Chapter 8. Project Management

Activities

Adaptation of Activity 3

Project management competencies are best developed within group projects. We would suggest including multilingual simulations within your classroom. That is, the class would be divided into groups encompassing at least one project manager, (at least) two translators and a reviser. A terminologist could also be a possible addition. Ideally, everybody should, at least once during the course, take the role of the project manager. What follows is a possible timeline for the activity. See other reports on multilingual simulations in Kemppanen and Salmi, 2008 or Konttinen et al 2017.

Step 1. Group division and tasks assigned to each role are defined in the first class. If the whole subject is going to follow this methodology, this is clearly specified in the subject guidelines and syllabi. Syllabi must also include information on how to access job offers, and evaluation.

Step 2. A job offer is posted in the classroom forum. The length of the text to be translated/video to be subtitled can vary depending on the size of the class and the size of the groups. Trainers can also decide on posting only one offer (so everybody works on the same text, which would lead to easier revision) or more than one offer (which would imply a more realistic simulation, but a higher teaching load). Students playing the role of the PM that week have to send the necessary documentation to apply for the position (CV, budget, translation sample…). Negotiations start between the teacher and the students. We recommend a kind client in the early projects and then some scaffolding into harder negotiations that would highlight basic client-PM communications mishaps, e.g. low rates, adding files mid-project, hard-to-handle file formats, images with text, urgency requirements, changing deadlines, MT texts as ST, etc.

Step 3. The project is submitted. Students must also submit a report that includes one page of self-evaluation and one page of peer-evaluation. This allows the trainer to see the group dynamics. Revision addresses translation hurdles, but also personal struggles.

References for this activity


**Extra Activity 1: The Squid Game controversy**

In September 2021, a Korean tv series produced by Netflix became a global success. *The Squid Game* (Hwang Donghyuk, 2021), or 오징어 게임 (*Ojing-ee Geim*) made headlines for its content and diffusion but also for their translation strategy. Apparently, the potential success was downplayed at the production stage and subtitling was done from an English pivot translation. Moreover, some versions (like the Spanish subtitles) were machine translated and then post-edited.

PART 1. Find out what was the case for your country/language. Is that information readily available? Was there any controversy regarding the translation? (If that TV series was not especially successful, you can think of another non-English speaking TV series that became a success in your country in an anglophone media like Amazon TV, Disney Plus or Netflix).

PART 2. Do you think the translation strategy would have been different if the TV series success had been expected? If you think so, consider how it would have been different.

**Extra Activity 2: Run and manage your own edit-a-thon**

If you have developed some experience in editing Wikipedia, it might now be the time to plan for an edit-a-thon ([https://en.wikipedia.org/wiki/Edit-a-thon](https://en.wikipedia.org/wiki/Edit-a-thon)). Select a local topic or notable people who are not as well known outside your country. Consider a linking thread and publicize the topic (reach your local Wikimedia if you can).

PART A. Consider what entries should have preference and ensure the English pivot is well written. You can start with one or more wikis depending on how many people will collaborate.

PART B. Enrol other students/friends working out of English. Depending on the language combinations, prepare the necessary documents to ensure terminological coherence and good adaptation.

PART C. Make it happen! Then debrief with the translators: what information they had to look up? What was missing? What was helpful?