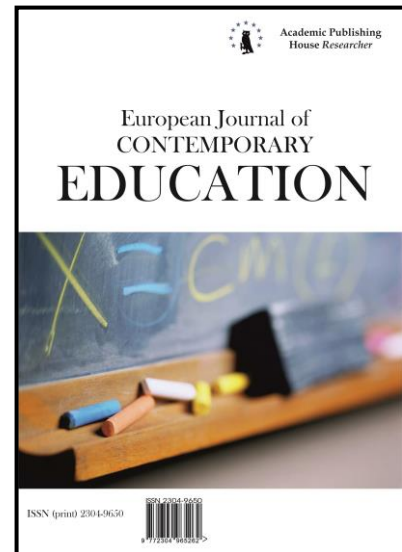




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The Particulars of Teaching Specialized Translation: A Case Study of Matej Bel University

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Abstract

This paper introduces the teaching model for specialized translation introduced at Matej Bel University. On one hand, the model is based on the tradition of translation studies in Slovakia and former Czechoslovakia, but on the other hand it takes into consideration the skills needed for the translation of specialized texts in contemporary working environments. These skills are based on the competences proposed by the EMT network as well as on the latest Slovak research on the domestic translation market. In 2012 the Translation and Interpreting Centre (TaIC) was established with the aim of enhancing the training of future translators and interpreters. Through supervised practice, the TaIC provides students with the opportunity to experience real working conditions in the field of translation and interpreting, as well as providing teachers with the opportunity to assess their students' performance. A survey conducted among students and graduates who participated in the TaIC is analysed in the last part of this paper. The paper describes the proposed model, its advantages and disadvantages and its contribution to the translator and interpreter training programme at Matej Bel University.

Keywords: specialized translation, didactics of translation, supervised translation practice, simulation of real working conditions, Czechoslovak tradition, teamwork, CAT tools, survey, students of translation and interpreting, teaching model.

1. Introduction

If we are to introduce our teaching model for *specialized translation*, we must first introduce the way translators and interpreters are trained in Slovakia. "Translator and interpreter training has a long-standing tradition in Slovakia. Its institutional and academic roots can be traced all the way back to the common state of the Czechs and Slovaks, to the times of Czechoslovakia. The Czechoslovak tradition has always preferred training translators and interpreters in conjunction via university programmes in translation and interpreting. Such a model provides

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students with training in both translation and interpreting within one study programme. Another distinctive feature of the Slovak model is that students of translation and interpreting study two foreign languages simultaneously. We believe that graduates of programmes designed in this way are better equipped for practice and have a better chance of finding employment in their trade. Such graduates may choose whether to pursue both professions (translator and interpreter) or work in only one field. This form of study seems to be a good choice with regards to the needs of the Slovak translation market, given the “smallness” of our language, among other factors, and this is clearly demonstrated by the long-standing Czechoslovak tradition. Such translation and interpreting study programmes traditionally consist of a bachelor’s degree and a master’s degree programme. Universities also offer doctoral programmes in the field.” (Biloveský, Djovčoš, 2016).

The didactics of translation has long been neglected in Slovak translation studies. Contemporary Slovak research is focused mostly on the sociology of translation. Researchers study the status of translators and interpreters, as well as their place in society, financial compensation and their influence on the development of domestic culture. Another trait of contemporary translation studies research in Slovakia is reckoning with issues of the country’s recent past. One such issue is censorship, which influenced the policies of publishing houses and dictated which writers could and should be translated, as well as which were unsuitable for ideological reasons. Censorship also affected translation strategies and forced translators to edit original texts, sometimes even by simply cutting out inconvenient passages. Many translators were prevented from translating for their ideological views – nevertheless, they sometimes translated under pseudonyms. No matter how paradoxical it may seem, at the same time, during this period now perceived as totalitarian, the biggest breakthroughs in Slovak thinking on translation were made. It was in this period when the essential works of Slovak translation studies were written (Ferenčík, 1982; Popovič, 1970, 1975, 1983; Bednarova-Gibova, 2017; Vilikovský, 1984; Gavrilenko, Dmitrichenkova, 2017).

Unfortunately, to this day we tend to neglect the importance of the proper training of translators and interpreters. Training is, after all, the foundation of the entire translation and interpreting ecosystem. The aforementioned topics, no matter how important, are built upon this foundation.

Contemporary translation production is dominated by translation of specialized and technical texts. There is a much lower demand for literary translations.* Such facts have to be reflected by universities preparing future translators and interpreters. The training of translators and interpreters at Matej Bel University in Banská Bystrica is based on long-standing cooperation with translation agencies, but also on the teachers’ professional experience as translators and interpreters. This experience has been applied to a distinctive model used for teaching courses of *specialized translation*. It should be stressed that in this model we strive to take into consideration the demands of the trade while at the same time to educate and shape students as individually thinking beings – combining the essence of a university education with Slovak thinking on translation (i.e. Slovak translation theory).

Many of these courses on translation of specialized texts meet the requirements of the EMT network†. According to the EMT network (Expert Network EMT...), a professional translator has to have “translation service provision competence (e.g. how to market services, negotiate with a client,

* According to the research conducted by Djovčoš, Šveda (2017, p. 76), 70.3% Slovak professional translators translate only specialized texts, 18.6% translate both specialized and literary texts and only 6.5% translate literary texts only.

† The European Master’s in Translation (EMT) was founded in 2006 as a joint project of the Directorate-General for Translation (DGT) and the European Commission with various European universities. In general, its goal is to (in accordance with EU priorities regarding university education) improve the quality of translator training and to create better conditions for the trade. The EMT is a certificate of quality granted by the European Commission to universities whose master’s degree programmes meet the EMT’s conditions and norms. The EC does not take into account the education of interpreters – it has separate directorates for interpreting and translation. Unfortunately, given the relatively small Slovak market, it would not make sense to separately train translators and interpreters. Some European universities have separate study programmes for translators and for interpreters. However, the EMT merely functions as a brand that can attract applicants and help graduates find a job. There is no financial or material aid included.

manage time and budget, handle invoicing), language competence (e.g. how to summarise texts), intercultural competence (e.g. how to understand presuppositions or allusions), data-mining competence (e.g. how to search terminology databases and familiarity with a series of databases), technological competence (e.g. how to use a particular translation tool) and thematic competence (knowledge about a specialist field of knowledge)” (Scarpa, Orlando, 2017). All of these competences are included in our teaching process.

To write about translation and translator training is impossible without acknowledging that the translation process is a creative process, one where the translator is the creative author of a final product – a translation. This basic theoretical axiom is also fully applicable to the translation of a specialized text, despite it being different from a literary text in its nature and function(s). Specialized texts, too, are the results of creative processes, and it is therefore necessary to treat them accordingly.

Courses in translation of specialized texts are compulsory for first- and second-year students of our master’s programme. They build on previous translation courses (including topics such as the methodology of translation, the history of translation studies, the specifics of literary and specialized translation, Slovak language – as the training of interpreters and translators focuses both on target and source languages), in the bachelor’s programme. Language training focused on the native language, Slovak, provides students with the possibility of employment as editors, copyeditors, or copyeditors of translations. This range of positions attests to the versatility of translation and interpreting graduates as well as their preparedness for professional life. The aim of our study programme is to provide graduates with both practical and theoretical skills – rather than just foreign language experts, our graduates should be autonomous subjects with an education in literary culture. It needs to be said that our students are also provided with literary translation courses. Many universities have dropped their literary translation courses, rationalizing that the market does not need such translators. However, our university is not considering taking such steps, and we continue to educate students in this area. Despite the much greater demand for specialized translations, one should not limit oneself solely to the translation of specialized texts – education in literary translation is necessary, too.

Our model for specialized translation courses has two main goals. On one hand, we strive to meet the demands of practice – by simulation of translation practice and the trade in the teaching process. On the other hand, the goal is to teach students how to work in teams. In our courses, they experience various functions within a translation chain – a useful experience, as our graduates are often employed in translation agencies.

As stated before, our specialized translation courses are divided into two seminars: Specialized Translation 1 and Specialized Translation 2. Each seminar is 80 minutes long and takes place once per week. Specialized Translation 1 takes place in the summer semester and is provided to first year students of the master’s programme. It is devised as follows: first, students are acquainted with the term “specialized translation” and the particularities of specialized texts, after which they learn the typology of specialized texts and the terminology used to describe them, with particular emphasis on the special features of Slovak and foreign-language terminology. The curriculum also includes the history and development of specialized translation in Slovakia. When translating particular specialized texts, students make use of intra- and extratextual text analysis à la Christiane Nord* (having already been acquainted with her model during their bachelor’s studies). They are taught to mine and verify terminology (of course, there are other theoretical tools used to analyse texts; nevertheless, we prefer Nord’s intra- and extratextual analysis). Students also use their knowledge acquired from the bachelor’s-level course Specialized Terminology and learn to anticipate translation problems related to specialized texts. They also learn to use CAT tools†. During the course, two CAT tools are used – MemoQ and Trados.

* (NORD, 1991)

EXTRATEXTUAL FACTORS (sender, intention, recipient, medium, place, time, text function),
INTRATEXTUAL FACTORS (subject matter, content, presuppositions, text composition, non-verbal elements, sentence structure, suprasegmental features)

† CAT tools – Computer-assisted translation, or computer-aided translation. The most widespread CAT tools are *Trados*, *Wordfast*, *MemoQ*, *Déjà Vu*, etc. Broadly speaking, such software uses *translation memory* and

Instruction in Specialized Translation 1 and 2 is carried out in a computer classroom where 20 PCs with MemoQ and Trados licenses are provided to students. Each student works on a single computer.

The organization of Specialized Translation 2 differs not just from typical seminars, but also from Specialized Translation 1. While in Specialized Translation 1 students learn to use CAT tools, improve their technical competence and reflexive interpretation, the structure of Specialized Translation 2 is based on that of a translation agency. Students work on translation projects – i.e. translations. Over the course of a semester (13 weeks), students work on three different translation projects, each consisting of a single translation. Students (approximately 15–20 per group) are assigned job positions in translation teams. Each translation team has five job positions. The project manager (PM) draws up a timetable taking into consideration the time demands for the individual positions within the team and the deadline set by the teacher. Then the PM acquaints the teacher with their plan, divides the text into several parts for translation (depending on the number of translators within the team) and coordinates the separate activities of the translation process. A key role is also played by terminologists. The terminologists analyze the original text, conduct an intra- and extratextual analysis, compile glossaries in Excel and search for parallel texts with a similar topic published in the target language. During the whole process, the terminologists have to be ready to explain any term to the rest of the team. After terminologists come translators. They study intra- and extratextual analyses, import the glossaries into MemoQ and begin to translate. They export the translated text as a bilingual file (includes both original and translation) and send it back to the project manager. PM then sends this file to editors, who import it and compare translation with the original text. The edited text is then sent to the copyeditor. The copyeditor checks the whole document, corrects any grammatical or stylistic errors and checks the formatting. If serious errors are found – errors that cannot be corrected by the copyeditor – the PM is notified and sends text for revision back to whomever is responsible for the error. After successful copyediting, the PM checks a random part of the text as part of the quality control process. The team members can communicate only via the PM. Upon completing a task, they always send it to the PM, who has to document them.

At the end of the project, all team members have to write a team evaluation report and send it to the PM, who evaluates the teamwork and any issues that came up in the process, gives advice on how to improve the process, writes what they learned and assesses their general satisfaction with other team members. The PM then assembles the project as instructed (document name, team makeup, intra- and extratextual analysis à la Nord, glossaries, translated text, and evaluation reports from each team member) and sends the complete set of documents to the teacher. Only then does the teacher begin to assess the work of the individual team members and the overall translation quality. The number of students in each position depends on the given translation team – the only conditions are that there be only one PM and one copyeditor, and that there be an equal number of translators and editors.

Such a model simulates real working conditions in translation agencies, which is to say in real translation practice. Throughout the process students use MemoQ, which they are trained to work with in Specialized Translation 1. The course aims to improve their analyzing skills (which are also trained early on in the bachelor's programme) and their work with terminological databases and parallel texts; upon completion, they are able to apply various translation strategies and assess translation quality as well as the performance of each team member. They also improve their ability to work in a team. In each project, students change their job positions, eventually becoming acquainted with each one.

Such a model of teaching and organization disrupts the traditional relationship between teacher and students, as well as their roles in the teaching process. Here, the role of the teacher differs from the traditional teaching role in a traditional class. Their role goes beyond that of intermediary and controller. The role of the controller (Homolová, 2011: 47) is connected solely to the traditional teaching methods and the traditional role of a teacher. According to teaching methodologist Eva Homolová, the teacher in the role of controller is at the centre of students' attention – in the majority of cases the teacher stands before them in a classroom and dictates the

terminology databases. According to Djovčoš's research (2017), 66% of Slovak professional translators use computer-assisted tools (Djovčoš, Šveda, 2017: 78).

entire didactic process. In our model, the teacher acts more as a guide of the didactic process. They are its facilitator, an organizer or a manager as well as a tutor. As a facilitator, the teacher takes students' goals and individual needs and abilities into account and creates the conditions conducive to achieving such goals; they also provide students with motivation. In this role, the teacher leads students toward independence and autonomy (Homolová, 2011: 47). The role of the teacher as an organizer/manager is possibly their most important as well as most difficult role. To achieve the goals and tasks of a lesson is only possible by means of effective organization. In other words, students should be perfectly aware of what is expected of them (2011, p. 48). If the teacher takes the role of a tutor, students are deeply involved in the self-teaching process or work in teams, as in our case. On the basis of Homolová's classification of students' roles, students in these courses can be designated as student-resolvers or student-discoverers (Homolová, 2011: 51).

2. The Translation and Interpreting Centre (TaIC)

Students of translation and interpreting are obligated to pass the course "translation/interpreting practice" – in other words, they have to put in 150 hours of work in the field*. They can apply for internships in at various institutions and participate in paid or unpaid internships at companies cooperating with the Faculty of Arts. With the goal of combining practical and theoretical education, the Translation and Interpreting Centre (TaIC) at the Faculty of Arts was established in 2012. Its aim is to simulate the actual working conditions of translators and interpreters in the teaching process, but also to provide students with the opportunity to participate in supervised practice and teachers the opportunity to test their students and, if needed, adjust their courses to the students' needs. The Centre has been operating for five years and students have translated more than 6200 standard pages and provided interpreting at more than 30 conferences, among other events.

As in Specialized Translation 2, students at the TaIC also work in project teams. The makeup of the translation team depends on the size of the text to be translated. When translating shorter texts, the team consists only of a translator and an editor; in the case of longer texts (i.e. monographs) the team makeup is adjusted to specific needs. When interpreting, students are always accompanied by at least one professional interpreter – usually also teachers of interpreting. In this way, students acquire valuable experience and high-quality interpreting is ensured.

Translations into foreign languages are much more common in the TaIC. Therefore, a native speaker is an essential component of a high-quality translation. The TaIC cooperates with several external copyeditors (native speakers), who, in addition to copyediting students' translations, also record their errors using the "track changes" function in MS Word. Therefore, they also provide students with helpful feedback. Quality control of translations into the native language is provided by professional translators. The TaIC Project managers are responsible for communication with clients, copyeditors and students and also provide the last quality check of the translation – thus achieving multilevel quality control. Of course, this approach is by no means bulletproof, and in its five years of existence to date, the TaIC has registered approximately three complaints regarding the translation.† Nevertheless, considering the relatively low number of unsatisfied clients, the project could be considered successful.

The TaIC project is based on STN EN ISO 17100 – the 2015‡ standard – and students are prepared to take part as the result of the courses Specialized Translation 1 (dealing with translation and terminological issues, CAT tools), Specialized Translation 2 (simulations of the project cycle and critical situations) and interpreting courses.

* Translation of one standard page into a foreign language = 1.5 hours. Translation of one standard page into the native language = 1 hour. Editing of one standard page = 30 min. An hour of interpreting = 2 hours.

† The majority of inadequate translations are usually spotted by copyeditors, who return the translations to the PM. There have been three occasions where translations were delivered to clients who submitted them to academic journals which then returned the text, stating that the language did not meet their requirements. Such cases usually occur when the style of the original text is sub-standard for the recipient and students fail to adequately translate (and adapt) it into the target language.

‡ This norm replaced the older STN EN 150038 standard. It is an international standard requiring that translation services follow specific procedures. It also provides quality criteria that providers of translation services must comply with.

3. Survey among Students and Graduates

In 2014, Zuzana Kraviarová conducted a survey among the first graduates of our specialized translation teaching model (Kraviarová, 2014). She found that from the sample of 29 course participants, more than 90% participated in the TaIC. Their motivation was both professional and personal growth. More than 95% of the participants considered supervised practice in the TaIC to be *absolutely necessary* and 90% regarded the management of the TaIC to be *very good* or *good*. The respondents reported that the practice had helped them to acquire skills needed for the translation and interpreting professions, but also in the area of soft skills – communication skills, time management and working under time stress or other types of pressure. However, students stated, the practice with the TaIC did not improve their specialization, translation ethics or their chances of finding a job.

A similar survey, but focused on both students and graduates, was conducted by the authors of this paper. A Google Form was shared on the department Facebook page and also on the page dedicated to organizing translation projects. The questions for graduates slightly differed from those for current students, but in general, the respondents' motivation and opinions about the practice and about the quality of courses dedicated to specialized translation was studied – as well as whether the practice at the TaIC helped graduates to find a job. Chi-squared test was used to determine if there is a statistically significant difference ($p < 0.05$) between the answers of students and graduates. The survey consisted of both open and closed questions, though closed questions also included the answer “other”. It was online for 10 days and was distributed five times.

4. Results

The form was filled by 31 participants (18 students and 13 graduates). The sample may seem rather low, as there were not many proactive students who participated in TaIC compared to the total number of students. In the academic year 2016/2017 as many as 23 students participated in the TaIC (eight students participating in the TaIC did not fill the form, three student participants stated that they did not participate in the TaIC). As many as 50 students usually enrol in courses of specialized translation – on average, approximately half of them participate in the TaIC. It can therefore be concluded that more than two thirds of the students who participated in the TaIC (current master's students) also filled in the questionnaire. Three graduates did not work for the TaIC.

Table 1. Question no. 1

| Question no. 1: Why did you decide to participate in the TaIC? | Graduates | | Students | |
|---|-----------|-------------|-----------|-------------|
| | sum | in % | sum | in % |
| 1. I wasn't able to find practice anywhere else. | 1 | 7.68% | 1 | 5.55% |
| 2. I wanted to, because it improves my specialized skills. | 8 | 61.54% | 11 | 61.11% |
| 3. I wanted to, because I was personally interested. | 1 | 7.68% | 1 | 5.55% |
| 4. I didn't want to, because it's pointless, I was able to find (paid) practice somewhere else. | 0 | 0.00% | 1 | 5.55% |
| 5. I didn't want to, because it's exploitation of students for free. | 0 | 0.00% | 0 | 0.00% |
| 6. I didn't want to, because I wasn't interested. | 0 | 0.00% | 1 | 5.55% |
| 7. Other. | 3 | 23.08% | 3 | 16.66% |
| In total: | 13 | 100% | 18 | 100% |

In general, both students and graduates agreed that participating in the TaIC improved their professional skills, some participated because of personal interest in the topic of the translation; nevertheless, both groups also included “pragmatists”, who participated in the TaIC solely for not

being able to find practice elsewhere. Only one student stated that they were simply not interested. Two students selected the option “Other”, stating that they did not participate in the TaIC – to allow, one of them reasoned, other students to participate. There was, however, a third student who selected the option “Other” while stating: *“I’ve participated because I need to pass, but I think it’s also exploitation students; it should be paid, at least at half the usual rate.”* A similar statement was found in the response of one graduate. We can only conclude that financial compensation of students is for logical and legal reasons impossible, which is why paid practice is not a common practice at any Slovak secondary school or university.

Three graduates had not participated in the TaIC, and one of them stated he was able to find practice elsewhere. There was no statistically significant difference ($p < 0.05$) between graduates and students, the p -value = 0.38.

Table 2. Question no. 2

| Question no. 2: Do you consider supervised practice in the TaIC during studies to be necessary? | Graduates | | Students | |
|--|------------------|-------------|-----------------|-------------|
| | sum | in % | sum | in % |
| 1. Absolutely necessary. | 8 | 61.54% | 9 | 50.00% |
| 2. Rather necessary. | 5 | 38.45% | 8 | 44.44% |
| 3. Rather unnecessary. | 0 | 0.00% | 1 | 5.55% |
| 4. Absolutely unnecessary. | 0 | 0.00% | 0 | 0.00% |
| In total: | 13 | 100% | 18 | 100% |

Aside from one student, all the students and graduates considered practice in the TaIC during their studies to be either “absolutely necessary” or “rather necessary”. The students agreed that practice during studies in the translation and interpreting programme is of the utmost importance. The results are almost identical to the survey conducted by Kraviarová (2004, p. 35). No statistically significant difference ($p < 0.05$) was found between graduates and students, the p -value = 0.62.

Table 3. Question no. 3

| Question no. 3: How would you evaluate the management of the supervised practice at the TaIC? | Graduates | | Students | |
|--|------------------|--------------|-----------------|-------------|
| | sum | in % | sum | in % |
| 1. Very good | 5 | 38.45% | 11 | 61.11% |
| 2. Good | 8 | 61.54% | 7 | 38.88% |
| 3. Bad | 0 | 0.00% | 0 | 0.00% |
| 4. Unsatisfactory | 0 | 0.00% | 0 | 0.00% |
| In total: | 13 | 100 % | 18 | 100% |

Similar results can also be found with the question of TaIC management. Everyone agreed the management was either “very good” or “good”. In both cases it can be concluded that practice and its management meet the needs of both students and graduates. Students and graduates are satisfied with the current management of the TaIC. In the survey conducted by Kraviarová (2014,

p. 35) two participants (7.41%) selected the option “bad” without further clarification. There was no statistically significant difference ($p < 0.05$) between graduates and students, the p -value = 0.89.

Table 4. Question no. 4

| Question no. 4: Do our specialized translation courses meet the needs of practice at the TaIC? | Students | |
|--|-----------|-------------|
| | sum | in % |
| 1. Yes. | 7 | 38.88% |
| 2. Somewhat. | 9 | 50.00% |
| 3. Not really. | 1 | 5.55% |
| 4. No. | 0 | 0.00% |
| 5. Other. | 1 | 5.55% |
| In total: | 18 | 100% |

As many as 88 % students were satisfied with the specialized translation courses. One student was rather discontent with the training, but they added that “*courses at the Department of English and American Studies are of high quality, but there should be twice as many of them, students need a lot of practice, they won't acquire skills at home.*” Training within the Translation and Interpreting study programme is skill-based, but it is also appropriate and necessary for students to translate at home as well. Here, it is difficult to determine the adequate amount of homework from translation courses. Students could certainly show more initiative. One student who selected the option “Other” wrote that they were satisfied with the courses and added the qualification: “*thanks to the English part of my study programme*”.

Graduates were asked whether practice at the TaIC raised their chances of finding a job. In Kraviarová's 2014 survey the answer was no. In the current survey only one graduate (among those who responded) stated that participating in the TaIC did not help them find a job. All others answered affirmatively and stated that, at job interviews, the translation of longer texts (such as monographs) resonated particularly positively. Although our sample was low, it is obvious that the form was filled in mainly by those graduates who had been able to find a job because of their practice at the TaIC – and those who wanted to have a job within their field of study. Allow us to quote from at least one answer: “*Yes, participating in the TaIC helped me a lot. There were translations from many fields, and so I learned a lot of new information. At the same time, the writing style differed as the texts were written by different authors, so I had to adjust my writing and work creatively with the text. Feedback from the TaIC helped me, too. I've learned a lot. Participating in the TaIC was a fulfilling experience for me as a novice translator, and I improved my work with language and text.*”

The aforementioned remarks demonstrate that supervised practice for students is important and useful.

However, both graduates and students complained that the majority of texts were translations into a *foreign language*, mainly into English. In a survey conducted by Masárová (2012), as much as 40% of clients need translations into foreign languages in a ratio of 1:1, 35 % generally need more translations into foreign languages and only 24% need more translations into Slovak. Translation courses are focused mainly on translation into the domestic language, which is why the higher number of foreign-language translations at the TaIC could be seen as an advantage for students – a way to compensate for the lower number of translations into foreign language during their studies.

One student stated: “*The style of the authors caused me a lot of trouble, because some texts were written in very complicated and chaotic Slovak and were difficult to understand. I had to read them several times, otherwise I wouldn't be able to translate them – it took a lot of time. However, it was a very good experience, it improved my creative skills and writing skills as well as my ability to find the gist and translate meaning in the most comprehensible way.*”

The statement confirms that students participating in the TaIC automatize their reflexive interpretation of texts as well as improve their application of stylistics.

In the last question, both graduates and students could add further comments. In general, they considered feedback to be extremely valuable as well as the opportunity to participate in the department's Centre – the only translating and interpreting company founded by a university in Slovakia providing students with practice within the university.

To sum up:

1) the most important motivation for participating in TaIC is improving professional skills (70%),

2) 100% of graduates and 95% of students consider participating in the TaIC in the course of studies to be “absolutely necessary” or “rather necessary” and describe the management of practice as “very good” or “good”,

3) more than 80% of students agree that skills acquired in courses of specialized translation meet the needs of TaIC,

4) graduates who to work in the translation and interpreting trade find participating in the TaIC to be extremely valuable,

5) both students and graduates consider acquiring translation and interpreting skills and feedback to be the primary benefit of the TaIC,

6) both students and graduates wish the TaIC would provide more translations into Slovak.

Implementing the aforementioned model of specialized translation has been a successful experience, and it has improved the didactical process as well as students' chances of finding a job. The model is especially useful for proactive students who want to be employed within their field of study.

5. Conclusion

The aforementioned model of teaching future translators and interpreters at university provides us with a chance to shape future graduates as independently thinking beings, able to think creatively and critically and highly capable of working in a team. Another important advantage of the model is that graduates are immediately able to work in real translation and interpreting agencies. The aforementioned model may also provide – though this may sound too idealistic – an improvement of the overall translation quality of specialized texts in Slovakia, making the texts more readable and easily comprehensible as opposed to a simple transfer of information from source to target language. Even specialized texts are the results of creative work and thinking. The Translation and Interpreting Centre constitutes a necessary and enriching part and parcel of this model.

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