Методы исправления переводческих ошибок в рамках профессиональной подготовки студентов

Санези Маттео

Аннотация. Цель данной работы – создание основы для понимания концепции ошибки в контексте педагогики и исследований перевода, а также предоставление всестороннего обзора методов, которые можно эффективно применять для минимизации количества ошибок в образовательной среде. Эта работа имеет важное значение в современном мире, где качество перевода должно улучшаться наряду с технологическими и практическими инструментами, доступными переводчикам, для подготовки конкурентоспособных и квалифицированных специалистов. В работе предлагается потенциальное решение для устранения актуальной проблемы создания современного педагогического подхода к переводу и связанным с ним вызовам. Основа дисциплины перевода должна быть расширена, чтобы отразить растущую значимость перевода в нашем все более взаимосвязанном мире. Научная новизна этого исследования заключается в том, что оно позволяет по-новому взглянуть на методы адаптации перевода к современным вызовам. Благодаря классификации типов ошибок и ситуативных контекстов, в которых они возникают, описываемый в статье подход дает возможность проводить всесторонний анализ и целенаправленное исправление переводческих ошибок. та структурированная методология не только способствует эффективному исправлению ошибок, но и помогает студентам сохранить полученные знания для применения в будущей профессиональной деятельности. В статье обозначена оригинальность согласования ряда подходов, которые не только помогают выявлять и анализировать ошибки перевода, но и предоставляют эффективные решения для исправления этих ошибок, применимые в преподавании. В результате мы отмечаем, что, хотя образовательные учреждения могут отставать в обеспечении необходимыми материалами и ресурсами, внедрение этих находок требует метакогнитивного подхода и подхода к обучению на протяжении всей жизни. Студенты должны быть подготовлены к критическому анализу ошибок с учетом различных контекстов и обстоятельств. Полное понимание культуры улучшает точность передачи значений между исходным и целевым языками; однако риск ошибок сохраняется, особенно когда подготовка новых переводчиков является недостаточной.

Methods for correcting translation errors in the context of professional training of students

Matteo Sanesi

Abstract. This research aims to establish a foundation for understanding the concept of error in the context of translation pedagogy and studies, while also providing a comprehensive overview of the methods that can be efficiently applied to minimize the occurrence of errors in an educational setting. This effort is essential in today's world, where the quality of translation must improve alongside the technological and practical tools available to translators, in order to develop competitive and knowledgeable professionals. The research offers the potential solution to address the urgent need for establishing a modern pedagogical approach to translation and its associated challenges. The foundation of the discipline must be broadened to reflect the growing significance of this discipline in our increasingly interconnected world. The scientific novelty of this research lies in its potential to introduce a new perspective on methods that help translation adapt to contemporary challenges. By categorizing types of errors and situational contexts in which they arise, this approach enables a comprehensive analysis and targeted correction process. This structured methodology not only facilitates effective error correction but also aids students in retaining these insights for future application. The paper explores the originality of aligning a series of approaches that not only help identify and understand translation errors but also provide effective solutions for correcting them,

which can be implemented by teachers. As a result, we note that while institutions may lag in providing necessary materials and resources, implementing these new findings necessitates a metacognitive and life-long learning perspective. Students should be trained to critically analyze errors through various contextual lenses and circumstances. A solid understanding of culture improves the accuracy of conveying meaning between source and target languages; however, the risk of errors persists, especially when the training of new translators is inadequate.

Introduction

The relevance of this article lies in its potential to propose a reformation of the translation pedagogical system concerning error correction, aimed at establishing a paradigm that can be effectively implemented in any institution that promotes critical thinking skills as a means of enhancing proficiency in a target language. Translation studies, especially when directly tied to pedagogy as offered in academics and scholarly institutions, are a varied branch of humanities, with their sublanguages and aims being tied to the texts themselves (scientific, financial, legal, literary translations, to mention a few). Regardless of area of usage, however, it is possible to encounter the notion of error, which we may define as the failure to represent meanings across languages within the limits of a translation effort. Alternatively, to quote Karl Popper (Chesterman, 2016), the mind of a translator already possesses the knowledge of various alternatives in any given context, and the correct translation of an expression is only possible whenever the most suitable option is chosen. The error, in this case, takes place when an unsuitable choice is made. This possible scenario is compounded by the fact that true synonyms are a rare reality (Баранникова, Битокова, Ханбалаева, 2022), since two semantically identical words may still carry a different diastratic, diatopic or diachronical weight. As a result, translators and translation students may encounter situations where, despite Popper's principle, the options for accurately expressing an idea in the target text (TT) are significantly limited, and at times, it may be impossible to convey the intended meaning, particularly in the case of culture-bound terms (Мизамхан, Калибекулы, 2020). Moreover, if the error is not corrected promptly, it may be repeated in various contexts, seriously hindering the progress of students.

With this in mind, our research will primarily focus on two main research tasks:

- the first one is represented by the main kind of errors that translators-in-training may make in the pedagogical sphere: distraction errors, gap errors, and conceptual errors. Ideally, all kinds of translation errors belong in these three macro-categories, as we will see. Our primary goal is to thoroughly and comprehensively present common errors and their origins, enabling future professionals in the field to implement pedagogical strategies that help prevent these mistakes;

- the second task is based on the belief that the errors mentioned above must be assessed and corrected to further one's understanding. We will achieve this by listing some of the most popular methods to correct said issues: self-correction, reformulation, repetition, usage of body language, peer correction. Our goal is, therefore, to provide a detailed explanation of the correction methods that translation teachers can use to address students' errors, ensuring that these corrections are both timely and appropriate.

Our initial aim is to provide a clear depiction of potential contentious areas in translation where errors may occur. For this initial task, we will adopt a research method inspired by the works of Putri (2019), emphasizing the notion that errors do not occur randomly; instead, they can be classified as dominant based on a structured categorization. Establishing this classification is essential to the findings of the present article, as it will provide a framework for understanding errors in an organized manner. This will be accomplished through examples drawn from various languages. Our second task will be developed based on the principles articulated by Nadighpour (2023), who found that students lacking teacher feedback struggle to correct their errors and that such feedback can alleviate feelings of distrust and dissatisfaction in the classroom. We will examine how structured feedback has undeniably positive effects on students aiming to enhance their knowledge and how it can be applied in various ways to meet the needs and expectations of the classroom group.

The article's theoretical foundation is grounded in a range of esteemed scholarly works. To begin, it is essential to ensure that feedback techniques are used effectively by applying Guénette's (2012) principles. According to them, both insufficient guidance and excessive correction can lead to student hesitation and anxiety. Therefore, all feedback should be carefully directed toward constructive and supportive outcomes. Feedback, at its core, can be defined as a series of information related to an individual's performance, given by a professional in a field and used as a means to improve the results of a disciple based on possible errors and misinterpretations. Furthermore, as Collier-Meek, Johnson, Sanetti et al. (2019) suggest, the classroom environment should be viewed as a dynamic, interconnected system, where each element – from engagement and dialogue to error correction – must be harmoniously balanced to support the functioning of the whole. This highlights the importance of addressing errors within a supportive environment that encourages students to develop professionally through a balanced, critical, and constructive approach. The emphasis should remain on growth through constructive correction, rather than devolving into an excessive focus on mistakes. Finally, the findings of Suprianto, Sirait, Arhas (2021) legitimize the importance of addressing translation errors in a way that fosters motivation, achievable through mindful correction strategies in the classroom. In the view of these authors, selecting the appropriate approach to assess students' work is an integral part of effective classroom management and, therefore, should be structured with the same care and precision as lesson planning for new topics.

The practical value of the research lies in its potential to help translation students, through targeted error correction, develop skills that enable them to navigate and comprehend not only key texts in both source and target

languages but also the broader world around them, also through the assistance of technology. Krüger (2022) defines this as literacy, that is, the ability to apply knowledge in order to communicate effectively and understand our surroundings. The applications for self-correction are wide-ranging, encompassing any institution where language plays a central role in the educational framework. Effective use of error correction cultivates students' independence, equipping them with lasting skills that extend well beyond the training period. Our research findings support this perspective, demonstrating that translators need independent knowledge to identify various types of errors through heightened awareness. Critical self-evaluation is essential for developing a translator's worldview and skills. However, there appears to be a scarcity of literature on this topic, highlighting the need for more insights gathered directly from classroom environments. While technology is crucial, not all institutions have the funding or resources to obtain the latest equipment, which can result in theoretical concepts remaining unimplemented in practice.

We will conclude our overview by emphasizing the significance of errors in translation, striving to perceive them not merely as obstacles to be overcome, but as integral and complex components of any language that deserve respect and attention from professionals (Jimenez, 2006). We will assert the importance of both error correction and the errors themselves. In a world where translation is increasingly multifaceted, where global culture is becoming ever more significant, and where data literacy and machine translation take center stage, it is essential for translators to have a strong foundation to fully engage with their craft. Understanding the importance of errors is a crucial aspect of this foundation.

Discussion and results

For the error examination section of our research, we will adopt the philosophy and method presented by O'Rourke, Connelly, Barnett (2018), according to whom the developmental process of cognitive writing is individually driven. Individuals, both professionals and novices, often have varied preferences for approaching the same situations. A common challenge for new translators is encountering distraction errors. Such mistakes can occur when a translator is fatigued, stressed, or otherwise experiencing temporary limitations in their ability to focus on a task. Linguistic competence may be briefly impaired by situations such as the one described by the appearance of the language filter (Jiang, 2008). This insidious kind of error can be solved by approaching the translation effort with a fresh mind, whenever the translator-in-training feels up to the task. This is not always feasible, but for the sake of completeness, this state of being is worth mentioning among possible interference, as mentioned by Terentyeva (Терентьева, 2021). This error happens, for example, when words that would otherwise be known are mixed up with others (though –> tough), and it calls for a re-reading of the produced TT. False friends, in all their forms (Ardelean, 2022), are prime candidates for this kind of errors across many languages. As an example, we can mention expressions from English and Italian: "factory" can be mistaken for the Italian *fattoria*, "farm"; "parents" can become *parenti*, "relatives"; "to attend" may be seen as *attendere*, "to wait".

Gap errors, on the other hand, are generally defined as those that occur whenever a translator is not familiar with a given expression, be it due to a particular context or due to *lacunae* in their knowledge toolkit. This error is particularly dreaded for three reasons. Firstly, it can appear in any situation and is not limited, for example, to cultural competence (Asiri, Metwally, 2020), but it extends to all areas of the languages in question, so that a translator must always be alert and ready to identify the gap error. Secondly, through this phenomenon, a subpar translation could be judged by the professional-in-training as acceptable even though it may not actually be so, jeopardizing the quality of his/her work as a whole. Thirdly, repeated gap errors may point at an incomplete preparation on part of the translator, which would be required to improve their knowledge and reconsider their training, possibly through lifelong learning or, as suggested by Dagilienė (2012), by using the language itself as a tool for translation awareness. The responsibility for a gap error falls entirely on the translator and his/her skill set.

We have briefly explored two types of errors that arise because of particular conditions on part of the translator. This new focus on this professional figure is something fundamental when considering that, as İlmek (2022) also states, translators possess a great deal of social responsibility, as the ultimate overseers of the construction of ideal bridges across cultures and languages. Languages may, and do, differ greatly from one another, so that the skill of a translator should always be capable of deciphering and producing texts that are up to acceptable standard.

If we consider languages and their cardinal differences, however, we can define the conceptual error as an inaccuracy that takes place whenever a translator works with expressions that are difficult to propose in a target language or that have no equivalent at all in the target language. If, as Duprey (2013) suggests, translators systematize and generalize the process of connecting two languages as cultural mediators, then it follows that, in addition to the essential empowerment and accountability of professionals, we must also address the inherent challenges posed by the languages themselves. This can be seen, for example, with culture-bound terms, that is, those expressions that intimately belong to a culture and that create a rift across possible solutions in translation (Piotrowski, Sadowska, 2023). We can think, as an example, about the word "изба" (*yzba*), a rough Russian living space meant for the countryside, square-shaped, made of wood, and inaugurated with sacrifices. There is no English equivalent (a cabin, shack, hut, house?), simply because this concept is not present in English culture. The risk here is that the cultural import may be greatly compromised, especially in the global society, where clear and adequate translations should be the new norm (Haokip, 2021). Translators should resort to their personal understanding of the text to propose a solution by employing various techniques: a periphrasis ("an yzba, that is, a historical Russian accommodation"), a footnote ("an yzba*" "*: a historical Russian accommodation", to be written at the bottom of the page), a glossary as a preface

of the whole text, or even just nothing, with the word appearing without any explanation; this last choice is the least invasive, but it provides no supplementary and possibly much needed information, unlike other strategies we have listed (Jiang, 2015). As a macro-category, conceptual errors encompass many of the most common misconceptions that may derive from the translation effort. Some examples are represented by rarely-used words and expressions (to take a gander –> to take a male goose, but the older meaning "to glance at something" also exists), something which, as mentioned by Luong, Sutskever, Le et al. (2015), can potentially be an issue for machine translation as well; dialectal forms and slang (будет мясо, *budet mjaso*, can either mean "there will be meat" or "the task will be intensive", and only a deep knowledge of the medium will yield an adequate solution); proper names (today mostly left untranslated, but it was not uncommon, in the past, to find Italian books talking about Guglielmo Shakespeare rather than William, or about Carlo Marx instead of Karl Marx). We can align with Abdolmaleki's (2012) conclusions that proper names are best left untranslated or, at most, transliterated, as translating them into another culture can lead to misunderstandings and often sounds unnatural. Additionally, the evolution of names is deeply rooted in cultural and historical contexts; for instance, Ivan is not equivalent to John or Giovanni, and this distinction should be respected.

Due to space constraints, it would be impossible here to give an exhaustive list of all possible errors that may appear in translation; it is time, then, to focus on the pedagogical aspect of this reality, by listing the practical solutions that an expert can employ in a classroom when faced with a group of translators-in-training. For this section, we will embrace and employ the method proposed by Demir (2021), according to whom error correction must necessarily be tailored towards subjectivity; no error correction methods should be ignored, but the most fitting one should be prevalent depending on the reactions, preferences, and overall peculiarities of a given classroom environment.

One of the most popular forms of granting feedback is self-correction. This technique can be defined as a non-invasive way that the instructor can use to underline the existence of an error without necessarily discouraging a trainee by allowing him/her to work out possible conclusions on their own accord. By repeating the same sentence produced by the students with a different intonation and putting the stress on the incorrect part or by asking them if they believe they produced a meaningful message, for example, it is possible to focus the student's attention towards the issue, without outright mentioning what the issue is and, more importantly, without interrupting the thought flow of the students. Disrupting their reasoning process, even if just to correct students, can be extremely harmful, and they may not feel comfortable in expressing their thought in the future for fear of being disrupted again. Their individual development and participation depend on initiatives such as scaffolding (Alvarez, Capitelli, Valdés, 2023), and they should be promoted in a discreet way, with the professional pointing them towards the right direction without forcing their hand. Thanks to self-correction, students are able to come to their own conclusions at their personal pace and are more likely to remember the correction and apply it in the future, since it came from their own logical thoughts. This is paramount to develop problem solving techniques and strategies for students that will eventually become professional translators, since logic and critical thinking will be some of the driving forces of their career growth.

A slightly different form of self-correction, based on the co-operation of the teacher and the student, is represented by reformulation. It can be described as the practice of repeating the same message suggested by the student on part of the teacher, but by rephrasing it correctly, by following the style, grammar and vocabulary choices that are considered most fitting in a given situation. Thanks to this, just as it happens with self-correction, the error itself is corrected without explicitly drawing attention to it; this helps the student save face, and it allows the teacher to positively intervene in the acquisition process, through something that Wardekker and Miedema (1997) call critical pedagogy, that is, a modern and communicative way to view the learning process. It should be noted, however, that while this approach is desirable in many cases due to its discreet quality, it puts the task of correcting the error on the teacher, and an inattentive student may not notice that the message has been reproduced in a slightly altered way. This undesirable possibility can only be kept in check by a careful teacher, able to keep a high degree of attention within the translation course.

An additional way to provide feedback is to integrate body language into the lecture. Thanks to carefully chosen movements, the teacher can express approval, disapproval and agreement towards what students produce; additionally, it is possible to ask simple questions or make simple requests. For example, in the Italian pedagogical context (Salvato, 2020), language pedagogy is already enriched by the combination of speech and movement. Moving one's hand slowly in a circular fashion with open fingers in front of one's own chest, in that context, means "carry on" and can be used to ask students to develop their speech further. Pointing briefly at a student that just gave the right answer can mean "you are correct", something that may be used to inspire the student to express themselves again in the future. The implementation of body language is not always easy, especially because some cultures do not employ it as heavily as others. It stands to reason, however, that it can be employed at least partially in order to reap some of its benefits and to observe how students react to its usage in an academical context.

Some scholars believe that repetition leads to boredom, but research shows that the technique of rereading and rewriting still holds merit and importance to this day, because it allows students to review the same content under a new light and with a deeper understanding of what is being said (Cornis-Pope, 1992). Rereading and rewriting is, in essence, the possibility of consuming the same content within a short time frame. The amount of new information, especially after the first reading and eventual explanation, is scarce, but exactly due to this, it is possible to recall the contents of a written page more easily and to re-elaborate them with a higher degree of awareness. This is, of course, especially important in translation, where deep understanding of any given document is paramount in elaborating a successful version in the target language. This practice can be fruitfully used in any translation course.

Last but not least, writing and logic skills can be improved through the possibilities offered by scaffolding thanks to the idea of peer reviewing. We can define this strategy as actively involving other students in the teaching process of the individual, by allowing them to scan and solve eventual issues presented by their original production (Tsuroyya, 2020). This encourages autonomous and independent learning by counterbalancing the over-reliance usually

put on the active and omnipresent teacher. Through the assistance of their peers, students can build rapport within the classroom, and they can improve their motivation and critical thinking towards a more complete grasp on the source language. Problem-solving, particularly in translation, is of prime importance in addressing potential misunderstandings, cultural expressions, and unusual constructions. Consequently, future professionals must pay close attention to possible errors, especially when they can mitigate uncertainties by analyzing the work of others.

Overall, as we have observed, there are several methods for correcting errors. Identifying a universal solution suitable for every classroom environment is challenging, as each student's individuality, along with their preferred learning methods and communication channels (Muñoz, Navarrete, Carrillo, 2023), plays a significant role. Cultures and habits are also essential in making this choice. It is the teacher's responsibility to understand what is needed to maximize the benefits of the classroom experience. Tailoring the class to accommodate the students' possibilities, expectations, and strengths is essential, with particular attention given to reinforcing their weaker areas.

In this article, we have examined the concept of errors in translation through their various interpretations and manifestations. We have enriched our discussion with examples of effective strategies that can mitigate the negative consequences of misunderstandings in translation. Through this exploration, we have provided a comprehensive overview of what can be expected from a new translator undergoing training under the guidance of an experienced professor. Our references to cultural traits in translation highlight that this issue is not merely superficial; rather, it is an ongoing concern that must be continuously monitored to preserve the high quality expected in translations. Structured feedback serves as a valuable resource in addressing these challenges (Wang, Jiang, 2015).

Overall, the errors we have discussed are particularly insidious for two main reasons. Firstly, these errors can be linked to the history and culture of a nation, making their meanings clear only within specific contexts. Such deep meanings may be irretrievable if a language contains expressions for concepts that are absent in the target language. Secondly, errors can relate to the knowledge and readiness of the translators themselves. This implies that errors always present an additional challenge, and correcting them relies on a thorough understanding of the foundational concepts and nuances of a language. Different types of errors exhibit varying degrees of identifiability, thus necessitating discretion in their assessment (Valdés-León, 2022).

The correction techniques we have discussed also have a twofold role in our research. The first one is related to respect and mutual trust between a teacher and the students. It has become evident, in the past years, that the frontal lecture, with the teacher at the forefront and the students playing a secondary role, is inadequate today. Students must explore the topic by tackling it from any viewpoint they want in order to assimilate the new information according to their personal preferences. Teachers are encouraged to embrace this approach and utilize methods such as scaffolding to avoid disrupting the learning process of trainee translators. In summary, teachers should act as guides while also providing students with the space and time necessary to arrive at their own conclusions. The second role is tied to error correction techniques and their function: they work best in an environment where there is no direct confrontation, and where the error is acknowledged, but not judged. Thanks to this, students do not lose motivation, while still being able to enjoy the assistance and mastery presented by the professor. Experiments such as the one conducted by Furuhata (2002) theorize that the contextually best error correction methods may be tied to cultural expectations and habits, further strengthening our supposition related to the need of grasping the principles of a culture before being able to understand the best translation strategy for its related language.

The complexity of the discussed issues could not be captured without the original and truthful input of the interested party, represented here by the students themselves. Summative and formative assessments can be used at critical points throughout the translation course as a way to understand if the proposed methods are effective or not in a given context (Deng, 2018). Through them, it is possible to examine the ideas and productions of the students and to allow them to reflect on what can be improved further. This kind of reinforcement can have a positive, lasting effect on the students. This favors the development of metacognition (Ozturk, 2022), that is, the ability to think about one's thinking, which is used to reassess the professional behavior displayed during the academic effort. By personally and individually reviewing their own reasoning and logic, students can apply changes that can better streamline and improve their future linguistic endeavors. Teachers are also encouraged to enhance and expand their knowledge, even though many institutions often lack the resources to support a culture of lifelong learning. This situation is further exacerbated by the reality that pedagogical theories are adopted at a slower pace than the actual needs of modern institutions. As a result, professionals may lack the necessary tools and time to engage in training courses. As Thwe and Kálmán (2023) point out, there is a genuine need to establish practical policies to promote lifelong learning for professionals in both formal and non-formal sectors.

Conclusion

Errors in translation keep being a serious issue for professionals worldwide. They are indissolubly connected with cultures, mindsets and traditions, which makes them impossible to avoid outright. Their impact can be mitigated or neutralized only thanks to a deep awareness of what is required on part of the translator-in-training. The translator, according to our research, is someone that can recognize different kinds of errors and has the tools to dispose of them in an elegant fashion and with respect to both the source and the target language. These errors can become apparent if specific training is imparted, namely one that delves deep into the possibilities offered by correction techniques.

As previously mentioned, our initial task was based on the belief that errors can be categorized into macro-areas and presented in a clear format. This approach aims to enable professionals and students engaged in the pedagogical

process to address and resolve these errors promptly. Throughout our discussion, it has become clear that this outcome is indeed achievable, but it requires students to exercise attentiveness and keen observation, particularly with respect to the traditions and cultures of both source and target languages. Critical thinking, literacy, and metacognition must be employed to identify and rectify errors before the translation can be considered satisfactory.

Our second task was founded on the belief that error correction should be systematic, utilizing a range of techniques that can be broadly applied to prevent the entrenchment of errors. This approach enables students to comprehend their errors from multiple perspectives, supported by various correction methods. Timeliness is crucial in the correction process. We have offered a comprehensive overview of effective strategies that teachers can employ to address students' errors promptly and reliably. We have also found that this process is feasible only when teachers embrace a perspective of lifelong learning, which can be challenging due to the slow implementation of pedagogical theories in educational institutions that often lack resources. Nonetheless, this analysis of error correction is invaluable, as it enables students to critically evaluate their own work and act independently in the professional world, bolstering their knowledge with technological advancements.

Student awareness is paramount in shaping strategies and beliefs related to translation, in an effort to be able to produce a target text of satisfactory quality. This cognizance is only possible through metacognition and a more complete and complex reflection of what aspects of one's technique must be strengthened further. It is always possible to improve one's strategy, but this realization must come first and foremost by a competent translator-teacher that understands the needs of their students and tailors the class around their preferences, possibilities and worldviews.

Limitations for this study are represented by the lack of additional data on the topic. While translation is developing rapidly thanks to the implementation of AI, pedagogical theories seem to yield results in a slower fashion, with schools, institutions and universities taking a much longer time to physically implement the instruments needed for this kind of learning; in our case, an example of this latter issue can be represented by the lack of formative courses offered to teachers to improve their knowledge related to error correction. Lifelong learning should be implemented and promoted as soon as possible to guarantee the correct education of professionals that can, subsequently, impart the correct error-solving methods to their translation students. Further information must be gathered from real-life environments such as the classroom to observe the reactions and progress of students; luckily, however, some such initiatives have been undertaken, as we have discussed.

New grounds for further research are represented by the promising results of the aforementioned initiatives. Even though the means are not yet quite ready to be employed in a global fashion, there seems to be great interest towards the newest possibilities offered by pedagogy in general and translation theory in particular. In this light, this research is the latest contribution to a sentiment that is commonly shared in academia: new technologies and theories must become the norm, so that students in training can dispose of a wider array of possible methods to employ. Through the present research, more experiments and observations can be extracted from classroom environments in an effort to refine a translation theory that can account for myriads of situations in our contemporary, multifaceted world.

As we have previously anticipated, the perspective proposed here is rife with challenges that concern both the pedagogical world and the professionals' approach towards translating. Through the understanding of a culture, it is possible to more reliably convey various meanings across source and target languages; but it seems that the chance of committing an error is ever present in any given context, especially whenever the pedagogical process for new translators is not developed in a satisfactory way. Going forward, especially with the implementation of new technologies and approaches on part of the classroom group as a whole, it will be paramount to establish a constructive discussion geared towards a complete and adequate cognizance of the requirements needed by future professionals in the field.

Источники | References

1. Баранникова Т. Б., Битокова С. Х., Ханбалаева С. Н. Проблема перевода синонимов: логико-типологический подход // Научный диалог. 2022. Т. 11. № 10. https://doi.org/10.24224/2227-1295-2022-11-10-32-54

2. Мизамхан Б., Калибекулы Т. Теоретические и практические особенности перевода культурно-маркированной лексики // Вестник Казахского национального педагогического университета имени Абая. Серия: Филологические науки. 2020. Т. 4. № 4 (74). https://doi.org/10.51889/2020-4.1728-7804.97

3. Терентьева Д. М. Переводческие ошибки как результат лингвистической интерференции английского языка (на материале студенческих практических работ) // Филологические науки. Вопросы теории и практики. 2021. Т. 14. Вып. 2. https://doi.org/10.30853/phil210035

4. Abdolmaleki S. D. Proper Names in Translation: An Explanatory Attempt // Social Sciences. 2012. Vol. 7 (6).

5. Alvarez L., Capitelli S., Valdés G. Beyond Sentence Frames: Scaffolding Emergent Multilingual Students' Participation in Science Discourse // TESOL Journal. 2023. Vol. 14 (3). https://doi.org/10.1002/tesj.720

6. Ardelean C. Relevance of the Cultural Transfer in Translation: False-friends in Media Sources // Scientific Bulletin of the Politehnica University of Timişoara Transactions on Modern Languages. 2022. Vol. 18 (1).

7. Asiri S. A. M., Metwally A. A. The Impact of Linguistic and Cultural Competence on Translation Quality: Pedagogical Insights into Translation Problems // Journal of Language Teaching and Research. 2020. Vol. 11 (3). http://dx.doi.org/10.17507/jltr.1103.22

8. Chesterman A. Memes of Translation: The Spread of Ideas in Translation Theory. Revised ed. Amsterdam: John Benjamin's Publishing, 2016. https://doi.org/10.1075/btl.123

9. Collier-Meek M. A., Johnson A. H., Sanetti L. H., Minami T. Identifying Critical Components of Classroom Management Implementation // School Psychology Review. 2019. Vol. 48 (4). https://doi.org/10.17105/SPR-2018-0026.V48-4

10. Cornis-Pope M. Rereading, Rewriting, Revisioning: Poststructuralist Interpretation and Literary Pedagogy // Cornis-Pope M. Hermeneutic Desire and Critical Rewriting. L.: Palgrave Macmillan, 1992. http://dx.doi.org/10.1057/9780230371378_8 1992

11. Dagilienė I. Translation as a Learning Method in English Language Teaching // Studies About Languages. 2012. No. 21. http://dx.doi.org/10.5755/j01.sal.0.21.1469

12. Demir C. Determining Efficient Post-writing Activity for Error Correction: Self-editing, Peer Review, or Teacher Feedback? // Porta Linguarum. 2021. No. 36. http://dx.doi.org/10.30827/PORTALIN.V0I36.15824

13. Deng L. The Project-based Flipped Learning Model in Business English Translation Course: Learning, Teaching and Assessment // English Language Teaching. 2018. Vol. 11 (9). http://dx.doi.org/10.5539/elt.v11n9p118

14. Duprey M. M. The Translator as Mediator of Cultures // Cadernos de Tradução. 2013. Vol. 1 (31). http://dx.doi.org/10.5007/2175-7968.2013v1n31p234

15. Furuhata H. Learning Japanese in America: A Survey of Preferred Teaching Methods // Language, Culture and Curriculum. 2002. Vol. 15 (2). http://dx.doi.org/10.1080/07908310208666639

16. Guénette D. The Pedagogy of Error Correction: Surviving the Written Corrective Feedback Challenge // TESL Canada Journal. 2012. Vol. 30 (1). http://dx.doi.org/10.18806/tesl.v30i1.1129

17. Haokip D. A. D. H. The Challenges of Language, Culture, and Translation in a Global Society // Dera Natung Government College Research Journal. 2021. Vol. 6 (1). http://dx.doi.org/10.56405/dngcrj.2021.06.01.03

18. İlmek S. T. Making Room for Social Responsibility in Translator Training // English Studies at NBU. 2022. Vol. 8 (1). http://dx.doi.org/10.33919/esnbu.22.1.4

19. Jiang B. English Language Learners: Understanding Their Needs // Counterpoints. 2008. Vol. 329.

20. Jiang Z. Footnotes: Why and How They Become Essential to World Literature? // Neohelicon. 2015. Vol. 42. http://dx.doi.org/10.1007/s11059-015-0310-0

21. Jimenez J. Corrective Feedback in EFL University Classrooms: A Case Study at an Italian University // Linguistica e Filologia. 2006. Vol. 23. http://dx.doi.org/10.6092/LEF_23_P45

22. Krüger R.Integrating Professional Machine Translation Literacy and Data Literacy // Lebende Sprachen. 2022. Vol. 67 (2). http://dx.doi.org/10.1515/les-2022-1022

23. Luong M. T., Sutskever I., Le Q. V., Vinyals O., Zaremba W. Addressing the Rare Word Problem in Neural Machine Translation // ACL-IJCNLP 2015 – 53rd Annual Meeting of the Association for Computational Linguistics and the 7th International Joint Conference on Natural Language Processing of the Asian Federation of Natural Language Processing, Proceedings of the Conference. Beijing, 2015. Vol. 1. http://dx.doi.org/10.3115/v1/p15-1002

24. Muñoz B. C. M., Navarrete M. O., Carrillo K. S. Preferences and Opinions of English Pedagogy Students with Different Levels of Linguistic Competence about the Treatment of Errors in FL Writing: A Case Study in a Chilean University // Literatura y Linguistica. 2023. Vol. 47.

25. Nadighpour B. Teacher-initiated vs. Student-initiated Written Corrective Feedback in EFL Writing // Electronic Journal of Foreign Language Teaching. 2023. Vol. 20 (1). http://dx.doi.org/10.56040/bana2012

26. O'Rourke L., Connelly V., Barnett A. Understanding Writing Difficulties through a Model of the Cognitive Processes Involved in Writing // Studies in Writing. 2018. Vol. 11 (28).

27. Ozturk N. A Pedagogy of Metacognition for Reading Classrooms // International Journal of Education and Literacy Studies. 2022. Vol. 10 (1). http://dx.doi.org/10.7575/aiac.ijels.v.10n.1p.162

28. Piotrowski S., Sadowska D. K. Język i kultura w przekładzie tekstów specjalistycznych // Neofilolog. 2023. Vol. 60 (1). http://dx.doi.org/10.14746/n.2023.60.1.10

29. Putri T. A. An Analysis of Types and Causes of Translation Errors // Etnolingual. 2019. Vol. 3 (2). https://doi.org/10.20473/etno.v3i2.15028

30. Salvato G. Awareness of the Role of the Body in the Pedagogy of Italian in Canada and in Italy // Language Awareness. 2020. Vol. 29 (1). https://doi.org/10.1080/09658416.2020.1718683

31. Suprianto S., Sirait E. J. M., Arhas S. H. The Influence of Classroom Management on Students' Learning Motivation in the Department of Office Administration // Jurnal Office. 2021. Vol. 7 (1). https://doi.org/10.26858/jo.v7i1.23642

32. Thwe W. P., Kálmán A. The Regression Models for Lifelong Learning Competencies for Teacher Trainers // Heliyon. 2023. Vol. 9 (2). https://doi.org/10.1016/j.heliyon.2023.e13749

33. Tsuroyya C. Students' Perception on Peer Correction for Academic Writing Performance // The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language. 2020. Vol. 7 (1). https://doi.org/10.36706/jele.v7i1.10674

34. Valdés-León G. Análisis de errores y variables sociolingüísticas: cómo escriben los estudiantes de primer año de universidad // Onomazein. 2022. Vol. 58. https://doi.org/10.7764/onomazein.58.12

35. Wang T., Jiang L. The Effects of Written Corrective Feedback on Chinese EFL Learners' Acquisition of English Collocations // Chinese Journal of Applied Linguistics. 2015. Vol. 38 (3). https://doi.org/10.1515/cjal-2015-0020

36. Wardekker W. L., Miedema S. Critical Pedagogy: An Evaluation and a Direction for Reformulation // Curriculum Inquiry. 1997. Vol. 27 (1). https://doi.org/10.1080/03626784.1997.11075480

Информация об авторах | Author information

RU

Санези Маттео[1]
[1] Российский университет дружбы народов им. Патриса Лумумбы, г. Москва

EN

Matteo Sanesi[1]
[1] Patrice Lumumba People's Friendship University of Russia, Moscow

[1] *sanesimatteo@hotmail.com*

Информация о статье | About this article