

EXPLORING LEARNERS' NEEDS AND EXPECTATIONS: TRANSLATING EU TEXTS IN AN ENGLISH BACHELOR'S PROGRAMME AT A HUNGARIAN COLLEGE

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Abstract: This paper reports on a needs analysis study involving a group of Hungarian undergraduate students of English before taking an EU specialized translation course. The purpose of the study was to explore the students' needs regarding course content and methodology, to capture their perceptions about the translation process and translation competence, and to compare these with the teachers' expectations and assumptions as well as with the current course syllabus. The results of the study are hoped to be of assistance to the teacher of the course in selecting and adapting the course content, material and teaching approaches to the immediate needs of the students. Data was collected through questionnaires with the students and a semi-structured oral interview with their teacher. Document analysis was also used to compare the students' expressed goals, needs, and perceptions with the aims and contents of the course as stated in the course syllabus. The results show that undergraduate students' needs and perceptions – regarding translation in general and one particular course – are different from the teachers' assumptions and the aims of the course as expressed in the syllabus. Therefore, exploring undergraduate students' actual needs and tailoring the course to these needs is a crucial step in syllabus design.

Keywords: needs analysis, translation teaching, pedagogical translation, ESP, EU translation

1 Introduction

Translation pedagogy is an interdisciplinary field within translation studies, merging the theoretical approaches in translation studies with the practical orientation of language pedagogy. It is an area where theory and practice are connected, which ideally means that translation teachers apply theoretical ideas in their own pedagogic practice, whilst continuously improving their own reflective approaches and methods based on their classroom experience. It is hoped that in the future, regardless of the level they teach at, more and more translation teachers will engage in empirical research in the context of their own pedagogic practice, which will help them improve professionally. Besides, empirical research and reflection are tools for teachers to develop course content and methodology considering the diverse factors which influence the teaching and learning process.

It is generally acknowledged that syllabus development should always involve the learners. Learners have various needs and expectations arising from individual factors such as their aims, competences, interests, motivation, or the level of their studies, as well as from factors including the wider context of learning, i.e., the education system and the labour market. Needs analysis is an easily accessible tool for syllabus development, enabling teachers to continuously explore learners' individual characteristics and address their specific needs.

There is a growing body of empirical research in translation pedagogy and foreign language teaching. However, the main focus in translation pedagogy has been the context of professional translator training. Although several researchers underline the importance of the undergraduate level in translation training (González Davies, 2004; Malmkjær, 1998, 2004) as well as the role of translation in developing foreign language competence (Duff, 1989; Keith & Mason, 1987; Widdowson, 1978), little research has been done in the intersection of the two fields. This study aims to fill this gap by focusing on a particular group of undergraduate students intending to take an EU translation course at a Hungarian college, as part of a specialization module within the English BA programme. This is a level somewhere between undergraduate foreign language studies, where translation is used only for language purposes, often involving grammar-translation activities – during which separate sentences are translated out of context –, and professional translator training, where the main aim is to develop each element of translation competence. The main aim of these undergraduate translation courses, however, is to develop the learners' translation and foreign language competence in the functional-communicative sense, meaning that students translate real-life and authentic texts.

This study draws on research from translation and foreign language pedagogy, and explores the development of foreign language and translation competence, as well as issues concerning course content and methodology. The findings of the study are relevant for teachers teaching undergraduate translation students, and can help them tailor the courses to the students' actual needs. Furthermore, the results have implications for translation and foreign language pedagogy research focusing on the methodology and contents of translation courses at the undergraduate level.

2 Undergraduate EU translation courses in Hungarian higher education

Hungary has a long tradition of professional translator training with well-established training programmes offered at master's level or as postgraduate specialist training. Since Hungary's accession to the EU, specialized EU translation programmes have become more and more popular. In the EU there is a growing demand for highly-qualified translators because of the vast amount of text produced every year. Most of these texts are official documents, which are translated by professional translators. However, there are a lot of other English language texts which deal with topics related to the EU. Being able to understand these texts is important not only for translator trainees but for learners of English at the undergraduate level as well.

As a response to the changing demands of the Hungarian labour market, translation courses focusing on EU translation are now offered also at the undergraduate level, often incorporated in foreign language (mainly English) BA programmes. There is a high chance that students with a bachelor's degree in English will encounter texts on various EU-related issues, regardless of the field they work in. Therefore, undergraduate learners of English can benefit from translating various EU-related texts, which develops not only their translation competence but other components of their language competence. For example, these courses build students' vocabulary and increase their background knowledge (both general and EU-specific), which can prove very useful later in their career. If a Hungarian student majoring in English wants to become an English teacher, they must complete a master's degree in teaching English as a foreign language. However, teaching as a profession is not as popular as it used to be in the past, and many students choose not to go on to the master's level after

receiving their bachelor's degree in English. Therefore, in English undergraduate programmes, it is very important to equip students with practical and transferable skills. These are the main reasons why some Hungarian higher education institutions have built EU-related courses into their English BA programmes.

3 The special status of undergraduate EU translation courses

Undergraduate EU translation courses are very special because their main aims are different from those of professional translator training programmes. However, these aims are also different from foreign language courses, where translation is used primarily as a tool to develop language competence. In these courses translation is regarded as a communicative-functional activity, which can develop students' foreign language skills and certain elements of their translation competence. Therefore, this study draws on research in translation pedagogy and foreign language pedagogy.

3.1 Developing translation competence

Several translation pedagogy researchers point out that translator training takes place at various levels, all with different goals. Bernardini (2004) distinguishes between translator training and translator education. She suggests that translation education (mainly at the undergraduate level) should focus mainly on raising awareness, increasing reflectivity and resourcefulness (2004, pp. 20-21). In the past few decades, many studies have focused on teaching translation, some of which include the undergraduate level (e.g., Dollerup & Appel, 1996; Gile, 1995; González Davies, 2004; Gouadec, 2007; Hatim & Munday, 2004; Keith & Mason, 1987; Kelly, 2005; Kiraly, 2000; Kussmaul, 1995; Malmkjær, 1998, 2004; Tennent, 2005; Wilss, 1996). Melis and Albir (2001) point out that at various levels of translation teaching it is crucial to have a clear definition of translation competence and the process of its development, as it provides the guidelines in establishing the aims of the course.

Translation scholars agree that translation competence does not develop automatically with foreign language competence. Although the notion of translation competence is very complex and is mainly used in professional translator training, it is also important in lower level translation courses, such as the specialized EU translation course investigated in this study. The most important difference between the two levels, regarding translation competence, is that only certain elements of translation competence are to be developed at lower levels, and special emphasis is laid on linguistic sub-competence.

Over the past three decades, several models have been presented, aiming to describe the complex notion of translation competence. A very comprehensive overview of the most important approaches and models is given by Lesznyák (2007). Most of these models are multi-componential, and assume that translation competence consists of several elements including non-linguistic ones. One of the most holistic and sophisticated models based on empirical-experimental research was presented by the PACTE research group from Barcelona, originally in 2000 (later refined in 2002, 2003, 2005, and 2011). This model reflects the current functional and cognitive approaches in translation studies, which have extended the concept of translation competence by emphasizing the communicative function of texts and the cognitive processes underlying translation. In their model, the PACTE group claims that translation competence – which is not equal to performance – is expert knowledge,

both declarative and procedural, consisting of the following sub-competences: bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation, instrumental sub-competence, strategic sub-competence, and psycho-physiological sub-competence (PACTE, 2003).

This model has recently been modified by Göpferich (2009), who claims that there are three sub-competences which are translation-specific and are not necessarily found in bilinguals with no formal training in translation: tools and research competence (which corresponds to instrumental sub-competence in the PACTE model), strategic competence (which is called the same by the PACTE group), and translation routine activation competence (which does not appear in other models). Translation routine activation competence comprises “the knowledge and abilities to recall and apply certain – mostly language-pair-specific – (standard) transfer operations (or shifts) which frequently lead to acceptable target-language equivalents” (p. 21). These elements should be emphasized in any course which aims to develop translation competence. The PACTE model and Göpferich’s ideas served as points of reference in this study.

González Davies (2004) suggests that more studies should be directed at the undergraduate level in translation teaching. She uses the term translation teaching to refer not only to professional training but to any course in which translation competence is to be developed. According to her, undergraduate courses require a totally different course design and procedures, as the students have different background, attitude, aptitude, rate, route, learning and translating style. She suggests that at the undergraduate level, translation courses should focus mainly on instrumentalization (i.e., familiarization with available tools and resources), pre-specialization (i.e., introduction to various fields), cognitive skills, and the ability to move away from a purely mechanical practice of translation towards reflective practice. More specifically, she lists the areas of translation competence which are useful to improve at this level: language skills, subject matter, transfer skills, resourcing skills, computer skills and professional skills (pp. 39-42).

Beeby Lonsdale (1996) maintains that even though undergraduate students’ linguistic competence and encyclopaedic knowledge are limited because of their age, translation programmes can facilitate progress towards their mental maturity. Translation classes develop not only translation skills in the narrower sense (i.e., transfer competence) but other competences as well. Nord (2005a) lists the following ones:

- (a) linguistic competence in the native language (L1) and in the foreign language (L2) with regard to formal and semantic aspects of vocabulary and grammar, language varieties, register and style, genre conventions, etc., (b) cultural competence (e.g., areal studies about the target culture[...]), (c) factual competence in sometimes highly specialized fields [...], and (d) technical competence for documentation and research. (Nord, 2005a, p. 161)

Nord (2005b) introduces the notion ‘text competence’, and suggests that translation courses should focus on the development of text competence, which includes textual meta-competence (i.e., how textual communication works), text-production competence in the target linguaculture, text-analytical competence (in the source linguaculture), and contrastive text competence to be able to compare norms and conventions of textuality in the source and the target linguaculture. She lists several useful exercises, which can be used in undergraduate courses as well (pp. 212-213).

As the students' English language competence is not as advanced as that of translation MA students, it is very important to select the texts carefully in terms of difficulty. Nord (2005a) argues that in order to specify the degree of difficulty of the source text, teachers should consider the following factors: the degree of difficulty of the source text, the level of knowledge and competence of the students, the aim of the translation task (stylistic, functional and pragmatic requirements of the target text), and technical working conditions (p. 172).

Developing native language competence is also crucial in translation courses. Bergen (2009) emphasizes that translation students, especially at the beginning of their studies, need to consciously improve their language skills both in their mother tongue and in the foreign language. However, translation students often have an insufficient command of their native language. Nord (2005b) argues that a contrastive analysis of authentic texts can make students aware of the norms and conventions of communication in both the source and the target culture. In this study there was no previous testing of the students' native language skills before they entered the module because it is one of the aims of the translation courses. According to Klaudy (2004), in real-life translation activities students have to use their native language knowledge consciously and reflectively.

3.2 Developing foreign language competence through translation

This study, focusing on special undergraduate translation courses, also draws on current research in foreign language pedagogy. In the communicative approach to foreign language teaching, the main goal is to develop learners' communicative competence. In Canale and Swain's model (1980; Canale, 1983), communicative competence encompasses grammatical (i.e., linguistic), sociolinguistic, strategic and discourse competence, so it is similar to the complex and multi-componential model of translation competence. Cook (1998) gives a comprehensive overview of the use of translation in language teaching and concludes that the role of translation is almost completely ignored in modern foreign language theories and approaches (p. 117). Although translation has been dismissed by almost all foreign language teaching theories of the 20th century, in the past few decades there have been signs of revival, deriving mainly from teachers' individual practice.

More and more researchers argue that translation is not only an invaluable skill in itself, but an aid to language learning (Cook, 2010; Malmkjær 1998; Vermes, 2010; Witte, Harden, & Ramos de Oliveira Harden, 2009). According to Leonardi (2010), translation enhances critical reading skills, improves grammatical awareness and language proficiency, facilitates vocabulary acquisition, and develops intercultural competence. Snell-Hornby (1985) argues that translation develops advanced learners' linguistic accuracy and makes them more aware of the structural differences between languages (p. 21). Duff (1981) lists various pre-translation exercises which develop several elements of the students' foreign language competence such as vocabulary, register, word order, reference, linking, tense, mood and aspect, as well as varieties of language. Later Duff (1989) identifies three essential purposes of translation as an activity in language learning: accuracy, clarity and flexibility. He argues that translation "trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). This combination of freedom and constraints allows the students to contribute their thoughts to a discussion which has a clear focus: the text" (p. 7).

If translation is viewed as a process (Gile, 1994) and a communicative-functional activity (Nord, 1997), meaning the translation of authentic texts with a purpose (instead of

translating isolated sentences out of context), it undoubtedly has relevance in foreign language teaching. Based on the students' needs and the languages involved, carefully selected materials combined with communicative translation activities enable students to focus on problematic areas of language, which can develop not only their translation skills but their overall communicative competence.

3.3 Needs analysis in translation pedagogy

Translation students at various levels have different needs, which are to be reflected in the course syllabus. Therefore, the most relevant starting point for designing and structuring undergraduate courses is to find out about the learners' characteristics, needs, expectations and perceptions. With the help of needs analysis, teachers can decide which elements of translation competence the course should focus on, and how the acquisition of translation and language competence can be facilitated. Even though several studies highlight the importance of addressing learners' needs when designing the syllabus (e.g., Kelly, 2005; Li, 2000a, 2000b), there is little empirical research which explores the needs and expectations of translation students at the undergraduate level.

Dudley-Evans and St. John (1998) argue that in language teaching, especially in English for Specific Purposes (ESP), needs analysis has a vital role in course evaluation and improvement. They emphasize that needs analysis is the very first stage, which establishes the 'what' and 'how' of every course (p. 121). The terms 'needs assessment' and 'needs analysis' are often used interchangeably in literature, but some researchers use the former to refer to identifying and prioritizing needs, and the latter to investigating the causes of and possible solutions to needs (Kaufman, 1985, p. 21). The concept of language learning needs was addressed in several studies, resulting in several terms, which are all different aspects of the same concept. For example, Hutchinson and Waters (1987) distinguished target needs (connected to the target situation, e.g., to function effectively in the workplace) from learning needs (connected to learning). Target needs include necessities (i.e., what learners must know in order to function effectively), lacks (i.e., what they should know but they do not), and wants (i.e. what the learner perceives necessary to know). Similarly, distinction is made between objective and subjective needs (Brindley, 1989, p. 65), which are also called perceived and felt needs (Berwick, 1989, p. 55). Objective or perceived needs are determined by outsiders, whereas subjective or felt needs come from the individual and are influenced by cognitive and affective factors. Hutchinson and Waters (1987) mention three key aspects of needs analysis: product-oriented target situation analysis focusing on objective and perceived needs, learning situation analysis, i.e., investigating subjective and felt needs, and present situation analysis to explore what learners already know. Finally, a fourth aspect is also useful to consider, which was first suggested by Holliday and Cooke (1982). This is referred to as means analysis, focusing on the constraints of the environment in which the course is run (classroom culture and management infrastructure). Based on previous research and adding some more components, Dudley-Evans and St. John (1998) proposed a holistic model, which includes the following aspects:

- (1) professional information about the learners: the tasks and activities learners are/will be using English for – *target situation analysis* and *objective needs*;
- (2) personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for

- attending the course and expectations of it, attitude to English – *wants, means, subjective needs*;
- (3) English language information about the learners: what their current skills and language use are – *present situation analysis* – which allows us to assess (4)
 - (4) the learners' lacks: the gap between (3) and (1) – *lacks*;
 - (5) language learning information: effective ways of learning the skills and language in (4) – *learning needs*;
 - (6) professional communication information about (a): knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, genre analysis*;
 - (7) what is wanted from the course;
 - (8) information about the environment in which the course will be run – *means analysis*
- (Dudley-Evans & St. John, 1998, p. 125).

These dimensions were all taken into account in the needs analysis study presented in this paper.

4 Research aims

The main objective of this needs analysis study is to explore, in the Hungarian context, undergraduate English BA students' needs and expectations concerning an EU specialized translation course and to capture their perceptions about translation as an activity, translation competence, and the role of specialized translation in improving their foreign language competence. The responses are then compared with their teacher's assumptions and the existing course syllabus to find out how the stated aims and content of the course and the individual needs of the students are related. The study addresses the following research questions:

- (1) What are the immediate needs and expectations of a particular group of English BA students regarding an EU translation course prior to the course?
- (2) What are the students' initial perceptions about translation as an activity?
- (3) What are the students' preliminary assumptions about translation competence?
- (4) What are the students' perceptions about the role of EU translation in the development of their English language competence?
- (5) What are the teacher's beliefs about the needs and expectations of these students?
- (6) What are the teacher's assumptions about the development of these students' translation competence?
- (7) Do the aims and contents of the course, and the teaching approaches and methods adopted by the teacher match the students' level and needs?

5 Methods

5.1 Participants and setting

The study was conducted at the Department of English Studies of Eszterházy Károly College, Eger, Hungary, in April-May 2010. The students were first-year students who chose

the EU specialization module, which would start in the following semester. After the Bologna reforms, the new BA in English Studies started in the academic year 2007/2008. Part of this undergraduate programme is a 50-credit EU specialization module, which can be chosen by the students at the end of the first year. This four-semester specialization module starts in the second year, and consists of the following five subjects: rhetoric and stylistics (two courses), communication skills (three courses), English for EU purposes (six courses covering a wide range of issues related to the working of the EU, including its institutional structure and various policy areas and a historical overview of European integration with the aim to give the students background knowledge necessary to be able to understand EU-related texts), theory and practice of specialized translation (six courses – three lectures focusing on theoretical issues and three seminars providing practice in general and EU translation). These two courses run parallel and are designed to complement each other.

The participants of the study were ten full-time, first-year, Hungarian students, who had not taken any translation course before. Novice students were chosen because the study wished to explore students' needs prior to the course in order to improve the existing syllabus and adapt it to the needs of this particular group of students. These students were very different from students in professional translator training programmes as they had very little or no previous translation experience, and their average English language competence was expected to be at level B2.

The study is the first stage in a large-scale project aiming to investigate the changes in the needs and perceptions of English BA students who undergo translation training as part of the EU specialization programme. The teachers involved in the study were the current author, who taught the EU specialized translation seminars, and the teacher of the parallel course, i.e. the specialized translation lectures. At the time of the study I had ten years' experience as a teacher. I taught at the department between 2001 and 2010, and am currently working on my PhD in Translation Studies. I was involved in developing the syllabus of the EU translation and English for EU purposes seminars in the EU specialization module, and I taught these courses since the launch of the module in 2007. The teacher of the lecture course who was interviewed is currently the acting head of the department. He holds a PhD in Translation Studies, and at the time of the study he had 17 years' experience as a teacher. He has taught the EU specialized translation lecture since 2007, both in the full-time and part-time programmes. His main areas of interest are the translation of proper names and culture-specific elements, translation as intercultural communication, and the use of translation in foreign language teaching.

5.2 Instruments of data collection and methods of analysis

To obtain data, three different methods were used. In order to explore the students' needs, expectations, and perceptions, a questionnaire was developed, which consisted of twenty items with open-ended and closed questions. The questionnaire was divided into four main areas – personal background information, information about foreign language competence, information regarding translation, and information related to course content and methodology. Several versions of the questionnaire were constructed, which were validated and piloted before conducting the survey. The language of the questionnaire was Hungarian because using the English language might have altered the results to some extent as it is more difficult for non-native speakers at this level to express their ideas naturally in another language. The English translation of the questionnaire can be found in Appendix A.

Following the questionnaire survey, a semi-structured interview was conducted with the teacher responsible for the lecture part of the specialized translation courses. The assumptions of the teacher were then compared with the students' answers. The interview, which lasted about 30 minutes, was conducted in Hungarian by the author. The English translation of the interview questions can be found in Appendix B. The coding of the questionnaire and interview data was conducted manually by identifying and categorising recurrent themes which emerged during the interpretation of the responses.

Finally, in order to identify the declared aims of the course and to be able to compare the collected data with these aims, document analysis was carried out, in which the existing syllabi of the specialized translation courses (both the lecture and the seminar) were analysed. The syllabi of the courses are presented in Appendix C. Two textbooks were also involved in the document analysis. The first one was Klaudy and Bart's (2003) *EU Fordítóiskola [Translating EU texts from English into Hungarian]*, which is a Hungarian language textbook focusing on translating EU texts from English into Hungarian. The second textbook *EU English: Using English in EU Context* was written by Trebits and Fischer (2009). The analysis was not a simple document analysis, but was carried out in a wider contextual perspective, taking into account the teachers' own experience.

6 Results and discussion

In this section, the results of the questionnaire survey, the interview and the document analysis of the course syllabi will be presented with a detailed discussion of the findings.

6.1 Student questionnaires

6.1.1 Personal background information about the students

The first part of the questionnaire consisted of questions aiming to gather information about the students' personal background. The first question was related to the age of the students. The group was relatively homogeneous as the students' age was ranging from 18 to 21. With regard to their English language learning experience, eight of them had been learning English for ten years or more, and only two of them had been learning it for less than ten years (five and six years). This information seems to correspond with the language certificate they had (nine out of ten had a B2 level language exam or higher).

The students had to give reasons for choosing the EU specialization module. The two major motives emerging from the answers were an interest in translation and an interest in the European Union itself. These responses show that most of the students were motivated before starting the course.

When asked whether they wished to continue their studies in a translation MA or not, all ten students indicated that they were planning to do so. This underlines the importance of undergraduate translation programmes in translator training, which could provide a strong foundation for translation MA programmes. When justifying their answers, five out of the ten students wrote they would like to become professional translators, three expressed their general interest in translation, and two wanted to achieve higher proficiency in English. The

answers given in questions 1–5 indicate that these students shared some basic characteristics, which made the task of the teacher easier. As most of them seemed to have taken the specialization module very seriously and have long-term plans related to translation, motivation was expected to be high in the group.

6.1.2 Information about the students' English language competence

The students' English language competence level prior to the course was B2 or higher (seven students had a B2 level exam, two of them had C1 level, and one student had no language exam certificate). However, when asked about how they assessed their own language competence – using the descriptions in the Common European Framework of Reference for Languages (CEFR) (2001) by the Council of Europe – six students indicated that they were at the C1 level, three of them marked the B2 level, and the student without a language exam certificate marked the B1 level. These levels seem to be higher than the average level of first-year Hungarian college students, and higher than the required entry level for the course (B2). The reason why the students overestimated their language competence might be that they do not know which CEFR level their language certificate corresponds to, and the descriptions of the levels given in the questionnaire were not sufficient for assessing themselves objectively. Based on the author's experience, second-year students who start the translation course are somewhere between B1 and B2 level, and there is a great variation in their individual skills and language content.

With regard to their strengths and weaknesses (regarding skills and language content), the students' responses varied considerably (Table 1).

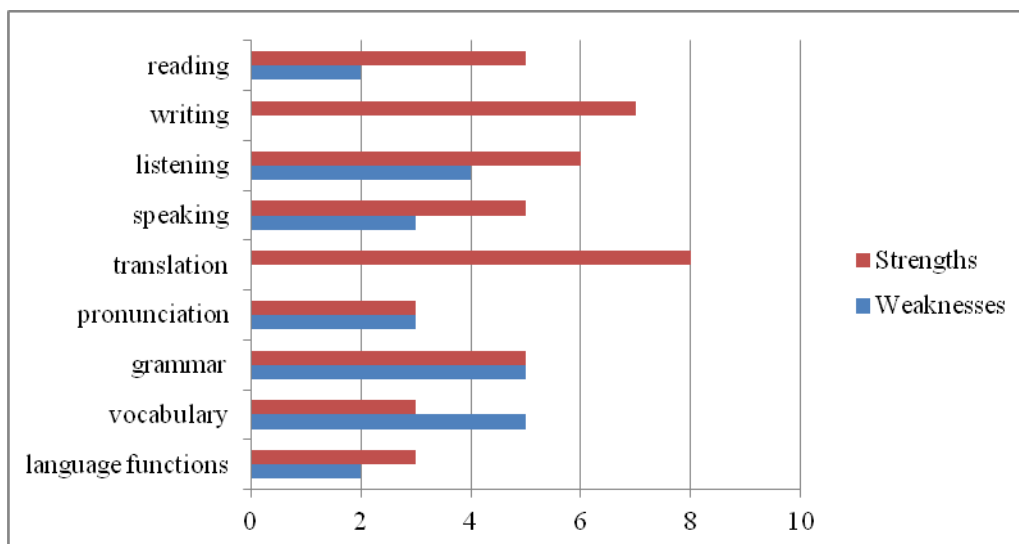


Table 1. The students' own assessment of their strengths and weaknesses (number of students)

Table 1 shows how students evaluated their own strengths and weaknesses. These responses suggest that the students feel confident in several areas. On average, they seem to be more confident in using the skills, and feel they need more practice with language content, especially grammar and vocabulary. Another striking feature is that translation skills were marked as being strong (eight students), and no student indicated that it was a skill to develop. Therefore, it is important to find out at the beginning of the course whether the students' own assessment corresponds to their current translation competence, as the students' responses

may have been distorted by the fact that the survey was related to a translation course. The students may have wanted to make a good impression, or they were not aware of the complexity of translation as an activity. This is what González Davis (2004) calls the unconscious incompetence stage, when the translation activity seems to be easy, and students are not yet aware of the challenges and problems (p. 40).

6.1.3 Information about translation

The students had varying degrees of experience in translation. Only two students had some professional experience, such as translating film subtitles, software, and texts for non-profit organizations. Seven students mentioned some experience, but this was mostly simple translation tasks like translating song lyrics, parts of a film or book for friends (five students), or doing exercises in class or when preparing for a language exam (three students).

When the students were asked to rate the difficulty of translation in general on a scale from 1 to 4 (from easy to difficult), eight students circled 3, and two of them circled 2. These responses seem to be surprising at first as in the previous section none of them indicated that translation skills were their weak point. Although these two questions were related, this one intended to elicit the students' opinion about translation as an activity. The difference in their responses suggests that in the students' opinion, translation requires more than just good translation skills, which is proved by their answers justifying their rating. Four students mentioned that terminology might pose serious problems, especially if they do not have an equivalent in Hungarian. Three of them indicated the differences in sentence structure. Some other factors mentioned were attention (two students), experience (three students), and various text types (one student). It is interesting that the two students who circled 2 on the scale wrote that a good dictionary is enough to prepare a good translation.

The next question intended to explore this further. The students had to underline what was most difficult for them in translation. Responses suggest that for the majority of novice students, the most difficult part is translating lexical items, including terms (mentioned by eight students), which is followed by cultural, social, and professional background knowledge (four students), and preserving formality (three students). The only student who added something to the list mentioned the difficulty in translating lexical items without a Hungarian equivalent. It is surprising that sentence structure was mentioned only by two students although my experience shows that this is one of the most problematic areas for students, especially when translating EU texts from English into Hungarian.

In response to the question 'What characterizes a good translator?' the students listed several ideas (Table 2). The majority of them (eight students) felt that being proficient in the target language was essential, and six of them mentioned the importance of background knowledge. Four students mentioned the ability to work quickly, the ability to communicate well in the target language, and the ability to solve problems. Some personal qualities were also mentioned, including precision (four students), patience (three students), determination (three students), perseverance (three students), creativity (three students), motivation (three students), and quick-wittedness (two students). These ideas suggest that the students are aware that just like in foreign language learning, success depends heavily on individual, non-language influences.

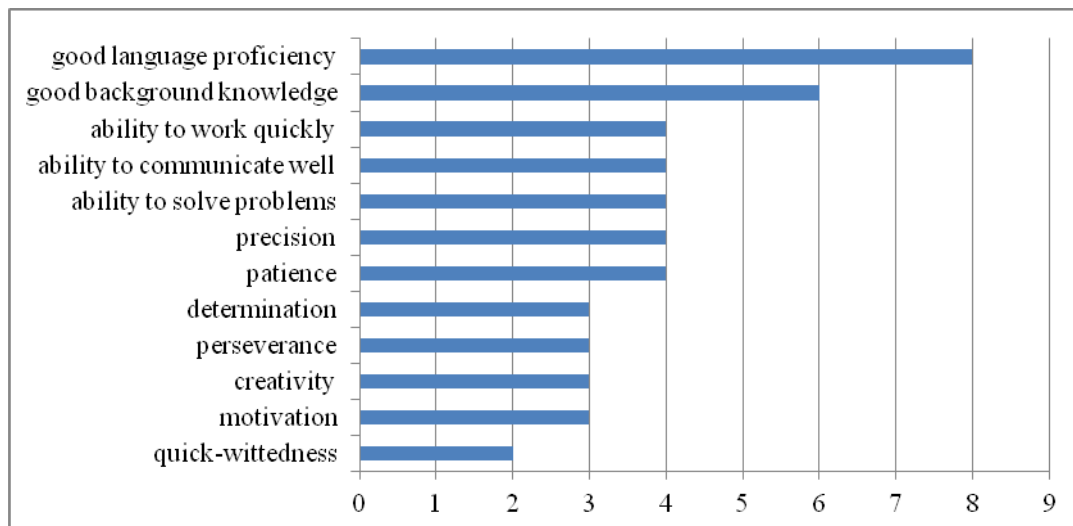


Table 2. Characteristics of a good translator (number of students)

With regard to the tools of translation, all ten students mentioned the importance of a good dictionary, seven of them referred to bilingual dictionaries, and five of them felt that a monolingual dictionary was also essential. Students also mentioned the importance of a thesaurus (three students), a Hungarian spelling dictionary (two students), a dictionary of foreign words (one student), a collocation dictionary (one student), and databases on the Internet (two students). Responses suggest that the majority of the students rely only on traditional mono- or bilingual dictionaries. Therefore, it is important to draw their attention to the importance of using other tools and resources, especially when translating specialized texts.

The last question in this section aimed to find out whether translation competence could be developed or not. All the respondents thought it was possible. Seven of them said it required a lot of practice, three of them mentioned reading, two of them emphasized the importance of vocabulary development, and one student mentioned grammar practice, especially sentence structure and word order.

6.1.4 Information about the contents of the EU specialized translation course

In response to the open-ended question concerning the students' expectations about the course, five participants expressed their wish to have a comprehensive knowledge of the tricks of translation to be able to translate more quickly, more accurately and more appropriately. This corresponds to what Göpferich (2009) called translation routine activation competence (p. 21). Six of them emphasized the importance of acquiring extensive background knowledge, which is not only EU-specific knowledge, but general world knowledge. Four students expressed their need to develop their vocabulary, two of them felt they needed more grammar, especially syntax, and one student emphasized the need to understand more complex texts.

The next question aimed to explore the students' target needs regarding the future situations in which they can make use of the knowledge acquired in the course. Eight students indicated that they might use it in their future job, such as working for EU institutions,

government institutions, non-profit organizations, companies, or even as teachers. Two students wrote that background knowledge would be generally useful in life.

The following question was related to the topics the students consider useful to cover in the course. The students demonstrated a broad interest in various EU policies, but the most popular areas were environmental protection, education, culture/media and social affairs. The only area not marked by any student was agriculture and food safety, probably because the students are not aware of the relevance of this particular EU policy in their lives. Therefore, it is important to make the students familiar with texts relating to a wide range of topics, taking into account their preferences.

With regard to the genre of texts, responses suggest that students are interested in almost all genres listed, but the genre which was considered to be the most useful was the formal speech (marked by eight students), followed by different documents published by EU institutions (seven students), job advertisements (six students), CVs (five students), legislation (five students), parliamentary questions (five students), newspaper articles (four students), official letters (four students), and advertising materials (two students). Introducing various genres to the students is essential in any translation course. Bhatia (1993) suggests that genre analysis is a useful tool to describe how language is used, combining a surface analysis of texts – describing lexico-grammatical features – with socio-cultural and psycholinguistic insights, which attempts to explain how the communicative purpose is realized in a specific genre (p. 11). Flowerdew (2005) also argues that a purely corpus-based text analysis does not take into account the communicative context of the text; thus, a genre-based approach results in a much deeper analysis. With regard to the EU, it is also a discourse community with its own communicative purpose, which is reflected in the various EU genres. However, each genre is a product of different sub-communities within the EU, so each genre has different formal characteristics and different functions, which must be considered in translation.

When asked about their preferred types of activities during the course, the respondents expressed a wide range of interest (Table 3). Satisfying every student is not easy, but combining these activities, taking into account theoretical ideas, will definitely keep up motivation. According to Kelly (2005, p. 97), it is very important that the teacher should provide students with a rich learning experience, using various methods and techniques in order to train students for the complex art of translation.

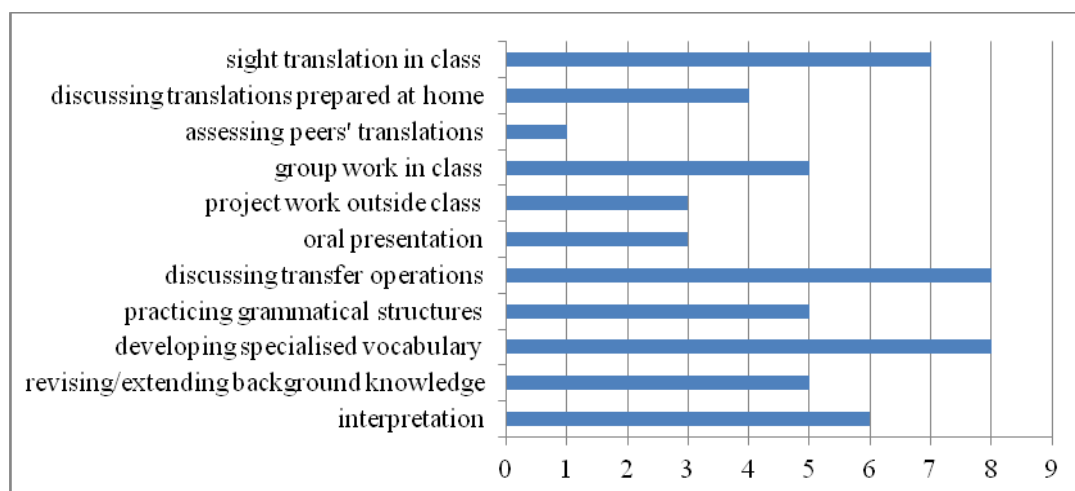


Table 3. The students' preferences concerning activity types (number of students)

Finally, the last question aimed to find out what forms of evaluation the students would find useful during the course. Eight students indicated that they would like to have several shorter pieces of translation throughout the course, seven students liked the idea of one longer text translated at home and submitted at the end of the course. Four of them found quizzes on EU terminology useful, and two of them were interested in project work and oral presentations.

6.2 Interview with the teacher

The interview was conducted with the teacher of the specialized translation lecture. He taught these first-year students phonetics and phonology in the course of a lecture and a seminar, so he already had an impression of them. Besides teaching first-year linguistics courses, he has a lot of experience in teaching second- and third-year students in the EU specialization module. The interview consisted of eight questions, and the main aim was to find out the teacher's opinion of the students and the course. The first question was related to the level of the students' language competence. The teacher said that based on his past experience, most of the students who start the course were at an intermediate level or even lower. This is different from the students' answers, especially their own subjective assessment of their language competence. The underlying message is that most students are not aware of the complexity of language competence, so the development of bilingual subcompetence (in the PACTE model of translation competence) is of utmost importance at this level.

Answering the second question about the students' strengths and weaknesses, the teacher pointed out that one of the biggest problems at this level was not just the lack of sufficient foreign language competence, which in his opinion can be compensated by using various strategies during translation, but the low level of linguistic awareness in their mother tongue. In his opinion, strong native language skills are extremely important in translation, so he said that it would be useful to test students' writing skills in Hungarian prior to the course. Since the direction of translation is usually from the target language to the source language, the development of native language competence is something that should be paid attention to throughout the whole programme. This competence includes not only lexico-grammatical knowledge but spelling, textual and pragmatic knowledge as well. These students are Hungarian native speakers, so they take it for granted that they can write in their mother tongue. Nevertheless, with the development of technology, Hungarian students read less in their mother tongue, which results in gaps in their spelling, grammar, vocabulary and cognitive skills. This is a complex phenomenon, which has an effect on the students' foreign language competence as well. A comprehensive study conducted by Nikolov and Csapó (2010) claims that there is a strong relationship between L1 and L2 reading skills already at early ages, suggesting that developing native language competence is crucial at this level.

The third question aimed to find out what the teacher thought was difficult for these students in translation. He emphasized two problematic elements: understanding texts and general background knowledge. In his opinion, these two areas are related, so it would be useful to spend time developing students' general knowledge by making them read and/or translate newspaper articles on various global issues. He suggested that in the first EU translation course the students could translate newspaper articles which are about general but interesting topics, not necessarily related to the EU. He also mentioned that editing Hungarian texts would be a very useful activity, which could contribute to the development of the students' native language competence.

It was also relevant to find out what the teacher thought about translation tools, and which tools he thought would be useful to learn for the students at this level. In the teacher's opinion, it is useful to know about translation tools, but at this level there is no need to learn the use of specific translation software. In his opinion, it is much more important for these students to be able to use dictionaries, terminology databases, electronic corpora, and other internet-based translation resources.

Concerning the development of translation competence, the teacher said that the keyword was practice. In the seminars the teacher should provide opportunities for students to activate their passive competence and improve their performance. In the PACTE model this is enabled by the strategic sub-competence, which is a central element controlling the whole translation process and integrating all the other sub-competences. According to Göpferich (2009) translation routine activation competence involves practicing grammatical and lexical transfer operations. According to the teacher, these shifts should not be merely presented to the students, it is much better to teach them inductively, and deal with them as they naturally occur in particular texts. In the interview the students also expressed their interest in discussing various transfer operations, so this seems to be important for both the students and the teacher. Concerning the usefulness of the lectures, the teacher said that learning about translation theory raises students' awareness, helps them to create a conceptual framework of translation, and makes them more conscious and reflective translators. In the PACTE model, this sub-competence is called knowledge about translation, which refers to declarative knowledge about translation as an activity and as a profession. The students did not mention this element at all, probably because at this stage their concept of translation competence is much more naive than the teacher's.

When detailing the contents and methodology of the lecture series, the teacher said that the first lecture series was a general introductory course covering the basics of translation theory. The second lecture series focuses on actual translation tasks and the stages of the translation process. Finally, in the third lecture series they discuss various tools and resources used in translation. As far as the methodology to be used is concerned, he seems to prefer the presentation-discussion style, which arises from the lecture format. However, he added that in the seminars there should be a lot of practice based on various other methods.

The last question aimed to find out about topics connected to EU translation. He said that in one of the lectures they cover some EU-related topics such as the work of EU translators and interpreters, the tools that they use, the process of EU translation, and the function of translated EU texts. It is useful for the students to hear some background information about translation as a profession in the EU as this is part of the sub-competence called knowledge about translation in the PACTE model, and it can broaden their general conception about translation itself.

The results of the interview show that the teacher's perceptions about translation in general and the needs of this particular level of students do not always match. Based on the results of the interview, it is clear that future students of this course will benefit from a revised syllabus, with a stronger focus on developing their native language competence and expanding their general background knowledge. By grading and sequencing EU texts and activities appropriately, students will cope with translating more difficult EU-related texts later in the subsequent seminars.

6.3 Document analysis

The analysis of the syllabi of the lecture and the seminar (see Appendix C) showed that in the three lectures the students received a theoretical foundation both in translation theory and translation as a profession, which are important for the students to understand translation better and becoming more conscious when doing translation tasks, even if the aim is not to train professional translators. The seminars which supplement the lectures are where students can put theory into practice.

The syllabi of the seminars are genre-based, and the genres which the students have to translate are all EU-related ones. The course syllabi were compiled by the present author (teacher of the seminars) on the basis of the book *EU Fordítóiskola* (Klaudy & Bart, 2003), which in 2007, at the time of devising the course, was the only available book dealing with the translation of EU texts into Hungarian for pedagogical purposes. It is an excellent book, with clear methodological steps, but it can be utilized much more efficiently in professional translator training programmes. One problem with it – besides the fact that the texts in it are not up-to-date any more – is that some of the texts are official legal documents, the translation of which proved to be too difficult for undergraduate students in previous courses. Although the genre-based methodological approach is relevant at the undergraduate level as well, these students need more practice both in developing their native and foreign language skills and their background knowledge. Luckily, in 2009, another book entitled *EU English* was published in Hungary, written by Anna Trebits and Márta Fischer. This book is for intermediate (B2 level) learners of English who want or need to learn EU English. The stated aim of the book is:

[to] improve your ability to communicate effectively in a wide range of situations both in written and spoken communication. It will deepen your knowledge of EU-related issues as well as your fluency in using English to talk or write about them. (Trebits & Fischer, 2009, p. 8)

This book was used in the six ESP seminars in the EU module, but its methodological framework can be followed in the translation seminars. The units in the book are based on authentic EU-related texts and EU documents, but the selection is much wider than in the book by Klaudy and Bart. For example, it contains newspaper articles with EU-related topics, which was suggested by my colleague as well as a useful genre in the translation seminars. Therefore, the revised syllabus will contain this genre especially at the beginning of the seminars. Furthermore, the book contains a lot of language exercises, which is something to pay special attention to, not just in these courses but in the translation seminars as well.

With regard to evaluation, there are some more complex terminology tests in all three seminars. The results of the questionnaire and the interview indicate that vocabulary development is very important at this level, which should not focus only on teaching EU terminology, but general vocabulary as well. Therefore, incorporating more quizzes on both general and specific EU vocabulary in the syllabus is useful for the students.

Another area is developing of the students' background knowledge as part of their translation competence. Although in the EU specialization module, the students have six ESP seminars, where they get an introduction to the working of the EU and its institutions, this is something to focus on throughout the whole EU module. In the translation seminars practice can take the form of various activities such as project work, homework assignments, or in-class exercises, connected to the actual content of the texts used in the class.

Based on the results of the study, in-class activities and homework assignments will also be revised. I will combine various types of activities and forms of assessment mentioned in the questionnaire to ensure a motivating learning environment for all the students. Furthermore, in the selection of the texts, I will try to pay attention to the students' preferences regarding text topics as much as possible.

7 Conclusion and implications

This paper aimed to uncover the needs and expectations of a particular group of students about the content of an EU specialized translation course, and to capture their perceptions of translation and language competence. The results suggest that there are individual differences in terms of needs and expectations, and there is a gap between what the students think about translation, what they expect from these courses, and what the teachers expect. This discrepancy between the students' needs and perceptions, the teachers' assumptions and expectations – which are reflected in the course objectives stated in the syllabus –, draws the attention to the role of syllabus development at the intersection of these factors. Since the main goal of undergraduate translation courses is different from professional translator training, it is crucial to converge the students' and the teachers' views and design a syllabus which addresses the specific needs of these students. In order to develop these students' translation and language competence in a functional way, teachers can use needs analysis to explore students' individual characteristics, language level, needs and expectations and improve the syllabus by considering these factors.

The present study forms part of a large-scale project investigating learners' needs throughout the whole EU specialization module at Eszterházy Károly College, Hungary, aiming to explore the possible changes in their expectations and perceptions. It is hoped that the project will reveal how a particular programme tailored to the learners' needs can contribute to the development of their overall foreign language and translation competence.

One of the main limitations of this exploratory study lies in the fact that it examined the needs and expectations of the students and the teachers only prior to the course. Needs analyses should certainly form a continuous process throughout the whole training, exploring the changes in the students' perceptions about translation and the development of their translation competence and adjusting the syllabus to these changes over time. Nevertheless, the findings may serve as the basis for revising and improving the syllabus and methodology of similar undergraduate translation courses, and draw attention to the importance of the level and aims in translation teaching. The special status of these undergraduate translation courses may contribute to viewing translation in a more imaginative way even at the undergraduate level, and help to reassess the role of translation in foreign language teaching.

Novice translation students may have very naive beliefs about translation, but the aim of these courses is to develop their translation and language competence focusing on their specific needs. Obviously, it is not easy for these students to judge the difficulty of EU-related texts, the usefulness of teaching methods and types of activities. Nevertheless, knowing what students think is not only a guide for the teacher and a starting point for syllabus development, but can also serve as a pedagogical tool for students. For example, discussing the results of the needs analysis study with the students can be a motivating activity and can serve as an introduction to the course. Being highly functional, communicative and motivating, this activity can make the students feel that they can contribute to syllabus development. It is

hoped that the study can help to shed light on the most important issues teachers need to consider when designing the syllabi of specialized translation courses and to underline the relevance of needs analysis in translation pedagogy. However, similar studies are to be conducted regularly to ensure that translation training programmes are responsive to the needs of the participants. This may provide a bridge between foreign language pedagogy and translation studies.

Proofread for the use of English by: Brigitte Bailey, University of Jyväskylä.

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APPENDIX A

Student questionnaire – English translation

Dear Student,

I would like to ask for your help in my research aiming to explore learners’ needs concerning the EU specialised translation course. I will keep the personal data confidential.

Thank you for your cooperation.

Károly Adrienn

I. PERSONAL INFORMATION

Please, answer the following questions.

1. How old are you?
.....
2. How long have you been learning English?
.....
3. Why did you choose the EU specialisation module?
.....
.....
.....
4. Are you planning to continue your studies in a translation MA programme in the future? Circle the appropriate answer.
Yes/ no
5. Please, give reasons for your answer.
.....
.....
.....

II. INFORMATION REGARDING LANGUAGE COMPETENCE

6. What type and what level of language exam do you have?
.....
7. How would you assess your language competence? Based on the following description, underline the appropriate level.

B1 Threshold (Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.)

B2 Vantage (Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.)

C1 Effective Operational Proficiency (Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.)

C2 Mastery (Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.)

8. How would you specify your strong and weak areas of your language knowledge? Underline the appropriate areas in both columns.

STRENGTHS

reading
writing
listening
speaking
translation
pronunciation
grammar
vocabulary
language functions in various situations
(e.g. making requests, giving advice, making suggestions)

WEAKNESSES

reading
writing
listening
speaking
translation
pronunciation
grammar
vocabulary
language functions in various situations
(e.g. making requests, giving advice, making suggestions)

III. INFORMATION ABOUT TRANSLATION

9. Do you have any experience in translating from English into Hungarian or from Hungarian into English? If so, please specify it.

.....
.....
.....

10. In general, how would you rate the difficulty of translation? Circle the appropriate answer then give reasons.

(easy) 1 2 3 4 (difficult)

.....
.....
.....

11. Underline what causes most of the difficulties for you in translation.

Spelling
translating words and expressions (including terms)
sentence structure
word order
preserving formality

preserving genre characteristics
 cultural, social and professional background knowledge
 other:

12. What characterises a good translator?

.....

13. What tools are necessary for making a good translation?

.....

14. Do you think translation competence can be developed? If so, how? If not, why not?

.....

IV. INFORMATION ABOUT THE CONTENT OF THE EU SPECIALISATION COURSE

15. What expectations do you have concerning the course (what skills and abilities do you expect to develop, what kind of knowledge would you like to gain, etc.)

.....

16. In what future situations do you think you will use the knowledge that you gain in the course?

.....

17. Please, underline what topic areas you think would be most useful in the course.

- | | | |
|----------------------|-------------------|---------------------|
| environmental | health | enlargement |
| protection | employment policy | multilingualism |
| education | social issues | history of the EU |
| sport | science and | working of EU |
| economic policy | technology | institutions |
| monetary affairs and | energy policy | consumer protection |
| taxation | transport and | enterprise policy |
| culture, media | travelling | other: |
| agriculture, food | regional policy | |
| safety | foreign affairs | |

18. Underline what genres you think would be useful to translate in the course.

- | | |
|-------------------------|------------------------------|
| legislation | documents of EU institutions |
| newspaper articles | job advertisement |
| parliamentary questions | CV |
| official speeches | advertising materials |
| formal letters | other: |

19. Underline what types of activities you think would be useful in the course.

- | | |
|--|-----------------------------------|
| sight translation in class | practicing grammatical structures |
| discussing translations prepared at home | developing specialised vocabulary |
| assessing peers' translations | revising/extending background |
| group work in class | knowledge |
| project work outside class | interpretation |
| oral presentation | other:..... |
| discussing transfer operations | |

20. Underline what forms of evaluation you think would be useful in the course. You can choose more than one.

- one longer text translated at home, to be submitted at the end of the course
- several shorter pieces of translation throughout the course
- project work
- vocabulary quizzes
- oral presentations
- other:

Thank you for your help! ☺

APPENDIX B

Questions at the semi-structured interview with the teacher – English translation

1. What do you think is the language level of English BA students starting the EU specialisation module in the first semester of the second year?
2. What do you think are their main linguistic strengths and weaknesses?
3. In your opinion what makes translation difficult for these students?
4. What kind of translation tools do you think these students should learn to use?
5. How do you think translation competence could be developed?
6. Why do you think the lecture you teach (theory of specialised translation) is useful for these students?
7. What exactly do you teach, and how?
8. What topics do you cover which are related to EU translation?

APPENDIX C

Extracts from the Syllabi of the lecture and seminar ‘Theory and practice of specialised translation’ 1–3

At the time of conducting this research project these documents were accessible for the students online.

THEORY AND PRACTICE OF SPECIALISED TRANSLATION 1 – LECTURE

Objectives: The lecture course is designed to acquaint students with the basic problems, concepts and principles of translation, which is seen as a special (inter-lingual) form of communication. It aims to present the fundamental characteristics of linguistic communication and of translation as a bilingual interpretive form of communication, and to introduce the categories and terminology of translation theory with an eye on how these can be utilised in the practice of translation work.

Topics:

1. Pages from the History of Translation
2. The Present: Translation in the European Union
3. Basic Concepts and Problems of Translation
4. Basics of Communication
5. Translation as Interpretation
6. Translation Strategies and Operations
7. Translation Competence: What Makes a Good Translator

Evaluation: Students will take a written examination test.

Required reading: Vermes, A. 2009. *Basics of Translation Theory and Practice*. Eger: Líceum Kiadó.

THEORY AND PRACTICE OF SPECIALISED TRANSLATION 2 – LECTURE

Objectives: The aim of the course unit is to acquaint students with the practical questions of translation. It presents the framework of professional translation as defined by international standards and guides students through the stages of the translation process from beginning to end.

Topics:

1. The framework of a translation project
2. The tools of translation
3. Stages and steps of a specialised translation project
4. Source text analysis
5. Research in translation
6. The target text
7. Revising, editing and proofreading

Evaluation: Students will take a written examination test.

Required reading: Vermes, A. 2009. *The Process of Translation*. Eger: Líceum Kiadó.

THEORY AND PRACTICE OF SPECIALISED TRANSLATION 3 – LECTURE

Objectives: The aim of the course unit is to introduce students to the use of the translator's electronic tools in the different phases of specialised translation, from the reception of the source text through task analysis to editing. Among the tools to be discussed are dictionaries and sources on the internet, terminological data bases and terminology management systems, electronic text corpora and automated text analysis tools, translation memories, software localisation tools and machine translation systems.

Topics:

1. Translation in the information age
2. Translator-client communication and information transfer
3. Translation and the Internet
4. Searching the web
5. Translation resources on the worldwide web
6. Translation resources on CD-ROM
7. Computer-assisted terminology management
8. Corpora as translation tools
9. Translation memories and localisation tools
10. Machine translation

Evaluation: Students will take a written examination test.

Required reading: Austermühl, F. 2001. *Electronic Tools for Translators*. Manchester, UK and Northampton, MA: St. Jerome Publishing.

THEORY AND PRACTICE OF SPECIALIZED TRANSLATION 1 – SEMINAR

A. Aims of the course

The aim of the course is to combine the students' translation-related knowledge and skills (acquired in the Theory and Practice of Specialized Translation lecture), to deepen their thematic knowledge about the European Union (in line with the ESP European Union courses) and to develop their translation competence through the linguistic and translation-oriented analysis and translation of selected authentic source texts and the classroom discussion of the target texts. The key objective is to refine the students' translation skills through guided translation assignments and to make them able to produce functionally adequate and commercially acceptable target texts related to the European Union. An additional aim is to develop students' sensitivity to questions of linguistic, stylistic and textual correctness in the Hungarian translations.

B. Syllabus Specifications

Week	Specifications
1	Course Introduction: syllabus and requirements
2	Translation and interpretation in the EU – introduction Translation tools, online EU terminological databases

	Translating EU texts: characteristics of EU language, types of EU texts Lexical and grammatical transfer operations
3	Translation practice: translating a formal speech
4	Translation practice: translating a Council regulation
5	Translation practice: translating a formal letter
6	Translation practice: translating draft minutes
7	Terminology TEST ONE
8	Translation practice: translating a communication
9	Translation practice: translating a newspaper article about a current EU topic
10	Translation practice: translating a report
11	Translation practice: translating a parliamentary question Terminological revision
12	Terminology TEST TWO
13	Evaluation of homework assignments

THEORY AND PRACTICE OF SPECIALIZED TRANSLATION 2 – SEMINAR

A. Aims of the course

The aim of the course unit is to further elaborate the students' knowledge and skills in specialised translation that have been developed in the Theory and practice of specialised translation 1 seminar through the linguistic and translation-oriented analysis and translation of selected authentic source texts and the classroom discussion of the target texts.

B. Syllabus Specifications

Week	Specifications
1	Course Introduction
2	Translating EU texts: characteristics of EU English Types of EU texts (revision)
3	Lexical and grammatical transfer operations (revision and practice)
4	Translation practice: translating an formal speech
5	Translation practice: translating a formal speech
6	Translation practice: translating EU legislation (regulation)
7	Translation practice: translating EU legislation (directive)
8	Translation practice: translating formal letters
9	Translation practice: translating parliamentary questions
10	Terminology Test ONE
11	Translation practice: translating a communication
12	Translation practice: translating newspaper articles (current topic)
13	Translation practice: translating newspaper articles (current topic)
14	Evaluation of homework assignment

THEORY AND PRACTICE OF SPECIALIZED TRANSLATION 3 – SEMINAR

A. Aims of the course

The aim of the course unit is to further elaborate the students' knowledge and skills in specialised translation that have been developed in the Theory and practice of specialised translation 1 and 2 seminars through the linguistic and translation-oriented analysis and translation of selected authentic source texts and the classroom discussion of the target texts.

B. Syllabus Specifications

Week	Specifications
1	Course Introduction
2	Translation practice: newspaper article on a current EU topic
3	Translation practice: translating a formal speech EU background: current EU topic
4	Translation practice: translating a note EU background: connected to the text
5	Translation practice: translating an EU contract EU background: connected to the text
6	Translation practice: translating a Council resolution EU background: connected to the text
7	Terminology TEST ONE
8	Translation practice: translating a judgement of the Court EU background: the function and organization of the Court of Justice
9	Translation practice: common European format for CV writing a CV in the European Union – EU jobs
10	Translation practice: translating a formal speech or a newspaper article (current topic)
11	Translation practice: terminological revision
12	Terminology TEST TWO
13	Evaluation of homework assignment