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INTEGRATED PROBLEM AND DECISION REPORTING IN TRANSLATION TEACHING – ADVANTAGES AND DRAWBACKS FROM TRANSLATION STUDENTS' POINT OF VIEW

1. INTRODUCTION

In the eighties, translation didactics, generally speaking, focused on a product-oriented approach.¹ It can be stated – as D. Kelly² rightly suggests – that the whole procedure of translation teaching was simply pedagogical. It is worth citing J. House who described what a typical translation class then looked like:

The teacher of the course, a native speaker of the target language, passes out a text (the reason for the selection of this text is usually not explained, because it is often a literary essay that the teacher has just “found” by accident). The text is full of traps, which means that the teachers do not set out to train students in the complex and difficult art of translation, but to ensnare them and lead them into error. The text is then prepared, either orally or in written form, for the following sessions and then the whole group goes through the text sentence by sentence, with each sentence being read by a different student. The instructor asks for alternative translation solutions, corrects the suggested versions and finally presents the sentence in its final, “correct” form ... This procedure is naturally very frustrating for the students.³

¹ D. Kiraly, *Pathways to Translation. Pedagogy and Process*, Kent, Ohio 1995, p. 7.

² D. Kelly, *Translation didactics*, in: L. van Doorslaer and Y. Gambier (eds.), *Handbook of Translation Studies*, Amsterdam–Philadelphia 2010, p. 389.

³ J. House, *Übersetzen im Fremdsprachenunterricht*, in: S. O. Poulsen and W. Wills, *Ange wandte Übersetzungswissenschaft*, Århus 1980, p. 7–8, cited in D. Kiraly, *Pathways...*, *op. cit.*, p. 7.

Being labelled by Ladmiral as ‘performance magistrale,’⁴ it left much to be desired.⁵ However, the development of translation process methodology opened up other teaching methods for investigation, which concentrated not on the translation products as such, but on the translation process. It is worth noting that the research on translation process has developed since the 1980s, and it has been initiated by such scholars as H. Krings,⁶ W. Lörcher,⁷ and S. Tirkkonen-Condit,⁸ among others. The researchers, building on recent achievements in cognitive studies, used think-aloud protocols as a research method of the analysis of verbal comments to study the translation process stages. (Cognitive psychologists have applied verbal report data in order to study how people solve problems and make decisions.⁹)

In the field of translation teaching, the application of process-oriented didactic techniques,¹⁰ for instance translation diaries or translation trainees’ comments, were initiated mainly by O. Fox,¹¹ D. Gile¹² or G. Hansen,¹³ among others. The new cognitive approaches in the

⁴ See J. R. Ladmiral, *La traduction dans le cadre de l’institution pédagogique*, “Die Neueren Sprachen” 1977, 76, p. 489–516.

⁵ K-K. Sin, *Myths and Misconceptions in Translation Teaching*, in: E. Hung (ed.), *Teaching Translation and Interpreting 4: Building Bridges*, Amsterdam–Philadelphia 2002, p. 41.

⁶ See H. P. Krings, *Was in den Köpfen von Übersetzern vorgeht*, Tübingen 1986.

⁷ See W. Lörcher, *Linguistic Aspects of Translation Processes: Towards an Analysis of Translation Performance*, in: J. House and S. Blum-Kulka (eds.), *Interlingual and Intercultural Communication, Discourse and Cognition in Translation and Second Language Acquisition Studies*, Tübingen 1986, p. 277–292.

⁸ See S. Tirkkonen-Condit, *Think-Aloud Protocols in the Study of the Translation Process*, in: H. Nyyssönen, R. Kataja and V. Komulainen (eds.), *CDEF 86. Papers from the Conference of Departments of English in Finland*, Publications of the Department of English 7, Oulu 1987, p. 39–49.

⁹ For more information see K. A. Ericson, H. A. Simon, *Protocol Analysis. Verbal Reports as Data*, Cambridge 1984.

¹⁰ A process-oriented approach to translation teaching should be understood as learner-centered and needs-based, consisting in the collaboration of teachers and students and applying problem-solving methods and techniques.

¹¹ See O. Fox, *The Use of Translation Diaries in a Process-Oriented Translation Teaching Methodology*, in: C. Schaffner and B. Adab (eds.), *Developing Translation Competence*, Amsterdam–Philadelphia 2000, p. 115–130.

¹² See D. Gile, *Integrated Problem and Decision Reporting as a Translator Training Tool*, “The Journal of Specialised Translation” 2004, 2, www.jostrans.org. Accessed 27 September 2016.

¹³ See G. Hansen, *Retrospection Methods in Translator Training and Translation Research*, “The Journal of Specialised Translation” 2006, 5, www.jostrans.org. Accessed 27 September 2016.

process-oriented translation training were also recommended by Lee-Jahnke¹⁴ who is of the opinion that with the use of such tools, trainers can help to improve translation quality, collecting data from their students and following the pathways that they used to solve translation problems.

However, a survey of current translation teaching studies shows that research on the effectiveness of the particular teaching methods in translation studies, including cognitive approaches in the process-oriented training, still remains an open field. More issues, particularly relations between the usability of a given method and the translation competence acquisition process, or the perception of teaching tools by translation trainees, have to be tackled.

Therefore, the aim of the study is to provide a contribution to the process-oriented research on translation didactics. Integrated Problem and Decision Reporting (abbreviated to IPDR) is a translation tool designed by French scholar Daniel Gile in 1979. He has used the tool in his teaching practice for more than twenty years now. As D. Gile¹⁵ says, the technique might be defined as a report of translation problems encountered, strategies used to solve them, and the rationale for the translation decisions made. The report is usually in the form of comments provided by translation trainees, and it constitutes an integral part of translation assignments. The comments might be written in the form of footnotes or simply as a set of shorter or longer explanations of the translation process.

Nevertheless, it can be stated that currently, few researchers tackle the problem of comments provided by translation trainees through IPDR. With this relative lack of research on the use of the technique, the author of the paper conducted semi-structured interviews with students participating in translation classes during which IPDR was used. The main goal of the paper is to present the results of the study. The first part of the paper will focus on the presentation of IPDR background, a short literature review, and potential benefits from its use during translation classes. The second part of the paper will concentrate on the presentation of the methodology used and the research structure and procedure. The third

¹⁴ H. Lee-Jahnke, *New Cognitive Approaches in Process-Oriented Translation Training*, "Meta: Translators' Journal" 2005, 50 (2), p. 361.

¹⁵ D. Gile, *Integrated Problem and Decision Reporting as a Translator Training Tool*, *op. cit.*

part of the paper will be devoted to the presentation of results, and the fourth part will focus on discussion and on the research implications for translation teaching.

2. INTEGRATED PROBLEM AND DECISION REPORTING – STATE OF THE ART

As mentioned, IPDR was initiated and developed by the French scholar Daniel Gile who has used the technique for more than twenty years now. In 2004, in the article entitled *Integrated Problem and Decision Reporting as a Translator Training Tool*¹⁶ the researcher described how a translation trainer may use the method effectively in order to find out what typical problems translation trainees encounter during the translation process. As Gile claims, the technique, both in a pedagogical and experimental dimension, has not been thoroughly evaluated so far. Therefore, more research is needed to enhance our understanding of the possible advantages of IPDR, particularly from the perspective of translation didactics.

IPDR as an experimental method is mentioned in Hansen¹⁷ who in her study compared the following research techniques: IPDR, retrospection with replay and with Translog, and retrospection with replay combined with cognitive clarification via an immediate dialogue between the subject and the observer. According to the author, all those techniques raise awareness of the translation process in translation trainees; however, they are the most effective when combined with each other.

IPDR as a didactic tool in translation teaching is also recommended by Dam-Jensen and Heine.¹⁸ In their opinion, data gathered through the technique might be extremely helpful for a translation trainer to reflect upon main translation problems encountered by translation trainees as well as identify key aspects of the process of translation teaching. A simi-

¹⁶ *Ibid.*

¹⁷ G. Hansen, *Retrospection Methods in Translator Training and Translation Research*, "JoS-Trans" 2006, 5, <http://www.jostrans.org/issue05/art.hansen.php>. Accessed 27 September 2016.

¹⁸ H. Dam-Jensen, C. Heine, *Process Research Methods and Their Application in the Didactics of Text Production and Translation*, "trans-kom" 2009, 2 (1), <http://www.trans-kom.eu>. Accessed 27 September 2016.

lar view is expressed by S. Göpferich and R. Jääskeläinen¹⁹ who consider IPDR as an effective teaching tool.

From a didactic perspective, it is also worth mentioning Fox²⁰ who describe translation diaries as a translation teaching technique which in many ways resembles Gile's tool. Similar to Gile's proposal, translation trainees' task is to write down all translation problems that they encounter, translation strategies they use, and the rationale behind the decisions made. According to Fix, the technique enables a trainer to gather information concerning the level of students' translation competence acquisition. In addition, Fox argues that translation diaries make it possible for translation trainees to develop their abilities to analyse a source text as well as create a target text which is understandable for the target readers.

It should be stressed, however, that there has been no empirical study of the effectiveness of translation teaching methods, including IPDR, as seen from translation trainees' point of view. There is, therefore, still a great deal to be done in terms of empirical studies in translation teaching, particularly in the area of a process-oriented approach to translation didactics. It seems, then, that besides developing new teaching techniques, researchers need to put more effort into verifying the adequacy of the tools they currently use.

3. THE DESIGN OF THE STUDY

According to the author's best knowledge, so far, there has been no attempt to empirically verify the effectiveness of IPDR as a teaching tool. Thus, the main aim of the present study is to examine translation trainees' opinions of IPDR usability, with a particular focus on the advantages and drawbacks of the teaching technique as seen from the perspective of the subjects. By means of semi-structured interviews conducted with the students, it is possible to gain some insights into those dimensions of translation teaching that have not been put to deeper analyses. The first

¹⁹ S. Göpferich, R. Jääskeläinen, *Process Research into the Development of Translation Competence: Where Are We, And Where Do We Need to Go?*, "Across Languages and Cultures" 2009, 10 (2), p. 172.

²⁰ O. Fox, *The Use of Translation Diaries in a Process-Oriented Translation Teaching Methodology*, *op. cit.*

purpose of this paper, then, was to identify and analyse those aspects of IPDR technique which, in the students' opinions, were of a positive nature and those which could be categorised as drawbacks. Secondly, the goal was to verify whether the IPDR technique could be successfully used in translation pedagogy. The author of the paper intended to check whether the implementation of the IPDR technique during translation classes might have led to an increase of the translation process awareness in the trainees, as well as verify whether the method might have motivated students to work individually on their translation competence acquisition.

The data was collected by means of semi-structured interviews with 5 students of applied linguistics from the Stanislaw Staszic College of Public Administration in Białystok (Poland). Earlier, for about two months, they had participated in translation classes conducted with the use of IPDR. As to the practical implementation of the tool, each class proceeded in three phases. The first phase, during which the students reported on translation problems encountered as well as translation strategies and translation aids used, is called the reporting phase. The participants most often reported at home, while doing their translation assignments. The second phase consisted in analysing the reports by the translation trainer. The translation instructor's response phase was the final stage which took place in the classroom. The trainer then discussed with the students, either individually or with the whole group, translation errors, made comments regarding the nature of reports, or explained to the trainees the possible ways of solving translation problems that they encountered.

The translation trainees were interviewed in June of 2014. During the briefing stage, the students were informed by the author of the paper that their replies would be recorded. At this stage, it was also possible for the participants to ask questions concerning those aspects of the study which caused some doubts. Interviews lasted about 20–30 minutes each. Due to the fact that it was decided to use semi-structured interviews, the interviewer had the possibility of asking the study participants additional questions and resigning from some of them, depending on the course of a particular interview. Each subject was also presented with the aim of the whole procedure. They were allowed to ask questions if necessary.

All the interviews were conducted in such a way as to reduce stress factors. Due to the fact that interviews are one of the most challenging

forms of measurement in methodology, the interviewer tried to motivate respondents to engage in the study, clarified some concerns, and judged the quality of the information being received. At the very beginning of each interview, the interviewer tried to establish a good rapport with students, explaining the nature of the study to them. Even though initially the students were a bit anxious, with the course of the interview, they were becoming more and more relaxed, expressing their interest in the questions being asked. Following their general remarks about the act of translation, the questions included aspects referring to the participants' reactions to the task of writing comments in translation assignments, the trainees' opinions concerning the advantages and drawbacks of IPDR, as well as how they usually wrote their comments and what their reflections were about. All conversations were recorded by means of a Sony IC Recorder. After having finished each interview, there was a debriefing phase. The interviewer asked the participants whether they would like to add anything as well summarised the key aspects of the conversation. All the subjects participated in the study voluntarily; none of them received remuneration for their participation in the study.

All the interviews were transcribed, and then the data gathered were coded and categorised. During the analysis, the author of the paper ensured that the particular categories related to the participants' opinions concerning the advantages and drawbacks of the method used. It was decided to use IPA (interpretive phenomenological analysis) as a method of data interpretation.

4. RESULTS

The results are discussed in the following way: starting with the trainees' positive opinions about IPDR, the focus then is shifted to the short description of the drawbacks of the tool and to the students' first reactions to the task of writing comments.²¹ The data gathered has allowed to demonstrate that IPDR might be to the benefit of translation

²¹ There were much fewer comments regarding the drawbacks of IPDR. More significantly, the comments were less detailed than those which related to the advantages of the technique, and they were mostly concerned with the initial process of IPDR implementation. Therefore, it was decided to put only a short description of the disadvantages of IPDR in the article.

trainees, irrespective of the language pair in which translations are done, and to show how the tool should be implemented during translation classes.

4.1. ADVANTAGES OF IPDR USE

4.1.1. IPDR AS A MEANS OF RAISING AWARENESS OF THE TRANSLATION PROCESS

The participants of the study often commented that IPDR helped them to raise their awareness of the translation process. The tool very often motivated the trainees to search for various translation strategies and techniques. One of the respondents said:

*Sometimes, when you finish the text ... I like returning to my comments in order to check what other options I took into consideration and, maybe, also some others which I should have considered, but I had not done that.*²²

IPDR also helped the students to approach the process of the target text creation in a more conscious way. For instance, it made it possible for the trainees to reflect more deeply on their reasons for translating in a specific way. Let us focus on one of the comments:

Earlier, when I was not writing comments, I was just simply sitting at my desk and translating, as if in an unimaginative way. And then, when you made us write everything down, I noticed that when I translated something in a given way and then I added a comment to it, I almost instantly got an idea that there was something which needed my correction.

Furthermore, a regular use of IPDR during translation classes caused the students to discern more translation problems than they used to. While at the very beginning, the trainees mostly commented on the lexical problems, later they started discussing much more complex difficulties, not only concerned with the use of particular words and expressions, but also those which related to the use of a particular translation strategy or the way of the translation process analysis. The participants also emphasized that thanks to IPDR use, they started paying attention to a text's

²² It should be noted that the interviews were conducted in Polish. For the purpose of this paper, all answers were translated into English.

details, which had not been so obvious before. Moreover, it often made them reflect more on the fact that during the translation process almost everything, every element of the text, was crucial:

Earlier I had not been thinking of such things, but then, thanks to writing comments, I started taking all details into consideration: from the title of a text to spelling and punctuation.

Greater awareness of the translation process was also observed in the trainees' comments referring to the importance of the cultural and historical context of the text, the source text interpretation, and the key aspects of linguistic features of both the source and the target texts. Also, some students made interesting remarks about their own shortcomings as novice translators.

4.1.2. IPDR AS A MEANS OF INCREASING INSTRUMENTAL COMPETENCE

The tool, as it is seen in the students' narrations, helped them to develop instrumental competence which is one of the subcompetencies of the concept of translation competence. The trainees often indicated that thanks to the tool, they became more conscious of their use of translation aids and of the process of equivalents selection:

It broadened my point my view as far as the use of equivalents in a given text is concerned, because now I see that there are many possibilities in dictionaries, and it is not always reasonable to use the most popular expression. Sometimes it is worth choosing the one which is not so popular but is much better in a particular context.

The analysis of the translation trainees' replies clearly demonstrates that the use of IPDR motivated them to apply more complex translation aids, not only the Internet or bilingual dictionaries (mostly English-Polish). It also made the students search for the material in justification of their actions, in order to explain why they chose to translate something in a given way. Let us focus on one of the answers:

Yes, I assume that the most important thing for me is that when I started writing those comments, I also started using more translation aids, and not only Google ... This way I wanted sometimes to prove that I had been right.

As the students said, it was the IPDR which motivated them to perform a search on all the facts related to the source text. The additional material served to illustrate the students' way of dealing with translation problems and of analysing the source message.

4.1.3. IPDR AS A MEANS OF IMPROVING THE QUALITY OF TRANSLATION PRODUCTS

During the interviews, the trainees repeatedly emphasized that thanks to the tool use, they felt the need for improving the quality of the target texts more often. One of the students accentuated her attempts to translate perfectly:

It was a very interesting experience, because earlier I had just wanted to finish a translation, without paying attention to details, but then, when I started jotting down the comments, I wanted the task to be done perfectly.

The trainees were also clearly aware of the fact that with IPDR they assumed their responsibilities towards potential readers. A conscious process of improving the text in Polish is evidenced:

I simply knew that something was wrong in a translation. It was a bit strange, though, because when I was translating, I did not notice any mistakes, but after having written a comment, I was just telling myself: 'What are you doing? It is not correct, etc.'

Greater awareness is observed in the participants of the importance of applying themselves to the process of translation, which was obviously also connected with the acquisition of instrumental competence. More importantly, the trainees attempted to make themselves clear when creating their target texts. Progress can also be seen to have been made in the students' ability to use the norms and regulations specific to the use of Polish language. It should be noted that the participants of the study emphasized the fact that they accustomed themselves to revising their translations:

There are many advantages of IPDR, but the tool, above all, enables to return to a translation after a while and to make some corrections. I do not like it when I have to hand in my assignment straight after having translated a particular text; therefore, I am of the opinion that after a few days it is possible to improve its quality so that it will be eminently readable.

4.1.4. IPDR AS A MEANS OF IMPROVING THE WELL-BEING AND SELF-CONCEPT OF TRANSLATION TRAINEES

Progress can also be observed to have been made in the trainees' improvement of the so called self-concept as novice translators. The writing of comments by students may be said to encourage them to take greater responsibility for the task being done as well as to increase their self-confidence as future professional translators. It has to be emphasized that the improvement in the well-being of the trainees occurred mainly as a result of the possibility to discuss potential translation problems with a translation trainer:

I felt better when I added some comments to my translation assignment, because in this way, I explained to my teacher why exactly I wrote something. I simply knew that when I explained something, the teacher would treat a translation more favourably.

Finally, it should be added that translation classes conducted with the use of IPDR gave the trainees a feeling of safety as far as the choice of certain translation strategies and techniques was concerned. Obviously, it had to do with the psychological approach: the students felt better with the opportunity to explain their decisions to the trainer.

4.1.5. IPDR AS A TOOL WHICH MAKES THE TRANSLATION PROCESS A MORE INTERESTING AND ENJOYABLE EXPERIENCE

The results show that IPDR as a teaching technique makes the task of translation a more enjoyable experience for translation trainees. One of the subjects even mentioned that writing comments was great fun:

... for me it was really good fun ... and as a group task it was ever so interesting.

Additionally, some of the trainees indicated that adding comments to translation assignments gave them immense satisfaction. The results also confirmed that IPDR made the trainees want to participate in more translation classes conducted with the use of IPDR. Finally, IPDR encouraged a feeling of confidence and security in the trainees:

At last I stopped feeling doubt in myself; I do not fear translation any more.

4.2. DRAWBACKS OF IPDR USE

In terms of the tool's drawbacks, it is fairly straightforward that in the majority of the interviews, the students reported on the initial difficulties of IPDR use; however, at the same time, they emphasized that the idea of writing comments became abundantly clear to them in due time. As far as the difficulties are concerned, it should be noted that they mostly related to the initial phase of the implementation of the tool. The following aspects were mentioned by the subjects: 1) lack of a sense of purpose for writing comments; 2) lack of ideas for what to write, which made the task more difficult and created a feeling of uncertainty; 3) laboriousness of the task. Let us now look at the fragments of the interviews, which exemplify the aforementioned aspects:

Yes, at first the process seemed to be quite difficult. Yes, quite difficult. But, I feel, it was only at the very beginning. After that it was much better.

Probably, I mean I was probably a bit surprised at first. It seems to me, at least, that I was a bit surprised, because I had no idea that the translational process can be commented on (laughing).

Basically, I just did not know what to write, what to comment on.

At first I thought that the process of commenting made my translating more difficult, because apart from translating, I had to comment on it. As it turned out, after having finished the assignment, I had problems with writing comments. I did not know what the comment must relate to, so at the very beginning it was very difficult until the moment when I had got used to that ... But now writing comments does not pose any problems to me.

I was trying not to forget about the things on which I wanted to comment which was the most difficult, but only at the beginning.

In addition, the subjects reported on their worries about the legibility and appropriateness of the commentaries which they provided alongside translation assignments. Let us look at the following example:

... I worried mostly about the readability of the comments.

The students clarified such statements by saying that they had wanted the class teacher to understand their writing in a proper way.

Also, in most cases, at the very beginning of the IPDR implementation, the subjects reported on the aspect of the prolongation of the translational process due to writing comments and on the negative effect of the additional task in the form of losing motivation to do homework, especially when texts to translate were quite long. Nevertheless, it is worth repeating that overall, seldom did the subjects mention that the use of IPDR presented serious problems to them.

5. DISCUSSION

The main aim of the study was to verify the translation trainees' reactions to IPDR implementation during translation classes. In order to check what advantages and disadvantages of the tool were identified by the trainees, the researcher carried out semi-structured interviews with five translation students who had been participating in the translation classes conducted with the use of IPDR for almost 2 months. The study provided evidence that the implementation of IPDR is of great benefit to translation students. Based on the findings of this research, the author of the paper distinguished the following advantages of the didactic tool: 1) raising awareness of the nature of the translation process; 2) increasing instrumental competence, being the component of the notion generally known as 'translation competence'; 3) improving the quality of the translation products; 4) improving the well-being and self-concept of the trainees; 5) making translation classes a more enjoyable and more interesting experience. It turned out that the majority of the drawbacks classified by the researcher related mainly to the initial stages of IPDR implementation, and, according to the subjects' opinions, all doubts and hesitations concerned with the process of writing comments alongside translation assignments were cleared. The students soon got used to the whole procedure.

The findings presented above seem to provide convincing evidence that Integrated Problem and Decision Reporting might be successfully used during translation classes. Also, the results are generally consistent with a whole host of studies in which the use of similar didactic techniques was investigated.²³ Comparable results were obtained

²³ IPDR usage, as a cognitive teaching tool applied during translation classes, might

by Fox²⁴ and Whyatt.²⁵ According to Fox, writing translation diaries encourages learners to reflect critically upon the task of translating a task, increases self-confidence and well-being, and improves the ability to evaluate the appropriateness of particular translation strategies. Furthermore, the tool provides a teacher with the means to verify and monitor trainees' progress accurately, gives the opportunity to take into consideration learners' needs, as well as provides the teacher with information concerning the rationale for the way trainees make translation decisions.²⁶ Likewise, Whyatt emphasizes that a cognitive tool (in this case it was Translog) used for didactic purposes reinforces self-reflection in learners, gives them the opportunity to participate in one's own process of learning, as well as critically reflect upon the translational decision that they make.²⁷

Another crucial observation in the context of the findings is that the data obtained by a translation trainer through IPDR may constitute valuable material for a great deal of analyses, for the benefit of both the trainer and his/her students. Collecting and interpreting the data should not pose any serious problems for a teacher, as long as novices are interested in such a task²⁸ (and the findings of the study clearly demonstrate that IPDR makes translation classes more interesting and a more enjoyable experience). More significantly, however, IPDR enables the observation of one's own translation performance, making it possible for trainees to reflect critically upon their own strengths and weaknesses. This is – as Tirkkonen-Condit rightly accentuates – 'a precondition for learning to monitor the performance in an expert manner.'²⁹ And reflection, accord-

be compared, for instance, to the usage of translation diaries, Translog, interim decisions analysis, or TAPs.

²⁴ O. Fox, *The Use of Translation Diaries in a Process-Oriented Translation Teaching Methodology*, op. cit., p. 127–8.

²⁵ B. Whyatt, *Wzmacnianie autorefleksji językowej wśród studentów neofilologii. Translog jako nowoczesna technologia pozwalająca na wgląd w proces tworzenia tekstu*, in: M. Pawlak and B. Wolski (eds.), *Wykorzystanie nowoczesnych technologii w dydaktyce języków obcych*, Poznań–Kalisz–Konin 2011, p. 75–90.

²⁶ O. Fox, *The Use of Translation Diaries in a Process-Oriented Translation Teaching Methodology*, op. cit., p. 128.

²⁷ B. Whyatt, *Wzmacnianie autorefleksji językowej wśród studentów neofilologii. Translog jako nowoczesna technologia pozwalająca na wgląd w proces tworzenia tekstu*, op. cit., p. 87.

²⁸ See also S. Tirkkonen-Condit, *The Monitor Model Revisited: Evidence from Process Research*, "Meta" 2005, 50 (2), p. 411.

²⁹ *Ibid.*, p. 412.

ing to Prieto and Linares,³⁰ is 'a key element in the learning process since without reflection no effective learning can take place.'

As Dick³¹ states, translation teachers can no longer apply those assessment methods which focus exclusively on the quality of the product; they should rather use techniques enabling them to focus on what a learner constructed on the basis of a given learning situation. This view clearly indicates the connection of cognitive techniques used to track the translational process with the ideas of constructivism, according to which the student is transformed from being a passive recipient of knowledge to an active participant in one's own process of learning³².

Summing up, taking into consideration that IPDR is an important didactic tool, it is worth regarding it as one of the translation teaching techniques towards which the attention of all translation trainers, irrespective of language pairs in which classes are conducted, should be paid.

6. CONCLUSION

This article has shown that the use of Integrated Problem and Decision Reporting during translation classes has many advantages. First of all, it enhances the ability of translation trainees to analyse their own competencies, level of translational knowledge as well as some shortcomings. Secondly, the technique, according to the participants, increases the efficiency of the translation process and the quality of translation products. Thirdly, it enables students to reflect more on the translation aids they usually use. Finally and above all, the tool helps to develop translation trainees' self-concept, raises their awareness of the translation process, and enables to establish a good rapport with a translation trainer.

³⁰ Ch.F. Prieto, F.S. Linares, *Shifting from translation competence to translator competence: can constructivism help?*, in: S. Wu, C. Griffiths, V. Pellatt (eds.), *Teaching and Testing Interpreting and Translating*, Oxford–Bern–Berlin–Bruxelles–Frankfurt am Main–New York–Wien 2010, p. 143.

³¹ W. Dick, *An instructional designer's view of constructivism*, in: T.M. Duffy and D.H. Jonassen (eds.), *Constructivism and the Technology of Instruction: A Conversation*, Hove–London 1992, p. 93.

³² Educational Broadcasting Corporation, *Constructivism as a Paradigm for Teaching and Learning*, <http://www.thirteen.org/edonline/concept2class/constructivism/>. Accessed 27 September 2016.

Despite the fact that, as the study participants underlined during the interviews, at the very beginning of IPDR use, they often had no idea what the purpose of the tool was and what exactly they should do, it was not long before they realised IPDR's potential.

Summing up, IPDR may be said to motivate trainees to reflect critically upon what they actually do during the translation process and upon the effectiveness of the strategies and techniques they apply in order to solve translation problems and difficulties; to help them evaluate their own abilities as well as shortcomings; to help them to develop a sense of the target texts reader expectations; and finally to give such beginners the confidence to enjoy the mere act of translation. From the perspective of a translation teacher, comments in the form of IPDR provide explanations for the trainees' problems with the translation process, the decisions that they come to when translating as well as general strategies they use in order to produce an accurate translation. All facts considered, it may be objectively stated that the use of IPDR during translation classes, irrespective of the language pair in which the classes are conducted, is of great benefit to translation trainees. The study can be replicated in other settings, with the students participating both in specialist and in general translation classes.

INTEGRATED PROBLEM AND DECISION REPORTING IN TRANSLATION TEACHING – ADVANTAGES AND DRAWBACKS FROM TRANSLATION STUDENTS' POINT OF VIEW

Summary

Integrated Problem and Decision Reporting (IPDR) is a translation tool that has been used by Daniel Gile in his translation teaching practice for more than twenty years. However, there are neither experiments nor scientific articles tackling the problem of commentaries provided by translation students through IPDR. With this relative lack of research on the technique, the author of the paper conducted qualitative research in order to study translation students' reactions towards IPDR used systematically during translation classes.

In 2014, semi-structured interviews were conducted with the students who participated in the translation classes during which IPDR was used. Questions that were asked related mainly to the advantages and drawbacks of the technique, as seen from the students' perspective.

The aim of the paper is to present the results of the study. The first part of the paper focuses on the presentation of the background of IPDR, a short

literature review, and potential benefits from its use during translation classes or workshops. The second part of the paper concentrates on the presentation of the methodology used, the research structure and procedure, and the description of participants. The issues presented in the third part of the paper relate to the presentation of results, while the conclusion takes the theme discussed in the work to present the implications for both translation theory and translation teaching.

Key words: Integrated Problem and Decision Reporting, IPDR, Daniel Gile, translation teaching, semi-structured interview, translation teaching technique

ZINTEGROWANE RAPORTOWANIE PROBLEMÓW I DECYZJI TŁUMACZENIOWYCH (IPDR) – ZALETY I WADY Z PUNKTU WIDZENIA STUDENTÓW KURSU TŁUMACZENIOWEGO

Streszczenie

Integrated Problem and Decision Reporting (IPDR) to narzędzie tłumaczeniowe opracowane przez francuskiego badacza Daniela Gile'a. Autor ten stosował je przez ponad dwadzieścia lat, nauczając przekładu. Jednak pomimo że IPDR stało się już dosyć znane w literaturze przedmiotu, brakuje prac weryfikujących wpływ tej techniki na proces akwizycji tłumaczeniowej u studentów specjalności tłumaczeniowych. Mając powyższe na uwadze, autorka niniejszego artykułu przeprowadziła badanie jakościowe (wywiady częściowo ustrukturyzowane) mające na celu sprawdzenie, w jaki sposób IPDR jest postrzegane przez uczestników procesu dydaktycznego.

Praca stanowi raport z badania przeprowadzonego w 2014 r. w Wyższej Szkole Administracji Publicznej w Białymstoku na grupie 5 studentów lingwistyki stosowanej. Część pierwsza artykułu dotyczy stanu badań nad techniką IPDR (w aspekcie dydaktycznym oraz *stricte* badawczym), część druga zaś – metod badawczych oraz procedury badania. W kolejnych częściach artykułu przedstawiono wyniki oraz ich implikacje dla dydaktyki przekładu.

Słowa kluczowe: Integrated Problem and Decision Reporting, IPDR, Daniel Gile, dydaktyka przekładu, wywiady częściowo ustrukturyzowane, techniki nauczania przekładu