

Kinga Klaudy

The Role of Translation Theory in Translator Training

Introduction

The topic of my lecture "*The Role of Translation Theory in Translation Training*" can be approached from two angles: from the angle of **translation theory**, beginning with an overview of the different branches of translation theory and a discussion of their usefulness and applicability in translation training, or from the angle of the needs of **translation training**. As the purpose of our meeting to lay the foundations of a new European Master's in Translation Programme I will put the emphasis on the needs of training.

The needs for theoretical foundation of training can be approached also from two angles: from the angle of the needs of developing a **declarative** knowledge of trainees ("knowing what") and the developing of **procedural** knowledge of trainees ("knowing how") (Wilss 1998):

Findings of translation research can be used in translation training directly and indirectly:

1. Directly: "teaching what":

- What kind of **theoretical knowledge** should be taught to trainees **directly** in order to train highly qualified translators, who are not only able "to carry out demanding translation tasks but also acting responsibly as members of their profession, understanding history, ethics, institutions of translation" (DGT material).

2. Indirectly: "teaching/training how":

- What kind of **theoretical knowledge** have to **be applied** by teachers **indirectly**, that is in
 - curriculum design (Kelly 2005)
 - selection of teaching materials (Schmitt 1997, Mayoral 2003)

- finding the most powerful teaching methods (e.g. group translation or project work"), (Kiraly 1996, 2000)
- assessment of the quality of translation (Klaudy 2006, Mossop 2001)
- development of translation tools (online dictionaries, translation memories, parallel corpora etc.). (Austermühl 2001)

In my lecture today I will concentrate on the second aspect. In the first part of my lecture I will speak about the relationship between the study of translation and teaching of translation, trying to suggest a new approach to the role of applied linguistics in TS, which is in my view the most directly applicable branch of TS, knowing very well of course, that applied linguistics is only one of the many fields useful for translation training.

In the second part of my lecture I will speak about the role of translation theory in curriculum design, emphasising the importance of integration of inductive and deductive approaches. In the third part I will shortly refer to the new theoretically based teaching methods for instance the social-constructivist method developed by Donald Kiraly. Further, I will mention the importance of theoretical considerations in the quality assessment of translations, and finally I would like to refer to the proportion of theory and practice at the ELTE FTK.

1. The relationship between the study and the teaching of translation

The interdependence of the study and the teaching of translation is evident. Translation studies grew out of the needs of teaching translation and training translators. Translation and interpreter training institutions provide the professional context and the scientific background for the creation and evolution of theories related to translation.

But does teaching really benefit from the results of translation research?

James Holmes, creator of the term "translation studies" (TS) takes it for granted that TS has a third branch beside its theoretical and descriptive

branches, namely the branch of **applied translation studies**. The principal fields within this branch are **translator training**, translation aids, translation policy, and translation criticism (Holmes 1972, 1988).

It is unquestionable that the teaching of translation should rely on some kind of theoretical foundation. Translators, as a rule, work intuitively, and in most cases are unable to draw general conclusions from their experience, which might be needed in translation training. It is symptomatic that works dedicated to the evaluations of the oeuvre of great translators are usually confined to discussions of the circumstances in which the translator found an exceptionally good or brilliant solution. Translators working in **specialised fields** report even less about their experience than literary translators do; they are only rarely motivated to **produce generalisations**, and if so, these concern mainly the problem of translating **technical terms**.

1.2 What can be of use in teaching?

In other words, what can applied translation studies really apply? Let us cite James Holmes's classification again. He separates theoretical translation studies from descriptive translation studies, dividing the latter one into product-, process-, and function-oriented translation studies. He divides theoretical translation studies into **general** translation theory and **partial** (special or concrete) translation theories, which investigate the various partial problems of translation, depending on who carries out the act of translation, man or machine (medium restricted translation theories), **what languages** the act of translation involves (area-restricted translation theories), and what **text type** is being translated (text-type restricted translation theories), etc (Holmes 1972, 1988).

It is self-evident that from the above categorisation the first branch of theoretical translation studies, **general translation theory** cannot be applied directly in the teaching of translation. This would be like trying to make general linguistics an organic part of foreign language teaching. Theoretical translation

studies, however, have some considerably **more practical** branches, i.e. **partial translation theories**, which, instead of examining the general rules of bilingual communication, look into the problems **related to specific language pairs** and **text types**.

1.3 Transfer competence and the study of "dynamic contrasts" between languages

Research of **language-pair related problems** should be an important part of Translation Studies, but unfortunately this is not the case. I personally believe in the usefulness of a translation specific description of different language pairs in the development of **transfer competence** of translators, though this is only one of the main translational competences, but undoubtedly an important one.

Translational competence is generally regarded as a composite of five elements:

- (1) linguistic competence,
- (2) subject-related competence,
- (3) inter-cultural competence,
- (4) transfer competence**
- (5) communicative competence.

In this list, the word *competence* refers partly to a particular type of knowledge (language proficiency, subject knowledge, knowledge about culture) and partly to skills (transfer skills, communication skills).

Transfer competence, as part of the translator's professional competence, means that he/she is capable of developing strategies **to overcome problems resulting from the differences between the two languages**. It is part of a translator's professional competence that he/she can "freely move" between the two languages, and can traverse the road from thought to linguistic form and from linguistic form to thought in two ways. So, he/she does not only possess general translation strategies, but also particular language-pair-specific

strategies. The easy and effortless application of these **transfer strategies** distinguishes the translator from, on the one hand, the monolingual speaker, and on the other hand, the bilingual speaker who is not a professional mediator.

Let us have a closer look at the translated oriented description of languages and the study of "dynamic contrasts"

While human and cultural factors certainly play a role in the process of translation, it would clearly be wrong to **exclude linguistics** from the auxiliary sciences of Translation Studies. Linguistics does have something to contribute to TS, not as traditional contrastive linguistics, comparing two **static** inventories of SL and TL linguistic devices, but as part of a search **for dynamic contrasts**. That is, linguistics can contribute to the investigation of the *joint functioning of two languages* (translational behaviour of languages) and to the investigation of operations performed or not performed by translators.

Dynamic contrasts are differences in encoding strategies characteristic of different languages, which *become manifest only when these languages clash in the process of translation*. The joint functioning of languages in translation can be referred to metaphorically as ‘translational behaviour of languages’, and this behaviour can be ‘friendly’ or ‘unfriendly’.

Cognate language pairs (English-French, Italian-Spanish, Russian-Polish, Hungarian-Finnish) can be easily translated into each other; they show less resistance than non-cognate languages. They are *friendly language pairs*. Non-cognate language pairs (Indo-European vs. Finno-Ugric, e.g. English-Hungarian, French-Finnish) may behave in a very *unfriendly* way towards each other in the process of translation, forcing translators/interpreters to carry out more complex translational operations.

‘Translational operations’ means all the systemic and routine-like operative moves developed by generations of translators to handle the problems arising from the translational behaviour of specific language-pairs in relation to each other. The investigation of these operations, and the discovery of the mental

processes behind translators' choices, can be of interest not only for applied TS (translator training) but also for the theoretical branch of it (cf their place in Holmes's map under 'partial translation theories')(Holmes 1972/1988).

Research into the translational behaviour of languages and into the decision-making and problem-solving strategies behind translational operations which are performed or not performed by translators can result in a *systemic translation-oriented description* of different language pairs. A translation-oriented (TO) description of languages is crucially different from a contrastive linguistic (CL) or contrastive text linguistic (CTL) description. Such a description is not a static inventory of differences between source and target language, but a description of dynamic contrasts. It differs from traditional contrastive analyses carried out at the level of *langue*, and also from the *parole*-level comparisons practised in contrastive stylistics, e.g. in the classic work of Vinay and Darbelnet (1958/1995):

- CL description is *langue-oriented*; it describes the differences between the SL system and the TL system (for instance prepositions in English and French, cf Catford 1965).
- CTL description is *parole-oriented*; it describes the differences in organisation of the SL and TL texts, the differences in cohesive devices, topic-comment structure and so on (cf Hatim 1997 on English-Arabic translation).
- TO description is *habit-oriented*; it describes habitual translational operations carried out by translators on a regular base to overcome the difficulties arising from the different translational behaviour of languages.

While CL description is *static*, TO description is *dynamic*; it describes two languages functioning together, or two languages in use. While CL description concerns the *complete systems* of the languages, TO description concerns only properties relevant in the process of translation, which manifest themselves in the *specific translational behaviour* of the SL towards a specific TL. Consider as an example the investigation of personal pronouns in English

and Hungarian:

- Contrastive linguistic description deals with questions of *gender, number, case*, etc.
- Contrastive text-linguistic description deals with questions of *reference function, anaphora, cataphora*, etc.
- Translation-oriented description deals with **different operations** carried out by translators in order to avoid the misunderstandings which can occur because of the *automatic generalisation* of the personal pronoun in English-Hungarian translation or because of the *automatic omission* of the personal pronoun in English-Hungarian translation (for example ,deliberate concretisation of the personal pronoun by ‘girl’, ‘woman’ or a proper name).

1.4 The benefits of linguistic awareness-raising

Linguistic awareness-raising is equally beneficial for teachers of translation, trainee translators, and practicing translators.

1.4.1 The benefits of linguistic awareness-raising for teachers of translation

On the basis of extralinguistic factors it is very difficult to design translation curricula and teaching materials. Although we do acknowledge the fact that the quality of translations could also be improved if trainees simply translate large amounts of text with the teachers correcting their works, and the trainees learning from the corrections, but we still believe that in organised translator training, where teachers of translation have to achieve results in a limited amount of time, **one cannot build on the slow accumulation** of experience but should take the advantage of the help offered by linguistics and linguistic translation theory.

And here we are not talking about factual knowledge of linguistics. The results of linguistic translation theory could be more useful in designing translation courses, selecting texts to be translated, evaluating translations, and

justifying teachers' and readers' corrections.

1.4.2 The benefits of linguistic awareness-raising for translator trainees

For trainees, who learn from the corrections of the teacher (reader, editor), it is by no means insignificant how the teacher explains his/her corrections in the given translation and to what level he/she is capable of generalising from them. It is our strong conviction that without linguistics only very low-level generalisations can be made from the translators' experience.

Uninformative explanations such as, for instance, "this does not sound nice in Hungarian", "we say this differently in Hungarian", "this doesn't sound OK", or "maybe you should phrase it differently" are very hard to generalise to a large number of cases. If, however, the teacher explains his/her corrections by highlighting the differences between the two language systems and their typical usages, then he/she will equip future translators with a frame of reference on the basis of which, later on, they will be able to individually evaluate their own translations and select the best solution out of a number of target language alternatives.

1.4.3 The benefits of linguistic awareness-raising for practicing translators

One of the benefits of linguistic consciousness is that the translator can multiply his/her own transfer experience. He/she may get an answer to the question bewildering all translators of how much one can distance him-/herself from the original form in order to preserve content. It might very well happen that the translator hesitates to carry out a transfer operation, unsure whether he/she can follow his/her intuition or not, and the given operation is **perfectly legitimate and regular** in the case of a particular language pair or translation direction, and is therefore desirable if not obligatory.

The other benefit of awareness-raising is that it contributes to increasing the prestige of the profession. To make translation a respectable profession and

to avoid people looking down on translators as bilingual machines, translators should also be able to provide clients and users with professional explanations to the solutions they have selected. It often happens that the client, who knows the source language, criticises the work of the translator for omissions and insertions, changing the information structure, changing the addressee in the case of public speeches, using a different metaphor/picture in the case of advertisements, telling a different joke to the audience when translating jokes, etc. A conscious translator, who has received an adequate theoretical training, can explain these choices knowing the rules of bilingual language use.

Naturally, linguistic awareness-raising by itself is not enough. Translators should be aware of all the elements of the bilingual communicative situation. Taking into consideration, however, the sender, the receiver, the channel, the cultural context, etc. does not exclude the importance of knowing the "translation behaviour" of the two languages.

2. The role of TT in designing translator training courses

A sensitive issue in translation pedagogy is the **question of grading**. Is it possible to achieve some sort of grading in teaching translation? Is it possible to **move from the simple to the more complicated**? Is it possible to identify pedagogical units? Is it possible to define aims to be reached in a certain amount of time, to plan the way leading to these aims, and to plan the stages of this process? Apparently, most of these aims are impossible to achieve in the teaching of translation. Every text to be translated, even one that seems perfectly simple, contains hundreds of problems, and one cannot dismiss a problem temporarily to be dealt with later on, perhaps in the second semester of the training (as is often done with, for example, the tenses in the teaching of foreign languages).

In designing translation courses three approaches, or three organising principles can be followed: (1) the inductive approach, (2) the deductive

approach, or (3) the functional approach.

(1) The **inductive approach** – In this case, the process of teaching is organised by **text-selection**. The teacher chooses the 10 to 15 texts to be translated during the half-year semester, the students translate these texts at home or in class, the teacher corrects the translations at home or in class, they discuss the mistakes in class, on the basis of these mistakes the teacher makes recommendations concerning the solution of translation problems, and makes certain generalisations. Since in a text-based class only problems occurring in the given text appear, it might happen that important translation problems remain untackled.

(2) The **deductive** approach – In this case, teaching is based on certain **topics** related to **translation techniques**. The teacher goes through the various translation problems (e.g., translation of place names, institutions, measurements, quotations, references, etc.), maps the translation problems characterising the given language pair or translation direction (e.g., transfer from passive to active in translations from English into Hungarian), and finds illustrative examples for these in texts. In such cases it is teachers who determine what happens in class, which increases the chance of covering everything in the given semester that they find important.

(3) The **functional** approach – In this case, teaching is organised around particular **skills** to be developed. Teachers decide what skills are necessary for translation and aim to develop these skills without necessarily using translation tasks. For instance, the skill of distancing oneself from the linguistic form may be developed with the help of **intralingual** transformations, that is, paraphrasing sentences within the same language – be it SL or TL – and the skill of grasping the essence of a particular text by searching for key words and writing summaries, etc.

2.1 Inductive approach

Let us investigate the advantages and disadvantages of the **inductive** approach. An evident advantage of this approach is that the translator meets translation problems the way they are found in life too, i.e. embedded in texts. Its disadvantage is that the success of the program depends on the selection of texts. In choosing the texts, several principles can be followed:

- (1) selection according to topics,
- (2) selection according to genres,
- (3) selection according to difficulty level.

(1) Selection **according to topic** – If translator training is linked to a particular profession and all the students represent the same profession, then the topic of the texts used in the course is given. If, however, the group is heterogeneous, then text selection is not so simple any more, because there is no such text as a "general text". Should this be the case, one chooses texts on topics of general interest (e.g., environmental protection, the Internet, the European Union), and failure is very probably unavoidable, because in a single semester it is impossible to tackle four to five topics satisfactorily. The best idea then is to ask students to collect parallel texts, i.e. source and target language texts on similar topics. Texts selected **thematically** will probably not contain all of the problems of translation, but on the basis of thematic collections of texts, thematic wordlists and glossaries can be made.

(2) Selection **according to genre** - In such cases, our starting point is that similar genres contain similar translation problems for the students, and that raising students' awareness of genre-specific traits (cf. Reiss 1971, 1984, Tirkkonen-Condit 1985, Vannikov 1987) will contribute to the solution of translation problems. It involves choosing some typical genres: letters, advertisements, invitations, conference programs, popular science articles,

research reports, resumes, etc. This method also has a number of disadvantages: it is impossible to include all of the genres, there is not sufficient time to delve into any of them, and it is very hard to find texts, which exhibit all the characteristics of the given genre.

(3) Selection **according to difficulty level** - In this case, one establishes a rank order among the texts to be translated according to some criteria. This criterion may be

- **lexical**: moving from lexically (terminologically) simple to lexically (terminologically) rich texts, or
- **structural**: moving from texts with a similar discourse structure to texts with a considerably different discourse structure, or
- **cultural**: moving from culturally neutral texts on international topics (e.g., advertisements of multinational companies, call for papers, legal documents) to culturally marked texts (birth certificate, university diploma etc.)

It should be noted, however, that the difficulty level of a text always depends on the competence of the translator. The translation of a birth certificate or a school diploma may be easy for someone who translates such documents every day, but someone who does it for the first time may meet the most unexpected difficulties while trying to cope with it.

Peter A. Schmitt combines all the three aspects of grading at his courses in Leipzig and Germersheim beginning with translation of **consumer oriented** products, continuing with **expert-oriented** texts, and finishing with patents and the "texts translated at the end of translation studies are **patents**, due to their combined natures which adds a legal quality to a technical subject. (Schmitt 1997:128-129).

2.2 Deductive approach

Let us now look into the **deductive** approach. In this approach, teaching does not begin with a text but with a translation problem (e.g., the translation of realia, or of impersonal sentences from English into Hungarian) and the teacher must find texts, which will illustrate the problem under study satisfactorily. One of the difficulties related to this approach is to find real-life texts (not sentences or adaptations!) properly illustrating the particular translation problem that the teacher would like to discuss. Thus teachers are forced to illustrate such problems with sentences taken from a number of different texts, which is methodologically incorrect.

Another weakness of the deductive approach relates to how one should go about selecting translation problems. Technical problems in translation can be divided into two main groups: (1) **topics related to general translation problems** independent of language pair and translation direction and (2) **topics related to special translation problems** depending on language pair and translation direction.

Topics related to **general** translation problems include for instance the translation of

- (1) Realia
- (2) Institutional names
- (3) Personal names
- (4) Geographical names
- (5) Lists
- (6) Issues of punctuation
- (7) Tables, formulae
- (8) Tables of contents
- (9) Quotations
- (10) Foreign words
- (11) Measurements and their conversions
- (12) Certificates, diplomas, etc.

Topics related to **specific** translation problems may be selected on the basis of

- (1) Contrastive linguistics

- (2) Contrastive text linguistics
- (3) Techniques of translation or transfer operations

(1) Selecting translation problems on the basis of **contrastive linguistic** comparisons have been heavily criticised. Such criticism is voiced e.g. by Vermeer, who cites the example of German training institutions with their endless repetitions of equivalence rules of the type “translate German adverbs by a Spanish final verb+que construction and vice versa” (Vermeer 1998: 60).

The teaching of equivalence rules of this nature does not make much sense, and prescribing them as obligatory may even be harmful. Looking at the problem from another angle, however, it may be beneficial for translators to know about the most favoured and frequent ways of condensing information in a particular language: some languages do it by the use of participles and infinitives, others multiply the number of clauses.

In pinpointing problematic areas in translation, contrastive linguistics may be of use on condition that we avoid two traps. One is that we should not assume that behind every linguistic difference there lurks a translation problem, and the other is that contrastive analysis should only be used to pinpoint or predict translation problems and not to provide a recipe for their solution them.

(2) Topics may be selected also on the basis of **contrastive text linguistics** including Nida and Taber's previously mentioned list, whose essence is that each language has its own different means to mark certain discourse universals: (1) the marking of the beginning and end of the discourse, (2) the marking of major internal transitions, (3) the marking of temporal relations between events, (4) the marking of spatial relations between events and objects, (5) the marking of logical relations between events, (6) the identification of participants, (7) highlighting, focus, emphasis, etc. (8) author involvement (Nida and Taber 1969:152). It is also worth dealing with the various devices used to create textual cohesion in different languages.

(3) Topics can also be selected according to particular **translation techniques**. Vinay and Darbelnet, who gave the first systematic description of translation techniques (1958, 1995) distinguished seven "methods" or "procedures" of translation: (1) borrowing, (2) calque, (3) literal translation, (4) transposition, (5) modulation, (6) equivalence, and (7) adaptation. (1995: 41).

And finally, the typology of lexical and grammatical **transfer operations** (described in Klaudy 2003) can also provide material for a one-semester long translation workshop. This approach has been followed since 1993 in the translator training courses at the Department of Applied Linguistics of the University of Miskolc.

Both the inductive and the deductive approaches have their advantages and disadvantages. The advantage of the inductive approach is that translators meet the problems in the same way as in real life, i.e. in texts, while its disadvantage lies in its incidental nature. The advantage of the deductive method is that it can be planned, but its disadvantage is that it is not life-like, it often builds on text-book-like sample discourses and sentence-level illustrations.

3. The Role of TT in the Development of Teaching Methods

Works of Donald Kiraly (1996, 2001), who is one of the pioneers of the learner-centred approach to translator education are good examples of the role of translation theory in translator training. His attempt to synthesise the results of psychology, cognitive science, think-aloud protocol studies etc. emerged out of his personal struggle with WTNS, the "Who'll take the next sentence"-method (Christane Nord's term). He proposes a new approach to develop translator competence, a **collaborative** model of **authentic** work, in which students working on **real or realistic** translation projects progress towards autonomy as language mediators. The teacher's role changes radically from that of a transmitter of knowledge to those of a guide and an assistant of the student's emerging professional competence (Kiraly 2006).

4. The Role of TT in the Quality Assessment Methods

Almost ten years ago (Klaudy 1996) on the basis of a theoretical distinction between "summative" or "formative" feedback to students' translation, I attempted to summarise what I think to be a formative approach to correcting/editing students' translations. I repeat this list of desiderata because I do not think that too much development can be observed in this field.

1. The teacher's work should be similar to the work of an editorial reviser.
2. The trainer-trainee relationship should be different from the traditional teacher-student relationship and should be similar to the relationship between an experienced translator and a less experienced translator
3. Text revision for classroom purposes should be similar to revision for editorial purposes.
4. Teachers of translation should have experience in editorial work.
5. The school correction should look like real life correction, because trainees should be aware of how much work is required on the reviser's part to make their translation ready for print.
6. All errors and mistakes should be corrected, not only pedagogically interesting ones.
7. The correct solutions should be written into the text.
8. Corrections should be made not only on sentence level but also on text level as they have to result in a coherent text submittable to the publisher.
9. Corrections need not follow a pattern but differ from each other if necessary from translation to translation, and their aim should be to make each translation perfect in itself.

It must be noted that the development of computer programs following corrections may change the situation in the near future.

Computer aids for revisers are discussed in the second edition of Brian

Mossop's book, *Revising and Editing for Translators*. This book is another example of theory based, practice-oriented approaches to quality assessment as well as copy-editing, style-editing, structural editing, checking for consistency etc.

5. T/I Training at ELTE FTK

As you may know, the Training Centre for Translators and Interpreters at ELTE has been running a well established **Postgraduate Translator and Interpreter Training Programme** since 1973, that is for 33 years from now, which was totally renewed in 1999, when ELTE introduced **Postgraduate Translator and Conference Interpreter Training with EU Specialisation** and became a member of the **European Masters of Conference Interpreting Consortium** with the support and assistance of European organisations: TAIEX, European Commission's DG for Translation, and DG for Interpreting (SCIC), and also of different European universities e.g., University of Westminster.

Nowadays according to or (under the pressure of) the Bologna-process we have to transform our PG training into an MA-degree training. The application for the accreditation of our MA course in T/I is already submitted to the Hungarian Accreditation Committee and we are waiting for their decision. In the case of a positive decision MA courses in Translation and Interpreting will start in 2008 in Hungary. The project proposal was elaborated by a consortium consisting of 11 Hungarian universities and colleges, which is a clear illustration of the fact that translation training is extremely popular in Hungary, and this meeting for European Masters in Translation is organised at the very best moment. If we can agree here on the basics of translator training in Europe, this might help us in our struggle with university authorities for the prestige and recognition of translation as an independent study, just like language teaching.

References

- Austermühl, F. 2001. *Electronic Tools for Translators*. Translation Practices Explained. Manchester: St. Jerome.
- Catford, J. C. 1965. *A Linguistic Theory of Translation*. London: OUP.
- Hatim, B. 1997. *Communication Across Cultures. Translation Theory and Contrastive Text Linguistics*. Exeter: University of Exeter Press.
- Holmes, J. 1972. The Name and Nature of Translation Studies. 1st. ed: *APPTS Series of the Translation Studies Section, Dept. of General Literary Studies*. Amsterdam: University Press. 2nd. ed. In: Holmes, J. *Translated!*. Amsterdam: Rodopi. 67-80.
- Kelly, D. *A Handbook for Translator Trainers*. Translation Practices Explained. Manchester: St. Jerome.
- Kiraly, D.C. 1995. *Pathways to Translation. Pedagogy and Process*. Kent, Ohio: Kent State University Press.
- Kiraly, D. 2000. *A Social Constructivist Approach to Translator Education. Empowerment from Theory to Practice*. Manchester: St. Jerome.
- Kiraly, D. 2006. Situating Praxis in Translator Education: In: Károly, K., Fóris, Á. 2005. *New Trends in Translation Studies. In Honour of Kinga Klaudy*. Budapest: Akadémiai Kiadó. 117-140.
- Klaudy, K. 1996. Quality Assessment in School Translation and in Professional Translation. In: Dollerup, C., Appel, V. (eds.) *Teaching Translation and Interpreting*. Vol. 3.; Amsterdam/Philadelphia: John Benjamins Publishing Company. 198-204.
- Klaudy, K. 2003. *Languages in Translation. Lectures on the Theory, Teaching and Practice of Translation*. Budapest: Scholastica.
- Mayoral 2003. *Translating Official Documents*. Translation Practices Explained: Manchester: St. Jerome.
- Mossop, B. 2001. *Revising and Editing for Translators*. Translation Practices Explained: Manchester: St. Jerome.
- Nida, E. A., Taber, Ch. R. 1969. *The Theory and Practice of Translation*. Leiden: Brill.
- Schmitt, P. A. 1997. A New Approach to Technical Translation Teaching. In: Klaudy, K., Kohn, J. (eds.) *Transferte Necesses Est 2. Proceedings of the 2nd International Conference on Current Trends in Studies of Translation and Interpreting (5-7 September, 1996. Budapest, Hungary)*. Budapest: Scholastica. 127-134.
- Vermeer, H. J. 1998. Didactics of Translation. In: Baker, M. (ed.) *Encyclopedia of Translation Studies*. London: Routledge. 60-63.
- Vinay, J.P., Darbelnet, J. 1995. *Comparative Stylistics of French and English. A methodology for Translation*. Amsterdam: Benjamins. Translated by Juan C. Sager and M.J. Hamel.
- Wilss, W. 1998. Decision Making in Translation. In: Baker, M. (ed.) *Encyclopedia of Translation Studies*. London: Routledge. 57-60.