

輔仁大學 109 年高教深耕計畫
「產學成果導向課程」成果報告

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(課程名稱)

授課教師	James Loo
報告撰寫人	James Loo, 紀好臻
修課人數	19

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一、課程執行成果摘要

本課程之修課學生分別至兩家公司進行實習：台灣歐耶科技公司和荷蘭商萊博智科技股份有限公司台灣分公司 (Lionbridge)。

台灣歐耶科技公司藉由實戰經驗以期學生能認識國際貿易如何運作並且熟悉美國禮品業市場。

台灣歐耶科技公司的實習工作主要為業務開發，需搜集美國客戶資料並大量撰寫與寄送開發信，過程中能讓學生了解美國與台灣市場之差異、培養掌握市場脈動與流行趨勢的能力以及運用專業的商業英語溝通技巧。

而美國大受新冠肺炎疫情影響，許多產業面臨歇業、裁員，連帶導致禮品業之訂單大幅減少，學生大量寄送開發信僅收到零星幾封客戶詢價，與公司過往的業績相差甚遠，此現象也使得學生在執行中較為挫折，認為與客戶實際互動機會鮮少。

Lionbridge is a global localization company, and for the Business English and Translation class we are partnering with the Taiwan branch. The main aspect of our collaboration lies in the internship which our students partake in as they take on freelance translation assignments provided by Lionbridge. These assignments are real-world cases that the company took on in the past, and the nature of these assignments covers a wide range of industries, from gaming to automotive, as well as IT and tourism. The translation assignments are from English to Traditional Chinese, with a special focus on using localised language pertaining to Taiwanese readers.

Students took on the assignments as a group at the start, which is reflective of how actual freelance translation assignments take place, whereby a team of translators rather than an individual translator would need to work together to produce a translation. As such, they need to cognisant of several aspects of the work processes involved in translating; crucially, the need to ensure that there is uniformity with regard to the words used in the translated text. The students had to learn how to work in a team against a fixed deadline, and were also presented with glossaries and manuals provided by Lionbridge. The wealth of content is an important factor, as both the assignments and the supporting materials that students get to handle are actual, real-world assignments taken on by professional translators.

二、課程指導成果說明

1. 課程實際規劃與說明

安排一名駐廠代表每週至公司實習 1.5 天，其餘學生分成小組以寄送開發信的方式進行客戶開發。

Track 2 Lionbridge students worked remotely, as is the case for freelance translators.

2. 具體教學成果評估

在台灣歐耶科技公司實習中，同學需要分組針對不同產業搜集客戶資料、寫廣告信及定期寄送信件，以下為各組客戶開發狀況統計：

第一組共計 1022 位/2345 封

第二組共計 761 位/1276 封信

第三組共計 516 位/585 封

Lionbridge students translated a total of 4 translation cases, two as a group of 3, two as individual assignments.

3. 課程遇到的問題與困難

本課程的實習工作皆以遠距形式操作，學生並未進入公司，也因此學生必須花相當多課餘時間和公司主管進行會議討論工作內容。

英文系的課程訓練偏重學術方面，如何在商業職場中與客戶互動是很大的挑戰，且台灣歐耶科技公司並未提供系統性、完整的職前訓練，同學需要較多時間摸索。

Localized language and employing specific terms mandated by clients – especially when pertaining to marketing-related language – is not something that comes intuitively to neophyte translators. In this instance, the fact that the students are native speakers of Traditional Chinese can sometimes impede them, as they might fail to check and be more precise with their use of language, relying instead on the arbitrary ‘naturalness’ of how their work sounds.

4. 省思與未來的展望

本課程是第一次與台灣歐耶科技公司進行產學合作，雙方需要建立更完整的訓練系統以讓學生達到做中學的目標，未來本課程能夠加強商業英語實際應用，例如撰寫開發信、製作英文廣告文宣等課程，也期望公司提供更完整的職前訓練給所有修課學生，以便讓學生迅速掌握國際貿易的運作方式及目標。

The collaboration with Lionbridge is, likewise, a first for the school. Moving forward, what is crucial is that future prospective students need to be primed better to meet the industry expectations as stipulated by Lionbridge. It is necessary to note here that different localization

companies would have different standards they uphold, thus the challenge is less of an issue with the translation abilities of the students involved, but rather one of acknowledging that real-world translation assignments have a certain argot to be abided by.