

# Where the Ivory Tower meets the Wordface:<sup>1</sup> In search of meaning and alternatives to silence in specialist translator training<sup>2</sup>

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## *Abstract*

*The aim of this article is to highlight transformational and transactional perspectives in translator education, pointing to the benefits that the reshaping of the traditional training model may bring. The author analyses factors that facilitate the development of trainee translators' linguistic and interpersonal skills, and pinpoints elements of training that may be offered as alternatives to silence. Above all, the article is intended as a repository of ideas and a collection of exercises that may add variety to teaching routines and enhance group dynamics by activating trainee translators' autonomy and self-reflection as well as inspiring their creativity and resourcefulness.*

*Knowledge is not a substance  
but a dynamic structure;  
it is not a fixed and immobile category,  
but rather one which is dynamic, erratic,  
and based irreducibly on dialogue.  
Consequently, it is a question of involving  
oneself, of learning to learn with the other,  
together searching for alternatives to silence.*

Pilar Godayol (2003: 23)

## **Introduction**

Gone are the days when academic teachers assumed the role of sole authorities sharing their knowledge with oblivious students. Inevitably, teacher-centred transmissionist approaches to classroom instruction have had to give way to learner-oriented constructivist teaching, where much emphasis is placed upon students' involvement and interaction. With the unstoppable progress of ICT technologies, new tools have come to the teacher's aid and remodelled student-teacher interaction, encouraging learners to take on more responsible tasks in and beyond the classroom. Consequently, Web-enhanced teaching has extended the range of possible interactions and added a new dimension to student-teacher dialogue.

The above holds true also in the case of specialist translator training.<sup>3</sup> Sadly, not so long ago, university translator trainers seemed not to fully realise – with the idea of “having to be academic enough” still present in the back of their minds – that preparation for real-life challenges should take priority over fossilized modes of classroom instruction. Thus, the crisis of worn-out teaching routines, incompatible with the needs of the modern educational setting, has forced translator instructors to seek alternatives to the unproductive and uninspiring “read and translate” formula, underlining the importance of student-translators' contribution to the construction of meaning in the translation classroom.

The aim of this article is to highlight transformational and transactional perspectives in translator education, pointing to the benefits that the reshaping of the traditional training model may bring. The author analyses factors that facilitate the development of trainee translators' linguistic and interpersonal skills, and pinpoints elements of training that may be offered as alternatives to silence. Above all, the article is intended as a repository of ideas and

a collection of exercises that may add variety to teaching routines and enhance group dynamics by activating trainee translators' autonomy and self-reflection as well as inspiring their creativity and resourcefulness.

The translation activities suggested – designed in line with the principles underpinning humanistic teaching, transactional instruction and social constructivism<sup>4</sup> – involve inclusion of both process- and product-oriented tasks, visualising concepts, encouraging research outside the classroom as well as contact with professionals specialising in various study areas. Yet, the importance of theoretical input receives due recognition; it is also shown how theoretical concepts can apply directly to practical translation.

### *THEORY: Voices from the Ivory Tower*

While recognising the need to provide students with a solid theoretical grounding, translation instructors should place strategic importance on equipping their students with the skills that will help them to enter and, subsequently, survive on the translation market. That is not to say that teaching translation theory is to be abandoned altogether. Rather, translator training curricula should be modified to accommodate both practical and theoretical aspects of a translator's work; they should aim to successfully marry the Ivory Tower (academia) with the Wordface (real-life setting).

Indeed, voices can be heard saying that translator education cannot be effective, i.e. that translation cannot be *taught* properly, if students have not yet fully mastered translation competence. However, were this assumption justified, no one, by analogy, would be learning foreign languages without first having language competence, which is not the case (González Davies, 2004: 2-3).<sup>5</sup> Defending the teaching of translation theory, Pym (2003) condones the minimalist approach, claiming that translation involves constant theorization. He argues that “translators are theorizing whenever they translate” and that “theorization is an important part of translation practice” (2003: 492). Further, he maintains that theoretical concepts, in fact, help translators “to produce more alternatives than they would otherwise have thought of”. In consequence, he advocates the teaching of translation theories, even though he admits that one may find both virtues and faults in them (2003: 492).

On the other hand, voices can also be heard saying that translation theory is *interesting*, but *irrelevant* for practicing translators. While it is true that the prescriptive approach used to focus on defining methods according to which translation should be taught, rather than on providing practical training tools (i.e. the know-how), today, translation performance (and translator competence<sup>6</sup>), rather than translation competence, is more pronounced with the rise of the descriptive approach. As Chesterman puts it, theoretical input serves as a frame of reference offering conceptual tools that aid the translator's mental problem-solving on the one hand, and that support the development of the translator's self-image on the other (Chesterman, Wagner 2002: 7). Further, as claimed by Wagner, translation theory, viewed as a toolkit of theoretical concepts, simply provides labels for things that good translators do instinctively. In other words, it coins a common language in which translators can talk about translation (Chesterman, Wagner 2002: 11). Likewise, Pieńkos (2003: 72) observes that even though theoretical grounding alone does not suffice for a trainee translator to become a skilled professional, it nevertheless provides a set of rules that guide his or her performance. As such, it is both relevant and useful in specialist translator training.<sup>7</sup>

### *APPROACH: Translation classroom dynamics revisited*

Equally important is dialogue that stimulates cooperation and promotes partnership coupled with introspection. Thanks to new communication channels students have ceased to be

inactive recipients of knowledge, they have assumed more dynamic roles, often initiating multilateral interaction with the trainer, other students, learning materials and educational tools. Visibly, “*the sage on the stage* model is becoming a thing of the past, giving way to *the guide on the side* approach empowering students and motivating them to generate knowledge rather than merely receive it” (Szczyrbak 2009: 129).

Inescapably, such a division of roles in the translation classroom has become commonplace, with the trainer becoming more of a guide and counsellor than an *au fait* instructor (which, however, does not mean that teachers lack expertise and specialist skills) and the students analyzing and solving problems as well as self-reflecting upon their work and evaluating their performance. It is with such reconstructed roles in mind – as well as a broader framework provided by humanistic education, cooperative teaching and social constructivism – that the translation exercises and recommendations presented further in the article have been designed.

In particular, emphasis is placed on “mutual respect, collaboration rather than competition, support rather than judgment, mutual trust and fun”, listed among the essential features of effective adult learning methodologies by Edmunds *et al.* (1999), and, above all, on constructing personal meanings in lieu of the arduous “read and translate” schema. Referred to as the Post-Method Condition, assuming that there is no one universal theoretical framework and that teaching approaches should be adjusted to specific educational circumstances (González Davies 2004: 3), the adopted pedagogical perspective assumes teachers’ flexibility and openness alongside students’ autonomy and self-reflection. Thus, it is suggested that instead of imposing exclusive and authoritative teaching procedures, translator trainers should aim to accommodate diversity and to offer multiple alternatives, as only an open attitude matched by fruitful student-teacher interaction can create a supportive learning climate, improve group dynamics and bring variety to the translation classroom.

### *PRACTICE: At the Wordface*

The ensuing section offers a collection of translation activities which may help the translation teacher to replace boredom and monotony with diversified tasks and meaningful instruction. By the same token, translator training is thought of as a discussion forum and a workshop, rather than a lecture-type class, where translation is taught and where there is no room for an exchange of ideas or creation of personal meanings. To this end, both short translation exercises done in class and longer terminology and translation tasks and projects completed in or outside the classroom are recommended as a way to increase motivation levels and improve group cohesion.

At the outset it should be pointed out that some of the activities have been designed by the author herself, while others have been inspired by various sources and adapted to the needs of the students. The exercises have been successfully applied in the Business and Legal Translation Course launched experimentally as an elective undergraduate programme at the Teacher Training College of the Jagiellonian University, focusing mostly on translation of specialist texts, in particular those related to legal, business and medical areas. The course content involves specialist text translation supplemented by sight translation and interpreting practice, and translation strategies are developed alongside study skills and self-assessment abilities. Importantly, in the course of the training different stages of the translation process are accentuated and brought to the students’ attention. Finally, pair work and group work are common forms of collaboration suggested, in which self-reflection and peer evaluation are particularly appreciated. As can be predicted, the activities are intended for a technology-based learning environment, where students have instant access to Web resources.

*Start-up or “filler” exercises* As argued by some authors, more complex translation projects should be preceded by simpler, analytical tasks. Done in pairs, they seem useful as start-up or “filler” exercises between longer and more taxing activities, and they may include, for instance: translation of selected legal doublets (or longer strings) or compounds, or explaining meanings of common legal, business and medical acronyms or abbreviations (see Fig. 1, 2 and 3, respectively). In the first two exercises, the students are advised to provide their own translations first only to verify their correctness later, using online sources and discussing them with the teacher. In the third one, similarly, they are to identify the meanings of common acronyms or abbreviations and find their Polish counterparts. Additionally, to develop the students’ time-management skills, the above activities may be time-restricted tasks.

*agree and covenant, any and all, bind and obligate, by and between, deem and consider, fraud and deceit, legal and valid, make and execute, null and void*

(More examples can be found in Garner B.A. *A Dictionary of Modern Legal Usage*)

Figure 1 *Translating legal doublets*

*Kraków-based company, open-door policy, custom-made windows, self-appointed spokesperson, far-reaching consequences, long-term credit facility, newly-opened branch*

Figure 2 *Translating compounds*

*Esq., SEC, ROI, COD, CFO, P&L, IGC, SME, TENS, ERDF*

Figure 3 *Explaining meanings of legal/ business/ medical acronyms or abbreviations*

Also suitable for short exercises, backtranslation is another useful technique. It may involve, for instance, translation of official English versions of the names of selected Polish institutions back into Polish and then their verification using SL sources (see Fig. 4). Its benefits include promotion of the students’ research skills and ability to select and verify online content and, more broadly, stressing the importance of consulting SL sources in translation in general. The exercise may be done by individual students or in pairs, and it may be treated as a competitive activity carried out against the clock.

*(Polish) State Archives Office, (Polish) Energy Regulatory Authority, (Polish) Main Pharmaceutical Inspectorate, (Polish) Agricultural Market Agency, (Polish) Government Centre for Strategic Studies*

Figure 4 *Backtranslation*

On the other hand, translation of (online) newspaper headlines may be particularly relevant for raising students’ awareness of cross-cultural issues and for highlighting cultural differences between SL and TL cultures. Here, one group of students (or one student in each pair) is assigned the task of translating SL headlines into TL headlines, while the other group (or the other student in the pair) is supposed to work in the reversed language combination (see Fig. 5). At the end of the task, the students compare their work and select the most sensible versions that do not sound like translations at all. What matters here is the fact that the students translate texts related to the most recent and much-talked-about culture-specific issues. That should encourage them to systematically follow the latest news to “absorb” the

same information in parallel SL and TL sources with a view to avoiding calque or verbatim translations in the future. The exercise may also trigger off a discussion on the cultural and geopolitical context related to the topics introduced by the headlines.

ENG→ POL	POL→ ENG
<i>Interrogation memos detail harsh tactics by the C.I.A.</i>	<i>"NYT": brutalne metody przesłuchań oparte na programie szkolenia żołnierzy</i>
<i>WikiLeaks editor faces interrogation on molestation accusation</i>	<i>SN oddalił kasację - wyroki za pacyfikację "Wujka" ostateczne</i>
<i>No evidence Polish hero murdered</i>	<i>Giganci z warszawskiego parkietu na kolanach</i>
<i>France chided for Roma expulsions</i>	<i>Harczerze: nie damy się uwikłać w polityczną kłótnię</i>

Figure 5 Translating headlines

Another type of exercise, i.e. filling in gaps in short specialist texts, is not a proper translation task, but one aimed at improving the students' knowledge of both SL and TL collocations and specialist legal terminology and phraseology, which they are often unfamiliar with even in their mother tongue, and which should, eventually, help them to produce flawless translations (sample texts can be seen in Fig. 6). At this stage, the teacher's presence is not necessary, as the students may look up the original texts online and check their answers themselves. The instructor's assistance may be valued, however, in the follow-up exercise, in which the students are required to translate the highlighted phrases or chunks of language. As usual, they are encouraged to cooperate and exchange their ideas when performing the task.

**Zabudowa warunkiem uwłaszczenia posiadaczy**  
 (...) W skardze k \_\_\_\_\_ gmina nadal kwestionowała wszystkie roszczenia klubu. Uważała, że **nie ma podstaw do u \_\_\_\_\_**, bo żadna z nieruchomości **nie była z \_\_\_\_\_** przez klub. Klub zaś chciał przyznania jej nowej hali tenisowej bezpłatnie. SN **o \_\_\_\_\_ w całości s \_\_\_\_\_ kasacyjną** klubu. **Zaakceptował r \_\_\_\_\_ sądu II instancji** co do dwu nieruchomości objętych księgami pierwszą i drugą oraz **p \_\_\_\_\_ rozstrzygnięcie sądu I instancji** odmawiające klubowi prawa do trzeciej, zabudowanej nową halą.(...)

(Source: Lewandowska, I. *Zabudowa warunkiem uwłaszczenia posiadaczy*. Available at: [http://www.rp.pl/artukul/4,293468\\_Zabudowa\\_warunkiem\\_uwlaszczenia\\_posiadaczy.html](http://www.rp.pl/artukul/4,293468_Zabudowa_warunkiem_uwlaszczenia_posiadaczy.html))

**The IMF, Mission: possible**  
 AS RECENTLY as last October the **International M \_\_\_\_\_ Fund** seemed to be sliding towards terminal irrelevance. For several years, **e \_\_\_\_\_ economies** had been making fewer and fewer demands on its rescue services (see chart 1). They were awash with private flows—and many of them had been **building up vast r \_\_\_\_\_** of their own **for a r \_\_\_\_\_ day**. Even as the world **sank into a financial c \_\_\_\_\_**, there was scant demand for the roughly \$250 billion in the fund's coffers. The talk at the **fund's h \_\_\_\_\_** was less about its role in sorting out the global financial crisis than about whether it had one. **B \_\_\_\_\_ cuts** forced it to persuade some staff to **take e \_\_\_\_\_ retirement**.

(Source: *The IMF, Mission: possible*. Available at: [http://www.economist.com/finance/displaystory.cfm?story\\_id=13447231](http://www.economist.com/finance/displaystory.cfm?story_id=13447231))

Figure 6 Filling in gaps in short legal or financial texts

To bring in an element of fun and relaxation in the classroom and to let the students enjoy a respite from more demanding tasks involving specialist terminology, the trainer may

select several well-known quotes and then split them up (examples can be found in Fig. 7). The students receive the first or the second half of the quote (they can work in pairs) and their role is to supply the missing part, to select the best translation of the quote from among less or more fortunate versions available online and, finally, to discuss and explain the extralinguistic context in which the words were uttered.

It should be stressed here that while it is important for trainee translators to know specialist terminology, they should also have knowledge of the real world, including that of politics, as landmark words are frequently referred to, even in specialist discourse. Of course, apart from creating a more relaxed atmosphere, the exercise also helps the students to appreciate a broader context in translation and, again, to develop their ability to work efficiently in order to meet tight deadlines, if they are supposed to perform the task strictly within the allotted time.

Student A	Student B
<i>Mr. Gorbachev, .....(R. Reagan)</i>	<i>...tear down this wall. (R. Reagan)</i>
<i>You're doing .... (G.W. Bush)</i>	<i>....a hell of a job, Brownie. (G.W. Bush)</i>
<i>Ask not what your country can do for you .... (J.F. Kennedy)</i>	<i>... ask what you can do for your country. (J.F. Kennedy)</i>
<i>In politics ... (Napoleon)</i>	<i>...stupidity is not a handicap. (Napoleon)</i>

Figure 7 Translation of famous quotes

Finally, reformulation and repetition are, without a doubt, important skills both in the work of a translator and that of a consecutive and simultaneous interpreter. Therefore, the ability to process information found in the SL text and to paraphrase it in order to produce a naturally-sounding TL text should by no means be neglected in translator training. Also in this case, the students should be warned against literal translation marked by unidiomatic TL use.

An undeniable advantage of exercises involving reformulation and repetition of input information lies in their focus on synonyms and close equivalents too. When the students (working in small groups) are asked to translate these and compare their versions, they must pay special attention to nuances of meaning (such as these between e.g. *ductility* (*ciagliwość*) and *malleability* (*kowalność*) in Fig. 8 below) which might otherwise be overlooked. Like in the other exercises, the students should be encouraged to compare points of agreement and disagreement, and to decide what caused the greatest difficulty in translation and why.<sup>8</sup>

<p>Lead is the softest of the common metals and has a high degree of <b>ductility</b>, <b>malleability</b>, and <b>resistance to corrosion</b>. The material is <b>easily cut and shaped</b> and does not appreciably work-harden. Lead is very <b>resistant to</b> town, country, and marine <b>exposure</b>, the bright metal being tarnished by atmospheric action to produce a fine grey film on the surface which protects the underlying metal.</p>
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(Source: Bowyer, J.T. *Small Works Supervision* quoted in Duff 1989: 57-59)

Figure 8 Reformulation and repetition

*Longer tasks and projects* However useful and practical, short translation or paratranslation exercises mainly aid and are auxiliary to longer terminology and translation tasks and projects. These, in turn, are intended to develop simultaneously the students' linguistic and research abilities as well as their IT and interpersonal skills. Designed to imitate a professional translator's workplace, the classroom, on the other hand, is expected to provide students with Web-based translation reference tools (such as, for instance, online glossaries and dictionaries, terminological databanks, corpora, concordancers, translators' fora and discussion groups) and to enable multilateral interaction. Thanks to the above and access to

ICT tools,<sup>9</sup> translation projects can be continued and coordinated outside the classroom, with or without the teacher’s online – synchronous or asynchronous – assistance.

At this point, a note concerning the concept of “model translation” may be in order as, even though condoned in prescriptivism, the notion is alien to translator training drawing on cooperative and constructivist methodologies. Instead, in the course of the translation programme, students make autonomous decisions and justify their choices with increasingly greater confidence. Noticeably, with time, they are involved in peer evaluation more frequently and are able to suggest creative solutions to the translation problems they encounter, whereas the teacher refrains from supplying one authoritative translation. As a consequence, multiple options are considered and various solutions suggested. Importantly, students are made aware of the fact that the choice between a SL-oriented translation, emphasizing the “otherness” of the SL culture, and a TL-oriented translation, aiming at functional equivalence and adaptation to the TL culture, depends largely on such extralinguistic factors as: the intended purpose of the TL text and its status in the TL culture as well as the TL recipient.

Given the above, trainee translators will certainly benefit from exercises in which they are expected to apply and discuss both foreignising (SL-oriented) and domesticating (TL-oriented) translation strategies.<sup>10</sup> Such an opportunity may be provided, for instance, when the students are asked to translate selected business or legal terms (examples can be seen in Fig. 9). Supplying their literal or functional equivalents in the TL together with relevant comments may spark a discussion about the strategies applied in the translation of culture-specific concepts as well as provoke the students to reflect on the rationale for their translation choices. In addition, having the students analyse not only the terms and texts they translate, but also the communicative context in which they are used, is believed to be markedly more productive than doing numerous translation exercises only (Hönig 1988 in Pym 2009). As one would expect, the students should be familiar with theoretical concepts providing them with metalanguage needed to classify and describe translation problems and solutions.

SL TERM	SL-ORIENTED TRANSLATION	TL-ORIENTED TRANSLATION	COMMENTS
<i>kasacja</i>	<i>cassation</i>	<i>last resort appeal</i>	no equivalent procedure in the common law
<i>osoba fizyczna prowadząca działalność gospodarczą</i>	<i>natural person conducting business activity</i>	<i>sole trader/ one-man business (UK); sole proprietor/ sole proprietorship (US)</i>	literal translation vs. functional equivalent
<i>podatek katastralny</i>	<i>cadastral tax</i>	<i>ad valorem property tax/ property value tax</i>	<i>kataster</i> v. <i>cadastre</i> historical note: (Latin) <i>capitationis registrum</i> → <i>capitastrum</i> → <i>catastrum</i> (cf. Polish <i>spis poglówny</i> )

Figure 9 *SL-oriented translation v. TL-oriented translation*

Likewise, some theoretical grounding is a prerequisite for error correction activities. Besides, they require a good knowledge of SL and TL cultures, their respective conventions, and a “natural feel” of the TL (naturally apart from a better-than-average command of one's mother tongue), which is intended to prevent the students from producing unidiomatic or incorrect translations. According to Kozłowska (2002: 138), translation errors may be classified as those that are noticeable without the SL text and those that can be seen only when the TL text is checked against the SL text.<sup>11</sup> Both types of errors have been exemplified

in the authentic mistranslations below (Fig. 10a and 10b), including phrases, sentences and longer stretches of language that might be used in error correction exercises accompanied by annotations detailing translation problems and solutions. Obviously, it is only thanks to the students' scrupulously analytical reading that translation errors may be successfully detected and rectified.

*Phrases/ sentences or longer chunks*

TL text (faulty translation)	Problem	Solution/ suggested translation	Justification
*The agreement can extend, without words, for another month each time.			
*For indoor or outdoor use only. [on a string of Chinese-made Christmas lights]			
*Specialist in women and other diseases [doctor's office]			

*Longer chunks or paragraphs*

SL text	TL text (faulty translation)
Rozporządzenie przewiduje wyraźnie możliwość przeniesienia siedziby SE do innego państwa członkowskiego (bez konieczności rozwiązania SE lub założenia nowej osoby prawnej). Ograniczenia przy przeniesieniu siedziby: – skomplikowana procedura; – możliwość żądania przez akcjonariuszy wykupu akcji; – wierzyciele mogą żądać zaspokojenia albo zabezpieczenia roszczeń; – w przypadku instytucji finansowej możliwość wyrażenia sprzeciwu przez organ nadzoru.	* The Regulation enables to transfer SE's registered office to another Member State (without the need for dissolution of SE or establishment of new natural person). Restrictions on the transfer of the registered office: – complicated procedure; – right to demand the buyout of shares by the shareholders; – creditors may demand to satisfy or secure claims; – supervisory office may express its objection to financial institution.

Figure 10 Error correction

Thorough scanning of SL and TL texts is also needed in the case of terminology mining in parallel texts (see Fig. 11). EU legislation, drawn up in the official languages of the Member States, serves as an excellent source of parallel texts which are particularly useful in the creation of glossaries or translation memories.<sup>12</sup> Similarly to the exercises discussed in the preceding paragraphs, fishing terminology and phraseology out of parallel texts is intended, among other goals, to focus students' attention on terms and phrases which should not always be translated word for word, and, generally, on transferring concepts rather than literal meanings.

Text 1	Text 2
<b>ROZPORZĄDZENIE RADY (WE) nr 207/2009 z dnia 26 lutego 2009 r. w sprawie wspólnotowego znaku towarowego</b>	<b>Council Regulation (EC) No 207/2009 of 26 February 2009 on the Community trade mark</b>
Należy wspierać harmonijny rozwój działalności gospodarczej w całej Wspólnocie oraz <b>ciągły i zrównoważony wzrost</b> poprzez zakończenie tworzenia <b>rynku wewnętrznego</b> , który funkcjonuje	<b>It is desirable to promote</b> throughout the Community a harmonious development of economic activities and a <b>continuous and balanced expansion</b> by completing an <b>internal market</b> which functions properly and



<p>właściwie i oferuje warunki podobne do istniejących na <b>rynku krajowym</b>. W celu stworzenia takiego rynku i uczynienia go w większym stopniu <b>rynkiem jednolitym</b> muszą być zniesione nie tylko bariery dla <b>swobodnego przepływu towarów i usług</b> oraz ustanowione przepisy zapewniające, że konkurencja nie będzie zakłócona, ale dodatkowo muszą być stworzone warunki prawne, które <b>pozwolą przedsiębiorstwom na dostosowanie ich działalności</b> produkcyjnej oraz dystrybucyjnej lub świadczenia usług do skali wspólnotowej.</p>	<p>offers conditions which are similar to those obtaining in a <b>national market</b>. In order to create a market of this kind and make it increasingly a <b>single market</b>, not only must barriers to <b>free movement of goods and services</b> be removed and arrangements be instituted which ensure that competition is not distorted, but, in addition, legal conditions must be created which <b>enable undertakings to adapt their activities</b> to the scale of the Community, whether in manufacturing and distributing goods or in providing services.</p>
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(Source: <http://eur-lex.europa.eu/JOhtml.do?uri=OJ:L:2009:078:SOM:EN:HTML>)

Figure 11 *Terminology mining*

On the other hand, hybrid texts, in which only selected parts have been translated into the TL, might be given serious thought as material for translation or recorded sight translation exercises.<sup>13</sup> Choosing a speech or address delivered by a well-known politician or statesman appears to be particularly useful, since students may easily find the original text or even listen to the original recording (see Fig. 12). Such backtranslation forces the students to provide specific grammatical structures or lexical units that will fit in the provided “scaffolding”, i.e. the SL text, thus preventing them from producing unnatural or awkward sentences containing syntactic calques. Sure enough, the activity also trains memory and quick processing of visual stimuli, especially when the students are asked to perform sight translation.

Mr. Speaker, Vice-President Cheney, **Panie i Panowie Kongresmani i Senatorowie, dostojni goście, rodacy:** America this evening is a nation called to great responsibilities. And we are rising to meet them.

As we gather tonight, hundreds of thousands of American servicemen and women are deployed across the world in the war on terror. By **przynosząc nadzieję opresjonowanym**, and delivering justice to the violent, they are making America more secure.

Each day, law enforcement personnel and **śłużby wywiadowcze** are tracking terrorist threats; analysts are examining **listy pasażerów samolotów**; the men and women of our new Homeland Security Department are patrolling our coasts and borders. And their **czujność** is protecting America.

Americans are proving once again to be the hardest working people in the world. The American economy is growing stronger. The **zatwierdzone przez Kongres niższe podatki** is working. (...)

(An excerpt from the transcript of President Bush's address to a joint session of Congress on Thursday night, January 20, 2004)

Figure 12 *Translating hybrids*

Guided translation is another type of a task containing prompts and requiring that specific lexis or grammar be used in translation. Unlike hybrid texts, though, texts used in this exercise are monolingual and their goal is to draw students' attention to selected terms or collocations. That is why only highlighted words or phrases are to be translated in the manner suggested by the cues in brackets (e.g. the first letters of the words that should appear in translation like in Fig. 13). Afterwards, the students should be able to easily accomplish sight translation of the same text, suggested as a follow-up vocabulary reinforcement activity.

**Żadnego ślubu, żadnych dzieci** (n\_\_\_ w\_\_\_\_\_)

**Opublikowany niedawno** (r \_\_\_\_\_ r \_\_\_\_\_) raport **Ministerstwa Pracy i Polityki Społecznej** (Ministry of L \_\_\_\_\_ and S \_\_\_\_\_ P \_\_\_\_\_) (o stanie rodziny nie pozostawia wątpliwości. Młodzi Polacy coraz rzadziej i coraz później **wstępują w związki małżeńskie** (t \_\_\_\_\_ the k \_\_\_\_\_) oraz decydują się na dzieci.

**Nadmiernym uproszczeniem** (o \_\_\_\_\_) jest zakładanie, że za zanik **więzi rodzinnych** (f \_\_\_\_\_ t \_\_\_\_\_) odpowiedzialne są tylko kwestie ekonomiczne. Dochodzą do tego również przemiany obyczajowe, choć trzeba przyznać, że mają raczej **drugorzędne znaczenie** (s \_\_\_\_\_ i \_\_\_\_\_).(…)

(Source: <http://biznes.interia.pl/wiadomosci-dnia/news/zadnego-slubu-zadnych-dzieci,811477>)

Figure 13 *Guided translation*

At the end comes monitored sight translation,<sup>14</sup> whose integrative and consolidative merit should not be underestimated. During this activity students work in pairs and each of them is assigned the task of translating a short specialist text (e.g. dealing with Legal Representation like in Fig. 14 below) with the aid of Web resources. Although the texts are different, they deal with the same issue and contain similar terminology, which the students may wish to look up and verify in online sources. Having completed the first stage of the task, i.e. translation of the assigned text, the students work in turns and, unlike their expectations, are asked to perform sight translation of their partner's text and not their own. The listening students are encouraged to follow their partners' performance attentively, simultaneously tracking their own translations on the screen, and to jot down any interesting points worth commenting on. Obviously, they may also suggest alternative translations of selected terms or phrases. The instructor, on the other hand, steps in during the final stage of the activity, to provide corrections, if necessary, and to discuss the problems reported by the students.

Certainly, monitored sight translation allows students to develop various skills at the same time. Not only do they have an opportunity to practice evaluation and selection of relevant and reliable Web data and to use online translation reference tools, but they may also train their cognitive abilities, since in order to perform the task successfully, they must quickly switch from the visual channel to the auditory one and vice versa. Naturally, they expand their repertoires of specialist terminology and refine purely technical skills, such as the speed of (touch)typing. Finally, the interpersonal dimension of the task, another obvious advantage including two-way communication, coordination, mutual support and the students' balanced contributions, should not be denied its relevance, either.

#### **Student A**

Legal Representation helps with all the costs of taking certain types of non-criminal (civil) cases to court. It includes representation by a solicitor or barrister. To get Legal Representation, you must meet certain financial conditions - see What are the financial conditions for Legal Representation, below. Your case also has to meet certain other conditions, for example, whether the Legal Services Commission (LSC) considers it reasonable to fund your case.

Also, you might only get Legal Representation for as long as it takes a solicitor to look into your case. If the solicitor doesn't think your case is strong enough, Legal Representation might be stopped. (...)

#### **Student B**

If your gross monthly income is over £2,657, you will not get Legal Representation. 'Gross income' means your income before tax and national insurance have been deducted. If you have a partner, your partner's income will also be taken into account except if your partner is the person you are in dispute with.

If your gross monthly income is £2,657 or less, your disposable income will be assessed. 'Disposable income' is the amount that you have after deductions have been made for national insurance, tax, housing costs and certain other necessary expenses. If you have a partner who isn't earning or if you have children, a certain amount of your income won't be taken into account. If your partner is earning, their income will be taken into account except if they are the person you are in dispute with. (...)

(Source: [http://www.adviceguide.org.uk/index/your\\_rights/legal\\_system/help\\_with\\_legal\\_costs.htm#legal\\_representation](http://www.adviceguide.org.uk/index/your_rights/legal_system/help_with_legal_costs.htm#legal_representation))

Figure 14 *Monitored sight translation*

In light of the above, it would not be an overstatement to note that translator education reaches far beyond the classroom. To this effect, to provide a foretaste of what is awaiting novice translators outside the university setting, home assignments including authentic projects and consultations with experts (for which there is not enough time in class) should, without a doubt, be seamlessly incorporated into the training curriculum. They may have the form of follow-up activities complementing work done in class or they may include independent projects carried out by groups of students working on the assigned part of the project as translators, reviewers, terminologists or project managers.

A case in point one can refer to here is that of translating civil-law contracts. In this task, in order to ensure terminological consistency, the students must create, under the supervision of the group leader (project manager), their own translation memory with the terms that recur in the contract and distribute work among themselves. When doing their translations, they are expected to consult the other group members and when their work is complete, they are supposed to e-mail their portions of the TL text to the group leader, whose task, in turn, is to edit and proofread the whole translation, as well as adjust its formatting, and to submit it to the teacher. Having done the final revision, the teacher provides feedback and discusses translation problems, if any, in class.

Apart from teamwork, home assignments may also require self-study, for instance, preparing a summary translation of a specialist journal article on an assigned topic or using interactive tools, such as the presentations and animations available on *Portal Edukacji Ekonomicznej* (Fig. 15). The site is an excellent starting point for those who want to become knowledgeable about economy and banking, and in particular those who wish to learn Polish terminology related to public finance, investment funds, monetary policy, capital markets or the European Exchange Rate Mechanism, to name but a few of the topics featured on the portal. The presentations and the cartoons, which usually last several minutes and which can be easily stopped and replayed at any time, are very useful for consecutive and simultaneous interpreting exercises focusing on specialist financial terminology. Besides, some of them are quite funny.



(Source: <http://www.nbportal.pl/pl/np/animacje/prezentacje>)

Figure 15 *Financial terminology in interactive presentations and animations*

Last but not least is students' participation in seminars and workshops alongside discussions with experts in a given field, e.g. lawyers, economists or doctors of medicine, which should be encouraged by the teacher. Such specialists will most certainly provide invaluable insights into their respective specialisations and thus help the students to translate specialist texts bristling with terminology that is otherwise incomprehensible to them. Consultations with professionals should, however, complement the students' self-study and collaborative research.

#### *OUTCOME: Mission accomplished?*

As has been illustrated in the preceding sections of the article, translator education does not need to be associated with silence, monotony and routine assignments. The activities discussed are but a modest sample of what translator trainers may apply in the classroom. Leaving institutional constraints aside, they are, in fact, limited only by their own imagination and resourcefulness. Thanks to these, translation classes may turn into varied and meaningful exploration and discovery. Understandably, to be effective, the programme of study needs to aim both at the advancement of students' linguistic and translation competence as well as at the development of their self-study and research skills alongside problem-solving and self-reflection capacity on the one hand, and the advancement of ICT skills and interpersonal abilities on the other. Adopting an innovative approach to translator education and discarding worn-out teaching formulas is bound to lead students from their academic experience beyond the walls of the Ivory Tower to the real-life setting. Still, it remains to be seen whether the knowledge and the skills they acquired in the course of their education ensure professional success on the competitive translation market. If they do, then the students' search for meaning may be deemed fruitful and the teacher's mission successful.

Notes:

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<sup>1</sup> Chesterman and Wagner (2002) use the terms "Ivory Tower" and "Wordface" to refer to translation theorists and the academia on the one hand and practicing translators at work (by analogy to miners working at the coalface) on the other.

<sup>2</sup> The article is an extended version of the presentation: "Where the Ivory Tower meets the Wordface – how to optimise translation classroom dynamics" originally delivered at the "Teaching Translation and Interpreting 2" Conference held by the Department of Translation Theory and Practice at the University of Łódź (part of the Chair of English Language and Applied Linguistics) on 24-25 April 2009.

<sup>3</sup> In the literature a distinction is made between "translator training" and "translator education" (see Kiraly (2000) and Bernardini (2004)); however, in this article the above terms are used interchangeably.

<sup>4</sup> More information on the application of these methodologies in translator training can be found, for instance, in: Kiraly (2000), Baer and Koby (2003), Kelly (2005), Gile (2005) and Malmkjaer (2006).

<sup>5</sup> Malmkjaer (2006) aptly argues that undergraduate students may benefit from translator training despite their insufficient linguistic grounding, since it facilitates their launch onto the translation market and introduces them to the demands of the profession. Gile (2005) similarly observes that a translation programme may be beneficial to those participants who have not reached linguistic proficiency, as it may stimulate their intellectual curiosity and interest in translation as well as require from them analytical skills and independent decision-making.

<sup>6</sup> For a discussion on "translator competence" and "translation competence" see for instance Pym (2003) and Massey (2005).

<sup>7</sup> Interestingly, in a survey conducted in a group of 22 Kraków Teacher Training College students attending the Business and Legal Translation Course, 77% responded that translation theory should be incorporated into specialist translator training (Szczyrbak 2008: 69).

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<sup>8</sup> Adapted from Duff (1989: 57-59).

<sup>9</sup> For reasons of space the application of ICT tools in translator training may not be discussed here at greater length. More information, including a discussion on challenges and misconceptions related to Web-based instruction, can be found, for example, in Zanettin (2002), Massey (2005), Varela Salinas (2007) and Krajka (2009).

<sup>10</sup> An insightful discussion on foreignisation and domestication in Polish-English translation, seen in the context of cultural asymmetry and language policies, is offered by Kwieciński (2001).

<sup>11</sup> A detailed classification and discussion of translation errors can also be found in Hejwowski (2006: 124-149).

<sup>12</sup> Multilingual EU law can be accessed at: [www.eur-lex.europa.eu](http://www.eur-lex.europa.eu).

<sup>13</sup> As observed by Biela-Wołośńiej (2009), there is market demand for recorded sight translation services tailored to the needs of clients interested in the general content of the SL text, quick delivery and cost-effectiveness (2009: 581). She stresses that a recording is long-lasting unlike the result of interpreting and, further, that it can be accessed at any moment by the client. At the same time – as she points out – it is less expensive than translation (2009: 581).

<sup>14</sup> Adapted from González Davies (2004: 198).

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