

Mária Adorján

**Self-assessment of academic writing in an online learning environment**

Successful academic writing courses include self-assessment opportunities for foreign language learners. Encouraging students to actively engage with their own texts is even more relevant when courses are offered in a hybrid or entirely online learning environment. During distance education, when measuring learning is becoming problematic, students reflecting on and experimenting with their work can inform the teacher, but more importantly, can promote a deeper understanding of the writing process and the written product. An effective revision and self-editing of a draft requires top-down and bottom-up approaches to the text. This study discusses how students can assess their own writing on three levels: lexically, syntactically, and at the discourse level by incorporating corpus linguistic tools in their self-assessment process. This includes vocabulary profiling, evaluating cohesion and analysing variation in register and genres. The exercises are beneficial in undergraduate language courses and also in teacher and translator training.

Key words: *self-assessment, academic writing, online teaching, corpus linguistics, EFL*

Rita Besznyák

**Guidelines for optimizing interpreting exams**

Both earlier research and the practical experience of professional interpreters suggest that it is extremely difficult to assess the quality of interpreting objectively. Due to the large number of variables, the evaluation of interpreting performance is only possible in a given situation and under given circumstances, so we cannot really talk about universal assessment criteria. However, interpreting training institutions must give constant feedback on their students' interpreting skills at each stage of the training – preferably in an objective, universally applicable assessment framework. The aim of this study is to give an overview of the criteria by which we can assess the performance of interpreters in an exam situation: whether it is the aptitude and suitability of applicants for interpreter training or the assessment of interpreting trainees in class. Reflecting on the difficulties that interpreter trainers face in constructing the exam, the paper summarizes the recommendations on the structure and priorities of the entrance, mid-term and final exams, as well as the range of possible tasks to be performed. Thus, it aims to provide guidelines for the construction of interpreting exams.

Key words: *interpreter training, interpreting exams, evaluation, aptitude test, final exam*

Patrícia Beták

**The Interpreter and the Word, or „an interpreter may stumble, though he has X languages”**

In an interesting shift, while public opinion considers translation increasingly as a word-centered activity, interpreting is still seen as message-centered. Although technical vocabulary constrains the freedom of translators and interpreters, in recent years we have seen an increase in the role of a kind of interpreting where non-technical words can also convey full messages. This emergent genre of interpreting is PSI (Public Service Interpreting) or community interpreting. My article illustrates the contradiction that in PSI sometimes lives may depend on a single word, which – due to the immediacy of translation – puts a huge burden on the linguist,

and also asks the question: is it the right approach to continue considering interpreting as a message-centered activity in all cases? After discussing truthfulness, which is a central element in court interpreting, we also discuss the characteristics of psychotherapeutic interpreting. In the latter area, the problem is aggravated by the fact that verbalization (*mise en parole*) during psychotherapy is part and parcel of processing the traumatic experiences of forced migration, therefore the linguist becomes an active agent in the „*lieu de parole*”, the communication space creating the possibility for verbalization, and thus the success of the therapy often depends on the quality and precision of her/his work.

Key words: *resilience, people with migrant background, migratory grief, verbalization, communication space*

Ágnes Élthes

### **The translator's 'verbosity' - cognitive-emotional background**

Especially in the initial phase of the translator training and also in later technical or even in diploma translations, unjustified additions can be observed without regard to the subject of the text to be translated or of the quality of the end product. Although, they don't cause any comprehension problems, these subjective additions may appear as striking errors when being compared with the source text. In some cases, they appear as 'harmless' signs of emotion, but sometimes they lead to information distortions as well. Any research work in the field of translator's subjectivity can be encouraged by translation studies concentrating beside the translation process also on the translator itself: translator's personality, emotional intelligence and emotions. Through examples taken from my personal teaching experience I would like to show how the students' commentaries are reflecting the cognitive emotional background. Then, I'll be trying to typologize subjective, unjustified additions. The results obtained until now can be used in the translation teacher's feed back comments so that students should be conscious of avoiding subjective additions for the sake of improving quality and are related also to methodology initiatives aiming at developing translator competences in the frame of GTK TFK.

Key-words: *translation, emotions, subjectivity, unjustified addition, translator competence*

Balázs Fajt – Mátyás Bánhegyi – Adél Vékási – Krisztina Cseppentő

### **Tertiary-level language instructors' opinions about waiving foreign language proficiency related exit requirements at Hungarian universities:**

#### **A pilot study**

In its March 2020 response to the COVID-19 situation, as of a termination date of 31st August 2020, the Hungarian government waived the former stipulation that all Hungarian university students must meet the minimum requirement of passing a B2-level language proficiency exam; otherwise, their university degrees cannot be issued. As a result, Hungarian higher education institutions issued nearly 100,000 degrees that had previously been non-issuable. Even if, through this act, the number of non-issuable degrees declined, the root cause of the problem has not been solved. In this context, the present study seeks to describe how foreign language instructors at universities respond to the waiver. To this end, a quantitative questionnaire-based pilot study (N=40) was conducted. Our preliminary results show that, based on professional considerations, the majority of language instructors are not in favour of the government decree granting the waiver, and many also question the social justness of the act. Our paper introduces the empirical research conducted in the scope of the pilot study and its results. It is hoped that

this study will contribute to the professional discussion about the waiver and the topic of previously non-issuable degrees.

**Key words:** *COVID-19, foreign language education, higher education, quantitative study, waiver to suspend mandatory language certificate requirements*

Balázs Fajt – Adél Vékási

**Video games and language learning:  
incidental (technical) vocabulary acquisition through video games**

Although several empirical studies in the past focused solely on the negative effects of video games, more recent studies have demonstrated their positive effects as well; studies into the use of games as educational tools, and specifically tools for teaching and learning second languages, show promising results. Most of these studies center vocabulary acquisition as their focus, which may happen through intentional learning or in such a way that the learner almost does not notice the acquisition of new vocabulary items (through incidental learning). Vocabulary development is a long and laborious task for second-language learners, and one advantage of using video games for second language acquisition is that games' primary function is entertainment. As such, games grant players, who are at once also L2 learners, the opportunity to encounter contextualized, authentic L2 content, and to use the target language in context while being engaged in an enjoyable leisure activity. The aim of this study is to demonstrate the advantages of video games as tools of second language acquisition and to present some games which may serve as a way for learners to acquire new vocabulary elements.

**Key words:** *language acquisition, technical language, vocabulary acquisition, incidental learning, video games*

Márta Fischer

**Horizontal and vertical terminology work in the context of EU translations**

The aim of this paper is to analyse the decisions the translator has to take while translating terminology in EU texts. Starting with the theoretical aspects, the interrelation of terminology and translation will be explored – leading to the reinterpretation of some key terms in both disciplines: the notion of term in a translation-oriented perspective, and the notion of translation in a terminology-oriented perspective. Second, turning to the EU context, a short overview will be given of the peculiarities of the EU's language regime and its impact on the role of translators as terminologists. Third, it will be revealed how the interconnection of conceptual systems and languages at EU level makes terminology work a multi-layered activity, with a number of decisions to be taken by the translator. Two terms, horizontal and vertical terminology work, will be introduced to label these activities. Special attention will be paid to the notion of EU term. It will be argued that the emergence of a special EU-language and terminology and the limits of corpus planning at national level make the involvement of Member States especially relevant in this context.

**Key words:** *EU terminology, EU translation, terminology in translation, horizontal and vertical terminology work, the notion of term*

Tímea Kovács

**Human and machine translation: a comparative analysis of neural machine- and human-translated EN-HU and HU-EN legal texts**

As neural machine translation is increasingly more capable of modelling how natural languages work, the traditional tasks of translators are being gradually replaced by new challenges (Castilho et al., 2019). Consequently, more emphasis is placed on pre- and post-editing (revision) skills and competences (Pym, 2013; Robert et al., 2017), enabling the production of higher quality and near human-made translations. Therefore, the efficiency of pre- and post-editing largely depends on how aware translators are of the mechanisms and limitations of neural machine translation tools adopted in given language pairs (Lample et al., 2018). This paper aims to demonstrate through the comparison of the neural machine and human-translated English and Hungarian translations of Hungary's Fundamental Law and the U.S. Constitution, respectively, the different challenges arising in the course of translation and posed by post-editors, especially from the perspective of comprehensibility and well-formedness.

*Key words: neural machine translation, human-made translation, low-resource language pair, comprehensibility, meaning, well-formedness*

Zsuzsanna Lakatos-Báldy

**Can machines translate film?  
Artificial intelligence and film translation**

I have investigated how artificial intelligence (AI) operates in case of film translation. The research was based on the dialogue list of three movies, in Spanish-Hungarian language pair. Human speech can only be translated in context. In movies this context is created by cinematographic instruments. In movies the most important context of the spoken words, is the image itself. For an AI-based translator, every language is a 'foreign language', every context is a 'foreign context', as it doesn't understand any, yet it translates from many languages into many languages. Even if AI takes into account certain contexts, these are only related to the linguistic environment and have nothing to do with the image. From the point of view of applicability, I came to the following conclusion: as the requirements for AI-based and human translation are the same (equivalence, adequacy, fidelity), then the currently used machine translation is not suitable for movie translations. In order to evaluate machine-based subtitling and machine-based translation of film scripts, a change of approach is required. The common categories of translators have excessive expectations, though in most cases there is no need for this, as the visual context helps a lot in comprehension. So, if we would like to get just basic information about the plot, and the goal is to be able to follow a movie, the use of machine translation is still suitable for this purpose.

*Key words: Artificial Intelligence, film translation, machine translation, equivalence, applicability*

Judit Mátyás

**Language use, communication and COVID-19**

The outbreak of the coronavirus in March 2020 has forced the world's population into quarantine. The crisis has caused major changes in social, economic, and educational life.

Hungarian schools were closed, teachers had to teach from home through digital distance learning, and company employees were forced into home offices. The outbreak of the epidemic has affected and is still affecting, all aspects of society and the economy. Changes in communication and the way we use language can also be traced. The coronavirus epidemic has led to the emergence of many new expressions in our language, or even the revival of words that were rarely used before. In spite of, or even to counteract, the fear, the isolation, and the anxiety of adapting to a new situation, humorous turns of phrases, humorous and imaginative expressions have appeared, adding new words and color to our language. A lot of poems, songs, clips, and new words have been born as a result of the COVID-epidemic. In this paper, I will look at the impact of COVID-19 on communication and language use, following a general overview.

Key words: *COVID-19, economy, education, language, COVID-generation*

Eszter Sándor

### **Research findings in ELF communication and the theory and practice of teaching Business English**

Our students in their working life will face at least two types of unpredictability. First of all, the fact that English is today the global lingua franca in business entails that they are more likely to use English when communicating with other non-native speakers (NNS) in their professional life than with native speakers (NS) of the language. Secondly, they might end up in professions and doing tasks they cannot possibly be prepared for. These two types of uncertainties have important implications regarding the conceptualization of the subject Business English (BE) and its teaching methodology. The paper discusses some of the most widely held theoretical and methodological assumptions in Business English teaching and contrasts them with the latest findings in ELF /BELF methodology research. The article aims to initiate a discussion about how BE teaching and learning might be reconceptualised in the context of Hungarian higher education in order to prepare our students to be able to communicate in lingua franca situations and to better adapt to unpredictable communicative situations.

Key words: *Business English as a Lingua Franca (BELF), ELF context, ESP methodology, Hungarian higher education, unpredictability*

Eszter Sermann – Olívia Seidl-Pécs – Márta Kóbor

### **The translator as terminologist. Experience gained in a term extraction cooperation project**

Since the outbreak of the Covid-19 pandemic, the transition of university courses from classrooms to the online world has turned out to be challenging for teachers and trainers. In this context, courses and projects that took place partly or fully online before the Covid-19 crisis can provide colleagues with useful practices and methodologies. This article outlines the main steps and outcomes of a terminological project implemented in 2019/2020 in a mostly online environment between two Hungarian universities (BME and SZTE) and the Hungarian Department of DGT (European Commission). The project consisted of the extraction of terms from previously translated EU legislation and their integration into an Excel file with several data categories compatible with IATE. Besides improving students' terminological competence (i.e. the principles and practice of identifying target terms, processing data and using

termbases), the project offered them an insight into terminology management at an European institution. This project, including self and peer evaluation demonstrates to what extent a real word project can improve students' practical skills and boost their motivation. The article also examines the next steps required for a fully online project implementation.

Key words: *terminology management, term base, term extraction, project, self assessment, peer evaluation*

Réka Sólyom

**Union market, trader, harmonized standard: conceptual metaphors of EU directives in Hungarian**

The paper analyses the semantic features of the prototypical metaphors and metaphorical expressions, which occur in the definitions of EU directives in a functional cognitive framework. The corpus of the analysis contains the definitions in three directives of the European Parliament and of the Council on different products. These technical texts are directives on the market of simple pressure vessels; on lifts and safety components for lifts; and on electrical equipments designed for use within certain voltage limits. The hypothesis of the paper is that well-known vernacular conceptual metaphors like MAKING AVAILABLE ON THE MARKET IS A JOURNEY or THE LIFE OF THE PRODUCT IS HUMAN LIFE often occur often in the definitions of the analysed technical texts. The analyses present these metaphors according to groups of different conceptual domains.

Key words: *EU directives, definitions, metaphor, technical text, semantics*

Csilla Szabó

**Interpreters' consecutive note-taking preferences in light of a small-scale survey**

Consecutive interpreting plays a key role in the language mediation market and features on the palette of training institutions as a part of their curricula, as well as their aptitude and certification tests. This small-scale empirical research paper describes the results of a questionnaire involving 52 respondents (each with a qualification in interpreting and/or experience to varying degrees) to gain an insight into their note-taking preferences predominantly in terms of their choice of form (full words, abbreviations, symbols or drawings) and their choice of language (source text [ST] vs. target text [TT], mother tongue [A language] vs strongest foreign language [B], or mixed languages). Even though this mini research only relied on subjective impressions of the respondents and did not involve an analysis of their notes, the majority of the findings corroborated previous empirical research findings and, at the same time, showed once again how individual, preferential and coincidental note-taking can be.

Key words: *interpreting, consecutive, note-taking, the language of notes, capacity management*

Klára Veresné Valentinyi

**The challenges of machine translation in translator training**

Machine Translation (MT) poses great challenges not only for the professional translation industry, but also for professional translation training programmes. We have to reckon with the fact that translator students do their homework and qualifying translations with the help of

online translation engines, whether or not they admit it. However, if we see machine translation as an opportunity and not a threat, it can be a useful tool for translator training programmes. This article presents how machine translation was incorporated into qualifying translations and reports the results of research on machine-translated texts. The methodology of research was based on the methodology of Heltai (2004). The article will finally look at what competencies can be developed with machine translation in translator training programmes, and how machine translation can be used as a language development tool.

*Key words: machine translation, specialised translation, specialised translator training programme, qualifying translation, post editing*

Zsuzsanna Zsubrinszky

### **Fashion speaks: the language of the fashion industry**

The aim of the study is to introduce a business language communication course focusing on fashion industry to undergraduate students. Fashion and related brands play an extremely important role in the lives of students, yet business language textbooks do not, or only tangentially, mention fashion and related innovative solutions. As the role of innovation in the production of clothes is very important in terms of products, business models and corporate organization, the syllabus of the course is built around these topics, as well as the students' interests, classroom practices and personal experiences. The structure of the course was defined by the following research questions: What innovative solutions have influenced the fashion industry over the past decades? Which innovation do you consider to be the most significant and why? How can participants in the fashion industry maintain their role vis-à-vis competitors? How do technical innovations (internet, smart phones, social media) affect innovation in the fashion industry? Do you consider sustainability important in fashion? The research presents the results obtained from internet fashion portals, blogs, videos, group discussions, and from short presentations of individual research. The terminology coming from a wide variety of sources can be put to good use in the development of other courses on similar topics.

*Key words: fashion industry, sustainability, innovation, brand, ESP*