DEVELOPING A MOODLE COURSE

FOR TRANSLATION THEORY AND METHODOLOGY

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Η εργασία αυτή είναι αφιερωμένη στη μητέρα μου, Δέσποινα, ως ένα ελάχιστο «Ευχαριστώ» για όσα έχει υπομείνει για εμένα μέχρι τώρα.
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Abstract

There are many and divergent views on how the science of translation should be taught in academic institutions or colleges, meaning as an independent study area or as part of Linguistics, Literature or Foreign Languages Departments. A much more debated issue refers to the question of whether translation theory should be included in syllabuses and study programs or the focus should be solely put on practicing the profession, that is translating texts.

This dissertation examines prevailing views on the significance of translation theory in translation studies in order to design an open course on Moodle. Taking into account that there is a remarkable percentage of translation professionals who are self-taught without having any specific studies, the course aims at helping either translation students or professional translators familiarize with concepts, methods and problem-solving strategies that are considered necessary during the process. It is organized in four modules where the learner is guided through a series of topics (register, equivalence, decision-making, level of naturalness, Skopos theory etc); after completing these topics, they are given assignments (“Further Reading” and “Your Task”) consisting of resources, exercises and texts to work on in order to practice the skills obtained. The course does not focus on a specific language pair and therefore is suitable for every individual who needs a theoretical background to boost their performance or for institutions seeking to save classroom time but not at the expense of learners’ skills.

Keywords: MOOCs, Moodle, online learning, open courses, translation, translation theory
Περίληψη

Υπάρχουν πολλές και αποκλίνουσες απόψεις σχετικά με τον τρόπο που η επιστήμη της μετάφρασης πρέπει να διδάσκεται σε πανεπιστήμια ή ιδιωτικές σχολές, αν δηλαδή θα πρέπει να διδάσκεται ως ανεξάρτητη επιστήμη ή ως μέρος των τμημάτων Γλωσσολογίας, Φιλολογίας ή Ξένων Γλωσσών. Ένα περισσότερο αμφιλεγόμενο ζήτημα αφορά στο αν η διδασκαλία της θεωρίας της μετάφρασης πρέπει να συμπεριλαμβάνεται στα προγράμματα σπουδών ή αν στο επίκεντρο θα πρέπει να είναι η πρακτική εξάσκηση της επιστήμης, δηλαδή η μετάφραση κειμένων.

Η εργασία αυτή εξετάζει τις απόψεις γύρω από το ρόλο της θεωρίας της μετάφρασης στις μεταφραστικές σπουδές με στόχο τον σχεδιασμό ενός ανοιχτού μαθήματος στο Moodle. Δεδομένου ότι υπάρχει ένας αρκετά μεγάλος αριθμός αυτοδίδακτων μεταφραστών χωρίς σπουδές σχετικές με τη μετάφραση, στόχος του μαθήματος είναι να φέρει σε επαφή με βασικές έννοιες, μεθόδους και στρατηγικές αντιμετώπισης προβλημάτων τους επαγγελματίες. Το μάθημα οργανώνεται σε τέσσερις ενότητες όπου ο μαθητής έρχεται σε επαφή με διάφορα θέματα (ύφος, ισοδυναμία, επίλυση προβλημάτων, φυσικότητα, θεωρία του Σκοπού κτλ.) αφού ολοκληρωθεί η μελέτη τέτοιων ζητημάτων, ακολουθεί εξάσκηση («Ανάθεση Βιβλιογραφίας» και «Ασκήσεις»), δηλαδή πηγές, ασκήσεις και κείμενα προς μετάφραση προκειμένου οι μαθητές να εφαρμόσουν όσα μόλις διδάχτηκαν. Το μάθημα δεν επικεντρώνεται σε ένα συγκεκριμένο γλωσσικό συνδυασμό και, επομένως, μπορεί να το παρακολουθήσει οποιοσδήποτε/οποιαδήποτε χρειάζεται ένα θεωρητικό υπόβαθρο για να ενισχύσει τα προσόντα του/της ως επαγγελματίας ή διδάσκων/διδάσκουσα που θέλει να εξοικονομήσει πολύτιμο χρόνο διδασκαλίας στην τάξη.

Λέξεις κλειδιά: MOOCs, Moodle, online διδασκαλία, ανοιχτά μαθήματα, μετάφραση, θεωρία
Introduction

Although it has been acknowledged by both professionals and academics that translation is a science that should be equally treated and taught in universities like other sciences, there are still problems that need to be addressed to and solved in order for the profession to receive the place it deserves in the job market. Contrary to sciences like medicine or physics where everybody agrees – more or less – on the subjects or even syllabuses that are necessary to be included in the academic courses, translation does not follow suit. There are several opposing views on whether translation should be taught independently or as part of Linguistics, Literature or Foreign Languages Departments. If we dig deeper into the conflicts surrounding the science of translation we will see arguments in favor or against teaching theory and methodology or even questioning whether translation is possible to be taught at all, as it is a matter of talent. These are some of the points that this paper is going to examine in order to set the ground for the designing and development of a Moodle course that aims at teaching translation theory and methodology.

Consequently, the purpose of this paper is to create an online course on a Moodle environment concerning the theory of the science of translation. The aim of the course will be to help translation students or professional translators familiarize with concepts, methods and problem-solving strategies that are considered necessary during the process. First, we will present the academic institutions and organizations that offer translation courses or relevant training in Greece and organizations or institutions that certify translation competence in order to attempt an evaluation of the training that translators receive nowadays. Second, we will move on to explore the prevailing trends on translation theory and its role in translation training in order to prove how important it is for professionals to be aware of the problems that usually arise as well as to be able to account for the choices they make while seeking a solution. The last step will be to design a
course on the theory of translation that could be used by university professors, independent course providers or Professional Associations of Translators in the framework of the training they offer. We decided to design this course having as a basis the books of Mona Baker, *In Other Words: A Coursebook on Translation*, Jeremy Munday, *Introduction to Translation Studies: Theories and Applications* and Peter Newmark, *A Textbook of Translation*, because they have been used as coursebooks in a number of academic courses and they have also been cited by thousands of scholars around the world (according to Google Scholar, the first appears in 6,133 papers, the second in 5,152 papers and the third one in 9,068 papers), which proves their impact on the academic society.
CHAPTER 1: The role of theory in translators’ education

Translation is a more complex process than simply replacing the words of the source text with words of the target language, as it involves various cultural aspects which cannot be isolated from the context (Bernacka, 2012). To begin with, it is important to present some of the views surrounding the theory of translation in translation studies and the profession of translation. We should always bear in mind the singularity of this science in comparison to that of a doctor or a lawyer, in which it is generally admitted that nobody can be considered as a professional unless they have completed a series of studies at least in a postgraduate level. The combination of theory and practice should be taken for granted in many language-based disciplines, let alone in translation which is seen from a vocational perspective more often than any other discipline (Schäffner & Adab, 2000: 69). For this reason, there have always been voices speaking against including the theory of translation in a course, based on the fact that translation can be practiced without the contribution of theory, as there are several successful professionals who have never received any formal training, having at their disposal only their talent and passion for the language. As Floros points out, since experience is by all means acknowledged and indisputable, it is also undoubtable that theory can set the basis for the acquisition of experience (Φλώρος, 2016: 13). It also needs to be highlighted that the majority of those undermining the importance of translation theory come from the field of literary translation, because it is the most difficult one to be theorized and, consequently, taught under a specific framework (Φλώρος, 2016: 13). Maybe the most typical example to illustrate this viewpoint is Merwin’s who supports that poetry translation is impossible but inevitable too, as there isn’t a perfect way to translate a poem and there are different ways to be followed every time (Weissbort, 1989: 139).
On the other hand, there is a strong trend in academic circles supporting the decisive role of translation theory both in academic education and vocational training, due to the fact that it helps students form a wholistic view of the science and develop critical thought that is one of the most essentials skills of a good translator. In addition, theory helps students grasp the notion of translation, make conscious decisions and account for them when asked; in brief, theory is useful in revising as well as assessing translation (Pérez, 2004). To illustrate this, Ingo points out that the theory of translation plays the same role in the translation process as the one that grammar plays in language learning, because by studying theory we can perceive the way several language phenomena are linked together in order to establish such principles that will allow us to fully understand what a translator needs to do (Dollerup & Loddegaard, 1992: 49).

1.1 TAP protocols

In order to appreciate the importance of theory even more, we are going to use some TAPs (Think-Aloud Protocols) to help us unravel the translation process and prove why theory needs to be taught. A think-aloud protocol is a process where the subjects of a research are asked to express their mind in detail concerning the task they are assigned to, that is to translate. The utterances are recorded and transcribed into think-aloud protocols which can be analyzed for the sake of the research. In the case of translation, TAPs can be used for the designing of courses, as instructors are able to draw upon information on translation difficulties and problems and, consequently, provide the relevant strategies. We will briefly mention only some key observations made with the TAPs’ analysis. As Kussmaul and Tirkkonen-Condit point out in their study, successful translators make decisions drawn on translation theory, which is an indicator of their performance (Kussmaul & Tirkkonen-Condit, 1995: 15). They are able to control and put the focus on accordingly, in order to use available resources in their favor. Vretta-Panidou summarizes some conclusions in one of
her papers on TAP analysis, the most concise one being that successful translators do not only follow “routine” strategies, but also conscious and reflective processes to account for any linguistic or methodology choices in solving any kind of problem (Φλώρος, 2016: 34). Diving deeper into several protocols mentioned in the same paper (Königs (1987), Krings (1986) and (1988), Kußmaul (1997)) the need to incorporate theory into practice seems to be obvious, in the sense that translators who have studied this science are more confident and time-effective, since they can make decisions faster according to methodology used in order to deal with a specific problem. They also have the ability to combine different approaches with tools for the purpose of detecting and analyzing problem-solving strategies. As Vretta-Panidou highlights, theory should aim at boosting critical and analytical thinking as well as self-evaluation and assessment of translation principles (Φλώρος, 2016: 44).
CHAPTER 2: Translation Studies

2.1 Translation Studies in Greece: problems and challenges

We have so far presented views surrounding the importance of theory in both translation studies and practice, proving its benefits through Think-Aloud Protocols. We will now try to draw a picture of the situation prevailing in Greece with reference to public and private institutions that offer courses, seminars and webinars in undergraduate or graduate level in order to examine the options available in the field of translation studies. Later, we will briefly mention the most accredited certifications around the world in order to compare and contrast, if possible, the training that translators receive with the purpose of proving their skills and knowledge, taking into account the remarkable number of professionals who hold such a certificate.

2.1.1 Public Institutions

Discouraging as it may sound, there is only one public university in Greece that leads to a Bachelor Degree on Translation and Interpreting, that is, the Ionian University, Department of Foreign Languages, Translation and Interpreting. As far as the rest of the Foreign Languages Departments are concerned, the School of English, French, German and Italian Language of AUTh and the School of English, French, German, Italian and Spanish Language of UoA offer some theoretical courses and workshops on translation, according to the specialized academic staff available. The study guides for the undergraduate programs relevant to translation and foreign language studies in Greece can be found following the links given in the Appendix. If we go through all the study guides of foreign language departments, we will reach the conclusion that there are only a few courses on translation studies in each School and even fewer or none on translation theory. For example, the School of English AUTh offers only two compulsory courses on translation, (“Introduction to Cultural Studies” and “Translation Methodology”); However,
students are given the chance to select another 3 out of 28 courses on translation should they intend to specialize on it. On the contrary, the School of Italian AUTh offers no courses on translation theory and only 6 courses on translation studies in total.

On the other hand, both the Aristotle University of Thessaloniki (AUTh) and the National and Kapodistrian University of Athens (UoA) offer programs specializing on translation studies on a postgraduate level, organized by the School of English, French, German, Italian and Spanish Language.

The table below briefly mentions the title of the programs offered by the above mentioned university departments (Master Level).

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Level</th>
<th>Department/ School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Interpreting and Translation (Inter-Faculty)</td>
<td>MA</td>
<td>English Language and Literature</td>
<td>AUTh</td>
</tr>
<tr>
<td>English Language, Linguistics and Translation: Translation Studies and Interpreting</td>
<td>MA</td>
<td>English Language and Literature</td>
<td>UoA</td>
</tr>
<tr>
<td>Inter-Faculty Postgraduate Programme “Translation-Translatology”</td>
<td>MA</td>
<td>French Language and Literature</td>
<td>UoA</td>
</tr>
<tr>
<td>Translation Studies – Literary and Humanities Translation</td>
<td>MA</td>
<td>French Language and Literature</td>
<td>AUTh</td>
</tr>
<tr>
<td>Sciences of Language and Culture: Translation, Language and Publishing</td>
<td>MA</td>
<td>Italian Language and Literature</td>
<td>AUTh</td>
</tr>
<tr>
<td>Translation and Interpretation</td>
<td>MA</td>
<td>Faculty of Turkish and Modern Asian Studies, Department of Economics and Political Science</td>
<td>UOA</td>
</tr>
<tr>
<td>The Science of Translation</td>
<td>MA</td>
<td>Foreign Languages Translation and Interpretation</td>
<td>Ionian University</td>
</tr>
</tbody>
</table>
The study guides can be found on the Appendix. It is briefly concluded that the postgraduate courses on the below mentioned programs focus mainly on practicing translation, offering only one or two courses on translation theory.

Overall, making reference to public institutions, there is only one undergraduate program offering translation studies in Greece. Although there are foreign language departments in both AUTh and UoA, we have seen that there are so few courses on translation that those who want to practice the profession need to continue their studies on a master level and, possibly, attend one of the seven programs offered – depending on the language combination – by foreign language departments of AUTh, UoA and Ionian University. This is the first contradiction that the Greek academia is characterized by if we think of the high demand for specialized professionals and the number of those who want to study the science of translation. The lack of specialized course is proved by the fact that 150 candidates took the admission exams for the Conference Interpreting and Translation (Inter-Faculty) program of AUTh for only 20 places offers, noting that some of them didn’t have any foreign language studies, but came from the field of humanitarian studies or science (Γραμμενίδης, 2012). To conclude, translation studies offered by public institutions do not seem to correspond to the trends of the time, which is rather contradictory to the importance translation has in the job market and global industry, probably due to the complex and rigid legal framework, on one hand, and the prevailing perception that translation is an easy task and that anybody who speaks a foreign language can translate, on the other hand (Γραμμενίδης, 2012).

2.1.2 Private Institutions

Apart from the public universities that offer courses on translation both in undergraduate and postgraduate level, there are some private and independent institutions that offer programs leading to a certificate or a relevant diploma (DipTrans, see below) proving the level of translation
competence. We will briefly mention all private institutions together with information available on their website regarding their syllabuses. We have decided to refer to these five institutions, that is HAEC, metaφραση, El-translations, metaphrasis, British Council, taking into consideration the certification students can gain upon completion of studies, their contribution to forming the translation situation in Greece and the duration of studies. For example, metaφραση does not offer preparation courses for the DipTrans anymore, but it holds a strong presence in conferences and actions taken for the support of the profession. On the other hand, we can not include courses, such as the four-months course offered by the School of Italian Language of UoA (“Italian Language and Translation”), in the sense that it is a four-months supplementary course to boost particular skills and to not to study the science of translation. They are presented below in a random order.

2.1.2.1 HAEC (Hellenic American College)

HAEC is a private institution that organizes several programs in undergraduate and graduate level. It is licensed by the Hellenic Ministry of Education and has signed an agreement with the Hellenic American University, Nashua, USA. It offers a two-year “Diploma Program in Translation” course, a “Preparatory Course for the Diploma in Translation (IoL)” and seminars on English legal terminology, Subtitling and translation memories. The Diploma Program in Translation is organized in a period time of two years and it is eligible for both beginners and professionals. More specifically, during the first years of the studies participants familiarize with terminology and translation technology through practicing and analyzing texts in classroom; during the second year they are trained in translating texts form English to Greek and vice-versa as well as required to specialize in the fields of Business, Finance, Medicine, Technology, EU, Law, Literature and Social Science (Hellenic American College, 2018). Those who complete both years are supposed to be qualified professionals and have the chance to take part in the DipTrans
exams to prove their skills by gaining a worldwide recognized certificate. Another program offered by HAEC in cooperation with the Hellenic American College is the Master of Arts in Translation (MAT) which requires the completion of 12 academic courses together with a dissertation in a period of one academic year.

2.1.2.2 Metaφραση

Metaφραση is a private school that focuses only on translator training by offering programs and seminars on translation, subtitling and translation technology in the language combinations of English, German and French to Greek. This School of Translator Training organizes an one-year program aiming at helping participants gain linguistic competence in the aforementioned language combinations with emphasis given on terminology, register and style through the study of methods and procedures (metaφραση School of Translator Training, n.d.). Although not much information is given on the syllabus followed during the course, it is understood that the principle learn-through-practice is applied, since it covers several kinds of text as well as translation technology and job market advice.

2.1.2.3 El-Translations

El-Translations is a company that offers translation and localization services on one hand, and translation courses and seminars on the other. As far as study programs are concerned, there is an one-year Program in Applied Translation in the language combinations of English, German and French to Greek. The modules that the participants have to complete concern translation techniques (what translation is, proper use of the target language, introduction to legal, business and medical translation, online resources), translation tools and memories (SDL Trados, Wordfast Pro, Xbench QA), terminology, proofreading techniques and subtitling (EU texts and QA), the
translation job market and marketing (Social media and tax issues) and, at the end of the course, assignment of translation projects and feedback (El-translations, n.d.).

The same provider also organizes seminars specializing in terminology, EU texts, legal and business texts, proofreading and QA as well as translation software, which may last from two to four weeks each one and they can all be offered either in class or distance-learning. It is obvious then that the focus is put on translation practice and technology, as there aren’t any theoretical or introductory courses. It should also be noted that there aren’t any preparation courses/seminars for official certification or master programs.

2.1.2.4 metaphrasis

metaphrasis provides translation courses exclusively for DipTrans ever since 2002. Currently, metaphrasis in Thessaloniki is the only exam centre in Northern Greece; it has been continuously organizing exams ever since its establishment enabling an average of 15 students to sit the exam every year. metaphrasis applies a holistic approach in translation teaching combined with individual coaching. First of all, screening is based on specific sine qua non qualifications for a successful candidate. In case a prospect lacks such qualities, he/ she is advised to acquire the missing skills before joining the program. Then, training starts with general texts backed with theory and refining language skills both in source and target language (Metaphrasis, 2018).

Candidates are trained in General translation as well as all six specializations – namely Law, Business, Science, Technology, Literature and Social Science – working on a total number of carefully selected texts of min. 100,000 words in a time span of one and a half year (1 year of studies stretched to fit in the January exam schedule); as compared to the min. yearly output of a full-time professional translator which can reach 300,000 words. The main difference of the
DipTrans program as compared to the other translation programs provided in Greece is that it is a course armoring candidates with a practical experience in translation rather than the mere theoretical background.

2.1.2.5 British Council

British Council is an international organization related to culture and education. As far as translation studies are concerned it offers a Professional Translation Course, leading to the DipTrans certification. The course is organized in a period of 36 weeks when the participants are taught “translation theory, text analysis and linguistic principles, research and documentation methodology in paper and electronic resources, techniques and strategies to deal with translation problems, hands-on practice in the use of computers and word processing (MS Word) in fully-equipped computer labs and practical guidance and tutorial support on how to enter the translation market [given] constructive feedback” (British Council, n.d.).

As far as private institutions in Greece are concerned, it becomes obvious that there are several options offered by course providers, although they do not share the same principles in organizing their syllabuses, maybe because the types of translation practices increase and constantly change in our days (Kraus, 2009). Some of them focus exclusively on practicing translation and familiarizing students with translation technology, while some of them include theory in an unspecified way according to the syllabuses provided in their webpages. The only safe conclusion that be drawn is that there is no common framework to define or even describe translator training in Greece and as a result there are professionals with divergent educational backgrounds.
In order to cover another kind of training and taking for granted that translation studies should be viewed in an international level – the science of translation should be examined in an interdisciplinary framework by default – we will briefly mention the three most acknowledged certifications (judging by the total number of members as well as the countries where members live) organized by translators’ associations and organizations. We hold this is a significant factor to consider, as there are many who practice the profession of translation holding one of the below certifications without having previously attended any academic courses. It would be impossible to cover all such certifications in this paper, since there many language combinations, particularly in minor languages such as Dutch to Greek. For this reason, we have limited our choices in those offering multiple language combinations and covering a broader – geographical – area. They are presented below in a random order.

2.1.3 International Certification Programs

2.1.3.1 The Certification Program of A.T.A. (American Translators Association)

This is a professional association of American translators, which counts more than 10,000 members all over the world and organizes exams for the purpose of proving translation competence by requiring the production of a translation that could directly be published. The exam is offered in specific language combinations such as Arabic, Chinese, Croatian, Danish, Dutch, French, German, Italian, Japanese, Polish, Portuguese, Russian, Spanish into English and from English into Arabic, Chinese, Croatian, Finish, Dutch, French, Hungarian, German, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Swedish and Ukrainian (American Translators Association (A.T.A.), n.d.). The exam lasts for three hours when the candidate has to translate two texts, a general one of Interagency Language Roundtable (I.L.R.) up to 3+ and a semi-specialized one choosing among the fields of science, technology and medicine or law, business and finance of

2.1.3.2 The Diploma in Translation of the Chartered Institute of Linguists

DipTrans is a unique post-graduate level, professional, OFQUAL-regulated and internationally recognized translating qualification. As such, preparation for the relevant exam is a rather demanding and painstaking process, establishing the holder as a Junior Translator (i.e. Professional, yet inexperienced) in global translation market.

The IoLet (Institute of Linguist Educational Trust) was founded in 1977 in London for the purpose of serving the benefits of CiOL (Chartered Institute of Linguists), that is, organizing exams for the assessment and certification of professional skills as well as defending and promoting linguists’ interests (Chartered Institute of Linguists, n.d.). CiOL counts more than 7.000 members around the world and it is highly respected by linguists. As far as certifications are concerned, we are only mentioning Diploma in Translation (Level 7) that addresses to translators who want to prove their competence in a specific language pair by gaining a study title in a master level. The exams are offered once a year and the candidates have to translate three texts, a general one (3 hours) and two semi-specialized (two hours each) choosing among technology, business, literature and social science, science, law. Only dictionaries and glossaries in print are allowed to be used during the exam. Overall, despite long condemnation of such an exam, one thing is sure: it is rather taught. Its difficulty is due to the fact that it assesses the candidate’s translation skills
rather than the mere reproduction of specific literature taught. It assesses knowledge; not data mining or software application skills.

2.1.3.2 The NAATI certification

The NAATI (National Accreditation for Translators and Interpreters) is the national organization for setting, promoting and certifying high professional standards in Australia for the purpose of creating a pool of translators and interpreters (National Accreditation Authority for Translators and Interpreters, n.d.). There are three types of certifications offered as far as translation is concerned: Certified Advanced Translator, Certified Translator, Recognized Practicing Translator; in order for the translators to receive certification from NAATI it is necessary to meet some education standards concerning linguistic competence, profound knowledge of the code of conduct of Australian Institute of Interpreters and Translators (AUSIT) tested through exams and intercultural competence referring to cultural or political issues (NAATI ((National Accreditation Authority for Translators and Interpreters), n.d.). NAATI is held in high regard among translators for the well-organized preparation system addressing to candidates, since it tests the ability to comply with a specific code of professional conduct (Ισερής, 2018: 102). The exam itself requires the translation of two out of three given texts of 260 words each and the review of an annotated translation of 250 words.

It becomes obvious that the above mentioned certifications test practical skills and abilities that play an important role in translating texts, but they don’t examine any strategies or theoretical background that is considered to be necessary in identifying and solving several problems. It is up to individuals to choose how to prepare for the exams. For instance, if someone wants to take the DipTrans IoL exams can choose to attend the two-years program offered by HAEC or the one-and-a-half year program offered by metaphrasis; in this case, candidates would probably develop
different skills on different areas due to the divergence of the syllabuses applied. No one can doubt the validity of such certifications, but according to what has previously been discussed on this paper concerning the importance of theory in perceiving the science of translation from a holistic perspective, it becomes apparent that there is a need for some theoretical courses in order to cover the gap created.
CHAPTER 3: An overview of the translation field in Greece

So far, we have described the options available to those who want to engage in translation studies. At this point, it is important to make an attempt to map the translation field in Greece by examining the studies and training, if any, that people who work as professional translators have received. This is a rather difficult task, since there is no official registry including every professional, because – as it has already been mentioned – there are many people working in this field without having completed relevant studies or even without having any relevant degree or training (particularly in literary translation).

3.1 The educational background of professional translators in Greece

Due to this heterogenous nature of the profession, it is extremely difficult to collect the necessary statistical data and reach a safe conclusion. The only way to collect information relevant to professional translators’ training is to address to the two Associations existing in Greece, meaning PEM (Panhellenic Association of Translators in Greece) and PEEMPIP (the Panhellenic Association of Professional Translation Graduates of the Ionian University). However, there is no point – for the purpose of this paper – in using any data from the latter, because only translation graduates from the Ionian University can be accepted. Consequently, the data presented below derive from the records kept by the board of PEM and is revealed upon relevant permission in accordance with the GDPR.

There are 233 officially registered members in PEM who are legally occupied in private or public sector (freelancers, employees, public servants), hold at least one university degree in any sector and attend continuous training according to the prerequisites of the association. As far as their studies are concerned, only a 24,1% holds a BA university degree in translation, 29,6% holds
a MA degree in translation and only 1.7% hold a PhD in translation studies. Moreover, a 38.6% of those who hold a degree in translation have completed their studies in Greece.

According to the above mentioned data, it is obvious that there is a striking percentage of professionals who have never received any training on translation theory and methodology, but still work in the translation industry. Moreover, a considerably low percentage has chosen not to study in a foreign country but complete their studies in Greece. It can be argued that this is expected due to the nature of the profession; but shouldn’t we consider the possibility of not having found a university program that suits their needs (language pairs, filed of expertise etc)? On the other hand, if there is such a high percentage of PEM members who haven’t completed any translation course, what could the respective percentage of those who are not members in any professional association – but still work in the field of translation – be?

It is rather insecure to provide a certain answer to these questions; however, it comes out that there is a remarkable gap between academic training and translation industry. Creating open or independent courses on translation theory and methodology would not be possible to cover such a gap, but they could definitely contribute to consecutive mastery and help professionals build a scientific background.
CHAPTER 4: The Course

This paper is only an attempt to design a course that could be the first step in offering independent training to students or professionals aiming at boosting their skills. On no account could it be exhaustive, nor could it replace university or college courses.

4.1 Designing the course

The course we are going to design is based on the books of three academics, namely Mona Baker, Peter Newmark and Jeremy Munday due to their impact on translation studies all over the world (see Introduction). Since talking about translation theory is a never-ending story, there is the need to highlight that we have chosen to focus only on three theoreticians and their books that cover many topics every professional translator needs to have studied; besides, it is impossible to include all aspects of translation theory in a course – none can recommend a single textbook/book that covers all topics and addresses all problems relevant to this or any other science.

Organization: The course is organized in four modules, each one covering (presenting, analyzing) a topic. For the sake of coherence, each module starts with a forum question in order to catch the learner’s attention and engage them in the course by starting a discussion. Then, theory is presented in the form of a “Lesson” for Module 1 and Module 2 and Module 4, which consist of smaller parts. Theory in Module 3 is given in the form of a “Glossary”. Assignment sections follow: first, a “Further Reading” assignment provides more resources and, second, the “Your Task” section offers exercises or text to translate where learners are asked to put theory into practice. More than one task might be assigned in some modules.

Materials: the whole course is designed in a Moodle environment. Pictures, videos and diagrams are used in all modules.
Aims: each module focuses on a different aspect of translation that is of vital importance for those practicing translation. The purpose is to help learners familiarize with core terms and ideas that could possibly provide a solution to those who do not work as professionals yet, help professionals realize processes that they have been unconsciously using so far or even work as a review of theory to those who have already studied the science of translation. At the end of each module, each student should be able to handle the tasks given, after having studied the suggested bibliography.

Feedback: It is intended to be a self-study course in the sense that learners receive the necessary input before asked to produce output. More specifically, the course starts from the simplest topic and moves towards the most complicated ones, which makes it easy for learners to follow without any difficulty. However, feedback is necessary upon completion of task assignments, given that it is impossible to provide one and only translation as a model answer, first because of the language pairs available in the course and, second, because there might be more than one way to translate a text. For these reasons, learners have to request feedback once they have completed their tasks.

In order to draw a picture of the course we have created to the best way possible, we are providing screenshots (instead of Module contents) of the course at the beginning of each Module description as well as elsewhere necessary.
4.1.1 Introduction

Once learners are logged in, they can see the welcome section (Picture 1) where they are introduced to the course and are also given information on the structure and purpose of the course.

*Picture 1.*
4.1.2 Module 1

Module 1 focuses on the process of translation (Picture 2) – if there is a possibility to define it – as there have been many opposing views on whether there is a specific process or divergent or different ones. It is pivotal to begin a theoretical course discussing and considering the aim of translation, no matter it addresses to beginners or more experienced professionals, in order to set a common basis which will help move further in the forthcoming Modules.

*Question 1 – What is the purpose of translation? Try to provide an answer in two lines.*

The only thing that we can be sure about is that there is not one single purpose when translating a text. This question is quite complicated to provide an answer to, as we need to consider many aspects and, maybe, pose subsequent clarification questions. For example, “What kind of text do
we want to translate?”, “What is the audience it addresses to?” “What is the effect that we want to create?” are only some of the questions we need to answer.

Question 2 – Could you describe the process of translation in simple steps?

To begin with, it is important for a translator to be able to describe the steps taken before and during the process, because – as it has been previously mentioned – theory plays a supportive role in decision-making and functions as a guide when a dead-end is confronted. For this reason, we shall first take a look at the scheme of Newmark below:

![Diagram](https://via.placeholder.com/150)


As it becomes obvious from this scheme, there are many factors to consider when translating which depend on variables, requirements or constraints. This means that “nothing is purely objective or subjective” and there are assumptions according to what principles are usually
or commonly adopted (Newmark, 1988: 21). There are no rules or guidelines that can always be applied when we translate, for example, a legal text because we need to take into account whether it is a confidential document or a lawsuit in order to make the appropriate decisions that possibly wouldn’t apply to another occasion.

From a functional point of view, the process of translation usually starts with a client searching for a translator because they need a specific text (Source Text, ST) to be communicated in another language system as the Target Text (TT) for a specific target audience; or, quite similarly, a person that can not understand a ST needs a translator to produce a TT that will be comprehensible to them (Nord, 2005: 10). To put it simply, you can never be sure of the right path to take until you have to walk it. However, every translator should be able to describe – more or less – the following steps:

\[\text{Approach} \rightarrow \text{Textual level} \rightarrow \text{Referential level} \rightarrow \text{Cohesive level} \rightarrow \text{Level of Naturalness} \rightarrow \text{Combination of all}\]

**Approach:** Newmark identifies two very general translation approaches, that is, immediately start translating sentence by sentence up to a specific point according to the length of the text in order to get the feeling and, once you feel familiar with it, you go back to review and continue with the rest; or you read the whole text at once to identify the purpose, the register, the tone, any hidden meanings, possibly annotate it and start translating only when you have gathered all information you need (text analysis). It is up to you to choose what the best way to approach the text is based on the level of difficulty, the kind of text (text analysis might be preferable for technical texts) or reference tools.
**Textual level:** the basis of translation is the text and thus the first level involves transferring grammar and lexical units from the ST to the TT, meaning literal translation. To make it more clear, this is the “superficial” level that serves as a draft and a first attempt to go from one side (ST) to the other (TT).

**Referential level:** on the other hand, there is the referential level which is actually a kind of compromise between the text and the facts. There are always gaps between different language pairs, cultures, lexical items or grammar structures; therefore, the translator should be able to visualize any abstract or figurative information in order to render the information in written, bearing in mind that (s)he is constantly working between two worlds, the real and the linguistic one and is responsible for creating a true image of the former.

**Cohesive level:** this is the link between the linguistic (textual level) and the real (referential level) world. It comes after the translator has distanced herself/himself from the text to create an image of the real world and combine the structures with the feeling and mood of the text. Particular attention is paid to conjunctions, reference words, articles, punctuations etc.) on one hand, as well as identifying the mood, that is, positive, negative and neutral on the other hand, for the purpose of regulating the tone and emphasis of the text.

**Level of Naturalness:** this is the part of the process that the translator should ensure two things: “a) the translation makes sense and b) it reads naturally” (Newmark, 1988: 24). This means that the reader of the translation should not understand that what they are reading is a translation and not the original text, that is, creating the feeling of naturalness by regulating the degree of formality, idioms and expressive means in the target text. There might be deviations depending to the kind of the text and level of expressiveness. It is then the translator’s responsibility to sense and decide on the level of naturalness.
Combination of all: the purpose is to work in all four levels mentioned above in parallel; focusing on each one separately and adopting all of them at the same time for the purpose of achieving accuracy and the effect of equivalence. It has already been highlighted that there are no absolutes, since it is quite inevitable to produce a perfect translation in all aspects. What a good translator should aim at is reaching a compromise between the text and real world, bearing in mind that the text is always the beginning and the end.

After theory has been presented, the course moves to assignments section as we read below:

Assignments

“Further Reading”: Before you move on to practice what we have seen so far, it is recommended to study carefully:

- Chapter 1, Chapter 2 and Chapter 3 from Peter Newmark (1988) *A Textbook of Translation*
- Chapter 1 and Chapter 2 from Christiane Nord (1991) *Text Analysis in Translation*

“Your Task”: As we have talked about a first approach to the process of translation, we are suggesting some exercises to apply the above mentioned steps.

Task: Read the texts below and describe in a few words the steps you would take before starting translating them. You should refer to all levels mentioned, making specific reference to the decisions you would make.

*Text 1*: People seemed naturally to think in twos when Jane Russell’s name popped up. Bob Hope, her favourite kissing partner, once introduced her as “The two and only”. “What are the two great reasons for Russell’s success?” demanded the posters for her first and most
censor-bitten film, “The Outlaw”, in 1943. American GIs, who worshipped her, gave her name to the twin hills that dominated a battlefield in Korea. And the little aircraft sent aloft to publicize “The Outlaw” over Pasadena simply made two large, hazy circles in the sky, with a point at the center of each one. The pair in question were neither voluptuous nor pneumatic by the standards of silicone inflation that came later. Miss Russell herself denied that they were even a size 38. A modest 36B was all she claimed. But Howard Hughes, strange, shy, intense and beetle browed, fell in love with them, and decided that much of the money he was dispensing through Hollywood in the 1940s should go towards advancing them. (Economist, 2011)

Text 2: Twisting the light away: It doesn't look like much, just a plain box about half a metre long, built by Miles Padgett and his team at the University of Glasgow. Nonetheless, this box is the prototype for what could prove a revolutionary, high-security communications technology. Revolutionary to us, that is. Alien civilisations may be using it already. Padgett's box creates something most physicists have never even heard of, something never seen in nature. It is called twisted light. The energy of ordinary light travels in the same direction as the wave; if you could freeze an ordinary beam of laser light, you would see a neat series of waves, crest following trough following crest. (New Scientist, 2004) (adapted).

Having read and reflected on both texts, compare and contrast the comments you have made on both texts. Would you take the same steps? Does the level of naturalness work the same way in both texts? Draw some conclusions.

This is the end of Module 1.
4.1.3 Module 2

Module 2: the notion of equivalence in different linguistic levels and its impact on the translation process

At the end of the previous module, we concluded that it is necessary for the translator to reach a compromise among four different levels in order to provide a successful translation, meaning rendering an equivalent text in the target language. This module will overview around the idea of equivalence, taking into account that translation is "a kind of cross-linguistic, cross-cultural and cross-social communication" and its aim is to establish equivalence between the source and target text in order to convey a message that, if not communicated properly, communication is lost (Yehua, 2011). There are many theories who have attempted to define the concept of equivalence in translation studies, depending on the way it is viewed. Meaning into the topic from a static point of view, equivalence might mean rendering a text from one language to another including any text material or lexical units or, when examined by a more dynamic point of view, equivalence focuses on the process whose purpose is to transfer a message from language to another as precisely as possible (Nida, 1969). Another point of view refers to the product of the previously mentioned dynamic relationship between translation and equivalence, that is the process of communication achieved when the original message reaches the final receivers via the translator. In that sense, "messages are configurations of extralinguistic features communicated in a given situation" (Kovacic, 1991). It is undeniable that the idea of equivalence is a crucial through controversial issue (Kenny, 2006), but if we continue searching into theories and, more specifically, its particular relation to translation we might need several pages to fully cover the topic.

For the sake of the structure of this course, in this module we will work on equivalence moving in a hierarchical way, that is, starting from the simplest possible level and growing in complexity as we move forward. Our basis for the designing of this module is Mona Baker’s Coursebook on Translation in Other Words, where she adopts the terms ‘equivalence’ on the grounds that the majority of translators is familiar with it and ‘although it can usually be obtained to some extent, it is influenced by a variety of linguistic and cultural factors and is therefore always relative’ (Mona Baker, 1992)p. 5. It is exactly this relativity that we will be focusing on, viewing equivalence from different perspectives.

**Picture 3.**

**Picture 4.**
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*Question 1: Is there a word-to-word equivalence between two languages?*

→Think about the language pair you work on and consider whether the words *love, compassion, sympathy, weirdo, prejudice* have an equivalent word in both.

Word is the smallest unit of the language that can transfer meaning and therefore the smallest part of speech that can stand by itself and make meaning, which is basically the reason we translate; to understand/grasp meaning. It is not always feasible to reach equivalence in word level, since meaning may vary from one context to another because the meaning of a given word might change according to the words appearing before or after. For this reason, we will draw on Cruse’s model on lexical meaning as it is useful to deconstruct a problem in order to be able to handle it better.

According to this model, propositional meaning is the relationship between the word and what it describes in the real or an imaginary world; Expressive meaning is when the word aims at communicating something relevant to the speaker’s feelings or attitude; presupposed meaning is the meaning arising from restrictions on what is expected to appear before or after a word; Evoked meaning is the way that a word is related to a dialect or register (Cruse, 1986). Propositional meaning is what needs to be understood when translating in order to make the right decision. For example, the word “earing” is a kind of jewelry or accessories worn in the ear. If we try to use this word describing some piece of jewelry worn on the hand or other body part, it will be inaccurate or confusing. Failure to understand the propositional meaning is usually the reason we characterize a translation as inaccurate. The rest types of meaning are useful to understand the overall meaning
of the text in a more profound and complex way. In order to provide an answer to the question asked before “the nature of language is such that, in the majority of cases, words have ‘blurred edges’; their meanings are, to a large extent, negotiable and are only realized in specific contexts” (Baker, 1992: 17). The translator should fully grasp the meaning of every word in the text to avoid inaccuracies that will confuse the reader.

**Non-equivalence: the problem**

In cases when equivalence is difficult or impossible to be reached, the translator is in need for a solution to the problem arising. We are going to identify the specific problems caused by non-equivalent words providing examples in English. Think of how the words in brackets could be translated in other languages.

a) Culture-specific concepts: words that are totally unknown, abstract or concrete in the target culture, because of religion, politics, social structure or food (privacy, airing cupboard)

b) Concepts not lexicalized in the target language: concepts that are known to the target language but there is no word to describe them (savoury, landslide).

c) The word of the source language is semantically complex: the word expresses multiple meanings or a set of meanings (stagger, paddle *vi*).

d) Different distinctions in meaning between the source and target language: small but important differences in meaning that can distinguish one word from another (consider).

e) Lack of a superordinate in the target language: lack of a general word to describe a semantic field (facilities).

f) Lack of a specific term in the target language: the case that there is a general but not a specific word because the target language does not make this distinction (cottage, croft).
g) Differences in person or perspective: where people or things are located in relation to a word (come/go, take/bring).

h) Differences in form: prefixes or suffixes that are different or non-existent in a pair of languages (homosexual, homosexuality).

After theory has been presented, the course moves to assignments section as we read below:

Assignments

“Further Reading”: Before you move on to practice what we have seen so far, it is recommended to study carefully:

- Chapter 2, Mona Baker (2011) *In Other Words*
- Chapter 1.3, Susan Bassnett (2014) *Translation Studies*

“Your Task”: As we have talked about equivalence at word level, we will mainly focus on words and their function in the text.

Task 1: Make a list of all the English verbs you can think of which have to do with ways of walking, such as *walk, march, stroll, plod, step, trudge, wade, dush* and so on. Try to create groups, starting with the more general one.

Now try to create a list of all the verbs that describe ways of walking in your target language, starting with the more general ones. Then, comment on the presence or absence of semantic gaps, if any, in your target language with regard to the English language.
Task 2: Make a list of as many English words as you can that end in *-ism, -ist*. Comment on the meaning of these words as far as propositional and expressive meaning is concerned and think about the meaning of the suffixes. Then, attempt to provide a translation for the following quote “In society, sizism is the only accepted/unacknowledged form of oppression which affects people all over the world”. (Baker, 1992: 46). Take into consideration the different meanings arising.

Task 3: You are asked to provide two different translations for the following text. One translation should focus on presenting the content of the text to the most objective way possible, while the other should attempt to catch the reader’s attention using any strategies available.

**Text:** Beauty may be more than skin deep after all. New research suggests that good-looking people do better in exams, and thus probably in later life, that the plain or downright ugly. In the study, better looking students achieved superior results in both oral and written exams – the latter marked anonymously – suggesting that success is not just down to teachers favouring attractive students but to superior natural beauty. Debate has raged for years among sociologists and economists over “the beauty factor”. The significance of the new research is that, even where testing is “blind”, good-looking people do better. [...] Even if good-looking students do not have their marks boosted by donating teachers and lectures, they may still be benefiting from educational discrimination in their favour. The authors do not discount the possibility that teachers make a beeline for the lookers in their classes and devote more attention. (adapted, The Sunday Times, 2006).

*Question 2: Is grammatical equivalence feasible?*
It is quite ambivalent whether we can provide a certain answer to this question, but it is definite that the grammatical system of a language is an important criterion of whether it is possible – or not – to transfer ideas such as time or gender. Each language is unique as it is governed by different grammatical rules that may be affected by social, political, geographical or cultural factors. In order to perceive grammar from a translation point of view, we are going to discuss aspects such as number, gender, person, tense/aspect, voice, word order and how a translator could deal with the problem of non-equivalence.

Scheme 2. Grammatical Equivalence

According to the above diagram, the morphology and syntax of a given language impose specific restrictions on how meaning is rendered in the target language.

- Number: the notion of counting exists in all languages, but it is expressed in different ways. For example, English uses the suffix -s in order to indicate a plural form, while languages such as Japanese, Chinese or Vietnamese express plural using another word.
  - to deal with it, the translator can either omit the relevant information or encode it lexically judging by the context and register of the target text.
• Gender: the classification of animate or inanimate words (nouns) as masculine or feminine. It might affect the use of determiners, adjectives and style overall. Consider this words in your language: Cat, dog, cow, bull, host, hostess, author, teacher, spokesman, businessman, businesswoman.
  o to deal with it, the translator can add the gender dimension in the target text by using pronouns or pronominal expressions where necessary.

• Person: the participant roles implied. The major distinctions are the first person (I/we), the second person (you – singular and plural in English) and the third person (he/she/it/they). However, there are several languages that use a fourth person to describe a person already mentioned in the text, to add a gender or number dimension, to refer to a person outside the context of the text or they use the second or third person to add a formality/politeness dimension and level of intimacy.
  o to deal with it, the translator can add pronouns or pronominal expressions and adjust the overall style of the text.

• Tense and aspect: include information relevant to time relations (past, present, future) and aspectual differences (completion, continuation). Some languages use a highly-precise system of time reference while some other a rather vague or general one.
  o to deal with it, the translator can encode the relevant information lexically or use the relevant affixes in the target language.

• Voice: it describes the relationship between a verb and its subject. There are languages that identify more than two voices or the use of a specific voice expresses different information. For example, passive voice is commonly used in formal language and technical texts to
add some level of objectivity. The same is not true for Italian that does not make such distinction and using passive voice the same way would sound unnatural.

- to deal with it, the translator should make a decision according to what comes as natural in the target text.

- Word order: it describes the relationships among elements of a sentence. The order in which words are arranged in a sentence define the overall meaning of it according to relevant restrictions. Language with case inflections (the form of a noun changes according to its function in the sentence) have fewer restrictions compared to those without or few. Word order plays a decisive role in translation, since it indicates emphasis and stylistic variations in a text.

- There is no certain strategy for the translator to use in order to deal with word order problems. Perhaps, a combination of strategies would be suitable (compensation, addition, omission etc).

After theory has been presented, the course moves to assignments section as we read below:

Assignments

“Further Reading”: Before you move on to practice what we have seen so far, it is recommended to study carefully:

- Chapter 4, Mona Baker (2011) *In Other Words*


“Your Task”: The below exercises are given as part of the practice section.

Task 1: In how many different ways can you translate the following sentences?
1. The man saw the boy with the binoculars.

2. They are hunting dogs.

3. She lectured on the famous passenger ship.

4. The lady hit the man with an umbrella.

5. He gave her cat food.

6. They are looking for teachers of French and German.

7. He saw that gas can explode.

8. Turn right here.

9. The girl in the car that needed water is waiting.

10. Did you ever hear the story about the blind carpenter who picked up his hammer and saw?

Task 2: Comment on the meaning of the following sentences in terms of grammar.

1. The man who hunts ducks out on weekends.

2. When Fred eats food gets thrown.

3. Mary gave the child the dog bit a bandaid.

4. I convinced her children are noisy.

5. Helen is expecting tomorrow to be a bad day.

6. I know the words to that song about the queen don't rhyme.

7. She told me a little white lie will come back to haunt me.

Task 3: Choose a notional category such as time reference, gender, countability, visibility, or animacy and compare the way it is expressed in your target language with the way it is expressed in English. Comment in particular on the sort of problems that could arise in translation from differences in the way the notion in question is expressed in the two
languages. You may find it helpful to refer to grammars of your source and target languages and to base your discussion on an analysis of authentic translated texts (Baker, 1992: 124).

**Question 3: To what extent pragmatics affect the level of equivalence?**

Pragmatics is a quite complex area of linguistics which studies the language in use in terms of the meaning conveyed and handled by users. Translation is not possible without considering pragmatic equivalence, since utterances are differently interpreted according to communicative situations, which depend on “participants’ knowledge, beliefs, assumptions about temporal, spatial and social settings, previous, ongoing and future (verbal and non-verbal) actions, knowledge of the role and status of speaker and hearer, of spatial and temporal location, of formality level, medium, appropriate subject matter, province or domain determining the register of language” (House, 2006). For the purpose of this paper, we will examine the notions of coherence and implicature that determine the process of translation.

**Coherence**

Coherence can be described as “a covert potential meaning relationship among parts of the text, made overt by the reader or listener through processes of interpretation […] the reader or listener must be able to relate the text to relevant and familiar words, either real or fictional” (House & Blum-Kulka, 1986: 17). It is important to always bear in mind coherence issues when translating, as it is a factor that determines the quality of the text in the sense of arranging relations that underlie the surface of the text; thus, it determines meaning. Coherence is usually confused with cohesion, that is, the process of linking words and expressions in the text. a text that is cohesive is not necessarily coherent:
“I bought a Ford. The car in which President Wilson rode down the Champs Elysees was black. Black English has been widely discussed. The discussions between the presidents ended last week” (Baker, 1992: 231).

It can be said that the text complies with cohesion rules as there is a number of cohesive markers, it actually does not make sense and, for this reason, pragmatic equivalence has not been achieved. The translator is always responsible for interpreting the message and using the appropriate means to regulate coherence in the target text.

**Implicature**

To provide a properly coherent text, the translator needs to grasp and control implicature which refers to what the speakers imply when producing utterances. This is a rather complex process due to idiomatic meaning involved and requires mastering a language to interpret by using contextual evidence.

Example 1:  
- Are you going on holiday this summer?
  
  -I am saving for a rainy day.

Example 2:  
- Are you going on holiday this summer?
  
  -I need to have my car repaired.

Implicature is decisive factor on interpreting the message conveyed in both cases. If the translator fails to understand it without recognizing the idiom “saving for a rainy day” that does not refer to weather conditions that might affect a person’s decision on going on holiday, it is impossible to make sense. Thus, pragmatic equivalence will not be achieved.
Co-operative Principle

Implicature leads to Co-operative Principle that refers to “conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (Grice, 1989: 26). To put it simply, texts (or utterances) are produced with a combination of textual features, intended meaning and purpose and, therefore, a cooperative effort is necessary. The translator is responsible for understanding the above mentioned connections and, taking into account the constraints imposed by the target language and deciding on the extent to which original textual feature should be considered.

To achieve pragmatic equivalence:

- Be alert to spot subtle implicatures.
- Pay attention to punctuation as it plays an important role in conveying implicatures.
- Carefully identify references to speakers or events to draw inferences and produce a coherent text.
- Manipulate language constraints to maintain coherence in the target language.
- Be aware of what speakers of a given language consider socially and textually appropriate.

After theory has been presented, the course moves to assignments section as we read below:

Assignments

“Further Reading”: Before you move on to practice what we have seen so far, it is recommended to study carefully:

- Chapter 7, Mona Baker (2011) *In Other Words*
- Part II.17, Paul Grice (1989) *Studies in the Way of Words*
“Your Task”: The below exercises are given as part of the practice section.

Task 1: In this task, you have to work on intended meaning. Imagine you are listening to the following conversation. Surely you do not have any clue what A and B were talking about, so make up your mind and try to think of an appropriate situational context and of the possible intended meanings hidden behind the word "January".

A: When should we do it?
B: January?
A: January!??
B: January.
A: January...
B: January!

Task 2: This task focuses on implicature and Cooperative Principle, thus try to bear in mind and apply what has been previously discussed. Watch the following movie scene from *Pink Panther Strikes Again* and pay particular attention to the conversation that takes place after Peter Sellers, as Inspector Clouseau, leaves the front desk of the hotel (00:50 - 1:17). Obviously, one of the problems in this scenario has to do with communication. Try to specify what "went wrong".

https://youtu.be/SXn2QVipK2o

This is the end of Module 2.
4.1.4 Module 3

The previous module examined the notion of equivalence in terms or words, grammar and pragmatics with the purpose of emphasizing on the complexity of the translation process due to the multiple levels/problems that the translator needs to handle. This module will focus on translation strategies, that is “potentially conscious plans for solving a translation problem” (House & Blum-Kulka, 1986: 268) and procedures that can be adopted to solve problems. Taking into account the fact that translation is a quite complicated process, it is important to highlight that there are no definite guidelines on how to handle a translation problem or some guidelines that seem to work well in a given problem and language pair but might not work in a different one. For this reason, we will mention translation strategies and procedures to be used in problem-solving.

This module will be different from the previous ones as far as design is concerned, following the form of a presentation (Picture 5). The aim is to gather all options and then practise
their use in making the best choice during translating. Besides, translation “strategies emerge as soon as the translation cannot be carried out automatically” (House & Blum-Kulka, 1986: 268).

For the sake of organization of this module, we will use the classification made by Newmark who writes that, “while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language” (Newmark, 1988: 81). The purpose of this section is to create a catalogue (theory is presented in the form of a “Glossary”) that will help translators keep in mind the methods that might help solve a problem.

**Translation Methods**

*Word-for-word translation:* the word order of SL is maintained in the TL; the words are translated by their most common meanings, without considering the context.

*Literal translation:* the grammatical constructions of the SL are transferred to the TL according to their nearest equivalents; the contextual meaning is not usually taken into account.

*Faithful translation:* the purpose of translation is the exact contextual meaning; it also takes into account the grammatical structures of TL.

*Semantic translation:* the purpose of translation is the exact contextual meaning, emphasizing on aesthetic value of the SL text.

*Adaptation:* the emphasis is put on the cultural aspect of the text and not the text itself. It is used mainly for literary texts.

*Free translation:* the purpose is to transfer the meaning in the TL, without the style, form, or content of the SL text.
Idiomatic translation: the purpose is to transfer the exact meaning in a way that reads natural in the TL text, using idiomatic expressions where appropriate.

Communicative translation: the purpose is to transfer the contextual meaning of the SL text to TL text in a way that is perfectly acceptable.

It is of vital importance for the translator to perceive the differences among the above mentioned methods, as they will determine which one is the most suitable according to the purpose and demands of the text. Below you can see some translation methods being used as an attempt to illustrate the differences in language usage and register.

Example

Source text (ST): Para verificar que esto sea comprobado adjunto copias de las certificaciones de nacimiento de ambos.

Literal translation: To verify that this is proven, I attach copies of the birth certificates of both.

Faithful translation: To verify that this is true, I am attaching copies of their birth certificate for both of them.

Balanced translation: To verify this, I am attaching copies of both birth certificates.

Idiomatic translation: In order to prove this, I have attached copies of both children’s birth certificates.

Free translation: For proof, I’ve taken the liberty to attach the birth certificates of both children here.

(Tierra Educational Center, 2018)
Translation Procedures

Contrary to translation methods that should be applied in the whole text according to the purpose intended, translation procedures refer to parts of the texts and aim at solving problems in smaller units or sentences. We are simply going to mention the translation procedures, as defined by Newmark, without analyzing their application thinking that it would be very difficult to indicate their use in a theoretical framework.

Transference: the process of transferring an SL word to a TL text, including transliteration or, as define by Harvey, transcription.

Naturalization: the process of adapting the SL word first to the normal pronunciation, then to the normal morphology of the TL.

Cultural equivalent: the process of replacing a cultural word in the SL with one of the TL, without being totally accurate.

Functional equivalent: the process of adapting the use of a culture-neutral word.

Descriptive equivalent: the process of explaining the meaning of a culture-bound word in several words.

Componential analysis: the process of comparing an SL with a TL word with similar but not equivalent meaning, by first explaining the meaning they share and then their differences.

Synonymy: the process of using a near-TL equivalent word for the sake of economy

Through-translation: the process of producing a literal translation of common collocations, names of organizations and components of compounds (calque or loan translation).

Shifts or transpositions: the process of changing in the grammar from SL to TL (singular to plural, using a specific SL structure that does not exist in the TL, changing an SL verb to a TL word).
Modulation: the process of reproducing the message of the original text in the TL text following the TL norms, since the SL and the TL may appear dissimilar in terms of perspective.

Recognized translation: the process of adopting a translation that has been generally or officially accepted.

Compensation: the process of compensating meaning that has been lost in another part of the text.

Paraphrase: the process of explaining in detail the meaning of a culture-based word.

Couplets: the process of combining two different procedures.

Notes: the process of adding information in a translation.

After theory has been presented, the course moves to assignments section as we read below:

Assignments

“Further Reading”: Before you move on to practice what we have seen so far, it is recommended to study carefully:

- Chapter 5 & 8, Peter Newmark (1988) *A Textbook of Translation*
- Pages 263-276, Juliane House & Shoshana Blum-Kulka *Interlingual and Intercultural Communication*

“Your Task”: Taking into account the methods and procedures mentioned above, first comment on the problems arising. Then make a list with the strategies that you are likely to use and justify your choice.

Text: It all started with a call at the school office and a date. What sort of a date is it when the other person is reading a book about quantum mechanics and proposing a trip to Mesopotamia? A pretty hot one if you're a companion. Seven minutes in and the three-year-old was already performing his own version of the show, using a nerf gun on the other
side of the room while Arcadia was falling. The other two children are fans and were glued. Personally, I am more of a Whatian than a Whovian. I still don't really understand who River Song is and why, if she is the Doctor's wife (is she the Doctor's wife?), that it's OK that he now seems to have taken up with the pretty Victorian lady/teacher/once-trapped-inside-a-Dalek one (Clara). Early on, as usual, I had questions.

"Why have they banished him? What did they just say about his conscience?"

"Shut up, mum."

It was already slightly irritating that Elizabeth I turned out not to be River Song (Alex Kingston is even a lookey-likey). But Joanna Page heaving-bosomed and bareback with David Tennant will do. So much for the Virgin Queen. Ding indeed.

"He's kissed thousands of girls," squealed the seven-year-old as they escaped from the horse-turned-rubbery-alien. By the time the fez had appeared three times and we had already been to the War to End All Wars and 1562 and had the Ventolin gag several times, I was exhausted. And we hadn't even had the merchandising shot of the sonic screwdrivers yet. But it was worth it for the triplet of Doctors shot:

"I'm looking for the Doctor."

"Well, you've certainly come to the right place."

By this point, as it turned out the Ventolin inhaler girl was also a shape-shifter, I was looking at Twitter for reassurance.

"Am I supposed to have a vague idea of what's going on or is that the whole point?" read one.

"Relegated to margarita mixer as have absolutely no idea what's going on."

Phew. Not just me, then. Beautiful acting, though.
"Did you ever count how many children there were on Gallifrey that day?"

"They're what you become if you destroy Gallifrey.

The man who regrets. The man who forgets.

This is the end of Module 3.

4.1.5 Module 4

We have so far discussed the purpose and process of translation, the notion of equivalence in certain levels of language and some methods to deal with problems during the process. For the end of this course, we hold that it is useful to mention some translation theories and models developed by theorists that every professional should be familiar with. The structure of this module will be slightly different from the previous ones, as it will follow the form of a presentation of the theory or model. A “Further Reading” section follows with “Tasks” that demand the application of the theory/model.
**Skopos Theory**

Drawing from Module 2 on equivalence, this Module starts with Skopos theory (Picture 6) which opposes to the idea of equivalence. It is a frequently discussed theory among linguists in the sense that it addresses one of the most important issues of the process: the reason we translate. “Skopos is a Greek word for aim or purpose and was introduced into translation theory [...] as a technical term for the purpose of a translation and of the action of translating” (Munday, 2008: 79). This means that, contrary to equivalence theory where the translator should make choices to produce and target text equivalent to the source text, according to Skopos theory the translator makes a decision bearing on mind the reasons why someone has asked them to translate a text, that is the purpose of the target text. It is exactly this purpose that determines the methods and strategies that shall be used to produce a translation that serves it from a functional perspective. Thus, the Skopos Rule according to Vermeer is this: \( \text{IA(Trl)} = f(\text{Sk}) \). (Vermeer & Reiss, 2014).

**Scheme 3. Vermeer & Reiss, Skopos Theory**

After theory has been presented, the course moves to assignments section as we read below:

Assignments
“Further Reading”: Before you move on to practice what we have seen so far, it is recommended to study carefully:

- Chapter 2.1.2. Skopos and Intertextual Coherence, Christiane Nord, *Text Analysis in Translation*
- Chapter 4, The priority of Purpose, Katharina Reiss, Hans J Vermeer, *Towards a General Theory of Translational Action*

“Application of Skopos Theory”: Taking into account the translation methods and procedures mentioned in the previous module and in combination with the Skopos theory, think about how you would translate the following text in English. Make your own comments or annotations and decide on the purpose of your text.

*Text in Greek: Κεφάλαιο 5. Περί ἐρωτικῶν στάσεων καὶ συμπλεγμάτων*

Καθ’ ὁ ἀναφέρουσιν οἱ καλὰ γνωρίζοντες, ἡ ποξιστίνες τοῦ ἔρωτος διά τὸ εἶδος τοῦ ἀνθρώπον ἐνί ἀπεριόριστες καὶ ὁ πᾶσα εἰς δύναται να εὑρη καὶ να δοκιμάσῃ ὅσες ποθεὶ ἡ καρδία του. Ἡ συνηθέστερες πάντως καὶ ἡ ἰδιωνικότατες ἀνέρχονται κατ’ ἄλλους εἰς ἕπ. Αλλ’ ἡ ἀρίθμησις ἐτούτη ἁφορᾶ εἰς τά ἀπλὰ ἐξεύθυνσιν σωμάτων, καθότι, ἂν συνευρίσκονται ἐν ταυτῷ πλείονες τῶν δύο ἀνρθώπων, εὐλογον εἶναι ὅτι ἡ στάσες πολλαπλασιάζονται. Ἡ ταπεινότης μας ἄδυννατεί νὰ μαρτυρήσῃ πλείονας τῶν μ’ στάσεων καὶ σχηματισμῶν. Αλλ’ ὅμως καὶ ἐτούτες ὀλίγες δὲν εἶναι καὶ περισσεύουν, ὅστε ἐνδεχομένως ἢ ἑκτενὴς περιγραφή τῶν νὰ κάμην τινὲς νὰ δυσφορήσουν διὰ τὴν πολυλογίαν καὶ τὸ περιττόν. Ὄθεν ἀρκοῦμεθα εἰς τὸ νὰ ἀναφέρωμεν ὀλίγους μόνον τῶν ἐρωτικῶν συμπλεγμάτων ἀπὸ τοὺς λεγομένους παλαιόθεν ἅλφαβητάριους, ὅπου καὶ εὐχερέστατοι ἐνι, ἀμὴ καὶ ἀγαν
Upon completion of the task, learners may download the English translation of the text by David Connolly in .pdf format.

The Hallidayan Model

Drawing again on another aspect of equivalence – that of thematic and information structures – in a functionalist framework, the Hallidayan model of language and discourse is strongly connected to translation in the sense that discourse analysis focuses on studying the language for the purpose of communication, in which meaning is created according to linguistic choices of the writer and are placed in a sociocultural framework (Munday, 2008: 90).
Scheme 4. The Hallidayan model

It has already been mentioned that the translator is responsible for conveying the meaning of the source text to the target text. In this sense, the genre depends on the sociocultural framework and at the same time has a strong impact on other elements, such as the register (what is written, who is communicating it and in what way) which is expressed through discourse semantics (different levels of meaning such as ideational, interpersonal and textual) which are realized by text features such as verb types, modal verbs, word order and syntax structures. It might seem to be a complicated theory and a rather inconvenient model to use during the translation process, but we hold it would be useful in translator training, as it provides the basis for the necessary text analysis in order to produce a "‘good’ translation [that] is a text which is a translation (i.e. is equivalent) in respect of those linguistic features which are most valued in the given translation context". (Halliday, 2001: 17).
Assignments

“Further Reading”: Before you move on to practice what we have seen so far, it is recommended to study carefully:

- Chapter 5.1, Mona Baker, *A Coursebook on Translation*
- Chapter 6.1, Jeremy Munday, *Introducing Translation Studies*

**Catford’s Theory on Translation Shifts**

Combining the Hallidayan model on discourse analysis with the idea of equivalence, it is important for the translator to be aware of translation shifts. Translation shifts appear in a text when a concept of the source language is divergent to target language and are defined as the “departures from formal correspondence in the process of going from the SL to the TL” (Catford, 1965: 73). According to the kind of shifts (level or category) occurring, the translator is responsible for making the relevant decision. To be more specific, shifts of level occur when SL expresses an idea with grammar while the TL expresses the same idea with lexis. On the other hand, shifts of category occur in:

- Structure: grammatical shift i.e. *I like swimming →Mi piace nuotare*
- Class: parts of speech i.e. translation process →*procedimento di traduzione*
- Unit/Rank: change in hierarchical linguistic unit i.e. *sunglasses →occhiali da sole*
- Intra-system shifts: non-corresponding terms i.e. accusative case in Greek is do not correspond to English.

Although Catford’s theory on translation shifts has been criticized as being static or that it fails to account for several shifts between two languages, it brings to discussion the notion of
translatability, which is a factor that translators should always bear in mind taking context into account.

Assignments

“Further Reading”: Before learners move on to practice what they have seen so far, it is recommended to download and study carefully the slideshare presentation given in this section, by Bushra Tabassum, University of Gujrat.

“Application of Translation Shifts”: Read the text below and its translation in Greek and try to identify any translation shifts. Comment on the kind of shifts, whether they were necessary and to what extent you think they are successful in the sense of equivalence.

Linus Pauling (1901-1994) is a member of that very select club of two-time Nobel Prize laureates. In 1954, he received the Nobel Prize for chemistry for his work on the covalent link and, in 1962, his campaigning for nuclear disarmament won him the Nobel Peace Prize. It is due to the sheer brilliance of his career that one sometimes forgets that this all-round genius is also the founder of molecular phylogeny, a discipline that seeks to decipher the history of life by studying some of the molecules of which it is composed. (adapted)

Ο Λίνους Πόλινγκ (1901-1994) αποτελεί μέλος εκείνης της επίλεκτης ομάδας των δαφνοστεφών και εις διπλούν Νομπελιστών. Το 1954 έλαβε το Νόμπελ Χημείας για τη δουλειά του σχετικά με τους ομοιοπολικούς δεσμούς και το 1962 η εκστρατεία του για τον πυρηνικό αφοπλισμό του χάρισε το Νόμπελ Ειρήνης. Λόγω της λαμπρής καριέρας του συχνά λησμονείται ότι αυτός ο ευφυέστατος άνθρωπος είναι επίσης ο ιδρυτής της μοριακής φυλογενετικής, ένας επιστημονικός κλάδος που έχει ως στόχο την αποκωδικοποίηση της ιστορίας των κυττάρων μέσω της μελέτης των μοριών εργαζομένων μορίων από τα οποία αποτελούνται. (translated by the writer)
CHAPTER 5: Conclusion

Translation is a demanding process no matter the specialization. It should be considered as an independent field of science and taught in universities and colleges through courses that combine syllabuses and workshops, theory and practice, as it is true for every other science but not the Greek academia. Although many theorists as well as TAP Protocols support the importance of translation theory, it seems that universities in Greece do not think alike taking into account the low number of courses offers in undergraduate programs, let alone translation theory. It could be concluded that if someone wants to become a translator, it is necessary to attend a Master Program because there is no other way to specialize.

As a proof, according to the statistical data released for the purpose of this paper by the Panhellenic Association of Translators, there is a remarkable number of translators who have never taken any courses on translation, probably due to the educational system in Greece in combination with the nature of the science. For this reason, this course aspires to lay the foundations for teaching translation theory online in order to offer the chance to translators never having attended any theoretical course to engage in translation theory and methodology and boost their professional skills. As we have already seen, learners are given theory in plain but explicit way together with linguistic exercises, schemes and texts to translate in order to immediately apply what they have been taught. It is not deprived of academic documentation, since it has been designed according to books used as a reference point by thousands according to Google Scholar (see Introduction).

The course is by no means an exhaustive one, but we hope to be considered as welcome addition to the MOOCs’ world. Some suggestions for further development are the addition of more language combinations, modules focusing on specific fields of linguistics (semantics, pragmatics,
syntax or morphology) or making the course completely independent ("self-study"), since feedback from an instructor is unavoidable in this one. To conclude, we recommend that even opponents of teaching translation theory consider integrating theory into university or independent course, as suggested in this paper.
Reference List


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Developing a Moodle Course for Translation Theory and Methodology

Routledge.


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http://www.tierracenter.com/content/13-idiomatic-translation


Routledge. https://doi.org/10.4324/9781315759715

Developing a Moodle Course for Translation Theory and Methodology


Γραμμενίδης, Σ. (2012). Το επάγγελμα του μεταφραστή, *Το ακαδημαϊκό μεταφραστικό τοπίο στην Ελλάδα*, Retrieved from:


Notes:

1. The link provided in the Reference List have been checked on 22-02-2019 and they all work well.

2. References from non-English resources have been translated into English by the writer of this paper.
Appendix

Student Guides

1. Undergraduate Programs


School of French, AUTh  https://qa.auth.gr/en/x/studyguide/280000039/current

School of Italian, AUTh  https://qa.auth.gr/en/studyguide/600000020/2018

School of English, UoA  


School of Italian, UoA  

School of Spanish, UoA  

2. Postgraduate Programs

MA in Conference Interpreting and Translation, AUTh  
MA Inter-Faculty Postgraduate Programme “Translation-Translatology”, UoA


MA, English Language, Linguistics and Translation: Translation Studies and Interpreting, UoA


MA, Translation and Interpretation, Faculty of Turkish and Modern Asian Studies, Department of Economics and Political Science, UoA

http://www.turkmas.uoa.gr/fileadmin/turkmas.uoa.gr/uploads/METAPTIXIAKA/PMS_Metafrasi_kai_diermineia/3_ESOTERIKOS_KANONISMOS.pdf (p. 6-8, not available in English)

MA, Sciences of Language and Culture: Translation, Language and Publishing, AUTh