Author(s): Karoly, Adrienn

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TRANSLATING EU TEXTS IN THE ENGLISH BA PROGRAMME: EXPLORING TEACHERS' VIEWS AND PRACTICES

Adrienn Károly
University of Jyväskylä
adriennkaroly@gmail.com

Abstract: Recent research into using translation as a communicative and functional activity in foreign language learning and teaching has pointed out a wide range of benefits for advanced language learners. The research reported in this paper involved teachers teaching translation in the EU-specialisation module integrated into the English bachelor's degree programme in Hungary. The survey set out to explore teachers' instructional practices as well as their views and experiences regarding translation. Results indicate that translation in this pedagogical setting is used not merely as a tool to develop language competence and other generic skills, but is regarded as a useful skill in its own right. Translation teachers seem to hold a competence-based view of translation and favour a process-based, functional-textual approach in their teaching practice, which are essential principles in professional translator training. Teachers also emphasise the role of having first-hand translation experience along with a sound theoretical knowledge, which calls for closer collaboration between professional translator trainers and language teachers teaching translation in modern foreign language degree programmes. An important methodological implication of the study is that the investigation of communicative translation teaching outside professional settings can benefit from an interdisciplinary perspective.

Keywords: Communicative translation, EU-texts, EU-translation, Instructional practices, Translation in foreign language learning and teaching

1 Introduction

Translation teaching outside professional settings seems to be a rather neglected field in translation studies despite the fact that translation and language mediation are increasingly common practices in contemporary multilingual and multicultural contexts. Individuals who are not professional translators often find themselves in communication situations when they have to do formal, semi-formal, or informal (sometimes ad-hoc) translation and language mediation for a number of purposes (see Cook, 2010; Pérez-González & Susam-Saraeva, 2012; Phipps & Gonzalez, 2004). The topic of translation teaching has also been disregarded in foreign language learning and teaching although the situation seems to be slowly changing today. As different cultures communicate with each other at an increasing rate, there appears to be a renewed interest in translation, particularly by those researching various aspects of language and (intercultural) communication. Widdowson (2003), one of the most prominent theorists of language and language teaching, recently claimed that "Translation has been too long in exile, for all kinds of reasons which […] have little to do with any considered pedagogic principle. It is time it was given a fair and informed appraisal." (p. 160). As pointed out by several researchers, the apparent lack of interaction between translation studies and foreign language learning and teaching originates from

mutual misunderstanding of the other discipline as well as from deeply ingrained paradigms (Colina, 2002, 2003; Cook, 2010, 2012; Fischer, 2010; Hall & Cook, 2012). Since these disciplines have common interests and goals, they could mutually enrich the knowledge accumulated in their own fields by developing closer ties.

In recent decades, a number of studies have called attention to the advantages of using communicative translation activities in advanced foreign language classes. Most of the studies have focused on the benefits related to communicative and intercultural competence (e.g., Bergen, 2009; Cook, 2010; Károly, 2008; Nord, 2005; Schäffner, 1998), but some have also mentioned broader educational gains. For example, Cook (2010) has argued that Translation in Language Teaching (TILT) appears to embrace all four main curriculum philosophies (technological, social, humanistic, and academic). It can equip students with useful and practical skills, promote positive social values, enable students to gain intellectual and personal fulfilment, and help preserve and transmit knowledge. Similarly, Kemp (2012) has put forward some compelling arguments why translation should become an integral part of the modern foreign language degree. He has emphasized that translation not only supports language learning but is a practical and useful skill in its own right. Furthermore, from the perspective of curriculum design, he has pointed out that translation can facilitate cross-curricular learning and make the language degree a better integrated whole, providing more direct links between linguistic, cultural, literary, and other specialized studies (Kemp, 2012).

These translation courses, however, need to be well integrated with the whole curriculum and properly aligned with the overall learning outcomes of the programme (Kelly, 2005; Peverati, 2013). Instead of pursuing a purely vocational goal – which might lead to unrealistic and false expectations –, Peverati (2013) suggests that these courses could put the main emphasis on the development of *transferable generic skills*, which students can use later in various educational and workplace settings. These skills include critical analysis, self-reflection, problem solving, creativity, independence, collaboration, the use of resources and information management, concern for quality, self-evaluation, and intercultural understanding.

Due to global social changes, the goals of foreign language learning and teaching have changed substantially. In general, learners of English as a foreign language no longer (or not necessarily) aim to achieve near-native proficiency, and – particularly in the European context – they tend to communicate with non-native speakers of English. In line with these developments, the notion of language competence has undergone major revisions. According to Kramsch (2006), advanced language competence today should refer to "the ability to translate, transpose and critically reflect on social, cultural and historical meanings conveyed by the grammar and lexicon" (p. 103). This idea is not only underpinned by the idea that language is always embedded in a cultural and social context, but it also implies that foreign language competence refers to much more than linguistic proficiency. Kramsch (2006) has argued that in addition to knowing how to communicate meaning, language learners should "understand the practice of meaning making itself" (p. 251). Thus, besides developing communicative competence, the primary goal of advanced foreign language teaching is that learners acquire a very sophisticated *symbolic competence* (Kramsch, 2011), which helps them understand and reflect on what discourse reveals about other people's mind and intentions, whereby they can grasp their own individual and collective (group / cultural) identities. Communicative translation activities appear to be an excellent way to help learners achieve these goals by bringing two languages and cultures into the

classroom, vividly demonstrating the diversity and complexity of communication and the importance of the pragmatic aspects of language (Widdowson, 2003).

In translation studies, translation competence is viewed as a learnt and norm-governed behaviour rather than an innate skill (Toury, 2012, pp. 283–284). Cognitive models of translation competence emphasise that translation competence is a complex set of interrelated sub-competences (e.g., Campbell, 1998, Neubert, 2000, PACTE, 2009). In the PACTE (2009) model, translation competence comprises the following six components: (1) *bilingual* sub-competence (pragmatic, socio-linguistic, textual, grammatical, and lexical knowledge, (2) *extra-linguistic* sub-competence (general and field-specific cultural and encyclopaedic knowledge), (3) *knowledge about translation* (translation as an activity and as a profession), (4) *instrumental* sub-competence (the use of resources and information management), (5) *strategic* sub-competence (procedural knowledge that activates the other sub-competences and controls the whole translation process from planning to evaluation, including identifying and solving various translation problems), and (6) *psycho-physiological* sub-competence (cognitive, attitudinal, and other elements, such as memory, perception, attention, intellectual curiosity, perseverance, precision, creativity, and critical thinking). Process-based models view translation as essentially a strategic problem-solving process (e.g., Pym, 1992, 2003). Klaudy (2003) also underlines that translation is a decision-making process, which requires routine and creativity. During translation, translators have to make several conscious choices, which she refers to as *transfer operations.* These obligatory or optional moves can be seen as local translation strategies that result from lexical and structural differences between the source and the target language as well as from the differences between the two cultures. In Gile's (1992) sequential model of translation the focus is on how decisions are made in the *comprehension* and the *reformulation* phase.

In the Hungarian context, Klaudy (2004) pointed out already a decade ago that as a result of Hungary's EU accession, the teaching of translation and mediation skills as well as the use of EU-texts (in a broad sense) should become an integral part of foreign language education at the secondary and tertiary levels. In 2007, when the Bologna reforms were implemented in Hungarian higher education, most foreign language (particularly English) bachelor's programmes incorporated translation and/or ESP courses (including English for EU purposes) into the curriculum, typically as part of a specialization module. This tendency seems to reflect the growing awareness of the importance of intercultural mediation skills as well as of specific EU-related knowledge in an increasingly multicultural and multilingual European context. Despite the growing theoretical interest and the wide range of existing practices, empirical research on translation in foreign language learning and teaching is still scarce. Particularly little attention is directed towards translation courses that are integrated into the English bachelor's degree, and are offered as part of an elective EU specialisation module.

The research reported in this paper (which is part of a larger research project) aims to fill this gap by focusing on translation courses from the teachers' perspective. The study sets out to explore translation teachers' instructional methods, experiences, and views regarding the translation of specialised texts in the EU-specialisation module integrated into the English bachelor's programme in Hungary. With regard to teaching methods, the research focuses on the types of tasks and activities, the genre and topic of the texts, the criteria for text selection, the use of texts with EU topics, the use of texts written in Hungarian, as well as on assessment practices including error correction. The survey also examines teachers' experiences concerning language

learners' most typical problems and difficulties at the beginning of the translation courses and their most common translation errors. Finally, teachers' views on the role of foreign and native language competence in translation and the relevance of translation within the English BA programme are also investigated.

In Nord's (2005) functional-textual approach, translation errors are the results of unsolved or not adequately solved problems, which are also linked to various individual difficulties. Nord distinguished between objective *translation problems*, which stem from the differences between the source and the target language or culture, and subjective *translation difficulties*, which vary from individual to individual. She divided translation problems into four categories. *Pragmatic* translation problems arise from the differences between the communicative situation in which the source and the target text are embedded. They are independent of language and culture as well as of the direction of the translation. C*onvention-related* translation problems stem from the differences in conventions (i.e. norms/habits) in the cultures and languages involved in the translation. They include problems related to different norms of text-production (e.g., genre conventions) or different culture-specific norms (e.g., measuring conventions, greetings). *Linguistic* translation problems result from the structural differences between the two languages, mainly in lexis and sentence structure. Finally, *text-specific* translation problems stem from specific issues in the particular text the students are dealing with (e.g., figures of speech, individual word creations) (Nord, 2005, pp. 174–175). Students' individual difficulties are related to four main factors. *Text-specific* difficulties are linked to the degree of comprehensibility of the particular source text, while *translator-dependent* difficulties stem from the level of students' knowledge and skills. *Pragmatic* difficulties are linked to the nature of the translation task and the clarity of the instruction, and finally *technical* difficulties can arise from the working conditions, including the available research and documentation tools and other texts (Nord, 2005, pp. 168-171).

Since Hungary's accession to the European Union, the EU has become an integral part of Hungarian citizens' life. Hence, understanding the history of European integration, the EU's fundamental aims, institutional structure, and policies is essential not only in students' subsequent career, but in their personal life as well. The English language currently occupies a central position in both the institutional and non-institutional communication in the EU, which means that EU English and EU-texts are particularly relevant for learners of English. With regard to EU-texts, it is important to note that the EU is a special discourse community, where translation is a fundamental and common activity. According to Koskinen (2000, p. 57), EU translations can be divided into three main categories: (1) the special case of translating *legal documents*, (2) *intracultural* translation (within and between EU institutions), and (3) *intercultural* translation (between the EU and the member states, including both interadministrative translations and translations for the general public). Since EU-texts can have a number of purposes, considering the communicative context (including the target audience) is essential in translation.

The research results are particularly relevant for translation teachers teaching EU and general translation courses within English (or other foreign language) bachelor's programmes, but foreign language teachers teaching in other degree programmes can also find the results useful for developing course syllabi and improving their teaching practice in terms of methodology and content. On a theoretical level, the research has important implications for both translation studies and foreign language teaching and learning, advocating a closer cooperation between these two academic disciplines.

2 Research aims

Teachers' views on various aspects of translation strongly influence their teaching practices, including such important issues as the selection of texts, the types of activities used, and the methods of assessment (e.g., Hatim & Mason, 1997; Kelly, 2005). These views, however, are necessarily shaped by the specific educational context in which the course is embedded. The survey was targeted only at those teachers who were teaching translation courses in EU specialisation modules offered within the English BA programme and set out to explore teachers' experience, teaching methods, and underlying views regarding translation and EU-texts. To achieve these overall aims, the study addresses the following research questions:

(1) What kind of tasks and classroom activities do course teachers use?
(2) What are the most typical genres and topics of the texts selected for instruction?
(3) What criteria do teachers use when selecting these texts?
(4) What types of EU-texts do teachers use?
(5) Do teachers use Hungarian texts? If so, what types of texts with what kind of activities?
(6) What characterizes teachers' assessment practices?
(7) What experience do teachers have regarding foreign language learners' (novice translators) most typical problems, difficulties, and errors when translating?
(8) What are teachers' views on the importance of a preliminary needs analysis survey in translation courses?
(9) What are teachers' views on the role of the learners' level of foreign and native language competence in translation?
(10) What do teachers think about the role of translation within the English BA programme?

Since the research has a qualitative approach, it does not aim to test specific initial hypotheses. Nevertheless, there are some preliminary assumptions and expectations which guided the research design. One of them is that translation might have a central role in the reformed English bachelor's degree programme in Hungary because it is not only a natural and effective means of developing communicative competence and other generic transferrable skills but is a useful and practical skill in its own right. Even though translation courses integrated into foreign language programmes are outside the professional training context, it is assumed that these courses can be made more effective and more tailored to the needs of students and to job market expectations if they are based on current theoretical models and pedagogical approaches widely used in professional translator training (such as multi-componential models of translation competence, functional-textual and process-based approaches to teaching translation), along with principles of constructivist and social constructivist theories of learning. Besides developing translation skills in the narrow sense (translation routine and creativity), using a wide range of well-designed, communicative translation activities in foreign language learning and teaching is believed to develop native and foreign language competence as well as a number of generic transferable skills (Peverati, 2013).

3 Methods

In order to answer the research questions, an online questionnaire was administered to three teachers from two English BA programmes in Hungary, exploring their views and teaching methods. In the thematic analysis of the data, the teachers' responses were examined for recurring patterns and major themes.

3.1 Participants and setting

At the time of the research, two BA programmes offered elective EU specialisation modules in Hungary: Eszterházy Károly College (EKF) in Eger and Eötvös Loránd University (ELTE) in Budapest. In these two institutions, altogether four teachers were teaching translation courses in the EU specialisation modules, one at EKF, and three at ELTE. The courses within the English BA at ELTE included *Translation in the EU* and *Translating Legal and Business Documents of the EU*, which ran for a semester, while at EKF, three translation courses were offered in three subsequent semesters (*Theory and Practice of Specialized Translation 1-3*), which consisted of three lectures and three seminars running parallel to the lectures. An online questionnaire was sent to all four teachers teaching the above courses, out of whom three completed and returned the questionnaire. The average length of these teachers' teaching experience in Hungarian higher education was 16.3 years, with two of them having taught for twenty, and one of them for nine years. On average, they have been teaching translation for eleven years (with ten, eighteen, and five years respectively). All three of them hold a doctoral degree in linguistics. Furthermore, even though only one of them had a formal translation qualification (in the field of social sciences), all three of them possessed extensive experience in translation, and two of them also in interpretation.

3.2 Instruments of data collection and methods of analysis

Data was collected through an online questionnaire, which comprised six questions eliciting background information, followed by twenty-four open-ended and two closed questions. The items can be grouped into eight subcategories regarding:

1. the teachers' instructional methods (including types of activities),
2. issues related to text selection,
3. assessment practices,
4. the teachers' views on the importance of translation teachers' formal qualification and translation experience,
5. experience concerning students most typical problems and difficulties,
6. teachers' views on the role of foreign and native language competence in translation,
7. their views on initial needs analysis, and
8. their views on the role of translation within the English BA programme.

The initial version of the questionnaire was given to three experts for review (practicing teachers of translation and EU English). They were asked to identify potential problems related to the wording and the order of the questions as well as to the content of the questionnaire, which was revised on the basis of their feedback. The language of the questionnaire was Hungarian since the

native language of these teachers was Hungarian (for the English translation, see the Appendix). In the analysis of the narrative data, major themes and patterns were identified, categorised, and interpreted.

4 Results and discussion

4.1 Instructional methods

The first question focused on the types of activities that teachers used in their classroom practices, including aspects such as the length of texts (whole texts or excerpts), the mode of translation (written or oral), and the place where tasks were completed (in or outside of the classroom). The answers suggest that the teachers use both whole texts and excerpts in their teaching, depending on the original length of the text. It is important to note that some EU-texts (such as parliamentary questions or communications), are short (1-2 pages), while others can be of considerable length (particularly legislative texts). Using short passages from the original text seems to be more typical at the beginning of the course and at lower levels (if the teacher teaches more than one course), but these are also preferred if translating the whole text would be impossible in the given time frame (typically a 90-minute class), or if it would be too time-consuming for the students as a home assignment. Using authentic whole texts is a central principle in both professional translator training and modern communicative approaches in foreign language learning and teaching, but it seems that at lower levels, long texts do not always work. Therefore, direct translation experience and a sound theoretical knowledge might be essential when teachers have to adapt texts for instructional purposes.

Oral translation was mentioned only by one teacher as a typical classroom activity, which is interesting, considering that oral translation and mediation are quite common in real life. For example, Feketéné Silye's (2004) research focusing on English for Specific Purposes (ESP), which analyzed employers' and employees' needs, pointed out that 82.4 percent of young employees thought that it would have been useful to do (more) oral translation in foreign language classes. Similarly, several other Hungarian studies emphasized that oral translation and mediation tasks are often required in language-intensive jobs (e.g., Heltai, 1995; Major, 2000; Sturcz, 2003, 2010).

With regard to the place where students complete the translation tasks, all three teachers mentioned that if students had to do the translation at home, it was always followed by a class discussion focusing on the most typical problems and their solutions. This suggests that the teachers adopt a process-oriented approach, which is common in contemporary learner-centred methodologies. Another typical in-class activity is a comprehensive source-text analysis, which helps students prepare the translation at home. This particular activity is advocated by functional-textual approaches (e.g., K. Károly, 2008; Nord, 2005) and is very popular in professional translator training.

A wide range of other activities were also listed, such as sight translation, summarizing the text in the target language, and monolingual activities related to vocabulary development or memory training. The variety of activities used in translation classes points to the fact that in

general the classes are not used for the actual translation, but focus mainly on the pre- and post-translation phase, using various activities related to various elements of translation competence, such as linguistic competence (ranging from the level of the word to the level of the communicative situation), the use of resources and tools, background knowledge, translation strategies (transfer operations), and social skills such as cooperation and collaboration. This suggests that even though this context is different from professional translator and interpreter training, a competence-based view of translation (e.g., Göpferich, 2009; PACTE, 2009) lends itself to an array of targeted and motivating activities.

The second question intended to find out how the teachers perceive the benefits of the activities they used in their teaching. All three respondents referred to the development of translation skills in the narrow sense (i.e. transfer skills), particularly problem-solving skills (c.f. Pym's concept of minimalist translation, 2003). Thus, in this particular pedagogical context, the teachers view translation not merely as a tool that aids foreign language learning, but as a useful skill in itself. Another common theme emerging from the answers was the positive effects of group-work, collaboration, and independent work, as well as teacher and peer feedback, which are important principles not only in learner-centred foreign language pedagogies but in modern professional translator and interpreter training as well.

4.2 Text selection

The next group of questions (Questions 3–15) focused on the selection and use of texts for instruction. The first four questions (Questions 3–6) were related to the genre and the topic of the texts as well as to the selection criteria. The responses indicate that in addition to general texts, the teachers tend to use a wide range of specialized genres, such as reports, formal letters, newspaper, treaties, studies, agreements, EU press releases, formal speeches, welcome addresses, which typically occur in business and/or EU contexts. One respondent also mentioned the importance of sequencing the texts, for which first-hand translation experience and theoretical knowledge are essential. With regard to the subject matter of these texts, a number of different topics were listed, particularly political, business, legal, cultural, educational, and environmental issues. One teacher reported that these topics were selected on the basis of the students' interests, while other respondents highlighted the importance of particular translation problems present in the texts (including problems arising from cultural differences), as well as difficulties related to background knowledge and text comprehension.

The next three questions (Questions 7–9) inquired about whether the teachers used texts which were not official EU documents but had EU-related topics. Two teachers use authentic news texts that deal with various EU topics, but one of them also mentioned short passages from textbooks written by experts (particularly dealing with topics related to EU law). Even though translating news texts may not be so typical in real life (except in journalism), it can be a useful activity for several reasons. They differ from official EU documents not only because the discourse community producing them and the target audience are different, but also because they have a different overall communicative function. News texts are primarily informative although the functions of evaluation and persuasion can also be present, manifested at various levels of the text, particularly in the lexis (in the use of informal and idiomatic words and expressions, phrasal verbs,

and evaluative adjectives). Besides, due to the differences in source and target language norms and conventions, translating news texts is often a challenging task.

Question 10 explored what the teachers think about the main advantages of using texts that have EU content. According to the teachers, students seem to be generally interested in EU topics most probably because they often encounter these issues in everyday life. Another reason that the teachers cited was that many of these students are planning to work in institutions or organizations whose activity is directly or indirectly related to the EU (or even in EU institutions), where a sound knowledge of the EU and the specific language of the EU are of utmost importance. From a linguistic perspective, EU texts are particularly suitable for illustrating the importance of pragmatic aspects of communication as well as issues related to using English as a lingua franca in Europe.

Questions 10–15 focused on the use of Hungarian texts. Only two teachers mentioned that they used them, referring mostly to the same genres and topics as in the case of English language texts. For example, sometimes they used the official Hungarian translation of the English text~~s~~, which formed the basis of a contrastive analysis task. According to one respondent, Hungarian texts that do not have an official English translation create an authentic communicative situation, which can be extremely motivating for students. This could be exploited much more in translation (and foreign language) classes since meaningful learning experiences are often cited as the driving force of learning, often neglected in instructed settings (e.g., Sampbell, McDowell, & Montgomery, 2013.

With regard to the direction of translation, two teachers mentioned that translating from English into Hungarian (direct translation) is more typical in real life, which, however, may only be true if the students study further and become professional translators or interpreters. Inverse translation has received more attention in recent years both in foreign language pedagogy and translation studies (e.g., Adab, 2005; Cook, 2010; Stewart, 2008) even though in professional translator training it is not a typical direction. According to Campbell (1998), translation from the native into the foreign language is an inevitable practice in today's multicultural contexts, which suggests that it has a useful role in communicative translation courses.

Finally, the teachers also emphasized the benefit of improving native language skills by using Hungarian texts (as source or parallel texts). One of them underlined that it is not enough to be a native speaker to be able to produce a coherent and well-written text. According to the teachers, translation provides an extremely useful opportunity for students to develop their native language competence (including their writing skills) and raise their awareness of their own language and culture (c.f. Bergen, 2009; Kim, 2011; Klaudy, 2001; Vermes, 2003), which may be the only opportunity for students in foreign language degree programmes. Along the same line, Klaudy (2004) pointed out that authentic translation activities can help students become more confident, conscious, and reflective language users, including the mother tongue. According to Vermes (2003), translation develops students' writing skills in their native language. He has argued that reading parallel texts is a useful supplementary activity, which can help students produce appropriate translations conforming to native language norms and conventions.

4.3 Assessment

The next group of questions (Questions 16–18) focused on the teachers' assessment practices, with the first question exploring various methods of assessment. All three teachers seem to use teacher and peer assessment both orally and in writing, but one of them underlined the importance of group and self-assessment as well. According to the participating teachers, assessment serves two main purposes. First, it guides students by making them aware of their strengths and weaknesses, but one teacher also pointed out that assessment should always be balanced. This means that it should not focus only on problems and errors since too much criticism could evoke negative feelings. It was also stressed by one respondent that the primary aim is not to assess the students' performance but to give them feedback on their performance and progress, which provides valuable opportunities for them to detect, understand, and correct their mistakes and errors. Thus, in line with modern approaches, continuous and constructive feedback is thought to direct students' attention to the process of translation instead of focusing on the final product. Another role of assessment, particularly in the case of the more learner-centred forms (which use continuous, formative assessment as well as peer feedback and self-assessment), is to increase the students' sense of responsibility during translation. Translation is essentially a conscious decision-making process, and often there is more than one acceptable solution. All three teachers pointed out that different solutions (including both creative and unacceptable ones) are always discussed in class. If students have the opportunity to compare their translations with each other and justify their decisions, it not only raises their awareness of the translation process, but develops critical thinking skills and self-evaluation as well (cf. Fischer, 2011).

4.4 The importance of teachers' formal qualifications and direct translation experience

The next two questions (Questions 19–20) aimed to explore the teachers' views on the role of formal qualifications and direct translation and/or interpretation experience. The respondents agreed that formal training is not necessarily important although one of them mentioned that those who undergo translator and/or interpreter training typically have practical experience. One respondent also pointed out that it was essential to have a solid background in linguistics along with extensive background knowledge for becoming an expert (and a good teacher) without formal qualifications. With regard to experience, all three teachers share the opinion that it is crucial for translation teachers to have first-hand experience in translation or interpretation since these are practical skills (cf. competence vs. performance). One respondent drew a parallel between translation experience and foreign language learning experience in the sense that for successful performance one needs either formal qualification or direct experience. These responses seem to reflect the current vagueness surrounding the terms 'translation' and 'translator', particularly regarding qualification and experience as well as the boundaries between professional and non-professional activities. The ambiguity is manifested also in European language policy documents, such as the Common European Framework of Reference for Languages (Council of Europe, 2001).

4.5 Teachers' views on students' most typical problems and difficulties

The main aim of questions 21 and 22 was to find out the most common problems and difficulties that foreign language learners have when they translate, including the translation errors

that they typically make. In response to the first question, the teachers cited such problems as inadequate foreign language knowledge, lack of experience and routine in translation, insufficient native language skills, and the lack of linguistic knowledge. One teacher also pointed out that translation is essentially an independent problem-solving activity, which requires a great deal of autonomy from the students. This practice, however, as the teacher explained, may not be familiar for some students, who have to get used to learner-centred instructional methods.

In answering the next question, the respondents mentioned several typical errors. Comprehension errors are usually related to foreign language competence, but can also indicate that a student does not have sufficient background knowledge. These errors can also signal that the student does not know how to use tools and resources effectively, or that the text is too difficult to understand. The teachers also mentioned that novice students tended to adhere to the source language structure too strictly, which is an indicator of a lack of translation routine related to the use of translation strategies (c.f. Heltai, 2005). Native language errors were also brought up, particularly in punctuation and style. The rules of Hungarian punctuation are worth revising in translation classes, but teachers should also remember that errors of this kind can also stem from source language interference. According to the teachers surveyed, stylistic errors are also very common. These are linked to target language norms and conventions, and can result in a text that feels unusual or strange. Thus, it is extremely important to discuss these types of errors in a translation class, and it is useful to give students an opportunity to correct the error themselves. Finally, two respondents also mentioned grammatical (including spelling) errors, which can occur in both direct and inverse translation. Spelling and grammatical errors belong to the category of binary errors (Pym, 1992), which means that they can easily be corrected because there is only one right solution. These do not necessarily have to be discussed in class unless it causes problems for many students. In contrast, non-binary errors (for example stylistic errors) lend themselves to interesting discussions related strictly to translation skills (c.f. Heltai, 2005).

4.6 Teachers' views on the role of foreign and native language competence in translation

Questions 23 and 24 investigated the teachers' views on the relationship between translation competence, foreign language competence, and native language competence. The respondents agreed that foreign language competence was a prerequisite for translation competence, but two of them also pointed out that translation competence meant more than a high level of foreign language competence. According to one teacher, however, under a certain level we cannot speak about *translation competence* in the professional sense. According to him, this pedagogical context is different from professional translator training (partly) because the language level of students who enter an English BA programme is typically lower. Thus, he suggests that in translation courses integrated into foreign language programmes, more attention should be directed towards developing students' foreign language competence, particularly the semantic and pragmatic aspects of communication.

Similar ideas were expressed in relation to the role of native language skills. The teachers agreed that native language skills were of utmost importance in translation although their role was different in direct and inverse translation. In fact, a number of studies have pointed out that native language skills play a key role even in foreign language learning (e.g., Butzkamm, 2003, 2007; Polonyi & Mérő 2007). One teacher highlighted that language users (even if the language is their

mother tongue) are not necessarily expert users of the language, particularly in the case of formal language, and translation is an activity that can make students aware of this fact.

4.7 Teachers' views on initial needs analysis

Question 25 inquired whether teachers conducted a needs analysis survey prior to the translation course. This does not seem to be standard practice since only one teacher indicated using this method in order to determine the students' level of language competence, explore their experience with translation as well as their needs, expectations, and interests related to the course. Previous research has shown that needs analysis can provide extremely useful information for translation teachers, but it can be motivating for the students as well. Therefore, this paper suggests that an initial needs analysis should form an integral part of translation courses incorporated into foreign language degree programmes. If used on a regular basis, it could help teachers explore the changes in a particular group of students' needs and perceptions regarding the translation course as well as in the development of their translation competence, which constitute key information for teachers when evaluating their teaching methods and the overall effectiveness of teaching. From the students' perspective, there is an additional pedagogical benefit of using a needs analysis. It offers students a sense of personal involvement in the teaching and learning process, whereby they may view translation tasks (and the whole course) as more meaningful, intrinsically worthwhile, and relevant to their own life. This in turn, can lead to a more authentic learning experience.

4.8 Teachers' views on the relevance of translation within the English BA programme

The last question (Question 26) explored the teachers' opinions about the overall benefits of integrating translation courses into the English BA programme. According to one teacher, in these courses students gain first-hand experience in translation, learn techniques and strategies, and at the same time, develop their language competences. Another respondent emphasized that these courses develop a number of useful skills (such as reading comprehension, mediation, precision, and autonomy) that students can use later in the workplace, while one teacher pointed out the advantages of developing language skills, language awareness, critical thinking skills, problem-solving, and decision-making. In addition to highlighting the specific advantages related to communication and cognitive skills, the teachers seem to be aware of more general benefits of translation, related to generic social skills, such as cultural tolerance, broad-mindedness, and cooperation, which are also emphasised also by Kelly (2005) and Peverati (2013).

5 Conclusions

This small-scale questionnaire study set out to explore the teaching practices, views, and experience of teachers teaching translation in an EU specialisation module offered within the English BA programme at two Hungarian higher education institutions. The results of the survey indicate that these teachers use very similar methods and seem to agree on the fundamental pedagogical principles related to the teaching of translation in this pedagogical setting. Most importantly they share a competence-based view of translation, and view translation competence

as a complex concept which consists of several elements. They adopt a functional-textual and process-based approach to teaching translation, in line with the central pedagogical principles of professional translator training. This implies that in the case of translation courses integrated into foreign language learning and teaching, translation is used not simply as a tool to develop foreign language competence, but is also seen as a useful skill in itself, which can contribute to the development of a number of other generic skills. Even though there are major differences between the goals of the two pedagogical contexts (professional training and translation integrated with foreign language programmes) as well as between the students' language level, needs, and expectations, it seems that translation courses serve useful purposes within the EU specialisation module, and within the whole BA programme.

The results also highlight the importance for translation teachers to have direct translation experience as well as professional knowledge (including content knowledge, pedagogical knowledge, and knowledge about the curriculum and the learners) in order to teach translation courses competently and effectively at this level. This calls for more collaboration between professional translator and interpreter trainers and teachers in foreign language programmes, and suggests that more research attention should be paid to this interdisciplinary area both within translation studies and foreign language learning and teaching.

Since this research focused only on translation courses that are part of an EU specialisation module within the English BA, future work could investigate the topic from a wider perspective, focusing on different types of translation courses in higher education and even on the use of translation activities in advanced-level foreign language classes in secondary schools with the overall aim of exploring foreign language teachers' practices and views on translation as a communicative and functional activity.

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APPENDIX

The English translation of the questionnaire for teachers of translation in EU specialisation modules within the English BA programme

Background information

1. How many years of teaching experience do you have in Hungarian higher education?
2. How long have you been teaching translation?
3. What qualification(s) do you hold?
4. Do you have translator and/or interpreter qualification? If so, what kind?
5. Do you have experience in translation or interpretation? If so, what kind and how long is your experience?
6. In what courses do you teach translation?

Questionnaire items

1. Please, list the types of translation tasks that you use in your teaching, including whether you use whole texts, parts of texts, or sentences, whether it is oral or written translation, and where the students have to complete the translation, in class or at home (e.g., translating a 2-3-page long text at home, translating an unknown text in class orally, summarizing a page-long text in writing at home, etc.)
2. What do you think are the biggest advantages of the types of tasks that you use?
3. What text genres do you use in your teaching?
4. What are the subject matters of the texts that you use?
5. What criteria do you use when you select various text genres?
6. What criteria do you use when you select the text topics?
7. Do you use texts that are not official EU documents but have EU-related topics?
8. What genre(s) do these texts represent?
9. What topic(s) are these texts related to?
10. What do you think are the greatest benefits of using EU-texts (including official EU documents and other EU-related texts) in the English BA programme?
11. Do you use Hungarian texts in your teaching?
12. What genres do these texts belong to?
13. What topics do these texts have?
14. What kind of tasks do you use with Hungarian texts?
15. What do you think are the biggest advantages of using Hungarian texts?
16. Please, list the methods that you use to assess student translations, including who makes the assessment (teacher, peers, or the students themselves), whether the assessment is written or oral, and whether the assessment is in the form of a grade or textual feedback (e.g., written feedback given by the teacher, oral feedback given by the peers).
17. What do you think are the advantages and disadvantages of the different types of assessment that you use?
18. How are mistakes corrected? Please, briefly justify your answer.

19. Do you think it is necessary for someone teaching translation in the English BA programme to have translator or interpreter qualifications? Please, briefly justify your answer.
20. Do you think it is necessary for someone teaching translation in the English BA programme to have experience in translation and/or interpretation? Please, justify your answer briefly.
21. What is/are foreign language learners' biggest difficulties when they first translate?
22. What types of errors occur most typically in student translations at the beginning of the translation course?
23. How does the learners' foreign language competence influence their translation competence?
24. How do you think the learners' native language skills influence their translation competence?
25. Do you make any kind of needs analysis survey prior to the translation course? If so, please describe its aims briefly.
26. What do you think are the main benefits of EU translation courses integrated into the English BA programme?