

Yuliia LYSETSKA

Zhytomyr Ivan Franko State University

TEACHING STUDENTS TO CREATE TRANSLATION MEMORIES IN SDL TRADOS STUDIO

A translation memory (TM) is a database that stores source and target language segments for future reuse. Its pedagogical value lies in:

- reinforcing terminology consistency;
- promoting awareness of translation patterns;
- improving productivity and enabling reflective learning through revision of previous translations [2].

Introducing TM concepts helps students understand the logic of segmented translation and data-driven linguistic decision-making. However, students often underestimate TM value and may feel overwhelmed by CAT tools. This paper presents a structured approach to teaching TM creation and management in Trados Studio.

Without explicit instructions, students tend to create disorganized TMs, losing valuable data and failing to benefit from reuse [1].

It is important to know main steps of creating a TM. Before the first one, students should prepare a small bilingual corpus they care about. A page from a CV, a marketing leaflet, a passage from a textbook, or an excerpt from a research article all work well.

The main stages include the following:

- Stage 1. Creating a New Translation Memory (defining the language pair, naming and locating the file, configuring custom fields) – students need to open Trados Studio and walk through the menu path File > New > New Translation Memory;
- Stage 2. Populating the TM with Bilingual Content – an empty TM is of no use, so the second stage focuses on filling it;
- Stage 3. Updating and Maintaining the Memory – students are taught that every confirmed segment is a deliberate addition to a long-term resource;
- Stage 4. Exporting and Importing for Collaboration – the final stage at which students need to be able to send their TM to a partner, receive someone else's TM and merge it into theirs, and create backups they can trust [3].

Several practical observations can be repeated in different groups of students and must be included into a lesson plan:

1. Pair up students (one student creates and populates a TM, then exports it as TMX and sends it to the partner, who imports it);
2. Insist on a backup ritual (at the end of every session, students should export their main TM as TMX and store the file in a separate location);
3. Use real, messy data (pre-cleaned sample files conceal the segmentation, encoding, and formatting issues that dominate professional practice);

4. Address confidentiality early (students should learn from the start to ask whether a given TM may be shared, archived, or used for a different client);
5. Assess process, not only product (a short reflective task asking students to describe how they named, structured, and maintained their TM yields more learning than grading the translation alone).

Teaching TM creation is, ultimately, teaching students to think of their translation work as a structured, reusable asset rather than a one-off deliverable. The four-stage workflow outlined here, creation, population, maintenance, and exchange, mirrors the lifecycle of any data resource in a modern language services workflow. By the end of the lesson, students should be able not only to use the relevant features of SDL Trados Studio, but also to explain the purpose of each step, understand the implications of their choices, and recognize how these decisions will influence their long-term productivity. The ultimate goal is to move learners beyond routine tool operation toward the strategic management of translation resources.

REFERENCES

1. RWS Trados. An introduction to translation memory. URL: <https://www.trados.com/resources/an-introduction-to-translation-memory/>
 2. RWS Trados. What is a translation memory? URL: <https://www.trados.com/learning/topic/translation-memory/>
 3. RWS Trados. Translation technology for all – RWS. URL: <https://eu.cloud.trados.com/>
-