

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

# **MEDIA TEXTS IN TRANSLATOR/INTERPRETER TRAINING: RETHINKING AN UNDERGRADUATE COURSE DESIGN**

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## **Abstract**

This article discusses the place of media texts within a translator training curriculum. Following a traditional methodology, translation and interpreting training at Chelyabinsk State University, Russia, starts with written and sight translation of short newspaper texts. We argue that the nature of media texts as a material for translation practice poses a number of challenges at the early stages of training because it raises the issues of curriculum design and adherence to local and world trends in translator education. With that in mind, we discuss restructuring the existing undergraduate level translation and interpreting course and shifting the focus of early training from newspaper texts to more specialized material. We present a detailed local perspective against the backdrop of traditional teaching methodologies and review recent developments in curriculum ideologies, with an emphasis on undergraduate degree specificity.

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

Key words: translation pedagogy, course design, undergraduate education, Russian translation didactics, media translation, sight translation

## 1. INTRODUCTION

Owing to their commonness and availability, mass media texts of various shape and form habitually find a place in translation and interpreting syllabi. Depending on the aims pursued, practical assignments of a “general” T&I<sup>1</sup> course may be based on a variety of media texts, ranging from concise, informative and neutral materials such as news items or weather reports to extensive and emotionally charged editorials and interviews.

With the rise of new types of translation practices in the digital environment, the last decade has also seen new types of specialized courses on Journalistic Translation, Transediting and Media Translation gradually introduced into university programmes across the world.

Following an established methodology, the bachelor’s level T&I training course at Chelyabinsk State University (CSU), Russia, makes use of short news articles as part of

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<sup>1</sup> The Russian word *perevodchik* implies the meanings of both translator and interpreter. Although specialists universally agree that interpreting and translation are two different activities by default, this distinction is indirectly reflected in the curriculum design. For the purpose of this article, we use the T&I abbreviation when it is reasonable to use the Russian word *perevod* (translation/interpreting).

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

its introductory module. When taking this module, students are expected to follow the world news in their working languages to develop their memory and foster the capacity to employ specialized vocabulary and formulaic expressions. Keeping up with key international events is supposed to add to a trainee's ability to immerse into a topic and increase their familiarity with certain genres and their erudition. Given the overall industrial profile of the region<sup>2</sup>, professional practice is mostly technical translation-oriented; however, unlike specialized topics and genres of texts, such as research and development reports or technical specifications, the materials published in mass media are universally available and accessible to every student.

However, using media texts at the beginner level of T&I training may and does have fundamental pitfalls. Because news is “continuously being filtered through languages”, media translation has become “a unique form of communication production” (Gambier, 2016, p. 900). At present, the practice of translating the news entails much more than merely a linguistic process and is often influenced by power relationships in a larger social system (Ibid.), which must be taken into account when designing the course.

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<sup>2</sup> The Chelyabinsk region is an industrial hub of the country, spanning the border between Europe and Asia in the southern part of the Urals. The Chelyabinsk region is a major centre of ferrous metallurgy, with the largest steel mills in Russia located in the region. The South Urals are also home to a dozen universities.

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

Thus, using media texts for training purposes once again emphasizes the role of the teacher, who is held accountable for how the materials discussed during training may contribute to students' future professional development. The translator trainer inevitably faces the following questions: Is it necessary to include media texts in the beginner's course? Is discussing social aspects of translation as a profession necessary at the undergraduate level? Is it better to boil this course down to performing mechanical exercises? (cf. Bernardini's *training* vs. *education*—having said that, in this article, we often use these terms interchangeably)

With these points in mind, we set out to tackle the following goals: to search for possible solutions to restructure the existing introductory bachelor's T&I course at our university, to raise the effectiveness of training and to adjust it to the local and global standards of translator education.

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

## **1. BACKGROUND AND CONTEXT**

### **2.1. General framework**

In 2003, Russia joined the Bologna Process to follow the road of gradual progression from the national higher education tradition to a new system. This change also coincided with a major overall shift in the translation profession associated with the processes of digitalization and transformation of the translator's agency (Gambier, 2016). As a result, T&I courses had to be reinvented for the new environment shaped by a number of factors, including the limitations of Bologna Process standards, and catering to the needs of an emerging language services market. Whereas the latter increasingly demands specialization and professional profiling, the former has left behind a traditional “specialist” degree with its vocationally responsive curriculum.

This is how Mitchell and Mitchell (2014) describe the situation at Tomsk University, which resembles the case of our home university and the majority of Russian universities offering language and linguistics training:

Most newly-matriculating students at Tomsk State University's Faculty of Foreign Languages no longer study for the specialist's diploma, but for a bachelor's degree in “linguistics”. [...] This enables a student at Bachelor level to study a wide selection of courses within his academic sphere while not

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

committing to a certain career until, if he so wishes, proceeding to studies at Master level.

A compulsory set of courses in the curriculum is determined by the Federal State Standard for Bachelor's Level Education in Linguistics. The Standard also specifies curricula profiling, i.e., CSU offers “Intercultural Communication” and “Translation/Interpreting” profiles of the bachelor's programme.

Whereas the Intercultural Communication profile with its “all-encompassing” character tends to gravitate towards a traditional Bologna vision, the T&I profile must rise to the challenge described by Kearns (2012, p. 11) as the apparent contradiction of *vocational* training in an *academic* context. This discrepancy is even more apparent in light of the industrial profile of the region, which plays its part in defining the design of T&I courses, though only at the postgraduate level.

CSU follows a well-established national tradition of T&I teaching, which distinguishes translator training from language teaching. The methods of translation pedagogy currently applied were developed within the tradition mainly influenced by activity theory, social constructivism and its view of language and communication, in addition to Soviet linguistic translation theory (Porshneva, 2002, p. 13).

In terms of overall tendencies, the T&I curricula at CSU and at many Russian universities respond to global trends

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

in translator and interpreter education. As a rule, general translation training is accompanied by L2 conversation practice, the introduction to intercultural communication, IT for translators, and technical and specialized translation, and it is built to fulfil the requirements of the competence approach to training T&I professionals.

The placement of a practical T&I course within the curriculum and its structure follows in the footsteps of its precursor, formed as part of a five-year “specialist” T&I programme. Regarding specialization, the specialist programme currently taught at CSU is more diverse, with an introductory module of T&I, followed by four modules on L1→L2 and L2→L1 interpreting, in addition to specialized translation.

## **2.2. Narrowing down the enquiry**

The Practical Translation and Interpreting of the First Foreign Language course is built to provide entry-level all-around T&I training and is taught during the last four semesters of the four-year Bachelor of Linguistics programme.

The course design presupposes a gradual move from “general” to “specialized” translation and covers a wide range of topics (in order of appearance): *World News*, *The Bio of an Official/Public Figure*, *Tourism*, *The Media and Their Role in Modern Society*, *Education*, *Cultural Events*, *Legal Relations in the Modern World*, *The Global*

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

*Problems of Today's World, Technological Advancements, Conferences, Medicine, etc.*

Below, we focus on the introductory module of the course taught throughout the fifth semester of the bachelor's programme. According to the syllabus developed at the Department of Theory and Practice of Translation/Interpreting, the following units are offered: *World News, The Bio of an Official/Public Figure, Tourism, The Media and Their Role in Modern Society, and Education*. As part of this module, texts are not translated into L2 (English, German, French, Spanish, or Chinese). However, regarding the Russian language services market, translating from L1 is a common phenomenon; this direction and L3→L1 are introduced during the final semesters of the programme.

### **2.3. Reasons behind the “news”**

The governing principles of T&I course design are based on key Russian translation didactics works by Irina S. Alekseeva (Head of the St. Petersburg Higher School of Translation and Interpreting at Herzen State Pedagogical University) and Vilen N. Komissarov (a professional interpreter and translation theorist as well as professor at Moscow State Linguistic University; his last book, *Linguistic Translation Science in Russia*, was published in 2002).

Komissarov's views on translator trainer profile are similar to Kelly's (2005) description and embrace such essential



Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

characteristics as professional T&I experience, knowledge of the trends of the professional market, the ability and motivation to teach, knowledge of the key theoretical approaches in Linguistics and Translation Studies, L1 and L2 proficiency, knowledge of the culture and history of a taught foreign language, and all-around erudition (Komissarov, 2002, p. 341-347).

The process of fostering erudition both in a trainer and in a trainee is of crucial importance to Komissarov: “...course materials should be interesting and possess educational value. The issues discussed in practice texts may be either common to mankind (ecology, demography, key events in history), or specific to the country of a taught foreign language”<sup>3</sup> (Ibid., p. 349). He specifically notes such qualities of course materials as “longevity” and “stability” since translator trainers must scrutinize their knowledge of a certain text’s background and identify all potential translation challenges before giving the material to the students:

In the early stages of training, it is reasonable to use newspaper texts of informative, general political and universal social nature, which will not pose any translation difficulties in terms of lack of background knowledge, rendering specific terminology or an author’s individual style (Ibid.).

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<sup>3</sup> All the translations from Russian are done by the authors of this paper, unless otherwise specified.

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

However, because the skill of using background knowledge is crucial to a translator, Komissarov also emphasizes that

...students should regularly practice interpreting recent news, which can link their education to the current state of affairs (Ibid., p. 350).

According to Alekseeva's (2001, p. 33) approach, at the early stages of interpreter training, students should be deliberately exposed to a vast number of topics since in real life, a professional is often faced with a multitude of unexpected linguistic challenges.

Therefore, 200-220-word news pieces are the first type of texts that trainees come across as part of the course for sight and written translation practice. Overall, news texts form a basis for class activities during 36 academic hours in the fifth semester.

Within the *World News* unit, neither topics nor specific texts are pre-determined in the syllabus. The list of genres is also very flexible and typically depends on professional experience and the preference of the instructor.

This is where a translator trainer is left alone to decide what types of news items warrant discussion in the translation/interpreting practice classroom. This poses a number of challenges, which are discussed at length below.

## **2. OUTLINING THE CHALLENGE**

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

### **3.1. “Learning exercise” as a translation brief?**

When the module starts, students are given a variety of tasks for self-study, including reading news websites, preparing reports on recent important events in Russia and all over the globe, compiling glossaries, and memorizing key terminology, clichés, names of news agencies, international organizations, names of countries and their capital cities etc.

The general features of a news item discussed as part of sight translation practice are the following (Alekseeva, 2001, p. 99-100):

They [news items or informative messages] are written in standard literary variety of a language.

Information is presented as objective; emotional and evaluative statements are rarely used, however evaluation related to a source’s attitude is often implicitly present (especially in political news).

News items contain commonly-known terminology, with the exception of sports commentary and weather forecast.

When translating a news item, a student’s communicative task is focused on rendering cognitive content (information) [...] (dates, names of people, geographic names, numbers).

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

It is typically assumed that the sight translation of such texts, being an introductory exercise, does not involve placing them into a certain narrative or discourse or discussing the content itself. The type of translation expected of the students is of an informative character: any emotional component in the emphatic use of stylistic devices, if any, is encouraged to be neutralized. A set of criteria is used to determine the success of a classroom sight translation, involving the following criteria:

*Pragmatics* (following a translation brief; responding to the time and situation of the text's production);

*Content* (providing a complete and adequate translation of the text's cognitive load; making reasonable transformations where necessary (compression, generalization, etc.); maintaining the logic and coherence of translation);

*Language Command* (using standard language; paying attention to euphony; staying within a register; using correct terminology); and

*Public Speaking Skills* (adequate voice projection, annunciation, good posture and smooth pacing; eye contact).

Although real, or realistic, relevant translation briefs are commonly introduced later in the course, the tasks in the first module lack overall context and are perceived as drills rather than as simulated life-like situations. In light of the

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

existing on-going discussion on whether “replication activities” should be included in undergraduate translator training (Bernardini, 2004), we would agree with Nord’s (1997/2016) strict policy on giving a transparent commission as part of the training, which is generally practiced by our department.

Although news texts for rehearsed sight translation are habitually discussed in terms of their origin, genre, text type, aims and potential recipient, it is the commission of on the spot sight translation that is unavoidably vague. The “potential audience” as a construct seems in this case very artificial. Thus, the pre-translation analysis designed to submerge a trainee translator within the context of text production also takes the form of a drill. When sight translation is unrehearsed, no pre-translation analysis can be discussed. However, students are advised to consider these factors when reading the text, which, in practice, they never do while they know what the teacher expects of them.

Essentially, we are recreating a situation that technically occurs in a relatively small number of cases, e.g., as part of communal, medical or court interpreting etc. Given that students are at an early stage of training, have zero T&I experience and have not yet been exposed to Translation Studies at all, the entire course starts with inevitable uncertainty. However, *natura abhorret vacuum*, and oftentimes, a somewhat curious translation brief of a “training exercise” is suggested by the students themselves

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

as they get, day by day, used to what is expected of them in the classroom conditions.

### **3.2. Information wars and translation teaching**

With the situation of sight translation being stressful enough as is (Lee, 2012), it is also fuelled by the nature of media texts. A traditional and one of the most common tasks for translation trainees is described by Vidal Claramonte (1994, p. 191):

It is [...] useful to *compare texts which deal with the same topic* in both languages. These texts may be taken from magazines, newspapers, journals, etc. Thus, students become familiar with the vocabulary usually used for a particular issue and, on the other hand, they acquire a better knowledge of the topic they are to translate. Another exercise that could be used is to give students a text which *has already been translated* into their TL [target language]. If possible, the teacher should provide them different translations of the same text and ask students to study them, propose changes, but, most important, justify those changes. The putting together of all the comments and analyses of the students helps increase their critical capacities (emphasis in the original).

In Nord's terminology, a student is encouraged to utilize the phenomenon of intertextuality and to use parallel and

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

target-language texts as a source of information and as a textual model in the translation process and to find possible functional equivalents, corresponding to a certain translation brief (Nord, 1997).

In today's post-analogue world, the search for parallel and target-language texts takes seconds. The rapid shift in translation and interpreting practice, associated with ubiquitous digitalization and round-the-clock access to various types of media, including social, has revolutionized translation education, as well.

In search of thematically and linguistically parallel texts, students come across a large number of versions of depictions of certain events in various types of digital media in different languages, including transcreated (Gambier, 2016) versions of translations. The rehearsed (or even unrehearsed) sight translation of news items, planned as a quick and relatively easy “mechanical” introductory exercise, may turn into a heated discussion of comparing originals with the translations and tracking omissions and additions made by a journalist following a certain agenda (for a discussion of current trends in news translation, e.g., see Gambier, 2016).

We have come across situations in which a trainee translator is “taken hostage” by text pragmatics. Professional ethics traditionally demands a certain impartiality towards the source (however, we are aware that traditional translational neutrality has been challenged in various publications, e.g., Baker & Maier, 2011;

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

Gill & Guzmán, 2011). Not yet acquainted with the ethos of the profession, a student may refuse to interpret a text or, instead of interpreting it, start explaining his/her own attitude towards the issues discussed in the text: “I have read a different version of these events” or “Is this or what I have read at home a true depiction of events?” In these situations, a trainer faces a dilemma. On one hand, he/she must consider the stimulus behind a certain reaction and, as professional competence demands, encourage students to obtain factual knowledge of the events under consideration and be broad-minded. On the other hand, the module under consideration is limited in time, and an in-depth discussion preceding every translation task may divert the focus from the proposed aims of sight translation training, i.e., mastering the L2 source text reading and comprehension skills, L1 target text delivery speed, and raising students’ awareness of the syntactic and stylistic differences of the language pair.

Given the current situation in the global political arena, the corpus of news generated every day reflects the existence of opposing perspectives on certain pertinent issues, as evident in official diplomatic discourse. The confrontation between the world powers leads to the emergence of various flows of narrative that ramify and take multiple paths, forming bifurcating “story trees”. Additionally, every time a story tree is retold or translated into another language, “it is injected with elements from other, broader narratives circulating within the new setting or from the personal narratives of the retellers” (Baker, 2006, p. 22);



Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

thus, facts are never fully independent of the narrative (Ibid., 17).

Devoid of rich “textual experience” (Kelly, 2000) and struggling to conceptualize various narratives, students are exposed to a varied vocabulary manipulated by pragmatic choices in both the source text and its existing translations. Seemingly parallel, texts found online as part of a vocabulary-building exercise are often transcreated/transedited. Not seeking a road less travelled, students often use the manipulated versions of the same text on which to build their rehearsed translation. In the majority of cases, the texts that we use for class activities do not show any emotional component; however, the mere existence of a number of juxtaposed contradicting discourses on a topic may lead to uncertainty and simple confusion on the part of students.

### **3. MEDIA TEXTS AND T&I EDUCATION: SEARCHING FOR SOLUTIONS**

*Translation in Undergraduate Degree Programmes*, edited by Kirsten Malmkjær (2004), was the starting point of our survey. Below, we use the references to news and journalistic texts in a number of chapters of the volume to outline the tendencies. The overview that we present here is far from comprehensive; however, it paints a picture of the overall trends in using media texts for instructional purposes across various approaches.

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

Following the line of our research into the early stages of T&I education, in this section, we do not differentiate between short news articles and other media genres or between early-stage translation and interpreting training.

*Media texts in language courses for translators.* Reading newspapers and journals (including reading aloud) is traditionally considered part of interpreters' life-long learning: Court interpreters are often advised to use media texts to improve their reading comprehension and public speaking skills (González at al., 2012, pp. 896, 903). In the volume, Beeby (2004, p. 54) suggests news articles and newspaper headlines as a material to study textual interaction, “different versions of the same event in different newspapers, ideology”, textual organization and language systems as part of language learning for translators: She advocates that as part of such a course, it is possible to study not widely translated genres, as well.

*Introducing media texts later in the course.* The translation of media texts is sometimes characterized as “general”, as opposed to the “specialized” translation of legal, medical and other types of texts. The proposed distinction is often read as “simple” vs. “complicated” (Kelly, 2005, p. 68). However true it may be, this is not always the case. In this volume, Mackenzie (2004, p. 36) references the cooperative model proposed by Holz-Mänttari, who advocates constructing a controlled environment, based on real-life examples of translation projects, in which students can take on the role of terminologists, translators, language revisers, etc. Situations involving journalistic texts are

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

listed as “more complex”, together with legal and technical documentation.

*Media texts as part of a specialized translation course.* Preložníková and Toft (2004, p. 93) report a specific module in Journalistic Translation. Market demands differ from one region to another; if we follow functional approaches to T&I teaching, then selecting texts for translation classes is a matter of neither rigid principles nor mere intuition, as noted by Nord (2005, p. 38). The choice is always practicality-bound and inherently based not only on text authenticity in terms of its linguistic features but also on the relevance of a specific translation commission within a certain cultural framework:

This means that in a culture like Germany, where newspaper articles are hardly ever translated because the big newspapers have their own correspondents all over the world, newspaper texts play a secondary role in translation classes, if any – they may be quite useful when dealing with translation problems like culture-bound realities (*realia*) or citations. (Ibid., p. 38)

In Germany, the translation of journalistic texts may not be as relevant a practice as it is in such countries as Iran, China, or Russia. A recent survey conducted by researchers at Allameh Tabataba’i University, Tehran (Molanazar and Kamyab, 2015), has shown that the theoretical modules related to translating political and journalistic texts in university-level translator training programmes were not

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

consistent with media market demands, which remains true for Russia, as well. Surveying higher education programmes at the key universities across the country indicates that the widespread practices of transcreation and transediting remain in the “hidden” curricula.

*Media texts as part of a Sociology of Translation input.* In terms of choosing texts for translation practice, Preložníková and Toft (2004, p. 93) stress the vitality of using up-to-date and authentic texts in translation teaching. Within the described T&I training framework, they use newspaper articles to address the question of potential reader profiling in translation: “Students are asked to summarise a newspaper article for a reader of their choice”. To underline the dependence of a potential readership and a translator’s choices, the articles chosen for this task have political and economic implications and include specific information that would already be known to some of the potential readers of the summary.

Over the last decade, as Tymoczko (2005) projected, Translation Studies has been reframed through discourses of the social sciences. Shaped by the emerging new realities of the globalized world, the new paradigm has given way to a renewed emphasis on practice and the circumstances of T&I practice (Tymoczko, 2016, p. 104), leading to a conceptualization of new phenomena, including translator activism and social translation.

The issue of introducing social aspects into translator and interpreter training programmes has enjoyed much

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

attention in recent years, as well. Being a relatively new phenomenon, social translation as a curriculum component incorporates a variety of topics, such as collaborative translation, ethics, open-source projects and some technical aspects of translation, etc. (Sánchez Ramos, 2015). It also poses a number of challenges to both programme designers and translator trainers. Referring to Baker and Maier's (2011) questioning of the scope of the discipline and the positioning of the educator as well as their strong advocating of a systematic, direct approach to building the issue of ethics into the curriculum, Sánchez Ramos (2015) asks what exactly should be taught as part of social translation and how should we assess ethics in translation classroom. She rises to the challenge by bringing to light a crucial *need for a specific methodology*, with an emphasis on critical thinking and reflection.

Having taken into account the tendencies of including media texts in language training for translators, shifting them towards the later stages of the programme, and discussing media texts as part of specialized translation courses, including sociology of translation, we propose a number of changes to the existing syllabus, which are outlined below.

#### **4. DISCUSSION AND CONCLUSION: RETHINKING THE COURSE DESIGN**

To make the best use of the limited time of an undergraduate Linguistics programme, the T&I course

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

syllabus must be carefully structured. Of the four strategies identified above, neither introducing a specialized course of media translation nor reinventing the L2 learning curriculum was available to us at the time of the project. The constraints of the existing curriculum superposed on the identified strategies led us to rethink the purpose of the course modules, including the introductory module.

## 5.1. A purpose and a place

Drawing on the social function of translation, Garbovskiy (2012, p. 43–46) defines the focus of translation didactics as a continuous search for dependencies between teaching strategies and learning outcomes within the system of methods, values, aims, means and principles that define the curriculum. The search itself is summarized in the form of seven questions of scopoi-based translator training: *What to teach? How to teach? What for? Whom to train? Which methodology to use? How to structure the curriculum? Who can teach/train?*

The third question of *what for?* or *why?* reveals the twofold challenge of translator training, which contains teaching *translation proper* (including linguistic and code-switching skills, comparative aspects of a language pair, etc.; cf. Nord's *translation*) and teaching the aspects of *translation as a social activity* (including ethics, aesthetics, etiquette, various socio-cultural roles, conventions and competencies involved; cf. Nord's *translational action*). As a concept, the media text finds itself in the middle of the twofold challenge of unifying *education*—originally proposed by

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

Bernardini as the purpose of undergraduate translation courses (Bernardini, 2004)—and *training*. The ultimate goal of such a combination is based on keeping up with the local tendencies, while the majority of Linguistics graduates in Russia at some point in their careers address professional T&I practice.

Using newspaper texts as a material for early-stage sight translation drills may contradict professionally-oriented social reconstructivist, technologist and rationalist tendencies in academic ideologies. However, it is in line with the humanist ideology, which supports the ideas of the holistic development of an individual (Kearns, 2012, p. 18), reflected in the trend of building “social translation” in the curriculum.

One of the solutions that we have proposed was very simple, which was to remove news texts from the introductory *training* part and include them in later *educational* stages of the course. The other solution, following the first, was to repurpose the unit: The *World News* and *The Media and Their Role in Modern Society* units, despite all of the identified drawbacks, later in the course can fulfil the task of covering the aspects of translation as a social activity, proposed by Garbovskiy (2012), and contribute to fostering accountability (Baker & Maier, 2011) and [narrative] awareness (Bernardini, 2004 p. 20) within the given curriculum.

Therefore, later in the course, after taking Translation Studies seminars taught throughout the fifth semester,

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

students are able to dispute and, more importantly, support the strategies that they employ when translating, commenting on a translator's public stance, or describing a certain translational tradition within the local and global T&I markets. However, the issue of finding a special methodology and further refining this new type of module is still pending.

## **5.2. Filling the gap**

Moving and repurposing the *World News* and *The Media and Their Role in Modern Society* units do not solve the problem of keeping the *training* component of the course in place. From our perspective, the only solution must be premised on principles of material selection (which still does place a great deal of trust in the educator's professionalism).

As noted by Kelly (2000/2005), text selection is one of the most important aspects of teaching activity (2000, p. 159-160). She emphasizes that appropriate texts for early translator education must be highly conversationalized or standardized, short and meaningful to the learner (2005, p. 68), and she presents a very universal approach to selecting material for early translator training.

Not every text, which reflects the professional market, is informative rather than expressive, and illustrates specific translation issues, is valid for a beginners' class (Kelly, 2000, 159). The key to success, as she suggests, lies in continuity, professional relevance, and controlled



Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

professional realism (Kelly, 2000, p. 159–160). Using one relevant subject matter and a variety of commissions, gradable in difficulty, without jumping from one subject to another makes it possible for students to develop instrumental competences at the early stages of T&I education. For students to easily grasp functionality, we constructed a more “stable”, as Komissarov (2002) puts it, basis for sight translation training, as we have proposed the topics of *Tourism* and *Technological Advancements*, relevant to the needs of the local language market. The continuity factor was addressed by extending the two topics throughout half of the fifth semester, focusing on the listed aims of the early stages of sight translation training.

### **5.3. Final remarks**

The problems and challenges of placing sight translation of media texts in an introductory module of a two-semester T&I course have been the subject of an on-going discussion at our home department in recent years, leading up to this short-term (yet meaningful in terms of its timeliness) research project.

The limitations of the undergraduate curriculum do not offer much time or recourse to have the best of both worlds of *training* and *education*. As we have argued, a translator trainer using media texts as part of an introductory module of a T&I course currently faces a number of challenges, including disambiguating the nature of parallel transcreated online media texts and discussing with students the issues of competing narratives in the world news arena.

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

Therefore, we argue that for trainees to acquire the required competences and skills, the beginner module must remain *training-oriented*.

Returning to the set of questions with which we began, some of them remain unanswered in academia, e.g., the question of who decides what issues should be discussed in light of sociology of translation. However, we hope that we have managed to give a feasible solution to some of the proposed questions by describing the outcome of our “ecological” project of recycling, reusing and reducing the curricula at hand through the medium of media.

Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

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Kraeva, S. & Krasnopeyeva, E. (2017). Media Texts in Translator/Interpreter Training: Rethinking an Undergraduate Course Design. *Current Trends in Translation Teaching and Learning E*, 4, 264–295.

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