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Creativity and Innovation in Training English Language Professionals

The idea of this volume of CTTL emerged in the ESSE10 (The European Society for the Study of English) conference in August 2010 in Turin, Italy, where the contributors gave papers in the seminar **Creativity and Innovation in Training English Language Professionals.** The convenors were Dr Anca Greere from Universitatea Babeş-Bolyai, Romania, Dr Mari Pakkala-Weckström from the University of Helsinki, Finland, and Professor Viviana Gaballo from Università di Macerata, Italy. This seminar, in turn, was a continuation of an earlier seminar in the previous ESSE9 conference in 2008, in Aarhus, Denmark (the papers of this seminar are published in Viviana Gaballo (ed). 2009 *English in Translation Studies: Methodological Perspectives*. eum x Translation Studies).

The call for papers for the 2010 seminar was as follows:

> The seminar invites contributions on topics related to curriculum development, syllabus compilation, methodological planning, materials development and pedagogical interaction tailored to higher education and continuous professional development training in the areas of the ever-growing language industry and its English language component. Language professions such as translator, terminologist, reviser, interpreter, subtitler, dubber etc. are making their way into the curriculum of many European programmes with English

being omnipresent in the language combinations offered to trainees. To meet the demands of the market and the expectations of trainees without forfeiting academic, research-oriented goals, such programmes frequently exhibit an innovative academic/vocational perspective in the variety of training methodologies applied. We welcome debates on methodologies in English specialized professional training displaying adaptability to professional profiles and respective professional competences.

The seminar attracted seven papers dealing with several areas of the language industry and education. In the fruitful discussions following the papers, many differences but also similarities between the various programmes and institutions arose.

Five of the papers presented at the seminar are published in the present volume. **Clare Donovan** (ESIT-Sorbonne Nouvelle, Paris) discusses the implications of the increasing use of English as a *lingua franca* for conference interpreter training in her contribution. She argues that interpreting is still much in demand for several different reasons: institutional, sociological, and political. The standard and quality of the service provided have increased, making greater demands on training institutions.

Mike Garant and **Juha Eskelinen's** article (University of Helsinki) presents a learner survey of a pilot project for teaching translation based on social constructivism. **Ana María Martín Castillejos** and **María Paz Kindelán Echevarría** (Technical University of Madrid – UPM) discuss the role of emotions in the cognitive process of the Spanish students of English at the School of Architecture in Madrid, and the importance of using transfers and code switching in the classroom as part of the process to create trust, essential to consolidate the language learning process in view of developing professional communication skills.

In her contribution, **Amanda Murphy** (Catholic University in Milan) makes a case for the inclusion of modules on how to revise English texts in language programs that prepare students for the professional world, particularly for EU institutions. She presents the use of EuroCom, a parallel monolingual corpus of specialised texts provided by the Editing Unit of the Directorate General for Translation of the European Commission for developing skills in editing specialized texts for students studying International Management at the Catholic University in Milan.

Finally, **Mari Pakkala-Weckström** (University of Helsinki) compares the working methods of two differently evaluated groups of students attending translation courses from English into Finnish at the University of Helsinki. The study strongly implies that the students who were evaluated on a continuous basis spent more time on their homework than those who were evaluated on the basis of an end-of-term exam.

After a double blind review process, selected papers were published in this volume. There is also a companion website located at: http://www.cttl.org/index.html. We would like to express our heartfelt thanks to the following individuals: the writers for submitting their contributions to a blind review process, because without their courage and effort an edited collection like this would not be possible, and the members of the editorial review board for their thoughtful and timely reviews. I would also like to thank Anni Koho and Evelina Schmuckli for their editorial assistance and Dan Holt for his proofreading and typesetting.

We hope the readers will find reading Current Trends in Translation Teaching and Learning both interesting and rewarding.

<div align="right">Mikel Garant & Mari Pakkala-Weckström</div>

The consequences for training of the growing use of English

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Abstract

Over the past twenty years international conferences have come to be increasingly dominated by the use of English. The presentation examines the consequences of this development and of other emerging shifts in language use patterns at international level, particularly for conference interpreter training. Various issues are identified. The most obvious of these is the likely impact of language use trends on the demand for interpreters. It is noted that despite widespread use of English as a *lingua franca* demand is actually increasing. Other consequences include higher demands on students in terms of English language proficiency, particularly more flexibility and more intuitive understanding of English. Retour interpreting is now generally expected, particularly a retour into English. In broader terms, new patterns of language use are affecting the role and perception of interpreting.

1. Introduction: the expectation of a monolingual world

The linguistic facet of globalisation is often perceived to be the spread of English as a *lingua franca.* It has been claimed that one quarter of all humans in the world speak some English today (Crystal, 1997). And indeed, the importance of English as a gateway to economic and professional achievement is apparent in its use in areas of national life, such as higher education or scientific research, in many countries. Thus, Masters courses taught by French lecturers are offered in French universities for French students with English as the language of tuition. This is the case, for instance, of a number of Masters programmes at the prestigious Paris Dauphine University. Researchers worldwide write scientific articles in English in order to have access to the most widely-read and best-rated journals. People seem happy to buy into English as the language that provides access to the cutting edge of the globalised world – access to education, the media, information, influence and prestige.

The impact of media such as Facebook or Twitter as a means of global exchange and networking should not be underestimated. There is a sense of a general standardisation of cultural and community life. It could seem unavoidable that a widespread use of a single *lingua franca* would accompany such a trend.

1.1. English in conferences

Arguably, modern-day conference interpreting started after the First World War when English-speaking leaders insisted that English be used alongside French in diplomatic negotiations and talks. Until that time French had been used almost exclusively as the language of diplomacy since the seventeenth century. Both languages then became official languages in the institutions set up subsequently,

such as the International Labour Office or the League of Nations (Baigorri Jalon, 1999; p. 29).

This initial introduction of English into post World War I conferences was to prove to be the thin end of the wedge. Ninety years on, the predominance of English in conferences and of course in the world at large is probably the single most significant issue for interpreting today. For instance, at OECD or NATO (which are both organisations with these two official languages), English has come to be used by the majority of speakers.

Over the past decade or so, there has been a marked decline in the use of French in international conferences. One cause of this has been the opening up and integration of Eastern and Central European countries. The representatives from these countries tend to use English, if they do not have the opportunity to speak their native tongue. This has meant that even delegations that do speak French become drawn into exchanges in the English language. A range of other languages are used in international or regional conferences including Chinese, Russian, Arabic, Spanish, and Portuguese. They are generally used in conjunction with English.

In what ways does the predominance of English as a default language in international conferences affect conference interpreter training? Are training courses adapting to the new landscape?

1.2. Demand: some counter-intuitive facts

Given the configuration described above, one would expect that interpreting was heading for extinction. Strangely enough, just the opposite would seem to be true. Observations lead to the conclusion that the number of interpreter days is on the increase. This is true of conference interpreting, as illustrated by AIIC statistics on its membership and also its regular surveys on working days (see

www.aiic.net) but also of community (PSI) interpreting and of court interpreting. Let us consider the reasons for this increase in demand.

It is understandable that there should be greater demand for community and court interpreting.

Even when the host country language is English, knowledge of this "*lingua franca*" is still confined to an elite. If one quarter of people worldwide speak some level of English as a second language, this still means that three quarters do not. And as argued by many authors (Graddol, 2006a; Wallraff, 2000), degrees of language competence vary widely and are often over-estimated by self-reporting.

This means that with the surge in population movements whether from poor to rich countries, between rich countries or between poor countries, whether temporary for the purposes of business or leisure, or permanent, the need for inter-language communication has soared. In any event, most community-level exchanges take place between the migrants' native language and the language of the host country which is not necessarily English, so knowledge of English is often not relevant. Thus, countries like Italy, Belgium or Sweden which all have large immigrant communities have taken measures to provide health care interpretation, for example, in a wide range of languages.

In the English-speaking countries, but also increasingly in other host countries, policies allowing for accommodation of difference, together with a gradual acceptance of a multicultural (and hence multilingual) society have emerged. Thus, "interpreters" are made available as a matter of routine for medical appointments or administrative formalities. They are often poorly trained or not trained at all, but there is a recognition that interpreting is required and is indeed an entitlement.

Within the European Union, considerable attention is now being paid to the need for legal interpreters to assist immigrants in dealings with the courts and the police. Again, there is a growing acceptance that access to accredited and trained interpreters is an entitlement, as testified by the recent final report of experts compiled for the European Commission (Reflection forum on Multilingualism and Interpreter Training, March 2009). This report has led to a recommendation being adopted on provision of legal interpreting, as well as training and accreditation of the interpreters. This is the Directive of the European Parliament and of the Council on the Right to Interpretation and Translation in Criminal Proceedings which was adopted on October 7, 2010. It could have far-reaching consequences. The Directive has to be transposed into national legislation by October 2013.

It is much more surprising that there should be an increase in conference interpreting, as the users of this form of interpreting are usually politicians, international experts, government representatives, *i.e.* the agents of globalisation, the elite of the new world order, and presumably proficient in its *lingua franca.* A number of reasons for this counter-intuitive trend can be identified: Globalisation leads to more contacts and exchange and hence an increase in the sheer number of meetings. Even if many will use only English, there are bound to be some that wish to incorporate other languages. Many of these contacts by-pass English completely, but involve the use of two or more languages.

The establishment of an institutional framework for the regulation and coordination of globalisation has entailed a huge increase in the numbers of international bodies of varying types to oversee the implementation of the networks and workings of the globalised machinery. Thus, Cronin notes a surge in the number of intergovernmental organisations from 37 in 1909 to 300 eighty years

later (Cronin, 2003; p.109). Interestingly enough, these bodies have opted for more than one official language, rather than the sole *lingua franca* of globalisation. Although the linguistic democracy offered is limited, being restricted in many instances to two or a handful of dominant languages, it nevertheless gives rise to institutionalised translation and interpreting. Moreover, some bodies are exceptions and offer a broader language range or even, in case of the European Union, a policy of full coverage, at least in key political meetings and for official national languages. In a compelling metaphor of the European Union's language policy, former Commissioner Orban stated that "multilingualism is embedded in the genetic code of the European Union" (Orban, 2007).

The reasons for such choices are not purely "linguistic" in the strict sense. They relate to the status and place of countries within an Organisation, to a policy of diversity and inclusion. There is a political and cultural dimension to language.

> "Language is not just a technical matter, but one of cultural diversity and national pride. And there is a powerful democratic incentive [to provide interpretation] for an EU that worries, rightly, about the distance between Brussels and ordinary Europeans" (The Guardian, April 23, 2004).

Furthermore, in the face of standardisation and the levelling of lifestyles, there is a counter movement to affirm local identity. There has been the revival or affirmation of languages such as Irish, Welsh, Maltese, the Baltic languages, and regional languages in Spain. In many instances, these languages have regained official recognition, as political constraints impeding their use have eased. Political developments, related to the strengthening of regional autonomy, decentralisation or devolution have reinforced these trends. Thus, Welsh-English interpretation is provided at the Welsh Assembly; Swahili is an official language of the African Union; movements have

developed in Africa to promote the use of "national" languages, *i.e.* those not imposed by colonial rule and maintained in its wake (Poth, 1997; Napon, 2003).

Modern ICTs, although they may contribute in some ways to the spread of English, also allow for the consolidation of community and local identities. Language diversity on the Internet has steadily increased, as demonstrated by Pimienta in his presentation at the International Bamako Forum on Multilingualism (2009). Studies by FUNREDES indicate that the percentage of web pages in English has probably fallen from roughly 80% in 1998 to about 45% in 2007.

The result of these various forces is that International Organisations have all maintained their language regimes and hence their interpretation requirements, sometimes even adding to them. The coming wave of retirements and maintenance of current language combinations actually means that most Organisations are predicting an increase in needs and fear severe shortages of interpreters. This is particularly the case for new languages at the EU and for the English booth generally. But recruiters also predict shortages in major languages, for instance French, German and Italian at the EU, Chinese at the UN or Portuguese in the Canadian Parliament.

More than 30% of permanent interpreters in the French and German booths in the Commission are over 50 and nearly 40% in the European Parliament. 57% of interpreters in the Dutch booth in the European Parliament are over 50. Similarly, in the OECD the team of staff interpreters has an average age of over 55. As Durand concludes in the European Commission report "La relève; etude prospective" on the succession, shortages seem to be emerging for practically all languages, in particular in the United Nations (2005; p.4).

Fears about succession have led many Organisations to invest much more funding into training than in the past and to actively promote

the creation of new training programmes, notably in Africa, Asia and the United States. The European Commission conference service has produced a series of Youtube clips to encourage young people to consider interpreting as a career. The United Nations has signed a series of Memoranda of Understanding with selected training Institutions across the world to encourage training programmes to adapt course content to UN needs.

2. English: diversity or uniformisation?

With English as the predominant language in meetings interpreters are having to grapple with a wide range of accents and expression modes in that language. The challenge of English language comprehension, as English develops into a Mega-language with multiple forms, used by native, near-native and non-native speakers from a wide range of backgrounds and geographical locations.

It has been postulated that a new "international English," often called Globish, or more recently "desesperanto," as Michel Deguy (Dick 2002) put it, is emerging and, if this is so, it might require different listening and analysis skills to those called for when interpreting speeches delivered mainly by native speakers. From personal experience and discussions with colleagues, I would postulate that non-native speakers make more use of elements of jargon and technolect than do native speakers. They use these as short cuts to communication within a community of experts and as a way of offsetting deficiencies in creative language use.

Another feature of the English language is the speed with which it is evolving and constantly absorbing new words, collocations and patterns of speech. This is clearly also directly related to the role of English as an international *lingua franca* which is exposed to and enriched by the numerous groups that use it.

Interpreter training programmes need to react to these changes. They must be carefully planned in order to ensure that students are exposed to as broad a range as possible of English speech types and speakers, with a view to developing a robust understanding of all the varieties of that language. This may be problematic for programmes in countries or regions with a homogenous student population, although this limitation can be offset at least in part by the use of speech banks, notably the European Commission's speech repository, and on-line material generally.

In general, the following teaching tools have proven useful:

- innovative language enhancement classes for English that focus on speech-giving conventions,
- student exchanges,
- inviting outside speakers from various backgrounds,
- work with speech repositories.

Another useful option is the possibility for students to attend authentic meetings in international or regional organisations. Many International or regional Organisations now allow groups of students to attend meetings and to practice in the "dumb" booth.

In sum, students today need a very firm grasp of the English language, in all its diversity and also in its various technolects. Also, with so many people speaking some English, if students have English as an active language, expectations of their proficiency in expression are high. This requires programmes to provide more active language enhancement for these students, possibly to be more selective at entry and to try to offer the students opportunities to go to English-speaking countries.

3. Retour

Most markets are becoming increasingly two-way – the national language plus English, with a corresponding assumption that interpreters will cover both those directions, *i.e.* provide a retour into their B language. Clearly, this needs to be taken into account by trainers, as it affects every facet of training, right back to the initial selection process. It is observed on the Paris market that graduates who do not work back into B in simultaneous have noticeably fewer assignments than those who do. Many recent graduates upgrade their B language almost immediately under market pressure despite not having being selected for this direction or taught in it. It would thus seem preferable to offer B simultaneous training whenever the student's language proficiency justifies this rather than keeping to the language combination patterns of the past. For some booths, notably Chinese, Japanese and Arabic, it is a major advantage to have an English B with retour rather than another B language. Clearly, this needs to be taken into account during information and selection campaigns.

4. The English booth

This leaves us with the thorny issue of the English booth, arguably both the most important booth in terms of number of listeners and yet the most under-employed. One colleague described working in the English booth as being like the cymbal player in an orchestra. Stress and boredom are often combined. One clear sign of the problem is that a few colleagues at the European Union have asked to switch to translation, which would have been unthinkable just a few years ago.

What is the solution? One option is to do away with the English booth all together and to have the other booths work back into English. In

practice, this is often what happens on the private market. The problem with this is that not all interpreters in the other booths have a sound English B. Even if they do, working into B usually leads to an impoverishment of expression. This would be likely to further accentuate the tendency of speakers to "get by" speaking in English to avoid their speech being interpreted in a shaky English retour. The other option is to ensure that English A interpreters themselves do a retour into another language. These options are of course not mutually exclusive. In any event, selection procedures and training methods need to take these considerations into account. Perhaps most importantly, these issues need to be addressed frankly during the training.

5. Attitudes towards interpretation

The situation described above entails a number of consequences in terms of the way interpreting is perceived, not least by interpreters themselves. At times it seems as though interpretation is provided ostensibly for reasons of prestige, institutional or regulatory obligation or politics. Interpreters may feel they are being manipulated or being used to justify a pretence at multilingualism, and that their presence in the booth is just a token of language diversity.

Actual attempts to interpret, especially in consecutive, can be resented and resisted by the more dominant language group and sometimes even by the "minority" group that stands to benefit, the latter reaction being perhaps out of embarrassment or a desire for linguistic integration. We see here a drift towards the more typical community interpreting paradigm, with non-mastery of the dominant language being taken to denote lower status. This would explain many reactions and comments noted by interpreters, in

particular apologies for speaking languages other than English despite the provision of interpreting (Donovan, 2008).

Consequently, interpretation tends to be used more "à la carte," for instance when delegates get tired or when the speaker has a difficult accent. Participants will don and remove headsets frequently during a meeting. They will often choose to speak the dominant language (almost invariably English) despite the availability of interpreting.

The outcome for the interpreter can be a sense of frustration, of being relegated to the fringes of the meeting, of being an unwelcome intruder. Perhaps more significantly, in terms of participant communication, this means that interpretation comes to be seen as ancillary, not essential, to the proceedings. As such, it and its users become vulnerable to the negotiation of power and the mood within the meeting. There are psychological consequences of this shift in interpreter status and role. Young interpreters need to be trained to occupy the newly-defined space and to defend the right to interpreting.

Clearly, even if many of the above observations are valid only occasionally, interpreter training must incorporate discussion of such issues. Trainers should consider with the students how to best adapt to the changing circumstances without compromising autonomy and status. An example of how such considerations can be incorporated into programmes was a debate organised following a voluntary conference at which students from ESIT and ISIT interpreted. There were several workshops, making it possible to establish a link between the attitude and forcefulness of the student interpreters and the way in which interpreting was taken up or, on the contrary, rejected. This proved to be an excellent project to get students engaged in reflections and fruitful discussion about the consequences of interpreter attitude and behaviour, not only on the use of interpreting, but on the meeting dynamics in general

(Donovan, 2008). Other ways of encouraging the students to think through such issues are mock conferences in which they work as interpreters, but also have an opportunity to act as delegates, speakers and chairpersons. During such conferences, the students often become very involved in the debate and it is not unusual for them to start using some form of "globish," cutting out the interpreters. Provided this experience is followed by trainer-guided debate, it can help students gauge better the dynamics of meetings and see how interpreters can be effective and forceful.

6. Conclusion

International conference attendance has become for many participants a matter of routine. Most people can get by in English and many participants speak several languages fairly proficiently. Interpreters are less likely to be admired for their language skills and they are less indispensable than in the past, unless they can demonstrate that they really can make a difference by providing fast, accurate and clear interpretation at all times. According to Déjean, interpretation is increasingly seen as a luxury to enhance listening comfort and listeners expect a standard in keeping with a luxury good (2005; p.41).

In other words, the current predominance of English means that interpreting must be that much better than muddling through with the *lingua franca*. Interpreter training needs to take into account the demands of an increasingly globalised world with its new patterns of communication.

However, this overview is only a snapshot of the language patterns in international meetings and the consequences for conference interpreting. It must not be forgotten that the situation is not static. The "hub" paradigm of a new world order is moving towards a

globalisation made up of numerous nodes, leading to new exchanges amongst partners at all levels and in all spheres. The current focus on the dominance of English should not blind trainers and recruiters to the fact that many conferences and meetings already by-pass English completely and more are likely to do so in the future. One example of this development is the recent drive to train more interpreters with French-Korean as a language combination, as South Korea sets up projects in French-speaking Africa. Another example is the development of interpreting between Chinese and other languages. Chinese interpreting courses are increasingly proposing training in Chinese-German or Chinese-Japanese as language combinations.

Ultimately, the challenge for trainers is to keep pace with changing trends, whilst maintaining at all times rigorous standards and provide students with the tools to guarantee quality interpreting.

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ICT practices among undergraduate English translation students at the University of Helsinki

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Abstract

Over the past 10 years, there has been a great deal of research on how Information and Communication Technology (ICT) has affected Translation education. This paper presents a study of use of ICT practices among undergraduate English translation students at the University of Helsinki. It tests the hypothesis: contemporary English translation students at the University of Helsinki rely primarily on the Internet for reference material when translating. A quantitative methodology involving questionnaires with a 5-point Likert scale was used to gather data in 2010. Qualitative data was also gathered via unsolicited data in the form of detailed answers that some respondents wrote on their questionnaires. Results suggest that a major shift in Translation Studies has occurred and contemporary Western learners rarely use the library or printed sources when doing their translations. Instead, they tend to use the Internet which is more closely related to training future translators for real world tasks.

1. Introduction

Over the past 10 years, there has been a great deal of research on how Information and Communication Technology (ICT) has affected Translation education as well as education in general in the West. For example, Berber (2008) did a comprehensive worldwide study on the use of ICT in teaching conference interpreting. A common perception in the university is that the library is dead and students acquire all or almost all of their information from the Internet. Is this true? It can be argued that access to computers and the internet is not globally equal and that training of future translators is thus affected by a "geopolitics of pedagogy" (Cronin 2005). But we believe this claim to be valid within Western training institutions.

After we presented this study as a conference paper, eminent translation scholar Andrew Chesterman put forth:

> "What kind of evidence would persuade you that this kind of teaching method is not the best method and the old fashioned method might be better? What would make you change your mind since the kind of data that you have presented is mostly data on what students think? In fact, maybe whether students 'like it' or 'don't like it' is not relevant, you might say. What would make you change your mind to go back to the old method?"

Maria González Davies (2005) claims that research on translation studies should pay more attention to "what happens [...] in the classroom." She calls for more studies on class dynamics and the tools of the trade of translation teachers. Burden (2003) suggests that students are conditioned to think that anything that is beneficial is going to be disagreeable and this is attitude is at odds with the way teachers plan teaching approaches.

This study will be limited to the English translation section of the University of Helsinki. This paper will present an introduction, literature review, research methods, then results and a discussion and conclusion section.

2. Literature review

Since Dewey's research (1938/1997) the role of the experiential learning has been seen as an important approach to teaching. More recently Gibbs (1988) and Kolb (1984, 2005) have brought out the essential role of experience in the learning process: the learners "learn by doing." However in order for the learning to be valid it is essential that the learning takes place "in context" (McLellan, 1994) and the context and activities need to be authentic in relation to a real life situation where the same skill or knowledge would be used. Kiraly (2000: 3) shares this constructivist approach to education and suggests that "true [translation] expertise can only developed on the basis of authentic situated action, the collaborative construction of knowledge, and personal experience." Kiraly (2003, 2005) and Robinson *et al.* (2008) have further developed this social constructivist approach to translator training, the latter reviewing its contribution to the education to the field in general and also online learning.

According to Kearsley (1996) "The most significant aspect of the Web for education at all levels is that it dissolves the artificial wall between the classroom and the 'real world'." Chouc (2010) further suggests that many researchers and teachers have accepted that the computer can provide an alternative to real-life setting, and that such technology can be used without sacrificing the authentic context which is a critical element of the model.

Our literature review found a number of articles that relate ICT to translation studies (Berber 2008, Espunya & Pujol, 2007, Krajka, 2007, Robinson *et al.* 2008) but they tended to be prescriptive. We found no empirical study on ICT use among students in Finnish university English Translation students.

3. Research method

A quantitative research methodology was chosen for this study because our literature review encountered none addressing this specific field of translator education that utilizes a blended learning approach.

Our hypothesis is: contemporary English translation at the University of Helsinki students rely primarily on the Internet for reference material when translating. We seek to prove or disprove this. This study is limited to English Translation students at the University of Helsinki although it may give a good indication as to student practices elsewhere.

A questionnaire was designed using a 5-point Likert scale as developed in 1932 by Rensis Likert. (Duprey & Shehan 1999). This required the individuals to make a decision on their level of agreement with a statement: Strongly Agree, Agree, Disagree, Strongly Disagree. According to Duprey & Shehan 1999, this is the most commonly used question format for assessing participants' opinions of usability.

In keeping with the Likert research tradition, our questionnaire addressed student opinions concerning teaching and learning practices built on experiential learning, social constructivism and blended learning in general used in the courses they took part in. The questionnaire as a whole had 34 questions, but this paper will be limited to address only the questions related to computer and

Internet use. Therefore, one could say that a modified system was utilized because in a full scale Likert survey questions relate to a wide range of areas and are correlated with the number of respondents. This was not deemed necessary because of the limited nature and statistically small number of participants of this study.

The questionnaire was administered through the online platform Moodle. In some cases, respondents added qualitative answers to their questionnaires. The total number of respondents for the entire survey was 19 (N = 19). The respondents were a combination of students from two different groups: first group was comprised of advanced students in an LSP course on legal and administrative translation. The class had eight (8) participants, 7 of which responded. This was an 87.5% response rate among the advanced student target group. The second group was comprised of thirteen (13) second year English translation majors. At that time, there were sixteen (16) second year English Translation majors studying in the program. So, the sampling consisted of a representative sample of 88% of the students in the program. One must keep in mind that the department only accepts 18 students per year. So, unlike in many other countries, our groups are quite small. In addition to practical translation and translation theory courses the students are also trained in the use of the Internet for searching information in a compulsory ICT-skills course for all the students of the university (Helminen 2007: 184) and during their translation skills courses.

4. Results

In the following we will describe 12 out of the 38 questions. The questions were chosen since they focus on the tools the students use in their translation exercises both in class and on their own or during group assignments. For the make up of the two courses and students groups see chapter 3 Research methods.
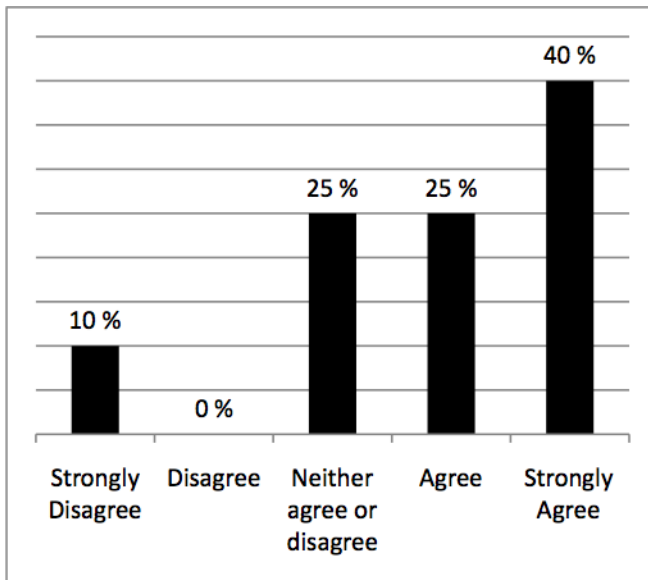
4.1. Moodle vs Email

Figure 1. It is always better to turn in translations via web platform (Moodle etc.)

The use of Moodle versus email was addressed by the study. Moodle is a web-based platform widely used in the Finnish education system. Instructors have all of their material, forums, assignments, links, and course material there. The results can be seen in Figures 1 and 2.

Students in the studied institution are used to turning in their translations and other assignments in an electronic form. A web platform, the Moodle, was used as a communication and co-operation tool during the studied courses, although students could use also e-mail. A majority of the respondents (65%) favored a web platform and only one in ten preferred some other method when asked whether or not it is better to use a web platform instead of some other method in turning in their assignments. It should also be noted that none were strongly against both of the electronic communication methods.
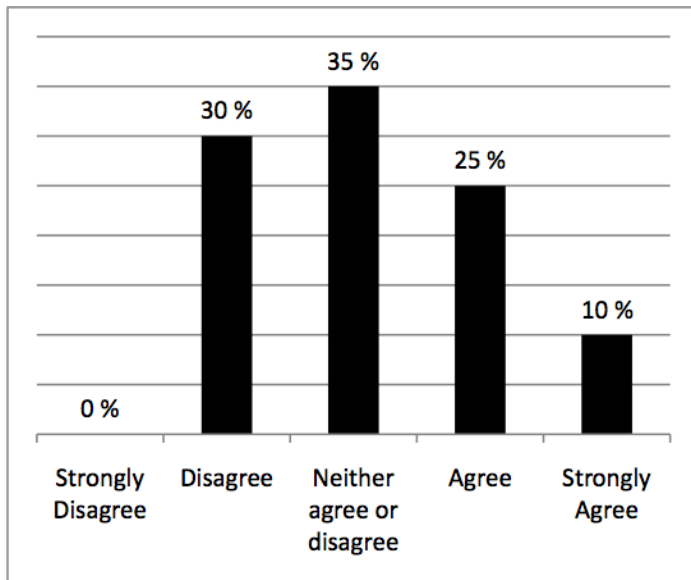
Figure 2. It is always better to when you can turn in your translations through email instead of a web platform.

4.2. Using electronic course materials

The use of electronic course materials was also addressed by the study. The results can be seen in Figure 3.

When asked about their opinion on using electronic course materials and the web as the distribution channel for assignments and course materials only 5% reacted negatively and 80% positively. As can be seen for Figure 3, the students clearly preferred using a web platform for their classes. If we add the scores for 'agree' and 'strongly agree', 65% of the students preferred using a web platform for their classes. For them, it was preferable to download course materials and assignments from the web.
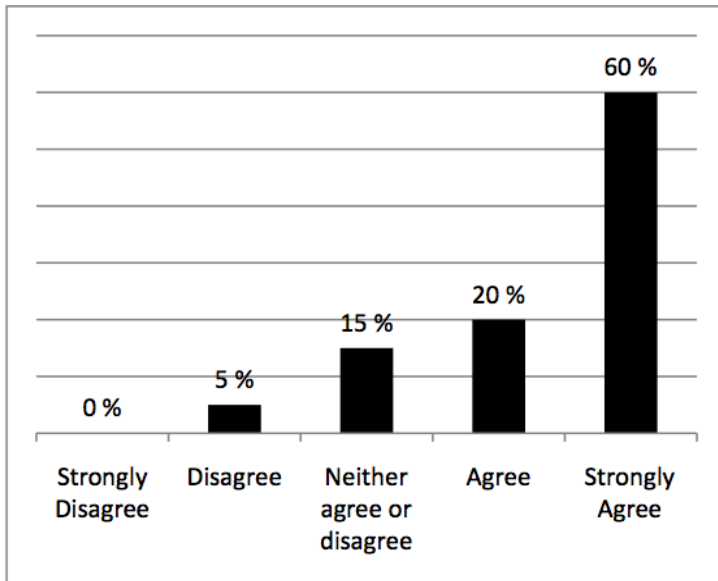
Figure 3. It is always better when you can download the course materials and assignments from the web

When we started studying translation the teachers photocopied the material and they handed it to the students. If one did not come to class, one did not get the material. In our classes, the teacher often puts the assignment on the web and the students download the text and translate it.

For many assignments, the students form groups to translate texts. Then they post their drafts and finished texts on Moodle and comment on them using the forums. So, then by the time we actually went through the translated text in class we were looking at third or fourth versions which were pretty clean. Such activities teach the learners to use the tools available to develop their remote translating and co-operation skills, abilities and perspectives.

4.3. Term Banks
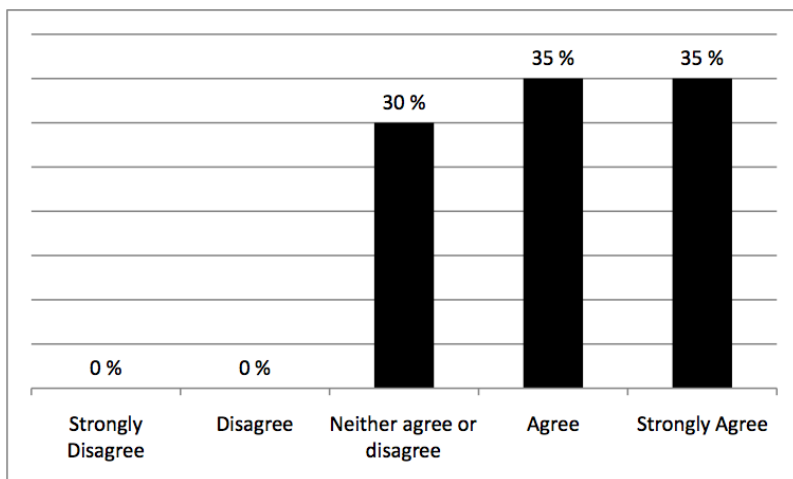
**Figure 4. It is always better to when you can use term banks such as
Eurlex, IATE etc. [in class]**

The use of term banks was also addressed by the study. Term banks
are specialized terminology databases on the Internet or Intranet and
alongside more traditional specialised terminological dictionaries
and standards seen as important tool in translation of LSP texts. The
results can be seen in Figure 4.

In Figure 4, one can see that students prefer using internet based
term banks for their translation. One third of the respondents were
specializing in legal translation and were thus familiar with the
Eurlex and the IATE, both online databases containing EU
terminology and translations of legal texts. Two thirds, general
translation students, were familiar with the tools, but used them
sporadically. Still 70% of the students agreed or strongly agreed when
they were presented with the claim "In translation classes, it is
(always) better when you can use termbanks such as Eurlex, IATE etc.
[in class]." The remaining 30% were indifferent.

4.4. Parallel texts

Figure showing a bar chart with categories:
- Strongly Disagree: 40 %
- Disagree: 40 %
- Neither agree or disagree: 15 %
- Agree: 5 %
- Strongly Agree: 0 %
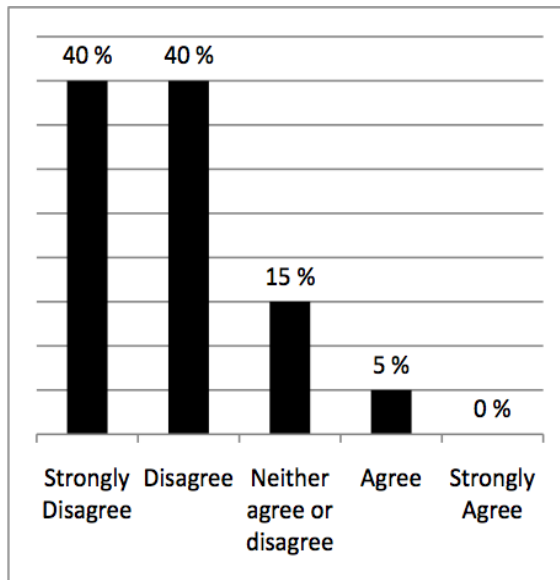
Figure 5. It is always better to translate without parallel texts from the Internet

Finding parallel texts was also addressed by the study. The results can be seen in Figures 5 and 6.

Figures 5 and 6 show clearly that parallel texts overwhelmingly come from the internet. So, even if you encourage them to go into the library, contemporary transition students tend not to go there. Recently there has been some discussion in Finland that the university no longer needs a library because students can find everything they need using computers. Figures 5 and 6 tend to support this. According to class room discussions and translation commentaries of translation students studied here, the students use mainly the Internet when they search for background information, terminology, parallel texts or vocabulary; this was clearly evident from the responses.
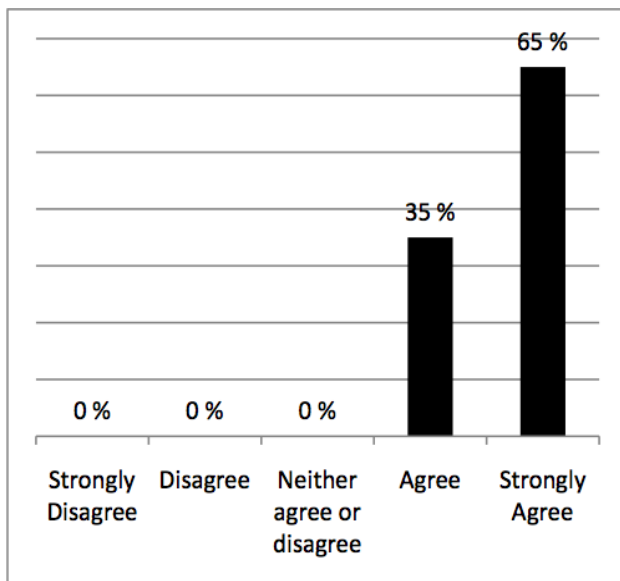
**Figure 6. It is always better when you can use parallel texts that are
in the Internet**

All of the respondents agreed or strongly agreed with the claim that:
"In translation classes, it is (always) better when you can use parallel
texts that are in the Internet" and only 5% disagreed with the
question "In translation classes, it is (always) better to translate
without parallel texts from the Internet."

4.5. Googling vs print

The study also asked if it was better to translate with only printed
dictionaries versus using Internet to find background information.
The results can be seen in Figures 7 and 8.
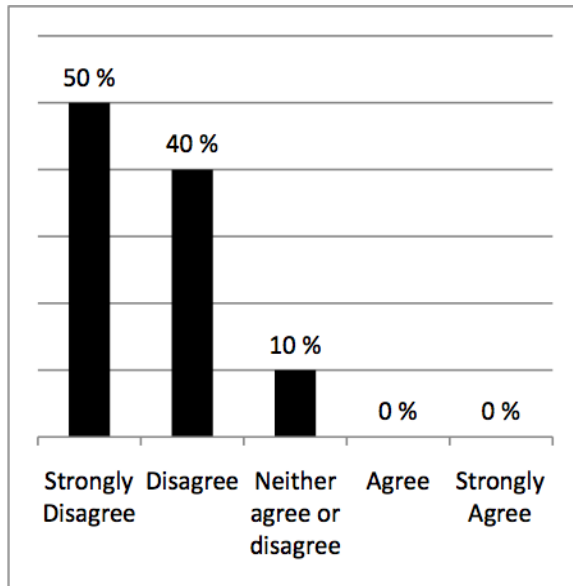
Figure 7. It is (always) better to translate with only printed dictionaries

Two further questions analysed the same phenomena of Googling, "In translation classes, it is (always) better to use Internet to find background information" and "In translation classes, it is (always) better when you can use termbanks such as Eurlex, IATE etc. [in class]," this was tested by asking the opposite later in the survey "In translation classes, it is (always) better to translate with only printed dictionaries." Only 5 percent disagree, although strongly, with the idea of Internet being the favored source for background information. Although only 70 per cent favour termbanks and other online sources for terminology searches, none of the respondents prefer printed dictionaries.
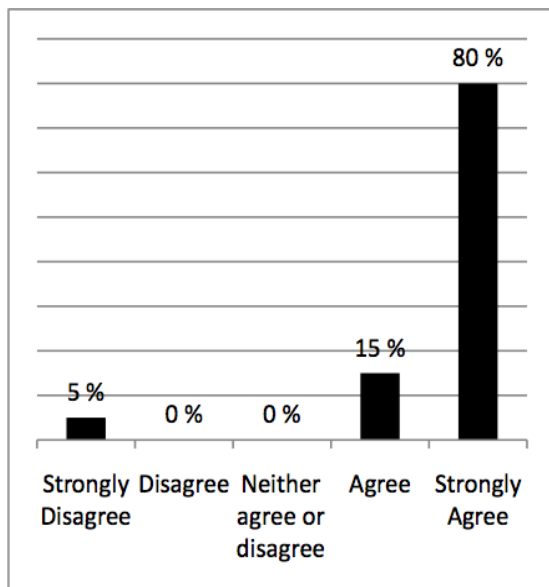
Figure 8. It is (always) better to use the Internet to find background information

4.6. Background information

The use of the Internet to find background information was also addressed by the study. The results can be seen in Figure 9.

When students were asked on their preference for the Internet as the best source for information ("It's always better to use Internet to find background information") an overwhelming majority, 95%, agreed or fully agreed with it. Interestingly 5% strongly disagreed with this. When compared to Figure 8 (It is always better to translate with only printed dictionaries) with 90% disagreement rate this clearly shows that the surveyed students favor electronic resources. This supports a general trend towards using the Web instead of printed resources observable in translation commentaries provided by the students during the academic year.
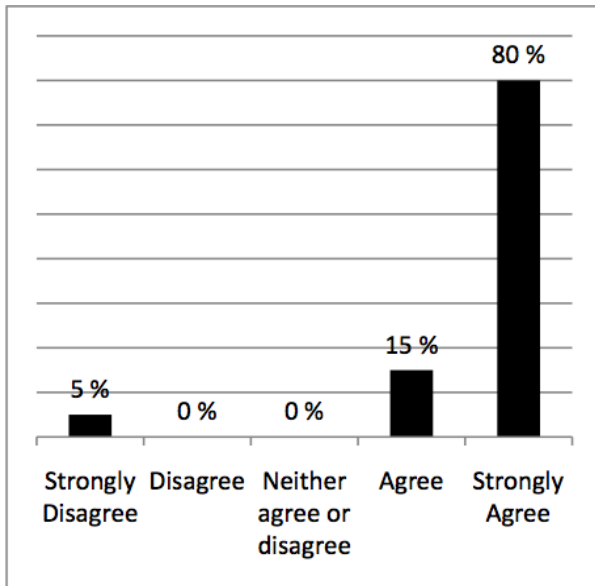
Figure 9. Use Internet to find background information

4.7. Class room equipment

The use of word processing software was also addressed by the study. The study also addressed the use of how learners write and edit assignments in class with MS Word or some other word processing software and if the preferred to have translation lessons in a computer classroom. The results can be seen in Figures 10 and 11.
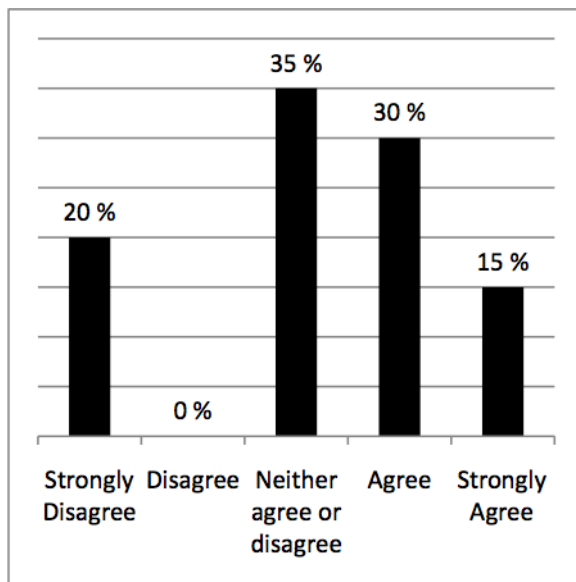
Figure 10. It is always better when you can write and edit assignments in class with Word or some other word processing software

Questions 10 and 11 created the widest standard deviations in the replies of the survey. This may have been caused by the difference in the two groups surveyed. Most translation lessons the students attended during the academic year didn't include translation in class, this was especially true for the second year group of the two groups surveyed. Translation assignments were discussed and analysed in groups and by students themselves who identified translation problems in the texts, sometimes creating draft translations, but they usually did not have time or were asked for finished translations.

When students were asked about class room facilities ("It's always better when translation lesson is in a computer class") only 24% agreed or strongly agreed with this against 43% who didn't think (disagreed or strongly disagreed) this as important for translation

lesson. A third remained indifferent (neither agree nor disagree). Since most of the students consider Internet as their main information source and they all turned in their translations through a web platform or email, they possibly do not consider translation lesson as a place for actually doing translations.
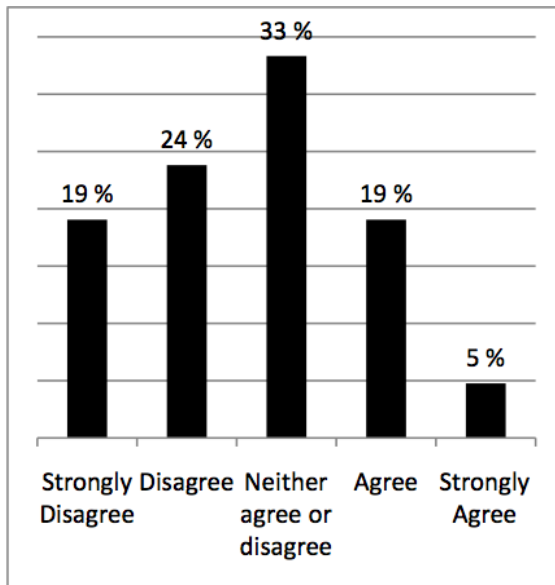
Figure 11. It is always better to have translation lessons in a computer classroom

Interestingly the replies of the two student groups were very different from each other. Due to the small number of students the difference is not statistically significant but qualitatively it is interesting. The answers of the students who attended the LSP course and were third or fourth year students either strongly disagreed (45%) or agreed or strongly agreed (total of 43%) to both questions. Whereas the general translation students, comprising second year students were more indifferent on both questions (neither agree nor disagree 46%). This may be explained by the type of texts usually

translated: general texts, where the amount of new information to be searched is limited, versus specialized texts that often require more knowledge mining and thus more time and concentration.

	Word processing in classroom		Lessons in computer class	
	LSP	General	LSP	General
Strongly disagree	43	8	43	8
Disagree	0	8	0	31
Neither	14	46	14	46
Agree	28	23	43	15
Strongly agree	14	15	0	0

This structure of translation lessons might explain the results for another question concerning the importance of possibility to edit translations in class with the help of word processing software and a computer. Nearly half agreed or strongly agreed with the claim, a third remained indifferent and a surprisingly large number, 20% of the students, strongly disagreed with this.

4.8. Google Docs

The use of Google docs was also addressed by the study. Google docs is a packet of web-based, free office programs offered by Google. The package allows users to collaboratively create and edit texts, spreadsheets and other items. The results can be seen in Figure 12.
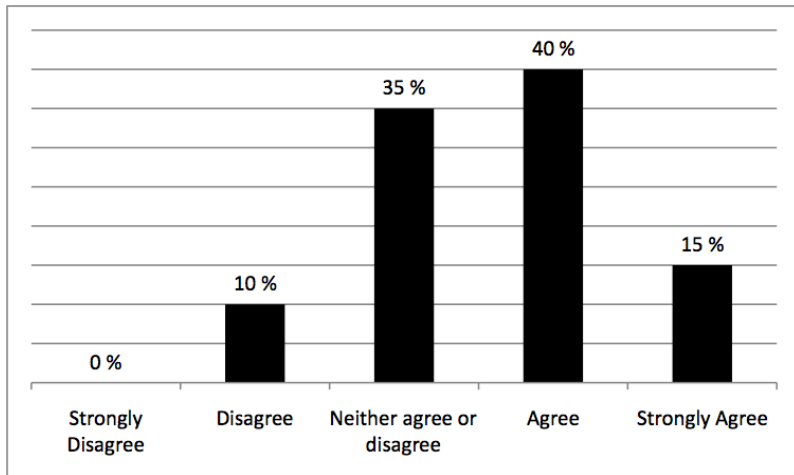
Figure 12. It is always better to to be able to use programs such as Google Docs

The package was not used as a compulsory learning tool during the academic year the students took part in the research, but some of the students used it spontaneously. According to the replies more than a half (55%) of the students recognise the usefulness of such a collaborative tool.

5. Discussion and conclusions

The results clearly indicate that among our respondents translation using only printed sources and the resources at hand is extinct. Today, the students and the professionals translate with the help of the Internet, its resources, its tools and with the help of the networks of their colleagues and other contacts.

A move from email to web platforms, which was supported by the surveyed students, improved management of knowledge from the student side and management of the teaching from the teacher side.

A step further in making learning environments even more authentic would be to move the process of writing a new translation from students' local desktops into the web, into the cloud. According to the survey results, especially the question on GoogleDocs, students don't yet recognize the possibilities offered by the cloud software tools. This may be due to understanding of translation as an individual effort, by lack of information on the new software developments or some other reason. Cloud software and various social networking tools are among the areas we want to look in our future research and – also – help the students to understand and to learn how to use them for collaboration and working together more flexibly.

Adoption of more student and learning centred practices and the Internet as a communication and information searching tool transformed the teaching into more flexible modern social constructivist learning environment where the students can build the information together wherever they are and whenever they can do that. In essence work and translate like the professional translators they are turning into.

The proposed change is further supported by the fact the Finnish elementary and secondary level educational systems have already changed. Most students beginning their university studies have already adopted social constructive learning philosophy, are using the Internet as their main information source and – at least some of them – understand problem solving and knowledge building as a co-operative and experiental process.

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Learning by sharing: teaching English at the *Universidad Politécnica de Madrid*

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Abstract

Spain is a country where learning languages is still difficult. Lack of tradition in teaching and learning languages and the profound sense of ridicule are deeply rooted in Spanish peoples' minds, even among young Spaniards. That is the reason why foreigners visiting Spain nowadays may still find difficult to communicate in English. The aim of this article is to explain the main reasons why we, teachers at the School of Architecture and the Mining Engineering School at the Technical University of Madrid (UPM), have chosen to teach English by taking advantage of emotions' importance in the cognitive process. Affection plays a determining role in the way we learn and getting to use a language proficiently becomes easier when there are positive feelings linked to it.

Most of the students who enrol in our courses at the Technical University of Madrid are either ERASMUS students or have participated in international workshops, and English has acquired for them a new emotional charge it did not have before. Therefore, when they return from their study time abroad we can attend very

passionate oral presentations about the most diverse topics, like, for instance, low density in Oslo, Buddhism in Lassa, low cost construction in Phnom Penh, and so on, as our university participates of exchange programs in many different countries. By presenting their own experiences before the class, these students help their classmates to find out what they may want to do themselves in following years while also making it clear in their minds how important these experiences have been for their lives. In our opinion, those experiences have helped them to develop their critical thinking and acquire a social conscience that is a must for professionals in first world countries. At the same time, these students enable others to become aware of their own translation problems when presenting their ideas as, in most cases, their struggle to do so show the same doubts their classmates have as well.

We justify our proposal in theoretical terms by making reference to Piaget´s theory of development, Whitehead´s theory of growth, and a modern revision of their work.

1. Theoretical framework

This paper is based on our own experiences and reflections about the role of emotions in our classes of English Applied to Science and Technology at the Technical University of Madrid (*UPM*). Having noticed how important these experiences are in our students' learning process, we decided to research other authors' views on the matter, and this is what we found:

In the first place, Psycholinguistics over the last ten years has clearly explained the importance of a speakers' emotional involvement in structuring linguistic acts and in the communicative setting in general. Vittorio E. Guidano (1990, p.126), for instance, affirms that knowledge is not only the result of a cognitive activity linked to

logics and rationality, but that it is, especially, an emotional activity. Furthermore, the audiences' emotional involvement is linked to the speaker's, which is why it is so important to use emotion in communicating as it is a way to interest the audience in what we are about to say and make our communication more effective.

Going back to older sources we read about Jean Piaget's (1927, 1936, 1946) theory of development and Alfred North Whitehead's (1929) theory of growth, as the concept of emotion is central in both of these theories. We also had a look at modern revisions of their work and found a paper written by Mark Flynn (1995), whose views we share. In the article, the author describes the primary aspects that are central in the learning process and the rhythmic patterns in which these aspects occur, what makes it especially relevant to our experience as we tried to follow those rhythmic patterns when proposing different activities to our students throughout the semester.

But let us, first of all, explain briefly why we, like Flynn, believe that Whitehead's concept of emotion is closer to our own experience than Piaget's. The Swiss psychologist offers a reductionist conception of what emotion is. According to him, the universe comprises a set of isolated objects that require an emotive force to initiate a series of mechanistic interactions. Such interactions serve as the basis for cognitive development. Piaget also believes that emotions as a "motivating force" can ultimately be reduced to endocrinal secretions (Bringuier, 1980, pp. 49-50), and therefore, do not constitute a key element in human development as they are external to cognition. That is, emotions lie outside of cognition and are only secondary to our comprehension of the world.

Along these same lines, as Flynn (1995, p. 378) correctly analyzes, emotion has no intrinsic value in Piaget's theory, as it is the power driving the mechanisms of cognition but not an integral part of them.

Meanwhile, in Whitehead's theory, emotions are inherently subjective experiences. "Emotions are an essential aspect of concrete bodily experience in all higher organisms, including human beings" (Flynn 1995, p. 378). In his description of the rhythm of education and the cycle of romance, that we will explain below, emotion is paramount. Hannu Soini and Flynn follow Whitehead's ideas about the rhythm of mental growth in his article "Emotion and Rhythm in Critical Learning Incidents" and after analyzing the descriptions of learning provided by a good number of his students, they conclude that all mental development is composed of cycles of freedom, and that discipline and freedom, intermingled with romance, precision and generalization are part of the learning process (2005, p. 76).

According to the authors, romance is the first moment in the educational experience. All rich educational experiences begin with an immediate emotional involvement on the part of the learner. The primary acquisition of knowledge involves freshness, enthusiasm, and enjoyment of learning (Soini and Flynn 2005, p. 76).

In addition to these ideas, we also find Brookfield's article on the use of critical incidents in the class very useful, as it is closely linked to our own practice. We agree with Brookfield's advice to ask students to write and speak about a successful event rather than a frustrating one, as it "is much less threatening than to talk about one's failures" (1994, p. 186).

Soini and Flynn's and also Brookfield's approaches are, in fact, humanistic and emphasize development of human values, growth in self-awareness and understanding of others, as well as students' active involvement in learning. The work of Stevick (1980) and Moskowitz (1978) Community Language Learning is sometimes cited as an example of this type of humanistic approach.

2. Our students' learning process

In our case, learners study English mainly for pleasure as our courses are optional and, seemingly, a large part of the enjoyment depends on the teachers' personality. With this in mind, we are not suggesting that teachers should become full-fledged entertainers to conform to our students' supposed desires but in some ways a teacher can personalize the classroom to improve the final results. By using personalization in foreign language teaching (FLT) the learner feels more comfortable in the classroom, which improves the learning efficiency. We try to involve students in the lesson by generating a learner-centred lesson where the learner's and teacher's roles are sometimes exchanged. The student is responsible for their own learning process, which also increases the learning efficiency. So, what is our role as teachers? Teachers should try to always appear positive, friendly, and enthusiastic in the presence of the students. It would also be beneficial for teachers, following Brookfield's thesis, to share their personal experiences with their students, and to take a personal interest in their students' lives and interests whenever possible.

One of the ways teachers can incorporate these suggestions into the classroom is by choosing lesson activities, which involve sharing personal experiences and backgrounds. Stevick calls this the temporary removal of the teacher's mask, and points out that some of the nonverbal communication devices in his or her persona, such as body language, tone of voice, and facial expressions are also important tools for creating a relaxed atmosphere (1980, pp. 25-26).

All of the previously mentioned ideas back the use of resources such as linguistic transfers and code switching, among other translation techniques. Next, we will provide examples of how to apply in the

classroom the ideas presented in the theoretical first section of this paper.

3. Attempting to generate connection: following our students' mental development

Let us first see how Soini and Flynn's revision of Whitehead's theories on mental development can be applied to our students. First, the authors make reference to a period of freedom in which romance predominates and, in our case, at the beginning of last semester we asked our students to choose a topic related to their degree in general terms and to write a 500 to 600 word essay on the topic so that we could see their level of writing. We gave them the following instructions:

> The first proposal for you is to think of two topics you could present in this course and write about why you chose them and why you believe they may be interesting for the rest of the class. Nevertheless, in case some of you don't find this proposal too inspiring, here you have another possible topic for this first exercise:

> What surprised you about the last country you visited/lived in? Did you have any expectations about the community where you went to live? Were the expectations met? At the beginning, was anything striking to you? Explain two or three surprises you probably had in first place and describe what you had expected to find instead.

The assignment given to the students followed Whitehead's (1929) idea that learning begins when the individual feels some kind of connection between himself and certain situations and subjects as emotions are the *élan vital* of learning. During this first period of freedom to learn about new things, there was no systematization of experiences. Here are some examples:

Almost two years ago, in mid-summer, I packed my things and moved to Sao Paulo, Brazil. It all happened after I was granted the scholarship I had applied for. [...]

The truth is, I had more or less anticipated what I was to discover later on, but reality ended up being a lot more striking: tougher than I could have imagined and also more precious than I could expect, having resulted in an important lesson of life for me.

Tougher because the conditions a great part of the population live in are cruel and painful, in some cities like Rio, Salvador or Sao Paulo representing more than 50% of the population in precarious conditions. They are denied even the first human right which is the right to a decent home, meaning they lack an address and thus do not have an identity card [...]. Applying for a job is almost impossible for no one wants to hire someone they cannot identify. The poor in Brazil are excluded and taken as far away form the centre and as far form the rich as possible [...]. Public transport does not reach here so many do not have an alternative but to walk up to 5 and 6 hours to and from work every day meaning they barely get any rest. [...]

Precious because no matter what conditions people live in they are able to smile. [...] Children are independent almost since they are born and although their eyes have a young way of looking they are prepared and exposed to things only adults would be in Europe. [...]

Up to this day, [...] I am not able of thinking of Brazil and all that I lived there and not feeling that I have to be thankful everyday for my life. No one chooses where they are born yet this may determine your future.

(Alejandra)

After a first moment of freedom to choose a topic and develop it in the way they liked there was a period of discipline where precision in

thought and action prevail. Therefore, after the first writing assignment in the course, we asked our students to write about something clearly linked to the course syllabus, but this time with reference to documentary sources. That is, the students had to read about a subject in English and reach their own conclusions after comparing what they had read with their own findings. Therefore, again following Soini and Flynn's (2005) theory of mental development, in this phase, there were still elements of freedom and romance but they were subordinated to discipline. On the other hand, autonomy seemed to be omnipresent in all the experiences recounted by the students, as we can see in the following examples:

> Three years ago, I had the incredible chance to go to Cambodia. Three friends of mine and I, got in contact with a Cambodia´s bishop, who is Spanish, and we organised a social trip with his nephews and cousins for the summer. During this period, we lived with the Cambodian population in the different areas where the bishop was working at. In general terms, our stay was divided in two main parts: the first three weeks of work and social contact, and the last three in August when we organised a camp for children.

> The first week we went to Pursat, which is in the countryside. Poor families [...] are given a small plot of land, a house, and a pig or a hen. Besides the fact that we financed the material for the construction of some houses (500$ each), we also worked on their construction [...]. The second week we went to Battambang to Tep Im, an education centre for high school students. [...]. After this incredible experience I couldn´t avoid commiting myself directly with these children and a country like Cambodia. This is why I repeated the experience last year.

> (Patricia)

In addition to the subject's emotional significance, time for reflection in learning was almost as important. According to Soini and Flynn (2005), this time for reflection is a sort of autonomous reflection or inner dialogue. Real learning implies reflecting on previous assumptions and even altering one's previous knowledge about things. Learning is a matter of changing one's own thoughts while freely exploring the environment. It is a matter of self-discipline and freedom, which is consistent with Whitehead's conception of learning as a rhythmic process (1942, p. 29).

> Obviously, I had in my mind created my own place which I imagined could be Brazil: a place where the sun always shined, music was always around, people were very friendly but also aware of the other side of the coin: of the pain of a suffering population, of the cruelty of the inexplicable differences in a socially divided society and scared of the thought of seeing those things and having to painfully accept how unfair the world is.
>
> (Alejandra)
>
> One year in the USA was an unforgettable experience. [...] That is, out of any doubt, one of the countries we all know best for being such an important part to the occidental culture. So the expectations were high, partly because of all the stereotypes that the Hollywood industry and the TV are constantly sending us. One expects to find big cars, fast food empires, crazy campus brotherhoods chasing after you, a capitalist-individualistic society fed upon naïve dreamers and gold finders [...] So did I find all that? The answer is yes and no. After all, that is what stereotypes are all about. They exist because they happen, but they are not the rule.
>
> I arrived first at Philadelphia's airport, so that was the first place I got to know in the USA. And there I saw the first contradictions of this land. A crowd of different people (black,

white, yellow, brown, [...], made a row to pass the security measures, twice! It is incredible that such a diverse country, which is based on immigration, has so much fear. [...]

During that year I found out many more contradictions. Some of them were quite obvious but some others weren't. For instance, if you looked at the map, you could see that a maximum security prison was located right next to the architecture school. Just a five minutes walk would get you there [...]

I could go on and on, [...]. As a conclusion I could say that despite all the bad things about it, that beautiful and big country is not measurable, it cannot be acknowledged by experience. It is as easy to love as it is to hate.[...]

(Antxon)

After this period of freedom and romance in which the students had to choose a topic they felt really strongly about and develop it, we entered a cycle of discipline and freedom, where the students had to choose a second topic, this time linked to the degree they were studying at the university (either Architecture or Mining Engineering). After this there was still a third cycle of discipline and precision, where the topic chosen had to be even more "*ad hoc*" This is, after asking our students to write on something they knew about using documentary sources, we asked them in a further writing assignment to discuss something they had found out about the topic and present it to the class. This represented a period of a more serious and precise analysis corresponding to the last part of Soini and Flynn's (2005) cycle: Freedom and romance – discipline and freedom – and finally, discipline and precision.

The planned developments around the Boeng Kak lease agreements have recently made the headlines in the media,

and it is well known by everyone that it has a potential impact on the lives of thousands of households in the area.

In my opinion, the current lack of detailed information on the proposed development plans prevents from a good discussion between the involved stakeholders [...] It even prevents people, which are not involved in the process, from talking about it. [...]

I think the filling of the Boeng Kak Lake should immediately stop until a proper process ensure human rights protection. If the government wishes to develop the Boeng Kak, they should do so through a legal process. [...]

My personal opinion as an architect is that [...] the high rise buildings won't stand on top of the lake. [...] There won't be firm ground under the new area, so the buildings won't have proper foundations. [...]

It is our duty to transmit this message and let the world know what's going on.

(Henar)

In the last few years the number of disasters have climbed. Tsunamis, hurricanes, floodings and earthquakes reminded us, once again, how vulnerable and unprepared we are against the powers of nature, whether we live in the world's poorest country or in the wealthiest. But it's no wonder that 98% of the affected people by disasters live in the developing world [...].

We, as architects, must use the disaster situation as an opportunity to implement changes and reduce vulnerability. This can be achieved through the provision of education, guidance and advice that persuades communities to adopt simple alterations to traditional material use and methods of construction.

(Erika)

4. The use of critical incidents: building trust

Brookfield (1994) also discusses the use of Critical Incidents in the learning process and arrives at certain conclusions with which we entirely agree. It is true that using critical incidents is useful in the sense that the students become the main characters of what they are talking/writing about and, therefore, are truly interested in it. But, at the same time, to ask your students to choose a critical incident in their lives can be very intimidating and even produce anxiety in them. Our experience indicates that before asking others to be critically reflective, educators must be prepared to do that themselves. The final aim is to build trust, which is essential since we are asking our students to scrutinize their inner thoughts and feelings (Brookfield 1994, p. 186).

We used Brookfield's (1994) suggestion in the very last part of the course, where we asked our students to produce one more writing assignment based on the questions given. They did not have to reply to all the questions, but rather draw inspiration from them and put their thoughts together in a final paper. The aim of this exercise was to help students to become more aware of the assumptions underlying their actions, decisions and judgements.

Here are the questions:

> Where are you in your life right now, and where do you want your life to go from here? What qualities in your personality will help you get there? What faults could hold you back?

> What would be a perfect job for you? Would you like to work with people, ideas, or machines? Could you work with a very flexible schedule or do you need a regular routine and a clear framework? Do you work well under pressure?

> Make a list of some of the things you would do differently if you could live your life over. Or make a list of directions that

you would like to have taken in your life. Do you wish you had studied other subjects or maybe become something completely different, for example, a professional athlete? (Leki 1998, p. 153).

And here are some of our students' answers:

At present I'm in a moment of incertitude. I've been questioning almost everything lately and I'm not quite sure of my perspectives for the future. Maybe it's because I must face a new period in my life. If I had been asked a few years ago my answer would have been different. Many things come to my mind, none of them clear.

I'm still looking for something that completely satisfies me. I still have many interests and, for a while, I woldn't like to focus on something very specific. It's like I don't have to walk the pathway the society expects me to. Luckily I don't feel under pressure, I feel free to choose.

[...] I have considered scholarships, cooperation projects, foreign architecture offices ... but I haven't decided yet which one could enrich me more.

There is one thing I'm completely sure about and it's that work won't rule my life.

(Mercedes)

My name is Carla Arranz. I will try to be short and brief describing myself [...]. When I started studying a degree I had actually no clue of what to do. [...] I completely enjoy architecture, but I enjoy a hundred things more. That's why I am a bit confussed about my professional future. [...]

What I am looking forward to find in my life? I would like to be happy, actually, this is the only thing I would like to have, happiness. [...]

Have I ever had a paying job? Yes, loads. Actually I am always looking for a job since I left my parents's place two years ago.

At the moment I am working in an architecture office in Madrid, and I combine it with my studies. [...].

I must say I am a bit afraid of what tomorrow may bring, but a very important person to me, once told me something that makes me relax and feel better: "You don't do what you want with your life, life does with you what it capriciously wants, and you enjoy it."

(Carla)

Me, myself and I

My name is Beatriz and I am finishing my studies. [...] I have been a student since I was 3 years old. I do not know any other style of life. I just made what I had to: wake up, go to the school or university, study, have good marks. But that is all. In less than a month [...] I will not have any timetable, I will not be up to my eyes with work [...]. Moreover, I may return to my hometown: León. Sincerely, I am not really sure I want to. I have been living in Madrid for 6 years with a relative freedom and coming back to León means boredom and demand. However [...] I understand my mother's request to return home again. She knows how I feel now [...] but, justifiably, she does not want to maintain her "non-profitable-and-expensive" daughter; as a consequence, if I want to keep on living in Madrid, I will have to look for a job, in order to collaborate with the domestic economy. I constantly have the feeling in my mind, I am extremely upset.

(Beatriz)

5. Using translation in the classroom

In the past, whenever we asked our students to write about something we teachers considered relevant, many of them fell into plagiarism, that is, into copying and pasting from the documentary sources they had used. That is why we decided to change the assignment topics to allow the students more freedom to choose the topics they wanted to write about and present. The result of this change of attitude was that they tended to produce more personal and elaborate papers and presentations which translated their emotional world into English since they were dealing with topics they truly felt interested in.

Presenting the two papers they were asked to write during the course in front of the class clearly brought out our learners' cognitive skills, critical thought, and sensitivity towards languages. Nevertheless, some students' obvious lack of knowledge and understanding of the second language sometimes made it necessary to resort to translating because of the group's needs such as their linguistic, cultural, or cognitive skills.

Our own experience in the classroom shows that teaching applied linguistics and using translation get complicated because of our students' sometimes deficient competences (linguistic, cultural, cognitive) hinder the development of language awareness, merely driving them to feel the need to translate everything they read. Feeling the second language and creating a deep emotional contact with 2L is, therefore, one of the most necessary aspects that help the learner to obtain the necessary linguistic devices and enable the development of the translational process, in an unconscious rather than a conscious way (Krashen's Input Hypothesis 1991, p 409).

In order to translate, it is also essential to have a personal and social connection and experience with the subject because, to paraphrase

Piaget (1983, p. 106-107), thinking spreads out from a genetic basis only through socio-cultural stimuli, and it can also be established with the information an individual receives, the information that one learns actively, though processing information may seem passive and unconscious.

When translating, nevertheless, we cannot overlook the fact that one's first language interferes in the process of acquiring the second language, and that code switching is a very important resource to take into consideration.

But what is code switching? Code switching means changing, sometimes subconsciously and sometimes consciously, between the first language and the second language (and vice-versa) when speaking (Eldridge 1996, p. 303). Making use of both languages is sometimes necessary, and other times a commonly used resource in the English as a Foreign Language classroom. Therefore, in students' presentations it is both a subconscious process and a necessity.

A transfer is one of the neurological processes that we do know about, and is related to the establishment of language rules linked to the process of transferring chunks of language coming from our mother tongue to the use and rules of the second language. It may occur to both monolinguals and bilinguals. It is a term denoting the concurrent use of more than one language in conversation. Thus, in linguistics, code-switching is the syntactically and phonologically appropriate use of more than one linguistic variety. (Eldridge 1996, p.303). There are several reasons or circumstances that largely justify the use of these transfers.

Next, we will focus on the types of interferences in transfers and the reasons why linguistic transfers such as code switching may occur and, in particular, why both students and teachers make use of it in the classroom.

Regarding the first point, there may be different types of interferences in all transfers at all levels from one's first to one's second language:

a) Phonological: stress, rhythm, intonation, and the sounds of speech.

b) Grammatical: word order, use of pronouns and determinants, verb tenses and mood.

c) Lexical: borrowing of words to sound more natural, and spelling interferences.

When can code switching happen? For the learner, this depends on the situation. We must point out that code switching may occur because it is common for the learners to at times be unable to express themselves in a single language when feeling tired, upset or distracted. It may also occur when the learner wants to convey their attitudes to the listener by changing the level of formality, in order to increase the impact of their speech and to convey feelings to the rest of his or her classmates.

But we must be aware of the existence of constraints when using code switching. For instance, the speaker must not switch language between a word and its endings, *e.g.* "runeando" (running), "typear" (to type), "reseteo" (reset). The linguistic switch can appear *at any point in a sentence*, if and only if does not violate the grammar of either language.

In teaching a second language, code switching is allowed when the language teaching is reciprocal, that is to say, when there is an exchange of languages, for example among ERASMUS students who speak different languages, because they can learn from each other. At the same time, we believe that we, as teachers, are allowed to switch between codes during the explanation of important concepts; for example, in students' loss of attention, it is considered an effective

teaching strategy for second language learning (SLL). Therefore, code switching is accepted if it is used as a socio-linguistic tool.

Furthermore, code switching is an excellent tool when we want to create a stress-free environment, which is absolutely necessary to get the type of results we want in our course. The teacher is responsible for generating a calm, comfortable and fear-free environment, as opposed to traditional English Language Teaching classrooms. But, how can this be achieved? Sometimes it may simply be achieved by using Spanish or English interchangeably, so that the learner gains confidence from the use of the native language. There are many theories either in favour or against using the learner's mother tongue in teaching but, in any case, it is a way of turning a stressful environment into a calm, pleasant place to learn a second language. In our students' presentations, it is common for them to use 'pieces' of mother tongue (explanations) as tools to overcome obstacles in conveying information to their classmates (they switch codes). And as soon as they as learners, or we as teachers switch codes, the atmosphere turns quieter and more peaceful, facilitating the comprehension of ideas or information that are not easily understood in the target language.

The topic is further discussed by Eldridge (1996) who suggests that "there is no empirical evidence to support the notion that restricting mother tongue use would necessarily improve learning efficiency, and that the majority of code-switching in the classroom is highly purposeful, and related to pedagogical goals." In any case, in communicative, humanistic teaching approaches such as the ones we are presently using in our classes, the student is at the centre of the learning process. Therefore, instead of having a teacher-centred classroom, we generate a learner-centred classroom where students are responsible for their own learning process, a process that we must facilitate.

6. Conclusions

In our article we attempted to explain how we used emotions in the classroom last semester in order to generate connections with our students, and how we benefited from the power they have as an essential part of the cognitive process.

In trying to establish close connections with our students, we were able to confirm the importance of giving them the necessary freedom to choose the topics to speak and write about, the importance of asking them to be systematic and to reflect on the emotional significance for them of facts, the relevance as well of precision in applying what they have lived and learned to their field of study and interest, and finally, the importance of using critical incidents to make the students feel as involved as possible in the class' learning process.

In addition, in the entire process described, we were able to verify that, in order to help our students feel more relaxed in the class, it was important to allow them to use transfers and code switching as these helped them explain difficult, precise concepts without using plagiarism, very frequent among unmotivated students or those who enrol in too many courses and do not have enough time for our English classes.

The result of using these simple techniques helped us in the process of trying to bring about a learner-centred classroom where students were responsible for their own learning process. In this type of classroom, both teachers and learners are responsible for the students' learning process, which is why it is particularly important to turn the classroom into a stress-free environment where code switching may occur when the students are delivering their presentations.

In the process of making the students feel comfortable when using English in the class, we, teachers, noticed that there are specialized expressions that the students tended to misuse, mistranslate, or failed to translate because of the difficulties they entailed. This became very useful in the end as it allowed us, teachers, to help the students improve in different ways, especially in increasing their vocabulary, which is what most of our students aspired to do.

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Editing specialised texts in advanced English University courses

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Abstract

This paper makes a case for the inclusion of modules on revising specialised English texts in advanced language courses at university. In particular, it recounts an experiment with students from the International Relations stream of a second level degree in Foreign Languages in Italy. The students were given non-edited and edited versions of the same text, and encouraged to reflect on the reasons why the revisions were made, using printed dictionaries, reference corpora and printouts from a parallel concordancer. They were also given extracts from works on clear writing such as Cutts (2007), Williams (2007) and the European Commission's booklet *How to Write Clearly*. The results were positive in that students found the exercises motivating, and remembered the principles of clear writing months after the experiment had concluded.

1. Introduction

English language students in the Faculty of Linguistic Sciences and Literature at the Università Cattolica del Sacro Cuore[1] in Milan concentrate on language for specific purposes, or texts dealing with specialised areas, in the last year of their degree. They all study at least two foreign languages, and can major in a number of disciplines linked to the professional world, such as International Management, International Relations, Management of Tourist Organizations, Literature and Creative Writing or Mass Media Communications. As well as the regular language courses that cater for their needs in each stream, they also take an obligatory course on features of specialised texts. In this course, the students specialising in International Relations have to read international conventions, treaties or texts drawn up in the institutions of the European Union. It is in these courses that a module on editing specialised texts is included. In this paper I describe some of the activities of this module.

2. The importance of editing

In recent years, contact with the Directorate-General for Translation (DGT) at the European Commission, has revealed that editing texts in English is a skill that is increasingly in demand in international institutional environments. This is largely due to the widespread use of English as the primary language of international communication, even in an entity like the European Union, which supports and vigorously defends the policy of multilingualism. At the European Commission, over 70% of texts are drawn up first in English, and subsequently translated, and in most cases the authors are non-native speakers of English. The process of writing texts in the

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[1] Università Cattolica del Sacro Cuore is the largest private university in Europe, with 42,000 students enrolled in 14 faculties spread over 5 campuses.

Institutions is a complicated issue: most texts have multiple authors and are revised versions of pre-existing documents that pass through many hands before they are published. Thus, although there are innumerable types of texts, the format of each text type is standardised, and the content rarely original. Those working in the Institutions need to know how to manipulate an existing text and improve it, rather than draw up a new one.

In the late 1990s, the Luxemburg branch of DGT launched a campaign for clear writing within the European Commission known as *Fight the Fog*, and one of its fruits was the establishment of an Editing Unit within DGT. This Unit's brief is to improve texts in terms of clarity of expression and ideas, before they are translated into other languages. Interestingly, the Editing Unit works solely on texts that are sent to them voluntarily – there is currently no policy in the Commission that enforces the editing of texts. The Unit works on both English and French texts, although there is an increased concentration on English. With the enlargement of the European Union, currently at 27 Member States, the proportion of non-native speakers writing in English has increased further, and this was one of the reasons for the launch of a fresh Clear Writing campaign in 2010, the novelty of which lies principally in its multilingual nature: it proposes clear writing principles in the 23 official EU languages. Clearly, although translators of all EU languages have been involved in drawing up the campaign's "flagship publication" (Wagner 2010), *How to Write Clearly*, the experience gained by those in the Editing Unit is one of the driving forces of this multilingual enterprise.

The claim advanced here is that the type of editing work carried out at the Editing Unit at DGT, illustrated in Table 1, can have useful teaching applications in advanced level language classes. Admittedly, the Clear Writing campaign slogan - *Clear Writing is everyone's business* – indicates that working on clarity is relevant at every level. While

this is undoubtedly true, the priorities in the syllabus at lower levels of language learning are perhaps more linked to basic communicative skills, written and oral. The fact that editing is a typical activity in the working world would also suggest that editing is a skill that is more appropriately developed as students approach the end of their university career, when their competence in the language has reached a good level.

Part of the rationale for including editing in advanced language courses is that it can cultivate a positive, critical attitude in students, and remove the stigma of correction that can be associated with a learning environment. The experience recounted in this paper verified that when editing is seen as a challenge to improve a text, the advanced students can find it an interesting activity. Editing authentic texts, in particular, also reinforces the message that language learning is a life-long learning process. Improving texts is also an activity that encourages motivation for excellence, which, in university, requires constant stimulation, particularly after many years of studying English. Finally, the experience shows that students respond well to problem-solving challenges, and that they appreciate being shown tools on the internet, such as reference corpora, which they will be able to refer to in their future jobs.

2.1. Materials and methods

This research draws on EuroCom, a parallel monolingual corpus built in a research group headed by Prof. Margherita Ulrych at the Università Cattolica del Sacro Cuore, Milan. The corpus contains two versions of the same texts: unedited versions (written by non-native speakers of English) and revised versions (edited by the professional editors working for the Editing Unit in DGT). EuroCom runs to a million words and consists of more than twenty text types from 32 different Directorates-General (henceforth DGs) of the European

Commission. Examples of these text types are Communications from the Commission, Reports, or Annual Action Programmes, *inter alia.* The EuroCom material used for the present paper is taken from four DGs, namely: EuropeAid Cooperation Office (AIDCO) – of which 11 documents are included, sub-totalling 41,720 words; Development (DEV) –9 documents, sub-totalling 70, 571; Enlargement (ELARG) –3 documents, sub-totalling 38,492 words are included, and External Relations (RELEX) –8 documents, subtotalling 74,823 words. The IntRel sub-corpus of EuroCom amounts to 225,606 words.

3. The editing exercises

The first stage of work on these authentic texts with students consisted of observing the revisions made by editors to parts of a document, so as to stimulate discussion about what has been improved and why. Text 1 is one such document: the non-edited version is on the left and the edited version on the right. Sections that have been edited and that were the focus of discussion are underlined and numbered (1-6) in both the non-edited version and the revised version. Added text is indicated by the word ADDED. Text 1 is an extract from the EuropeAid Cooperation Office (AIDCO) and is a report evaluating EC Cooperation in rural development in EU partner countries.

Text 1. AIDCO 00265

Non-edited text	Edited text
BACKGROUND: 1. <u>Agriculture and rural development are one of the key sectors of economic relations</u> between industrialised and developing countries.	CONTEXT: 1. <u>Agricultural and rural development is one of the key sectors of economic relations</u> between industrialised and developing countries.
2. <u>Significant changes have characterized aid policies in this field</u> over the past 50 years: from marketing strategies in the 1960s, through integrated rural development projects in the 1970-80s, through structural adjustment programmes in the 1980s and 1990s, to the current poverty reduction and sustainable development agenda. After a lull in recent years, donors are once again raising funds for this sector.	2. <u>Aid policy in this field has changed significantly</u> over the past 50 years: from marketing strategies in the 1960s, integrated rural development projects in the 1970-80s, structural adjustment programmes in the 1980s and 1990s, to the current poverty reduction and sustainable development agenda. After a lull in recent years, donors are once again raising funds for this sector.
FIELD: The EC's rural development strategy in third countries is laid out in COM(2002) 429. <u>3. It results from a reorientation and reformulation of EC policy objectives which started in the 1990s.</u> It therefore constitutes an essential benchmark for this assessment.	FIELD: The EC's rural development strategy in third countries is laid out in COM(2002)429. <u>3. This is the culmination of the reorientation and reformulation of EC policy objectives which started in the 1990s.</u> It therefore constitutes an essential benchmark for this evaluation.
4. <u>On the basis of this Communication the evaluation team has started studying a large range of interventions</u> covering	4. <u>The evaluation team used this Communication as a basis for</u> studying a large range of measures covering most, although not all,

most, although not all, development issues.

METHODOLOGY: The evaluation has been carried out in two separates phases. 5. First the Desk Phase involved the analysis of documents collected in Brussels as well as interviews with EC officials. Second, the Field and Synthesis Phases entailed testing the hypotheses made during the Desk Phase though visits to 32 projects in seven countries (Morocco, Cameroon, Cambodia, Mozambique, Madagascar, Uganda and Bolivia).

6. The team integrated these new findings with those from the Desk Phase and analysed this information base to make at an overall assessment of EC support for rural and agricultural development in third countries.

The conclusions of the evaluation are based not only on documentary sources but also on more than a hundred interviews carried out at EC headquarters and in the countries visited (NAO, Sectoral Ministries, Civil Society representatives, donors, project managers, beneficiaries, etc.).

development issues.

METHODOLOGY: The evaluation was carried out in two separate phases. 5. First, a desk phase, which provided an outline of the evaluation,(ADDED) collected documents available in Brussels and developed tentative responses to the evaluation questions. Second, a field, analysis and synthesis phase, which entailed visits to 32 projects in seven countries (Morocco, Cameroon, Cambodia, Mozambique, Madagascar, Uganda and Bolivia). 6. This phase focused on (a) collecting additional information, (b) validating the tentative responses made during the desk phase and (c) analysing and answering the evaluation questions. This provided an overall assessment of EC support for rural and agricultural development.

The conclusions of the evaluation are based not only on documentary sources but also on more than a hundred interviews carried out at EC headquarters and in the countries visited (NAO, sectoral ministries, civil society representatives, donors, project managers, beneficiaries, etc.).

Studies of the EuroCom Corpus (Murphy 2008, Ulrych & Anselmi 2008) have revealed recurring editing practices at word, phrase and sentence level. In class, students were encouraged to observe two types of revisions made to the texts: norm-based (such as grammatical mistakes, punctuation, hyphenisation and capitalisation) and usage-based (including changes from nominal style to verbal style, making passive verbs active, and changing post-modifying phrases to pre-modified phrases). Their first task was to identify the types of revisions made by close comparative text analysis of the two versions, and then discuss them.

To take the first example, revision 1 in Text 1 is a norm-based revision in which, in the non-edited text, the phrase "one of the key sectors" is preceded by a coordinated noun phrase (agriculture and rural development) and a plural verb: *Agriculture and rural development are one of the key sectors of economic relations.* A coordinated noun phrase followed by a plural verb and the complement "one of the key sectors" produces a text that is more complex to process than necessary, and, strictly speaking, grammatically incorrect. The edited version firstly clarifies the subject of the verb as a noun phrase with coordinated adjectives pre-modifying the noun (*agricultural* and *rural*), secondly, it makes the verb singular, which in turn produces a more felicitous agreement with the complement of the verb "one of the key sectors," thus: "agricultural and rural development is one of the key sectors of economic relations." Identifying the types of revisions the editors made and discussing the reasons for them proved to be stimulating ways of revising grammar points or stylistic features of English, and showed students that it is always possible to improve a text.

The second task they were given was to read and study extracts from three texts on improving writing: a) *How to write clearly,* the booklet produced by the European Commission campaign *Fight the Fog*; b) *The*

Oxford Guide to Plain English, (Cutts 2007) and c) *Style. Lessons in Clarity and Grace* (Williams 2007). This gave them the opportunity to see the principles advocated by researchers into clear writing, and to reflect again on the editors' interventions on Text 1.

Thirdly, a few days later, students were given the opportunity to attempt to improve texts from the RelInt Corpus. Three types of exercise were presented: reflecting on single words or short phrases; concentrating on improving clarity and brevity; and removing bureaucratic language. These exercises, inspired by work within the Editing Unit (Skinner and Monkcom 2004), were done at home and then discussed in class.

3.1. Exercise 1 Editing texts at word level – avoiding false friends

Word/Phrase	Use in un-edited document
1. Global	The global assessment was favourable.
Globally	Globally, delegates were satisfied with the meeting.
2.Orientations	We must follow the orientations set out in the strategy paper.
3. Implicate	Ms X asked whether DG AIDCO would be implicated in the exercise.
4. Important	An important sum of money has been earmarked for the ESF.

Table 1. Exercise 1 Words to be revised in the non-edited documents

Students were asked to identify the factors that cause confusion in the words in column 1 in Table 1, also considering them in context in the column on the right. Normally, the mistakes derive from Latinate false friends (*e.g.* number 4: in French or Italian, *important* and *importante* can mean *large in size*, whereas this is not possible with

important in English). Students were asked to find an explanation of each word in a dictionary, and try to improve the sentence on the right. Table 2 provides a typical definition/explanation and the kind of suggestions which students were given or which emerged from the lesson.

1. Global means worldwide, so: 'globalisation', 'global communications'.	The overall OR general assessment was...
	Overall OR On the whole OR For the most part, delegates...
2. Orientation: can mean familiarization with something, or direction of interest/attitude.	...the guidelines OR (policy) thrust OR (policy) direction... (depending on the context.)
3. 'Implicate' means 'to prove someone's involvement' (usually in a crime).	...whether DG AIDCO would be involved...
4. 'Important' cannot be used just to refer to quantity or size.	A large OR significant sum of money...

Table 2. Suggested explanations and revisions to Exercise 1.

3.2. Exercise 2 Editing at phrase level: clarity, brevity, stylistic coherence

Exercises 2 and 3 concentrated on improving a text from the point of view of clarity. This can be broken down into eliminating unnecessary words, avoiding abstract nominalisations detracting from the effectiveness of the text, and making syntax more streamlined. The register of a text and the appropriateness of colloquialisms and phrasal verbs were discussed. In a specialised text, as in an academic text, every word should count and be chosen carefully (Norris 2008 pp. 3), and the importance of this cannot be underestimated. Table 3 illustrates the types of sentences and words that students were asked to reflect on and improve.

1. Implementation of the programme is due to get under way in March.

2. The aim of the project is to try to achieve the goal of better statistical reporting.

3. Until now, no plans have yet been made to update the previous draft.

<div align="center">ALTERNATIVES</div>

1. The programme is due to start in March.

2. The aim of the project is better statistical reporting.

3. There are as yet no plans to update the previous draft.

<div align="center">**Table 3. Exercise 2 Nominalisations, unnecessary words and streamlining syntax**</div>

3.3. Exercise 3 Editing out bureaucratic language

1. <u>In the field of rural</u> development, integrated programmes remain valid...

2. This problem needs to be solved <u>at national/regional/local level</u>.

3. Migration is now a phenomenon of growing importance, be it within and through the European borders <u>as well as</u> through the rest of the world.

<div align="center">ALTERNATIVES</div>

1. In rural development, integrated programmes remain valid...

2. ... nationally/regionally/locally.

3. Migration is now a phenomenon of growing importance, be it within or across the European borders, or in the rest of the world.

<div align="center">**Table 4. Examples of bureaucratic fixed phrases and their alternatives**</div>

In specialised texts in Institutions which inevitably develop their own ways of expression, there is a high risk of bureaucratic language, particularly since the lexis of the European Institutions derives

mostly from French. Apart from Latinisms (or Gallicisms), there is also a tendency to re-use fixed phrases, which may be suitable on occasions, but which tend to make texts longer and more complicated than necessary. Examples can be seen in numbers 1 and 3, *in the field of* and *as well as* in Table 4. These set phrases normally lengthen sentences unnecessarily, and can often be simply replaced by the preposition *in* and the conjunction *and* or *or.* Table 4 illustrates examples of bureaucratic words or phrases and the suggested changes produced by or discussed with students.

3.4. Practical sessions using corpora

The last phase of the research experimented with the use of monolingual corpora as reference resources for checking queries, and parallel corpora as a means of examining the texts more closely. Over ten sessions, students were taught to consult freely available corpora on the internet, such as the Corpus of Contemporary American English, or the British National Corpus (BNC), and the freeware concordancer AntConc, which was adopted to investigate the RelInt subcorpus. Students were also shown CasualPConc, a freeware parallel concordancer, which was used by the language instructor. Due to lack of space, only the experiments which started from the parallel concordancer are included here.

Parallel concordancers are usually used to compare texts in different languages. Part of the novelty of this paper is the fact that parallel concordancers can also be used with two versions of texts in the same language. Calling the non-revised version Language A and the revised version Language B, it was possible to upload both versions into CasualPConc. A problem-solving approach was adopted with the exercises involving this tool.

The following steps aimed to make students aware of some basic functions of the parallel concordancer. Firstly, they were asked to

compare word lists of the two versions of the same text (AIDCO 000004, which is a draft summary of a Thematic Strategy paper destined for the Commission) and check which text was shorter. Figure 1 shows an extract of the wordlists, in which it can be seen that the edited text is the shorter one. The wordlists are ordered according to frequency: the first word, the definite article, appears 160 times in the non-edited article and 149 times in the edited one. It has therefore been edited 11 times in one text.

Figure 1. Word lists of one article from IntRel Corpus: non-edited (left) and edited (right)

Having noted this difference, the second step was to produce concordance lines of the definite article in both corpora. Figure 2 shows the non-edited version of the corpus in the top half of the screen, and the edited version in the bottom half of the screen. Students were asked to examine printouts from the concordancer.

Students were given several questions to think about, and were guided in their use of online reference corpora as a way to find answers. The questions, listed below, refer to a variety of issues, ranging from collocations to verb tenses and active and passive voice.

Figure 2. Parallel Concordance lines of "the" in AIDCO 000004 from the IntRel Corpus.

1. It can be seen from the print out that the cluster "the present + noun" appears only in the non-edited version. Why has it been edited out? Answer with data from the online reference corpora BNC and COCA.

Looking at the concordance lines from both texts, students found that "the present Annual Action Programme" had been changed to "this Annual Action Programme," and that "the present" was often replaced by "this." They were encouraged to investigate the noun collocates of "the present" in COCA. They thus discovered that "the present" collocates with the following nouns: *day, system, century, study*, as in "*as part of the present study, academics were asked....*" They concluded, therefore, that the revision was due to a problem of unnatural collocation with the noun "programme."

2. Look at the string "is focused" which follows examples of "the + noun." What has "is focused" been changed to?

Here students found that "is focused" had been changed to an active form: "focuses." This led to another search regarding the active and passive form of the verb "focus" in the third person.

3. Look up "is focused" and "focuses" in the BNC. Which is more frequent, and what kind of texts is it found in?

Here students found that the third person form of the verb in the active occurs 694 times in the BNC, compared to 94 times of the equivalent passive form "is focused." They were then encouraged to look at the type of text in which the active form occurs. They discovered that, according to the BNC, it is used most of all in academic papers, a similar text typology and register to the specialised texts in the IntRel corpus.

4. Tenses: What has happened to the string "has been adopted" and why? (See Figure 3). Here students realised

that the verb was accompanied by a date, and that a past simple form was consequently required.
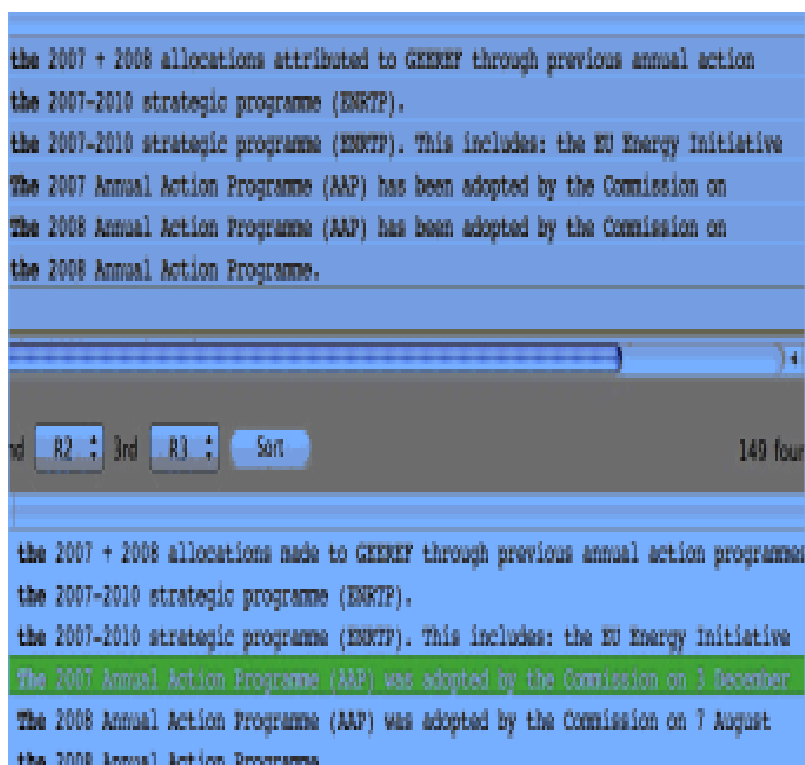
Figure 3. Concordance lines of "the" from the IntRel corpus, with "was adopted by the Commission on 3 December" highlighted.

5. Lexical choice: 'Foreseen' is frequently revised in the edited version. What is it replaced with?

Here students found out that in legislative texts, "foreseen" is often replaced by "as provided for," shown in Figure 4. *Foreseen* was agreed to be a calque of *prévu* or *previsto* for French (or Italian) legal language.

the Commission works closely with international organisations availing of
the common interest of the Community and partner countries and regions. As
the Community and partner countries and regions. As foreseen in the TSP,
the Community's environmental policy abroad in the common interest of the
the Convention on Biological Diversity-CBD); United Nations Convention to
the Council.
the Council and the Commission.

R2 ⁞ 3rd R3 ⁞ Sort

the common interest of the Community and partner countries and regions.
the Community and partner countries and regions. As provided for in the
the Community's environmental policy abroad in the common interest of the
the Convention on Biological Diversity-CBD); United Nations Convention to

Figure 4. Parallel concordance lines of 'the' in AIDCO 00004, with
highlighting of "as provided for."

4. Reflections on the experiment

It has been observed through these experiments that advanced
students in International Relations appreciate dealing with authentic
texts, particularly specialised texts written within the European
Institutions. Their knowledge of linguistic features such as
nominalisation or pre- and post-modification of noun phrases
suddenly becomes useful when they see that an editor can change

these features. Understandably, formal grammar and writing classes can be tiresome for many students in their 4th or 5th year of university, but examining different versions of real texts can provoke stimulating discussions on aspects of grammar or lexis. Without apparently concentrating directly on these areas, a lesson in which revisions are discussed inevitably touches on grammatical and lexical features which students may have already studied. On the one hand, this is encouraging for students, because they realise that they have language competence which could already be useful in the working world – it is quite likely that in a company a language graduate be asked to check texts written by graduates in other disciplines; on the other hand, students realise that there are many aspects of grammar that they should already be familiar with, but which they need to review repeatedly. Furthermore, when they discover language features that are not necessarily included in grammar books, such as the fact that certain expressions are appropriate in some text typologies but not in others (an example can be found in the exercises on the active and passive forms of *focus*, illustrated in 3.4c and *foreseen* or *provided for* in legal texts in 3.4e), they realise that language learning is an on-going process, in which there is always more to learn.

Questionnaires filled in by 15 students, several months after working on these edited texts, showed that many of them were able to remember and write out some of the principles of clear writing, as proposed in the materials by Cutts (2007), Williams (2007) and the Booklet *How to write clearly.* Their memories of discussing edited texts were positive, and some said that they keep the clear writing principles in mind when faced with texts in English in the workplace. No evidence of actual improvement in their own writing has been sought, but they claimed to have clearer ideas about what should be avoided in texts, due to their reflecting on the editors' revisions.

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Students' working methods & motivation in teaching University-level translation

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Abstract

The aim of this article is chart out how course evaluation affects students' working methods, in particular their motivation in information mining. The data was be gathered from two university translation groups of approximately the same language skills level. The first group was evaluated by an end-of-term exam with limited time and limited resources, and their course grade was based solely on how they did in the exam. The second group's grades were based on continuous assessment. The groups were given the same homework assignment, and their work was assessed. After having completed the assignment, the first group was given a questionnaire on their work methods, with particular attention on the amount of time spent on using various sources of information – dictionaries, parallel texts, the Internet, and other possible sources. The second group's work methods were deducted from their translation commentaries included in all their assignments, although they were also specifically asked to give an estimate of the time used for the homework. The working hypothesis was that an 'old-fashioned'

evaluation system will affect the students' motivation to put enough effort into their work, and that continuously assessed students will invest more time and effort into theirs.

1. Introduction

The aim of this article is to examine by means of a case study how course evaluation in translation courses affects students' working methods, in particular their motivation in regard to the amount of time allocated to homework, also briefly discussing their motivation in information mining. The data was gathered during the Spring Term of 2010 from four teaching groups of translation from English into Finnish, from two different subjects (English Philology and English Translation) at the Department of Modern Languages, University of Helsinki. The students all possessed approximately the same language skills level, but they were subject to somewhat different aims of training, and very different evaluation methods.

The two teaching groups of students of English Philology will henceforth be referred to as Group 1. In the subject of English Philology, students are evaluated on the basis of an end-of-term exam in which both time and resources are limited, and their course grades are based solely on how they perform in the exam. The two teaching groups of students of English Translation will henceforth be referred to as Group 2. In English Translation, all translation course grades are based on some form of continuous assessment with no end-of-term exam. The course practices and evaluation methods within the two subjects will be discussed in more detail in Section 3.

For the purposes of this paper, both Group 1 and Group 2 were given the same homework assignment, and their work was assessed. After having completed the assignment, Group 1 was given a questionnaire on their work methods, and Group 2 was simply asked to estimate the

time they spent on the assignment, since all their homework includes a retrospective analysis of each task. The questionnaire and the retrospective commentaries will be discussed in more detail in section 4.

2. Research questions and hypothesis

The main question that led me to conduct this small-scale study was whether the evaluation method actually has an impact on the students' working methods. My personal experience as a teacher who has taught courses using both end-of-term exam evaluation and continuous assessment strongly suggested that the latter motivates students to put in more effort in their homework than the former. However, another question which immediately seems to follow, is that what, in fact, are the best working methods for students? How can such a matter be measured? From the teacher's point of view, it is of course satisfying to discover that students make an effort to hand in good quality homework, but is it, for example, possible for a student to spend too much time researching for a single homework assignment?

I will start by introducing the two groups and discussing the two different evaluation systems applied to these groups, with a brief overview of student evaluation in translation in general. In my analysis of the work handed in by the two groups of students, I will mainly concentrate on how much time the students spent working on the assignment, and whether they completed the task at one go, or divided it in steps. I will also discuss the students' use of data mining, *i.e.* what kind of aides such as dictionaries, on-line resources and other sources of information they used; however, here my data is somewhat incomplete, since not all the students in Group 2 did report these adequately.

Finally, I will look at some of the translation solutions made by the students; however, I have not wanted to compare the actual quality of the translations between the groups by *e.g.* grading the papers. Instead, I have selected certain details on which close attention has been paid.

My research hypothesis is that an end-of-term-exam with limited time and resources will encourage students to complete their homework quickly, using limited resources, in order to simulate the exam situation so as to be well prepared in advance. In contrast, a system of continuous evaluation in which every assignment is taken into account, will encourage students to invest time and effort into their homework.

3. Two groups, two different systems of evaluation

3.1. Group 1

Group 1 consisted of 29 English Philology students at the University of Helsinki. For the majority of these students, English Philology is a minor subject. The course was Translation/Text Analysis II from English into Finnish, *i.e.* the second of the two obligatory one-term English into Finnish translation courses for English Philology students.

The evaluation of translation courses in the English Philology section is conducted by an end-of-term exam, which is two hours long. In the exam, the students are only allowed to use a monolingual (English) dictionary. They must have attended a translation course in order to be permitted to sit the exam, and during the course they must have handed in a certain amount of homework assignments as well as attended a certain amount of class meetings in order to actually pass the course. However, neither the quality of their homework nor active participation in class has any bearing on their final grade; the

grades are based only on the performance in the exam - i .e. on the translation of one single text.

However, it should be noted that the English Philology section does not aim at training their students to become translators; the majority of graduates will become teachers. Thus, the aim of translation courses offered in the section is not to support translation skills per se, but rather to test the students' contrastive language skills in general.

3.2. Group 2

Group 2 consisted of 19 first-year students of English Translation. The study was conducted in the spring term of their first obligatory two term translation course from English into Finnish, so in terms of translation practise, the two groups had had approximately the same amount. The aim of this second group is to become professional translators, and in addition to the translation courses from English into Finnish and vice versa, they also study translation theory and other subjects related to the academic field and the constantly developing profession of translation.[2]

The evaluation in the English Translation section usually takes the form of some sort of a hybrid between continuous evaluation and portfolio evaluation (see Johnson 2003 & Kelly 2005 for descriptions of portfolio evaluation; see also Garant & Garant 2001 and Garant 2009, 11-15 for detailed information on the evaluation practices in English Translation in the University of Helsinki). This particular group was evaluated so that every assignment had an impact on the final grade, but also the students' progress and development as

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[2] Kiraly notes that "Translators can no longer be seen merely as bilingual scribes; they are multi-facetted inter-lingual mediators with a broad range of skills and capabilities that are essential to efficient text production" (2003, 13).

translators in the course of the first academic year affected it. The students' attendance, ability to meet deadlines, and active participation in class were also taken into account in their final grades. At the end of their first academic year, they submitted a portfolio containing all their homework (the translations with the teacher's comments, and their own commentaries), plus a retrospective analysis of their own development as translators during the academic year.

The students Group 2 were also expected to hand in a commentary on each homework assignment. At the beginning of the course, they were given specific instructions for their commentaries: they were instructed to report which particular problems they faced with each assignment, and what kind of solutions they came up with. They were also asked to report what resources they used, for example dictionaries, internet sources, term banks, parallel texts, or if they consulted friends, relatives or perhaps authorities in the field in question (cf. Englund Dimitrova 2002, 76).

4. How the study was conducted

Both groups were given the same homework assignment with approximately the same amount of time for completion. The assignment was to translate a short (350 words), ironic column about Dan Brown, the author of *The Da Vinci Code,* from English into Finnish. When Group 1 (*i.e.* the two different teaching groups) met the following week to discuss the text, they were given a short questionnaire on their working methods. Only 25 out of the 29 attended these meetings, so while my material contains 29 translations, there are only 25 questionnaires.

The questionnaire (in Finnish, my translation below) contained only three items:

1. How much time did you spend on this translation?

2. Did you complete the translation in one go or more?

3. Please provide a list of the aids and sources you used for the assignment.

Since the students in Group 2 routinely included the above described short commentaries on their work when handing in their translation assignments, they were not given a separate questionnaire on this particular piece of homework. However, after handing in the homework, they were asked to estimate the amount of time spent on the translation, since that is something not covered in their initial instructions. One student out of 19 did not hand in a commentary, so I had 18 commentaries to work with.

Thus the data used for this study is mainly based on the students' own estimates on their work methods. Some individuals may have exaggerated *e.g.* the amount of time they spent, but obviously some may also have reported spending less time than they actually did.

5. Results

5.1. The time spent on the assignment

From Figure 1 we can see that the students in Group 1 spent between 30 minutes (4 students) to 2.5 hours (3 students) working on the translation. On average, they spent 1.5 hours, but eight students spent more or less two hours, which is exactly the amount allocated to their final exam, and three students actually exceeded that time.
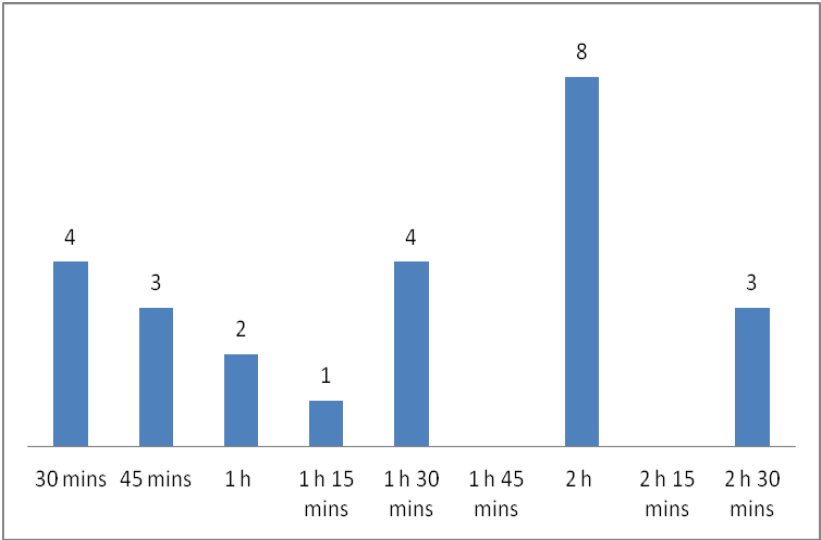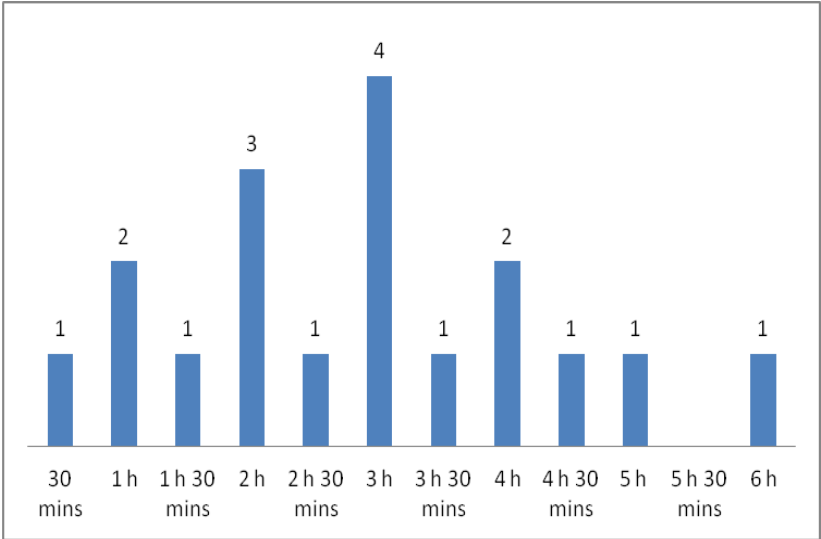
Figure 1. Time spent by Group 1

Figure 2. Time spent by Group 2

Figure 2 shows us that Group 2 spent between 30 minutes (1 student) and 6 hours (1 student). The average time spent by Group 2 students was 3 hours. While there is a lot of variation between the times spent by each individual student, it is still worth noticing that the average time that Translation students spent on the translation is 30 minutes more than the longest time spent by the philology students.

5.2. How did the students allocate the time spent on homework?

Of the Group 1 students, 12 reported having completed the assignment in one go, while 13 reported having worked on it on several occasions; they were not asked to report how the time was spent. However, six out of the thirteen who had reported having worked on the text on more than one occasion, reported having first made a draft, and then returned to it to produce a final version.

In Group 2, only one student reported having completed the assignment in one go; 17 reported having worked on it on several occasions. Those who gave more details of the process noted that the work was divided for example so that they had initially read the text, put it aside for a while, possibly discussed it with their fellow students (*i.e.* each other), wrote a draft translation, and finally wrote a final version of the translation.

5.3. What resources did the students use?

The questionnaire given to Group 1 specifically asked to record the sources and aids consulted in order to complete the homework assignment. Group 2 should also have recorded their respective aids – they had been instructed to do so in their commentaries at the beginning on the academic year – but unfortunately not many of them did. Only three students gave a complete list of sources they

had consulted, and three others mentioned some sources in passing in their commentaries (*e.g.* "I studied biographies of the less known authors [mentioned in the text] and checked some words"). So, apparently at this relatively late point of the spring term, 67% of the Group 2 students had forgotten or decided to ignore their initial instructions. The three who explicated their aids had all consulted at least two different dictionaries, Google and Wikipedia.

In the questionnaires given to Group 1, 20% stated that they had relied on one single source: one student specifically mentioned having used only a monolingual dictionary. One student mentioned 'a dictionary' but did not specify which, and three students had used the University intranet based multilingual dictionary *NetMot.* One student listed four different dictionaries, three of them online. The majority of Group 1 had, however, used at least Google in addition to one or more dictionaries. Two students also mentioned having consulted their friends' opinions on their translations.

5.4. Some aspects of quality in the students' translations

5.4.1. The book title

Even though I avoided actual grading, I did however look at some details in the translations. First, I examined how the title of Dan Brown's bestselling book, *The Da Vinci Code* was translated. The official Finnish title of the book – a bestseller in Finland as well – is *Da Vinci-koodi.* Of the students in Group 1, 19 students (65%) used the official title, one student used the English title, and nine students (31%) used a translation of their own, *i.e.* one not in accordance with Finnish norms (either *Da Vinci Koodi*, which has capitalized the noun *Koodi* and left out the hyphen, or *Da Vinci koodi,* which has the correct capitalization but lacks the hyphen). In Group 2, 17 students (90%)

used the official Finnish title. Two students translated the title incorrectly without the hyphen.

The title of the book is something that would be quick and easy to check for example on the Internet. Also, even without checking and presuming that the translator had at some point heard of the book (or the film, for that matter), Finnish rules about capitalization and orthography should be known to language students. Thus it is actually quite surprising, not to say alarming, that altogether 12 students made a mistake when translating the title. In the case of Group 1, the students may have trusted that a mistake would not have counted had the assignment been their exam text, since they could not have verified it in the exam situation. However, in the case of Group 2, everyone should have ensured that they got the Finnish title right.

5.4.2. Translation strategies

Another aspect studied here was the use of translation strategies in the case of potentially foreign elements in the source text. The column contained a list of authors, who were compared to Dan Brown in that they all received considerable amounts of assistance from their wives or sisters in their work. The authors mentioned were Wordsworth, Nabokov, Carlyle and Dick Francis – all probably well known to an English audience, but perhaps not equally known to the supposed Finnish target audience.

In cases like this, several strategies are available to the translator: the foreign elements can be preserved in the target text in their original form; they can be left out partially or entirely; or they can be explicated or expanded. The Group 1 students clearly preferred the foreignizing approach; 25 students (86%) left the names as they were; three explicated by adding the first names of the authors to the list; one student left the names out entirely. In Group 2, however, there

was more variation in the strategies used: five students (26%) preserved the original list; four (21%) left the names out altogether; two added first names; and eight students used a combination of strategies, *e.g.* omitting the most likely unknown Carlyle but adding the first names of Wordsworth and Nabokov, or by further expansion, *e.g.* "the poet William Wordsworth, Russian-born Vladimir Nabokov, and crime-writer Dick Francis" (my back-translation).

5.4.3. Other mistakes

As mentioned above (Chapter 4), the source text was an ironic column. Another aspect of the translations studied here is whether the translators were able to identify and preserve the irony of the source text in their translations. Of the Group 1 students, six (21%) completely missed the irony of source text; of the Group 2 students, none did.

Finally, I looked at other serious mistakes, *i.e.* translation errors so severe that they actually manage to blur the meaning of the source text or the meaning or readability of the target text. Such errors could be found in eight (28%) Group 1 translations, but in none of Group 2 translations.

6. Discussion & conclusions

The data analysed for this paper clearly indicates that there are distinct differences between the working methods of the two groups. On average, the students in Group 1 spent considerably less time than the students in Group 2 on the same text; however, there was quite considerable variation within Group 2, and the majority of students in the group completed the task in three hours or less.

Quite understandably, in time management, the students in Group 1 seemed to adhere to the practices of their evaluation – 90% of them

stayed within the exam time frame, while the students in Group 2 showed more diversity in their working methods. Also, the fact that Group 1 was much more faithful to the source text (see Chapter 5.4) seems to reflect their expectations of the exam situation. That many of the students in Group 1 made serious mistakes both in understanding the ironic tone of the source text and in the translation process in general, can perhaps be attributed to the fact that the majority of them were minor students of English Philology, and therefore struggled with the language of the source text. However, it is also worth considering that they simply lacked the motivation of putting an effort into their homework, since it has no bearing whatsoever in their evaluation.

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Academic profiles

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