SUMMARY OF DOCTORAL DISSERTATION

THE ROLE OF TRANSLATION IN LEARNING AND TEACHING ENGLISH AS A FOREIGN LANGUAGE: THE CASE OF EU TRANSLATION

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2014
1. Focus and relevance of the research

The frequent occurrence of various forms of translation and language mediation in everyday communication is a corollary to linguistic and cultural diversity. Today anyone can be in a situation when oral or written translation is necessary for achieving (successful) communication. The wide range of formal, semi-formal or informal translational situations for a variety of purposes may occur at any level of communication (e.g., interpersonal, group, organisational intercultural). Despite this tendency, non-professional translation and translation teaching outside professional contexts are still underrated and underresearched topics in mainstream translation studies even though foreign language degree programmes increasingly use communicative translation activities along with authentic texts that have specialised content.

The role of translation in foreign language learning and teaching, however, has provoked considerable controversy, and the topic is widely debated in the current literature. The lack of consensus is also evidenced by divergent practices across Europe and the world. Differences in the conceptualisations of translation and language mediation in various disciplines and educational policy documents further contribute to the disorder. Furthermore, it is a commonly held belief – particularly among those without direct translation experience – that (successful) translation only requires the knowledge of two languages. Although translation is undoubtedly a linguistic activity, this simplistic view ignores the wide range of non-linguistic factors on the basis of which translators need to make decisions in a given communicative situation. These decisions are also strongly influenced by the translators’ competence, experience, routine and creativity.

As a result of recent global social changes, more and more academic fields studying language and communication are showing interest in topics related to various forms of translation. At the same time, in translation studies a growing number of researchers adopt a textual perspective and investigate translation both as a static product (text) and a dynamic process (text production) (see Károly 2007). Within this line of research, special attention is given to translation in the EU (see Koskinen 2000). Methodological issues related to translator training – including EU translation – also have extensive literature (e.g., Hatim and Mason 1997, Kelly 2005, Klaudy and Bart 2003). However, research focusing on novice translation students within the context of foreign language learning and teaching is still scarce. In Hungary,
particularly little attention has been directed towards the role of translation in developing language and other competences and towards the use of specialised texts that have EU topics.

The lack of empirical research is striking since – due to Hungary’s EU membership – in foreign language degree programmes (including the bachelor’s level) teachers often use EU texts along with various translation activities related to these texts. Some English bachelor’s programmes have incorporated translation courses into the curriculum in a more systematic way, offering them as part of an EU specialization module with a view to developing various general and specialised (language) competences. It is imperative to investigate this pedagogical context from the perspective of translation studies because it would be beneficial for all the relevant disciplines to integrate their knowledge and collaborate more closely both on a theoretical and practical level.

It is important to emphasise, however, that integrating translation more systematically into foreign language learning and teaching does not diminish the significance of professional translator training. On the contrary, it can shed light on the essential differences between professional and non-professional translation as well as between the main objectives of these two pedagogical contexts. Most importantly, professional translator training programmes are longer, more vocationally-oriented and prepare students specifically for the translation market by awarding a professional degree.

2. **Research objectives and preliminary assumptions**

The main purpose of this research is to explore the pedagogical role and potentials of translating EU texts in advanced foreign language learning and teaching. The research lies primarily at the interface of translation studies and foreign language learning and teaching, but it draws from several other fields as well. In addition to critically reviewing and synthesising the relevant theoretical literature, the dissertation empirically investigates the phenomenon in a selected Hungarian higher education institution.

There are two central questions guiding the research, which are refined into specific research questions in each empirical study. The two central questions are:
(1) What are the roles of translation and EU texts in learning and teaching English as a foreign language at the tertiary level?
(2) How can translation be effectively integrated into the English bachelor’s degree programme in Hungary?

The dissertation first critically evaluates the most pertinent ideas, arguments, concepts and models in order to establish a coherent theoretical framework. This part synthesises the relevant theoretical literature available in several fields, such as translation studies, foreign language learning and teaching, multilingualism and intercultural communication, as well as research areas at the interface of sociolinguistics and language policy, particularly research on English as a lingua franca. The main aim is to investigate the topic of non-professional translation in its broad social and cultural context. The analysis also seeks to uncover and discuss assumptions and agendas underlying contemporary foreign language educational policies and decisions, which strongly influence the general attitudes towards translation and its use in foreign language teaching. From the perspective of translation studies, the main focus is on examining the status of non-professional translation and its educational corollaries. The analysis also sets out to review the notions of translation, mediation, translation competence, communicative competence and intercultural competence, which are often conceptualised differently in various fields as well as in different policy documents and in actual practice. Finally, the theoretical review includes a detailed discussion of key pedagogical issues related to teaching translation within foreign language programmes. The five empirical studies address the two central questions of the dissertation in the context of the English bachelor’s programme in a selected Hungarian higher education institution.

Since the research has an overall qualitative approach, it does not aim to test specific initial hypotheses. Still, it is possible to articulate some preliminary assumptions emerging primarily from the literature and from my own experience, which guided the empirical research designs.

One underlying assumption was that translation could have a central role in the reformed English BA programme in Hungary because it is not only a natural and effective means of developing language competence and a number of generic skills but is a useful and practical skill in its own right. Even though translation courses integrated into foreign language programmes
fall outside the context of professional training, it was assumed that these courses can be made more effective (and more tailored to the needs and expectations of both the students and the job market) if they are based on current notions and theories from translation studies (for example conceptual models of translation competence) and incorporate pedagogical frameworks widely used in professional translator training (functional-textual and process-based approaches) along with principles from constructivist and social constructivist theories of learning.

Translation in the context of foreign language learning and teaching is best viewed as a multi-componential competence and as a form of intercultural communication. This entails that translation should be considered within its situational and cultural context, which greatly influence the translator’s decisions and strategies as well as the overall acceptability of the translation. Explicit and well-designed instruction was believed to result in a move from the initial level of mechanical and primarily sign-oriented translation to a more creative and sense-oriented level since communicative translation activities vividly illustrate the relativity and diversity of meaning as well as the complexities and subtleties of communication.

Finally, it was assumed that well-designed communicative translation activities, which are based also on EU texts, positively influence several components of communicative and intercultural competence, and develop not only translation routine and creativity but a number of other specialised competences along with a range of generic learning and social skills that can be utilised later in further studies or at the workplace. Thus, translation in this educational context is viewed not solely as a (language) learning tool but as a useful and practical skill in itself.

Since the topic of using communicative translation in foreign language learning and teaching has attracted general research attention in the past decade, and particularly in the last few years, the secondary research continued throughout the whole research process so that the most recent theoretical ideas and empirical results could also be included in the analysis. Thus, the dissertation used theory in two ways. On the one hand, theory provided an initial framework for investigating the phenomenon, and helped to relate the case to the ongoing academic dialogue as well as to shape the design of the empirical studies. On the other hand, the themes and patterns emerging from the empirical studies were continuously linked with the most recent literature to help interpret the findings and assess their implications.
3. Research methodology

The qualitative research reported in this dissertation uses both theoretical and empirical methods. The theoretical discussion (secondary research) aims to critically analyse and evaluate various aspects of the phenomenon of translation in advanced foreign language learning. The empirical (primary) research has an instrumental case study design, in which the case serves as a strategic tool to explore and provide deeper understanding of the central phenomenon (Verschuren 2003). The empirical research consists of five independent but related studies focusing on the translation courses offered within the elective EU specialisation module within the English bachelor’s programme at Eszterházy Károly College, Eger. In the data collection and analysis stages, an embedded mixed methods approach (Creswell 2013) was adopted, combining qualitative and quantitative instruments and procedures of analysis, which enabled a more comprehensive analysis of the case and enhanced data validity (methodological triangulation).

At the time of the research, there were only two higher education institutions in Hungary which have integrated translation courses systematically into the English bachelor’s programme, offering them within an EU specialisation module: Eötvös Loránd University (ELTE) in Budapest, and Eszterházy Károly College (EKF) in Eger. Selecting the programme at EKF for the case study can be further explained by the following factors: at the start of the research (2009), I had been working at the Department of English Studies at EKF for eight years. During that time I actively participated in the design and development of the new translation and ESP (EU) courses within the EU specialisation module, and I was teaching both the EU translation and the English for EU purposes seminar courses. This ‘experienced insider’ position and perspective facilitated both data collection and analysis. However, throughout the whole research process, I took into consideration that my personal involvement and subjective pedagogical views might distort objectivity. Using multiple methods and perspectives aimed to reduce this risk although it is important to note that since several outside factors influenced the design and implementation of the empirical research, I often had to diverge from the optimum methodology.

The empirical research involved both students and teachers. The student participants were full-time and part-time students of the English BA programme at the Department of English Studies at EKF, who opted for (or in the case of the fourth study have already completed) the 50-credit EU specialisation module, which also includes three specialised EU translation seminar
courses. These courses start in the second year and run parallel with the theory of specialised translation lecture courses. The average language level of the students was B2 or higher, but they were novice translation students as they only started learning translation as part of their English BA studies. The exact number of the student participants varied in each study, depending on its specific aim. The teacher participant is employed at the Department of English Studies EKF, Eger, teaching translation courses in the EU specialisation module, but one study also involved three teachers teaching translation in the EU specialisation module offered within the English BA at Eötvös Loránd University, Budapest.

The empirical research followed a cyclical pattern (*Figure 1*), which is characteristic of the qualitative paradigm. In each successive stage, different aspects of the phenomenon were investigated from the perspective of the students and/or the teacher(s), also considering the wider dimensions of syllabus design and development.

*Figure 1. The empirical research cycle*

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<tr>
<th>Research study 1:</th>
<th>Research study 2:</th>
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<tr>
<td>Needs analysis</td>
<td>Students' translation performance</td>
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<td>(first half of 2010)</td>
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<th>Research study 3:</th>
<th>Research study 4:</th>
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<tr>
<td>Students' translation performance</td>
<td>Graduates' work experiences</td>
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<td>(first half of 2011)</td>
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<th>Research study 5:</th>
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<tr>
<td>Teachers' practices and views</td>
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<td>(second half of 2013)</td>
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*Table 1* summarises the main research questions and the related empirical studies.
### Table 1. Research questions addressed in the empirical studies

<table>
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<tr>
<th>MAIN RESEARCH QUESTIONS</th>
<th>RESEARCH STUDY ADDRESSING THE RESEARCH QUESTION</th>
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<td><strong>Wider aspects of course design and syllabus development</strong></td>
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<tr>
<td>(1) What are the main factors that teachers and course developers should consider in the course design and syllabus development of specialised EU translation courses within the English BA programme?</td>
<td>Research study 1–5</td>
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<tr>
<td><strong>Perspective of the language learners</strong></td>
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<td>(2) What are the initial assumptions of English BA students about translation as an activity and a skill?</td>
<td>Research study 1: needs analysis survey</td>
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<td>(3) What are the needs and expectations of English BA students regarding an EU translation course prior to the course?</td>
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<tr>
<td>(4) What characterises Hungarian English BA students’ translational text production (recurring errors and individual difficulties)?</td>
<td>Research study 2 and 3: students’ translation performance</td>
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<tr>
<td>(5) What are students’ post-graduation experiences with regard to translation and language mediation at the workplace?</td>
<td>Research study 4: graduate survey</td>
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<tr>
<td>(6) What are graduates’ views on the relevance of the translation and EU courses in light of their subsequent work experiences?</td>
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<tr>
<td><strong>Perspective of the teachers</strong></td>
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<tr>
<td>(7) What are the course teachers’ experiences and views concerning the level, needs, and expectations of the students choosing the EU specialisation module within the English BA programme?</td>
<td>Research study 1 and 5: needs analysis survey, and survey of teachers’ practices and views</td>
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<tr>
<td>(8) What are the course teacher’s assumptions about the development of these students’ translation and language competence?</td>
<td>Research study 5: survey of teachers’ practices and views</td>
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<td>(9) What are the course teachers’ teaching methods in the context of translation teaching in the English BA programme?</td>
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In Research study 1 several methods were used. First, a questionnaire survey was conducted to explore a particular group of students’ initial perceptions and needs regarding an EU translation course and capture their views about translation as an activity, communicative competence and translation competence. The participants were ten first-year, full-time students, who opted for the EU specialisation module within the English BA programme. The questionnaire was developed on the basis on Dudley-Evans and St. John’s (1998) model of needs analysis. After analysing the survey data, the students’ responses were compared with the teacher’s assumptions collected through a semi-structured interview. Finally, the data collected by the survey and the interview were compared with the existing syllabi of the specialised translation courses.

The aim of Research Study 2 was to investigate students’ translation performance when translating a selected EU text. The participants were ten third-year, full-time students enrolled in
the second translation seminar within the EU module. The study first compared students’ translations to the official translation of the text in order to identify and analyse the students’ recurring patterns of linguistic errors at the level of lexis, syntax and the text (including only the degree of formality, reference and cohesion). To complement the textual analysis, retrospective interviews were conducted with the students to see what elements of translation competence their most typical errors are linked to. The analysis was based on Klaudy’s (1994) taxonomy of transfer operations, Dróth’s (2001) model of translation assessment and the PACTE (2011) model of translation competence.

Research study 3 aimed to identify and analyse various translation problems that a group of students faced when attempting to translate (from English into Hungarian) three different texts with EU topics. The participants were twelve third-year, full-time students enrolled in the second EU-translation seminar in the specialisation module. After a pre-translation source text analysis (which in the real pedagogical situation was part of the translation task), the textual analysis of the student translations (altogether 36 texts) aimed to identify the students’ most typical translation problems and individual difficulties. The analyses of the source texts and the target texts produced by the students were based on Nord’s (2005) framework of translation-oriented source text analysis and her model of translation problems. The textual analysis was complemented by semi-structured interviews conducted with the students to explore their individual difficulties.

Research study 4 was a questionnaire study targeted at those graduates of the English BA programme at EKF who had already completed the EU specialisation module. The research aimed to explore their further educational and employment choices as well as their workplace experiences regarding different types of translation and the use of EU texts. The survey also sought to capture graduates’ perceptions of the usefulness of the EU English specialisation module within the English BA programme, as well as of the EU English and EU translation courses. Altogether 79 graduates completed and returned the questionnaire. Numerical data was analysed with descriptive statistical methods (calculating frequencies, percentages and means), while the qualitative analysis of the narrative data identified major themes and categories emerging from the responses.

The main aim of Research study 5 was to explore teachers’ instructional methods, experiences and views regarding translation in the EU specialisation module integrated into the
English BA programme. The questionnaire survey was targeted at teachers teaching translation in EU specialisation modules within the English BA programme in Hungary. Altogether it involved three teachers from two institutions (Eszterházy Károly College and Eötvös Loránd University). Questions regarding instructional methods were related to the types of tasks and activities used, the genre and topic of the texts, the criteria for text selection, the use of EU texts, the use of Hungarian texts and the methods of assessment (including error correction practices). The research also set out to explore teachers’ experiences concerning language learners’ most typical problems and difficulties at the beginning of the translation courses, as well as the teachers’ views on the role of foreign and native language competence in translation and the relevance of translation within the English BA programme.

4. Structure of the dissertation

After the Introduction, Chapter 2 discusses key issues related to non-professional translation and teaching translation in advanced foreign language contexts by synthesising theories and empirical research results from relevant disciplines. It investigates the conceptualisations of translation, mediation, translation competence, communicative competence and intercultural competence in different fields and European policy documents, as well as the relationships between these notions. It also analyses the general status of non-professional translation activities and texts that are the results of these activities within translation studies, also discussing the roots and consequences of the current paradigm. Finally, the discussion covers central pedagogical issues relevant for the context of foreign language learning and teaching.

Chapter 3 discusses the wider and immediate contexts of the particular Hungarian programme that was selected for the empirical research, starting with an analysis of the impacts of the Bologna reforms, and moving on to presenting the institutional background of the selected programme. Chapter 4 gives a general description of the overall design of the empirical research, including the research questions, the participants, the research aims and the methodology. The specific aims, methodology and the results of the individual research studies are presented and discussed in Chapter 5. Finally, Chapter 6 summarises and evaluates the main findings in relation to the initial assumptions, outlines the major theoretical and pedagogical implications and makes suggestions for further research.
5. Research findings

Since the qualitative research used both theoretical and empirical methods, the findings are divided into two parts, and are discussed in relation to the initial assumptions presented in the Introduction.

5.1 Theoretical findings

The theoretical discussion revealed that the attitudes towards the use of translation in foreign language learning and teaching are rooted in local social and historical traditions but are also affected by global scientific paradigms as well as ideological and (language) political trends and moves. For example, the views on the pedagogical values of translation are strongly influenced by the perceived status of different foreign language exams in a given country, which give different priorities to translation and mediation tasks. Even though there have always been (and still are) local differences in the general acceptance of translation, it seems that there is no solid scientific and pedagogical evidence justifying the dismissal of translation from mainstream foreign language pedagogies. Oddly, while in the contemporary theoretical discussion the social role and pedagogical value of translation is increasingly acknowledged, and professional translator and interpreter training programmes are gaining popularity across the world, in foreign language learning and teaching (particularly at lower levels) it seems to be difficult to overcome teachers’ general reluctance to using translation. This widespread resistance is also triggered by deeply ingrained negative views associating translation with the mechanical and uncommunicative task of school translation, which was a typical activity of the grammar-translation method. However, these activities meant the translation of isolated sentences or short, artificial texts without context, disregarding that translation is essentially a communicative activity. These deeply-rooted negative associations, however, also prevent foreign language teachers from recognising and/or exploiting the immense pedagogical value of real-life and communicative translation activities.

Luckily, there are innovative local higher educational practices, which can bring about long-overdue changes. One example in Hungary is those English BA programmes which –
keeping abreast with the current global and European social transformations and recognising the importance of addressing local needs – have integrated communicative translation with the curriculum in a systematic manner. The analysis pointed out that in an ideal case these courses are fully integrated with the whole curriculum and properly aligned with the overall objectives, outcomes and methodology of the programme. According to Peverati (2013), instead of pursuing a purely vocational goal (which might lead to unrealistic and false expectations), these courses should put the main emphasis on developing students’ transferable generic skills. 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. Furthermore, translation also seems to be an effective means to integrate the rather disconnected components of the modern foreign language degree (and overcome the dichotomy of linguistic vs. literary-cultural studies).

It also emerged from the secondary research that communicative translation within foreign language programmes serves a number of useful educational purposes, which are linked to more general curriculum philosophies. From this perspective, translation not only equips students with useful knowledge and skills, but promotes positive social values, offers possibilities for intellectual and personal development, and helps preserve, extend and transmit theoretical knowledge.

Regardless of the convincing arguments put forward recently, the use of translation is still a generally unexploited and widely debated issue in the theory and practice of foreign language learning and teaching. This is particularly true in the mainstream global practice of English Language Teaching (ELT), which is still dominated by theories and norms stemming from monolingual principles. On the other hand, current research indicates the growing awareness of the fundamental role of translation as a form of interaction between individuals and groups, as well as between local languages and cultures and the global English-speaking community. From the perspective of the job market, expectations regarding translation skills seem to have undergone a similar evolution to basic IT skills, which have become essential, core skills.

The secondary research also revealed that recent post-structuralist approaches to language can help to understand the similarities between the functions of language and translation. From this perspective, language is viewed not merely as a conveyor of a fixed message but primarily as a cognitive activity whereby individuals can understand how meaning is created. This can
help them better interpret others and see themselves through the lens of another culture. Approached this way, translation today (both as a product and as a process) serves similar purposes. From a language learning point of view, translation can help language learners better understand the complexities of meaning and the subtle process of meaning-making, which can be seen as one of the main goals of foreign language learning.

It is emphasised that the goals of foreign language learning have significantly changed as a result of global social changes. In general, learners of English as a foreign language do not (necessarily) aim to achieve near-native proficiency, and – particularly in the European context – they typically communicate with non-native speakers of English. Thus, in foreign language learning and teaching, especially at more advanced levels, it is essential to focus on conscious language use and critical awareness. The analysis pointed out that 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.

Since foreign language learning (and language use) refers to cultural encounters, intercultural competence models which view communication from a wider, socio-cultural perspective enable seeing translation not merely as professional text production but as a diverse form of human interaction. Thus, they seem to be more suitable for describing language competence than traditional language competence models that have a monolingual orientation. The dissertation pointed out that an important conceptual link between intercultural communication and translation studies is the idea that without intercultural understanding it is impossible to achieve functional equivalence. Thus, functional equivalence seems to be the central principle not only in professional translator training but also in translation courses within foreign language programmes.

A well-designed foreign language programme or course that uses communicative translation offers a wide range of textual varieties and various written and oral activities along with proper instructional scaffolding. Carefully selected texts and activities combined with learner-centred methods of teaching and assessment enable language learners to develop their awareness of the meaning-making process and become more attentive to the consequences of the choices they make at all levels of language, ranging from the lexical-grammatical register to the
level of discourse. Based on Klaudy’s (2004) idea, it was pointed out that in view of Hungary’s EU membership, language mediation tasks as well as EU texts in a broad sense (texts that deal with EU topics) should become an integral part of advanced foreign language education. Some authors argue that formal learning in instructed settings which creates diverse and rich learning opportunities with a focus on genre and discourse is not only advantageous but may even be indispensable to reach a more advanced (and deeper) level of foreign language competence and to prevent fossilisation (Byrnes 2006, Heltai 1995). According to Heltai (1995), even though translation is needed in real life, it cannot justify its use in foreign language learning and teaching since not every learner will encounter translation in real life. According to him, the only valid argument for integrating translation into foreign language learning and teaching is that translation is an indispensable – or at least effective – tool to develop language competence.

It has also been emphasised that the academic discipline of translation studies is inherently linked to research on English as a Lingua Franca (ELF) not only because the spread of English affects the role and function of translation in communication but also because translation increasingly involves non-native varieties of English. It has been pointed out that the increased use of English as a lingua franca in European and international communication does not threaten cultural and linguistic diversity. On the contrary, it seems to facilitate the expression and understanding of differences, and thus indirectly contributes to the growing importance of translation (including non-professional practices) both at the interpersonal and intercultural level. On the other hand, the perceived status of native and non-native teachers in the global industry of ELT strongly influences the use of translation in foreign language learning and teaching. ELF research can also benefit from using existing theories and models formulated by translation scholars when explaining certain language-related phenomena.

Furthermore, the theoretical discussion has critically examined the position of translation teaching within the academic discipline of translation studies and evaluated recent criticisms expressed by translation studies scholars. Based on Chesterman’s (1993) idea (which directed the main attention to norms and professional translation), it was pointed out that it is important for translation studies to describe translators’ behaviour in a unified framework, regardless of the type and quality of the translation and the translator’s competence.

Investigating non-professional translation is increasingly important not only for the pure branches of translation studies but also for translation pedagogy since it can help to shed light on
the development of translation competence. The discussion also revealed that recent conceptual maps of translation studies and some European policy documents seem to blur the boundaries between professional and non-professional translation (in terms of necessary qualification and/or experience), as well as between formal and informal translation situations, which can have negative impacts on quality and the whole profession. This underlines the importance for language and translation scholars to collaborate more closely.

Furthermore, the applied branch of the discipline of translation studies has been given relatively less attention in translation studies, and it seems to have a lower status compared to the ‘pure’ branches. Thus, in line with recent arguments, the dissertation has suggested that the applied branch could be more integrated into the disciplinary core of translation studies since it can provide the basis not only for testing and explaining theories and justifying educational policy decisions, but also for identifying problems using descriptive methodologies. One source of motivation for the empirical research reported in this dissertation was the striking lack of empirical studies focusing on teaching translation outside the professional context.

5.2 Empirical findings

The results of the empirical research have confirmed the idea that translation today can no longer be restricted to the practice of professionals but should rather be viewed as an essential activity. It has been found that students graduating from an English BA programme often engage in a wide range of translation activities in the workplace. This finding can provide grounds for the integration of communicative translation courses with the BA programme with regard to industry expectations. Teachers teaching translation within foreign language programmes seem to have similar views about translation, which is seen not only as a tool to develop foreign language competence and generic skills but also as a valuable and practical skill in its own right. Having translation skills can enhance employability of those students who do not wish to continue their studies (at all or for a while) after getting their bachelor’s degree. The results of the graduate survey indicated that nearly half of the students had chosen this alternative, typically finding jobs (including teaching) that require a high level of (specialised) language competence and very often different types of translation. At the same time, the teachers also emphasised that an important goal of translation courses incorporated into foreign language programmes was to raise
students’ awareness of the complex and diverse nature of translation as a process and activity, which depends on a number of linguistic and non-linguistic factors. This idea can be linked to the findings of the first study, indicating that novice translation students hold rather simplistic views about translation. The empirical studies confirmed that translation used in a communicative way had excellent potentials in foreign language learning and teaching, for example to improve text comprehension and production. Understanding the content and function of the source text and producing an adequate and acceptable (in a given situation) target text require awareness of the pragmatic and cultural context surrounding both the source and the target text.

The results of the graduate survey also show that sometimes language graduates are expected to translate or even interpret when (ideally) a professional translator or interpreter should have been hired. This can be explained by a number of reasons (not to mention the consequences), but the phenomenon also suggests that those with no direct translation experience can also have rather naïve views about translation. Thus, in translation classes incorporated into foreign language programmes it is crucial to discuss such issues as translation/interpretation as a profession, the quality of translation along with role and function of norms and conventions. Ideally students have a chance to experience a wide range of translational situations (within the limits of the course and considering the students’ level), which can make them see that translation has various types, and language proficiency alone does not guarantee quality or even acceptability.

The results of the empirical studies also indicate that language learners clearly benefit from a professional pedagogical approach that views translation as a communicative activity and a problem-solving process. However, since the level of foreign language proficiency of these students is lower than in professional translator training, special emphasis should be placed on the development of foreign language competence in the narrow sense, which is important in both directions of translation albeit differently. One way to achieve this is through analytic error correction, focusing primarily on linguistic (spelling, lexical, or syntactic) errors. In later stages, more attention can be paid to real translation errors, which typically occur on the level of phraseology and the text.

The analysis of the student translations has revealed that linguistic errors are common at this level when translating from English into Hungarian, which also stem from gaps in the
students’ English language competence. Although inverse translation was not a typical direction in these translation courses (and the results of the graduate survey indicated that it was not so common in the workplace, either), translating from Hungarian into English can also be used to develop students’ foreign language proficiency.

Furthermore, the findings have confirmed that translation is an excellent means to develop students’ native language competence, primarily when translating from English into Hungarian. The degree of native language interference seemed to be very high in the early stages, mostly related to phraseology (collocations). This underlines the importance of raising students’ awareness of the norms and conventions in the Hungarian language, particularly when they translate formal texts that have specialised content. The results of the analyses of student translations also showed that the typical linguistic errors were related not only to the bilingual sub-competence in the PACTE (2011) model of translation competence but to various other sub-competences as well. Thus, it is useful also in this educational setting to view translation as a complex set of interrelated sub-competences, and complement the translation of authentic whole texts with targeted tasks and activities developing different sub-competences.

With regard to EU texts, the dissertation has pointed out that these texts are extremely useful at this level for several reasons. EU documents (in the narrow sense) illustrate the dynamic nature of contemporary European communication in multicultural environments. Furthermore, students can benefit from the information content of these texts both in their personal life and career not only because EU-related knowledge can be considered as part of general knowledge but also because the EU provides the legal and operational framework for every field of industry. Translating EU texts extends students’ general and field-specific knowledge in both their native and foreign language and provides opportunities for practicing language for specific purposes. In the case of the selected programme, the translation courses were complemented by English for EU purposes courses, which meant that the students were able to apply the acquired factual knowledge about the EU in practice, when translating EU texts. The results of the graduate survey indicated that former students typically rated the usefulness of EU texts very high.
6. Relevance of the findings

Since the topic of the dissertation lies primarily at the interface of translation studies and foreign language education, the findings are most relevant for these two disciplines. The dissertation has pointed out the importance for these disciplines to develop closer ties both on a theoretical and practical level. This requires further localised or large-scale national and cross-national interdisciplinary research focusing on the role of communicative translation and specialised discourse in foreign language learning and teaching.

An important implication for translation studies is that by adopting a *cluster* concept of translation (Tymoczko 2007), translation (as a skill and activity) can be studied in a unified conceptual framework. This enables the investigation of all types of translation from a scientific perspective, which is essential since the various types strongly influence each other. On the other hand, exploring the links between various forms of translational activities and the conceptualisations of translation as a skill/competence can illuminate the essential differences between them. This is particularly important for translation studies for increasing translation quality and the prestige of the profession. The dissertation has argued that using translation in foreign language learning and teaching could challenge the largely outdated monolingual approach, which perpetuates the view that translation is an old-fashioned, monotonous and uncommunicative activity. Integrating translation into foreign language learning and teaching could also change the simplistic views of those who have no direct translation experience.

From a pedagogical perspective, it is beneficial if teachers teaching translation in foreign language programmes have first-hand translation experience and ideally also formal qualification. This points to the need for closer cooperation between translation studies and foreign language learning and teaching. The model of translation courses integrated into foreign language programmes (based on functional-textual and learner-centred principles and methods) can be applied in other pedagogical settings. Besides, translation could become an integral part of other degree programmes as well. In addition to foreign language learning and teaching, the findings of the dissertation are relevant for any field where EU-specific language, EU texts and various forms of translation occur. Some examples are media and communication studies (particularly journalism), office work/administration, sales and marketing, customer service, event management, healthcare, sport and hospitality (catering/tourism).
7. References used in the summary


8. Publications related to the topic of the dissertation

Original research articles

Book review

Conference report

Conference presentations


