

**Univerzita Mateja Bela
v Banskej Bystrici
Fakulta humanitných vied**



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TEÓRIA A PRAX PRÍPRAVY BUDÚCICH TRANSLATOLÓGOV A UČITEĽOV ANGLICKÉHO JAZYKA

Alena Štulajterová (ed.)

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**Teória a prax prípravy budúcich translatológov
a učiteľov anglického jazyka**

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Fakulta humanitných vied, Univerzita Mateja Bela v Banskej Bystrici

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Milé kolegyne, milí kolegovia.

Dovoľujem si privítať Vás na stránkach zborníka z prvého ročníka medzinárodnej elektronickej konferencie nazvanej „Teória a prax prípravy budúcich translatológov a učiteľov anglického jazyka“ organizovanej Katedrou anglistiky a amerikanistiky Fakulty humanitných vied Univerzity Mateja Bela v Banskej Bystrici.

Cieľom konferencie bolo zhodnotiť súčasné trendy v príprave učiteľov, prekladateľov, a tlmočníkov anglického jazyka, poukázať na možnosti, ktoré nám v súčasnosti ponúkajú moderné technológie, ako aj predstaviť výsledky vedecko-výskumných aktivít jednotlivých účastníkov konferencie.

Diapazón vedecko-výskumného záberu prijatých príspevkov je pomerne široký, preto sme sa rozhodli konferenciu tematicky rozčleniť do piatich oblastí – lingvodidactickej, lingvistickej, literárnej, translatologickej a kulturologickej. V rámci prezentovaných príspevkov by som chcela oceniť štúdie zahraničných autorov, a teda aj spoluprácu našej katedry s partnerskými katedrami na univerzitách v Poľsku, Ruskej federácii a Českej republike. Verím, že táto spolupráca, založená na živej výmene a prezentácii vedecko-výskumných výsledkov, bude naďalej nielen pokračovať, ale sa aj vo všetkých oblastiach dynamicky rozvíjať.

Na záver želám všetkým účastníkom konferencie, ale aj ostatným vedecko-pedagogickým pracovníkom veľa zdravia, invenciu na ďalšie štúdie a nádej na lepšie a dôstojnejšie ocenenie ich náročnej práce.

Alena Štulajterová
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Banská Bystrica
25. júna 2013

SEKCIA TRANSLATOLOGICKÁ

Current Trends in Teaching Professional Translation

Jana Šavelová

This article is focused on professional translation, its importance and relevance at the present time, teaching methods connected with it, computer-assisted translation tools, their implementation within curricula at some Slovak universities and the impact the CAT tools have on general methods of teaching professional translation. We consider some ICT skills that should be implemented into curricula, and we also deal with the barriers that prevent effective teaching of these skills going on to look for relevant solutions to overcome the barriers. We point out the necessity to update curricula in accordance with the requirements of the real translation market, and to abandon the dominance of the outdated declarative approach to teaching professional translation.

1 Translation of specialised texts versus literary texts

It is evident that methods of teaching professional translation have been developing systematically in line with economic expansion and the increased spread of information technologies. It is also a well-known fact that the translation of non-literary texts prevails. It is estimated that 95% of translated texts relate to professional translation and only 5% to literary texts (Hrehovčík, 2006). Literary translation offers more scope for creativity, whereas professional texts demand qualities and features such as impersonality, accuracy, objectivity and pragmatism as specific conventional forms. The translation of non-literary texts, in other words specialised texts, requires access to and management of information resources, which is a highly important skill that translation training must develop. Innovative learning projects should offer dynamic, virtual models of translation training, and familiarize students with real-life work environments, and tasks. Such a new didactic approach combines the levels of the students' knowledge with their capability as ICT users.

The theory of translation has been developing since the second half of the twentieth century. However, didactics, which is important in order to prepare professional adepts in this field, has developed more recently (Gromová, 2003). Other than translation competence, the translator should also develop some other skills, which are not related to translation directly but are equally important in the field of market demand. The set of such skills, so-called 'technical competence', relates to the skills of using a computer and involves tasks such as searching information via the Internet, technical and graphical arrangement of texts

according to customer demand, editing arrangements, and CAT tools, *inter alia*. Therefore, a translator's competence consists of personal knowledge, abilities, skills, experiences and individual personal potential. In other words, the key to translation is the translator himself and his competence, which is also a key notion for didactics (Gromová, 2009).

2 Professional translation didactics

The subject of professional translation didactics has become an important issue over recent decades. The reason for the increasing interest towards in methods of translation teaching is without doubt the need to keep pace with the economic transformation of society. The call for qualified and skilled translators is an urgent task to be fulfilled. The methodology of teaching non-literary text translation links up translation theory and methodology. However, the so called vacuum between the theory of translation and the practice of teaching and educating is caused by the absence of didactics in regard to translation methods (Müglová, 2009). If translation theory has its place in the linguistic theoretical system and translation belongs to the sphere of pedagogical sciences, then it is an aim of translation theory and didactics to teach students of translation studies how to select individual translation procedures and to make decisions on pragmatic translation solutions creatively, not only during lessons but also in their future professional lives. It is a generally-known fact that the theory of professional translation is a much younger discipline than the theory of literary translation, but it has been developing over recent decades intensively. This fact reflects globalisation trends as well as the increasing need to facilitate communication between different language environments. The didactic dimension has been recently researched by many non-Slovaks (C. Nord, P. Newmark, S. Campbell, C. Hubscher-Davidson, *inter alia*), but also by Slovak authors (M. Fedorko, D. Müglová, E. Gromová, M. Djovčoš, J. Rakšányová, *inter alia*). One of the latest books dealing with translation is the publication by C. Hubscher-Davidson (2012), which presents an interesting and multi-faceted picture of current trends in translator training against the background of the Bologna process, and highlights practices adopted by academics around the world in dealing with the challenges associated with developing competence in the classroom and in everyday situations.

With respect to the teaching of non-literary text translation, it is possible to follow several models such as the model of Nord (1997), or alternatively its simpler form designed by Gromová (2003). The author applies the model of the three level algorithm: (i) the universal linguo-stylistic and expressional characteristics of the non-literary text's

genre relevant to its socio-communicative aim; (ii) the analysis with interpretation of a specific text from the genre selected for translation and an inventory of the textual-basic linguo-stylistic and expressional factors; and (iii) the work of translation into text form in the target language and the comparison of linguo-stylistic and expressional factors at the level of language peculiarities with the socio-communicational functional focus on both original and translation. In 2010, we designed a method that is also based on the above-mentioned three-level algorithm, but it uses the organisational form of the group and the model of looking for the best translation solution. We understand the group work of students with the application of this model as a creative method of translation competence acquisition that also includes the analysis of the original and comments on the translation with references, such as dictionaries, parallel texts in the source language, consultation with experts, the Internet and CAT tools. The process of translation faces many problems, among them the choice of correct terms and exact equivalents for the original in the target language. This aspect of translation is quite problematical if the source environment differs from the target environment. The aspect of different source and target environments is typical of any kind of translation of non-literary text and should be taken into account during the translation teaching process.

In summing up this sub-chapter briefly, we may observe that whether we wish to follow the communication model of extra-textual and textual factors, the three-stage algorithm model, the basic tactics of the translation, searching, creative and text method, or the translation solution method, it should be emphasized that it is up to every individual to create his own model of translation practice. We agree with Múglová (2009) that experience in the field of translators' education has showed the importance of an individual and respectful approach towards every single translation.

3 Teaching translation of specialised texts and CAT tools

The tendency to inter-connect translation activity with the world of technology is evident. The aim of translation nowadays is to provide a comprehensive product that fulfils lingual, formal, contextual, technical and graphical requirements. Translation as a technical operation applies new technologies, which result from both linguistic research and translation research. The ideal model that would ensure the final product, the translation that would correspond to all terms and conditions, can be made by combining theoretical knowledge, knowledge of cultural aspects, and linguistic science, along with the practical knowledge

of using translation technologies. Using CAT tools in practice guarantees terminological unification and the elimination of those classic problems which normally occur while translating longer texts, for example various translations of individual terms (Mačura, 2006).

Despite the fact that computer-assisted translation tools have become a reality, according to recent research into the Slovak translation market as many as 46% of respondents do not use any of the available CAT tools (Trados, SDLX, Trnasist, IBM-TM, Logos Mneme, Wordfast, Memoq, or others), and therefore a wider implementation of CAT tools in the field of didactics should be considered (Djovčos, 2012).

The question arises: do Slovak universities respond to the requirements of the real translation market? First of all, it is important to stress that the approach to the teaching of translation in the Slovak academic environment is different to the one used abroad. The B.A. degree studies primarily aim to strengthen language competence, not strictly at a theoretical level, and to acquaint students with various cultural aspects. The Master's degree further ranges students' portfolios, either focused on the translation profession or on the interpreting profession. In comparison with Slovakia, the practical performance of translating competencies is more widespread abroad. Accordingly, the completion of such studies requires the performance of specific translating skills, which also include analyses at the level of translation science, linguistics and culturology.

Slovak universities typically display the dominance of the declarative approach rather than the dominance of a performance-related approach. This declarative approach is closely related to the genesis of the translation study programme. The subjects of previous teaching programmes were replaced by translatology-oriented disciplines in order to create translation-oriented study programmes. Philological disciplines such as morphology, syntax, phonology and others have remained almost untouched whatever the limits of their ability to strengthen language competence. Such dominance of the declarative approach is based on the false presumption that mastering the theory automatically means practical competence, while the performance related approach reflects the opposite. Therefore, it seems essential to bridge the existing gap between the strict academic environment and the translation market. If we are to define the relevance of an ideal model of translation study we should be aware of the fact that its relevance is based on both, theoretical university education and on practice itself (Fedorko, 2012).

It has become clear that education and preparation of future translators has to be open-minded towards the possible updating and improving of practical skills. It has in fact to respond to the requirements of real-life situations. Thus, the mastering of information and