

# WRITING AND RESEARCH IN TRANSLATION AND LOCALIZATION MANAGEMENT

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## INTRODUCTION

### WHY THIS BOOK

As professionals in the field of translation and localization management, your ability to communicate accurately and effectively is critical. Whether interacting with clients or working on cross-functional teams, you will be expected to write for a variety of purposes and for a number of different audiences. As a graduate student, there will be similar expectations in your courses. This book will orient you to the tools you will use to establish an online presence and a set of writing tasks you will encounter in your academic and professional life. In addition, it will direct you to valuable blogs and trade publications and provide valuable language support throughout. Intended for English language learners, this book takes a content-based approach to language instruction, allowing learners to engage with discipline-specific content while developing language skills.

### HOW THIS BOOK IS ORGANIZED

This book is organized around authentic writing tasks. With the exception of Unit I, which serves as an orientation to the tools and platforms you will be using, each unit includes two sections: Preparing to Write and Writing. In Preparing to Write, you will read and analyze the writing of others (Exploring TLM Blogs, Exploring TLM Trade Publications, Exploring TLM Proposals), conduct research related to topics of professional interest (Researching TLM), and explore the language used in what you encounter (Sounding Like a TLM Professional). In Writing, you will use what you learned to draft, revise, and produce a variety of written products. Throughout each unit, Language Focus explanations and tasks draw your attention to grammar and vocabulary important for completing the writing tasks accurately and effectively.

### HOW TO USE THIS BOOK

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#### LOCATE REQUIRED RESOURCES

Each chapter begins with a list of the resources required. It is important that you have access to all the required resources before beginning a new chapter. Some of the resources will be other textbooks and others will be found online via links posted on this book's companion website.

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#### PREVIEW AND BACKGROUND CHECK

Once you have located the required resources, read the Unit Summary and complete the Background Check.

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#### FOLLOW YOUR INSTRUCTOR'S GUIDANCE

Every instructor will make different choices based on student needs, course length, and other considerations. Use the Preparing to Write and Writing sections as directed by instructor.

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#### LANGUAGE FOCUS

Each Language Focus includes an explanation and a task. Complete the language focus to prepare for the writing task in each unit.

## UNIT I - SETTING UP YOUR ONLINE PRESENCE: EMAIL, LINKEDIN, AND WORDPRESS

### UNIT SUMMARY

In this unit, you will set up your online presence and explore common communication tools, including email web apps, LinkedIn, and WordPress. You will also be introduced to the basic genres associated with these tools: emails, resumes and profiles, and blog posts.

### RESOURCES YOU WILL USE IN THIS UNIT:

1. Getting Started in Outlook Web App  
<https://support.office.com/en-us/article/getting-started-in-outlook-web-app-0062c7be-f8e3-486e-8b14-5c1f793ceefd>
2. Rubin, Danny. (2016). *Wait, How Do I Write This Email*. pp. xiii-14, 37-50
3. Create and add an email signature in Outlook Web App  
<https://support.office.com/en-us/article/create-and-add-an-email-signature-in-outlook-web-app-0f230564-11b9-4239-83de-f10cbe4dfdfc>
4. LinkedIn Help (Getting Started and Build Your Profile)  
<https://www.linkedin.com/help/linkedin>
5. Easy WordPress Guide  
<https://easywpguide.com/product/ewpg-for-wp49-pdf-english/>

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## EMAIL

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### DISCUSS

#### EXPERIENCES WITH EMAIL IN ENGLISH

**Directions:** Discuss your experiences with email in English. Be specific about your own experiences and ask questions about the experiences of your classmates.

1. When was the first time you remember sending or receiving emails in English? What email client/webmail service did you use? What do you remember about that experience?
2. What is the current email client/webmail service that you use? Did anyone teach you how to *use* it (e.g., how to navigate it)? If so, who taught you and what did they teach you? If not, how did you learn?
3. Has anyone ever taught you how to *write* emails in English (e.g., what to include in the subject line)? If so, who taught you and what did they teach you? If not, how did you learn?
4. In what contexts have you sent the most emails in English: personal, professional, educational? Describe some of the emails you have written in these contexts.
5. Have you ever experienced misunderstanding when sending or receiving emails in English? If so, describe the misunderstanding, its effects, and if and how it was resolved.
6. What is the most challenging aspect of writing or reading emails in English?

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### PREPARE

#### AUDIENCE, PURPOSE, AND ORGANIZATIONAL STRUCTURE OF EMAIL

**Directions:** Read the email exchange between Brandon and Jennifer and answer the questions about the audience, purpose, and organizational structure of these emails.

CLS



Lambert, Brandon J.P.  
Today, 9:51 AM



Great. 12:30 is fine! See you then.

Get [Outlook for Android](#)

\*\*\*



Peck, Jennifer  
Today, 9:29 AM  
Lambert, Brandon J.P. ✕



Reply | ▾

Great!!

Lunch sounds good! [How about 12:30 for lunch?](#) I have a client who ends her first class at noon, and she might have questions for me after it ends.  
[Where do you want to go?](#)

Best of luck with EPGS! I'm looking forward to hearing how today went!

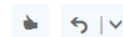
See you soon!

Jen

\*\*\*



Lambert, Brandon J.P.  
Today, 8:40 AM



Hey Jen,

I'll take the CLS program for the Japanese diplomat! I have ESL/EPGS orientation until noon; how do you feel about grabbing a bite for lunch to catch up? Not sure when you usually take lunch, but just let me know if that works.

Best,  
Brandon

## AUDIENCE

1. What is the relationship between Jen and Brandon (e.g., Colleagues, Supervisor/Subordinate, Provider/Client, friends)? What elements of the email indicate this relationship?
2. How close is their relationship? What elements of the email indicate the closeness of their relationship?

## PURPOSE

1. What was the purpose of Brandon's initial email?
2. What was the purpose of the follow-up emails?

## ORGANIZATIONAL STRUCTURE

1. What are the basic elements of first email, sent at 8:40 AM?
2. What changed about the organizational structure of the emails as the exchange continued?

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## WRITE

### SET UP AN EMAIL SIGNATURE AND SEND AN INTRODUCTION EMAIL

**Directions:** Use the resources provided (1, 2, 3) to set up an email signature in the Outlook Web App and send a brief introduction email to your classmates. When sending your emails, please **REPLY ALL** to the last email sent. Please include the following in your introduction: (1) your name and where you are from; (2) what you have already enjoyed about your time in Monterey; and (3) what you are looking forward to this summer and beyond.

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## EXPLORE

**Directions:** Explore the Getting Started in Outlook Web App documentation (resource 1). Review each of the topics in the accordion menu and identify the following: (1) at least 2 words or phrases that are unfamiliar to you; (2) all primary functions of the Web App and a description in your own words; (3) the most valuable tip or piece of information you gathered from your exploration.

(1) Word/Phrase	Meaning from context

(2) Primary Functions	Description

(3) Valuable Tip/Info

## LANGUAGE FOCUS: EXPLANATION

### THE STRUCTURE OF NOUN PHRASES AND NON-FINITE CLAUSES WITH JOB TITLES AND LINKEDIN HEADLINES

Job titles and email subject lines often take the form of noun phrases and LinkedIn headlines and email subject lines sometimes take the form of either a noun phrase or a non-finite clause.

NOUN PHRASE: A noun phrase is a phrase that includes a *head noun* and various *modifiers* and *qualifiers*.

Modifiers				Head Noun	Qualifiers	
Quantifier	Determiner	(Adverb +) Adjective(s)	Noun Modifier(s)		Prepositional Phrase(s)	Embedded Clause

EXAMPLE SET A (JOB TITLES AND HEADLINES):

Modifiers				Head Noun	Qualifiers	
Quantifier	Determiner	(Adverb +) Adjective(s)	Noun Modifier(s)		Prepositional Phrase(s)	Embedded Clause
			M.A.	Candidate		
		Freelance		Interpreter		
			Project	Coordinator	at Media Locate	
		Linguistic		Tester	at Moravia	

EXAMPLE SET B (EMAIL SUBJECT LINES):

Modifiers				Head Noun	Qualifiers	
Quantifier	Determiner	(Adverb +) Adjective(s)	Noun Modifier(s)		Prepositional Phrase(s)	Embedded Clause
			Dr. Malby	Visit		
				Meeting	(at) 3/18/18 at Holland at 10am	
			DTP Presentation	Order		
		Chinese	Social	Media		

NON-FINITE CLAUSE: A non-finite clause is a clause that includes a verb that does not show tense or person. These verbs can take the following forms: *gerund* (-ing), *infinitive* (to + base form), or *participle* (-ed, -en).

EXAMPLE SET C (HEADLINES AND EMAIL SUBJECT LINES):

- Headlines:
  - Actively Seeking a Data Analyst Internship
  - Aspiring Localization Professional
  - Seeking a new opportunity to exploit my 10+ years of experience in project management
- Email subject lines:
  - Announcing our new Dean of the Graduate School of International Policy and Management
  - Checking In

## LANGUAGE FOCUS: TASK

**Directions:** Explore LinkedIn and identify five (5) job titles or headlines that fit in the noun phrase chart. Write each of the noun phrases in the chart below making sure each word in the noun phrase is placed in the appropriate slot.

Modifiers				Head Noun	Qualifiers	
Quantifier	Determiner	(Adverb +) Adjective(s)	Noun Modifier(s)		Prepositional Phrase(s)	Embedded Clause



## LINKEDIN

### DISCUSS

#### EXPERIENCES WITH JOB SEARCHING AND NETWORKING

1. Have you ever searched for employment? If so, how have you conducted this search? How successful were your strategies? If not, how do you plan on searching for employment in the future?
2. Have you ever been to a networking event with professionals in your field? If so, what the event like and how successful was it in helping you connect with other professionals? If not, how do you plan on making connections to other professionals in your field in the future?

### PREPARE

#### AUDIENCE, PURPOSE, AND ORGANIZATIONAL STRUCTURE OF LINKEDIN PROFILES

**Directions:** Read Evelyn's LinkedIn profile and answer the questions about the audience, purpose, and organizational structure of LinkedIn profiles.

The screenshot shows the LinkedIn profile of Evelyn Yonhee Kim. The header includes the LinkedIn logo, a search bar, and navigation links for Home, My Network, Jobs, Messaging, Notifications, Me, Work, and Learning. Below the header is a banner for 'HR Law without the JD - Master of Jurisprudence in Labor and Employment Law'. The profile section features a profile picture of Evelyn, her name 'Evelyn Yonhee Kim • 1st', and her current role 'Internationalization | Localization | Korean Translation' at 'Middlebury Institute of International Studies at Monterey, California'. It includes buttons for 'Message' and 'More...'. A summary paragraph describes her as an internationalization, localization, and Korean translation professional. The 'Highlights' section shows '16 Mutual Connections' and a recommendation from SK Telecom. The 'Activity' section shows recent posts and likes. The right sidebar features an advertisement for Amazon.com Gift Cards, a 'People Also Viewed' section with several profile suggestions, and a 'Learn the skills Evelyn Yonhee has' section with course recommendations.

**Evelyn Yonhee Kim • 1st**  
Internationalization | Localization | Korean Translation  
Monterey, California

[Message](#) [More...](#)

[See contact info](#)  
[See connections \(457\)](#)

As an internationalization, localization, and Korean translation professional, I am passionate about bringing technological solutions to language challenges. I have experience in localization and internationalization project management, software engineering, and translation into Korean. I will graduate in May 2018 with an M.A. in Translation and Localization Management from the Middlebury Institute of International Studies at Monterey.

**Highlights**

**16 Mutual Connections**  
You and Evelyn Yonhee both know Peter Fordos, Jennifer Peck, and 14 others

**Evelyn Yonhee can introduce you to 3 people at SK Telecom**  
Evelyn Yonhee worked at SK Telecom  
[Get introduced](#)

[Show more](#)

**Evelyn Yonhee's Activity**  
460 followers [Following](#)

[Beyond "Thank You" - Peer To Peer Bonus] Dable has multiple award...  
Evelyn Yonhee liked

Liberty in North Korea: Rescue Aid Society  
Evelyn Yonhee liked

Check out this link  
Evelyn Yonhee liked

~왜 우리나라의 기술개발은 10년 후에도 1위를 목표로 할 수 없는가. 왜 우리나라...  
Evelyn Yonhee liked

[See all activity](#)

**Get up to \$500 in Amazon.com Gift Cards\***  
when you switch to AT&T Internet for Business  
[Learn more](#)

**People Also Viewed**

- Hanna Choi • 2nd  
Localization Professional
- Amber Li • 2nd  
Translation and Localization Management
- Johnathan Sokol • 2nd  
MA Translation & Localization Management | MHS | Fútbol
- Stacey Cho • 2nd  
Translation & Localization Management Writers
- Yifan Zhan • 2nd  
English-Chinese Translation and Localization Management Professional
- Yuanwen (Bailey) Ni • 2nd  
Localization Project Manager

**Learn the skills Evelyn Yonhee has**

- Exam Tips: Certified Associate in Project Management (CAPM)®  
Viewers: 3,248
- Learning React.js  
Viewers: 11,859
- Android App Development: Localization and Internationalization  
Viewers: 1,163

[See more courses](#)

The screenshot displays a LinkedIn profile with the following sections:

- Experience:**
  - Localization Project Manager** at Middlebury Institute Globe Multilingual Services (Sep 2017 – Present, 10 mos). Description: Engaged and built relationships with stakeholders to localize promotional video content for the MIIS Communications office. Provided technical consultation on software localization best practices, recruited volunteer Swahili translators, and provided Korean translation for KitKit School, a Global Learning XPRIZE finalist.
  - Freelance Translator** (Self-employed, Apr 2013 – Jul 2015, 2 yrs 4 mos). Description: Provided English-Korean and Korean-English translation of academic, literary, and technical texts in the fields of medicine, engineering, Korean literature, and marketing.
  - Freelance Interpreter** (Self-employed, Oct 2011 – Sep 2012, 1 yr). Description: Provided English-Korean and Korean-English translation of academic, literary, and technical texts in the fields of medicine, engineering, Korean literature, and marketing.
- Education:**
  - Middlebury Institute of International Studies at Monterey**: Candidate for Master of Arts (M.A.) 2018, Translation and Localization Management, 3.95/4.0 (2017 – 2018).
  - Hankuk University of Foreign Studies**: Studied 1 year towards a Master of Arts (M.A.), Translation and Interpretation (Korean-English) (2013 – 2013).
  - Seoul National University**: Bachelor of Science (B.S.), Computer Science and Engineering, 3.41/4.0 (1996 – 2000).
- Skills & Endorsements:**
  - Intercultural Communication** (3 endorsements)
  - Localization** (2 endorsements)
  - Project Management** (2 endorsements)
- Interests:**
  - McKinsey & Company (1,766,448 followers)
  - Nike (1,469,321 followers)
  - 데이블 (Dable) (291 followers)
  - Adam Grant (2,257,327 followers)

On the right side of the profile, there are several promoted posts from Tulane University Law School, including "HR Law without the JD", "Put the Pro in Professor", and "eLearning Simplified!".

## AUDIENCE

- I. Who reads LinkedIn profiles?

## PURPOSE

- I. For what purposes are LinkedIn Profiles used?

## ORGANIZATIONAL STRUCTURE

- I. What are the elements of a LinkedIn profile?

## WRITE

### WRITE A HEADLINE AND SUMMARY

**Directions:** Using the resources provided, create a LinkedIn account and write a headline and summary for your LinkedIn profile.

### LANGUAGE FOCUS: EXPLANATION

#### THE PRESENT SIMPLE, PRESENT PROGRESSIVE, PAST SIMPLE, AND PRESENT PERFECT IN LINKEDIN SUMMARIES

English has two tenses and four aspects as shown in the chart below. The future is expressed with auxiliary verbs, and these forms are displayed as well. The most common verb forms for LinkedIn summaries are shaded, with the present simple being the most common. Examples of verb forms in use are *italicized* in the Example Set.

	Simple	Perfect	Progressive	Perfect Progressive
Present	I study	I have studied	I am studying	I have been studying
Past	I studied	I had studied	I was studying	I had been studying
Future	I will study	I will have studied	I will be studying	I will have been studying

#### EXAMPLE SET:

- As an internationalization, localization, and Korean translation professional, I *am* passionate about bringing technological solutions to language challenges. I *have* experience in localization and internationalization project management, software engineering, and translation into Korean. I *will* graduate in May 2018 with an M.A. in Translation and Localization Management from the Middlebury Institute of International Studies at Monterey.

(Evelyn Yonhee Kim, LinkedIn profile, 6/18/18)

- My clients *are* translation agencies, software developers, and companies who *want* to reach out globally. My expertise *lies* in software and website localization, process standardization, IT/workflow strategies, project management, multilingual desktop publishing, as well as localization engineering.

I can help to:

- Develop workflows and processes
- Assist with the selection and configuration of translation and localization tools
- Create and localize websites, and mobile and desktop applications
- Provide localization engineering for file preparation and conversion
- Create multilingual versions of brochures, printed books and ebooks

In addition to being a localization consultant, I *am* also an Assistant Professor at the Monterey Institute of International Studies, where I *am* a member of the Translation & Localization Management department. My courses *include* Software Localization, Localization Project Management, and Localization Project Portfolio, Desktop Publishing for Linguists, and my latest offering, Games Localization.

Specialties: Localization Consulting, Localization Engineering, Translation, Workflow, Process, CMS, Drupal, Multilingual Desktop Publishing

(Max Troyer, LinkedIn profile, 6/18/18)

## LANGUAGE FOCUS: TASK

**Directions:** Read at least three LinkedIn summaries of TLM professionals and notice the verb forms used.

### EXPLORE

**Directions:** Explore the Getting Started and Build Your Profile sections of the LinkedIn Help documentation. Review articles of interest in each section and identify the following information: (1) at least 2 words or phrases that are unfamiliar to you; (2) the two most valuable tips or pieces of information you gathered from your exploration.

(1) Word/Phrase	Meaning from context

(2) Valuable Tips/Info

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## WORDPRESS

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### DISCUSS

#### EXPERIENCES WITH BLOGS

*blog* (n.) a regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

*Blog* (v.) add new material to or regularly update a blog.

1. Have you ever written a blog? If so, in what context?
2. Have you ever or do you currently read blogs regularly? If so, which blogs?

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### PREPARE

#### AUDIENCE, PURPOSE, AND ORGANIZATIONAL STRUCTURE OF BLOG POSTS

**Directions:** Read the blog post at the link below and answer the questions about the audience, purpose, and organizational structure of the post.

Blog Post: [How is translation different from localization?](https://www.smartling.com/blog/how-is-translation-different-from-localization/)<sup>1</sup>

1. For whom was the blog post intended?
2. Why would an LSP publish a blog and write posts like this?
3. What are the primary organizational features of the blog post?

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### EXPLORE

#### MIIS TLM STUDENT BLOGS

**Directions:** Explore the following blogs from MIIS TLM students. Once you have skimmed blog posts from all three blogs, identify categories for the blog posts based on their function and example posts for each category. Write the categories and the example post titles in the chart below.

- <http://sites.miis.edu/smkelly/>
- <https://sites.miis.edu/ethurston/>
- <http://sites.miis.edu/yzhan/>

	Category #1	Category #2	Category #3
Example 1			
Example 2			
Example 3			

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<sup>1</sup> Smartling. (2018, April 26). How is translation different from localization? [Blog post]. Retrieved from <https://www.smartling.com/blog/how-is-translation-different-from-localization/>

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## KEEPING TRACK

### EMAIL, LINKEDIN, AND BLOG VOCABULARY

**Directions:** Keep track of the new vocabulary you are learning as you set up your email account and LinkedIn profile and explore WordPress blogs.

Word/Phrase	Meaning/Description	Context Notes (when and where it's used)
Reply all	Sends a reply to all recipients	Outlook, Gmail, and other email apps/clients; Used to respond to an entire group that received an email; Overuse is discouraged

## ADDITIONAL COLLOCATIONS (FROM IWEB CORPUS)

### Email

email address  
email marketing  
email account  
email message(s)  
email notification(s)  
email newsletter(s)  
email campaigns  
email client  
email service  
email signature  
email confirmation  
email template  
email updates  
email formats  
email subject  
email attachment  
email correspondence  
email exchange  
email reminder  
email blast  
email forwarding

confirmation email  
notification email  
receive email  
personal email  
student email  
company email  
work email  
via email  
junk email  
unsolicited email  
send email  
write an email  
draft an email  
compose an email

### LinkedIn

LinkedIn group(s)  
LinkedIn profile(s)  
LinkedIn account  
LinkedIn users  
LinkedIn connections  
LinkedIn network  
LinkedIn search  
LinkedIn contacts  
LinkedIn premium  
LinkedIn posts

use LinkedIn  
search LinkedIn  
leverage LinkedIn

### Blog

blog post(s)  
blog about  
blog entry  
blog series  
blog content  
blog article(s)  
blog reader(s)  
blog site  
blog design  
blog comments  
blog traffic  
blog writing

new blog  
great blog  
WordPress blog  
personal blog  
travel blog  
food blog  
popular blog  
video blog  
lifestyle blog  
wonderful blog  
successful blog  
official blog  
awesome blog  
design blog  
informative blog  
tech blog  
style blog

## UNIT 2 – SHARING WHAT YOU KNOW ONLINE

### UNIT SUMMARY

In this unit, you will set up a WordPress blog, research a topic of professional interest and share what you learn in a blog post, social media post, and email.

### RESOURCES YOU WILL USE IN THIS UNIT:

1. MIIS Library – Translation and Localization Research Guide  
<https://www.middlebury.edu/institute/academics/library/research-guides/translation-interpretation>
2. Thrive Themes, Content Patterns  
<https://thrivethemes.com/content-pattern/>
3. AntFileConverter  
<http://www.laurenceanthony.net/software.html>
4. Easy WordPress Guide  
<https://easywpguide.com/product/ewpg-for-wp49-pdf-english/>

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### PREPARING TO WRITE

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#### EXPLORING TLM BLOGS

**Directions:** Read the following blog posts from major TLM industry blogs and answer the questions regarding credibility, engagement, organization, and language.

[How to Globalize Your Highly-branded Content](#), Lee Densmer, Moravia Blog, 4/19/18

[5 Major Differences Between Interpretation and Translation](#), Ashley Medeiros, Lionbridge Blog, 10/11/17

[3 Business Benefits of Localization](#), Smartling Blog, 1/9/18

[8 Tips for Tackling Global Voice Search](#), Lee Densmer, Moravia Blog, 2/7/18

1. How do the authors establish credibility?
2. How do the authors engage readers?
3. How do the authors organize the knowledge they share?
4. What do you notice about the language used? (e.g., vocabulary, sentence length, paragraph length, etc.)

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### RESEARCHING TLM

#### CONDUCTING ONLINE RESEARCH

**Directions:** Access the Translation and Localization Research Guide on the MIIS Library website (resource #1). Explore the available resources, noting that some have paywalls, some have a mix of free and paid content, and some are freely available.



## KEEPING TRACK OF SOURCES

**Directions:** As you explore available resources, identify at least three sources that may be most valuable to you. Write the name of the source below along with a brief explanation of its possible value.

Source	Value

## SELECTING A TOPIC OF INTEREST

Based on your exploration of sources and TLM blog posts, your personal experiences, and your professional interest, identify three possible topics that could serve as the focus of your first blog post. Write each of them on a line below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now that you have three options, write a brief outline using the organizational structures you identified in Exploring TLM blogs or those from Thrive Themes' Content Patterns (resource #2). Share your outlines with a partner and select one based on your answers to the following:

- a. How will you establish credibility? Will you be able to identify enough reliable information from the available resources?
- b. How will you engage the readers? Is this a topic of general interest or specific interest? Does it offer a unique perspective or highly relevant content?
- c. Does the content fit the organizational pattern you selected? Is this pattern the most effective format to share this information?

## CITING SOURCES

Before you get started, make sure you understand how to cite your sources in your blog post. Remember, every time you reference a specific idea or use another author's words, you must cite your source. In this first blog post you will cite your sources using a two-part strategy.

1. Introduce the idea or quote with a phrase such as *according to* or by using the source or author's name (e.g., Wikipedia provides some good examples).
2. Add a hyperlink to the original source

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## SOUNDING LIKE A TLM PROFESSIONAL

**Directions:** To add credibility to your post, identify relevant vocabulary by creating a corpus of 5-10 texts (blog posts, journal articles, websites, encyclopedia entries, etc.).

1. Select 5-10 texts and create .txt files (for .pdfs, AntFileConverter [resource #3] is a handy tool)
2. Upload your texts to AntConc
3. Identify at least 5 key words
4. Identify at least 2-3 collocations for each key word

Key Word	Collocations

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## WRITING

### WRITE A BLOG POST IN WHICH YOU TEACH A PROFESSIONAL TOPIC

**Directions:** Write a 500-750 word blog post in which you share what you know about a topic of professional interest using:

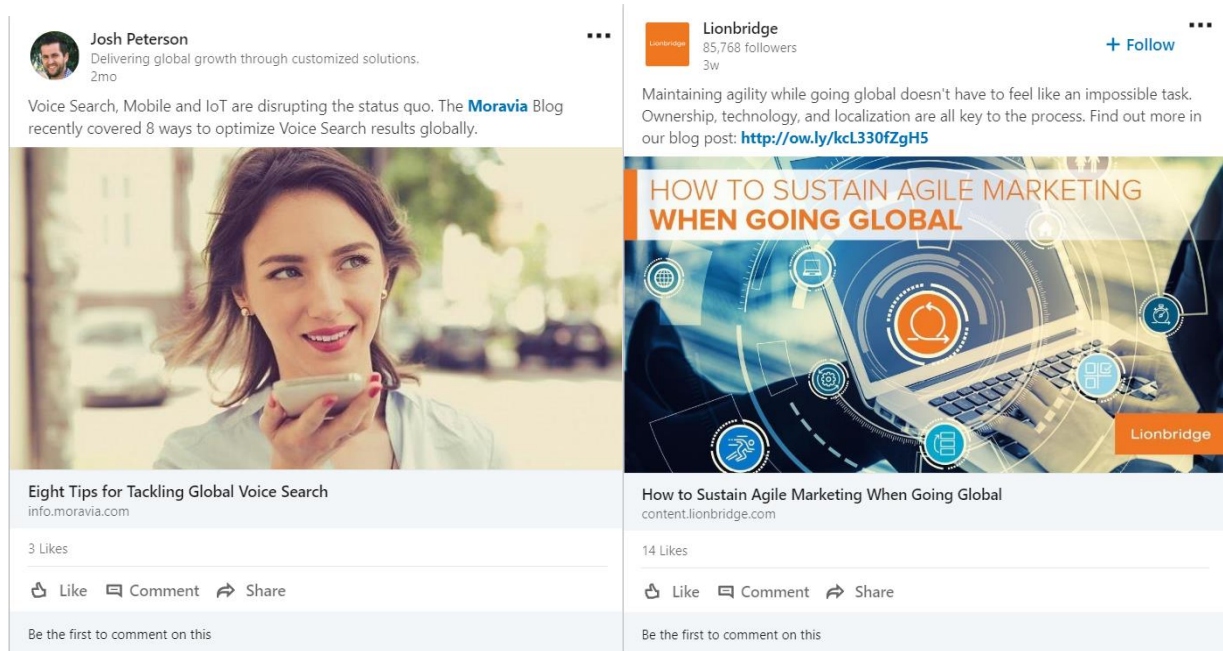
- A content pattern identified in Exploring TLM blogs or Thrive Themes content patterns
- Collocations from Sounding Like a TLM professional
- At least 2 sources (introduced and hyperlinked)

### ADD IT TO YOUR WORDPRESS BLOG

**Directions:** Create a simple WordPress blog and add your blog post. Use the Easy WordPress Guide (resource #4).

## WRITE A SOCIAL MEDIA POST IN WHICH YOU SHARE YOUR BLOG POST ON LINKEDIN

**Directions:** Write a 10-30 word social media post in which you share your blog post. Use the blog posts below as a guide. For more examples, explore LinkedIn content.



## WRITE AN EMAIL TO SHARE A BLOG POST WITH YOUR CLASSMATES

**Directions:** Send an email to your classmates in which you introduce your blog post. When sending your email, REPLY ALL to the last email sent. Include the following in your email:

- The topic of your blog post
- A reference to an interesting detail or example
- The value to your classmates

## Language Focus: Explanation

### SENTENCE PATTERNS AND THE GRAMMAR OF CLAUSE COMBINATION (I.E., USE OF COORDINATING CONJUNCTIONS, SUBORDINATING CONJUNCTIONS, AND SENTENCE CONNECTORS)

In English, there are three basic categories of words and phrases that enable us to combine clauses<sup>2</sup>: coordinating conjunctions, subordinating conjunctions, and sentence connectors.

COORDINATING CONJUNCTIONS	
For, and, nor, but, or, yet, so	Use these to combine to independent clauses.
Note: When using a coordinating conjunction to combine clauses, a comma is required before the coordinating conjunction.	

Ex. For the last three years, I have worked as a freelance interpreter and translator in Japan, and I am excited to continue my professional journey with Moravia as a localization project manager.

SUBORDINATING CONJUNCTIONS	
after, once, until, before, so that, while, though, even though, although, if, even if, because, provided, when	Use these to combine independent clauses and dependent clauses. These <i>begin</i> dependent clauses.
Note: When using a dependent clause at the beginning of the sentence, a comma is required after the dependent clause. When using a dependent clause after a dependent clause, a comma is not required but is often used to improve clarity.	

Ex. Because many corporations now rely on an international workforce, efficient and reliable translation is required for effective internal communication.

SENTENCE CONNECTORS	
as a result, likewise, similarly, in the same way, however, nevertheless, yet, still, unfortunately, originally, surprisingly, ideally, apparently, on the other hand, in contrast, instead, in fact, as a matter of fact, essentially, interestingly, primarily, typically, traditionally, clearly, naturally, normally, in other words, generally, specifically, additionally, in this context, now, for example, for instance	Use these to introduce independent clauses and connect ideas.
Note: Occasionally, people confuse the function of coordinating conjunctions and sentence connectors. For example, you might see <i>for example</i> in a sentence like this: *Localization project managers serve several very important functions at an LSP, for example, they help clients understand the localization process. The above sentence is ungrammatical. A revised sentence could look like this: Localization project managers serve several very important functions at an LSP. For example, they help clients understand the localization process. Or, it could look like this: Localization project managers serve several very important functions at an LSP; for example, they help clients understand the localization process.	

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<sup>2</sup> Coordinating conjunctions are also used to combine words and phrases.

### **Language Focus: Task**

#### SENTENCE PATTERNS AND THE GRAMMAR OF CLAUSE COMBINATION (I.E., USE OF COORDINATING CONJUNCTIONS, SUBORDINATING CONJUNCTIONS, AND SENTENCE CONNECTORS)

**Directions:** Review your introduction email and your LinkedIn summary.

- a. Identify sentences in which you used coordinating conjunctions, subordinating conjunctions, and/or sentence connectors.
- b. Identify situations in which you could revise your writing to include additional or different conjunctions or connectors.

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## PEER REVIEW: UNITS 1-2

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### LINKEDIN SUMMARY

**Directions:** Explore your classmates' LinkedIn profiles individually. Next, in a small group, identify 2-3 characteristics of a strong profile summary.

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### BLOG POST

**Directions:** Read your partner's blog post. Next, complete the blog post peer review worksheet digitally and send an email with the peer review as an attachment. In your email, do the following:

- a. make a general comment about their post
- b. make a specific comment about their post
- c. mention that you have attached your feedback/peer review.

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## REVISION AND EDITING: UNITS 1-2

**Directions:** Based on peer and instructor feedback revise your LinkedIn summary and blog post. Consider the following as you revise:

- Credibility
- Engagement
- Organization
- Language: Word Choice (TLM Industry Vocab)
- Language: Grammar (Noun Phrases, Sentence Variety, and Clause Combination)

Review the materials in Units 1-2 for guiding questions and additional resources.

## UNIT 3 – RESPONDING TO AN ARTICLE ONLINE

### UNIT SUMMARY

In this unit, you will explore articles in a popular TLM trade publication, continue adding to your TLM-related vocabulary, and write a blog post in which you summarize and evaluate an article.

### RESOURCES YOU WILL USE IN THIS UNIT:

1. MIIS Library – Translation and Localization Research Guide  
<https://www.middlebury.edu/institute/academics/library/research-guides/translation-interpretation>
2. AntFileConverter  
<http://www.laurenceanthony.net/software.html>
3. Easy WordPress Guide  
<https://easywpguide.com/product/ewpg-for-wp49-pdf-english/>
4. Multilingual Magazine  
[www.multilingual.com](http://www.multilingual.com)

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### PREPARING TO WRITE

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#### EXPLORING MULTILINGUAL MAGAZINE

1. Explore several issues of Multilingual Magazine and consider the following
  - a. Audience – Who is *Multilingual* intended for?
  - b. Purpose – Why is *Multilingual* published?
  - c. Organizational Structure – How is *Multilingual* organized?
  - d. Content – What types of content can be found in *Multilingual*?
2. Identify an article of interest.
3. Read the article and identify topics and main ideas.

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#### RESEARCHING TLM

#### CONDUCTING ONLINE RESEARCH

**Directions:** Access the Translation and Localization Research Guide on the MIIS Library website (resource #1) and other TLM resources (Blogs, etc.) that you have identified previously. For at least two topics from Exploring Multilingual Magazine, identify 5-10 relevant texts (e.g., blog posts, journal articles, websites, encyclopedia entries).

## KEEPING TRACK OF SOURCES

**Directions:** As you explore available resources, identify at least three sources that may be most valuable to you. Write the name of the source below along with a brief explanation of its possible value.

Source	Value

## CITING SOURCES

Remember, every time you reference a specific idea or use another author's words, you must cite your source. In this second blog post you will focus on using reporting verbs in your summary to introduce ideas from the author(s).

1. Add a hyperlink to the original source in your summary introduction (see Writing – Summary Introductions).
2. Introduce the idea or quote with a reporting verb or phrase (see Language Focus: Reporting Verbs for more).

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## SOUNDING LIKE A TLM PROFESSIONAL

**Directions:** To add credibility to your post, identify relevant vocabulary by creating a corpus of 5-10 texts (blog posts, journal articles, websites, encyclopedia entries, etc.).

1. Select 5-10 texts and create .txt files (for .pdfs, AntFileConverter [resource #2] is a handy tool)
2. Upload your texts to AntConc
3. Identify at least 5 key words
4. Identify at least 2-3 collocations for each key word

Key Word	Collocations



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## WRITING

**Directions:** Write a summary introduction that introduces the summary of your selected *Multilingual* article. Include the following:

1. The title of the article or source (*Multilingual*)
2. The name of the author
3. The author's thesis, or main idea

**Directions:** Write a 500-750 word blog post in which you include a summary and evaluation of your selected *Multilingual* article. Your summary should include the following:

1. Summary introduction
2. Main ideas (introduced with reporting verbs and phrases)

Your evaluation should include commentary on the following:

1. Scope
2. Stance
3. Credentials
4. Connections to background knowledge

## ADD IT TO YOUR WORDPRESS BLOG

**Directions:** Add your blog post to your WordPress blog. Use the Easy WordPress Guide (resource #3)

## WRITE AN EMAIL TO SHARE A BLOG POST WITH YOUR CLASSMATES

**Directions:** Send an email to your classmates in which you introduce your blog post. When sending your email, REPLY ALL to the last email sent. Include the following in your email:

- The topic of the article you read
- A reference to an interesting detail or example
- The value to your classmates

## UNIT 4 – SHARING AN EXPERIENCE ONLINE

### UNIT SUMMARY

In this unit, you will listen to and share experiences related to intercultural communication, continue adding to your TLM-related vocabulary, and write a blog post in which you share one of your own experiences with intercultural communication.

### RESOURCES YOU WILL USE IN THIS UNIT:

1. MIIS Library - Full Text Finder  
<https://www.middlebury.edu/institute/academics/library>
2. AntFileConverter  
<http://www.laurenceanthony.net/software.html>
3. Easy WordPress Guide  
<https://easywpguide.com/product/ewpg-for-wp49-pdf-english/>
4. 3 Amazing Storytelling Templates  
<https://www.webpagefx.com/blog/marketing/3-amazing-storytelling-templates-perfect-for-content-marketing/>

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### PREPARING TO WRITE

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#### EXPLORING EXPERIENCES

1. Describe the first time you remember being in an educational context with people who did not share your language(s) or culture(s).
2. Describe the first time you remember being in a professional context with people who did not share your language(s) or culture(s).
3. Discuss experiences that inspired your interest in languages and language learning.
4. Identify 3 unifying themes of your group discussion.

Theme 1: \_\_\_\_\_

Theme 2: \_\_\_\_\_

Theme 3: \_\_\_\_\_

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#### RESEARCHING TLM

#### CONDUCTING ONLINE RESEARCH

**Directions:** Access the MIIS Library Full Text Finder (resource #1). For at least two themes from Exploring Experiences, identify 4-5 relevant texts from the following journals:

- Journal of International and Intercultural Communication
- Language and Intercultural Communication
- Journal of Intercultural Communication Research

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## SOUNDING LIKE A TLM PROFESSIONAL

**Directions:** To add credibility to your post, identify relevant vocabulary by creating a corpus of 5-10 texts (blog posts, journal articles, websites, encyclopedia entries, etc.).

5. Select 4-5 texts and create .txt files (for .pdfs, AntFileConverter [resource #2] is a handy tool)
6. Upload your texts to AntConc
7. Identify at least 5 key words
8. Identify at least 2-3 collocations for each key word

Key Word	Collocations

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## WRITING

**Directions:** Write a 350-500 word blog post in which you include share a personal experience related to intercultural communication. Your blog post should include the following:

1. Vocabulary from your Sounding Like a TLM Professional Word List, especially those identified from the articles related to intercultural communication
2. 1 specific personal experiences in narrative form using one of the storytelling templates in “3 Amazing Storytelling Templates” [Resource 5].

## ADD IT TO YOUR WORDPRESS BLOG

**Directions:** Add your blog post to your WordPress blog. Use the Easy WordPress Guide (resource #3)

## WRITE AN EMAIL TO SHARE A BLOG POST WITH YOUR CLASSMATES

**Directions:** Send an email to your classmates in which you introduce your blog post. When sending your email, REPLY ALL to the last email sent. Include the following in your email:

- The topic of your post
- A reference to an interesting detail or example
- If not the first to reply: A comment about the previous blog posts/emails from your classmates

# APPENDIX

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## PEER REVIEW

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### BLOG POST: SHARING

REVIEWER: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

POST TITLE: \_\_\_\_\_

- a. How did they establish credibility? Did they provide enough reliable information from the available resources?
- b. How did they engage the readers? Explain. (Is this a topic of general interest or specific interest? Does it offer a unique perspective or highly relevant content?)
- c. Does the content fit the organizational pattern they selected? Is this pattern the most effective format to share this information?
- d. What TLM industry vocab could you identify in the post?
- e. Write two questions you have for the author regarding the content of the post.

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## BLOG POST: RESPONDING TO AN ARTICLE

REVIEWER: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

POST TITLE: \_\_\_\_\_

- a. Did they include a summary introduction with all the required components: author's name, title of the article, link to the original source, thesis/main idea of the article?
- b. Did they include a review/evaluation that discusses scope, stance, credentials, and/or connections to background knowledge? Which of these pieces of evaluation did you find the most interesting and/or relevant and why?
- c. How did they engage the readers in this post? Explain. (Did they effectively use the title, images, or other feature to engage readers? How did they do it?)
- d. What TLM industry vocab could you identify in the post?
- e. Identify the reporting verbs/phrases used. Check the *Reporting Verbs and What Follows* list and confirm that each word/phrase is followed by the appropriate grammatical unit (NP, NC). Note any possible issues here.
- f. Write two questions you have for the author regarding the content of the post.