Training Translators and Interpreters for a Digitised and Globalised World: Wikipedia, *Lingua Francas*, and Critical Thinking

Abstract

This chapter describes two methods aimed at fostering transferable, 21st-century skills, more specifically critical-thinking skills, in translation and interpreting training. First, the study involved students of an introductory course in professional translation who translated a section of a Wikipedia article from French into Finnish for a project that they managed and self-assessed. The project included not only translation, but also editing, proofreading, localising, synthetic translation, and coding. One of the goals of this project was to expose students to the responsibilities of the academic community in the production of impartial information and knowledge. Second, the study involved students of an introductory course in legal translation who were exposed to the linguistic, cultural, and administrative variation within the francophone world through the production of different texts related to adoption and a lecture in which a complex network of intertextual chains in the domain of family law was analysed. A central goal of this translation course was to prepare translation students for legal and community interpreting by emphasising the connections between translation and interpreting in *lingua franca* contexts. The development of critical-thinking skills was the main goal of both courses. The paper argues that fostering transferable, general working-life skills such as critical thinking should form the basis for preparing employable translation and interpreting students for a precarious job market.

Key words: translator training, interpreter training, critical thinking, *skopos*, context, intertextuality, employability.

1. Introduction

This chapter is based on the author's experience as a translator, legal and community interpreter, lecturer on Translation and Interpreting (T&I) Studies, and sociolinguist. It analyses the challenges and opportunities related to new communication technologies and the challenges posed by *lingua francas* in T&I training. The paper argues that the precarious T&I job market – largely resulting from diverse phenomena related to digitisation and globalisation – calls for a greater degree of interaction between T&I and enhanced convergence between education in liberal arts and T&I training. Concrete examples from T&I training will be used to illustrate this goal. Firstly, I will explain the ways in which the translation of Wikipedia articles in a professional translation class can develop translating and transferable working-life skills, while at the same time producing valuable sources and parallel texts for both translators and interpreters. Secondly, I will discuss a series of pedagogical solutions adopted in a legal translation class in order to prepare students for both T&I in *lingua franca* settings, which are common, for example, in language pairs including French or English. In this case, one of the goals is thus to expose students to a working life characterised by accrued intralinguistic

variation and complex language-contact constellations. Ultimately, both activities described in the paper foster the main transferable skills that university education can offer, i.e. critical-thinking skills or the ability to consider phenomena, facts, persons, and their doings from as many perspectives as possible. Critical-thinking skills form the basis not only for academic careers but also for all careers in which problem-solving, evaluation, and life-long-learning skills are needed. In fact, critical thinking is needed in all working-life situations.

2. Translating Wikipedia

2.1. Rationale: transferable working-life skills in the era of digitalised information-production

New communication technologies have revolutionised the translator's work. Source texts and finished translations can be sent by email in a fraction of a second. Most dictionaries, background information, and parallel texts can be consulted electronically in one's office without having to go to the library. At the same time, the translator's work has become more solitary and sedentary, especially for freelancers.

In translator training, new communication technologies present many advantages. Syllabi, source texts, links to information sources and parallel texts, as well as drop-boxes for finished assignments, can be handled through interactive platforms such as Moodle™. These learning tools include functions such as chatrooms, discussion forums, and Wiki interfaces, allowing for interactive learning environments and collaborative information production and group translations. However, students do not appear to translate any faster or better than in the pre-Internet era. In fact, it is sometimes difficult to understand students' translation strategies and their information-retrieval and fact-checking skills.

The generation educated prior to the era of widespread use of the Internet and social media was accustomed to techniques such as *close reading*, requiring deep attention and detailed and multi-faceted analysis of a text. The contemporary, younger generation practices *hyper reading*, a technique used when reading on-line text and based on a short attention span and a more superficial analysis. Hyper reading is therefore significantly different from traditional print reading and activates different brain functions (Hayles 2010: 65–6). The close-reading generation can surely study the cognitive and other features of hyper reading. The problem, nevertheless, is transforming this theoretical insight into teaching techniques: the close-reading generation lacks practical experience and routines of hyper reading other than those based on previously learned close-reading techniques and accumulated knowledge acquired through the reading of long texts in print. One way of acquiring a comprehensive picture of students' skills and strategies in these areas and of helping them improve is to assign complex projects involving not only translation tasks, but also comparisons of different source texts, localisation, editing, and project management – for example, translation projects based on Wikipedia articles.

Wikipedia projects are related to the changing nature of information and knowledge in today's societies. For instance, traditional Finnish-language encyclopaedias have not been updated since 2011 (Tiikkaja 2012), so Wikipedia remains the only encyclopaedia that is updated regularly in this language. Since most students entering language programmes at

Finnish universities are between 18 and 22 years old, most of them have probably never been exposed to traditional encyclopaedias. Wikipedia is quite different from a traditional encyclopaedia, first and foremost because it is not created by experts and professional writers; its articles are written and updated mostly by amateurs. This is why Wikipedia has been treated with suspicion by the academic world, and students are often warned against using it as their sole source of information. Suspicion is no longer justified or universally applicable, especially in the case of the English version of Wikipedia, because the large number of its users includes professional writers and authoritative specialists contributing to their respective areas of expertise. The case of Finnish Wikipedia is quite different, and many articles are very short compared to other language versions. At the time this chapter was written (April 2018), there were 435,914 articles in Finnish Wikipedia, whereas English Wikipedia offered a total of 5,620,330 articles (Wikipedia 2018g, 2018h).

By translating Wikipedia articles, scholars fulfil their responsibility as academics, producing impartial information and tackling the issue of anti-intellectual discourse. Of course, the concept of valid information and knowledge is always based on the discourses that are influential at a given moment: the examples provided by Foucault (1989: 116) regarding the validity of statements such as 'The Earth is flat' or 'The species evolve' before and after Copernicus and Darwin provide perfect examples of the relativity of valid and impartial information. However, the current situation is unique, due to the ease with which anyone can produce and distribute written, spoken, and multimodal texts on the Internet. At the same time, social media appears to have exacerbated anti-intellectual discourses. As a result, the value of scientific knowledge is often underestimated and considered less valuable than forms of intuitive knowledge based on feelings, experiences, and the authority of the speaker or the writer (Lewandowsky, Ecker, and Cook 2017). The lack of reliable encyclopaedias aiming at neutrality and impartiality may partially explain why new forms of intuitive knowledge have emerged so rapidly in recent years. Translator and interpreter trainers have an ethical responsibility, as educators but also as academics and human beings, to expose students to the ways in which information and knowledge are produced and recycled. Therefore, Wikipedia translation-and-localisation projects constitute a useful awareness-raising and critical-thinking tool.

Translation is a key feature of Wikipedia: many articles in languages of lesser diffusion are based on larger languages and especially English source texts. Since Wikipedia is a free encyclopaedia, most translations are produced by non-professional, volunteer translators, which makes it an excellent example of user-generated translation (O'Hagan 2009). Wikipedia translators may have different motivations. For example, Wikipedia provides a perfect interface for efforts to revitalise, maintain, modernise, and diffuse regional or minority languages among speakers and heritage speakers who no longer form tightly-knit or geographically defined speaker communities in the traditional sense of the term. Wikipedia articles translated into Karelian, a language in the Finnic branch of the Uralic language family, traditionally spoken in parts of Eastern Finland and in Karelia and the Tver region in North-Western Russia, illustrate this phenomenon (Koskinen and Kuusi 2017).

Finnish is not an endangered language per se. However, serious concerns have been expressed about the future of Finnish as a language of scientific writing (Lavery 2014), because both global and local tendencies and policies favour publishing in international languages and

especially English (Hamel 2007; Lillis and Curry 2010). As a result, for Finnish academics, writing in English has been mandatory for several decades now (Ventola 1997: 116), and this chapter is an excellent proof in the long chain of such practices. Translations of Wikipedia articles, when these are based on solid scientific investigation, may therefore contribute to strengthening the position of Finnish and other languages of lesser diffusion as languages of scientific writing. In addition, as comparison between different language versions is very easy, translated Wikipedia articles provide parallel and adjacent texts for terminology work that is part of both T&I.

Finally, complex translation and localisation projects such as Wikipedia translation can be justified by the fostering of both translation-specific and multiple and transferable working-life skills (Al-Shehari 2017). The precarious nature of T&I professions and the problematic issue of employability are recurrent topics of conversation with students. EU institutions, which have employed large numbers of translators and interpreters in relatively new Member States such as Finland, now have a sufficient number of language professionals, so that new job opportunities in this sector are quite rare. In addition, English as a *lingua franca* has had major repercussions in T&I professions (see section 3.1. for a detailed discussion), and machine-translation technologies are developing rapidly. The precision of machine translation is increasing even when the language pair includes Finnish, a language in which meanings are created by word order, a complex morphology, and productive compounding (Koskenniemi et al. 2012) – phenomena that have traditionally constituted an obstacle for machine translation of good quality.

Besides, the largely diffused practice of calling for bids for T&I assignments has resulted in a significant reduction in the average T&I working rate. Consequently, it is realistic to assume that many students of T&I programmes will not be able to rely on T&I as their main source of income. In addition, even those who decide to pursue a career in T&I may have fragmented work trajectories, including work in T&I management, post-editing, and diverse tasks related to machine T&I.

In fact, since there is no way to predict future developments in T&I professions with certainty, it would be appropriate to identify the transferable working-life skills that are already taught, and reflect on the possibility of enhancing their significance in T&I learning curricula. The following transferable skills also needed outside T&I professions are usually included in most T&I classes: time management, editing, and the ability to give and receive feedback. In larger translation projects, all the skills mentioned above are powerfully foregrounded. In addition, projects allow for a specific emphasis on co-operation skills and management skills, and in Wikipedia projects students are exposed to translating, editing, and localising longer texts through text-production practices in which they do not merely translate source texts, but also combine different language versions of the same Wikipedia article, as well as adjacent articles. Thus, a Wikipedia project is an excellent teaching tool for fostering skills identified as quintessential in the 21st-century job market: learning and innovations, digital literacy, and life and career skills (Trilling and Fadel 2009).

2.2. Example: improving a Finnish Wikipedia article by translating and editing content

In this section, I will describe a Wikipedia-translation project carried out at the University of Helsinki, in which students were asked to improve a Finnish Wikipedia article defining French language (Wikipedia 2018e), by extending the chapter on this language's geographic distribution. The translation project was part of an introductory course in professional translation from French into Finnish.[1] The course in which this project was assigned is theoretically the first "real" translation class for the attending students, although some of them take other translation classes at the same time. In addition, some students may have taken translation classes previously and even worked as translators. The goal of this course is to help students familiarise themselves with the process of professional translation and with the target text as the result of this process, while teaching them to use appropriate tools and to produce idiomatic, natural, and linguistically correct target texts representing different genres and styles. In addition, students are supposed to learn to analyse different texts contrastively and justify their translation strategies both orally and in writing. They are required to have good knowledge of the norms of written Finnish. In addition, upon completion of the course, they are supposed to be aware of their strengths and needs for development in different domains of translation competence. Finally, they are expected to learn to give and receive feedback and edit their texts based on such feedback.

The course was designed to correspond to the principle of constructive alignment, according to which activities and assessment methods are directly linked to the learning outcomes (Biggs and Tang 2011).The course corresponds to 5 ECTC credits, which means 135 hours of work, class-room hours and hours of independent work combined. Assessment criteria were explained and discussed during the first meeting and were then adjusted on the basis of students' feedback. As a result, the following breakdown was applied: six short translation assignments corresponded to 60% of the grade, active participation to 20%, and the Wikipedia translation project accounted for the remaining 20%.

Prior to the Wikipedia translation project, students had translated a short text of popular science, a press release, and an extract from a novel, which accounted for 30% of the grade altogether. In addition, they had performed a synthetic translation of the chapter "Le français dans le monde" of the Wikipedia article "Français" (Wikipedia 2018b), which gave them the opportunity to write a summary of the chapter that they would have to translate into Finnish during the Wikipedia project. The synthetic translation accounted for 10% of the grade. They had also edited and proofread the article "Acadia" on Finnish Wikipedia (Wikipedia 2018a), which had been translated during the Wikipedia project assigned to the previous year's class. This particular assignment fell into the active participation grade. Prefatory lessons prior to the assignment concerned both Wikipedia writing in general and presentation of the forthcoming project. Both written individual feedback and oral group feedback had been given on previous assignments, and the teacher had organised a one-hour individual tutorial for each student. The project had a duration of three weeks, during which students had to complete two additional translation assignments, which were parts of an article on current affairs in the French newspaper *Le Monde diplomatique*. Expository and argumentative nonfictional prose emerged

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[1] Due to a reorganisation of the curriculum, there were both B.A. and M.A. level students in this class: previously, this course was part of the B.A. programme, whereas now almost all translation courses form part of the M.A. Programme in Translation and Interpreting.

as a central overarching genre of translated texts in this class, because texts belonging to this genre allow for contrastive analysis and domestication strategies of syntax, theme-rheme structures, and style between French and Finnish. As a result, the Wikipedia translation project was supported by skills acquired previously and simultaneously in translation assignments representing sub-genres within the same overarching genre of nonfictional prose.

The project was presented to the students as having the following goals: development of transferable and 21st-century skills, contribution to the academic community's responsibility as a producer of impartial information, and enhancement of critical thinking skills. The teacher presented the different source texts (Wikipedia 2018b, 2018d) and adjacent texts (Organisation internationale de la francophonie 2018; Wikipedia 2018c, 2018d), and explained the scope of the different roles a student might play in the project – i.e. translator, editor, proof-reader, coder, project manager. Subsequently, the students engaged in a group activity in which they had to decide the following: length of the target text, working methods, schedules and deadlines, distribution of tasks, general stylistic and editing principles, translation strategies, and general practices. During this group activity, the instructor monitored the decision-making process and intervened when necessary. A discussion forum was opened on Moodle for project-related communication. In addition, students autonomously created a communication channel on an instant-messaging service for intra-group discussions.

The final length of the Finnish texts produced by this exceptionally small, six-student group was approximately 14,000 characters including spaces and references. Most students both translated and edited the text. The project was led by one student, while another was responsible for coding and publishing the text on Wikipedia. To foster positive attitudes towards learning (Li 2018), self-assessment and peer-assessment were used, both corresponding to 50% of the grade of the project. Assessment focused on four aspects of performance: translation, localisation, editing, and cooperation.

The instructor checked the final, pre-published version of the text, but did not give a grade for this assignment. In the final version, there were very few stylistic and grammar errors, and, although the structure of the text was satisfactory, the instructor had to make several suggestions concerning the logical presentation of facts. For example, in some instances, passages were copy-pasted and translated directly from the main source text without adjusting the target text to its new textual context; in other cases, specific terminology was used inconsistently – e.g. the difference between major 'speaking areas' and 'areas of expansion' was not clear. The final version was published online only after all these problems had been solved. Regrettably, due to time-management issues, this final correction was made exclusively by the project lead.

In the feedback discussion, some coding errors related to Wikipedia's referencing techniques were discovered. Since the group was very small, no written feedback was collected, as it would have been difficult to guarantee the students' anonymity. Furthermore, course grades were given prior to the feedback discussion in order to encourage honest feedback. In general, students found that the project had been a success in terms of learning outcomes. However, students reported that the time needed to circulate, edit, and proofread the texts was unexpectedly long, which is why they found that the project was too time-consuming. The instructor pointed out that this realisation and the development of time-management skills was one of the hidden goals of the project. Students did not mention fact-checking or information

retrieval as a particular problem. Based on previous experience on Wikipedia translation projects, the instructor had chosen the topic of French language based on the assumption that, as students of French, trainees would be familiar with most of the notions expressed in the article. However, problems encountered in the pre-published version showed that this was not the case. As a result, the instructor concluded that more guidance would have been necessary and that the pre-published version should have been analysed carefully with the entire class from the point of view of the logical flow of information. On a more positive note, students showed superior skills in adapting the target text to a natural syntax and theme-rheme structure of the Finnish language.

3. *Lingua francas*: convergence and interaction between T&I in an introductory course in legal translation

3.1. *Rationale: intersections between T&I in lingua-franca situations*

The previous section focused on the development of critical thinking and other transferable skills related to digital text production in an introductory course in professional translation. The theme of the texts translated, localised, and edited by the students was French as a global language. This section emphasises shared skills between T&I in an introductory course in legal translation, including a critical reflexion about the concepts of *skopos* and *context* in *lingua franca* situations. Thus, issues related to both T&I are discussed in this section, although the case study concerns a legal-translation course.

   The spread of ELF has radically changed the world of interpreting (Albl-Mikasa 2010). There is less demand for conference and business-liaison interpreting, and when interpreters are needed, variations characteristic of ELF constitute a major problem for professionals (Albl-Mikasa 2015; Gentile and Albl-Mikasa 2017). As a result of these developments, many conference interpreters have been forced to look for new career opportunities in legal and community interpreting. However, the impact of ELF on translation seems to have been different, and some scholars argue that ELF did not result in a decrease in career opportunities for translators (House 2013: 283–5).

   English has never been the only *lingua franca*. In Finland, for instance, due to recent migration patterns, commonly used *lingua francas* in community and legal interpreting include Arabic, Farsi, French, Portuguese, Russian, Turkish, and Swahili. For example, an estimated 99% of migrants needing community and legal interpreting services in French are not first-language speakers of French, and at least 90% of migrants who use English in these settings are ELF speakers. Most of the times, interpreters, too, are non-native speakers. In other words, both the interpreter and the migrant use French or English – i.e. a language that is not their first language or their mother tongue in traditional sociolinguistic terms, although they may sometimes identify themselves as first-language speakers (Määttä 2015). This constitutes a challenge to interpreter training, especially in French, a language characterised by a long history of prescriptive language norms linked to the prestige variety used by elites (Fleischman 1997). The same challenge applies to translator training: for example, official documents such as

certificates of celibacy, marriage certificates, or adoption papers translated from and into French or English represent a wide variety of legal systems, civilisations, and language cultures, each leaving their imprint on the documents.

According to Albl-Mikasa (2013: 13), the training of interpreters for ELF contexts should be based on reflection about the characteristics of the source text[2], the difficulties interpreters may experience in a *lingua franca* situation, and other factors that may potentially influence interpreters' tasks. It may be safe to assume that this reflection could be relevant in the context of other *lingua francas* such as French.

In community and legal interpreter training, it is difficult to create situations exposing students to authentic *lingua franca* speech that faithfully represents real-life variations. For example, in Finland and in most European countries, migrants using community and legal interpreting services in French and English typically come from Western Africa, i.e. from areas in which multilingualism is powerfully foregrounded (Määttä 2014 and 2015). Some of them are in fact native speakers of French and English, whereas others have learned these languages at later stages in their lives. As a result, *lingua franca* speech is characterised by a high level of idiolectal variation. In addition, speakers may have lived in situations involving multiple and complex constellations of language contact, which further increases the great number of *lingua franca* dialects, sociolects, ethnolects, and idiolects (Määttä 2015). Even bringing one speaker of a non-native variety of French or English to the classroom would therefore expose students to just one idiolectal variety. Besides, it would be both ethically and scientifically questionable to recruit persons on the basis of their status as speakers of "African French" or "African English."

A possible solution is to analyse recordings and transcripts of authentic interpreting situations with students. However, ethical considerations related to the privacy of the people involved may constitute a problem, and spending time in analysing research data means that there is less time for interpreting practice sorely needed by students.

Another solution is to include a visit to a courthouse in the course activities, so that students can experience interpreter-mediated hearings in which *lingua francas* are used. In the introductory course in legal translation analysed in this section, such visits to the District Court of Helsinki have been organised in cooperation with the visitor service of the court, and all students have attended a number of hearings open to the public in small groups led by one of the instructors. In a subsequent written report, students have focused on the problems experienced by the interpreter. Through this method, students are exposed to the contexts in which texts translated by legal translators are used. In addition, they familiarise themselves with the connections between T&I through the observation of practices such as sight translation and interpretation of written texts read aloud.

The court visit usually includes at least one interpreter-mediated hearing in which interpreting is provided in English. Thus, students are invited to consider the fact that *lingua franca* issues go beyond the source text: the target text produced by the interpreter needs equal consideration and critical reflection about the concept of accuracy. Mastery of terminology and text types and genres typical of a given domain are important components of legal and

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[2] In this section, text refers to any unified passage of written or spoken language forming a semantic unit of meaning (Halliday and Hasan 1976: 1–2).

community interpreter training, and the role of this specialised jargon is specifically emphasised in courtroom interpreting. However, even the production of exact equivalents in the target language does not guarantee that the message will be understood. The following example from my interpreting diaries[3] illustrates this phenomenon. The encounter I am going to describe took place at a social work unit during an information session about social security. Approximately 20 clients[4] and interpreters of several languages were present. The passage below focuses on interpreting provided between French and Finnish:

> Clients are handed a brochure explaining social security in general and income support in particular, written in bureaucratese. My client states that while she has heard these things several times, she still does not understand. The translation of the brochure appears to be of good quality. Income support is translated into French as "aide à la subsistence." My clients usually know terms such as "allocation sociale" better. The following day, I talked about this matter with an interpreter of Somali, who said "Of course everything can be translated, but the clients don't understand anything."

This extract illustrates intersections between written translation and spoken interpretation in community interpreting. What is at stake here is the notion of *skopos* (Vermeer 2000), i.e. the purpose of a translated or interpreted text at the moment of reception by the end user. *Skopos* is a key tool in the analysis of T&I in *lingua franca* contexts. Sometimes, the *skopos* of a text is clear. For instance, translations of marriage certificates or high school diplomas are intended to be used by the host country's administration to validate a status that the client had acquired prior to moving to the host country. The case of medical records is different: while the main addressee of the translation is generally an insurance company or the local hospital in the client's country of residence, the target text also concerns the person involved and possibly their loved ones. This may generate challenges regarding the translation of medical terminology, and the translator has to make compromises between a faithful translation and a translation that all end users will actually understand. As explained further, such problems are also typical in the case of texts related to social work and child protection. Moreover, the *skopos* of texts written and spoken in *lingua franca* situations poses a further challenge: in languages spoken in more than one country, such as French, English, or Spanish, terminology and style may vary considerably from one area to another. An additional problem is constituted by the difficulty in assessing the addressees' linguistic resources in cases of non-native speakers. This problem is particularly salient in interpreter-mediated encounters in which ELF is used, because most service providers have some knowledge of English and are sometimes quite fluent English speakers. Therefore, interpreters are under considerable pressure to provide an accurate rendition, and have little or no leverage to tailor the message to end user's communication needs (Pöllabauer 2004: 152). Deontological codes rarely contain a critical reflection on the *skopos* issue. In Finland, ethical codes for legal and community interpreting emphasise the importance

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[3] These diaries consist of reports of legal and community interpreting assignments carried out over a period of 30 months, representing all major domains of these fields of interpretation. Each note describes the general course of the event with a special emphasis on significant phenomena related to language and interaction. While the notes were written without consent from the participants, the example reproduced here does not allow identification of the persons involved. Translation from Finnish into English was performed by the author.

[4] I.e. the migrant who needs interpreting services.

of 'accurate' interpretation, in which nothing is left out or added (SKTL 2013 and 2016, article 6), thus forbidding the provision of additional explanations of complicated terms.[5]

T&I students at the University of Helsinki are generally quite familiar with the concept of *skopos*, as the curriculum requires them to attend introductory courses in Translation Studies, in which *skopos* theory is analysed thoroughly. In addition, these students have basic knowledge about their B language's geographical distribution and variation.[6] However, they are rarely familiar with the sociolinguistic complexities related to language in general, and *lingua franca* languages in particular. In the following subsection, I propose to describe a method in which joint T&I training is offered: students of a translation class engage in a series of pedagogical activities that include critical reflection about the concept of *skopos* in both T&I. From this perspective, *skopos* is understood as forming part of the constellation of contexts potentially activated by source and target texts, essentially through intertextual connections to other texts and contexts. In this very wide understanding of the concept, contexts are understood as intrinsically multiple. As a result, the meaning of a text changes according to the context(s) (Blommaert 2005: 50), which is dynamically constructed in language use, so that the relationship between language and context is best described as a process (Duranti and Goodwin 1992: 31).

3.2. Example: teaching translation of legal texts for future translators and interpreters

The methods described in this section were used in an M.A. level introductory course on legal translation into Finnish at the University of Helsinki (5 ECTS credits). This course is organised every first semester and brings together students of translation programmes in English, French, German, and Russian. It combines lectures, at which all students are present, and language-specific tutorial classes, which are given to smaller groups. The course is divided into three cycles: procedural law, property law, and family law. There are two to three 2-hour general lectures and two 2-hour tutorial classes for each cycle. In general lectures, instructors and guest lecturers representing translation agencies and governmental translation services present their areas of specialty. In addition, students have to attend a series of main hearings at the District Court of Helsinki. During each cycle, students write a short essay, translate one text, and produce two terminological records. The topics of the essays, translated texts, and terms are different for each language group. Translations correspond to 60% of the grade, essays to 20%, and the term records to the remaining 20%.

Although this was a translation course, the instructor of the French group aimed at designing a method that highlighted the connections between legal T&I and also prepared translation students for legal interpreting. These connections were emphasised both in the assignments and the lecture given by the instructor.

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[5] "The interpreter's role is to convey both linguistic and cultural non-linguistic messages as extensively as possible without changing their content. If the interpreter is unable to produce an equivalent expression of, for example, a saying, a proverb, or a phrase, the interpreter requests the speaker to clarify the message and informs the addressee about this. However, the interpreter shall not explain information content on his or her own initiative for either one of the interlocutors." (English translation by the author.)

[6] Finnish is either the A or the B language of all students; most students have Finnish as their A language.

Students in the French group that participated in this study were asked to translate the following texts from French into Finnish: an extract from a publicly available adoption decision by a Swiss court in Geneva (procedural law), a real-estate information brochure provided by the French government's online information services (property law), and an excerpt of an anonymised adoption decision by a court of law in Kinshasa, DRC (family law). The end users of the court decisions were described as social security administration staff and courts of law in Finland, whereas the property law piece was destined to be used by a real estate agent who sells properties for Finnish customers in France. Both court decisions had been translated by the instructor as real assignments; the property-law assignment was written *ad hoc*. Students were given detailed feedback on the first draft of their translation; only the second version was graded. The first mini-essay (procedural law) was a report describing the visit to the district court. In the second essay, students were asked to explain the functions of a notary public in a francophone country of their choice and compare them with those of the corresponding instances in Finland. The third essay was a comparison between the adoption procedures of Finland and of a francophone country of their choosing. Term records concerned the most difficult terms found in the French source texts in order to make the translation process easier.

Adoption was chosen as a recurrent theme for the French group, because adoption papers figure among the commonly translated documents in connection with migration in general, and family reunification in particular. In addition, since this theme often emerges in community and legal interpreting assignments, these translation assignments also helped students prepare for interpreting and achieve several skills needed both in interpreting and translation. For example, in order to foster students' intercultural competence through the development of curiosity towards cultural differences (Tomozeiu, Koskinen, and D'Arcangelo 2016: 255–6), translation assignments encouraged students to consider differences between legal systems and life trajectories in the francophone world: the Swiss court decision concerned the kafala system of Islamic law and its recognition in Switzerland (and France); the Congolese court decision required familiarisation with a notion of family that differs from European norms, and informed students about an administrative tradition in which civil status and family membership can be confirmed by a court of law *a posteriori*, even after the death of a person, in particular in a land ravaged by a devastating war.

In the lecture given to the entire class as part of the family-law cycle, the instructor of the French group addressed the topic of context and intertextuality in translations pertaining to the domain of family law from a freelance translator's and interpreter's perspective. The lecture was based both on the instructor's personal experience as a translator and interpreter, and on previous research on the matter (Määttä 2014, 2015, 2017a, 2017b). At this point, students had translated the procedural-law text and were preparing to translate the family-law text. At the beginning of the lecture, students were presented with examples of texts related to family law typically translated in Finland, including birth certificates, adoption papers, marriage certificates and prenuptial agreements, decisions by social-security authorities, wills, child welfare notifications, and laws. Some of these texts are more commonly translated from Finnish into another language rather than into Finnish. The fact that such texts may have several addressees was explained. Foster-care decisions and applications for a summon were given as examples of texts that are often present in an interpreter-mediated encounter, either in the form of sight translation or a text on which the service provider bases their speech.

Subsequently, students were given three questions which they discussed over the following 15 minutes in small groups:

- What is meant by intertextuality and what kind of intertextual phenomena can one find in texts pertaining to the legal domain?
- What is meant by context and what kind of contexts are related to these texts?
- What importance might context and intertextuality have in terms of the praxis of translation?

In the follow-up discussion, students presented their insights, after which the concept of *context* was explained as encompassing all factors that have an impact on the construction of meaning: co-text, situation, people producing, sharing, or using a text, mode of communication, cultural factors, text type, genre, register, discourse, ideology, and *skopos*. Two anonymised marriage certificates were analysed in order to show how cultural contexts may give a completely different form to texts written in different languages even though they clearly represent the same textual genre. The texts were: a Finnish marriage certificate consisting of less than 200 characters, including a quote from The New Testament, and a Congolese birth certificate consisting of more than 2,500 characters, including several stamps, seals, and signatures. Intertextuality was defined as the set of relations a text has with other texts produced previously, simultaneously, and afterwards, and texts pertaining to the same genre or treating the same topic either explicitly or implicitly. Complex, often hierarchically structured text chains were mentioned as a typical characteristic of texts present in legal processes. Subsequently, anonymised source and target texts related to divorce, child custody, and alimony were examined as further illustrations of changing contexts and intertextual chains.

The last activity was the discussion of child protection cases. Written texts produced in connection with child protection provide a particularly clear example of intertextual chains, and the presence of these texts in interpreter-mediated encounters exemplifies the way in which written texts shape the contexts of these primarily oral situations: while some of these texts are translated by translators, many written texts in the intertextual chain are sight-translated by interpreters. Besides, these texts are often a topic of discussion in interpreter-mediated encounters. After this introduction, students were shown an anonymised sample of a letter written by social workers to the parents of a minor, in which they give their assessment on the need to proceed with child protection measures. The following questions were discussed in small groups:

- Does this text present any features of legal discourse?
- What kind of intertextual ties does the text have with other texts?
- How would you imagine the reception context of this text to be, and what factors should the translator take into account in a reflection about the addressee and the *skopos* of the translation?
- How does the translator know who are the addressees and what are the circumstances of the reception of the text?

During the follow-up discussion, the instructor showed the same extract on a new slide. In this version of the text, all words linking the text to laws, regulations, and the discourse of social work were in red. Almost half of the text had explicit intertextual ties with these other texts and discourses.

In the following section of the lecture, the instructor examined decisions to take a child into care as a text genre. First, the prototypical structure of such a decision was presented from the point of view of content and dominating text types. These decisions combine different text types: for example, the account of support measures offered to the family and the description of the child's situation alternates between narrative and descriptive text types, while argumentative and expository text types dominate in the introduction and the actual decision. In addition, several registers may be present, as in the narrative parts there are often examples of swearwords and insults proffered by the child or the parents. Another particular feature is polyphony: while the voice of the person who drafted the text is predominant, one can also identify other voices belonging to the authors of reports and statements drafted by psychiatrists, teachers, and other experts, resumed in the text, as well as the voice of law and the persons involved. The decision genre has a very strong performative force, as it changes the situation of both the child and the parents. In addition, the text generates new texts, such as decisions regarding the continuation or annulment of care or appeal documents and the court decision that follows. In addition, decisions generate a new series of interpreter-mediated encounters, such as house calls, court hearings, and meetings between the parents and social workers or other experts.

Subsequently, the instructor focused on concrete problems encountered by translators of such decisions and interpreters in situations in which such texts are present. Firstly, terms and phrases belonging to the bureaucratese used in social work, kindergartens, and schools, and the respective legal domain, were discussed. Secondly, translation problems present in sections describing the child's personality and behaviour, as well as the parents' situation, were analysed. The description of the parents' situation is particularly difficult to translate, as it focuses on the notion of "resources", a term originating from the discourse of psychology, also mentioned in relevant laws. Experience from sight translation in interpreter-mediated encounters in which interpreter and client communicate in a *lingua franca* indicates that it is quite difficult to translate this abstract term so that the client can understand it. The impossibility of assessing the end user's linguistic resources and the compromises made between a faithful and an adapted translation constitute two of the most important challenges for translators of these texts. Furthermore, these difficulties may create ethics-related occupational stress (Ulrich *et al.* 2007): the willingness to create a target text in plain language in order to make it more accessible to the end user may be constrained by a word-to-word accuracy requirement in the monitoring services of the translating agency. Finally, the dire situation depicted in the text and the distress lived by the people it concerns is a major source of psychological burden to the translator of these and other texts related to family law. The psychological strain is particularly important in an interpreter-mediated encounter, in which such texts are sight-translated or explained to the parents, especially if they do not understand the reasons why their child is being taken into care.

Prior to concluding the lecture, solutions were presented. Examples of legal and social-work terminology were shown and the students had it explained to them that most freelance

translators and interpreters do not have the time to produce term records. Instead, the intertextual chains and contextual information that would be stored in such records have to be activated from the translator's or interpreter's memory of previous cases, by studying vocabulary lists that the translator or interpreter updates regularly. Examples of child protection translation data, including glosses provided by the translator for source-language key terms such as "child protection client," "joint custody," and "child welfare officer", were provided. The practice of glossing is based on the fact that the end users have almost certainly encountered and will continue to encounter several interpreters and read translations produced by different translators, each with a slightly different translation of professional terms used in social work, psychology, and law in Finnish. The use of glosses may therefore help end users contextualise and understand translated and interpreted texts, and it is in their best interest to learn these terms in Finnish. To conclude, students were reminded that even though T&I in the domain of family law presents several dilemmas, these problems can be resolved as assurance and self-confidence increase through exposure to different texts and situations.

4. Conclusion

At the time of this writing, it is impossible to divine what the world of T&I will look like ten years from now. As a scholar, one has to be open to any possible development in the field of machine T&I, and the performance of these technologies will surely change the profession in unforeseen ways. At the same time, T&I educators have an ethical responsibility to provide students with flexible, malleable, and transferable skills that will help them navigate the current, precarious T&I job market.

In this chapter, I have presented a method in which the envisioned learning outcomes foster not only translation skills but also transferable working-life skills through the editing, coding, and writing of Wikipedia texts in a collaborative project mimicking tasks usually performed in real working-life situations. These transferable skills include self and peer evaluation, which have become normalised in the work environments for which university education prepares students. Secondly, I have described a method in which T&I in *lingua franca* contexts are presented as two intrinsically entwined rather than separate activities. This convergence is best understood through the prism of *skopos*, enriched by insights from critical sociolinguistics regarding the concepts of intertextuality and context. The latter help to relate T&I practice to the persons producing and using source and target texts and the situations in which texts are produced and used.

Both examples illustrate the importance of critical thinking in T&I training, i.e. the consideration of phenomena, concepts, and theories—and people—from multiple perspectives. Many techniques can be used to bring insights from the working life into T&I training. Service providers, practicing translators, interpreters, and people managing T&I agencies may intervene in T&I classes, or instructors themselves may use the knowledge they have accumulated in their own practice as translators and as interpreters, as in the examples described in this paper. Nevertheless, alongside practical T&I skills that are often language-specific, students need to learn critical thinking, including critical thinking regarding the target texts they produce themselves. Only critical thinking allows for complete understanding of source texts,

production of meaningful target texts, and understanding of the professional world in general. Critical thinking is the most valuable transferable skill offered by Academe.

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