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PROJECT-BASED FRAMEWORK IN TRANSLATOR TRAINING

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Abstract. *In view of multiple challenges faced by translation industry the realm of professional training and expertise undergoes even more profound and often ground-shaking redistribution processes. Situated learning presents itself as a solution framework showing prospects to bridge the gaps between the theoretical and practical dimensions of learning fostering further arrays of developing a set of transferable skills constructing solid ground for students professional expertise. Project-based framework in its turn presents the closet possible link to the real life market and profusion of services that can be found there in high demand, so the research presents its core principles scaffolding their applicability in translator training.*

Key words: *translator training, situated learning, project-based framework, digital literacy, transferable skills, collaboration.*

Introduction

In today's fast-paced and ever-evolving global landscape, translation is no longer just about converting words from one language to another—it's about navigating cultures, adapting messages, and solving complex linguistic challenges. The industry undergoes substantial changes. The dynamics of demands as of today is quite pronounced and displays clear tilting towards an enhanced human expertise. Among language companies, standard human translation is still by far the dominant type of service. Post-editing ranks second, but is identified as the activity with the highest growth potential. 43% of growth potential rests with transcreation and is among the three language service companies growth targets [14].

This is where a project-based framework of learning may step in as seemingly highly applicable both in terms of overall student-centred tendency and general shift towards the development of transversal as well as also much needed transferable skills.

Instead of passive memorization, this approach immerses students in real-world translation projects, fostering problem-solving skills, adaptability, and hands-on experience that mirror the realities of the industry. With the shift towards more empirical foregrounding of the profession, it can bridge the gap between theory and



practice, which may empower future translators to handle professional challenges with even more enhanced confidence and expertise [8, 13].

Let us consider why shifting towards project-based learning is not just beneficial—but essential for shaping competent, industry-ready translators.

Main body

The translation industry has undergone a significant transformation in recent decades, driven by globalization, technological advancements, and evolving market demands. Traditionally, a translator's primary focus was to convert text from one language to another with linguistic accuracy and grammatical correctness. However, today's translation landscape is far more complex, requiring translators to go beyond mere language transfer and deliver a product that aligns with the client's specific needs, expectations, and strategic goals. The evolving role of translators involves a shift from language experts to solution providers.

Training of translators belongs to the industries that can greatly benefit from cognitive practices in education development that perfectly aligns with the functionalist approach prevalent in translation studies [8]. Translation is best understood as a situated cognitive activity, meaning it takes place within a specific physical, social, and interactive context. Rather than being a simple act of linguistic substitution, translation involves a collaborative process, where the translator engages with various stakeholders, cultural norms, technological tools, and documentary resources to construct a meaningful and contextually appropriate text. In essence, translation is not just about converting words but about reshaping communication for a new audience and purpose [8, 13].

This shift in focus moves translators away from mechanical text conversion and toward managing complex communicative situations. The goal is no longer to simply find linguistic equivalents but to design texts that align with real-world needs, audience expectations, and situational constraints. Traditional classroom approaches that treat translation as a sentence-by-sentence replacement exercise fail to capture this complexity. They neglect cohesion, coherence, and the dynamic, problem-solving nature of professional translation [8].



To truly prepare translators for the realities of the industry, training must move beyond static, rule-based learning and embrace a creative, context-driven approach [9]. Seeing translation as an experience-based construction process means that instruction must also reflect this perspective—fostering situational awareness, adaptive problem-solving, and the ability to work within the constraints of real-life projects [1, 9].

One can't argue the fact that in moving toward creative, context-driven translator training it's rather challenging to strike the necessary balance between the freedom and ambiguity of real-world translation and the need for foundational skills and methodological rigor. But one thing is beyond any doubts – translators need even firmer expertise with its solid grounding in linguistic accuracy, terminology, style, and ethics before — and alongside — the more fluid, situational problem solving. Without that backbone, learners might flounder when faced with highly technical or culturally sensitive texts or type of linguistic services that are encapsulated in a very constrained set of a client's demands. So training programs must carefully scaffold early learning: on the one hand, providing rules, models, and corrective feedback, but progressively introducing open-ended scenarios, domain-specific constraints, and client instructions that mimic real jobs. This kind of exposure may help learners internalize core competencies while developing adaptability.

The diversity of real-life projects across contexts might be another widespread complication in developing a needed expertise: freelance translators, in-house linguists, localisers, post-editors of machine translation, subtitlers, etc., all face different constraints (time, technology, style, client communication, legal or cultural sensitivities). What counts as authentic and context-driven in one setting may be irrelevant or even misleading in another. Thus, trainer and curriculum designers should avoid one-size-fits-all models; instead they should include choices or tracks, employ hybrid projects, allow students to engage with authentic texts from different sectors, and cultivate the above-mentioned transferable skills: the ability to analyze and adapt to the particular constraints of each assignment, communicate and collaborate within the socially acceptable boundaries in each specific situation. This flexibility helps graduates not only to cope, but to thrive, regardless of the type of their translation work.



In light of massive digitalization the multiplicity of language related products in demand, one can safely admit that there has been a shift from translation as a product to translation as a service. In the past, translation was seen as a static product — a faithful reproduction of a source text in a target language. However, this view has changed dramatically. Now, translation is more of a service-oriented process where the final product is shaped by the client's vision, market considerations, and intended impact. Translators are no longer just linguistic mediators; they are consultants, problem-solvers, and content strategists who must understand the broader context in which their translation will be used. For example, a legal document requires strict accuracy, while a marketing campaign needs creativity and cultural adaptation. A client launching a product in a new market may not want a word-for-word translation but rather a localized message that resonates with the target audience. In this case, the translation must be strategic, culturally nuanced, and audience-specific, rather than simply correct in terms of language rules.

One key concept here is translation competence as multidimensional. The PACTE group (2003) highlights that translation competence is not limited to bilingual skills but integrates several sub-competences, including strategic, instrumental, and intercultural ones. This means that training translators when they are to function as consultants requires equipping them with tools to negotiate meaning across domains, manage projects, and anticipate client needs [11]. As Kiraly (2000) points out, “translation is a situated activity, constructed through collaboration and negotiation,” which reinforces the need to move beyond a purely linguistic understanding of the profession [8].

Another dimension is technology and digital literacy. With the rise of computer-assisted translation (CAT) tools, machine translation post-editing, and content management systems, translators increasingly act as “language technologists” [6]. Their expertise now includes evaluating and optimizing technological tools to enhance productivity while maintaining quality. In practice, this requires critical decision-making: knowing when machine output suffices, when it must be rewritten, and how to integrate terminology management into workflows. Thus, technology has expanded



the translator's role from mere text rewriter to an active manager of semi-automated processes.

Closely related is the role of translators as cultural mediators and creative adapters. As Pym (2010) argues, translation always involves negotiation of intercultural space, where decisions are guided not only by source and target texts but by the communicative purpose of the exchange [12]. In marketing and audiovisual industries, this means creating texts that feel native rather than translated, often through transcreation. Translators here act as copywriters, cultural critics, and audience analysts, shaping not just words but entire communicative strategies. Their value lies in producing resonance, not equivalence.

Finally, the translator has emerged as a project participant within complex networks. Gouadec (2007) and Chesterman (2009) both emphasize that translators rarely work in isolation today; they are part of teams including project managers, revisers, terminologists, and even AI systems [6, 3]. Their contribution is collaborative, often requiring negotiation of deadlines, budget constraints, and quality expectations. This networked role positions translators as professionals who mediate not only between languages but also between stakeholders — ensuring the product aligns with both client expectations and industry standards.

One cannot avoid the overall tendency that exerts an immense impact on translation outcomes – that of client requirements centeredness. As translation is increasingly driven by the end user's needs, translators must engage with clients to understand:

- The purpose of the translation (e.g., information-only, publication, legal compliance, marketing engagement)
- The target audience (e.g., specialists, general readers, a specific demographic)
- Tone, style, and register (e.g., formal, conversational, persuasive)
- Cultural and regional considerations (e.g., localizing idioms, adjusting for cultural sensitivities)

The client's vision directly impacts how the translator works and what the final product looks like [2]. This means that translators are expected to collaborate, ask



questions, and tailor their work to meet specific requirements—rather than simply follow rigid linguistic rules.

One of the most prolific student-cantered advantages of project-based learning is that it essentially contributes to the skill-set of structuring the workflow of translation process. Owing to the fact that translation is no longer a linear stage by stage process and is largely nuanced by a client-controlled requirements list, not to mention dependant on the type of service in demand, it is crucial that students develop the skill of scaffolding the process. In this respect the above-mentioned role of technology and its influence on translation process and quality overall is a game-changer. With the rise of machine translation (MT), AI-assisted tools, and CAT (computer-assisted translation) software, translation is no longer just a human-driven process. Many companies use machine-generated translations as a starting point and rely on post-editing services to refine the text. This shift has redefined the translator's role: rather than just translating, professionals must now act as post-editors, quality controllers, and localization experts who refine and adapt AI-generated content to meet professional standards. Additionally, the integration of multimodal translation—where translation is not limited to text but includes audiovisual elements, UX design, and transcreation—means that translators must expand their skill set beyond traditional linguistic competencies.

Conclusions

Given these changes, translation training must move away from static, theory-based approaches and instead focus on real-world, project-based learning. Aspiring translators must be trained not just to translate, but to understand client needs, adapt to different content types, and navigate technological advancements. They must develop problem-solving skills, flexibility, and business acumen—all of which are best cultivated through hands-on, practical experience rather than theoretical exercises. By embracing a project-based learning framework, translation training can equip future professionals with the skills they truly need in today's industry—preparing them to meet client expectations, adapt to evolving demands, and ultimately deliver translations that are not just accurate, but effective.



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Анотація. З огляду на численні виклики, з якими зіткнулась перекладацька галузь, сфера професійної підготовки та експертизи зазнає ще більш глибоких і часто кардинальних процесів перетворення. Саме тому ситуативне навчання постає як концептуальне рішення і вказує на перспективи для подолання все більш відчутних розривів між теоретичними та практичними аспектами навчання, сприяючи подальшому розвитку комплексу трансферабельних навичок, закладаючи міцну основу для професійної компетентності студентів.

Проектно-орієнтований підхід, зі свого боку, забезпечує найтісніший зв'язок з реальним ринком та широким спектром послуг, що користуються високим попитом. Тому це дослідження презентує його основні принципи, обґрунтовуючи їхні потенційні переваги у підготовці перекладачів.

Ключові слова: підготовка перекладачів, ситуативне навчання, проектно-орієнтований підхід, цифрова грамотність, наскрізні навички, співпраця.

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