

From the Editors

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Researchers involved in translation pedagogy have been making attempts to elevate the status of the translator educator and the area itself, and transform it into a full-fledged and widely acknowledged academic discipline. They do so in a variety of manners, e.g. by establishing bodies such as the Consortium for Translation Education Research (CTER), whose aim is to consolidate individual and institutional achievements with a view to fostering the pursuit of the aforementioned cause. The latest initiative in this field is the establishment of the *Journal of Translator Education and Translation Studies*, a double-blind reviewed, online academic quarterly, which is supposed to serve as a platform for an international community of researchers where they can share the results of their research, promote new theories and practical classroom ideas that will facilitate change to translator education paradigms and practices, inspire innovation and perpetuate permanent development of the discipline. In addition, it may also be used as a forum for sharing information about academic events in translation pedagogy through reports on regional, national and international conferences, congresses and workshops held across the world.

Articles featured in the first volume of the journal deal with a range of issues in translation pedagogy relating to the perspective of both the instructor and the student, including: approaches to translator education, teaching techniques, course content and course design, the collection of feedback, student attitudes and the special educational needs of visually impaired students. What follows is a more detailed introduction to particular papers.

Tomasz Kościuczuk in his article reviews evidence from several studies and experiments on translation directionality in order to challenge the traditional axiom that professional translators should translate only into their native language. The author discusses actors responsible for promoting the superiority of a native speaker translator, including: translator trainers, the EU and the translator community, presents a current understanding of how translation is performed, and tackles the notions of translation competence, knowledge integration network and the role of the translator as an expert learner to shed a new light on L2 translation.

Kaja Gostkowska ponders the question of whether translators need a theory of terminology in order to perform their roles effectively, and discusses the role of terminology teaching in translator training at a number of selected Polish universities. On the basis of the relevant course curricula and syllabi available online she analyses – among others – the amount of time devoted to the studying of

terminology as a discipline in translation programmes and the theoretical concepts which students are instructed in.

Olga Witczak's article tackles the introduction of a practical post-editing component into a CAT tools course for MA translation students despite a negative attitude which large numbers of translators display towards the implementation of machine translation (MT) in their practices. She does so on the premise that a post-editing component in CAT training will familiarise translation trainees with MT, and thus enable them to respond to a growing demand for MT on the translation market and make them aware of the shortcomings of the solution so that they can, in effect, increase their productivity. The article reports the results of a survey study in which translation students reflected on their performance and decisions taken while post-editing, as well as attitudes towards MT in an attempt to inform the design of a standalone post-editing course.

Paulina Pietrzak delves into the area of metacognitive reflection as a means of providing feedback to the translation teacher, who can subsequently use it in order to improve the process of translator education. The article presents the results and implications of a study in which translation students reflected on a pairwork-based translation activity that they had performed, and on the basis of the findings examines the effectiveness of metacognitive work in fostering students' reflection on the learning process, which can benefit the translator trainer.

Karolina Puchala-Ladzińska's article focuses on the problem of backlash interference, i.e. the negative influence of one's second language on one's mother tongue, and its impact on the quality of translation. The purpose of the article is to analyse instances of this kind of interference in translated texts produced by trainee translators and suggest measures with which to improve translator education as well as develop translation students' competence in order to prevent them from making errors caused by backlash interference.

Susanne Hagemann in her article writes about the education of blind and sighted students in a translation course, which is a topic that has received relatively little attention in the professional literature. On the basis of a project conducted with a group of blind and sighted students, which was followed by the administration of semi-structured interviews with the blind and sighted trainees, but also (sighted) translation teachers, blind translators, and educational theorists specializing in visual impairment, she sets out to answer the question of: how blind and sighted students can possibly benefit from the dynamics of teaching/learning situations in which they work together, in mixed groups.

Diana Berber and Birgit Kretschmann demonstrate how the implementation of the Bologna process, on the one hand, and the economic situation in Finland, on the other, have affected changes to translator and interpreter training at university level, and how Finnish universities may possibly respond to reductions in teaching personnel, the diminishing number of courses and other challenges through the implementation of a multilingual approach to translation course design. The paper considers an array of issues to be taken into account while planning multilingual translation workshops, including: the target audience, the market for which students are being trained, the languages involved, the course format, the teaching content, the lecture-to-practice ratio, the interpreting modes taught, the (self-)

evaluation modes, the translation technology (ICT) used, the students' and teachers' expectations, the grading system, and more.

Alexander Yemets in his article deals with the problem of teaching poetical translation at university and shares his personal experience in the field with a view to facilitating the teaching of the fundamentals of poetical translation (PT) in general literary translation courses. He lays out the principles guiding the administration of a three-month crash course in poetical translation, with the focus on practical solutions pertaining to: the stages of teaching PT, techniques and strategies in poetical translation and the role of motivation in stimulating students' work and improving their attainments.

Finally, this volume concludes with the report on *Inspirations for Translation Pedagogy. 1st CTER Congress* by **Mariusz Marczak**, **Malgorzata Brożyna** and **Maria Piotrowska**, who comment on that international conference held in Kraków, Poland, in March 2016, under the auspices of the European Society for Translation Studies, for teachers of translation and in-service translators from 15 different countries and 31 institutions, who met to debate current trends and future directions in translation pedagogy. The event was also accompanied by the first formal congress of the members of the Consortium for Translation Education Research (CTER), a body established to promote translation pedagogy and translator education as academic discipline within Translation Studies. The article outlines the congress, including: information about the participants, the plenary papers delivered, the themes discussed in parallel sessions and the social events.

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