

Franco BERTACCINI e Irene VERNIA
SSLMIT Forlì – Università di Bologna

Company training and the creation of a new professional role.
The company trainer in terminology and computer assisted translation:
a feasibility analysis

Abstract:

Nowadays, the translation panorama has deeply changed thanks to the advent of new technologies. I refer in particular to the widespread of CAT Tools, softwares which assist the translator in order to facilitate his/her work. These programs are able to store text portions and their translations and to bring them up in case they find similar or identical text portions in the text to be translated. Therefore, these softwares are particularly useful when translating repetitive texts, such as technical documentation.

For some companies, CAT Tools are already a useful instrument to efficiently manage the translation area thus improving the quality of technical documentation and product as well as company image. SDL Trados is certainly the most renowned among CAT Tools because it is the result of the experience of both SDL and Trados and now one of the best products on the market.

This is the reason why it has been chosen for this work, which aims at being a concrete example on how to implement and use a CAT Tool in a company environment, in this case at Grillo S.p.A. in Cesena.

This way it has been possible to experience a profession which extends far beyond the translation activity thus reaching the training activity. This article aims at showing how it is possible to create a new professional role, namely that of “company trainer in the field of terminology and computer assisted translation”, which will be further analysed even from the feasibility point of view.

The idea of providing a training course for companies on a CAT Tool subject came from the strict collaboration between two realities: the university and the company. The company Grillo S.p.A. had already benefited from the knowledge provided by the Faculty of Modern Languages for Interpreters and Translators (SSLMIT) of the University of Bologna thanks to the thesis *Dalla traduzione intralinguistica alla traduzione interlinguistica: un'esperienza alla Grillo S.p.A. di Cesena* by Claudia Lecci (2005-2006). My role was that of improving this collaboration trying to meet the company needs of modernisation and development of the translation area.

This has been possible only by making use of a CAT Tool, namely SDL Trados, which allows the user to efficiently manage both translation and terminology.

Therefore, this training course aims at providing basic concepts and skills for a conscious and autonomous use of *SDL Trados 2006* and the management of present and future company manuals.

However, the course as it is may be easily re-used for other companies because its structure has been prepared so as to represent a solid base for a possible future profession of mine in the field of company training.

In particular, I considered the amount of time necessary to select and read proper material as well as the time needed to write the course guide. The company showed immediate interest in the innovation of its translation area. During a brief meeting with the company managers, which took place the 19th of January 2007, we agreed upon that my activity should range from personnel training to translation and terminological management in order to provide the company with a “turnkey system” aimed at efficiently re-using the company material and at preparing a translation strategy which should help the company to face future linguistic challenges.

The training course

If we take into consideration the training courses currently offered by the market, this training course was conceived in a quite innovative way. For example, the course does not concentrate in one or two days of lesson and is not in video conference (as the current trend is) but it is made up of twelve weekly lessons of 90 minutes each to take place on the company premises.

As far as company training is concerned, this methodology is not new (for example, let's think about foreign language courses). The course ensures high learning level and independence in the use of the software thanks to its length, its good degree of interaction with the learners and its adaptability to meet learners' needs.

Flexibility is also ensured by the course length, which could be adapted to company needs, for example by providing two lessons a week or a lesson every two weeks, as well as by increasing or decreasing the amount of hours according to the participants' learning speed.

The course is conceived especially for people not familiar with SDL Trados or more generally with CAT Tools. It is made up of seven lessons, or better chapters, with various sections dedicated to different concepts and problems and provided with images.

Its organisation aims at meeting the objectives in less time and in a simple way. Furthermore, at the end of each lesson a bibliography is provided, as well as exercises specifically prepared with the material provided by the company. This should stimulate reflections and proposals from the part of the learners, who can develop this way their critical ability, especially as regards the work they have done so far.

In appendix to every chapter materials are provided, which are used during the lesson and which do complete the learning offer.

Finally, assessment forms have been created to be filled in at the end of the explanation and/or at the end of the exercise part. These forms are to be filled in by putting a cross next to the objectives listed by choosing among "YES", "MORE YES THAN NO", "MORE NO THAN YES" and "NO". Furthermore, an assessment form must be filled in at the end of the course in order to measure the satisfaction degree of the learners. This last form consists of two parts: the first one is a multiple-choice questionnaire to be filled in by choosing a value between 1 and 10 and the second one is a list of open-ended questions.

The following tables reports in a schematic way the answers given by the learners in this final questionnaire filled in the 6th of July 2007.

	QUESTION AND RELATED ANSWER (value chosen between 1 and 10) (1-10)	LEARNER No. 1	LEARNER No. 2
1A	Initial expectations about the course met.	9	10
2A	Objectives set by the course achieved.	9	10
3A	Knowledge developed.	9	10
4A	Vision of the actual working condition changed.	8	10
5A	Professional needs met by the course.	10	9
6A	Good degree of independence in the use of the software acquired.	8	9
7A	Satisfying communicative exchange between the trainer and the participants during the course.	10	10
8A	Satisfying communicative exchange among participants during the course.	10	10
9A	Degree of interest during the course.	10	10
10A	Trainer's communicative style appropriate to the training context.	10	10
11A	Good comprehensive structure of the course.	10	10
12A	Clarity of the themes covered.	10	10
13A	Course length proportionate to the themes covered.	10	9
14A	Appropriate order of the themes covered.	10	10
15A	Clarity of the links between the various parts.	9	10

16A	Efficacy of the following learning methods: <ul style="list-style-type: none"> ○ Theoretical explanation ○ Explanation via practical examples ○ Discussion ○ Exercise done at home ○ Exercise done in class ○ Independent reading 	10 10 10 10 9 9	10 10 10 9 10 10
17A	Material provided (guide and complementary material) useful for the learning purpose.	10	10
18A	Comprehensive judgment on the course.	10	10
	<i>AVERAGE RESULT</i>	9,57	9,83
	OPEN-ENDED QUESTIONS		
1B	Technical-organisational changes.	Addition of practical lessons assisted by the trainer.	
2B	Content changes.	No changes.	
3B	Most understood lesson and why.	Lesson 2: MultiTerm ○ Previous knowledge of terminological issues and related problems.	Lesson 5: Translator's Workbench (2) ○ Concepts close to personal attitude.
4B	Less understood lesson and why.	Lesson 4: Translator's Workbench (1) ○ Practical examples provided after theoretical explanation	No lesson. ○ Tiredness and personal problems.
5B	Most understood themes and why.	Themes related to computer assisted translation from a	Use of plug-ins and adding terms in MultiTerm.

		practical point of view.	
6B	Less understood themes and why.	<p>Technical themes related to computer science (programs and file formats)</p> <ul style="list-style-type: none"> ○ Lack of previous knowledge in the computer science field. 	<p>No theme.</p> <ul style="list-style-type: none"> ○ Tiredness and personal problems.
7B	Themes to study more deeply.	<p>Visualisation of the results which may be reached after setting different options for the various applications according to the type of translation to be done.</p>	<p>Practical exercises on targeted themes (which are difficult for the unexperienced)</p>
8B	Pros and cons of the whole course.	<ul style="list-style-type: none"> ○ Doubts always resolved 	<ul style="list-style-type: none"> ○ Explanation of functionalities and potentialities of applications used for translation purposes. ○ Creation of expectations which will surely be disappointed.
9B	Suggestions for improvement.	<ul style="list-style-type: none"> ○ Spend more time correcting the exercises done at home. 	<p>No suggestion.</p>

Table 1

From the survey carried out thanks to this questionnaire came out that the learning activity was serious and correct because it allowed the learners to reach a more than satisfying level of knowledge of the themes covered, in particular:

- The answers to multiple-choice questions are representative of the trainer's activity, which was judged in a positive way. The average result is quite high: 9.57 for the first learner and 9.38 for the second.

Some comments to the answers given underlined a common problem for both learners, that is the limited sedimentation of knowledge probably due to the fact that the learners hadn't always done the homeworks. Furthermore, as far as the degree of independence in the use of the software is concerned, both learners selected values inferior to 10, respectively 8 and 9. This could be motivated by them feeling not to have done enough practical exercises. This is also supported by the fact that in the answers to open-ended questions the learners suggested to add some practical lessons assisted by the trainer and to dedicate more time in class to the correction of the exercises done at home.

- The answers to open-ended questions provided a series of specific indications, which revealed quite interesting and true, such as:
 - The need to do more practical exercises in class and to dedicate more time correcting the exercises done at home. I refer in particular to the answers to questions 1B and 7B of both learners and to 9B of learner no. 1.
 - Starting level different for each learner due to personal experience, studies and interests in general. I refer in particular to the answers to questions 3B of both learners and 6B of learner no. 1, which show that personal attitudes, previous knowledge and gaps in certain fields can have repercussions on the course, especially on the achievement of the goals as well as on their way of achievement.
 - Some gaps not wholly filled. I refer in particular to the answer to question 4B given by learner no. 1, which confirms the presence of comprehension problems already signalled by the answers given in the second assessment form on the practical part of "LESSON 4". In that form the explanation provided was that the learner didn't study enough and that he/she could have filled the gaps using the guide and doing more practical exercises. However, the correct solution indicated by the learner was not adopted. Therefore, notwithstanding the positive results of practical lessons (confirmed by the assessment forms) the learner didn't fill the gaps related to those themes.

- The choice of the course contents was adequate to learners' needs, especially if one considers the answers given by both learners to question 2B together with the positive judgments provided at points 14B, 15B and 16B.
- The assessment forms created for every single lesson proved efficient as they allowed the detection of the most problematic themes and of the clearest ones. I refer in particular to the answers to question 3B and 5B given by both learners and the answer to question 4B given by learner no. 1, all of which supported by the assessment forms related to the lessons and the specific themes covered.
- A pros of the course is that it allows prompt filling of learners' gaps, as indicated by the answer to question 8B given by learner no. 1.

The various elements emerged from the final questionnaire allowed considerations on the choices made at the time the course was conceived and designed, as well as on the improvements needed.

As previously stated, this training course has been conceived to meet the needs of modernisation and development of the translation area of Grillo S.p.A.

Therefore, this training course aims at providing basic concepts and skills for a conscious and autonomous use of *SDL Trados 2006* and the management of present and future company manuals. However, the course can be easily re-used in other companies because of its structure, which has been prepared so that it could be a solid base for a possible future profession of mine in field of company training.

I think that the company field offers much scope for computer assisted translation in general, especially of technical documentation, whose text and terminology more and more often need to be rewritten and improved.

This training course together with the professional counselling provided by the trainer could represent an important challenge from the professional point of view, the counselling activity being aimed at providing specific strategies for a targeted use of the software. Naturally, it is necessary to consider the rewriting needs of technical documentation as well as the company policy.

However, the training activity should be carried out in parallel with the translation activity. Only this way it is possible to guarantee a professional counsel

which is not merely technical but also able to provide a surplus in suggestions and strategies from a linguistic and a translation point of view.

As far as the course design is concerned, it is possible to improve both contents and organisation in order to make the guide, the course and the training method in general more efficient. In particular:

- The guide proved quite efficient, especially from the point of view of the presentation of contents. The course meets "professional needs" (see Table 1, 5A) and stands out for the "clarity of the themes covered" (see Table 1, 12A), the "appropriate order of the themes covered" (see Table 1, 14A) and the "clarity of the links between the various parts" (see Table 1, 15A).

Furthermore, it would be necessary to add specific spaces (e.g. some pages) for notes to be put at the end of every single lesson and before their respective appendixes.

- The training method didn't show any gaps. The communicative exchange between trainer and participants has been judged satisfying (see table 1, 7A), the communicative style of the trainer adequate to the training context (see Table 1, 10A) and the themes covered clear (see Table 1, 12A). The training methods employed proved adequate too. In particular I refer to: theoretical explanations, explanations via practical examples, discussions, exercises to be done in class or at home and independent reading (see table 1, 16A).

However, I think it is necessary to introduce a further training methodology, that is an assessment form for each lesson to be filled in autonomously after study in order to raise the learner's consciousness about his/her level of comprehension and knowledge. This assessment form is a multiple-choice questionnaire divided into three levels: elementary, intermediate and advanced. From a logical point of view, the answers provided are basically one true, one partially true and one false. This way, the questionnaire should help learners to detect their gaps and formulate questions or more pertinent requests in order to fill them, to raise consciousness about their skills, and then to improve their self-confidence.

In line with the expectations, the assessment forms proved efficient because they reported truthful information about the level of comprehension and skills acquired by the learners. However, there are indications that a questionnaire to be provided

to the learners at the beginning of the course is needed in order to get an idea of the starting level of every single learner and of the whole group. In this case, a very simple questionnaire has been created. This consists of a series of questions, both open-ended and multiple-choice, aimed at getting information about previous experience and knowledge of the participants. The questions are on personal details, such as name and surname, age and civil state, as well as on training and professional aspects, such as degree, courses attended, previous jobs and the present role in the company, and finally on hobbies.

This way the trainer can improve the training strategy, for example anticipating the explanation of some concepts (for example related to computer science) which could be subject to questions or cause understanding problems later on.

- As far as the organisation is concerned, the course seems to have a good comprehensive structure (see Table 1, 11A) and a length proportionate to the themes covered (see Table 1, 13A).

The proposal of dedicating a whole lesson to clearing doubts and answering questions or to reviewing some theoretical and practical themes after “LESSON 5” wasn't successful because the learners didn't seem to have specific doubts or questions and preferred doing practical exercises assisted by the trainer. The exercise included in “LESSON 5”, which had to be done at home, was carried out in class.

A practical lesson has been included in the course since the beginning. I refer to “LESSON 6” aimed at developing practical skills so as to face the translation phase by making use of the instruments introduced during the course. Nevertheless, the learners think that it is necessary to add some practical lessons and dedicate more time in class to the correction of the exercises.

In the light of the above said, the course could be reorganised as follows:

- LESSON 1 (90 minutes)
- LESSON 2 (180 minutes)
- Space for questions, doubts and exercises upon request (90 minutes)
- LESSON 3 (90 minutes)
- Space for questions, doubts and exercises upon request (90 minutes)
- LESSON 4 (180 minutes)

- LESSON 5 (180 minutes)
- Space for questions, doubts and exercises upon request (90 minutes)
- LESSON 6 (90 minutes)
- LESSON 7 (90 minutes)
- Space for questions, doubts and exercises upon request (90 minutes)

This way, the course would be highly flexible and perfectly adjustable to the needs of the learners, who thanks to self-assessment forms should be able to formulate specific requests based on what they think their needs are.

For Grillo S.p.A., for example, the course consisted of 11 lessons of 90 minutes each, of which one was expressly requested by the learners in order to carry out the exercises to be done at home. However, the course length can be extended from time to time depending on the learners' needs. Let's say that a maximum of 14 lessons can be expected. However, this can be further extended according to the learning speed of the participants.

Feasibility analysis of this professional role from a company and a trainer's point of view

In order to assess the feasibility of the professional role of company trainer in terminology and computer assisted translation an estimation of the costs and returns for both company and trainer has been carried out.

Here follows an overview of the mode and time of amortization of such costs, which is not merely economic.

As far as the company Grillo S.p.A. is concerned, the costs for the implementation of *SDL Trados 2006* have been estimated. These costs are divided into three categories: training cost, labour cost and software cost, plus an optional cost, which will be dealt with in details later on.

Traning cost stands for the cost the company should bear for the course. This is made up of:

- o **Teaching cost**, that is the payment for the lessons provided by the trainer. In this case a net hourly tariff of 40 Euros has been applied, which then has to be

multiplied by the number of teaching hours, that is 16.5. Therefore, the teaching cost amounts to 792 Euros net of VAT and gross of withholding tax.

- **Enrolment cost**, which includes enrolment and course material. In this case a cost of net 50 Euros for each learner has been considered. Therefore, the total cost amounts to 120 Euros net of VAT and gross of withholding tax.
- **Travelling cost**, that is an additional payment for the trainer in case he/she has to travel quite for a long way. In this case a lump sum of net 100 Euros for each travel there and back from Bologna (residence of the trainer) and Cesena (location of the company) has been considered. Therefore, the training cost amounts to 1100 Euros net of VAT and gross of withholding tax.
- **Specific costs**, that is further payments for the rental of a room equipped with computers. In the case of Grillo S.p.A. specific costs are not to be considered, because the company already has a meeting room equipped with overhead projector. As for the exercises to be done in class the trainers' PC may be used. Nevertheless, it is advisable to use a room equipped with computers or the office where the learners work and their PCs (at least one every two) with the demo version of the software installed.

Therefore, the training cost amounts to 2012 Euros net of VAT and gross of withholding tax. This does not include the insurance cover for the trainer, which is to be paid by him/her.

Labour cost is an indirect cost but it is still a cost to be born by the company, because it consists of the pay of the employees attending the course during the working time. This cost has been estimated on the basis of the actual labour cost and contributions paid for each employee for every working hour of 60 minutes. In this case an hourly cost of 30 Euros is to be multiplied by the total amount of the hours of lesson and by the number of participants (namely 2). Therefore, the labour cost amounts to 990 Euros.

Software cost is the cost the company must bear to purchase the number of licenses necessary. As Grillo S.p.A. is a company and terminology database as well as translation memories must be used simultaneously from different PCs, it is advisable to

purchase *SDL Trados 2007 Professional* desktop version (node-locked¹) at a list price of 2995 Euros net of VAT (only for subjects with VAT registration number) (Scarci, personal communication). This price is intended per license and in case of Grillo S.p.A. it must be multiplied by two, which is the number of persons attending the course and having the role of translators within the company. Therefore, the software cost amounts to 5990 Euros.

Not in the case of Grillo S.p.A. but for other companies **optional costs** can be foreseen, which derive from the needs to prepare all necessary material so as to use the program as soon as possible.

The trainer, who is a language specialist, can be also asked to create a company terminology database and to align the company material in order to create one or more translation memories. This could be necessary because in the working practice it is unlikely that the learners, who have to effectively use the programme, will be able to take on the task of preparing the material. Therefore, an important role can be played by the translator/terminology expert, who is able to provide a real "turnkey" solution.

As stated by Rebecca Rossi in her thesis titled *L'implementazione di software TRADOS e un caso aziendale: L'Electrolux Zanussi* (2000-2001: 120), many companies ask professional translators to create company terminology databases, ad-hoc translation memories created by aligning already existing material and, if necessary, to revise technical documentation.

For this activity the hourly tariff recommended by AITI (Italian Association for Translators and Interpreters) for the so called "Counselling services" is of 60 Euros net of VAT and gross of withholding tax (AITI Liguria, 2007).

As already stated before, Grillo S.p.A. didn't request such activity. However, the translator could be asked to provide solutions on the software level as well as the instruments necessary to start the company translation activity without needing to overwork the employees.

The following table shows the recap of the costs to be born by Grillo S.p.A.:

¹ As for the meaning of "node-locked" the *SDL Trados 2006 Getting Started Guide* (2006:1-10) provides the following definition: "Node-Locked License – Also called an individual license, the license file corresponds to a single installation of SDL software and is stored on the local computer. This license is assigned to a specific computer and cannot be moved from one machine to another. If you need to move a node-locked license to another computer, contact your local SDL representative."

TRAINING COST	2012.00
o Teaching cost	792.00
o Enrolment cost	120.00
o Travelling cost	1100.00
o Other specific costs	--
SOFTWARE COST	5990.00
LABOUR COST	990.00
OPTIONAL COSTS	--
<i>TOTAL COST</i>	<i>8992.00</i>

Table 2

From the fiscal point of view, labour and training costs, that is costs related to intangibles, can be totally deduced within the year they are born, whereas optional costs and costs arisen from the purchase of the software, that is costs for capital goods, can be amortized within five years.

In the light of the results reached, an ideal client takes shape, that is medium-size and big companies provided with a translation office or an import/export office with translation tasks. Small companies instead do not have enough capital and adequate strength to face on other markets and therefore do not need to have a translation area.

The trainer can therefore select a target of medium-size and big companies, that is the only ones having the interest as well as the instruments necessary to invest in the implementation of a CAT Tool, with a cost that can be easily amortized.

If we analyse the costs born by the company, some important considerations can be made on their amortization.

Firstly, the training course presented in this article can stimulate the development of the translation area and the company as a whole. Grillo S.p.A. is certified ISO 9001, a reference norm for quality certification containing a series of recommendations, such as personnel involvement (SGS Consulting S.r.l., 2007). With respect to personnel development, the course could provide the company with more prestige and improve its efficiency.

However, personnel development means a cost for the company, which in the case of Grillo S.p.A. amounts to 8992 Euros (see Table 2). To this sum the yearly pay for the participants to the course must be added, that is a mean pay of 62,500 Euros per employee calculated by considering an hourly pay of 30 Euros. This means that in the

year the course takes place the company has to face an unnatural cost increase related to a specific part of its personnel. In particular, the company has to face an additional cost for the personnel (two employees) of approximately 7.2%.

From the fiscal point of view, this additional cost can be entirely recovered within the year or within the next five years, whereas the VAT paid is recovered quarterly.

From the economic point of view, one has to take into consideration the undisputed advantages of efficiency and quality the company can gain via the implementation of a CAT Tool as well as a general improvement in company image thanks to the creation of syntactically and terminologically more consistent and coherent texts for product user manuals, fitting instructions, electrical system guides, price lists, brochures and constant updates of the web site, in particular "Technical News" issued monthly and addressed to worldwide distributors.

The qualitative results reached would be undisputable and immediately visible and could represent the first step towards the renewal of the various company departments. For this reason the adoption of a CAT Tool should be a priority for those companies aiming at investing in renewal and quality without giving up time and cost saving once the system is fully implemented. Many medium-size and big companies, such as Atlas Copco, Homag and Siemens has chosen a CAT Tool like SDL Trados to meet all that needs of cost and time saving as well as translation and terminology quality taking into consideration pressing times afflicting the translation of company manuals and undoubted benefits gained by the company image.

The trainer too has to bear a series of costs related to his/her training activity. In particular, these are of three types:

- **Insurance cost** including the insurance cover for the trainer, that is a liability policy created specifically for his/her profession. The yearly instalment is of approximately 250 Euros tax included (Tutino, personal communication) and can be amortized within the year it is paid and only if the policy holder has VAT registration.

- **Travelling cost** including the cost born by the trainer to travel from Bologna (residence of the trainer) and Cesena (location of the company). In this case, the repayment of the travelling expenses guaranteed by the company amounts to the net lump sum of 100 Euros for each travel there and back for a total amount of 1,100 Euros not subject to withholding tax.
- **Cost for the preparation of the training material** for which an approximate hourly tariff of net 40 Euros has been considered. The amount of hours necessary to prepare the material has been of 90 hours and therefore a total cost of 3,600 Euros has been considered. The cost for the preparation of the training material is not subject to withholding tax as it is calculated only for the purpose of this research in order to carry out a general estimation of costs and benefits for the trainer.
- **Cost for the update of the training material prepared by the trainer.** This is a cost which must not be calculated for this specific project but should be taken into consideration in the future, in case the course will be used for other companies and the subject will be *SDL Trados 2007* instead of *SDL Trados 2006*. The update of the material will be necessary for two reasons. Firstly, if compared to *SDL Trados 2006*, the *SDL Trados 2007* package includes some new applications, that is *SDL Trados Synergy 2007 Client* for time saving and optimization of translation project management, *SDLMultiTerm Extract* and *SDLPhraseFinder* for automatic terminology extraction and *SDLX 2007 sentence and phrase-based translation memory*, an application with a series of very simple and intuitive functions, such as alignment, terminology and translation memory management, translation and revision of translated files. Furthermore, the exercises prepared for Grillo S.p.A. and created ad hoc for this company by making use of its technical documentation will have to be updated and modified according to the technical documentation of the new company. The estimated cost amounts to total net 1,000 Euros obtained multiplying the hourly tariff of net 40 Euros by a supposed yearly amount of 25 working hours, that is 20 for content update and 5 for the modification of the exercises.

The following table shows the recap of the initial costs born for the project addressed to Grillo S.p.A.:

INSURANCE COST	250.00
TRAVELLING COST	1100.00
COST FOR THE PREPARATION OF THE TRAINING MATERIAL	3600.00
<i>TOTAL COST</i>	<i>4950.00</i>

Table 3

This section aims at presenting the mode and time of amortization of the following costs (excluding the travelling cost as it is always fully repaid by the company):

- Insurance cost
- Cost for the preparation of the training material
- Cost for the update of the training material

This estimate is necessary for the feasibility analysis of the profession of “company trainer in terminology and computer assisted translation”, that is the figure of the company consultant specialised in training and able to adjust company documentation.

Specifically, the insurance cost and the cost for the preparation of the training material are costs which theoretically should have already been born by the trainer, whereas the cost for the update of the training material is a cost which should be considered. This because in order to be reused for other companies the guide should be modified both for what concerns the content update due to the release of a new software version, that is *SDL Trados 2007*, and for what concerns the modification of the exercises.

The following table shows the recap of the costs to be born by the trainer:

INSURANCE COST	250.00
COST FOR THE PREPARATION OF THE TRAINING MATERIAL	3600.00
COST FOR THE UPDATE OF THE TRAINING MATERIAL	1000.00
○ Content update	
○ Modification of exercises	800.00
	200.00
<i>TOTAL COST</i>	<i>4850.00</i>

Table 4

In order to calculate the amount of courses necessary to amortize the total cost (see Table 4) it is advisable to approximately fix the duration of the amortization to ten

months excluding August and December, which are usually less productive or totally unproductive.

Such duration depends basically on two factors:

- o the yearly instalments for the insurance cover
- o the unexpectedness of the release of a new software version, which makes one suppose that a new version will be released within the twelve months after the release of the previous one.

In order to calculate the monthly amortizable amount of the above mentioned cost it has been necessary to multiply the total cost by 10%, a percentage related to the duration of the amortization fixed to ten months, as follows:

insurance cost.....	250.00 +
cost for the preparation of the training material.....	3,600.00 +
cost for the update of the training material.....	1,000.00 =
<i>TOTAL COST</i>	<i>4,850.00</i> ×
	10% =
<i>AMOUNT TO BE MONTHLY AMORTIZED</i>	<i>485.00</i>

This means that in order to amortize the above total cost the trainer should have a monthly income of 485 Euros and therefore provide at least five courses in ten months. The number of courses has been obtained dividing the total cost by the minimum payment guaranteed by the company and approximately of net 1,000 Euros.

<i>TOTAL COST</i>	<i>4,850.00</i> ÷
Income for training.....	1,000.00 =
<i>No. of courses to provide yearly (in 10 months)</i>	<i>4.85</i>

The sum paid by the company for each course is a variable quantity as it can grow according to the real needs of companies and learners. For the estimation the training cost net of VAT and withholding tax, which should have been paid by Grillo S.p.A., is taken for reference. To this cost a minimum of net 240 Euros is added for at least four additional lessons of 90 minutes each. These lessons are aimed at presenting the two new applications of *SDL Trados 2007*, that is *SDL Trados Synergy 2007 Client*, *SDL MultiTerm Extract* and *SDLPhraseFinder*.

The following table shows a recap of the estimation of the income for training.

Income for training activity	900.00
Income for enrolment	100.00
<i>INCOME FOR TRAINING</i>	<i>1000.00</i>

Table 5

The minimum amount of five courses in ten months is a result which has to be analysed in the light of the type of costs considered. It goes without saying that the cost for the preparation of the training material is a very penalizing item but this should be taken into consideration only for the first year of activity, whereas from the second year onwards only the cost for the update of the training material will have to be amortized. The amortization of this cost could also be reviewed after a delay or a postponement of the release of the new version of SDL Trados. This could mean a greater margin of profit for the trainer thanks to the possibility to use the same training material for a longer period of time.

Keeping unaltered the conditions supposed for the amortization of the total cost for the first year of activity, in the second year the cost situation would be the following:

INSURANCE COST	250.00
COST FOR THE UPDATE OF THE TRAINING MATERIAL	1000.00
o Content update	
o Modification of exercises	800.00
	200.00
<i>TOTAL COST</i>	<i>1250.00</i>

Table 6

As one can see from Table 6, during the second year of activity the costs to be amortized are lower and therefore keeping unaltered the duration of the amortization period fixed to ten months the percentage of profit grows proportionally. Keeping unaltered the minimum income for training supposed for the first year of activity, the trainer should provide at least two courses to amortize the total cost.

$$\begin{array}{l}
 \text{TOTAL COST} \dots\dots\dots 1,250.00 \div \\
 \text{Income for training} \dots\dots\dots 1,000.00 = \\
 \text{No. of courses to provide yearly (in 10 months)} \dots\dots\dots 1.25
 \end{array}$$

Besides these considerations, the trainer could be also paid for the creation of terminology databases and/or translation memories and for the revision of company documentation as well. This source of income, which may be calculated applying an

hourly tariff of 60 Euros net of VAT and gross of withholding tax, cannot contribute to the amortization of the costs born for the preparation and the update of the training material, but it can represent an important item for the amortization of the insurance cost.

In the light of the results emerged, it is possible to make some considerations on the feasibility of the profession of “company trainer in terminology and computer assisted translation”.

Taking into consideration a yearly minimum income of net 12,600 Euros, that is a monthly income of net 1,050 Euros, and dividing it by net 1,000 Euros, the income for training, the number of courses necessary to guarantee the yearly minimum income is obtained as follows:

$$\begin{array}{l} \text{Yearly minimum income.....}12,600.00 \div \\ \text{Income for training.....}1,000.00 = \\ \text{No. of courses to provide yearly (in 10 months).....}12.6 \end{array}$$

On the basis of this estimation approximately 13 courses are necessary to cover the yearly minimum income. For the first year of activity, to this amount five courses should be added to amortize the total cost. This way, the yearly amount of 18 courses is obtained. Therefore, the activity will become lucrative from the first year of activity only if the trainer provides approximately 18 courses within the year, that is two courses a month on the average.

Providing 18 courses within the first year of activity is quite difficult and it is supposed the activity could become lucrative from the second or third year. However, it is to consider that even an optional income deriving from other activities, like the creation of terminology databases and translation memories may help to reach the yearly minimum income.

This means that the activity should become lucrative when it is fully implemented, that is within the first three years of activity. However, the professional activity should cover many fields. This means not only providing companies with training courses and linguistic and terminology services but also carrying on the profession of freelance translator.

A must of such professional role is surely continuous update especially on the software level, which is absolutely necessary for both training and translation activity and which leads to time and cost saving.

The update should not only cover the SDL Trados software but also the news and the evolutions in the field of translation softwares in general, both for assisted and automatic translation. In particular, I refer to the new concept of "second generation translation memory", that is a translation memory created by a CAT Tool (such as Similis) which makes use of a linguistic analysis device. This device uses the technology of text portion recognition to break up segments into terminology units, thus automatically creating specific glossaries (Lingua et Machina, 2007).

The choice of a good working instrument can decisively increase the feasibility of this profession by reducing working time and increasing quality.

To sum up, the implementation of a CAT Tool, like SDL Trados, in a company field must absolutely be accompanied by personnel training. This is mainly due to the fact that SDL Trados is a generally user-friendly software but before using it it is necessary to understand its logic, which is not always simple for the unexperienced, and also to the fact that only with a sufficient knowledge of the software it is possible to take advantage of all potentials and benefits thus recovering the cost paid for its purchase.

Furthermore, parallel to training activity the "company trainer in terminology and computer assisted translation" can also carry out the activity of translator to assist the company during the software implementation phase from the linguistic point of view.

It is likely that in order not to overwork its personnel a company will ask an external person to carry out some fundamental activities to make the software immediately efficient. I refer to the alignment of old company manuals, the translation of new manuals and the revision of old translation memories during translation and the creation of a reliable terminology database.

This means of course the creation of a new professional role which has been analysed on the feasibility level from the point of view of both company and trainer.

As far as the company is concerned, this paper has shown that mainly medium-size and big companies are interested in investing in such innovation as they have to

translate a larger amount of documents and above all they have greater economic resources.

As far as the translator/trainer role is concerned, this paper has shown that this profession could represent a good source of income. In particular, it has been estimated that this profession could become lucrative from the second or third year of activity.

These considerations lead to a single important general consideration, that is the fact that the supposed profession needs theoretical (software-related knowledge to be constantly updated), technical (the ability of using the software in a satisfactory way) and linguistic skills to carry out the role of the translator/reviser in the best way possible.

Only those who often use CAT Tools and have a good level of knowledge and skills both of technical and linguistic nature, can aspire to “company trainer in terminology and computer assisted translation” and integrate their training role with their translation activity.

Bibliography:

Lecci, Claudia. *Dalla traduzione intralinguistica alla traduzione interlinguistica: un'esperienza alla Grillo S.p.A. di Cesena*. Thesis discussed at the SSLMIT, University of Bologna, 2005-2006

Getting Started Guide per SDL Trados 2006 (2006). Maidenhead: SDL International

Rossi, Rebecca. *L'implementazione di software TRADOS e un caso aziendale: L'Electrolux Zanussi*. Thesis discussed at the SSLMIT, University of Bologna, 2000-2001

Web sites:

AITI Liguria

http://www.aiti-liguria.org/Bollettino_AITI_novembre2004_ver2.pdf

27-08-2007

Lingua et Machina

<http://www.lingua-et-machina.com/>

22-12-2007

SGS Consulting S.r.l.

<http://www.iso-certificazione.info/iso9001.html>

04-09-2007