial machine translation engines. The tests were suggested to professional in-house reviewers. Productivity was measured through post-editing speed and post-editing effort within a single domain. In that case, the company had a well-defined need and the research was tailored specifically to address this need (27).

In-house staff involved into the project identified some benefits from working at the research: the first one to “thank” the local university, and the second that the study was really profitable to the company not only financially, but ideologically (providing a fresh perspective on the translation and post-editing processes).

In the translation industry the innovation cycle is accelerating quite fast and the processes need to be continually improved. So, to launch scientific cooperation the academy should be absolutely aware of the fact that to get involved into research the businesses need specific and well-targeted solutions leading to an optimal level of efficiency.

4 Benefits and precautions

The authors experienced successful industry–academia partnership. The overall number of academia representatives reached over this period to more than 2000 people engaged in all types of activities (in numerous courses, workshops, seminars, presentations, round-tables, etc.).

In this paper, we have identified and discussed some solutions for academia members to collaborate with translation industry managers and executives: internships, research projects, technology knowledge transfer, etc. Still, sometimes the parties quit the cooperation due to some reasons and one of the objectives of the present study was to suggest possible solutions where the industry and academia have identical interests.

Different objectives

Commercially successful production of a linguistic product is a priority to most translation businesses in Ukraine. Partnering academic institutions on a regular basis requires time and effort. The industrial partner is definitely interested in a longer time relationship that offers better chances of success and profit.

The primary task of universities is the production of employable graduates. However, a substantial part of academic activities is targeted to research (articles, books, etc.) and methodology as is. Those activities seem to be of extreme importance for ranking universities and getting enough budgets for the development. Besides, academia is often restricted by bureaucratic rules imposed by the local or national authorities and by motivations for recognition.

Different rewards

Lack of clear alignment of goals and mission and meaningful communication may prevent from successful collaboration. If the return on training investment (of time and effort) is not obvious for teachers, the perspectives of the collaboration are rather vague (about 1/6 of all the teachers certified as SDL users for getting free licences for their students) for different reasons refused from delivering the courses.

Different time and communication perception

Strange it may seem, the lack of strong communication skills and the ability to resolve problems at the onset is an absolute must, since a week-late answer for managers who got used to keeping the project on track may become a reason for refusing the cooperation.

Different perception of publicity

It's not a secret that one of the possible objections of companies entering industry-academia partnership is self-promotion and visibility. Since advertising is still quite a weak point at universities, ways of sharing information on cooperation through exclusively inner educational channels may not satisfy the industry demands.

6 Conclusions

This paper discusses the existing status of industry- academia partnership with relevance to the translation industry and the ways of implementing new scenarios and solutions. The current situation in Ukraine requires sustainable steps to improve the partnership.

The goal of the survey reported in this paper was to explore and characterize the state of the translation profession in Ukraine with respect to industrial needs, developed solutions, impacts of the technologies and also a set of institutional, methodological and technological challenges, identified by the study.

Our findings obtained from all the interested parties enlightened the set of the most important competences required at the market as well as the biggest gaps in the professional profile perception. The results busted the myth that the industry tends to avoid academia and vice versa and showed the readiness for the true partnership.

It seems some fundamental qualities were found to be essential for academia for successful partnerships:

- ability to look at the connections as a true partnership with respect to both industrial and academic needs;

- ability to form interpersonal relationships with reliable partners from both sides;
- ability to align goals and objectives, making the results measurable and clearly defined;
- building interpersonal relationships and strategic partnership opportunities, incorporating institutional and organizational efforts toward long-term partnerships.

To improve this situation, we present evidence-based recommendations for industry to increase the possibility of a successful industry-academia partnership:

- estimate the gaps in translators' training at a partnering university and choose the most critical competences demanded by the industry;
- try not to fill in all the gaps or ask your partner to make it all;
- agree on the time and efforts amount your industry partner is ready to invest into the partnership;
- find reliable partners and agree on the expectations;
- establish a reliable platform for constant communication;
- be flexible in applying best practices (solutions), and preventing anti-patterns.

The described experience of industry-academia partnership can be the base for developing similar activities, carrying out scientific research activities and applying the results of this research to solve real problems of industry.

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