LAS VENTAJAS DE BLOGS REFLEXIVOS EN LA EDUCACIÓN DE TRADUCTORES EN IDIOMA NEUTRO. / THE BENEFITS OF REFLECTIVE BLOGS IN LANGUAGE-NEUTRAL TRANSLATOR EDUCATION.

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Abstract: This paper is based on anonymised information taken from online blogs created by students in a translation course taught at Auckland University of Technology (AUT University) as part of their assessment. Auckland is the main destination for entry for both new migrants and refugees and is therefore the dominant region for ethnic diversity. At present, the three main interpreting and translation services in the Auckland area cater to the communicative needs of migrants and refugees representing up to 200 different languages. Students taking this course reflect to some degree the range of ethnic and linguistic communities in the greater Auckland area. Over the past years, translation and interpreting classrooms at AUT have included speakers of Chinese languages, as well as Korean, Japanese, Arabic, Farsi and Vietnamese. This type of multilingual and multicultural classroom has required the development of special language-neutral pedagogies. The current paper describes the use of reflective blogs: students were asked to translate a range of texts involving a variety of culture-specific items (Aixelá, 1996; Davies, 2003) and to use the blogs to reflect on issues identified, resources used and reviewer feedback. The material chosen for translation included a range of texts commonly encountered in public service translation settings; the blog method employed may prove to be beneficial to (student) translators working in public service settings.

Keywords: Reflective translation blogs; language-neutral translator education; multilingual translation classroom; public service translation

Resumen: Este artículo está basado en información anonimizada extraída de blogs creados por estudiantes en una asignatura de traducción en la universidad *Auckland University of Technology* (AUT) como parte de su evaluación. Auckland es el centro con más ingreso de emigrantes y refugiados y de esta manera es la región líder en diversidad étnica. Actualmente, los tres servicios principales de traducción e interpretación en Auckland atienden las dificultades comunicativas de emigrantes y refugiados, representando hasta 200 distintos idiomas. Los estudiantes de esta materia reflejan en cierta medida la diversidad de comunidades étnicas y lingüísticas en la región de Auckland. Durante años, por las clases de traducción e interpretación en AUT han pasado estudiantes de habla coreana, japonesa, árabe, persa, vietnamita como también de dialectos chinos. Este tipo de clase multicultural y multilingüe ha requerido el desarrollo de pedagogías especiales en idioma neutro. Este artículo describe el uso de blogs reflexivos: se le pidió a los estudiantes traducir una variedad de textos que incluían distintos elementos específico-culturales (Aixéla 1996; Davies, 2003) y utilizar sus blogs para reflexionar sobre la identificación de problemas, recursos utilizados y comentarios de crítica de revisión. El material elegido incluyó una variedad de textos que pueden ser encontrados comúnmente en contextos de servicio de traducción publica y el método de blog empleado puede ayudar a (estudiantes) traductores que desempeñan su labor en contextos de servicios públicos.

Palabras clave: Blogs reflexivos sobre traducción, formación de traductores en idioma neutro, clase de traducción multilingüe, traducción en los servicios públicos

1.   Introduction

Auckland University of Technology has offered translator education programmes since 1989. Since the early 1990s, New Zealand has been a destination for migrants and refugees from all over the world, and this is reflected in the multilingual and multicultural nature of New Zealand society today. The three Auckland-based District Health Boards now provide translation and interpreting services in up to 200 different community languages, and there is an ongoing demand for trained translators and interpreters in all public service settings. The national telephone interpreting service, Language Line offers telephone interpreting services for public service settings around New Zealand in the 44 most-in-demand languages (Office of Ethnic Communities, 2016). This demand is reflected in our translation and interpreting classrooms, which continue to be extremely heterogeneous, consisting of adults from a range of ages, professional and cultural and linguistic backgrounds. The multicultural and multilingual nature of our student cohort has led to a choice of English as the medium of instruction and a language-neutral approach. This approach has meant that lecturers are unable to offer all students lecturer-led feedback on their assignments. Reflective blogs were introduced in 2009 to see if these would help students develop the ability to identify translation problems, reflect on reviewer feedback and develop the skills they would need to become independent translation professionals (Bernardini, 2004). It was also hoped that reviewer feedback on formative translation assignments would help students do better in the summative end-of-semester translation tests.

The blogs turned out to be so beneficial in all respects, that they have been retained in all translation courses. Lecturers read students blogs and comment on where student reflections on the translation process as a whole need improvement. Lecturers also suggest alternative sources, comment on applicable translation theories and on the depth of reflection required of practising translators. The aim of the study described here was to look at the blog entries of one multilingual cohort of 17 students taking a stage 3 (year 3 of a Bachelor Degree) translation course, to see if using the blogs provoked in-depth reflection on culture-specific items (Aixela, 1996). Since the author herself is a translator of long standing (Crezee and Lustig, 2015), she is very much aware of the need to achieve pragmatic equivalence (Hale, 2014) in public service translation. The method consisted in analysing blog entries across a range of texts to see how students representing different cultural and linguistic backgrounds had addressed and reflected on translation issues of a culture-specific nature.

2.   Underpinnings for translation pedagogies

As mentioned in the introduction, the author's university provides training in interpreting and translation for tertiary students. All course applicants must have a high level of bilingual proficiency before being accepted into translator education; applicants attend an entrance test to see if they meet the English (or other language) requirements for acceptance. Although most students enrolled in the course are non-native speakers of English, a small number of students are native English speakers translating/interpreting into another language, e.g. Chinese or Japanese. In that case their level of proficiency in that other language is assessed. In practice, students studying translation are predominantly adults aged 30 and over holding undergraduate degrees from their countries of origin, who are now pursuing a Graduate Diploma in Arts (Translation), consisting of eight different one-semester courses, including health and legal translation. Other (mainly

younger) students take the courses as electives for an undergraduate degree in Translation, Interpreting or another discipline (e.g. Business, Criminology, Creative Writing).

The courses aim to provide trainee translators with the tools to link theory to practice; students are encouraged to use strategies and approaches proposed by authors such as Nida (1964, 1969), Newmark (1981, 1988), Reiss (1977/2000) and others (e.g. Even-Zohar, 1978; Toury, 1995) as a helpful functional rather than prescriptive framework. Besides, students are familiarised with the stylistic and discursive conventions associated with different text types and text varieties (informative, expressive, persuasive, audio-visual), but are reminded that every text is unique and may contain a mixture of linguistic, communicative and register-related features. In addition, there is a strong emphasis on helping translation students to develop awareness, reflectiveness and resourcefulness when preparing translations.

Another important principle underpinning our pedagogical approach is the belief that we must assist our translation students to become reflective independent practitioners. Bernardini (2004) and Mossop (as quoted in Bernardini, 2004) argue that the interpreter and translation training programmes should aim to develop practitioners who are aware, reflective and resourceful. Carter as cited in Bernardini (2004) writes that "a translator must develop the critical ability "not simply to look through the language to the content of the message, but rather to see through language to the ways in which messages are mediated and shaped" (p.142). Students are also encouraged to start expanding the awareness that, as Bernardini (2004) puts it, "they are not simply 'trans-coders' substituting word for word, but constructors of meaning, mediators of culture" (p. 20). Obviously, helping students become aware, reflective and resourceful practitioners can be a challenge in the language-neutral translation classroom. This is why we ask students to identify reviewers or revisers who can provide them with language specific feedback on their translation drafts, as will be explained in the next section. Luján-Mora (2006) describes the usefulness of blogs to encourage reflection in students; additionally Cleary, Flammia, Minacori and Slattery. (2015) describe in their very interesting paper the use of blogs by students from Irish and French universities collaborating on the English to French translations of technical texts. The author completely agrees with the statement of Cleary et al. (2015) on intercultural knowledge and feels it is essential that trainee (public service) translators develop such awareness. Cleary et al. state that:

> Intercultural knowledge is vital to the creation and translation of documentation for members of other cultures; this knowledge is vital because documentation must be prepared to meet the needs of a particular audience's cultural viewpoint [4]. Although localization and translation have traditionally been viewed as two separate processes, more recently scholars have argued that the two processes should be integrated with one another [3] since translation involves the creation of a new document for a particular cultural context (2015: 1-2).

3. Theory, Principles and Practice of Translation

The material for this paper was taken from a Stage 3 or third year BA Translation module called "Theory, Principles and Practice of Translation". According to Bernardini (2004: 20-1), it is 'important for a translator to develop the capacity to practise, store and use more or less specific strategies and procedures involved in translation'. Assessments for the various translation courses focus on the process of preparing a translation and the reflection thereof, as well as on the final product. For each activity or task students were given, they were asked to complete a blog where they reflected on what problems they identified, how they approached these, why they chose a particular approach and to what extent they were happy with the eventual outcome of their choices. Students were

encouraged to additionally make use of language specific *wikis* to discuss translation issues and present draft translations to same language reviewers for discussion and feedback. Only the lecturer and the students enrolled in the course had access to individual students' translation blogs. Approval was obtained from the University Ethics Committee allowing the lecturer to contact students eight months after completion of the course for retrospective consent to use information from the blogs for this paper.

A blog form (see Appendix) was developed to encourage the students' analysis of textual features considering elements such as syntax, semantics, extratextual reality, perceived target readership, textual function (Reiss, 2000) and pragmatic equivalence (Hale, 2014). Students used the blog sheet to record potential translation problems, such as ambiguities, lexical and syntactic problems and culture-specific items (Aixela, 1996, Shaio, 2006), and to reflect on their rationale for certain translation approaches. They were asked to post their first and second drafts prior to sending these to their reviewers, and to then record comments received and their own responses to the same. After amending their translations, as a result of their reviewer's feedback, students were asked to post their final draft together with a back-translation for the benefit of the lecturer. The back-translation helped the lecturer gain an impression of how form and content had been conveyed, and how the translation process had proceeded from start to finish.

4. Nature of practice texts

In the course of the paper, students were asked to translate a different text each week, each text containing translation problems of a culture-specific nature. This article will outline five of the twelve English-language texts students were asked to translate into their other languages, as well as information taken from student blogs. The texts used included a medical report, a simple legal document (last will), an advertisement, an opinion piece and an audiovisual text: a clip from a government information video accompanied by spoken discourse which students were asked to transcribe and translate. All Source Texts contained culture-specific items (CSIs). As outlined in the previous section, students had been presented with theoretical frameworks (e.g. Aixelá, 1996; Lefevere, 1998; Davies, 2003) regarding the translation of texts containing CSIs and were encouraged to test out some of these approaches if they wished. The following sections will provide a brief description of each of the five texts together with some of the specific challenges they posed to translation students. Students were familiarised with Vermeer's (1996) *skopos* theory and the need to understand the purpose of the translation and intended target readership. They were also reminded of their own roles as intercultural experts (Vermeer, 1996/2000).

4.1 Health text

The health text presented to students was a report on a patient's status before, during and after hospital admission. It was mainly informative in nature and contained a considerable number of passives and nominalizations as well as a range of medical terms and abbreviations. In class discussion focused on the 'consultative' rather than prescriptive tone of many New Zealand health information flyers, and the fact that such brochures often reveal a mixture of informative and persuasive textual features (Sin, 2003).

Students were asked to read the health text carefully and identify any passages or phrases which may have a different effect on their target audience from that originally intended on the source language audience. One student commented that the main problem with this type of text was the absence of dictionaries containing anything other than the

most general medical terminology in his language (Samoan). He found a partial solution by accessing medical terminology list provided online through the US State of Hawaii. This provided him with ideas as to possible translation approaches. The student who worked with Spanish and English commented that the terminology in itself did not present a lot of problems, but the use of passives and nominalizations did, where phrases such as 'he was seen in my office' and 'this is the third hospital admission' were slightly problematic in that the agent of the action was not mentioned in the English version. One of the Chinese students wrote: 'this article is quite similar in style to a legal document – they tend to show the objectivity''. He also commented on the author's use of the third rather than the first person and the use of the passive rather than the active voice, but omitted to mention how he dealt with these difficulties. This student felt that the health and legal texts were very similar in their use of passives. Students for the language pairs English-Chinese and English-Japanese recently commented that the consultative tone of English health brochures seems inappropriate when transferred into their respective languages.

4.2 Legal Text

The legal text was the template for a relatively simple and straightforward will. It was also informative in nature and contained a number of legal terms ("testamentary guardian", "trustees", "executor"), some of which were specific to the New Zealand setting. Apart from that, the text included many clauses involving double objects, which posed a translation problem to some of the students but was otherwise relatively uncomplicated. Students were familiar with Newmark's (1981) proposal to situate the appropriate approach to the translation of legal texts somewhere in between communicative and semantic translation.

Students started by identifying special legal terminology, especially the one specific to the New Zealand setting. It included words like 'residuary estate' and 'testamentary guardian'. One of the Japanese students commented that most of the sentences had declarative content clauses and double object constructions, unlike similar texts in Japanese. One of the Chinese students commented that in Mainland China the law did not distinguish between solicitors and barristers, or between 'separated' and 'divorced'. Within the common law and Civil Code legal systems these distinctions would appear fundamental, however a Chinese-trained lawyer later confirmed that law school graduates can work in any field once they have been admitted to the bar (Ji, 2016). She also confirmed that this shows the complex nature of translating between diverging legal systems.

Almost all students searched for templates of similar legal documents in their Target Language online, noting differences and similarities. One of the Japanese students noted a difference in both the layout of a Japanese last will and a difference in meaning of certain terms, such as 'residuary estate'. Another student suggested that a word for word translation might be a better approach, as legal systems differ and legal translations need to be extremely accurate. As mentioned above, the in class discussion had touched on Newmark (1981), who argued that while informative texts usually require a communicative approach and expressive texts a semantic translation, legal texts could be said to require an approach that is somewhere in between. The student felt that some legal concepts required explicitation, which can be described as a form of domesticizing, while other concepts required more of a gloss approach, which may be likened to foreignising (Venuti, 1995; Donovan, 2012; Genegel, 2015). The lecturer felt this reflection was very relevant as public service translators are often asked to translate information flyers into

community languages, and legal documents such as wills into the host country's dominant language.

The Japanese student who commented on the use of double objects in the English Source Text found a creative solution which consisted of splitting the long objects into shorter ones and numbering each of them. As an example he proposed that the Source Text sentence 'I direct my trustees that my body be cremated and my ashes interred at the Wall of Remembrance at X Cemetery' as 'I direct my trustees to do the following things: 1) my body should be cremated; 2) my ashes should be interred at X Cemetery'. Using the internet proved quite challenging in itself and one of the students wrote:

> I am now realizing that the usage of the internet as a resource for translating is an art in itself. The hardest thing with regard to available resources was the informality of the New Zealand document compared to the formality of the Spanish documents I found online and used as resources. The best way to be absolutely sure [about style and register] is to have examples of similar documents in the target language and culture/country and use these as a template for the translation.

The Chinese students agreed that some explanatory notes might be needed in order to explain the nature of the New Zealand legal setting. The lecturer used this opportunity to start a class discussion around the need to provide translator's notes whenever a translation choice may need further explanation towards the client. One of the Chinese students found the template of a will from a Taiwanese website, but found this to be quite different from the Source Text in the way in which it was laid out. She also commented that the Chinese version included personal ID numbers for all parties mentioned. A Samoan speaking student noted that since there are no equivalents in Samoan for words like 'trustees' and 'cremation', translators can only paraphrase. He asked Samoan elders, who use the Samoan language in high level meetings, for feedback on his draft translation.

4.3 Expressive/persuasive text – opinion piece

Students were asked to translate an opinion piece which was both expressive and persuasive in nature (Reiss, 1977/2000) and which contained a large number of puns and references to the current New Zealand setting. The text conveyed the author's opinion about a television personality who had been found to have kicked his partner while she was on the floor, resulting in her incurring a serious back injury. The title of the opinion piece read: 'Tough at the top, but tougher on the floor' and the language used was very idiosyncratic and peculiar to the author, with its heavy use of irony and plays on words. Some of the students felt that this made it particularly hard to translate as they felt even editorials written in their language were much more impersonal. One Korean student felt that to translate the author directly might result in a text that would be considered ill-mannered in their country.

Students all commented on the high number of idiomatic expressions and puns used by the author and the fact that they were not quite sure how to interpret them. These expressions included idiomatic language such as 'jump down their throat', 'high-five their lawyer outside court' and 'take them to task' and 'let's not get poetic about the suffering of the culprit when he is found out'. The author of the opinion piece had also used an unusual simile when he wrote that surely not the alleged perpetrator himself, but 'the media spotlight kicked his partner in the back.'

Students felt challenged by the text but its heavy irony also seemed to encourage creative solutions, which were usually based on a correct interpretation of expressions

followed by finding a dynamic equivalent in the Target Language (TL). As an example, one of the Japanese students said that 'high-fiving' could be translated as 'high touch' in Japanese, and that this would be understood by a younger age group.

However, in order for the translation to be understandable for a more general target audience, she had chosen to translate 'high-fiving his lawyer outside of court' as 'the criminal skipping out of court with his lawyer, in a triumphant mood'. The Spanish student chose '*dándole cinco*' but added that this might not be understood out of a US Hispanic context, and that '*felicitándole*' might be a more appropriate translation for more general Spanish speaking audiences. The Farsi speaking student thought 'high-fiving' would be best translated as 'a firm handshake'. Other students commented that 'kissing the lawyer on both cheeks', 'firmly gripping the lawyer's hand' might be more culturally appropriate translations depending on the intended readership.

Interestingly, most students mentioned that the casual and informal tone of the source document might be unacceptable for target audiences in their countries of origin. Even so, most felt that given the expressive nature of the text, they would be justified in reflecting the tone and intention of the author, albeit in a manner that would suit their specific target audiences.

4.4 Persuasive text – advertisement

Persuasive or operative text types such as advertisements were discussed in the framework of views proposed by Reiss (1977/2000) and Nida (1969). The class discussed the possibility of being asked to provide translations and voiceovers for infomercials on New Zealand products marketed abroad. Such assignments often turn up interesting discussions between the translator and the commissioner (cf. Vermeer, 1996) in terms of 'should it stay or should it go'. Students were reminded of their role as intercultural mediators (Vermeer, 1996) in advising the clients of names of products or methods for selling products that might be offensive or culturally inappropriate to the target audience, with the lecturer using some real life examples by way of illustration. One of the examples discussed in class related to a certain motor vehicle model with a name that would be offensive to Spanish speakers; and the need for translators to point this out to the manufacturers, thus acting as intercultural mediators (Vermeer, 1996).

The advertisement used as the Source Text (ST) had been taken from a website promoting the health benefits of New Zealand kiwifruit and as such was both of an informative and persuasive nature. The text contained a lot of (pseudo) scientific information about kiwifruit and their health giving properties. It also waxed lyrical about the flavours of kiwifruit, mentioning a 'cocktail of tropical flavours'. Students agreed that the main problems lay in correctly interpreting the ST expressions, translating them in such a way that the Target Text (TT) would, in the words of one student, 'sell sell sell' and 'finding the right tone'. One student commented on how he had used an English to English dictionary to look up the meaning of some English expressions such as 'golden rule', which helped him to translate this collocation appropriately (cf. Baker, 2011). Another student said she had been fortunate to find a promotional video clip for New Zealand kiwifruit on a Japanese website. She reported on it containing a promotional video clip with catchy pop music and young people doing yoga and working out on a treadmill. She felt this indicated that the kiwifruit marketers might be pitching their promotion at a healthy young adult audience in Japan and that the language chosen should reflect this.

Another student concurred by saying that normally speaking the choice would be between a formal written style (e.g. *keitai*) and a more informal one. This student felt

another problem was how many *katakana* to use as in Japanese, with loanwords, the choice is either to translate the foreign loanword, or to transcribe it into *katakana*. He felt that using a mixture of these would be best, as exclusively using either would be strange, since 'mixing things up' was more common in written Japanese. He cautioned that translators should be aware of the slight semantic differences between loan words represented as loan translations or *katakana*, and gave as examples the Source Text words 'tropical' and 'peach'. In addition, he felt that maintaining some of the near synonym repetitions in the ST (e.g. 'winning and keeping', 'good health and vitality', 'preventing and combatting') would sound unnatural in the TT. He advocated using an adverbial phrase where the ST had an inanimate subject as in 'taking a moment to savour the pleasure of…' adding that such constructions were seldom used in Japanese. A considerable number of students identified the use of the word 'cocktail' in the phrase 'a cocktail of tropical flavours' as a challenge, with a majority choosing to translate 'cocktail' as 'mixture' or 'combination', to avoid the undesirable association with alcoholic beverage. This again showed some appropriate reflection on both the nature of the text, the culture specific issues identified, and the need to take into account the perceived target audience when producing a culturally appropriate translation.

4.5 Multimodal text - audiovisual translation

Students were also given an assignment which involved a multimodal text, for which they were asked to provide either subtitling or dubbing. They were shown an excerpt from a government video informing the public about the New Zealand Consumer Guarantees Act which featured a small *cul de sac* where the residents all faced problems involving their rights under the aforementioned Act. The main storyline involved a resident who had ordered some gravel for his new driveway. He was shown getting up early and putting his work boots on, awaiting the delivery of his gravel. Unfortunately, the driver of the freight company mistakenly delivered his gravel at a neighbour's house.

Students were shown a short excerpt showing the erroneous delivery and the neighbours discussing the situation. They were shown this excerpt several times to enable them to familiarise themselves with it and to transcribe the spoken discourse. The tone of the video was humourous and light-hearted and its end goal was to be informative. Culture specific problems took on an unexpected nature when one of the Japanese students wrote how he felt it would be a problem translating the sarcastic tone used by the actor of the cheeky teenager when speaking to his older neighbours into natural Japanese. He felt the teenager's comments were completely offensive, inappropriate and represented 'heavy sarcasm'. The student said he softened the boy's comments by changing his statements, in order to not offend the potential target audience. Interestingly, two other Japanese students who had both been living in New Zealand for many years, did not take offence at all, but thought the boy's comments rather funny. This shows both the importance of keeping in touch with the country where the original language is spoken and also the interesting phenomenon of translators becoming acculturated to their adopted countries.

One of the Chinese speaking students stated that it was essential to see the visual cues alongside the text as otherwise an utterance such as *'it's here'* would not have made any sense in Chinese. As it was she translated the sentence as 'the gravel has arrived'. This student also related how she left the translation for a few days and then read it out loud, to check the text's fluency and its sound in terms of being natural. The student consulted language peers as to how to deal with street and personal names in the Source Text. They concluded that there were two options, which included either leaving the original names in English or adopting a phonetic translation.

A Spanish speaking student commented on the difficulties involved in translating simple words like 'at your house' (which in the context meant: 'in the front of your house' or 'in the front yard of your house') and 'at your gate' (which referred to the gate to the yard), as she said the words for 'house' and 'gate' would be taken to refer to the house itself and the gate to the house, but not to the yard. This showed the students that visual cues are essential when subtitling or dubbing, and that literal translations may not be appropriate even with seemingly straightforward words such as 'house' and 'gate'.

5. Concluding remarks

The study was undertaken to examine the usefulness of the blogs in helping students to become independent, reflective and resourceful practitioners. The author wanted to see to what extent students were able to use the blogs to reflect on specific translation problems, reviewer feedback and to improve their final translation drafts, and to see if the training process needed to be modified in some way.

With regard to the students, it became apparent that the blogs prepared them for the reflection required of them as would-be independent practitioners. A weekly examination of blogs showed the development of an increased awareness of 'covert' translation issues (such as ambiguities and difficult to translate semantic, syntactic and stylistic features) and the need to reflect on these and explain the rationale for any chosen approach within the context of the purpose of the text, target audience, stylistic features and conventions of the Target Language.

End of semester feedback on the course suggested that students from a range of linguistic backgrounds felt the reflective blogs had assisted them in developing an improved awareness of the nature of the various culture-specific items they encountered in the source texts. In their course evaluation comments, students said they were surprised at the many 'hidden' CSIs they encountered in the practice texts (Crezee and Lustig, 2015). In addition, students indicated that the reflective blogs had helped them in the process of learning to formulate a rationale for their chosen translation approaches. Overall, grades for the final translation tests in this course improved from between 60-70% before the introduction of the reflective blogs, to consistently over 80% after their introduction.

It was clear from the reflective translation blogs that despite the students different linguistic and cultural backgrounds they often struggled with similar translation issues. These mainly included the understanding of the Source Text and its culture specific references, topic-specific terminology, expressions, idioms and puns. Another translation issue involved the question of 'how to put it' in the Target Languages, both in terms of finding equivalents 'pitching it' correctly, i.e. finding the right register and using appropriate Target Language conventions.

Overall, it appeared that students approached possible issues in a similar way: in order to arrive at a correct understanding of the Source Text they would either ask native speakers for their assistance or might consult monolingual English dictionaries to help them identify semantic associations and distinguish between near synonyms. As far as the second issue of 'pitching it correctly' in the Target Language was concerned, students again showed similar approaches. They often found possible solutions firstly through consulting Target language peers, either by using the course's *wiki,* or by personal communication. Some students sought help by finding Target Language equivalents by accessing online translation forums or by reading similar texts sourced from a variety of TL websites.

Lecturers felt the blogs were a great improvement on the previous approach where students were not asked to reflect on formative translation assignments: reviewer feedback

and student reflection provided students with the tools and experience to be better prepared for the end-of-semester translation examination. The fact that they were asked to give a rationale for following a particular translation approach, also prepared students for writing 'Translator's notes' (to agencies, or to clients directly, or to the target audience). The reflective blogs helped students to develop the intercultural knowledge described by Cleary et al. (2015).

Limitations of the study were the fact that lecturers felt they had no control over the quality of reviewer feedback students received. This was dependent on such extraneous factors as the trainee translator's networks, the professional background of the reviewer, time available, and (meta)linguistic aptitude.

To summarise, in spite of representing a range of different cultural and linguistic backgrounds, students were often seen to use comparable approaches to solve translation problems and were thus, to some extent, able to 'find' and share with each other 'in translation', across language and cultural barriers. The blogs proved to be very useful guidelines for students to log their reflections in addition to their reviewer's feedback and their own response to the same. The reflective blog approach used may be beneficial to (student) translators working in public service settings and may be of particular benefit to tertiary institutions providing language-neutral translator training in languages of limited diffusion.

Name:			Grade:	
	A	**B**	**C**	**D** (Fail)
Preparation process • Purpose • Function • Text Type • Audience • Time frame • Tools	Aware of all issues involved; thorough and complete	A few minor elements omitted or not dealt with in-depth	Only some issues covered	Essential questions not answered or irrelevant answers
Translation process • Type of Translation • Initial draft • Revision • Revised Draft • Testing the translation	All steps done completely and thoroughly	A few minor elements omitted or not dealt with in-depth	Only basic steps covered	Essential steps omitted or content is irrelevant

Name:			Grade:	
	A	**B**	**C**	**D** (Fail)
Reflection on words and strategies for solving problems • Terms • Collocations • Metaphors	Excellent reflection and strategies	Good reflection and strategies	Appropriate reflection and strategies	No/ poor reflection and strategies
Reflection on the text and strategies for solving problems • Register • Cohesion • Coherence • Implicature	Excellent reflection and strategies	Good reflection and strategies	Appropriate reflection and strategies	No/ poor reflection and strategies
Language and organisation • Use of terminology • Organisation and structure • Clarity of ideas • Grammar and spelling • Reference where appropriate	• Accurate use • Very good • Very good • Very good • Accurate use	• Generally correct • Good • Good • Good • Generally correct	• Sometimes correct • Adequate • Adequate • adequate • Sometimes correct	• None or incorrect • Poor • Poor • Poor • None or incorrect
Appendices • Source text • Target text • Back translation • References • Other resources	Complete and appropriate	Correct	Only some parts	Incomplete

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Translation Blog Sheet Theory Principles and Practice of Translation

Name:	Title of Text:
Reflection on the <u>text</u> itself (kind of text; specific problems (e.g. culture-specific problems, ambiguities, idioms; give English paraphrases for unfamiliar/difficult words/phrases). Link to relevant theory; use APA referencing.	
Reflection <u>on problem solving strategies</u> – how did you deal with the problems you described above, and why did you choose that approach?	
Translation <u>process</u> (describe what you did)	
<u>Draft 1</u> (paste your translation in the right column)	
<u>Draft 2</u> (highlight changes and explain reasons for your changes)	
Reviewer feedback – who proofread; what did they say, and what did you do with their suggestions?	
Final draft (paste in right column)	
Edited English back- translation of the final draft (paste in right column)	

* This is the version of the blog form that was used during the course described in this submission.