



COMPLEXITY AND DISPERSION IN TRANSLATION PEDAGOGY

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BOOK OF ABSTRACTS



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KEYNOTE SPEAKERS

CORPUS RESEARCH INTO SPECIALISED TRANSLATION IN TRANSLATOR EDUCATION: FOCUS ON CRITICAL THINKING SKILLS

Prof. Łucja Biel

University of Warsaw, Poland

Corpora have been present in translator education for at least two decades since late 1990s. Their typical applications centre around hands-on experience in the classroom as a translating aid and resource facilitating the decision-making process and helping students complete a translation assignment up to a professional standard. In this talk we are however interested in how corpora can be used to study professional specialised translation as part of the research-oriented rather than translation classroom, for example in MA and smaller research projects. It will be argued that the involvement of corpora contributes to the development of critical thinking skills and strengthens the strategic sub-competence, regarded as fundamental to the acquisition of translation competence (Göpferich 2013, Hurtado Albir 2015). We agree with Bernardini et al. that the greatest pedagogic value of the corpus methodology lies in its “*thought-provoking*, rather than *question-answering*, potential” (2003: 11). Although time-consuming as a research method, corpora—associated with experimental learning and data-driven discovery learning (Stubbs 2004: 107)—promote a student-centred approach and learner autonomy. The talk will demonstrate how corpora can be applied to research selected aspects of specialised translations, e.g. lexico-grammatical patterns (terminology, phraseology, lexical bundles), translation strategies and techniques, as well as more global patterning of translations, such as features of translated texts, textual fit and the communicative dimension of translations.

EMBRACING COMPLEXITY: TOWARDS AN EMERGENT APPROACH TO TRANSLATOR EDUCATION

Prof. Don Kiraly & Prof. Gary Massey

University of Mainz-Germersheim, Germany & ZHAW, Zurich University of Applied Sciences, Switzerland

Following some fifty years of 'conduit-style' translator *training* (largely teacher-centered, transmissionist and often focused on largely decontextualized contrastive linguistic transcoding, the 21st century finally heralded in a new *educational* (as opposed to merely *training*) perspective: focused on processes more than products, based on social constructivist views of learning, and electrified by an awareness of translation as an expert activity situated in complex sociotechnical systems.

In this dialogic talk, Gary Massey and Don Kiraly will offer a brief review of some of the key changes that they have been personally involved in in recent years, dispersed across evolving concepts of didactic progression in the translation classroom and burgeoning awareness of pedagogical epistemologies as a key feature of learner and teacher development. They will consider actual and potential evolutions in translation education from the cumulative *acquisition* of skills, knowledge and competence in purely instructional contexts to their *emergence* in scaffolded learning environments, themselves situated within expert learning organizations. Drawing on their experience as teachers and practitioners in organizational and community contexts, the two speakers will address a number of domains pertinent to translator education, from professional translation work to teaching, course design, research and organizational development – with the goal of sketching some plausible futures for translator education.

LIST OF ABSTRACTS

SLANG IN TRANSCREATION: RED BULL CASE

Bondarenko Kateryna

Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine

A shift in the role of linguists working within a globalized market requires a set of different services delivered to a client. When dealing with advertising texts the industry prefers “transcreation” rather than “translation”. It implies “the process of reproducing commercial content, usually brand related, in other languages while conserving the most important nuances and messages. This refers to the preserving emotional and intangible aspects of brands in translated commercial materials” (<http://data.europa.eu/esco/skill/fa2ea1d0-0d7e-4834-a70f-a35011509c2e>). The scholars are not unanimous in their view of the “transcreation” term: some argue that emotional and intangible aspects imply creativity which has always been applied to avoid the literal translation (Merino 2006).

The study focuses on advertising as a meta semiotic communication tool, aimed not only to a brand popularity but to an impact on the target audience. Cultural adaptation of the product involves profound changes of the source text, mainly on a lexical level. Using the case study of a Ukrainian transcreation of “Red bull” advertising texts, examples are given to illustrate the challenges translators face when dealing with slang – one of the highly used expressive means. Slang as a substandard lexicon is often thought of as too culturally specific to be rendered without significant losses. The results show that the dominating strategy is to render the source slang terms in Ukrainian to the full extent. Using “extra” slang terms in the translation where the source contained no slang leads to a higher degree of carnivalization welcomed by advertising companies.

**PROFESSIONALS' VS. TRANSLATION TEACHERS' STANCE
ON TRANSLATOR COMPETENCE:
HAS THE GAP SEALED?**

Bondarenko Oleksandr & Marczak Mariusz

Jagiellonian University in Kraków, Poland

Whatever the epistemological underpinnings and the resulting pedagogies that one adopts for translator education, it is critical that one sets the learning goals adequately. After all, irrespective of whether one follows the lines of the *read-and-translate* methodology (cf. Nord, 1996), constructivism (cf. González Davies, 2005; 2017) or emergentism (cf. Kiraly, 2013; 2015), one needs to know whether the learning gains translation students benefit from truly equip them for their professional lives. With that in mind, Bondarenko (2015) published the results of his survey-based research into the perceptions of translator competence by university-level translation teachers and professional translators in Ukraine. Motivated by his seesaw experience as both a translator and an academic, the research helped him identify the gap between the expectations of the academia vs. professionals towards the graduates of translation departments in Ukraine. Three years on, Bondarenko and Marczak (forthcoming) joined forces in order to increase the scope of the original investigation, modified the original survey so that it would incorporate selected components of the models of translator competence, as delineated by PACTE Group (2008) and EMT (2009; 2017), and replicated the study in Ukraine and Poland. This paper reports the preliminary findings of the latter research, and sheds more light on whether academics' and professionals' views on translator competence in the two countries converge or diverge.

WORKING WITH REFERENCE AND WEB CORPUS TOOLS: USEFULNESS AND USABILITY IN POST-EDITING TASK

Brożyna-Reczko Małgorzata

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In the era of rapid development of translation technology involving more and more innovative machine translation systems, the process of translation seems to be reduced to post-editing which is usually defined as modifying and/or correcting a pre-translated text that has been processed by a machine translation system. Post-editing, as some research proves, is much faster than manual translation, that is why, in the translation market, there is much higher desire for well-qualified post-editors. Bearing this need in mind, the translator's training should be enriched by well-designed tasks which would consist of various post-editing tasks.

Nowadays the output of MT systems is of much higher quality. However, they are still a few textual aspects, especially in non-technical texts, which pose a challenge for MT systems, e.g. metaphorical expressions, especially creative ones, since they are frequently translated literally; hence need to be revised manually by professional translators.

The present paper investigates the usefulness and usability of various reference and Web corpus tools in post-editing metaphorical expressions extracted from British newspapers and machine pre-translated into Polish. The research questions for this study are as follows: What particular translation problems might be solved with the help of corpus tools in post-editing metaphors? Which corpus tools seem to be more useful and user-friendly in post-editing task? Does the use of corpus tools accelerate the process of post-editing?

ZŁOŻONOŚĆ I DYSPERSJA PEDAGOGIKI PRZEKŁADU W POLSKICH OŚRODKACH UNIWERSYTECKICH KSZTAŁCĄCYCH ROMANISTÓW

Chmiel-Bożek Halina

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Choć nauczanie przekładu prowadzone jest we wszystkich ośrodkach uniwersyteckich w Polsce gdzie istnieją instytuty lub katedry filologii romańskiej, postrzeganie roli nauczania przekładu w ogólnym kształceniu romanistów jest bardzo różnorodne. Dogłębna analiza planów nauczania skierowanych do studentów filologii romańskiej lub języka francuskiego pierwszego i drugiego cyklu studiów w czternastu ośrodkach uniwersyteckich w kraju pokazuje, że rozbieżności są ogromne. Wynika to między innymi z faktu, iż brakuje opracowań z zakresu pedagogiki przekładu, odpowiednich materiałów dydaktycznych, propozycji kształcenia kierowanych dla nauczycieli przekładu. Dlatego też przygotowując propozycje kursów, czy pojedynczych zajęć osoby odpowiedzialne za nauczanie przedmiotów tłumaczeniowych opierają się na własnym doświadczeniu, zainteresowaniach, czy intuicji. Celem niniejszej prezentacji będzie przedstawienie różnorodności zarówno w strukturze formalnej (liczba semestrów, godzin, punktów ECTS), jak i złożoności treści, co przekłada się na dużą różnorodność proponowanych studentom przedmiotów. Podjęta zostanie też próba odpowiedzi na pytanie o możliwość i zasadność opracowania uniwersalnego modelu kształcenia przyszłych tłumaczy języka francuskiego w naszym kraju.

RESULTS OF A LONGITUDINAL STUDY INVESTIGATING THE DEVELOPMENT OF TRANSLATION COMPETENCE IN NOVICE TRANSLATORS: STRATEGICNESS OF EXTERNAL RESOURCE USE

Chodkiewicz Marta

Maria Curie-Sklodowska University, Poland

The presentation discusses some of the first results of a longitudinal multiple-case study that measures translation competence and its acquisition in a group of eight second-year undergraduate students with stronger and weaker foreign language skills before and after their first 7.5 months of translator education. A combination of product- and process-oriented methods and a range of instruments of data collection and analysis were used, including adaptations of those applied in the PACTE and TransComp studies. L1 and L2 translation processes were recorded using screen-recording and keylogging software. The participants then engaged in cue-based retrospective verbalisation and completed a series of questionnaires (cf. PACTE 2011). I will present the results obtained regarding the strategicness of the subjects' external resource use, primarily indicative of the operation of instrumental sub-competence, guided by strategic sub-competence.

It was hypothesised that the students would make more strategic use of external resources in their decision-making processes for two types of segments analysed in the study. The first type was "Prominent Attention Units", PAUs, which individual subjects devoted most of their attention to in the study and that triggered potentially effortful, conscious, and goal-oriented (or strategic) behaviour (cf. Jääskeläinen 1993, 2009; Göpferich 2010; Lörcher 1991). The second type of segments was "Rich Points" (cf. PACTE 2003), that is selected PAUs representing objective and inter-subjective translation problems. The data were taken from protocols documenting each step of the students' decision-making processes for PAUs consisting of verbal and non-verbal data (cf. Göpferich 2011) concerning the subjects' actions and reflections, which were assessed in terms of the level of their strategicness. The percentages of strategic, neutral, and non-strategic steps (cf. Göpferich 2011) related to external resource use were examined for the two phases of the study, both irrespective of and depending on directionality, on a group level as well as an individual one.

COMPLEXITY AND DISPERSION IN AUTHENTIC COLLABORATIVE TRANSLATION PROJECTS

Dybiec-Gajer Joanna

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In the view of professional realism and conceptualizations of translation as language service provision (cf. EMT competence model), authentic translation projects are recommended in the translation literature as an efficient translator training tool and are more and more frequently applied in the translation classroom. Following the concepts of complexity and dispersion, the paper investigates the challenges involved in organizing, designing and teaching authentic translation projects from the level of curriculum development to practical implementation. It focuses on extra-linguistic factors and institutional constraints on the one hand and students' perception of translation projects on the other. In the empirical part, the paper is based on interviews with translator trainers who have used the project method in the classroom and questionnaires completed by students who have actively participated in translation projects.

**USING MIXED RESEARCH METHODS
IN TRANSLATOR EDUCATION RESEARCH:
A CASE STUDY**

El Karnichi Fouad

King Khalid University, Saudi Arabia

In this presentation I shall share my experience in using the integrated mixed research method in translator education research. The paper is an exploratory and descriptive study on the educational practices within translation programs in an Arabic context, with special focus on the two translation programs in the State of Qatar. To my knowledge, very limited research conducted on translator education and training in the Arabic region has used such a model of research to examine data collected from various stakeholders in academia and the profession in an integrated way. Our review of the literature indicated that many researchers in the field of translation studies and translator education have used both the quantitative and qualitative methods in their research, yet a gap exists in the integration of the two approaches and methods at the interpretation stage of the research. I found the aforementioned approach suitable to study the complex educational dynamics taking place within undergraduate and postgraduate translation programs at two Qatari Universities.

Due to the emerging nature of the object of the study and its underlying complexities in the region, I used a comprehensive and integrated mixed method enhanced with a pragmatic approach to maximally saturate the studied population and its practices. Undertaking research in translator education and using the mixed method model with a pragmatic dimension sciences might result in improving the methodological gaps found in Translation Studies, in general, and translator education specifically. The said method yielded important results that might have been ignored or misinterpreted if the author used only a unidimensional or a combined mixed method. Some of which will be presented in this presentation.

**REPORTING STYLES.
THE ANALYSIS OF RETROSPECTIVE PROTOCOLS
OF SIMULTANEOUS INTERPRETERS**

Gumul Ewa

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The method of retrospection, as any other form of introspection, has its inherent weaknesses. There are three major problems that might to some extent influence the results of the study employing this research method. These are the subjects' memory decay, installing false memories via cueing, and unwillingness of the participants to disclose their motivations. Unlike think-aloud protocols (TAPs), which are concurrent verbalisations, retrospection, due to the inherent delay, even if the immediacy condition is satisfied, taps into the long-term memory of the interpreters.

Consequently, the accounts of the decision-making process are neither complete nor accurate. Additionally, the retrospective protocols are always distorted to some extent as the risk of installing false memories through cueing is fairly high. Some of the comments are inevitably *a posteriori* observations triggered by the stimulus (whether it is the source text or the interpreting output of the subject). As pointed out by Hansen (2005), apart from the thoughts about the task, what is verbalised are also reflections, justifications, explanations, and emotions. Finally, we cannot rule out the possibility that what the interpreters' protocols reflect is also to a certain extent what they want the process to appear like rather how it really was, having learned during their training about the desirable practices imposed by the profession. Nevertheless, despite its drawbacks, retrospection gives much more insight into the decision-making process of interpreters than any objective quantifiable method.

The aim of this study is to test the validity of this method in interpreting research by analysing inter-subject and intra-subject differences in reporting styles. A corpus of 5,005 retrospective comments accompanying approx. 75 hours of recording of 120 trainee interpreters' outputs is analysed in terms of the number of reports verbalised by a given interpreter, length of the comments, reporting of problems and adopted solutions (preventive and coping tactics), and also in search of mentions of problem indicators (disfluencies, infelicities and omissions).

A MULTILINGUAL TRANSLATION COURSE: OPPORTUNITIES AND CHALLENGES

Hagemann Susanne

University of Mainz-Germersheim, Germany

In this paper, I shall discuss a multilingual translation course which I have taught at Mainz University's Faculty of Translation Studies, Linguistics, and Cultural Studies (FTSK) for some years. The optional BA/MA-level course is aimed at both FTSK students and exchange students whose A language (L1) is neither German nor English. It gives them an opportunity to translate between their various A languages and English as a B language (L2). This is a combination not usually offered at FTSK, where students generally translate from and into German. In the past four years, participants' A languages have included many of FTSK's 'regular' languages, such as Chinese, Polish, or Spanish, as well as languages for which we have no degree programmes, such as Finnish, Romanian, or Ukrainian.

This multilingual course involves a number of opportunities and challenges, which I shall outline in my paper. The most obvious challenge is the tension between language and translation competence. In a normal semester, neither I nor any of my students will be familiar with all, or even most, A languages represented in the classroom. This upsets students' widespread expectation that the teacher will be able to tell them whether their translations are 'correct', and tasks them with describing translation problems and decisions in such a way as to make them intelligible to the entire group. As the teacher, I need to design learning activities which promote student cooperation across languages and help students realize the benefits of the course. These range from an increased awareness of the translation process to a strengthened sense of self-responsibility.

The paper relates to various conference topics, including pedagogical innovations, conceptualizations of translator competence, course design, directionality, translation assessment, and critical thinking.

EMPLOYABILITY OF TRANSLATION GRADUATES IN IRAN

Hosseini Sajedeh Sadat

Allameh Tabatabai University Vrije Universiteit Brussels, Belgium

The present study aims at assessing the match between education at Iranian universities and their graduates' employability in the field of translation. To this aim, a random sample of 70 professional translators working at Iran National Media (IRIB) were surveyed with respect to their field and level of study. The findings of the study indicated that merely 38.5 percent of the translators recruited at Iran National Media were graduates of the fields translating or interpreting, with little difference on the number of recruited graduates of Master's and Bachelor's degrees. 61.5 percent of these translators were graduates of other fields (including journalism, political sciences, international relations, etc.) with a perfect command of the specific languages (English/ French/ Arabic/ Spanish and Persian). Therefore, the low rate of translation graduates' recruitment in Iran points to the unsuccessful role performed by Iranian universities in preparing translation students for the professional market.

The study was triangulated by two types of questionnaires gathering the viewpoints of the mentioned 70 professional translators and 50 (36 BA and 14 MA) translation graduates regarding the essential competences required in the professional workplace and the competences taught at university programs respectively. To this end, the translation competence model developed by Olivia Fox (2000) was used. Based on the findings of the surveys, the "socio-cultural competence", "communicative competence", and "language and cultural awareness" which are related to the ST and TT socio-cultural awareness, the purpose of translation task (brief) and an adequate TT, and meeting the linguistic and cultural expectations of the target audience, were the most scored items by the professional translators and the least scored items by the translation graduates. The article is concluded in support of the social constructivist approach to translation education by Donald Kiraly (2006), with suggestions on how university curriculum can be adapted to the demands of the Iranian professional translation market.

THE ROLE OF TRADITIONAL "MOTHER TONGUE" IN THE PROCESS OF TRANSLATION TRAINING IN THE POLISH HIGHER EDUCATIONAL SYSTEM

Illukiewicz Eliza

Jagiellonian University in Kraków, Poland

This presentation examines the role of traditional „mother tongue” i.e. Polish in the process of translation training in the Polish higher educational system in the second-cycle program. The research is based on the analysis of curricula of Polish Master's studies in philology faculties with the specialisation in translation. It is widely assumed that fluent level of translator's languages is intended as the basis. EMT expert group states (2009) that mastery (CEFR level C1 and above) of the working languages is a must for Master's degree applicants. However the term „fluent” is not specified in the TS literature with reference to the mother tongue.

There has been no research conducted to check the level of Polish as a mother tongue. Although examining the level of a native language may sound paradoxical, it is common, especially among young translators, to make mistakes. It may seem obvious that all working languages (LA and LB as well as LC and LD, if applicable) are supposed to be taught during second-cycle program. In fact, however, many of Polish universities do not have Polish classes on their curriculum. In my research I will examine which universities have Polish classes, how many hours per semester, when the classes start and finally what aspects of Polish are taught.

WRITING OWN TEXTS FOR TRANSLATION ASSIGNMENTS

Kabát Marián

Univerzita Komenskeho, Slovakia

The paper examines the possibility of teachers of literary and non-literary translation writing their own texts that are then given to students of translation as assignments to translate at home and later checked with the teacher during classes. The author discusses several pros and cons of the writing process of such texts and then goes on to show several kinds of translation problems a teacher of translation can include in a literary and a non-literary text (e.g. terminology, cross-cultural differences, linguistic differences, charactonyms, word play, intertextual problems, text analysis, conventions etc.). The stated examples are taken from his own texts that he created for the purpose of teaching literary and non-literary translation courses. He also adds possible steps the students can take in order to solve the given problems and a possible solution.

The second part of the article deals with the opinions of the students themselves as they are given a questionnaire. A part of it contains questions relating to the difficulties they faced while translating the created texts and in another part they are to compare the created text with another text that was not created by the teacher. Based on the collected answers, the author tries to create a conclusion, whether it is worth it to write own texts that are to be translated by the students.

TEACHING LEGAL TRANSLATION INTO ENGLISH AS L2: WHAT AND HOW

Klabal Ondrej

Palacky University Olomouc, Czech Republic

Although translating into L2 is sometimes considered an undesirable exercise, there are countries and contexts where this is a must, required by the market or even the law. Therefore, Czech legal translators are often asked to translate legal texts into English, and therefore such training must be included in the curriculum of a translation degree. Taking the assumption by Beeby (1998) that “conscientious inverse translators can produce competent translations of the standardized discourse fields” as point of departure, this paper will discuss the content of a legal translation course for non-native speakers taught by a non-native teacher, and how it must be modified accordingly. A question will be raised how the role of the teacher, being a non-native in English, changes and what is feasible to teach. It will be argued that a translation of formulaic legal documents from Czech into English must be, to a large extent, based on the use of pre-fabricated language and solutions created in advance. It will also be maintained that the overarching philosophy should be that of plain language or KISS championed e.g. by Lunn (2017), and a number of examples how this can be taught will be shown. Such examples will revisit the issue of *shall* (cf. Klabal 2018), but also tackle such issues as referencing, eliminating redundancies and nominalizations or strategies for dealing with Czech abstract language (e.g. *předmět*). The last part of the paper will discuss the extent, content and limits of feedback which may be provided in the context under consideration.

STUDENT EMPOWERMENT AND DEVELOPMENT OF STRATEGIC COMPETENCE IN TRANSLATION TRAINING

Kodura Małgorzata

Pedagogical University of Cracow, Poland

The aim of the paper is to present to what extent the educational approach focused on student empowerment in translation classes can lead to development of decision making skills and strategic competence, so important in actual translator work. The 2017 EMT competence framework will be used as a starting point for the discussion how to implement decision making activities in translation assignments to obtain desirable learning outcome, followed by examples of practical exercises used in the translation classes at the graduate levels. The examples presented in the paper will be based on an original course based on authentic translation tasks involving translation of English Wikipedia articles into Polish. Student involvement into decision making at each stage of the translation process, starting from the choice of source texts, selection of tools to be used for translation purposes, expert support and final evaluation will be described and analysed, along with challenges and problems of linguistic, technical, educational and social nature, encountered by students working on this type of assignments. The paper attempts to answer the question whether strategic competence, considered to be more complex than other translation competences, is developed only after acquisition of those less complex competences or should actually make the central point at all stages of translation training.

ANALIZA STYLISTYCZNA W OPARCIU O EKWIWALENCJĘ STYLISTYCZNA WEDŁUG ANTONA POPOVIČA

Kurzaj Anna

Uniwersytet im. Adama Mickiewicza, Poland

W referacie zostanie poruszony temat zastosowania analizy stylistycznej tłumaczenia w dydaktyce przekładu na podstawie koncepcji „ekwiwalencji stylistycznej” Antona Popoviča. Według niego przekład tekstu odbywa się na poziomie stylistycznym, gdzie poszczególne „wartości wyrazu”, (czyli to, co dana jednostka wyraża) zostają wyrażone za pomocą konkretnych środków językowych na poziomie fleksyjnym, leksykalnym, składniowym, frazeologicznym, a także ortograficzno-fonetycznym. Koncepcja „ekwiwalencji stylistycznej” pozwala określić „wartości wyrazu” w tekście źródłowym i docelowym, a następnie na ich podstawie określane są „przesunięcia wyrazu”, które są wykładnikami różnic między oryginałem a przekładem. Metoda ta zostanie ukazana na przykładzie analizy opowiadania Sławomira Mrożka „Z Ciemności” i jego tłumaczenia na język niemiecki. Opowiadanie to zostało wybrane ze względu na wyraźne zastosowanie stylu kolokwialnego. Należy przy tym zaznaczyć, że przesunięcia wyrazu same w sobie nie stanowią zjawiska negatywnego, a mogą jedynie wskazywać na różnice w sposobie wyrażania tych samych wartości w dwóch językach. Na podstawie analizy można wywnioskować, że zastosowanie koncepcji „ekwiwalencji stylistycznej” może przynieść wiele korzyści dydaktyce przekładu. Przede wszystkim, analiza „przesunięć wyrazu” zwraca uwagę na rolę stylu w odbiorze oryginału i przekładu. Ponadto, pozwala ona znajdować naturalne wyrażenia w języku docelowym, a także może podawać gotowe rozwiązania bądź wskazywać, jak tłumaczyć konkretne środki językowe.

TEACHING TERMINOLOGY THROUGH TERMINOLOGY PROJECTS

Kwiatek Ewelina

Pedagogical University of Cracow, Poland

Terminology is a discipline that requires not only the knowledge of the foreign language but also an in-depth knowledge of a scientific or technical field. This might be a reason why originally linguists were not interested in the field and terminology research was undertaken mainly by subject field experts. The situation on the market of LSP dictionaries in Poland seems to confirm this trend as specialised dictionaries are compiled mainly by subject-field experts and are targeted not at language professionals but at researchers and technicians who work in a particular field. For this reason, such dictionaries typically include only terms (sometimes supported with definitions) and equivalents. They would be more useful to translators and technical writers if they were enhanced with grammatical and semantic information (related concepts, synonyms, etc).

This paper discusses challenges that were encountered by MA students working on a group project in the field of Photogrammetry (subfield of Geodesy). Students were presented with a glossary of photogrammetric terms compiled by Granshaw (2016) that was published in Photogrammetric Record (terms, definitions, related terms) and their task was to convert the glossary into a proper dictionary (EN-PL, PL-EN). The paper tries to establish whether it is possible to create a reliable LSP dictionary without having an in-depth knowledge of the field.

ETYKA ZAWODU TŁUMACZA OKIEM PSYCHOLOGA – MIĘDZY TEORIA A PRAKTYKĄ

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Rynek tłumaczeniowy ze względu na dużą konkurencję jest obecnie rynkiem zleceniodawcy, a nie zleceniobiorcy. Tłumacze są pod ciągłą presją konkurencji i coraz bardziej wymagających zleceniodawców. Z drugiej strony przyjmuje się, że zawód tłumacza jest zawodem zaufania publicznego, jako że praca ta polega na wykonywaniu „zadań o szczególnym charakterze z punktu widzenia zadań publicznych i z troski o realizację interesu publicznego” (Kancelaria Senatu: 2009), dlatego dobrego tłumacza powinna cechować umiejętność podejmowania słusznych decyzji pomimo nacisków i wymagań zleceniodawców. Kształtowanie postaw zgodnych z etyką zawodu powinno być częścią edukacji tłumaczy, wydaje się jednak, że w nauczaniu przekładu – w porównaniu do innych zawodów zaufania publicznego – nadal za mało uwagi poświęca się etyce.

Etyka stosowana stanowi odniesienie i implementację przyjętych w danej społeczności wartości w sytuacjach, które występują w danym obszarze ludzkiej działalności. W ramach etyki stosowanej tworzy się kodeksy zawodowe i zbiory dobrych praktyk. Należy mieć jednak na uwadze, że życie jest bardziej nieprzewidywalne i bogatsze od teorii, dlatego niemożliwe jest stworzenie tak szczegółowych norm, aby można było je stosować wprost w sytuacjach dylematu. Każdy katalog szczegółowych wytycznych zawsze będzie katalogiem otwartym, dlatego przygotowanie do zawodu tłumacza powinno polegać na kształtowaniu umiejętności rozstrzygania bieżących dylematów, a nie prezentowaniu konkretnych rozwiązań.

W wystąpieniu zostaną przedstawione psychologiczne i neurologiczne mechanizmy podejmowania decyzji moralnych w kontekście pracy tłumacza. Zostanie również podjęta próba udzielenia odpowiedzi na dwa zasadnicze pytania: czy trening wrażliwości etycznej jest możliwy oraz w jaki sposób należy kształtować postawy etyczne tłumaczy.

EMPOWERING STUDENTS WITH TRANSLATION TECHNOLOGY: FOSTERING CONSTRUCTIVE CRITICISM IN THE AGE OF NEURAL MT POST-EDITING

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Translation technology has become part and parcel of the non-literary translation market (Heard 2017). However, the continuous development of the translation workflow is met with mixed opinions of various industry stakeholders. As the demand for translation in the global market increases (de Palma et al. 2018), many translation companies strive for a balance between quality, productivity and translation cost. MT post-editing is likely to prevail in translation projects (Hoffman-Delbor and Bartnicka 2016), and early research studies on post-editors have already been conducted (Singla et al. 2014). At the same time, a recent sentiment analysis (Läubli and Orrego-Carmona 2017) carried out among professional translators shows that their negative perceptions towards MT grossly outweigh positive ones.

Given the above, the task of teaching translation technology is by no means easy. This paper proposes a more holistic approach to designing translation technology courses, i.e. replacing the common “point-and-click” approach to teaching translation software with the development of constructive critical attitude to translation technology. This approach goes in line with recent studies on developing translation technology curriculum (Kenny and Doherty 2014). A special attention is drawn to the areas where MT is likely to fail in order to empower prospective translators.

FOR A BETTER UNDERSTANDING OF THE COMPLEX ROLE OF TRANSLATOR TRAINERS: A QUALITATIVE STUDY

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The paper presents the problems and outcomes of a team-based translation project prepared under my supervision by the students of the Chair for Translation Studies and Intercultural Communication at the Jagiellonian University in Kraków, Poland, in cooperation with the Jagiellonian University Museum – Collegium Maius and the Disability Support Service of the Jagiellonian University. In Spring 2018, during two specialised translation courses conducted by the author the paper, the students of the Chair for Translation Studies and Intercultural Communication prepared their English version of the Museum guidebook for partially sighted visitors (originally written in Polish).

After a visit to the Museum, seeing the exhibited items and learning about the specific needs of partially sighted visitors, the students worked in teams consisting of project managers, translators, revisers, reviewers and proof-readers (in accordance with the ISO 17100 standard) in order to provide an accessible translation of the guidebook. The teacher's role was multi-angled as well.

The effect of the students' group work can be seen at: <http://dotknijkultury.pl/en/about-to-touch-culture/to-touch-culture-guidebook>. Apart from being an interesting experience for the students and an opportunity for them to learn various linguistic, cultural and social competences, the project and its results have also been of great social value for people with disabilities.

TRANSLATION QUALITY ASSESSMENT AND DIRECTIONALITY IN THE CLASSROOM, A LONGITUDINAL STUDY

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It has become increasingly clear, over the last few decades, that translation into a foreign language is a part of the everyday life of a number of translators, particularly for translators belonging to peripheral language communities. As a consequence, several Translation Departments across Europe offer their students courses in translation both from a foreign language (L2) into the mother tongue (L1) and vice versa. Opinions on the quality of the L1-L2 translation output vary but recent findings seem to suggest that translations into L2 are not necessarily worse in quality than translation into L1. In this study, the aim is to verify whether there are any significant differences in the quality of the output students hand in at the final exams of their MA programme, when they translate from L2 to L1 and from L1 to L2. A second aim is to confirm whether there is a correlation between the types of mistakes made by the students and the direction of translation and whether there are any other possible factors influencing the quality of the translation. In order to minimize the influence of single generations/students, this study compares the output of translation students through a period of approximately 10 years. All the translations have been assessed using a grid focusing on five main categories of mistakes (meaning, grammar, style, orthography, omission), as well as good translation solutions, marked with points subtracted from or added to a starting number. Results for translations into L1 and into L2 are then cross-compared and interpreted both in general and for the single categories analysed.

INSCENIZACJE W DYDAKTYCE TŁUMACZEŃ ŚRODOWISKOWYCH

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Od kilku lat Europa Zachodnia zmaga się z napływem dużej ilości migrantów z krajów Bliskiego Wschodu i Afryki, którzy wyruszają w niebezpieczną drogę w poszukiwaniu lepszych warunków. Ich trudności nie kończą się jednak na przekroczeniu granicy jednego z państw europejskich. Zaczynają się wtedy niezliczone wizyty w przeróżnych instytucjach i urzędach, które być może nie są tak niebezpieczne jak sama podróż, ale mogą zdecydować o pozostaniu lub wydaleniu z danego kraju. Największym problemem w tym wypadku zdaje się być bariera językowa. Chociaż część z przybywających osób zna być może język urzędowy kraju w stopniu pozwalającym na podstawową komunikację, to szybko okazuje się, że język urzędniczy, zawłość prawa i brak znajomości aspektów kulturowych uniemożliwiają bezproblemowe porozumienie się. Rodzi się potrzeba skorzystania z usług tłumacza.

Kiedy problem ten został dostrzeżony przez organizacje mające bezpośredni kontakt z migrantami w Niemczech, postanowiono kształcić tłumaczy środowiskowych na szerszą skalę, np. na uniwersytetach w ramach specjalizacji kierunkowych. Tłumaczenia środowiskowe pomału znajdują swoje miejsce wśród specjalizacji w najważniejszych instytucjach tłumaczeniowych w Niemczech i Austrii. Aby jednak wykształcenie było pełne, przyszli tłumacze powinni odbyć także praktyki zawodowe. Ze względu na utrudnioną współpracę z odpowiednimi organizacjami, badacze stworzyli metodę inscenizacji sytuacji tłumaczeniowych. Polega to na odgrywaniu przez studentów ról pojawiających się podczas zleceń tłumaczeniowych w ramach zajęć.

Referat poświęcony będzie właśnie metodzie inscenizacji podczas zajęć poświęconych tłumaczeniom środowiskowym. Omówione zostaną: sama metoda, jej zastosowanie praktyczne i wnioski, jakie nasuwają się po obserwacji i uczestnictwie w zajęciach na Wydziale Translatologii, Językoznawstwa i Kulturoznawstwa Uniwersytetu Jana Gutenberga w Moguncji z siedzibą w Germersheim. Badania te mogą przyczynić się do stworzenia adekwatnego programu nauczania tłumaczy środowiskowych na uczelniach w Polsce.

LOKALIZACJA GIER JAKO TŁUMACZENIA SPECJALISTYCZNE CZY WIELODZIEDZINOWE? PROBLEMY KSZTAŁCENIA

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Lokalizacja gier może być postrzegana zarówno w obrębie tłumaczeń specjalistycznych, ze względu na specyfikę tłumaczenia gier, jak i jako tłumaczenia wielod dziedzinowe wymagające od tłumacza szerokiej wiedzy o świecie wykraczającej poza kategorie języka, a jednocześnie nie dające się ująć w jedną specjalizację – czy nawet często nawiązujące do innych specjalizacji i wymagające dodatkowych nakładów pracy związanych z wyszukiwaniem informacji. Z punktu widzenia dyrektora firmy zajmującej się lokalizacją gier oraz doświadczonego pełnoetatowego tłumacza i korektora specjalizującego się w tej dziedzinie jestem w stanie dostrzec problemy świeżych absolwentów kierunków filologicznych, jak i doświadczonych tłumaczy, którzy stawiają pierwsze kroki w branży lokalizacji gier i wyodrębnić główne problemy, które powtarzają się przy tłumaczeniach.

Opierając się na przykładach i wieloletniej praktyce, chcę zwrócić uwagę na siedem elementów, które powinny być podstawowymi czynnikami w tworzeniu programów dydaktyki lokalizacji gier, gdzie odnotowujemy znaczne braki wiedzy u tłumaczy nawet na stopniu doktorantów. Obszary, które będę chciała pokrótce omówić to: znajomość języka obcego od języka potocznego po literaturę wysoką, konieczność zdobycia silnych teoretycznych podstaw języka ojczystego pozwalających na krytyczne uzasadnienie decyzji translatorycznych, kwestia znajomości nie tyle historii lokalizacji gier, jak znajomość jej miejsca w procesie produkcji gier i wynikających z tego tytułu wyzwań. Z tym wiąże się także ogólna znajomość branży gier, a także znajomość procesów lokalizacji (od przygotowywania plików po testowanie lokalizacji). Lokalizacja gier wymaga od językoznawców także wiedzy technicznej w dwóch aspektach: teoretycznej, czyli znajomości terminologii, radzenia sobie z kodem, rozumienia bardziej rozbudowanych pojęć programistycznych, jak i wiedzy praktycznej, czyli znajomości narzędzi i umiejętności efektywnego ich wykorzystywania, niezależnie, czy są to dedykowane językoznawcom programy używane w wielu specjalizacjach tłumaczeniowych, czy programy bezpośrednio włączone w proces tworzenia danej gry komputerowej.

Zawarcie w programach studiów i szkoleń tych siedmiu elementów może zapewnić wykształcenie kompetentnych językoznawców i pozytywnie wpłynąć na jakość tłumaczeń do dziedziny kultury jaką w otoczeniu społecznym przybierają gry.

RAISING STUDENT AWARENESS OF HYPER-HYPONYMY RELATIONS OF LEGAL TERMS AND THEIR TRANSLATION

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Mykolas Romeris University, Lithuania

Instances of legal term non-equivalence in source and target languages are abundant. However, legal term non-equivalence may exist within the same language used in different settings, e.g. translations of international documents and national documents. This signifies translation challenges as a translator has to be aware of the existing conceptual-terminological systems to which the relevant terms belong and choose the one which is most suitable for a specific translation assignment.

To deal with such term non-equivalence issues, one needs a sound epistemological base of legal knowledge and the special focus on hyper-hyponymic relations between the terms. The paper presents a case study of corruption terminology analysis, which might be used as an assignment for translation students with the aim to raise their awareness of the complexity of term relations and semantic incongruities in international and national (Lithuanian) legal documents.

The study is performed in several stages. In the first stage (data collection), students are encouraged to examine the concept of *corruption* in available online sources and collect the necessary documents for the analysis. In the next stage (term extraction), the students extract the English terms and their Lithuanian translations which denote various types of corruption activities from the international documents and the Lithuanian terms from the national documents. In the next stage (analysis), the students analyse the definitions of the extracted terms, establish their hyper-hyponymic relations and develop the hierarchy charts of corruption offences in the international and national documents. In the final stage (comparison and contrast), the students compare the structure of the conceptual hierarchies and the terminological denotations in the international and national settings and discuss their differences.

The case study raises student awareness of different conceptual-terminological systems used in the same language, but applied in different settings, and enhances student understanding of the importance to choose and adhere to a specific system in a particular translation assignment.

MEETING POINT FOR UNIVERSITIES AND TRANSLATION INDUSTRY

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Herzen State Pedagogical University of Russia

T-Service Company, Russia

Linguistic Centre Translation and Localization Company, Ukraine

One of the most important and discussed issues in the contemporary higher education environment is the search for effective interaction between a university and an employer. The existing gap between teaching students at universities and the demands of the translation industry to graduates more and more often becomes the subject of discussion at industry events of various scale and level (Elia Exchange, GALA, Translation Forum Russia, UTIC, etc.).

Today axiomatic is deemed the statement that universities and the industry should train future specialists in collaboration. However, the issue of possible collaboration ways, development of new effective ways of interaction between the educational community and the translation industry remains subject to discussion.

Besides the traditional in the educational environment ways of interaction (on-the-job training of students, master classes by industry representatives at universities, involvement of translation agencies in the students' final assessment), today translation industry enthusiasts are actively looking for and developing new contemporary practice-oriented ways of collaboration.

The speakers will share the experience of how the effective collaboration of education and translation industry professionals allows to reshape the academic courses into a dynamic structure that enhance skills in translation, localization, terminology management, post-editing machine translation, audiovisual translation, quality assurance, and project management, and proved to be beneficial for all parties involved.

The presentation is illustrated with the examples of real-life projects that resulted from this cooperation, such as the conference Translation Today: Key to Peace and Mutual Understanding (project of the Department of Translation at the Herzen University and the T-Service company), Unique project, Inclusive IT and TEDex Lviv projects, etc.

The experience of academia and industry cooperation events organized by speakers allows the process to be algorithmized and the pros and cons of such an approach to be considered as a take-aways of the presentation.

DESIGNING A COURSE TO HELP STUDENTS TO PREPARE FOR THE TRANSLATION MARKET

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In recent years, technological innovation has dramatically transformed the translator profession, and new insights from theoretical frameworks and empirical studies have reshaped the way we teach translation. By adjusting the course design to reflect current translation research findings, translator educators can make students better prepared to enter the marketplace.

This paper presents an overview of a new three-semester course, entitled “Translation Project,” offered to undergraduate translation students at a small-city university in western Poland since spring 2018. The course syllabus was designed to reflect current research trends. First of all, it aims at developing translation service provision competence, technological competence and information competence. Secondly, it focuses on the translation process rather than the translation product. Finally, the students are engaged in collaborative translation projects.

In Semester 1, the main focus was on the translation process stages, the use of web-based resources and the Memsources translation environment. As the course advanced, the students moved gradually from working independently to collaborating in small groups. In Semester 2, they set up simulated translation bureaus, with the teacher acting as the client, and took up various roles in the translation workflow. The other tasks included creating glossaries, working with corpora, and post-editing machine translation. Now, in Semester 3, the students are required to learn new tools without the teacher’s assistance, and are involved in translation projects commissioned by external clients.

THE ROLE OF INFORMATION TECHNOLOGY IN FREELANCE TRANSLATION

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Information technology has become so widespread in the 21st century that it is virtually impossible to function in modern society without feeling its influence. Translation market has adopted its benefits to make jobs easier, faster, and better paid. The present study is to verify whether computer expertise is as important as some researchers claim (see Ivanova 2016, Kornacki 2017), especially considering the fact that translators are increasingly seen as language-service providers (Pym 2003), a broad term that can be understood in many ways (Kornacki 2018). Translation students are told that considerable editing skills are vital to achieving success in translation, especially when combined with expertise in computer-assisted translation (CAT) tools (ibid.).

The assumption behind the research is that while translation companies expect graduate students to be prepared in terms of text editing and CAT tools, few of the freelance translators on the market do use those skills daily. The study aims to verify this statement through direct feedback from translation professionals. The data obtained in the study will cast new light on the role of the technological competence (see EMT Expert Group 2009) in translator's workshop and suggest a modification of existing courses on the use of information technology in professional translation.

MODAL CONSUMPTION AS FOUNDATION FOR CORPORA GENERATION: A CASE STUDY

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In recent years, B and C language teaching in translation training programmes has been a relevant topic of discussion in translator education. In fact, some methodological proposals (Beeby, 2004; Bernardini, 2004, 2016) aim to promote both linguistic and translator competence. However, these activities fail to consider the limitations of monolingual contexts such as the Chilean case, where most teachers who deliver English as B language course units are English language teachers and not translators. This poses several challenges and difficulties for the adoption of such proposals in this context. Therefore, this presentation aims to introduce a methodology to teach English Grammar and English as B language in a translator training programme using a data-driven learning approach (Johns, 1991; Hadley, 2002; Singer, 2016).

Firstly, a questionnaire is designed to collect data on multimodal consumption from participants (Singer et al., 2018) to generate a written corpus (approximately 1,500,000 words) based on the transcriptions of nine recent TV series. During this process, literature recommendations are followed (Gavioli, 1997; Braun, 2005) to solve potential complications regarding corpora use. Later, linguistic tasks are designed and planned within an autonomy-graduated didactic unit. The proposal is administered to a group in a Descriptive English Grammar course unit at the Translation Studies undergraduate programme at Universidad de Santiago de Chile, using a 30-participant, non-probabilistic sample. After the proposal, it can be concluded that such an approach fosters learner autonomy, motivation, and an enhanced grammar and collocation use in B language.

INTERPRETING. CAN WE REALLY TEACH IT?

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“(...) it is the hours of practice that will turn theory into reality, or rather, ability.”
Andrew Gillies, *Conference Interpreting, Tertium: Kraków, 2004*

It seems that designing an effective and comprehensive university course in conference or community interpreting is an impossible goal to achieve. Such a course would have to concentrate on specific practical activities as interpreting involves performing a number of tasks at the same time.

The focus of the presentation would be to outline the general provisions and content of an ‘ideal’ university course for future interpreters. The paper shall also suggest a number of activities and exercises that constitute the main, practical part of the course, and that are practicable in classroom conditions, ranging from exercises on memory training to note taking in consecutive interpreting.

BLENDING TECHNOLOGIES AND TRANSLATION STRATEGIES TO OPTIMISE LEARNING PROCESSES

Postigo Encarnación

Translation and Interpreting, University of Malaga, Spain

Trainers should accept the growing dependence of learners, especially in the case of beginners, have on the use of translation tools and all kind of automatic resources to save time and also to easily find terminology. However, translation strategies, culture competence and terminology pose challenges that must be faced with the right skills beside web basic aids. We are conducting research on the use of corpora tools by students and their competences, first by using surveys and, later on, giving then the instructions to elaborate their own parallel or comparable corpus *ad hoc* to work with translation assignments.

This research focus on the elaboration of glossaries in the legal field using corpora tools and the feedback of students' awareness of the benefits of technologies when they are properly managed from the beginning of their training. Paradoxically, although technologies appear to have a widespread use in training and learning activities, we found that an intensive training is often needed to optimize students' translation skills by using translation program and resources.

**BEYOND THE MARGINS OF ACADEMIC EDUCATION:
FINDING OUT TRANSLATION INDUSTRY TRAINING PRACTICES
THROUGH ACTION RESEARCH**

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Digital technologies in the translation profession have given rise to the use of automated Computer Assisted Translation (CAT) tools and Machine Translation (MT), and Translation Service Providers are embracing these innovations as part of their workflows. Higher Education Institutions are also transforming their curricula to adapt to the changes brought about by technology (Doherty, Kenny, and Way 2012; Doherty and Moorkens, 2013; Austermühl 2006, 2013; O’Hagan 2013; Gaspari, Almaghout and Doherty 2015; Moorkens 2017; Rothwell and Svoboda 2017; Mellinger 2017).

This research takes a phenomenological and ethnographical approach using action research as the methodology to see how the new digital skill-sets are taught and used in the translation industry. As a trainer -researcher, I stay at translation companies to immerse myself in the training given to new employees. The results of this qualitative-type research derive from observations typically involving the trainer spending a full working week at the employers’ premises. The data set is hence collected based on workplace observations within the companies and semi-structured interviews with translation company managers.

This approach permits a very full understanding of the skills needed in the translation profession. What has been learned in the workplace can be applied at university in the training of future translators. Preliminary work suggests that MT and Artificial Intelligence, while transforming the profession in many ways, are not yet overriding the need of sophisticated linguistic skills from trainee translators.

**A SURVEY-BASED COMPARISON
OF STUDENTS' AND TRANSLATORS'
TERMINOLOGY AND INFORMATION SEARCHING HABITS**

Sikora Iwona

Politechnika Częstochowska, Poland

In the presentation, I am going to discuss the results of a survey conducted among the students of a specialized translation course and professional translators on their terminology and information searching habits. The starting point is the model of terminological competence in which it is seen as a triad or combination of thematic, information searching and technological skills facilitating the development of other translator competences.

The underlying assumption is that information mining and technological skills play a dominant role in developing not only the terminological but also thematic, translation and even bilingual competence. The survey concentrates on resources and techniques used by translation students and professional translators in their terminology work. The aim is to examine and compare the resources and information mining strategies used by both groups. Additionally, translators are questioned about terminology management tools they use in their workflow.

TOWARDS AN UNDERSTANDING OF THE CONFIGURATION OF TRANSLATOR PROFESSIONAL SELF-IDENTITY IN UNDERGRADUATE STUDENTS: A CHILEAN CASE STUDY

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Affective development in translator education is an issue that has been under-researched. Most pedagogical proposals in translation seem to focus on didactics and methodologies that promote the development of translator competence. However, there is a gap in literature regarding translation trainees' affective dimension and, particularly, the role it plays in the configuration of translator professional identity. Consequently, this article aims to present a case study on the initial configuration of translator professional identity from a post-rationalist perspective (Arciero & Bondolfi, 2009). To do this, semi structured interviews were conducted with a group of nine third-year translation trainees in an undergraduate Chilean programme to explore their narratives about their self-description and social representations of professional translators.

Results show an emotional double anchorage in which there is tension between fear to alterity and duty to exercise agency to fulfil academic and personal demands. Moreover, the notion of professional translator is idealised, which triggers a problematisation with trainees' current positioning. It is concluded that, although participants recognise who they want to be as professionals, they live their present from an emotional position where agency towards the role they wish to achieve is not available. This is a valuable input to consider when planning and designing translation education curricula.

**ANALYZING AND TRANSFERRING THE PAST
IN INTERSEMIOTIC TRANSLATION OF FANTASY LITERATURE:
A PEDAGOGICAL PERSPECTIVE**

Squillace Caterina

Jagiellonian University, Kraków

The paper is aimed at showing the role and use of intersemiotic translation during translation classes with a particular attention to screenplays based on fantasy literature.

This kind of texts includes a lot of references to historical and cultural past and the time setting where the action takes place is usually the Middle Ages. References to past are usually described in the book through words, but in the intersemiotic translation sometimes these elements are presented using images, gestures, music, showing rituals, etc.

The viewer should pay a special attention to all scenes and details and they should be properly recognized and understood.

Due to the complex nature and multiple levels of communications of some intersemiotic translation (movies, ballet, opera etc), there are some elements that have more chance to be noticed by the receiver than others. In addition the interpretation process of this kind of translation can be used to boost curiosity and attention for details in students. It may be also used to develop some important skills for their future work as translators.

During the presentation the above mentioned aspects will be showed and analysed in order to stress the role of this kind of classes in academic curriculum for future translators.

POST-EDITING WORKSHOP FOR DGT TRANSLATORS: SKILLS, LEARNING OUTCOMES, EXERCISES

Stefaniak Karolina

Directorate General for Translation, Luxembourg

The requirements placed on the translators in the Directorate General for Translation (DGT) of the European Commission, especially regarding the translation of legal acts, differ to some extent from the usual requirements on the translation market. Mistakes in legal texts impact not only on DGT's image, they also have legal consequences. Thus, the usefulness of translation tools used at DGT must be evaluated in view of these particular requirements. This applies also to machine translation. Its success, i.e. increasing productivity while maintaining the same quality level, requires some adaptations of the translators' working practices to take into account the characteristics of the MT output, including the typical MT-produced errors. To this end a workshop on the editing of MT output will be organized in the Polish Language Department of DGT. The aim of this presentation is to outline the scope of the envisaged workshop and its learning outcomes, based on the skillset for post-editing assumed to apply to the DGT translators, as well as to discuss possible exercises. The results of an internal study on the usefulness of including machine translation into the translation workflow in DGT for the English-Polish language pair, which form the basis for this workshop, will also be presented.

STUDENT POETRY TRANSLATION PROJECT *SOART*
AT MYKOLAS ROMERIS UNIVERSITY INSTITUTE OF HUMANITIES.
CREATING A LEARNING ENVIRONMENT OUTSIDE CURRICULUM

Tamošiūnienė Lora

Institute of Humanities , Mykolas Romeris University, Lithuania

SOART started as an ambitious ecosystem raising project at the Institute of Humanities at Mykolas Romeris University in Vilnius, Lithuania in 2014. The goal of SOART was to involve bachelor students who studied translation, editing, foreign languages and other subjects into an activity that does not relate immediately to the curriculum subjects, stimulates creativity and focuses on dealing with multiple choices in converting poetic language of young British poets into their own native languages. Since the inception of the project the translation practice is covering not only the young British poetry, but also the project has grown to launch a Shakespeare's sonnet translation competition, prose translation and publication of children's books, translation of a graphic novel into English, opening a series of workshops for schoolchildren.

The project connects Institute of Humanities culture with the cultures of small publishing houses, young poets associations, book fairs, secondary schools. Two major groups of participants of SOART – students and teachers who read their translations are evolving in a mode of studies parallel to established and stamped degree studies programme. SOART is also serving as a means of communication between the students, the academia and the artists. The presentation focuses on the poetry translation principles applied in SOART translation projects and the consolidation of the understanding of the translation culture within the Institute of Humanities.

TEACHING TRANSLATION OF ICT TERMS AND NEOLOGISMS BY USING TED TALKS

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TED talks provide valuable material for teaching translation as they represent real language in use, the topics cover a wide array of issues that matter in today's world, and the portal makes comparison of the content in different languages available through translations of the talks into multiple languages of the world. ICT terms are a rapidly expanding semantic field to which new terms are constantly being added, as language has to keep up with the technological development of contemporary society. However, neologisms – new words introduced into a language by various processes – often cause substantiate difficulties for translators.

The word *neologism* borrowed from French *néologisme* was itself a newly coined word in the 19th c.; yet, its roots are traced back in the ancient Greek language. Modern-day neologisms that have been integrated into English in many cases do not have their pair-equivalent in Lithuanian. Hence, the semantic gap in the technicalised vocabulary of the Lithuanian language is frequently filled up by a loan word or by adapting an English term. The process of adaptation falls into such categories: i) graphical, phonological and morphological adaptation, ii) graphical and phonological adaptation.

The choice of translation procedure applied for translating a new word is determined by several factors such as the frequency of the use of neologism, the use of the Lithuanian language norms, the text genre and its style and finally the translator's creativity. In this presentation, we will investigate data found in selected TED talks regarding ICT terminology and neologisms through comparison of translations and will describe how TED talks can be used in teaching translation.

THE TRAINEE INTERPRETERS' SUBJECTIVE EXPERIENCE OF ANXIETY DURING AN IN-CLASS CONSECUTIVE INTERPRETING TEST

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Anxiety is one of several psycho-affective factors which have the potential of influencing people's actions and behaviours, both in their professional as well as private lives. It is also one of the most commonly experienced psycho-affective factors by trainee interpreters.

This presentation aims to provide an insight into the trainee interpreters' subjective experience of anxiety as well as to juxtapose the observations concerning this experience, collected in the form of a retrospective protocol, with the linguistic data obtained from the audio-recorded outputs generated by the trainee interpreters during an in-class consecutive interpreting test.

The first part of the presentation will focus on discussing anxiety as a psycho-affective phenomenon experienced both by trainee interpreters and professional interpreters. Then, the methodological foundations of the study will be presented (with audio-recording and retrospection as the data collection methods and error analysis, retrospective protocol data interpretation and data triangulation as the data analysis methods). In the major part of the presentation, attention will be directed to the trainee interpreter's opinions about their subjective experience of anxiety (expressed in the retrospective protocols) as well as its linguistic and extra-linguistic exponents. The overall objective of this study is to answer the following questions: (1) What is the nature of this factor?; (2) How does it manifest itself in the target texts? (3) How does it influence the trainee interpreter's performance and output quality?

The study presents selected results obtained in the course of a larger project on the subjective experience of the psycho-affected factors in consecutive interpreting.

AN ICC-ASSESSMENT MODEL FOR FL-TRANSLATION IN FOREIGN LANGUAGE EDUCATION

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Within the context of promoting language learning in a multilinguistic and multicultural Europe, the Council of Europe published the *Common European Framework of Reference for Languages* (CEFR) in 2001 which is an important incentive for the (re) integration of translation into Foreign Language Education (FLE). This means that the Council of Europe recognizes translation as a language activity that can be used as an educational tool to enhance the intercultural communicative competence (ICC). In this context, the Council introduced the notion of ‘mediation’: “The language learner/user’s communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or *mediation* (in particular interpreting or translating)” (CEFR 2001: 14). However, the CEFR does not provide scales which can serve as a source for the development of rating scales for the assessment of the attainment of a particular learning objective. Moreover it does not provide for descriptors that may assist in the formulation of criteria.

Robinson et al. (2006) worked out an e-learning course module for translation in which a rating scale of criterion-referenced descriptors is employed by students and tutor as the principle assessment instrument. Since the model consists of similar language-specific competences of the ICC which have been defined by the CEFR (cf. sociolinguistic competence, linguistic competence and pragmatic competence) and since it also provides for a category which relates to the so-called non-language specific competences, we adjusted this model for the assessment of the ICC-scale of FL-translations in FLE. In this contribution we will as such present the “ICC-assessment model” and demonstrate how it has been applied to assess FL-translation tasks in the empirical part of a case study conducted in 2017 in the third year of the FL-translation classes of the bachelor’s degree at the Dutch Department of the John Paul II Catholic University of Lublin.

LEGAL TRANSLATION ACROSS GENRES

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Factors related to generic structure and related stylistic patterns are considered to significantly affect the style of legal communication, including the interlingual perspective. In relation to specific areas of legal communication the existence of distinctive generic patterns is confirmed by quantitative studies (Biel, 2014), (Tessuto, 2012). Yet, many scholars still emphasise that research into legal translation needs to take account of genre-specific grammar and/or lexical patterns (Biel, 2018), (Delaere, de Sutter, Plevoets, 2012), (Pontrandolfo, 2015).

The presentation problematises the notion of genre specifically on the grounds of English/Polish translation of corporate documentation processed in company registration proceedings, touching upon factors that are presumed to be relevant in the context of practising and teaching legal translation. The author aims at presenting the data related to the genre models identified in the strictly delineated communicative situation, focusing on the socioculturally-conditioned, linguistic variantivity and aspects that prove to be of interest in view of translation process.

The strong point of the research lies in addressing the non-prescriptive type of legal communication. The aim is to identify patterns and problem areas as well as to verify the findings emerging from the legal translation studies conducted in the institutional and professional settings. The study is based on the custom-designed corpus. The data are processed manually and automatically for quantitative and qualitative analysis.

**WHAT DOES THE REST OF THE WORLD READ BEFORE BED:
HELPING YOUNG LITERARY TRANSLATORS
ENTER THE LITERARY TRANSLATION MARKET**

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Students of translation at the Department of Translation at the University in Ljubljana can choose literary translation as one of their subjects at the MA level. The training includes translation proper as well as preparing them to communicate and work in the Slovene literary translation market. Previous research has shown that this market is very closed and dependent on personal connections and networks, which makes it difficult for young/new translators to enter and start their career as literary translators. Therefore, we introduced so-called literary translation projects in which students choose a previously untranslated text in one of their working languages and produce a Slovene test translation. We discuss the design and execution of these projects, which helped the students to make their first contacts with their prospective readers, colleagues and publishers.

We focus on the project entitled *What does the rest of the world read before bed*, which is now in its fourth year, and has so far produced many presentations of translations in schools, nursery schools and libraries. The project has collaborated with the Slovene Association of Literary Translators, Slovene Writers' Association, publishers and media, as well as some of the most prominent Slovene translators and editors, who serve as mentors for the students. Last year, the student translations appeared in a volume entitled *Cliffhanger 2018*, published by the Ljubljana University Press – Faculty of Arts, and four of them also are accepted to be published by one of the leading Slovene publishers, depending on financing. Thus, the project not only helps students to get practical experience in the world of literary translation and a chance to make their first contacts in a market that largely depends on such contacts, but also helps them to start building their personal translation bibliography.