*English Studies at NBU, 2025*
Volume 11, Issue 2, pp. 243-264
https://doi.org/10.33919/esnbu.25.2.4

pISSN 2367-5705,
eISSN 2367-8704
www.esnbu.org

# INTEGRATING TRANSLATION PROJECT MANAGEMENT INTO TRANSLATOR TRAINING AS A PART OF TRANSLATION TECHNOLOGY COURSE

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## Abstract

Translation project management has become an indispensable part of the professional translation process with ever-increasing translation volume and complicated translation jobs. Given the essence of translation project management for the translation industry, translator training programs are also expected to equip their students with the relevant translation project management skills. To this end, this study aims to uncover the trainee translators' views of translation project management tools taught within the context of a translation technology course. Based on the data collected with open-ended questions followed by semi-structured short individual interviews, the study attempted to explore the practices needed to integrate essential project management skills and special tools into translator training. After a scrutinized thematic analysis of collected data, the phrases and patterns were noted, and then they were classified to form the themes. The findings show that students support the use of scenario-based instruction; problem-solving skills are improved through scenarios; using scenarios provides a collaborative learning environment. The interpretation of the responses also draws attention to the need for computer labs dedicated to translation departments and underlines the individual differences among students in terms of working in a team.

***Keywords***: translation project management, translator training, translation technology, scenario-based instruction, thematic analysis

**Article history:**
Received: 2 *August 2025*
Reviewed: *25 August 2025*
Accepted: *25 August 2025*
Published: *20 December 2025*



***Citation:*** Çetiner, C. (2025). Integrating translation project management into translator training as a part of translation technology course. *English Studies at NBU, 11*(2), 243-264.
https://doi.org/10.33919/esnbu.25.2.4

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## Translation Project Management

The increasing volume of translation and changing landscape in the translation industry under the pressure of technological developments triggered the need to address translation tasks within a project cycle, utilizing the tools tailored to the requirements of the translation task. Once done solely by in-house translators within a translation agency, translation tasks are now deemed to be conducted in a project cycle, in which many providers, either in-house or freelance, take an essential role to complete the task in accordance with the quality requirements imposed by the industry standards. This has made translation project management an essential part of the translation process (Risku et al., 2019).

The fact that translation tasks have become complicated with many different file types and client expectations have grown and diversified as to the output quality has also forced translation companies to employ project management tools. These tools help translation agencies ensure that the translation task is subjected to a project cycle in which different workflows, including pre-translation, translation, revision, proofreading, and client review, are presented within a tool. As for the definition of translation management systems, Shuttleworth (2015) summarized diverse definitions and listed the key advantages of these systems as "the ability to handle an increased workflow, to accomplish more with less and to manage language service vendors better" (p.679). In his book dedicated to translation project management, Walker (2022) explained translation project management based on the "outsourcing model," in which clients, language service providers, and sellers play their essential roles (p.7). Project management is known to harmonize and optimize the cycle and workflow among these three entities. In other words, it is "the hub of the wheel" as named by Stoeller (2004), around which the activities of a translation company can be carried out in an efficient and structured way (Dunne & Dunne, 2011).

The use of productivity tools, including translation memory systems, term bases, and lately the integration of machine translation engines into translators' workbenches, have also required a complicated system for project managers to track the whole translation process. With this in mind, Plaza-Lara (2020) underlined the need to benefit

from translation project management to guarantee the productivity increase that comes with using machine translation during the translation process.

Despite the growing importance of translation project management for both individual translators and translation agencies from the 1990s onwards due to globalization attempts, it is noted that the subject has only begun to get attention after the 2000s, when academic research began to focus on the profiles and competences of project managers (Fuentes-Pérez, 2023). According to Plaza-Lara (2022), early research on translation project management concentrated on the definition, key concepts, and tasks of project management. For instance, presenting one of the earliest studies on project management, Pérez (2002) attempted to clarify the basics of translation project management and the essence of implementing it within the scope of a discipline. Then, Gouadec (2007) expanded on the job profile of project managers and listed the key tasks and responsibilities. To summarize some of the items included in his list, project managers are "responsible for deciding on the workflow, recruiting translators and other operators, planning the job, preparing the source materials, and looking after the administrative and financial side of the project" (p.118). Referring to ISO 17100 standard on Translation Services-Requirements for translation services, Fuentes-Pérez (2023) have also outlined the tasks and responsibilities of project managers, according to which project managers are to "supervise and monitor translation project preparation process, manage and handle feedback" (p.41). These comprehensive lists of tasks underline the fact that project management has a role in organizing and coordinating the whole translation process.

Upon these earlier attempts to define the scope and responsibilities of project management, researchers have begun to address project management in terms of the essential competences. Yet, Plaza-Lara (2022) noted that there is no consensus on defining the core competencies of project managers. Therefore, acknowledging the need to develop a common competence model, Plaza-Lara (2022) presented a Translation Project Management Competence Model upon her series of three studies focusing on different aspects of translation project management including the analysis of job advertisements for project-managers (Plaza-Lara, 2018a), analysis of curricula in Spanish universities (Plaza-Lara, 2018b) and surveys with professional translation project managers (Plaza-Lara, 2020b). The review of the literature, according to Plaza-

Lara (2022), shows that translation project managers "should combine knowledge from both disciplines, namely translation and project management" (p.205). Therefore, the competences required of project managers should also combine both translator and project manager competences.

## Integration of Project Management into Translator Training

The number of academic papers addressing translation project management from diverse perspectives has been on increase including but not limited to the core competences required, essential tasks expected from project managers and the case of project management within the translation industry, yet it seems that research directly addressing translation project management in terms of academic translation training and pedagogical considerations is limited. One of the earliest studies was conducted by Kovács (2016), who emphasized the importance of computer-aided translation technology and translation project management in the translation classroom. Building on competences proposed by EMT (European Master's in Translation) and the requirements of the standard EN 15038:2006, Kovács (2016) described the integration of language technology into translation curriculum and introduced a course in which supervised translation project work was emphasized. The study is especially noteworthy since the researcher dwells on the practices adopted in the class in such a way as to simulate the real translation project management workflow that covers "from creating a price quotation to sending back the translation to the client" (p. 212). In a similar vein but with a different methodology, Perminova (2018) tried to unveil the importance of translation project management based on the results derived from a three-year sequential MA course that incorporated both theoretical and practical aspects of translation project management. As the researcher suggested, the analysis of the students' performance at the presentations and evaluation of external examiners showed that with this course module, the essentials of translation project management were learned by students in a structured way, and students had the opportunity to put what they learned into practice. The researcher concluded that the presence of such courses as translation project management within the curriculum "would expand academic experience and professional expertise by 'de-compartmentalization' of education in an interdisciplinary environment, focusing on student-empowerment, collaborative professional realism, and an outcomes-based approach" (p. 103-104).

With their comprehensive research, Konttinen et al. (2020) tried to figure out translation students' workflow conceptions in a simulated translation company environment with a module named the Multilingual Translation Workshop. Taking ISO 17100 as a frame of reference, the researchers noted that "the Multilingual Translation Workshop is based on the idea of producing translations in self-organized student companies, mainly as simulated assignments but also in some authentic projects" (p.84). The researchers drew attention to the fact that a one-year translation company simulation affected students' workflow concept as seen from the increase in the number of workflow task mentions in their essays. Though the study was not formulated with a pre- and post-test design, as per the arguments of the researchers, a transformation in the minds of students regarding the translation industry concept was clearly seen after the module. A key finding of this research is that some students preferred a profile of a project manager while others held on to a translation specialist profile. The researchers clearly emphasized that this finding could be attributed to either "internal factors e. g., personality, motivation, talent, or external factors, e. g., experiences in internships or other work experience not related to translation", yet it was noted that this was beyond the scope of their specific research (Konttinen et al., 2020, p.92). This statement again brings to mind the importance of self-efficacy, self-concept, or self-motivation for a translation-related career, such as translator, reviser, or project manager, and its implications for translator training.

As this study is conducted in Türkiye, it is noteworthy to draw an overall picture of the academic research on project management at the local level, as well. Though there has been a great deal of research on translation technology in Türkiye, only a handful of these are seen to have shown a particular interest in project management, instead the project management was addressed as a sub-topic (see Balkul & Toptan, 2019; Şahin & Kansu-Yetkiner, 2020; Yılmaz Gümüş, 2017). Apart from these translation technology-oriented works, there have also been efforts to use project-based learning in the translation classroom (Hastürkoğlu & Özer, 2020; Çetiner, 2021). To the best of existing knowledge, two books stand out for their direct focus on project management in Türkiye. In his book dedicated to translation project management, Eryatmaz (2024) addressed translation as a process-based activity and introduced functions of the planning, organization, workflow, and quality assurance phases in a

typical translation project. The other book was authored by Canım (2024), who not only introduced comprehensive definitions for the key terms used within the context of translation project management but also gave a detailed list of the instructions and sample templates commonly used in the industry including quotation forms, project-planning checklists, and job order files. In the second section of the book, Canım (2024) provided an in-depth discussion of the qualities required of a successful translation project manager. Having higher self-efficacy, being solution-oriented, and having effective communication skills are identified as vital qualities of a successful project manager (p. 157-239).

Given the lack of research touching on project management directly from a translator training perspective, this study aimed to investigate the integration of translation project management into translator training. With this in mind, this study seeks to answer the following research questions:

1. What do the students think about using scenarios similar to real translation industry practices in understanding the translation project management cycle?
2. Do students have any experience with using project management and CAT tools in courses other than technology-oriented ones?
3. What challenges do students experience when they work within a team and manage translation tasks?
4. What suggestions do students have for improving the integration of the translation project management course into the curriculum?

To answer these questions, sample scenarios were created, and students were asked to perform project management tasks as per the instructions provided by the lecturer. Upon completing the tasks, students were requested to respond to a survey of open-ended questions concerning the in-class activities and homework assignments.

## Methodology

In this part of the study, research design, participants, setting, data collection procedure and tools, and data analysis are presented.

## Research Design

A qualitative research design was adopted for this study. Therefore, a survey with open-ended questions was employed to analyze students' views on the scenarios and practices applied throughout the term. The open-ended questions aimed to elicit responses that could reflect the personal experiences of students. Following the open-ended questions, short individual semi-structured interviews were conducted with selected participants to explore the details of the themes identified from the survey responses. This was deemed essential and expected to elicit a more comprehensive understanding of participants' viewpoints. As for the analysis of the collected data, the thematic analysis method was used to uncover repeated themes based on participants' remarks (Braun & Clarke, 2006).

## Participants

The study was initially carried out with 33 undergraduate students enrolled in the English Translation and Interpreting department. They were assumed to have a comparable level of English proficiency as they either completed a one-year preparatory English program or passed the exemption exams to fulfill department entry requirements. None of the participants had any professional or any other type of experience in translation project management before the course, which ensured that all their insight was obtained based on the academic exposure and experiences gained in the translation technology course. As for the short individual semi-structured interviews, participants were selected using convenience sampling. The students who were readily available and willing to participate were invited to the follow-up interviews.

## Setting

This study was conducted in an English Translation and Interpreting Department at a state university in Türkiye. The program delivers a comprehensive four-year curriculum encompassing core linguistic, cultural, and professional translation skills from a theoretical perspective as well as practical training considerations. While designing the curriculum, due attention was paid to universal practices and country-specific requirements. The courses in the curriculum of the department can be divided into four main categories: the courses to improve students' foreign language

proficiency; courses to improve students' cultural background and translation skills in fields including literary, legal, or medical translation; courses on interpreting skills, and translation-technology oriented courses.

It should be noted that there has been a move towards integrating technology-based courses in the curriculum in Türkiye, especially in the last decade. Early contributions to this field were made by Şahin (2013), Balkul (2015), and Yılmaz-Gümüş (2017), who examined and attempted to present a comprehensive overview of how translation technologies were being implemented in the Turkish context. While putting technology-oriented courses in the curriculum, recommendations of this earlier research and other relevant literature (see Alcina, 2008; O'Hagan, 2013; Ören, 2020) were considered.

As this study focuses on the translation project management, a more detailed account of technology-oriented courses in the curriculum is essential to fully understand the setting of the study. The program offers IT Skills in the first year; however, as it is taught by a lecturer from outside the department, it is not specifically tailored to the needs of the translation program. In the second year, the program features the Translation Technologies course over two consecutive terms with three class hours per week. In the first term, students were provided with the key terms of translation technologies, and a weekly layout suggested in a previous research by Çetiner (2021a) was followed to a great extent. During the third year, the curriculum emphasizes core translation competence through field-based courses, with no specific focus on translation technologies. In the fourth year, students take a compulsory Localization course in the first term, alongside an elective course on Machine Translation Post-Editing, both of which aim to introduce students to contemporary industry practices and tools.

## Data Collection Procedure and Instruments

The study benefited from a two-phase qualitative data collection procedure to investigate the experiences of translation students with translation project management. As a first step, an open-ended online questionnaire was administered via Google Forms following the tasks given as a part of the final assessment. The questionnaire included six open-ended questions addressing the following topics: the

impact of sample scenarios on learning translation project management cycle; using CAT tools in courses other than technology-oriented ones; the order in which different software programs are introduced; the potential use of these tools after graduation; students' experiencing or using other tools not covered in the course, and a general question for suggestions for improving the course content and flow. As a second step, short individual semi-structured follow-up interviews were conducted to elaborate on selected points obtained from the questionnaire responses. These interviews were organized to be held face-to-face with six participants and lasted approximately 10-15 minutes, and they were audio-recorded. The participants were reminded of the objective of the study and that ethical approval had already been obtained from the university, and their voluntary participation and anonymity were ensured.

**Coding and Analysis**

The data collected from open-ended questionnaires and semi-structured short individual interviews were analyzed using the thematic analysis method as suggested by Braun & Clarke (2006). This method has been commonly used in qualitative research, and there has been a growing number of studies employing this method in Translation Studies, as well (see Castilho et al., 2017; O'Brien & Rossetti, 2020; Rico & González Pastor, 2022; Sánchez-Castany, 2023; Gülmüş Sırkıntı, 2025). The answers to the open-ended questionnaires were classified and manually coded by the individual researcher, and themes were identified as per the six-phase thematic analysis strategy elaborated by Braun & Clarke (2006). By means of this procedure, recurring expressions and ideas in the responses to open-ended questions were transformed into common patterns, and these patterns were finally organized as themes (see. Table 1). The findings section gives a detailed presentation of the themes supported by the quotes of participants' responses.

**Table 1**

*Description of the codes and the themes*

| Themes | Codes | Research Questions |
|---|---|---|
| the relationship between using sample scenarios and learning translation project management efficiently | giving quotations, managing quality control processes, and group coordination | RQ1 |

| | | |
|---|---|---|
| the perceived effect of learning translation project management and CAT tools on the career opportunities | complying with the sectoral needs, being prepared for the industry, effective time management, and team coordination | RQ1, RQ2 and RQ3 |
| the possibility of using and integrating CAT tools and Translation Project Management in other courses | integration into the curriculum, actively using the tools, and productivity gains | RQ2 |
| the need for computer labs dedicated to the translation program | computer labs, a lack of technical equipment, using different operating systems | RQ4 |

## Findings and Discussion

This section gives the findings of the study, building on the themes defined through thematic analysis of the responses to open-ended questions and the remarks uttered in short individual follow-up interviews. A critical reading of the open-ended questionnaire responses required some remarks to be elaborated in the short follow-up interviews. Therefore, short individual follow-up interviews played a key role in shaping the thematic analysis as the data from these interviews yielded richer detail. The findings are discussed in relation to the research questions and relevant literature. A scrutinized coding process and thematic analysis yielded four themes, including using sample scenarios, having career opportunities, using PM and CAT tools outside the course, and physical facilities for technology-oriented courses at the university.

### Theme 1: The relationship between using sample scenarios and learning translation project management efficiently

The analysis of the data derived from the responses given to the first question in the open-ended questionnaire resulted in such patterns as having real translation project management experience in tasks such as giving quotations, managing quality control processes, and group coordination, all of which formed the first theme. This theme seems directly related to the first research question, which asks about the students' thoughts on using scenarios similar to real translation industry practices in understanding the translation project management cycle. The responses of the students underpin the value of practical aspects of using scenarios over the course term. When

asked to elaborate on this in short individual follow-up interviews, students supported their stance by appreciating the task-based approaches, which transformed abstract concepts into more tangible ones, facilitating the learning process. Some phrases transcribed from students' responses include being faced with the problems beforehand, having draft material and a structured track to follow, and having real-life experiences through scenarios. To give an example, one student underlined the essence of sample scenarios as follows:

> *When we graduate, we will be faced with tasks directly related to the scenarios addressed in the course. I think that learning project management tasks through these scenarios can make us faster to respond to the tasks and problems that may arise.* (Student 1)

This reflection underlines the importance of using scenarios in learning translation project management and mirrors the essence of simulated translation project as put forward by Motiejūnienė & Kasperavičienė (2019), who justify learning in a group and a simulated translation project because it "enriches the translation training and promotes many skills necessary for a project manager" (p. 168).

As the data from both the survey and follow-up interview show, all of the students supported learning project management through scenarios. One student also referred to the problem-solving aspect of using scenarios over the term:

> *Learning the concepts in the course only from a theoretical perspective wouldn't have been possible and permanent without the scenarios. Our problem-solving skills were improved with these scenarios. We got prepared for the situations we might encounter after getting a work.* (Student 6)

This comment aligns with the findings that Rodríguez-Castro (2018) presented in her research dealing with a curricular design for teaching translation technology tools, in which participants mostly supported the lecturer's giving hands-on tasks in the course. Reflections of students also suggest the use of scenarios in improving problem-solving skills. This is worth expanding as problem-solving is repeatedly addressed as a strategic sub-competence in the competence models presented by PACTE Group (2003) and Plaza-Lara (2022). By the same token, Rodríguez-Castro (2018) also affirms the importance of task-based learning, by which problems are used as a way to "stimulate

metacognitive development" (p.358). By its very nature, translation project management is also a management of constraints such as timescales, costs, scope, quality, benefits, and risks; therefore, it seems that using scenarios can empower students to be well prepared for real industry challenges.

**Theme 2: The perceived effect of learning translation project management and CAT tools on the career opportunities**

The relationship between learning CAT tools, the project management cycle, and finding a related job is repeatedly uttered across multiple open-ended questionnaire responses. Complying with the sectoral needs, being prepared for the industry, effective time management, and team coordination are the phrases that form the second theme. It seems that this theme overlaps with the focus of the second research question to a certain point, but it also supports the first research question, as well. The phrases derived from the open-ended survey are elaborated in the follow-up interview with remarks emphasizing the impact of learning project management and CAT tools on finding a translation-related job. Though most of the students stated that they didn't have a chance to look at the job ads, they all agreed on the positive effect of using CAT tools and mastering the project management cycle. For instance, one student referred to the prospective benefits with the following words:

> *I didn't look at the job advertisements, but I know that what I learned would make it easier for me to find a job. I think that mastering CAT tools and having them on my CV would bring me to the forefront and would be a distinctive feature for me.* (Student 2)

This reflection underlines the practical value of the course in terms of the sectoral needs. In his comprehensive research investigating the essential competences in translation job ads, Li (2022) demonstrated that instrumental competence is one of the most in-demand competences required in job ads. In this regard, the course may be regarded as bridging the so-called gap between academia and the translation industry (see also Marczak & Bondarenko, 2022).

Students also stressed the significance of gaining experience in different workflows, including translation, revision, and client review, and the diverse functions

and tasks of translator or project manager roles, yet they also emphasized that they were not sure of pursuing a career as a translator or project manager.

> *I am also studying Logistics at the Open Education Faculty, and I am not sure about pursuing a career in translation. If I pursue my career in this field, the workflows and the tools that we have seen in the course would be useful.* (Student 3)

This response indicates that at the end of the course, students gained awareness of the project management workflow. This reflection supports the view held by Konttinen et al. (2020), who found that students' workflow conception evolved after a year of simulation.

In one of the short individual follow-up interviews, one student expressed his opinion on using machine translation, as well. His remarks emphasize that learning the basics of CAT tools and the project cycle contributes to awareness of whether to use machine translation or not in a specific task.

> *If I pursue my career in translation, what we have learnt will certainly have an effect on finding a job. I have learnt the overall system and scope of the roles. I have learnt both translator and project manager roles. I have learnt how the process evolves. I have learnt that feedback can be given to my translation, my translation can be reposted to me, and I shouldn't use machine translation in every instance.* (Student 4)

As for working in a team, students mostly refer to individual differences, underlining the fact that working smoothly as a part of a team depends on the individual characteristics of the team members to a great extent. They emphasized the value of group coordination and a collaborative environment.

> *While working in a team, we divided the tasks. I didn't have any problem as I worked with the students that I get along well. However, not everyone is so responsible. Therefore, I may have had difficulty if I had worked with the students that don't have so responsibility.* (Student 3)

One of the students touched on the peer teaching aspect of teamwork while highlighting the importance of effective organization in the team.

> *An advantage of teamwork is learning from others in the team. We learned a lot from each other. Yet, a disadvantage of teamwork is that we have had some synchronization problems in the team, more than one person tried to perform the same task. Therefore, we may have organizational problems in settings where the workflow is bound to strict rules.* (Student 1)

This reflection aligns with the relevant literature with regard to the invaluable aspect of teamwork for the translation project management cycle. In a similar vein, Perminova (2018) attributed the success of a project to "cohesive cross-functional teamwork and transparent channels of communication within a team" (p.102). This reflection also supports the peer teaching aspect of collaborative learning. In their study with experimental design, which gave students such roles as terminologists, translators, proofreaders, and peer editors, Bayraktar-Özer & Hastürkoğlu (2020) further noted that students taught with a collaborative learning method showed a greater level of translation performance compared to the control group.

**Theme 3: The possibility of using and integrating CAT tools and Translation Project Management in other courses**

One of the questions in the open-ended survey asks whether CAT tools and project management can be used in other courses. Such remarks of students as integration into the curriculum, actively using the tools, and productivity gains formed the third theme. This theme aligns with the focus of the second research question. Findings from the open-ended survey suggest that students do not all agree with the possibility of using CAT tools or project management in other courses, yet they all think that translation project management should be integrated into the curriculum. For instance, one student emphasizes the benefit of integration as follows:

> *When integrated into the curriculum, project management and CAT tools will be more commonly and actively used by students.* (Survey Respondent)[1]

The individual differences among students in terms of being prepared for learning the CAT tools are also stressed by one student as follows:

[1] It should be noted that the responses to open-ended questionnaires are anonymous; thus the quotes from the survey are attributed generally as "Survey Respondent" without giving a number.

> *It is of paramount importance to use these tools, yet not every student becomes familiar with them at the same pace. Therefore, more time should be spared for the basic concepts and teaching the interface of the software in the first weeks of the relevant course.* (Survey Respondent)

This reflection draws attention to individual differences among the students. In the relevant literature, this has been examined within the framework of self-efficacy and motivational factors (e.g., Bolaños-Medina, 2014). In an effort to construct a model of translation management and translation production, Konttinen (2021) focused on translation management self-efficacy and concluded that four indicators played key roles in translation management self-efficacy such as a comprehensive understanding of the operations of a translating organization, ability to lead, ability to manage translation projects and ability to keep account of finances (p.20).

As for the course names given by students, it is seen that students do not unanimously agree on the courses in which these tools can be used. As understood from the following quotes, some students consider specialized translation courses and media translation, while others state that these tools can be used in every translation course.

> *CAT tools can be used in all digital works (e.g., courses) that include a translation task.* (Survey Respondent)

> *I think that these tools can be used for translation assignments given in other courses. We can improve our skills and become masters using these tools. This will benefit us in the real working life.* (Survey Respondent)

Both of these reflections have been addressed in the relevant literature in terms of the stand-alone courses or curriculum-wide implementation of the technology-based courses (Mellinger, 2017). Though no consensus on implementing curriculum-wide technology courses has been achieved in the relevant literature to date, it seems that the pace of development in translation technologies, followed by an increased quality in machine translation, can inevitably trigger a curriculum-wide use of translation technologies.

**Theme 4: The need for computer labs dedicated to the translation program**

In the open-ended questionnaire, students were asked whether they had any suggestions for improving the course content. The responses show that students mostly focus on the lack of technical facilities at school. The comments were mostly clustered around computer labs, a lack of technical equipment, and challenges arising from using different operating systems by students. These all formed the fourth theme, and it aligns with the scope of the fourth research question. To gain detailed data on this topic in the follow-up individual interviews, these phrases were elaborated and transformed into a question that would inquire about the implications of technical facilities on the course. As the responses suggest, students have difficulty in bringing their own PCs; they also have problems with IOS as it does not work well with some CAT tools, and some do not have any PCs.

> *I didn't have any problems as I have my laptop, but some have neither a laptop nor a Tablet. Some had problems with the operating system. They could not work with the Trados.* (Student 2)

> *Of course, there are some missing parts for me, especially about the Trados. It is more complicated than Phrase. If it were for a computer lab, Trados could be explained in detail. Some of my friends bring their laptops, but they sometimes get distracted. Those who have attention problems can easily be distracted in class, but if we had a computer lab, everyone could get more focused.* (Student 3)

These reflections point to the importance of computer labs dedicated to translation programs. Though there has been more than a decade since Pym (2011) sorted the reasons for institutional belatedness and Austermühl (2013) further focused on lagging behind the translation industry, it is evident that translation and interpreting departments, even today, are faced with the infrastructural challenges. Nevertheless, just as translation students are required to fulfill sector expectations, translation departments are also required to provide the students with labs and adequate equipment.

One significant point raised pertained to the immediate assessment of students' work. Students put forward the possibility of immediate assessment that would be

possible with the computer labs, yet they also underlined the essence of individual differences.

> *I wish we had a computer lab. Of course, it would be better if it were. We could have an immediate assessment of our assignments by the lecturer, yet not having a computer lab is not a total loss for us. It is up to the student. Unfortunately, my friends don't pay extra attention outside of class. (Student 1)*

In this response, the student draws attention to the link between the computer labs and immediate assessment or scaffolding of what they have learnt. In a similar vein, Doherty & Moorkens (2013) refer to the essence of computer lab sessions since they serve as a supplement to theoretical lectures. By means of these sessions, students can easily put theoretical knowledge into practice or ask for support during the class hour. Taken together, both the relevant literature and the reflections of students affirm the significance of computer labs in not only enabling students to implement theoretical insights into practice but also providing immediate assessment for their work.

## Conclusion

This study set out to explore the effects of integrating translation project management into translator training through a thematic analysis of the data collected by means of an open-ended survey and short individual follow-up interviews. Four key themes emerged from the data, including the effects of using scenarios on learning translation project management, learning translation project management and its implications for accessing career opportunities, the potential for employing CAT tools and translation project management in other courses, and the need for computer labs allocated to translation programs.

As for the first theme, it is evident that using scenarios in teaching translation project management cycles and mastering CAT tools was favorably welcomed by students. It can be inferred from their responses that with these scenarios given, students can easily become familiar with problems beforehand, and the scenarios offer authentic experiences for improving problem-solving skills. Although students have not decided to pursue a career in translation, their statements suggest that they have developed an understanding of the importance of learning project management cycles and mastering CAT tools for the real translation industry, and they are aware of the

possible benefits of using these tools for potential employment opportunities. Concerning the use of CAT tools and translation project management cycle in other courses, it seems that students are open to using them, yet practices to warm them up may be needed before using the tools in other courses. It should also be noted that every trainer may not be ready to use the tools in their courses, too. Therefore, teacher training modules can be organized to let them learn the basics of these tools. This may require a comprehensive approach to teaching the tools that can include designing a curriculum from scratch with more emphasis on technology. As the last theme focuses on, all of the students complain about the lack of physical facilities at the university for technology-oriented courses. The responses indicate that a computer lab dedicated to the translation department can both facilitate the learning process and serve as a space for collaborating and immediate assessment.

This study was conducted with second-year undergraduate-level students, and due to the small number of participants, its scope is limited. A combination of open-ended questionnaires and follow-up interviews was used to collect data for this study. In further research, the findings from this study can be supported by classroom observation to ensure the triangulation of data. The effects of self-efficacy, individual differences, and motivational factors on learning styles or adaptation to emerging translation technologies are beyond the scope of this specific research. These aspects could be investigated in future research with a more comprehensive framework.

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