

LANGUAGE AND TRANSLATION  
INSTRUCTIONS AND NOTES FOR TEACHERS AND INSTRUCTORS  
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**About the course:**

The course is mainly lecture- and discussion-based. The slides primarily rely on the material that the students were supposed to read as their homework. Occasionally, questionnaires are provided or a list of questions is included in the slides—depending on the class size and teachers' preference, those questions can be discussed in pairs, groups or with the entire class.

**Purpose of the class**

Teachers should be facilitators: promoting critical thinking and class discussions is key. Translating is often regarded as a mechanical activity, while the course strives to prove just the opposite—there are many considerations, implications and significant challenges one must consider when completing a professional translation. Importantly, the class combines theory with practice during every session: theoretical and conceptual foundation is necessary to become a mindful, conscious and ethical interpreter and translator. Finally, the course is designed to be global in scope in the theoretical component, while the practical component assumes a Hungarian-language audience. These materials can be altered, depending on the mother tongue of the students.

**Written materials**

For written translation, the materials are not given, rather described and suggested. Each instructor is advised to assess the interests of their students and chose up-to-date materials accordingly (in the mother tongue of the student if the translation is to English).

**Audio and Visual**

There are several audio or visual or visual materials are provided either as educational videos or as case studies for translating/interpreting tasks. These should be used if time permits; also, excerpts can be shown instead of entire clips. The link to the videos is embedded in the Power Point and included in the “notes” section as well.

**Homework and Selected References**

Homework should be altered depending on the level of the students (academic level and command of English); some readings can be omitted and only excerpts assigned from others. Selected references may be useful for instructors in learning more about the topic of that week's class.

## WEEK 1

1. Describe the course and the goals (see above).
2. Briefly explain the topics covered so the students understand the flow of the course
3. Discuss expectations
4. Lecture: Genealogy of language
  - a. This discussion should help students consider language not in a vacuum, but contextualized in culture, as well as the web of political and economic web of relations.
  - b. Language changes and evolves, it is not static!
  - c. Case study: French language

## WEEK 2

1. Discuss homework readings
2. Lecture:
  - a. emergence of national languages and changing nature of translation, changing role of translators, changing status of languages
  - b. emergence of national languages in some cases led to disappearance of minority languages (case study video provided but can be substituted for a regionally more relevant one)
  - c. introducing culture as a major component of translation
  - d. finishing the historical discussion of how languages evolved by showing that they indeed continue evolving today, with new challenges and opportunities
3. Homework includes readings and a small research for next class

## WEEK 3

1. Begin with discussing homework
2. Lecture: Translation Studies as a discipline
  - a. This can be taught more in depth to graduate students
  - b. Introduce Cultural Turn in Translation Studies
  - c. Questions for discussion (hand-out below)
  - d. Translation Studies and translation as a profession today
  - e. Homework consists of reading and research



#### WEEK 4

1. As a warm-up, begin the class by discussing a quote
2. Introduce case study: business are truly international and thus taglines and marketing messages are sources of cross-cultural communication *par excellence*. Students will be translating tagline from Hungarian to English and vice versa.
3. Discuss various cultural adjustments in ads and commercials (based on homework reading)
4. Discuss strategies of translation
5. Discuss and share homework findings
6. In two separate power point presentations, famous taglines are collected in English and Hungarian – these can be used to translate
  - a. Students are encouraged to be creative
  - b. Students can work independently or in pairs/groups

#### WEEK 5

1. Students should learn about the relationship between languages involved in translation, problematize and theorize that relationship (and associated power dynamic)
2. Class discussion about symmetries between languages and language as an “agent”
3. Group discussion based on hand-out (below)
4. Illustrating the topic of this class with examples is important—an article is provided as a case study (many possibilities), which can be printed out, distributed in class and discussed together; historical examples are also possible and provided
5. Homework is reading and audio recording (NPR)

**Sengupta: “Translation, Colonialism, and Poetics: Rabindranath Tagore in Two Worlds”**

1. What are the two value systems that a translator is concerned with?
2. Is there moral responsibility of the translator?
3. Is a value-system necessarily imposed when translating? Why?
4. What are the instances when a translator might compromise accuracy of the original work?
5. According to the article, how does the West views literature from the East? Explain why.
6. Finally, is cultural hegemony expressed through language and literature, and if so how? Examples from the past (or article) and today?

## WEEK 6

1. Discussion of the homework (audio)
2. Refreshing knowledge about the Cultural Turn
3. Discussion of readings: W. Benjamin and the task of the translator
4. Translator as a cross-cultural mediator
5. Practice: poems (discussion)
  - a. Baudelaire (both translated), included in the power point
  - b. Petofi – the translation is rather a “technical” one, see hand-out below
  - c. Students are asked to translate on their own
    - i. They can bring their favorite poem to class and translate that
    - ii. They all can receive one poem to translate— contemporary or classic
6. Homework: reading and comparison of the original with a translation (Nadas novel; reference included); they write a reflection paper and come to class ready to discuss

Again The Hungarian Has Become A Hungarian...

Again the Hungarian has become a Hungarian,  
Because for a while he wasn't that,  
And how could he have been one? He was a servant  
And he who is a servant is not a Hungarian!

Again the Hungarian has become a Hungarian,  
He has broken his chains,  
It fell to earth crackling,  
As dry leaves in the autumn!

Again the Hungarian has become a Hungarian,  
He grips a sword in his hand,  
On his sword the sunlight shines  
And in his eyes, the bravery!

Again the Hungarian has become a Hungarian,  
His flushed face flames,  
He has pinned out flags  
To signal the battle!

Again the Hungarian has become a Hungarian,  
There is one heart in a million breasts,  
And it's beating terror  
Into the ears of the enemy!

Again the Hungarian has become a Hungarian,  
He stands heroically to the plains,  
And the world, the great world,  
Is getting ready to see many miracles!

Again the Hungarian has become a Hungarian,  
And he will be just that till world's end,  
Or else, horribly but with glory,  
He shall fall to the last man!

Pest, 1848, July

**ISMÉT MAGYAR LETT A MAGYAR...**

Ismét magyar lett a magyar,  
Mert ekkorig nem volt a,  
Hogy is lett volna? szolgálta volt,  
S nem magyar, aki szolgál!  
Ismét magyar lett a magyar,  
Bilincset összetörte,  
Mint ősszel a száraz levél,  
Csörögve hull a földre!  
Ismét magyar lett a magyar,  
Kardot ragad kezébe,  
Kardján a napsugár ragyog  
S a bátorság szemébe!  
Ismét magyar lett a magyar,  
Lángol, piroslik arca,

Kitűzött zászló mindenik,  
Amely jelt ad a harcra!  
Ismét magyar lett a magyar,  
Egy szív miljók keblében,  
És dobbanása rémület  
Az ellenség fülében!  
Ismét magyar lett a magyar,  
A síkra állt vitézül,  
És a világ, a nagyvilág  
Csodákat látni készül!  
Ismét magyar lett a magyar,  
S világvégéig az lesz,  
Vagy iszonyúan és dicsőn  
Mind, mind egy szálig elvesz!  
Pest, 1848. Július

## WEEK 7

1. Discuss the translated Nadas novel
2. Discuss the homework reading based on given questions
3. The goal is to understand that while there are norms that translators need to keep in mind, these are changing (just like the language)
  - a. Discuss social norms and regulations
  - b. No fixed meaning of texts – must be interpreted (several videos are provided to illustrate this point; only one or short excerpts should be chosen in the interest of time)
  - c. Examples of words whose meaning changed over time—the table can be extended according to needs
  - d. Case study: Simicska case was chosen due to the vulgar language that was used in Hungarian media (quoting Simicska), which the Economist (link provided) decided to retain in Hungarian with some explanation. Before students see the Economist article, they struggle with how and whether to translate the vulgar language. Their solutions are compared and discussed in class.
4. Their homework, besides reading, is collecting “culture-bound” terms in Hungarian; in addition, since the next class will revolve around translating/interpreting at/for the EU, students are provided with various guides and regulations on the topic—this is for their reference, rather than a required reading!

## WEEK 8

1. Cultural translation is a topic and EU has its own culture
2. Discussion of homework
3. Several short educational videos are provided
4. Students can volunteer to serve as interpreters or translators
  - a. Ideally, a text should be read by the teacher (or another student) and the translator/interpreter should work undistracted, if possible with a recording device. The translation can be discussed in class together.
  - b. Scenarios can imitate real-life situation as closely as possible
  - c. The same can be repeated for written translation (and up-to-date EU policy is appropriate), when students can work in groups or independently
5. Homework for next class, besides readings, includes watching a movie, which will be further discussed in class (the reading for the week also analyzes this movie)



## WEEK 9

1. Untranslatability: students are presented words in many languages that are hard to translated, then invited to collect their own (in Hungarian)
2. Discussion of the concept
3. Case studies of untranslatability:
  - a. Proverbs – almost never translated verbatim, sometimes have no equivalent, and sometimes have approximate equivalents. Some examples for practice are given.
  - b. Cultural references in films: case study is Borat
    - i. Excerpts (especially corresponding to the discussion in the article) can be showed in class and translated together

## WEEK 10

1. The topic is ethics and translation; we begin with a discussion of homework reading about translation and Yugoslav wars (class and group discussion)
2. Students should understand that translators might be social actors as well
3. The next case study of ethics in translation is the field of medicine
  - a. Discuss the importance and growing demand for medical translators
  - b. Discuss the unique considerations pertaining to medical translations
  - c. Show educational video (provided)
4. Next class will be translation of various excerpts
  - a. These should be included in the graded portfolio
  - b. Excerpts should represent various challenges discussed in class and various styles/genre
  - c. Up-to-date material is recommended: news from that week, analyses and policy briefs that have been recently published, etc.
  - d. Students can express their own preference and the topics should be adjusted accordingly
  - e. When topics are decided on, students are invited to do short research: reading about the topic, discovering the common style, collecting technical words and jargon—they can share their findings next class.

## WEEK 11

1. Discuss the importance of research before embarking in a translating or interpreting task
  - a. Share personal experience
  - b. Let students share their experience

2. Practice
  - a. Students should share their research
  - b. Students are given excerpts and asked to work independently (include these in the graded portfolio)
3. For next class, besides readings, students are asked to collect some puns and jokes in Hungarian

### WEEK 12

1. Word choice – examples how word choice matters, it may change the tone and style of the text
2. Examples and quotes from readings are provided to stimulate discussion
3. Case study: Humor, jokes, puns
  - a. Discussion of the reading
  - b. The reading assesses the puns from one animated movie in particular – discussion, show excerpts if time permits
  - c. An article about translating humor in one particular TED talk video (article and video provided) can be discussed if time permits

### WEEK 13

1. Discussion of homework reading
2. Discussion of interpretation
  - a. History
  - b. Modes
  - c. Relevance and importance
3. Scenarios: various scenarios with a twist should be given to students, who work in pairs. There should be one person speaking Hungarian, one speaking English and one translator. They decide about the roles themselves. Some possible scenarios are below.
4. Last class can be used to summarize and/or to write an exam.

<p><b>Scenario 1, Person 1</b>          You are the representative of the Bureau of Educational and Cultural Affairs from the US, on an official visit. You asked for a highly qualified interpreter to discuss matters with your Hungarian counterpart. Here are your</p>	<p><b>Scenario 1, Person 2</b>          You are a high-ranking Hungarian politician, sent to meet with your American counterpart. You were notified that Mr Smith is coming to discuss matters pertaining to culture and</p>
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<p>concerns/points for discussion:</p> <ul style="list-style-type: none"> <li>- establishing a cultural center in Hungary promoting American values</li> <li>- fostering critical thinking, which you find important</li> <li>- increasing the number of exchange programs so American students can learn from studying abroad, understand Eastern Europe as a region better and learn foreign languages</li> <li>- promote the image of the US abroad, which you believe has been damaged in the last few years</li> </ul> <p>Give reasons, explanations and details on all the points above and remember: you are on an official and very important visit.</p>	<p>education, findings points of cooperation between the two countries. Please explain the following to him and be prepared to support your opinion:</p> <ul style="list-style-type: none"> <li>- Hungary welcomes cultural exchange but also feels the firm need to foster its own national traditions, culture, and history</li> <li>- Due to brain drain, study abroad programs have been of concern for the government</li> <li>- Hungary at times sees American politics and foreign affairs in a critical light</li> <li>- Hungary is reforming its education currently, and finding the appropriate place for various offered educational and cultural programs are tricky</li> <li>- There is a broad agenda to expand such programs in the Hungarian “near abroad” [to Hungarian speaking minorities outside of Hungary], so US might not be a priority</li> </ul> <p>Remember to be polite and courteous at all times!</p>
<p><b>Scenario 2, Person 1</b></p> <p>You are an American investor, who came here from New York. You’ve established all the details via email and phone with your Hungarian counterpart and you finally arrived to Budapest for the first time. You meet with your Hungarian partner already frustrated, needing clarifications about setting up a private language school in the country.</p> <ul style="list-style-type: none"> <li>- You feel uncomfortable in the country due to some incidences (give examples) and worried that there won’t be a demand for foreign language instruction, thus the business might not yield any revenue</li> <li>- You express your concerns that you heard about the country: increasing anti-Western sentiments, strict</li> </ul>	<p><b>Scenario 2, Person 2</b></p> <p>First, your goal is to clarify some ambiguities and give a clear and concise context of opening a private language school in this country. While you are honest, you also DON’T want your American investor and partner to become discouraged and quit. At all costs, you are trying to smooth the situation and tell the American partner not to worry – use examples, calm him/her down, try to give convincing evidence.</p> <p>At one point, you turn to your translator and ask him/her to help you: what is it that American like to hear in such situations? What would the interpreter, knowing the culture better, recommend</p>

<p>government oversight, xenophobia</p> <ul style="list-style-type: none"> <li>- You inquire more information and some estimates from your business partner: why does he think such an idea will succeed?</li> <li>- In desperation, you turn to your interpreter and asking for his/her opinion: does the interpreter think your Hungarian partner is lying? Is the situation exaggerated in the Western media?</li> </ul>	<p>to you? Would you like to give the freedom perhaps to your interpreter to get involved?</p> <p>You are, in other words, desperate to convince your partner and want to use every way and method (be creative, be smart, and come up with solutions)</p>
<p><b>Scenario 3, Person 1</b></p> <p>You are a British scholar. Introduce yourself and explain your interest in Hungarian history and its legacies on current political, economic, social, and cultural matters in the country. You've written a book and you've done tremendous research, archival work, and conducted interviews for it. Now the book is ready to be published and you are convinced it should be translate to Hungarian, as it is unique in presenting your argument in a very different way: you have re-examined Word War I and came up with a very critical view on Hungary. You've concluded that Hungarian society must be looking forward, not backward, because the society's inability to accept history is 1) rooted in its inaccurate interpretation; 2) perception of unfairness. Your book addresses both of these aspects, albeit in a very critical way. Give reasons why this is an absolute must to be published! Your book was sponsored by many Western organizations and you have no doubt that it is the responsibility of any press to translate and publish this.</p>	<p><b>Scenario 3, Person 2</b></p> <p>You are the director of a Hungarian press. Your revenue has been going down and you are cornered into publishing only books with "popular opinions" to increase demand. Besides your fear to lose more revenue, you are concerned about the perception of the public, should you publish such a book.</p> <p>Explain your concerns to the scholar and do so in the most sensitive ways. Explain that this concern should not reflect on his expertise...</p> <p>Offer to omit some aspects of his book (wink at him), to make it more acceptable to the Hungarian reader. Explain what the Hungarian history books contain and how a critical view might confuse the public and potentially anger some politicians. Explain that you don't want to find yourself in that situation. But again, if he is willing to alter a few chapters (wink-wink), you can arrange the translation and publication.</p>
<p><b>Scenario 5, Person 1</b></p> <p>You came to Hungary to finalize your purchase of a lucrative company. Give a brief information about your background, interests, achievements in life... Don't be modest, try to present yourself in the most elevated way!</p> <p>Continue with a short speech how you've been</p>	<p><b>Scenario 5, Person 2</b></p> <p>You are a corrupt official, who wants to do business at all costs. You also understand that such high-level investments are done in a certain way and must communicate it to your partner. Imply/insinuate somehow that if he is willing and ready to be part of this</p>

<p>fond of countries like Hungary – a country that made a successful transition from command economy to market economy, built democratic institutions, obeys by the rule of law etc. Stress that you appreciate transparency the most.</p> <p>Carry on asking information about the steps of partnership and react to their comments accordingly.</p>	<p>investment, he must be part of “the game” and “play by the rules.” Give him anecdotes, personal stories from your previous business affairs, calm him down that that’s how “things are” and there is no reason to worry. Involve the interpreter, if you’d like. Be realistic, be formal, but at the same time don’t leave out the important message: low risk investment requires personal ties and some bribes.</p>
<p><b>Scenario 4, Person 1</b>  You are a Hungarian tourist in the US and you have a minor injury, which seems like a serious problem to you. You immediately go to the hospital and explain your problems:</p> <ul style="list-style-type: none"> <li>- explain what happened</li> <li>- what kind of injury this is</li> <li>- why you think this might be life-threatening</li> <li>- explain your symptoms</li> <li>- explain their severity</li> <li>- answer all the questions</li> <li>- finally, demand that you are immediately hospitalized and taken care of by professionals in a hospital. You are too worried and afraid to be left alone</li> <li>- insist to be hospitalized, no matter what they say</li> <li>- finally turn to your translator: why is an American doctor so rude that he/she wouldn’t allow hospitalization? Why wouldn’t they listen to the patient?</li> </ul>	<p><b>Scenario 4, Person 2</b>  You are a doctor in a regular American clinic.</p> <ul style="list-style-type: none"> <li>- Do your duties asking the patient’s problem, symptoms, asking the circumstances of injuring him/herself etc</li> <li>- When the patient demands to be hospitalized, professionally and nicely offer the information to the foreign patient that this is very expensive</li> <li>- Do your best to convince the patient NOT to demand hospitalization – this is a common cause of bankruptcy and his/her condition is not all that serious</li> <li>- Explain the difference in health care</li> <li>- Finally turn to the translator and ask for their knowledge – why might a Hungarian patient want to be hospitalized?</li> </ul>