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Learning



# INTERCULTURAL COMPETENCE IN EU POSTGRADUATE TRANSLATION PROGRAMMES

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This report aims to summarise the key findings of a survey of both students and staff involved in postgraduate programmes in Translation which was carried out in various Higher Education institutions within each of six highly diverse member states of the EU. The focus of the survey was to elicit reactions to the current inclusion of Intercultural Competence within postgraduate Translation programmes. The survey also focused, however, on how students and staff would like to see Intercultural Competence featuring in such programmes in the future. The authors of this report hope that the overview of current and potential future practice it contains can serve a variety of purposes. In the context of the PICT project, however, its main purpose was to inform the design of –

- a **curriculum framework** in the form of a series of learning outcomes breaking down the forms of intercultural competence needed to be developed in postgraduate translation students which could then be built into the modules on postgraduate Translation programmes. The main findings of the survey which inform the design of the curriculum framework (also developed as part of the PICT project) can be found on pp39-40 of this report and greater detail is available in the body of the report.
- a set of **sample teaching materials** and activities for the development of intercultural competence in postgraduate students of Translation. Survey data on the learning outcomes, mentioned above, to which these sample teaching materials relate are of course important in the design of such materials. But so is the survey data on the preferences regarding teaching materials and activities expressed in the survey, and a summary of the key findings in this area can be found on p40.
- a set of **sample assessment materials** to allow staff to judge the level of attainment of their students in the area of intercultural competence. Survey data on learning outcomes is once again vital here, but so is, naturally, data on current and desired assessment practices and whilst this is analysed in detail in the report a summary can again be found on p40.

As one might expect, the survey data revealed consensus in some areas and diversity in others and this report brings this out very clearly. But we hope that the reader will find this of interest in itself as well as seeing how this underlies the balance of unity and flexibility built into the subsequent stages of the PICT project in matters of curriculum design, materials development and suggested assessment practices.

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## INTRODUCTION

### AIMS OF THE “PICT” PROJECT

The aims of the Promoting Intercultural Competence in Translators (PICT) project are, firstly, to assess the current state of teaching intercultural communication in postgraduate translation programmes across the EU as well as future expectations in this area and, secondly, to create a ‘tool kit’, readily available to all HE institutions in the EU, allowing them to integrate Intercultural Communication easily into their postgraduate translation programmes. The design of materials to allow the teaching of Intercultural Communication is especially necessary in the face of what we believe to be a serious lack of easily available teaching material or research publications on pedagogy in this area.

### RATIONALE

The aim of the situational survey is to gain greater insight into how far and in what ways intercultural elements are currently being introduced into postgraduate translation programmes in higher education institutions across the partner countries and beyond. The materials assess what aspects, if any, of intercultural communication are currently taught on postgraduate translation programmes and the methods used in teaching those aspects.

The situational survey results and the consequent academic report provide a “birds-eye” view of the content and modes of delivery for intercultural communication and provide the basis for the development of curriculum and materials that are relevant to the partner institutions and also to the wider translation training community. The function of the report is to inform academic and policy stakeholders of the current state of affairs within an indicative sample group of higher education EU institutions.

Furthermore the report will be of use to DG Education and Culture officials as well as to other EU representatives, such as those in charge of the European Masters in Translation, when deciding on priorities and directions for future development.

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## SAMPLE GROUP

The aim of the report is to assess the current state and future expectations of teaching intercultural communication in postgraduate translation programmes across the EU. Therefore the situational survey was administered on groups of teachers of postgraduate translation programmes in six European countries (United Kingdom, Bulgaria, Finland, France, Italy and Poland). A parallel survey was administered to students in order to differentiate teacher-student perceptions.

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## CONTEXT AND METHODOLOGY

The situational survey was conducted in six European countries which form the consortium. The countries were carefully chosen to represent both old member states (United Kingdom, Finland, France and Italy) as well as the new ones (Poland and Bulgaria). The survey was addressed to both teachers and students of postgraduate translation programmes.

The basis of the situational survey was established by all project partners based on national experiences during the launch event in London (November 2011). It was decided that the situational survey will have two versions - separate for teachers and students. Later the English proposals of the situational surveys were developed at the UNESCO Chair of the Jagiellonian University (Poland) and distributed to all the partners for further consultations. Having introduced all necessary changes, the surveys were translated by all partners into their national languages and administered via an online platform ([www.ankietka.pl](http://www.ankietka.pl)). The online survey links were disseminated by partners by electronic mail to a minimum of four national higher education institutions. The data was collected from 24 April to 24 May 2012.

The situational survey covers a range of topics and its aim is determine both the current state of affairs and future expectations of both teachers and students regarding this area. The survey is divided into three parts: the introduction (gender, age), followed by questions regarding the current state of affairs and questions regarding future expectations.

The survey addressed to teachers consists of 16 questions and the one addressed to students of 12 (both surveys can be found in the Appendix). The majority of the questions were closed (simple or multiple choice) however the participants were given the opportunity to elaborate on their answers through open-ended questions.

Picture 1 Example of the survey design

## BREAKDOWN OF SAMPLE

A total of 402 respondents participated in the survey out of which 63 were teachers in postgraduate translation programmes and 399 students. Respondents were contacted through higher education institutions and via social networks.

As can be seen in Table 1, of the teacher participants 15 (23.8%) were from the United Kingdom, 12 (19.05 %) from Finland and France each, 10 (16%) from Bulgaria, 8 (12.6%) from Poland and 6 (9.5%) from Italy.

In all participating countries the vast majority of teacher participants were females (average of 80.95%) and a much lower number males (average of 19.06% males). The largest disproportion was

observed in Poland where as many as 87.5% of the teachers were females and only 12.5% males. France with 75% female teachers and 25% male teachers seems to be the participant with the smallest disproportion between teachers' gender.

Teachers					
Country	Female	Male	Total	Female	Male
UK	12	3	15	80%	20%
Bulgaria	8	2	10	80%	20%
Finland	10	2	12	83%	17%
France	9	3	12	75%	25%
Italy	5	1	6	83,33%	16,67%
Poland	7	1	8	87,50%	12,50%
<b>Total</b>	<b>51</b>	<b>12</b>	<b>63</b>	<b>80,95%</b>	<b>19,06%</b>

Table 1 Number and gender of teachers

As far as students are concerned, there was a total of 399 participants (see Table 2) out of which the largest group - 124 (31%) - was from Poland, followed by 92 (23%) from Finland, 51 (12.8%) from Bulgaria, 45 (11.4%) from the United Kingdom and France each and 42 (10.5%) from Italy.

Students					
Country	Female	Male	Total	Female	Male
UK	35	10	45	77,78%	22,22%
Bulgaria	45	6	51	88,24%	11,76%
Finland	82	10	92	89,13%	10,87%
France	35	10	45	77,78%	22,22%
Italy	34	8	42	80,95%	19,05%
Poland	104	20	124	83,87%	16,13%
<b>Total</b>	<b>335</b>	<b>64</b>	<b>399</b>	<b>83,96%</b>	<b>16,04%</b>

Table 2 Number and gender of students

As presented in table below, the three most frequent age groups among teachers are 45-54 (33.33%), 35-44 (28.57%) and 55-64 (22.22%). There was a higher ratio of the first group in the United Kingdom (53.33%) and Bulgaria (50%); the second group is predominant in Italy (66.67%) and Poland (37.5%) while the third is more prevalent in Finland and France (41.67% each). There are far fewer respondents in the remaining groups: 25-34 (9.53%) followed by above 65 (4.76%) and the smallest

group 18-24 (1.59%). However, it is worth noting that the only country with teacher participants from the 18-24 age group is France and Poland is the country with the largest percentage aged ageing 65 or more.

Teachers							
%							
Age	UK	Bulgaria	Finland	France	Italy	Poland	Average
18 - 24	0,00%	0,00%	0,00%	8,33%	0,00%	0,00%	1,59%
25 - 34	13,33%	0,00%	8,33%	8,33%	0,00%	25,00%	9,53%
35 - 44	6,67%	30,00%	33,33%	25,00%	66,67%	37,50%	28,57%
45 - 54	53,33%	50,00%	16,67%	16,67%	33,33%	25,00%	33,33%
55 - 64	20,00%	10,00%	41,67%	41,67%	0,00%	0,00%	22,22%
> 65	6,67%	10,00%	0,00%	0,00%	0,00%	12,50%	4,76%

Table 3 Age of teachers

As could easily be predicted the age of the vast majority of the students participating in the survey ranges between 18-24 (63.16%) or 25-34 (30.83%). In Bulgaria these two groups represented (76.47%), Italy (76.19%), Poland (74.19%) and the UK (53.33%). However, in Finland most students (53,26%) fall into the upper of these two groups. Two interesting findings are that the UK and Finland are the two countries with the highest percentage of students aged 35 or more: 20% and 9.79% respectively and the UK is the only country with students in the 55-64 group.

Students							
%							
Age	UK	Bulgaria	Finland	France	Italy	Poland	Average
< 17	0,00%	0,00%	0,00%	0,00%	2,38%	0,00%	0,25%
18 - 24	53,33%	76,47%	36,96%	68,89%	76,19%	74,19%	63,16%
25 - 34	26,67%	19,61%	53,26%	26,67%	21,43%	25,00%	30,83%
35 - 44	11,11%	3,92%	8,70%	0,00%	0,00%	0,81%	4,01%
45 - 54	4,44%	0,00%	1,09%	4,44%	0,00%	0,00%	1,25%
55 - 64	4,44%	0,00%	0,00%	0,00%	0,00%	0,00%	0,50%
> 65	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0%

Table 4 Age of students

## RESULTS

Below are presented the results of situational surveys. The results are presented in two parts: current and future. The first part presents the panorama of the current state of the art. The second part concentrates on the future expectations of the teachers and students of translation programmes. Some of the questions in the surveys for teachers and students were different from each other. Where the questions are the same, the results are presented in contrast to each other, where the questions were unique directed to one target group, they are analysed independently.

### CURRENT

The results presenting a birds-eye view of what is happening in the area of teaching intercultural competence within postgraduate translation programmes cover the following areas: perception of intercultural competence (importance, understanding and areas of importance), training in intercultural competence (inclusion of training in intercultural competence, areas of intercultural competence included in training, academic organisation, type of activities) and assessment.

Some of the responses regarding the current state of affairs were analysed against the answers regarding future expectations. This allowed us to draw interesting conclusions regarding the differences between reality and expectancy.

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#### PERCEPTION OF INTERCULTURAL COMPETENCE

The first step was to evaluate how intercultural competence is perceived by both teachers and students. To establish this we asked the participants to indicate how important they perceive intercultural competence for translators to be, explain how they understand this broad term, and what areas of intercultural competence are, in their opinion, most significant. The results of this part of the situational survey are presented and discussed below.

## IMPORTANCE OF INTERCULTURAL COMPETENCE

In the third question of the survey the participants were asked to indicate how important (on the scale 1-10, 1 being not important and 10 crucial) they see intercultural competence as being for translators. As we can see in the Table 5, teacher participants in general find intercultural competence crucial (57.22%), very important (15.69%) or important (25.5%). None of them finds it unimportant, but what might come as a surprise is that 13.34% of the teachers find it moderately or less than moderately important. It should be noted that this opinion was exclusive to the teachers from the UK.

An interesting finding is that a large group of the teachers in the UK (40%) and Italy (50%) considered intercultural competence merely as important. This stands in striking contrast with the rest of the countries, where vast majority of the teachers (Bulgaria 90%, Finland - 90%, Poland 90%, France - 66,67%) described intercultural competence as crucial for translators.

Answer	UK	Bulgaria	Finland	France	Italy	Poland	Average
10	20,00%	90,00%	75,00%	66,67%	16,67%	75,00%	57,22%
9	13,33%	10,00%	16,67%	8,33%	33,33%	12,50%	15,69%
8	40,00%	–	8,33%	16,67%	50,00%	12,50%	25,50%
7	13,33%	–	–	8,33%	–	–	10,83%
5	6,67%	–	–	–	–	–	6,67%
4	6,67%	–	–	–	–	–	6,67%

Table 5 Importance of intercultural competence as seen by teachers

When it comes to students, it seems that they share the teachers' point of view. As presented in the table below students in general find the intercultural competence either crucial (47.87%), very important (24.10%) or important (17.45%). Unlike the teachers, intercultural competence was rated as almost unimportant, but by a rather insignificant 2.38% of students.

Answer	UK	Bulgaria	Finland	France	Italy	Poland	Average
10	40,00%	49,02%	47,83%	31,11%	54,76%	64,52%	47,87%
9	24,44%	19,61%	29,35%	28,89%	28,57%	13,71%	24,10%
8	17,78%	15,69%	19,57%	24,44%	14,29%	12,90%	17,45%
7	11,11%	15,69%	3,26%	4,44%	–	8,06%	8,51%
6	2,22%	–	–	8,89%	–	0,81%	3,97%
5	4,44%	–	–	2,22%	–	–	3,33%
2	–	–	–	–	2,38%	–	2,38%

Table 6 Importance of intercultural competence as seen by students

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## UNDERSTANDING OF INTERCULTURAL COMPETENCE

The students were asked to describe in their own words their understanding of intercultural competence. Since the answers to the question about areas of importance were given in response to open-ended questions, they varied from one country to another. The most representative areas identified in each of the participating countries are presented below.

### UNITED KINGDOM

- general knowledge of one culture, e.g. religion, politics, culture, values and traditions;
- awareness and understanding of differences between SL culture and TL culture;
- understanding of ways to mediate between SL and TL culture;
- being able to understand cross-cultural verbal and non-verbal messages;
- being able to respond to cross-cultural messages appropriately and effectively;

### BULGARIA

- ability to understand the way of thinking of people with a foreign culture;
- ability to communicate successfully with other cultures
- knowledge of the manners and customs of a given nation
- knowledge about the different cultures, not only linguistic, but cultural, national and state
- ability to understand foreign culture: thinking, views, feelings, action
- full awareness of terms in both source and target language
- awareness of the differences existing in history and traditions of different cultures

### FINLAND

- theoretical knowledge of one's own and the other culture and the differences between them;
- practical knowledge of one's own and the other culture and the differences between them;
- understanding that there are differences between cultures ;
- ability to take these differences into account in one's doings and to value respect them;
- knowledge of history, different behaviour, habits, traditions and everyday culture, behavioural patterns and awareness of patterns of thinking;
- eagerness and unprejudiced curiosity to acquaint oneself with the differences of the culture;
- understanding the linguistic and textual conventions of the foreign language;

## FRANCE

- the ability to integrate into another culture with its different codes;
- being able to accept the cultural differences of other people
- being able to adapt to cultural differences (codes) of other people in another country
- the ability to understand and integrate different cultures in order to produce the best translation in both style and content
- knowledge of foreign language and culture;

## ITALY

- knowing the source and the target culture;
- being able to interact with other cultures;
- knowledge and consciousness of the differences among cultures;
- linguistic sensibility;
- being able to adapt the target text to the target culture;
- being able to interpret the source text according to the source culture;
- flexibility, open-mindedness, tolerance;
- being aware that there are differences among cultures and that such differences do have practical consequences in communication;

## POLAND

- knowledge of foreign culture (social and political, history, literature and art, literature and the arts, traditions, customs, value systems, taboo areas, principles of communication, the rules of politeness, of everyday manifestations of culture, social and linguistic conventions) ;
- understanding, tolerance and dialogue.

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## AREAS OF IMPORTANCE

The teachers were asked to identify the areas of cultural competence which, in their opinion, were especially important in translators' training. The most representative areas identified in each of the participating countries are presented below.

### UNITED KINGDOM

- general knowledge of 'Culture' (– e.g. institutions, politics, current affairs, religion, geography, the arts);
- general awareness of cultural differences between the source-language country and the target-language country that will affect the translation solution chosen;
- knowledge of specific working 'cultures' and their norms – e.g. health services, legal profession, business;
- knowledge of value systems – e.g. hierarchy, loyalty, ethics;

- knowledge of discourse features (textual norms and conventions) – e.g. style, register, sentence length, directness/indirectness (politeness theory);

#### **BULGARIA**

- intercultural relations (*savoir être*), knowledge of social groups and practices in both the target and home cultures (*savoirs*);
- skills of interpreting and relating (*savoir comprendre*);
- skills of discovery and interaction (*savoir apprendre/faire*);
- critical cultural awareness (*savoir s'engager*), which comprises abilities to evaluate perspectives, practices and products of both home and target culture;
- cultural traditions and cultural context (home and target cultures);
- knowledge of socio-political events and processes in the home and target cultures (historically viewed as well as current ones);
- attitudes in small groups and society as a whole;
- the cultural “load” of the mother tongue and the target language;
- communication patterns and behaviours in the home and target cultures;

#### **FINLAND**

- knowledge of source and target languages and cultures (history, customs, cultural products, world of values, collective memory, stereotypes, traditions taboos, behaviour patterns and conventions, governmental systems, etc.);
- knowledge of the theory of cultural differences and their impact on the translation and communication;
- knowledge of organizations and institutions;
- solid general education;
- sensitivity to cultural discourses and ability to design the texts in different languages and cultures;

#### **FRANCE**

- country knowledge of the relevant language (history, geography, culture, literature, theatre, institutions, political organization, press)
- being able to bring the two cultures together;
- identifying cultural, linguistic, social, historical conventions/habits/values of each country;
- adapting/localizing/explaining those conventions depending on the target audience/country.
- identifying the implicit values of each country:
  - understanding that what is implicit for one country/culture is not for others
  - accepting the idea that our way of thinking/conceptualizing is different from others

- being constantly acknowledged with the latest economic, social, political news to understand those implicit values;

#### ITALY

- knowledge of source and target culture;
- general knowledge (literature, geography, history, traditions, customs, legal, education medical/health systems and of institutions);
- knowledge of discourse features;
- ability to take the perspective of the other culture;

#### POLAND

- general knowledge of 'Culture' – e.g. history, literature, cinema, mass culture, everyday life affairs including political allusions , the units of measure and the idiomaticity of language;
- knowledge of discourse features (textual norms and conventions) – e.g. style, register, sentence length, directness/indirectness (politeness theory) as well as the nonverbal communication;
- knowledge of the mentality of target language users, cultural knowledge, understanding of cultural identity and ways of expression, awareness of relationships between language and cultural phenomena, including "the untranslatability: as one of them;
- tolerance and sensitivity towards other cultures.

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## TRAINING IN INTERCULTURAL COMPETENCE

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### INCLUSION OF TRAINING IN INTERCULTURAL COMPETENCE

For the purpose of the project it was crucial to establish whether and how intercultural competence is included in translators' training. We asked both teachers and students whether they felt that training in intercultural competence was included in their programmes. As shown in Table 7 the vast majority of the teachers (87.5%) confirms that they include intercultural competence training in their courses. Bulgaria and Poland stand out as in those two countries all teachers stated that intercultural competence was included in their programme. The situation in the UK is also noteworthy since it is

the country with the lowest percentage of teachers declaring inclusion of intercultural competence - as little as 66.67%. One of the teachers' comments was particularly interesting:

*I answered "no" to 4 because the intercultural skills cannot be learned. Intercultural competence is acquired passively, like a sponge.*

	UK	Bulgaria	Finland	France	Italy	Poland	Average
<b>yes</b>	66,67%	100%	91,67%	83,33%	83,33%	100%	<b>87,50%</b>
<b>no</b>	33,33%	0,00%	8,33%	16,67%	16,67%	0%	<b>12,50%</b>

Table 7 Inclusion of intercultural competence training in courses

The results from the survey conducted among teachers are especially interesting when compared with the results of the survey conducted among the students (see Table 8).

	UK	Bulgaria	Finland	France	Italy	Poland	Average
<b>yes</b>	44,44%	33,33%	88,04%	80,00%	71,43%	66,94%	<b>64,03%</b>
<b>no</b>	55,56%	66,67%	11,96%	20,00%	28,57%	33,06%	<b>35,97%</b>

Table 8 Training in intercultural competence during postgraduate studies

Although the majority of the students (64.03%) state that they received training in intercultural competence during their postgraduate studies, the percentage of respondents who think so is significantly lower than among teachers. It is especially visible in Bulgaria where the discrepancy between teachers and students reaches 66.67%, followed by Poland with 33.06%. In the remaining countries the variance is visible, but much lower: France – 3.33%, Finland – 3.36%, Italy – 11.09% and the UK - 22.23%.

As shown in the table below, students generally tend to build-up intercultural awareness on their own. On average 90.03% stated they did so. When asked to describe their methods the students most frequently mentioned reading foreign texts (newspapers, books, internet), travelling, interaction with native speakers, listening to the radio, watching television as well as going to the cinema, theatre and music concerts.

Mode	UK	Bulgaria	Finland	France	Italy	Poland	Average
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no	6,67%	19,61%	5,43%	8,89%	9,52%	9,68%	<b>9,97%</b>
yes	93,33%	80,39%	94,57%	91,11%	90,48%	90,32%	<b>90,03%</b>

Table 9 Self-education of intercultural competence

An interesting finding is that the students who claim that they did not receive training in intercultural competence seem to be less willing to build-up intercultural awareness on their own. The correlation is not very significant; however, Bulgaria, with the highest percentage of students denying reception of intercultural training during their postgraduate studies (66.67%), is also the country with the highest percentage of students who do not self-educate in the area of intercultural competence.

## ASPECTS OF INTERCULTURAL COMPETENCE INCLUDED IN TRAINING

When asked about the aspects of intercultural competence included in teaching, most teachers from all the participating countries answered that they include those aspects which they had previously listed as important for translators. Therefore we assume that in all the countries the following aspects are being taught:

- general knowledge of the source and target culture,
- discourse features,
- awareness and identification of cultural differences
- understanding of the different cultures.

Below we present those aspects that are taught in addition to the ones mentioned above.

### UNITED KINGDOM

- cultural non-equivalence;
- cultural bumps;
- narrow constraints of subject-specific translation classes;

### BULGARIA

- transcription punctuation and spelling;
- business communication;

## FINLAND

- general theory of intercultural competence;

## FRANCE

- deepening of cultural codes and customs of different cultures;
- discovery and understanding of variations in the existing language / languages and sources in the target language;
- awareness of differences in assumptions related to different cultures;

## ITALY

- translator's awareness toward cultural differences;
- ability to mediate in situations of potential conflict between different perspectives and knowledge;

## POLAND

- nonverbal communication;
- awareness of diversity and cultural diversity ;
- awareness of the different perception and understanding of cultural values applying appropriate translation procedures to compensate for gaps arising from cultural differences.

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## ACADEMIC ORGANIZATION

Another important issue for the purpose of the project was to establish how the teaching of intercultural competence is incorporated into the postgraduate programmes. The same questions about type of sessions and activities were asked to both teachers and students (both questions were multiple-choice, therefore the sum is not equal to 100%).

As far as the type of session is concerned, it seems that most teachers and students - regardless of the country - agree (see Table 10 and 11). The prevailing type of session is teaching intercultural competence through other translation modules at the discretion of teachers. The situation in Finland draws special attention, as it is the county with the highest percentage of answers confirming systematised teaching of intercultural competence whether as a separate IC module (50%) or through translation modules, but systematised within the curricula (50%).

Type of session	UK	Bulgaria	Finland	France	Italy	Poland	Average
stand-alone IC module	26,67%	10,00%	50,00%	25,00%	0,00%	37,50%	24,86%

<b>through other translation modules at discretion of teacher</b>	66,67%	70,00%	75,00%	75,00%	40,00%	87,50%	<b>69,03%</b>
<b>through other translation modules, but systematized in the curricula</b>	0,00%	10,00%	50,00%	33,33%	20,00%	0,00%	<b>18,89%</b>
<b>other</b>	6,67%	30,00%	16,67%	16,67%	40,00%	12,50%	<b>20,42%</b>

Table 10 How is intercultural competence taught (teachers)

Among other possible modes teachers mention are dedicating a few minutes in each seminar to intercultural competence and teaching basics of the theory of cultural differences on a course in another programme. Meanwhile students mention: courses on intercultural communication, courses on civilisation and culture of a given country, linguistics for translators courses, language courses, and inclusion of intercultural competence content in most courses, internships, language residency and contact with native speakers. What is interesting is that students attend some of those classes during Erasmus exchanges or with different teachers within the same institute.

Type of session	UK	Bulgaria	Finland	France	Italy	Poland	Average
<b>stand-alone IC module</b>	52,17%	23,53%	50,63%	51,43%	3,23%	37,35%	<b>36,39%</b>
<b>through other translation modules at discretion of teacher</b>	21,74%	47,06%	70,89%	45,71%	61,29%	50,60%	<b>49,55%</b>
<b>through other translation modules, but systematized in the curricula</b>	17,39%	29,41%	29,11%	51,43%	22,58%	19,28%	<b>28,20%</b>
<b>other</b>	8,70%	0,00%	13,92%	8,57%	16,13%	7,23%	<b>9,09%</b>

Table 11 How is intercultural competence taught (students)

Moving on to the types of delivery, we can clearly see that according to the teachers workshops and seminars are the two most frequently chosen types of sessions. Lectures are clearly less popular among teachers.

Session	UK	Bulgaria	Finland	France	Italy	Poland	Average
<b>lectures</b>	21,43%	30,00%	58,33%	0,00%	33,33%	12,50%	<b>25,93%</b>
<b>seminars</b>	14,29%	80,00%	75,00%	16,67%	16,67%	25,00%	<b>37,94%</b>
<b>workshops</b>	28,57%	30,00%	25,00%	41,67%	50,00%	62,50%	<b>39,62%</b>
<b>other</b>	42,86%	20,00%	66,67%	50,00%	16,67%	37,50%	<b>38,95%</b>

Table 12 Form of intercultural competence sessions (teachers)

A very interesting finding is the divergence in perception of the mode of training. Teachers of all the participating countries seem to agree that lectures are the least frequently used mode of delivering training in intercultural competence. Only 25.93% of the teachers declared it as a used option. Meanwhile students from all of the countries declared it as the predominant type of session.

Session	UK	Bulgaria	Finland	France	Italy	Poland	Average
lectures	52,17%	82,35%	92,50%	22,22%	62,50%	45,24%	<b>59,50%</b>
seminars	21,74%	29,41%	20,00%	55,56%	25,00%	21,43%	<b>28,86%</b>
workshops	17,39%	35,29%	26,25%	52,78%	40,63%	46,43%	<b>36,46%</b>
other	8,70%	5,88%	13,75%	11,11%	15,63%	20,24%	<b>12,55%</b>

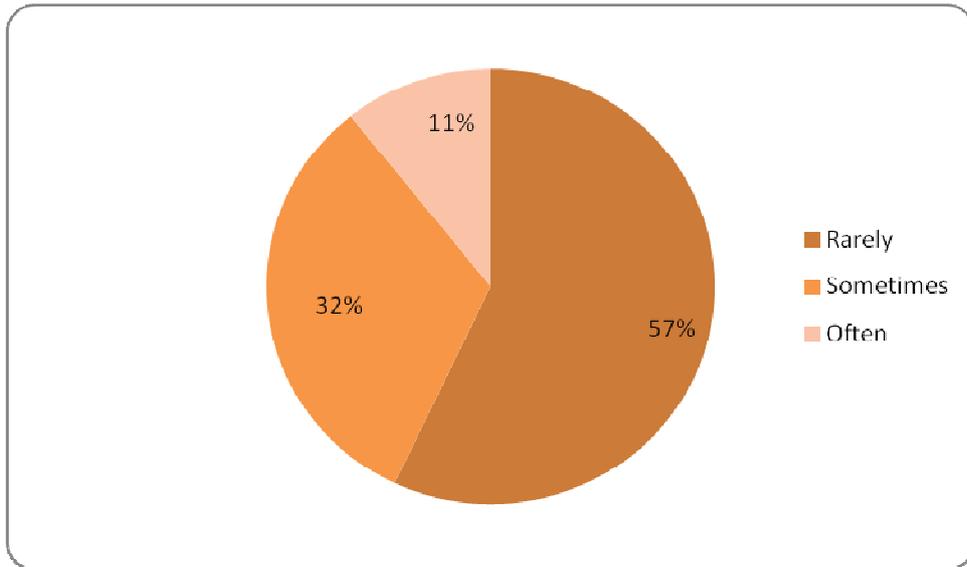
Table 13 Form of intercultural competence sessions (students)

## TYPE OF ACTIVITIES

### FREQUENCY OF USE

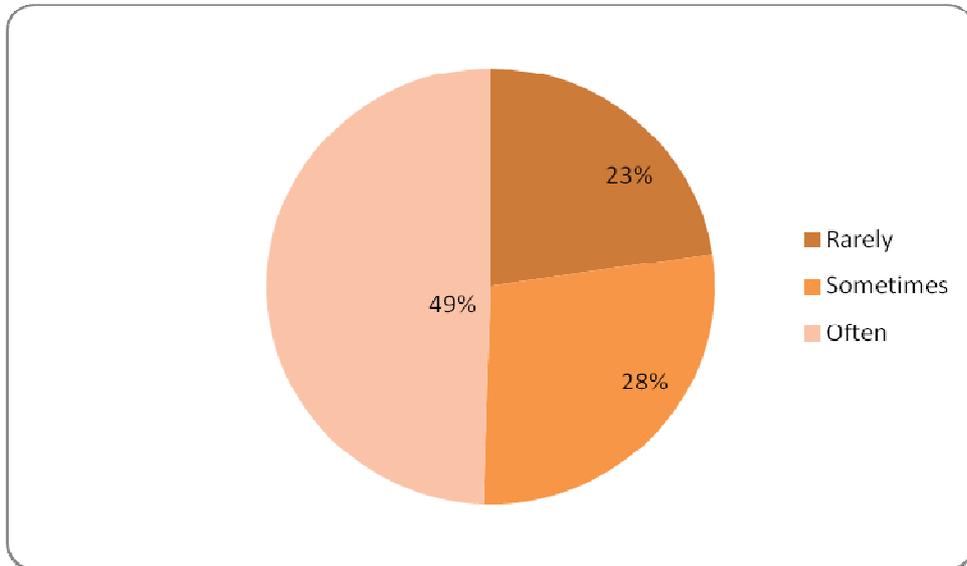
As one of the purposes of this study was to find out how is intercultural competence is taught, the teachers were asked about the type of activities they use to develop the intercultural competence of their students and how often they use them. Teachers were able to choose from presentation of theory, practical group exercises, textual analysis, contrastive analysis and were given three ranking possibilities (1 - rarely, 2- sometimes and 3 - often).

As we can see in Picture 1, according to the teachers, presentation of theory is rarely used to develop intercultural competence. As many as 57% said they use it rarely, 32% sometimes and 11% often.



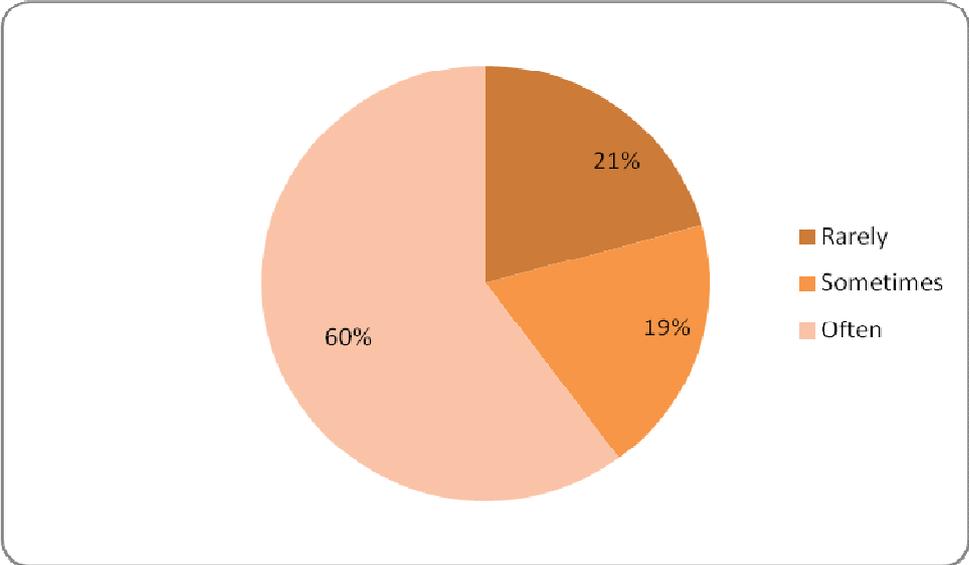
Picture 1 Presentation of theory

As presented in the picture below, practical group exercises seem to be very popular among teachers in all the participating countries, as 49% of them stated they used this kind of activity often, 28% sometimes and 23% rarely.



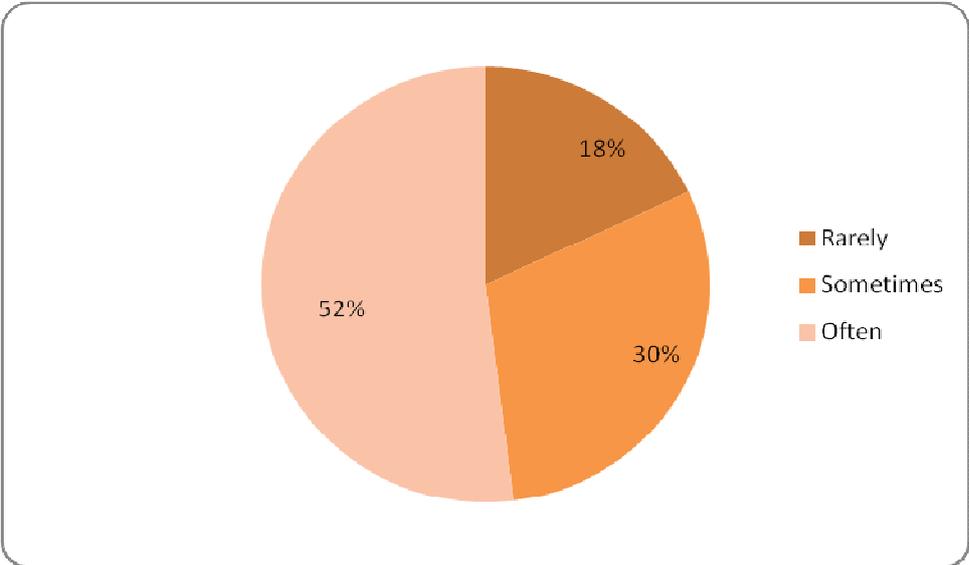
Picture 2 Practical group exercises

Textual analysis (see Picture 3) seems to be the most popular activity across all the participating countries - as many as 60% of the teachers declared to use it often and 19% to use it sometimes.



Picture 3 Textual analysis

Contrasting analysis (see Picture 4) is the second most popular type of activity among teachers - 52% of them declared to use it often and as many as 30% sometimes.



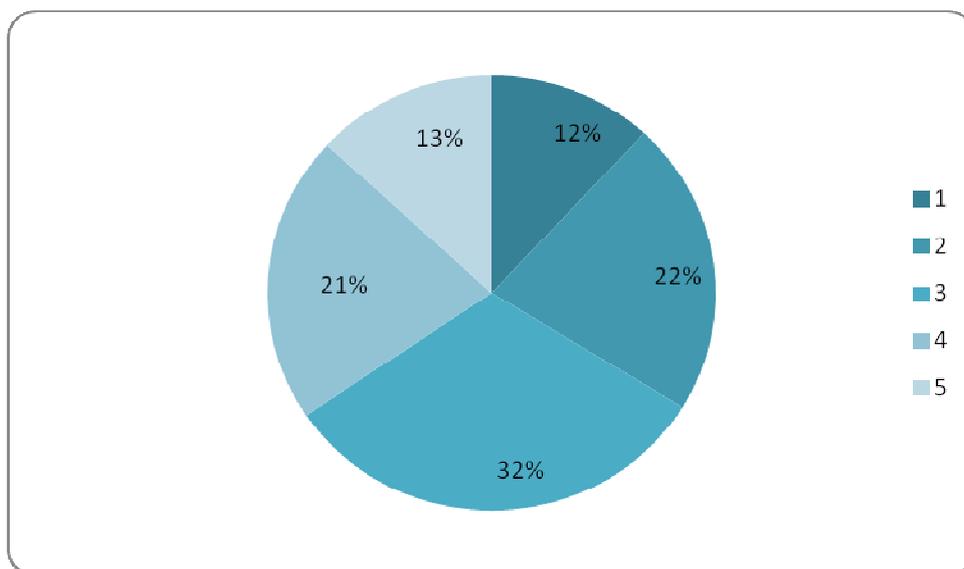
Picture 4 Contrasting analysis

## STUDENT ENGAGEMENT

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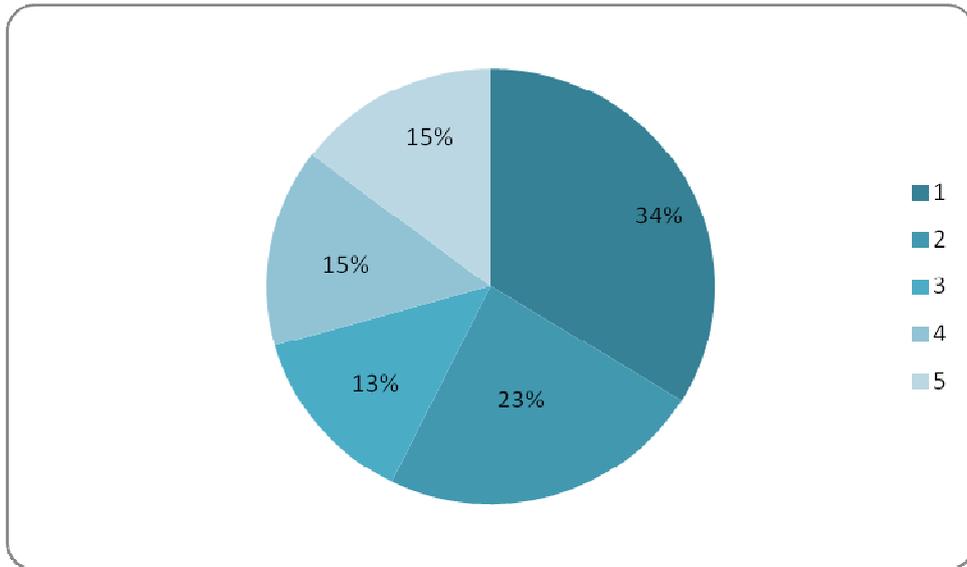
In order to identify the student preference for the activities currently being used, we asked the students to rank the activities used by their teachers. Students were able to choose from presentation of theory, practical group exercises, textual analysis, contrasting analysis and were given five ranking possibilities (1 - most engaging to 5 - least engaging).

As presented in the picture below presentation of theory was rated as very engaging or engaging by 26% of the students and not or little engaging by 33%.



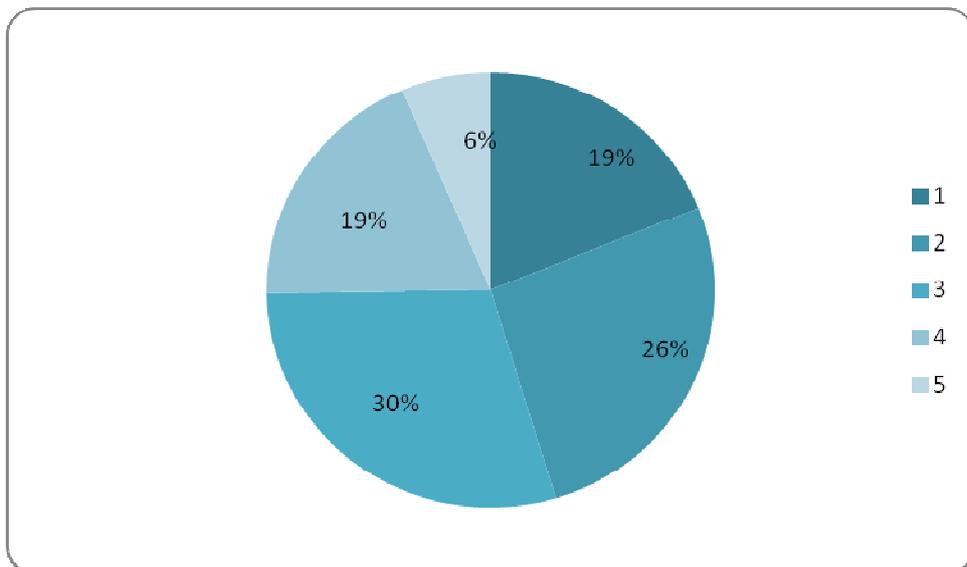
Picture 5 Presentation of theory (students' engagement)

Practical exercises were ranked very high. As many as 58% (see Picture 6 below) of the students across the participating countries consider this kind of activity to be either very engaging or engaging. However, it should be noted that 30% of them declared this activity to be little or not engaging.



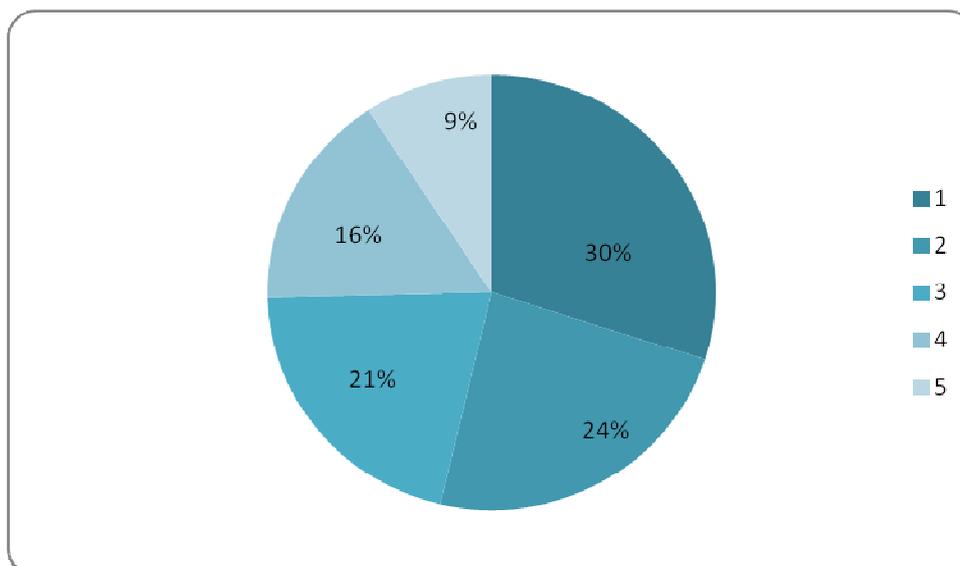
Picture 6 Practical group exercises (students' engagement)

Textual analysis (see Picture 7) seems to be quite popular among students - as many as 45% of them thinks that it's very engaging or engaging and only 25% that it is little or not engaging.



Picture 7 Textual analysis (students' engagement)

Contrastive analysis (see Picture 8) is the most popular activity among students with 54% of them declaring it either as very engaging or engaging and only 25% as little or not engaging.



Picture 8 Contrasting analysis (students' engagement)

## ASSESSMENT

The participants were also asked about the form of assessment of intercultural competence. According to the answers given by the teachers (see Table 12) at present the most popular way of evaluating the intercultural competence is to include it in the general assessment of the quality of translation. This option was indicated by 85% of all the respondents. What comes as a surprise is that teachers in three of the countries felt that intercultural competence is not evaluated at all: UK (33.33%), Finland and France (8.33% each).

Mode	UK	Bulgaria	Finland	France	Italy	Poland	Average
separately	13,33%	0,00%	25,00%	0,00%	0,00%	12,50%	8,47%
integrated (as part of the general assessment of the quality of a translation)	53,33%	90,00%	75,00%	91,67%	100,00%	100,00%	85,00%
not assessed	33,33%	0,00%	8,33%	8,33%	0,00%	0,00%	8,33%
other	0,00%	10,00%	16,67%	0,00%	0,00%	0,00%	4,45%

Table 14 Mode of assessment of intercultural competence.

The findings from the teachers survey are very interesting when compared with the opinion of the students, who were asked how they would like to be assessed. The majority of the students (66.6%) opted for an integrated assessment of intercultural competence.

## FUTURE

This part of the report presents the future expectations of the teachers and students of postgraduate translation programmes regarding tuition on intercultural competence. It covers areas such as: demand for tuition on intercultural competence, training in intercultural competence (aspects of intercultural competence to be included in training, academic organisation, type of activities and materials) and assessment.

### DEMAND FOR TUITION IN INTERCULTURAL COMPETENCE

As can be seen in the table below a vast majority of students (76.52%) regardless of the country of origin would like to receive more tuition in intercultural competence during their postgraduate studies.

Mode	UK	Bulgaria	Finland	France	Italy	Poland	Average
yes	57,78%	74,51%	75,00%	82,22%	85,71%	83,87%	<b>76,52%</b>
no	17,78%	0,00%	5,43%	4,44%	7,14%	8,06%	<b>7,14%</b>
not sure	24,44%	25,49%	19,57%	13,33%	7,14%	8,06%	<b>16,34%</b>

Table 15 Demand of tuition in intercultural competence (students)

Almost a quarter of the British and the Bulgarian students are not sure whether they would like to have more training in intercultural competence and as many as 17.78% of the British students declare that they would not like to receive more training.

### ACADEMIC ORGANIZATION

We have asked the teachers how they would prefer to teach intercultural competence. The results are presented in the table below. A group of the teachers (19.03%) chose teaching intercultural competence through stand-alone modules and a larger group (37.78%) opted for including the training in intercultural competence into other translation modules. The majority (50.42%) opted for combining the two types of session, arguing that a systematic approach would give students a wider understanding, which could be achieved by combining theory and practical experience through

translation exercises. They also said that basic background information should be conveyed as a separately, but other cultural issues should permeate all the teaching.

Type of session	UK	Bulgaria	Finland	France	Italy	Poland	Average
a stand-alone module	40,00%	20,00%	0,00%	16,67%	0,00%	37,50%	<b>19,03%</b>
through other translation modules	26,67%	50,00%	33,33%	33,33%	33,33%	50,00%	<b>37,78%</b>
both	40,00%	50,00%	66,67%	58,33%	50,00%	37,50%	<b>50,42%</b>

Table 16 Desired type of session (teachers)

It is also interesting to compare the present state of affairs with the future expectations. In case of Finland, it seems that teachers would like to decrease teaching IC through stand-alone modules (50% vs. 0%). As they say, although students need information on relevant concepts, theoretical knowledge can best be tested through practical exercises, practical exercises.

On the contrary, in the UK and Bulgaria teachers would like to increase the teaching through stand-alone IC modules (UK: 40% vs. 26.67% and Bulgaria: 20% vs. 10%) as there's insufficient time in translation modules.

As far as mode is concerned, teachers in all countries expressed a desire to increase teaching through workshops (see Table). At present workshops are a form chosen on average by 39.62% of the teachers, but in the future as many as 70.83% would like to use this mode of training. Nevertheless other modes of teaching also have a significant percentage of supporters. Seminars are popular among 36.75% of the participants and lectures among 31.67%.

Mode	UK	Bulgaria	Finland	France	Italy	Poland	Average
lectures	21,43%	40,00%	83,33%	0,00%	16,67%	28,57%	<b>31,67%</b>
seminars	42,86%	60,00%	66,67%	20,00%	16,67%	14,29%	<b>36,75%</b>
workshops	50,00%	60,00%	41,67%	90,00%	83,33%	100,00%	<b>70,83%</b>
other	7,14%	30,00%	25,00%	0,00%	0,00%	0,00%	<b>10,36%</b>

Table 17 Desired form of intercultural competence sessions (teachers)

## ASPECTS OF INTERCULTURAL COMPETENCE TO BE INCLUDED IN TEACHING

A vast majority of the teachers in all the participating countries stress that they would like to continue teaching those aspects of intercultural competence that are already being taught and those that in their opinion are important. However, some aspects were particularly stressed:

- improving general knowledge of cultures through comparative studies;
- linguistics and linguistic variations;
- cultural context;
- improving the ability to recognize and classify culture-bound problems;
- raising curiosity;
- strategies for dealing with intercultural content;
- different text genres.

Many student comments reflected similar priorities even if they were less clearly articulated than some of the teachers' comments. A student in the UK, for example, commented on the need to

*understand how other cultures work and to be able to compare them with our own*

which seems to correspond to the first of the categories above. Similarly a student from Finland commented upon the importance of showing

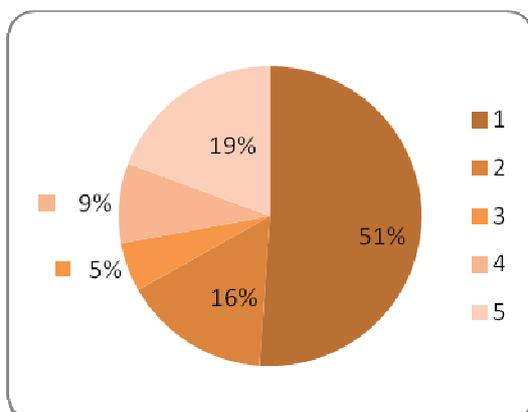
*eagerness to acquaint oneself with the differences of culture*

which corresponds fairly closely to the category of 'raising curiosity' referred to above.

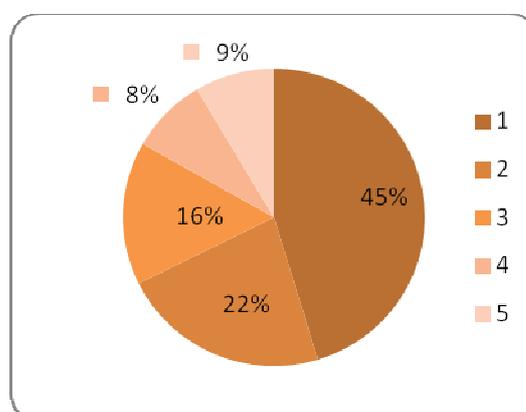
## TYPE OF ACTIVITIES

We also asked the teachers for which type of activities they would like to receive new teaching materials. Teachers were asked to put the desired materials in order of importance (1 - most important to 5 - least important). For the purposes of analyses categories 1 and 2 were aggregated and considered to be important and categories 4 and 5 were aggregated and seen as relatively unimportant.

As presented in the pictures below as many as 67% of the teachers declare that they would like to receive new materials for practical group exercises and contrasting analysis.

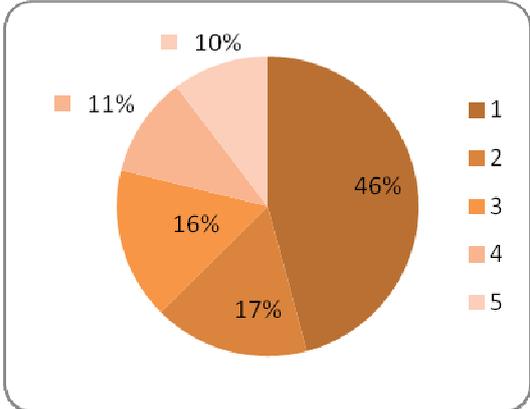


Picture 9 Practical group exercises

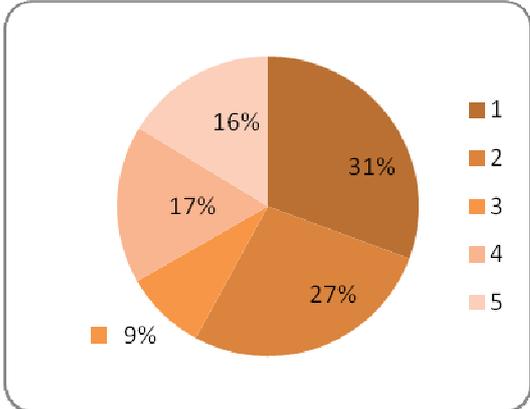


Picture 10 Contrasting analysis

Slightly less, 63% of the teachers would like to receive new materials for textual analysis. Presentation of theory with 58% of the teachers declaring the need of receiving materials for this type of activity was the least frequently chosen option.



Picture 11 Textual analysis

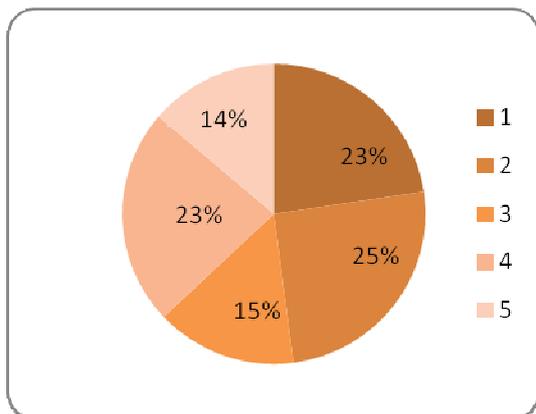


Picture 12 Presentation of theory

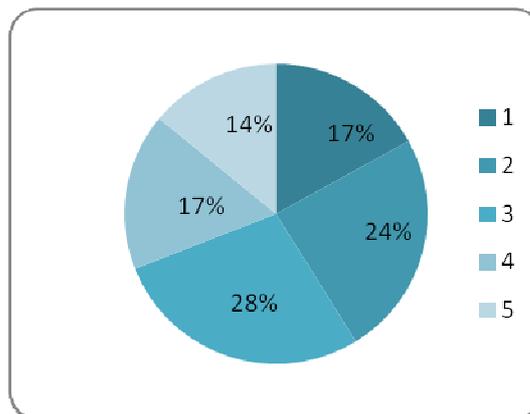
TYPE OF MATERIALS

Both teachers and students were asked about the materials they would like to see more in the teaching of the intercultural competence. They were asked to rate their importance from 1 to 5, 1 being the most important.

As seen below, 48% of the teachers see literary texts as important classroom material. This opinion is shared by 41% of the students. An interesting finding is that slightly more teachers (37%) than students (31%) would like to see fewer literary texts in teaching of intercultural competence.

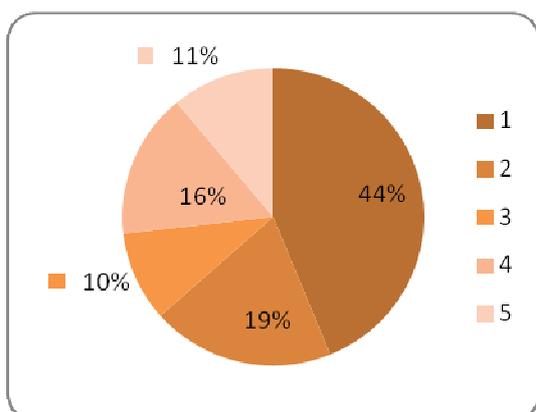


Picture 13 Literary texts (teachers)

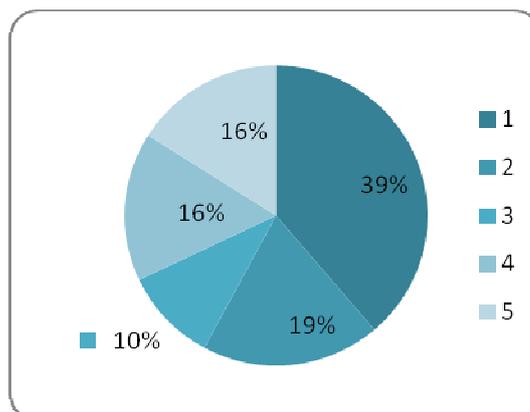


Picture 14 Literary texts (students)

As many as 65% of the teachers and 58% of the students would like to see more newspaper articles in intercultural competence training. What might come as a surprise is the fact that the students (32%) are slightly less enthusiastic about using them than teachers (27%).

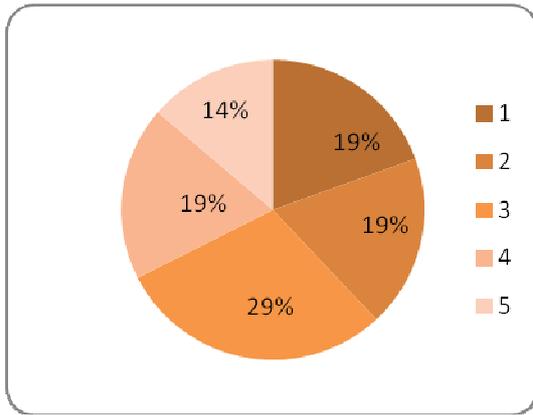


Picture 15 Newspaper articles (teachers)

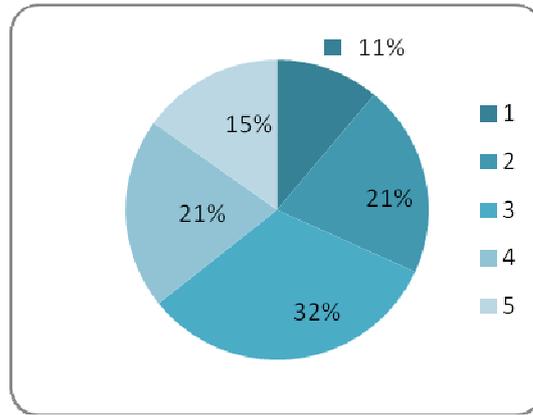


Picture 16 Newspaper articles (students)

The situation is similar as far as technical manuals are concerned. More teachers (38%) than students (32%) would like to use them and more students (36%) than teachers (33%) would not like to use them.

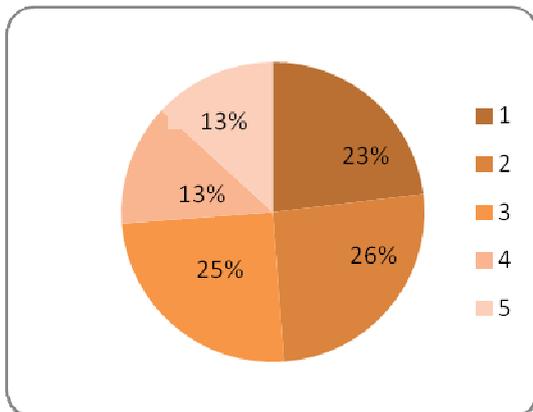


Picture 17 Technical manuals (teachers)

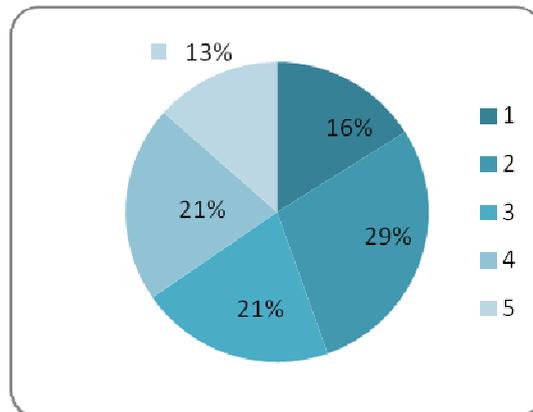


Picture 18 Technical manuals (students)

Advertisements seem to be almost equally popular among teachers (49%) and students (45%). However more students (33%) than teachers (26%) would not like to use this kind of material.

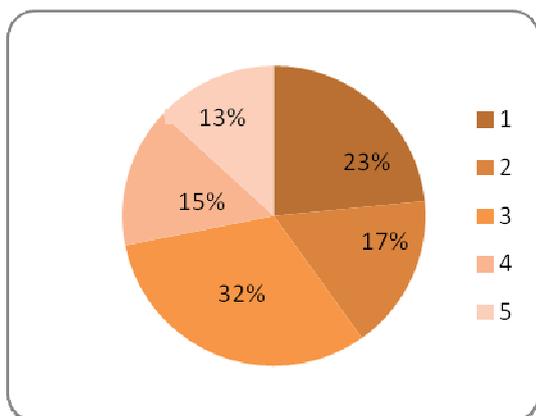


Picture 19 Advertisements (teachers)

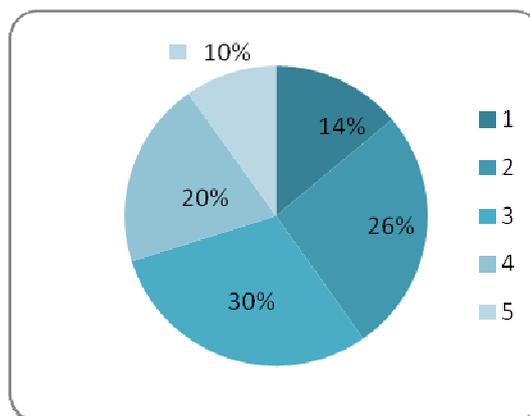


Picture 20 Advertisements (students)

When it comes to tourism publicity the preferences seem to be almost the same. As many as 40% of both students and teachers would like to use tourism publicity materials in training of intercultural competence. Also the percentages of those who are not very eager to use them are similar: teachers - 28% and students - 30%.

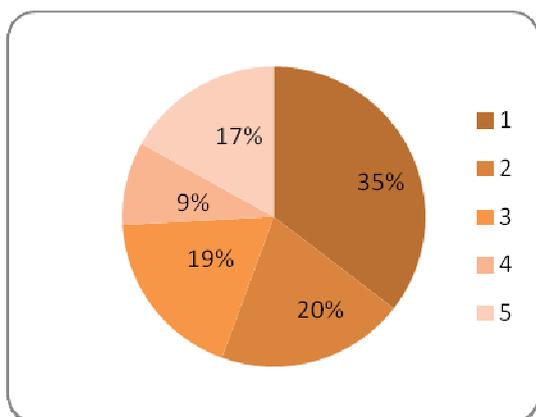


Picture 21 Tourism publicity (teachers)

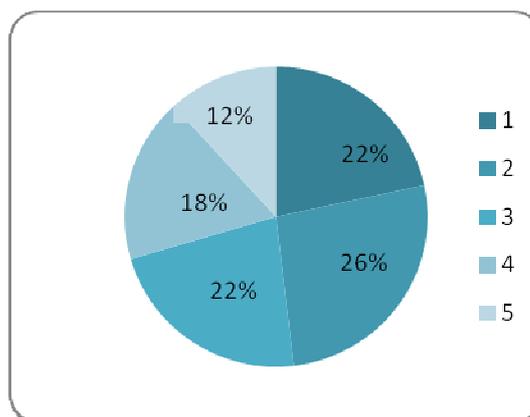


Picture 22 Tourism publicity (students)

The attitudes towards web pages seem to differ. Slightly more teachers (55%) than students (48%) would like to use them in intercultural competence training. Also it is the students (30%) who are less enthusiastic than teachers (26%) about using this kind of material.

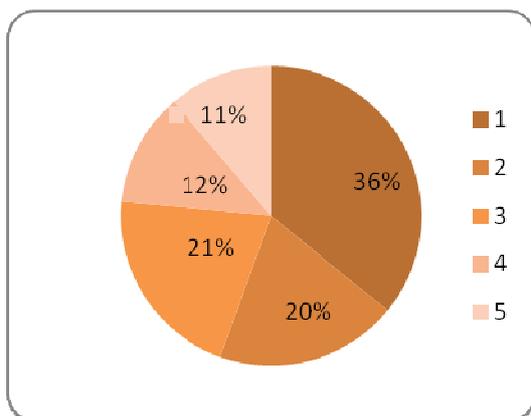


Picture 23 Web pages (teachers)

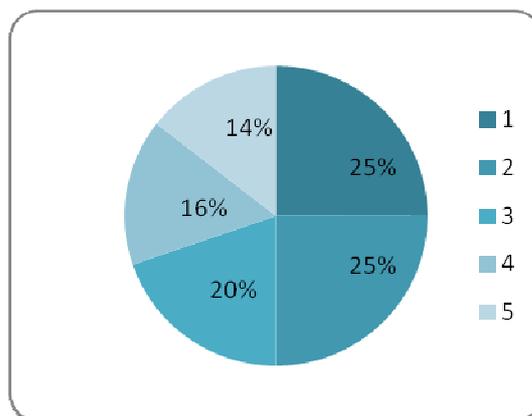


Picture 24 Web pages (students)

As far as multimedia texts are concerned, once again they seem to be slightly more popular among teachers (56%) than students (50%). Also more students (30%) than teachers (23%) would not like to use them.



Picture 25 Multimedia texts (teachers)



Picture 26 Multimedia texts (students)

In the open questions teachers mentioned two possible types of activities: specifying simulations and role plays as possible type of activities they would like to use.

## ASSESSMENT

Assessment plays a crucial role in the process of education therefore we asked both teachers and students how they would like to asses and be assessed as far as intercultural competence is concerned. As we can see in the table below the majority (89.86%) of the teachers would like to integrate the evaluation of intercultural competence with the assessment of the general quality of translation, a significant group of 14.86% would like to assess it separately and only 2.22% think it should not be assessed.

Mode	UK	Bulgaria	Finland	France	Italy	Poland	Average
<b>Separately</b>	33,33%	10,00%	25,00%	8,33%	0,00%	12,50%	<b>14,86%</b>
<b>integrated (as part of the general assessment of the quality of a translation)</b>	60,00%	100,00%	100,00%	91,67%	100,00%	87,50%	<b>89,86%</b>
<b>not assessed</b>	13,33%	0,00%	0,00%	0,00%	0,00%	0,00%	<b>2,22%</b>
<b>Rother</b>	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%	<b>0,00%</b>

Table 18 Desired mode of assessment (teachers)

The majority of the students (see Table 19) prefer an integrated assessment of intercultural competence. However, there is a clear tendency among students (26.78%) to opt for separate assessment of intercultural competence. It is especially visible in France (40%), UK (31.11%) and Bulgaria (29.41%). As one of them commented:

*I think that there should be a separate class evaluating knowledge of history, culture and literature. At the same time in class, while commenting translations assessment of intercultural competence is inevitable and necessary, at least sometimes.*

Mode	UK	Bulgaria	Finland	France	Italy	Poland	Average
separately	31,11%	29,41%	18,48%	40,00%	16,67%	25,00%	<b>26,78%</b>
integrated (as part of the general assessment of the quality of a translation)	66,67%	70,59%	76,09%	48,89%	83,33%	54,03%	<b>66,60%</b>
not assessed	11,11%	3,92%	10,87%	8,89%	2,38%	19,35%	<b>9,42%</b>
other	4,44%	0,00%	1,09%	13,33%	2,38%	2,42%	<b>3,94%</b>

Table 19 Desired mode of assessment (students).

Those students who chose a different mode of evaluation underline that, in their opinion, it is difficult to assess intercultural competence and suggest doing it through group presentations, discussions (simulated intercultural communication situations) and in translation. As two of them said:

*To me, these competences are difficult to evaluate. Perhaps through oral presentations or working groups?*

*It is such a broad term that is hard for me to imagine evaluation, because on the one hand it is pure knowledge and on the other critical thinking skills and connecting facts.*

## CONCLUSIONS

### THE INCLUSION OF INTERCULTURAL TRAINING IN TRANSLATION PROGRAMMES

Looking at the survey responses of the teachers we can see that generally they do understand the importance of including intercultural competence in translator training and do see fit to include it.

Students do not, however, always appear to be fully aware that they are actually being taught intercultural competence. The difference between the two parties might be explained either by the fact that the teachers overestimate their efforts or that students underestimate them - i.e. are not able to identify the purpose and intercultural content of classroom activities.

Regardless of country students definitely tend to feel they need to have more intercultural training. This sentiment is at its weakest in the UK but is still expressed by 57.78% of students. In many countries the desire to have more intercultural training is between 75% and 85%. This of course could mean that British students already receive enough training in intercultural competence. But it might also suggest that awareness of the importance of intercultural competence is something that has to be raised in the UK both among teachers and students. This conclusion is strengthened by the fact that it is also in the UK that almost a quarter of the student respondents (24.44%) are unsure about needing more training in intercultural competence. Bulgaria with a figure of 25.49% is a very similar case. It is also in those two countries that the percentage of students who claimed not to be receiving training in intercultural competence is highest (UK – 55.6% and Bulgaria 66.67%). In our opinion these two examples show that there is a correlation between receiving training in intercultural competence and having an awareness of its importance.

Another interesting point is the fact that students often claimed that they were being taught intercultural competence most obviously in classes other than translation classes (i.e. linguistics for translators, language courses, intercultural communication). This might suggest that teachers are not always aware what is being taught by their colleagues in different classes. The systematic inclusion of intercultural competence in postgraduate translation programmes by formally writing it into the curriculum could be an answer to that problem.

The analysed data also suggests that the vast majority of teachers and students agree that intercultural competence is either crucial or very important for translators. One finding in particular is perhaps worthy of note: in most countries more teachers than students considered intercultural competence as crucial for translators. The situation was reversed in the United Kingdom and in Italy which might suggest that in those countries there is a need to raise awareness of its importance among teachers.

## HOW 'INTERCULTURAL COMPETENCE' IS UNDERSTOOD IN GENERAL

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In general all students stressed the need to possess knowledge of both the language *and* the foreign

culture if one is to be interculturally competent. Students from United Kingdom emphasized not only this but also the ability to communicate effectively in a foreign language. In Bulgaria and Finland the greatest emphasis was put on knowledge of foreign cultures but also on understanding and tolerance. For the French students who participated, the most important aspect of intercultural competence seems to be the acceptance of foreign culture and the ability to adapt and integrate. Italian students highlight the need to understand difference and to have the ability to interact effectively with other cultures. In Poland intercultural competence is mostly understood as possessing extensive knowledge of a foreign culture.

To summarise, according to the students who participated in the survey, intercultural competence can be defined as:

- having a thorough knowledge of source and target cultures;
- having the ability to perceive elements of foreign culture and knowledge of how to deal with them;
- having the ability to integrate into cultures;
- having the ability to communicate successfully with other cultures;
- understanding interactions between different cultures;
- showing tolerance, understanding and curiosity towards foreign cultures.

No gap of significance was evident between teacher and student responses in this area. This could very possibly be expected to extend to their respective perceptions of the intercultural needs of translators.

## THE SPECIFIC INTERCULTURAL COMPETENCES NEEDED BY TRANSLATORS

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In the United Kingdom the greatest emphasis appears to be placed on the importance of teaching source and target culture rather than on awareness, skills or strategies. In Bulgaria the most important feature highlighted was the knowledge of foreign cultures, languages, traditions and customs and the ability to communicate with representatives of other countries. In Finland the teachers above all stressed the need of recognizing, understanding and respecting diverse cultures. In France the greatest emphasis was put on the importance of taking into account cultural, historical but also implicit/unconscious knowledge. In Italy teachers particularly stressed the importance of

acquiring intercultural competence through an analysis of the differences between the two cultures that are involved in the translation process. Finally in Poland, the teachers emphasised the need to have knowledge of all aspects of the target and source cultures (history, geography, current affairs etc) as well as the sensitivity, open-mindedness and tolerance towards perceiving and understanding cultural differences. Different countries, therefore, prioritised the elements of knowledge, skill and attitude somewhat differently even though much overlap was apparent.

In general, the following aspects of intercultural competence were identified by teachers as important specifically for translators:

- ability to identify elements of foreign culture;
- having a thorough knowledge of source and target cultures (including history, literature, cinema, traditions, current financial, political and social situation, taboos, conventions, norms, mentality etc.);
- acceptance of cultural differences;
- knowledge of the theory of cultural differences and their impact on the translation and communication;
- knowledge of discourse features;
- ability to adapt or localize elements of foreign culture for the target audience;

The teachers' responses to the questions about the aspects of intercultural competence they consider important for translators and the aspects they actually teach are very similar. Certainly, if these responses are to be believed, there may not currently be a major problem about the commitment of teachers to including intercultural competence within their teaching of translation. It should, however, be noted that some teachers stressed that they teach superficially and not in a structured and focused way which leads us naturally to look at how intercultural training is currently incorporated into postgraduate translation programmes and more generally at questions of academic organization.

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#### ACADEMIC ORGANISATION AND PEDAGOGICAL MODE OF DELIVERY

The situational survey showed that in all of the countries participating in the study intercultural competence is predominantly taught through other translation modules at the discretion of teachers. This means in essence that the inclusion of intercultural competence in translator training depends

exclusively on teachers' awareness, willingness and abilities. There seems here, though, to be an interesting correlation between the systematic inclusion of intercultural competence in the curriculum (either as a stand-alone module or in other translation modules) and students confirm having received such training and being aware of its importance : Finland, the country with the most systematised education in intercultural competence for translators, is at the same time the country where most postgraduate in intercultural competence acknowledged receiving such training. This at least suggests that writing aspects of intercultural competence systematically into syllabuses right across the modules of postgraduate translation programmes may be the best way forward in this area. Overall curriculum design is therefore likely to be very important.

The actual mode of delivery, however, clearly has its importance too. According to both teachers and students the most frequently used mode of training in intercultural competence is through lectures (42,72%) – this is followed by workshops (38,04%). An interesting finding in this area is, though, the discrepancy between teachers and students in the perception of mode of teaching. Whilst teachers tend to think that lectures are the least frequent mode of training, students often claim that it is the most commonly used one. This finding combined with the fact that the majority of the teachers would like to include more workshops in their teaching might suggest that they need guidance on how to prepare and conduct practical workshops and how to prevent what is intended to be workshop from turning into lectures.

It is also worth noting that a large group of teachers stress that their preferred mode of delivering intercultural training is through practical workshops, although they also see it as desirable that these should be preceded by a theoretical introduction.

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#### TYPE OF ACTIVITIES AND MATERIALS

Judging by the answers given by teachers from all participating countries, at present the most frequently used types of activities in teaching intercultural competence to translators are: textual analysis (60%), contrastive analysis (52%) and practical group exercises (49%). Presentation of theory is used frequently by only 11% of the teachers.

Practical group exercises seem to be the most engaging activity for students - 57% of the students find them either very engaging or engaging and a mere 15% think the contrary. Contrastive analysis

is rated nearly as highly by students, 54% of whom consider it as very engaging or engaging with only 25% evaluating it more negatively. The third most engaging activity, from a student perspective, is textual analysis with 45% of students viewing this activity as very engaging or engaging with only 25% viewing it less favourably. Presentation of theory seems to be considered as the least engaging activity with 33% of students responding to it positively and 32% more negatively.

Order of preference	Teachers - current practice	Students	Teachers - future expectations
1	textual analysis	practical group exercises	practical group exercises + contrastive analysis
2	contrastive analysis	contrastive analysis	textual analysis
3	practical group exercises	textual analysis	presentation of theory
4	presentation of theory	presentation of theory	

Table 20 Types of activities – order of preferences expressed

The above data shows both some overlap and some divergence between teachers' current practice and students' preferences. In the survey, however, teachers do make it clear that they would like to receive materials for the following activities: practical group exercises and contrastive analysis (67% each), textual analysis (63%) and presentation of theory (58%).

A very interesting finding is that - regardless of the percentage differences - both teachers and students share the same preferences where types of material are concerned. The most popular types of text are newspaper articles followed by multimedia texts, web pages, adverts, literary texts, tourism publicity materials and technical manuals. The precise survey results are presented in the table below.

Order of Preference	Type of material	Teachers	Students
1	newspaper articles	65%	58%
2	multimedia texts	56%	50%
3	web pages	55%	48%
4	adverts	49%	45%
5	literary texts	48%	41%
6	tourism publicity	40%	40%
7	technical manuals	38%	32%

Table 21 Type of materials - preferences

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## ASSESSMENT

Where the question of whether intercultural competence should be explicitly assessed is concerned, both teacher and student responses suggest that current assessment practices are often in conformity with the preferences of both parties. Both in Finland and France all teachers prefer intercultural competence to be assessed, although in some countries, the survey suggests, intercultural competence is often not assessed as such. It needs to be stressed, however, that in all of the three countries where intercultural competence is not in practice always assessed (The UK, Finland and France) teachers do in fact tend to express a need for a change in practice.

As regards the question of how intercultural competence is best assessed there seems to be a clear tendency among students and teachers to prefer separate assessment of intercultural competence over a more integrated approach.

## IMPLICATIONS OF THE SURVEY FOR THE PICT PROJECT AND BEYOND

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### PERCEPTION OF THE IMPORTANCE OF INTERCULTURAL COMPETENCE FOR TRANSLATORS

- awareness of the importance of intercultural competence for translators seems mostly well-established amongst staff and students involved in postgraduate translation programmes, at least across most of the countries involved in the survey, although that awareness may still need to be raised in certain member states

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### INTERCULTURAL TRAINING FOR POSTGRADUATE TRANSLATION STUDENTS

- teachers in postgraduate translation programmes should be sensitised to the importance of inclusion of intercultural competence in translators' training
- training in intercultural competence should be systematically included in the curricula of postgraduate translation programmes if it is to be genuinely effective

- training in intercultural competence should be included in the curricula of postgraduate translation programmes either as a stand-alone module or as part of other translation modules or as both
- the importance of the systematic development of their intercultural competence in their training should always be made explicit to students
- students should be encouraged to build-up intercultural awareness on their own and receive suggestions on useful ways to do this

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#### KEY COMPONENTS OF INTERCULTURAL COMPETENCE TO BE DEVELOPED IN TRANSLATORS

Training in intercultural competence for postgraduate translation students should include:

- ability to identify elements of foreign culture
- having a thorough knowledge of source and target cultures (including history, literature, cinema, traditions, current financial, political and social situation, taboos, conventions, norms, mentality etc.)
- acceptance of cultural differences
- knowledge of the theory of cultural differences and their impact on the translation and communication
- knowledge of discourse features
- ability to adapt or localize elements of foreign culture for the target audience

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#### TYPE OF ACTIVITIES AND MATERIALS WHICH NEED TO BE DEVELOPED

- materials development for the teaching of intercultural competence to postgraduate translation students should concentrate on the following types of activities in priority order - practical group exercises, textual and contrastive analysis, presentation of theory
- materials development should focus on the provision of appropriate texts of the following kinds again in priority order: newspaper articles, multimedia texts, web pages, adverts, literary texts, tourism publicity and technical manuals

## IMPROVING ASSESSMENT PRACTICES

- The fact that intercultural competence is being taught and assessed needs to be made explicit to students
- Intercultural competence should continue to be assessed in an integrated way as part of the general assessment of the quality of translation
- There is also a very real place for the separate assessment of intercultural competence and appropriate assessment tasks need to be designed to facilitate this
- More generally, there is a need to create guidelines, as well as marking criteria and sample assessment tasks, on how intercultural competence for translators is to be assessed

## FINAL REMARKS

It would doubtless have been desirable for the survey sample to have been larger, spread across a wider range of EU countries, and to have had a more complete coverage of the Higher Education institutions within them, but the scope of the survey remains significant. There is considerable geographical spread and cultural variety between, and doubtless within, the member states who participated and the number of staff and student responses should not be trivialised. Whilst conclusions from such surveys have to be cautious there are, as this report has shown in some detail, pointers which can inform further stages of the PICT project. To take just a few of these; where curriculum design and the defining of relevant learning outcomes is concerned there would seem to be a need not to concentrate exclusively on 'cultural knowledge'. Emphasis was also clearly placed in the survey responses on intercultural attitudes like curiosity, tolerance and openness and this emphasis is, as a result, reflected in the curriculum framework the PICT project has produced. Similarly as sample teaching activities and materials are produced they will in part reflect the preference which seems to emerge from the survey for activities and materials which involve student-centred, activity-based forms of learning albeit within a clearly defined theoretical framework. Finally, as the project produces sample assessment tasks, these tasks will need to reflect the fact that the survey suggests there are grounds for designing more tasks for assessing intercultural competence in a separated mode than in an integrated one.

The PICT project aside, it is hoped, however, that this report will contain findings also of value to others working to promote the common aim of developing intercultural competence in translators.