

翻译教学实践指南丛书

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## TRANSLATION IN UNDERGRADUATE DEGREE PROGRAMMES

Edited by Kirsten Malmkjær

导读：穆 雷 吕立松 桑仲刚



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# **Translation in Undergraduate Degree Programmes**

*Edited by*

**Kirsten Malmkjær**

Middlesex University

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## 导 读

“翻译”作为一门专业获得批准招生,标志着完整翻译专业教学培养体系的形成,并为翻译学科作为一门独立的、完整的学科开辟了一条崭新的道路(庄智象,2007)。翻译教学的迅猛发展,迫切需要我们z从理论上探讨如何建设完整的翻译教学体系,并探索各个层次的培养目标和主要教学内容。克尔斯坦·马姆克(Kirsten Malmkjær)的这本《本科翻译学位教育》(Translation in Undergraduate Degree Programmes)对我们制定科学的教学计划、培养合格的翻译人才并进一步开展翻译教学及研究是一个很好的借鉴。

自上世纪90年代以来,随着英国、西班牙、以色列、加拿大等国家相继在大学开设翻译学位课程,翻译教学和研究得到了越来越多的关注。1991年,在丹麦埃尔西诺(Elsinore)召开了第一届主题为“译员培训”(Training Translators and Interpreters)的国际语言大会(Language International Conference)。之后,本雅明(John Benjamins)公司相继出版了四部关于翻译教学研究的论文集。2007年,专门研究译者教育、翻译教学的学术期刊《口笔译译员培训》(*The Interpreter and Translator Trainer*)正式创刊。正如罗宾逊(1991)所说,“到了该为译者提供工具而不是规则的时候了”(Robinson,1991:xvi)。

本书主编克尔斯坦·马姆克是英国米德萨斯(Middlesex)大学翻译学教授,英语、语言与哲学系的主任,在翻译研究领域著作颇丰。本书收录了威尔斯(Wolfram Wilss)、冈萨莱斯·戴维斯(María González Davies)、西尔维娅·贝尔纳迪尼(Silvia Bernardini)等部分翻译教师和研究者的12篇论文,内容涉及对教学模式的讨论,对课程内容设置的建议和尝试,以及理论与实践、语言教学与翻译教学、翻译教学与翻译培训、本科课程与研究生课程的衔接等翻译教学中的重要问题。

在本书开篇“翻译研究:一个教学视角”一文中,威尔斯指出,翻译是一个“激活”译者知识体系的过程,翻译教学的主要目的是使学生形成翻译所必需的“知识体系”,所以翻译课程、教学大纲的设计不能只针对某一类文本,而应以帮助学生涉猎与翻译相关的多个知识领域为目标,避免使其“过早专业化”。威尔斯的这一观点体现了他早期对翻译行为的认知研究及其教

育、教学思想与翻译理论的统一。

在“实践背后的理论：译者培训和译者教育”一文中，贝尔纳迪尼用“译者培训”和“译者教育”两个概念来区分研究生与本科阶段的翻译课程。作者认为“译者培训”是在一定时限内强化积累相关领域知识的过程，而“译者教育”是培养学生解决问题和获得所需知识的能力，是一个能力生成的过程。以本科阶段为例，翻译课程的目的应该是着重提高学生对职业伦理及译者“文化中介”身份的意识，使其养成在实践中对所选翻译策略、翻译技巧进行反思的习惯，培养其使用、开发翻译资源和解决翻译问题的能力。

欧盟一项关于2010年教育、培训发展规划的报告中将能力定义为“技能、知识、态度、才能及学习心理倾向”的总和(Kelly, 2005: 33)。基于曼塔利(Justa Holz-Mänttari)的合作翻译模式(co-operative translation model)，麦肯齐(Rosemary Mackenzie)在“职业译员能力构成”一文中提出职业译员的能力构成应与文本规格分析、研究、生成、评估文本四个步骤(Nord, 1997:13)相对应。与凯拉里(2000)、维奈(Vienne, 1994)等人强调“真实职业情景”的观点不同，麦肯齐主张在模拟由客户、委托人、译者共同参与的翻译情景中组织教学活动，充分考虑到了课堂教学以及相关教学活动中的具体因素。

面向翻译的语言课程大纲设计是教育者逐步将其翻译观、翻译能力和语言习得思想操作化的过程，是理论与教学之间的衔接环节。课程这一概念大致可以分为“整体课程”(curriculum)和“具体课程”(syllabus)：前者是指培养方案(Program)内“一系列具体课程的总和”(Kearns, 2006:81)，而后者是指构成整体课程的单元课程。通常，具体课程的大纲设计由教师根据整体课程设计思想、与相关课程的衔接、该课程特点等因素自行制定。在“译者的语言学习：语言课程大纲设计”一文中，毕比(Allison Beeby)以韩礼德系统——功能语法、比较修辞学理论和他所参与的翻译能力习得研究成果为理论根据，结合巴塞罗那独立大学本科翻译课程经验，提出了一个面向翻译的语言课程大纲的设计方法。

从麦肯齐、毕比、贝尔纳迪尼的研究可见，译者能力构成是翻译课程设置的基础，而翻译能力的习得是翻译教学的理论依据。不难发现，基于译者能力构成的课程设置其优点在于目标明确、思路清晰，但对于“译者能力发展是否为‘单位能力’的‘累积和叠加’过程”，则需要进一步的讨论。关于翻译能力，本书多采用诺德的功能主义翻译能力观，其教学思想的突出特点是操作性和实用性强，我们应该看到，提倡“目的决定论”的功能主义翻译伦理观与翻译课程“培养译者的职业伦理观”的目标并非一致：前者指翻译情景中译者对客户、委托人的“忠实”，后者强调译者的个体情景翻译行为之于其他译者须是“公平”的，即必须符合翻译职业操守。这正是本书留给读

者的一道思考题。

舍夫纳(Christina Schäffner)在“没有‘翻译’定义的前提下培养职业翻译能力”一文中,以英国阿斯顿大学为例分别探讨了语言课程、翻译课程框架下的翻译教学。舍夫纳的教学理念所基于的正是功能主义翻译理论和诺德的翻译教学思想。

在“本科、研究生翻译课程:目的与期待”一文中,冈萨莱斯·戴维斯通过对翻译学位课程在格拉纳达大学、巴塞罗那独立大学等西班牙大学的设立历程的回顾,探讨了本科、研究生阶段翻译课程目的、目标的设计。作者认为,本科翻译课程主要以培养能够胜任口译、笔译工作、与语言相关的文字修订、媒体编译等工作、能够从事双语教学的语言、文字工作者为目的,同时为研究生教育做准备。为此,除了不断完善双语语言技能和百科知识结构、提高利用信息技术、文献资源以及发现、解决翻译问题的能力之外,学生职业意识的培养也非常重要。普雷罗兹尼柯娃(Soňa Preložníková)和托夫特(Conrad Toft)在“语言学、文学研究框架内的翻译研究”一文中介绍了斯洛伐克康斯坦丁大学关于整合语言学、文学理论课程的翻译课程,并在吉尔(Daniel Gile)“翻译过程模式”、凯拉里社会建构主义翻译教学理论、诺德功能主义翻译教学思想的基础上探讨了课堂教学、文本选择和学业评估等问题。

教育、教学活动需要连贯、一致的方法论作指导。一般说来,教学方法论由“理论方法”(approach)、“教学设计”(design)和“课堂教学方法”(procedure)三个因素构成(Richard & Rodgers, 1986:20)。就翻译教学而言,“理论方法”主要包括关于翻译能力发展的“学习”理论和翻译理论(Kiraly, 1995:x)。在本科起始阶段,帮助学生初步树立翻译观、培养其对制约译者策略选择诸因素的意识是翻译教学的主要目的。由于目前翻译理论“多元共存”,没有一个关于“翻译”的统一定义,为此“本科翻译教学需不需要翻译理论,需要什么理论”便成了一个普遍关注的话题。

虽然本书认同本科阶段需要教授翻译理论的观点,但是,这并不意味着在本科阶段就必须系统讲授各种翻译理论。应该看到,本科翻译教学的内容主要是介绍翻译过程中影响和制约策略选择的相关因素,使学生在掌握翻译方法、技巧的同时,通过文本分析发现和解决翻译问题、习得翻译能力。换言之,教授翻译理论的目的是培养学生为其每个翻译策略、技巧的选择寻求理据的翻译习惯并形成自己的翻译观。至于选用何种翻译理论则取决于教师自己的翻译观和教学观。从这个意义上讲,“译无定法”、“教无定法”、“需要一个连贯的方法论作指导”是翻译和教育这两种社会活动的相同之处。

本论文集后半部分还收录了几篇运用实证法进行研究的论文,在回顾翻译在语言教学中的角色的基础上,肖尔达格(Anne Schjoldager)把现行的教学



活动分为三类,分别是:语言教学、翻译教学和译者培训。作者对翻译在语言中应用的争论,进行了对比分析,揭示了目的语语言错误与翻译之间的关系。谢尔奎斯特(Marie Källkvist)试图用实证的方式来弄明白翻译是否应在二语教学当中占有一席之地以及占据什么样的地位这样的问题。虽然作者承认实验的数据存在一定的局限性,但是通过对实验结果的分析,作者提出了三个有待进一步进行检验的假设,为今后实验的补充和完善提供了可能。斯韦尔(Penelope Sewell)从五个角度解释了为什么相对于语言交际法,学生更倾向于通过翻译学习语言。此外,他还论述了学生个性与翻译学习的关系,并提倡为内向的学生设计更多的教学活动。巴伯(Stephen Barbour)在“说英语国家的人还需要学习其他语言吗?”一文中对说英语国家的人不愿意学习其他外语这一语言“危机”现象进行了剖析。他认为,高等教育性质的变革,工作机会的紧张,排外情绪以及第二外语难度大等因素使这些人不愿在语言学习上花费时间,而是更多的依赖于其他国家的翻译服务。作者认为世界的沟通不能完全依赖于说其他语言的人来学习英语,让人们认识到单语现象的危害,在国际交流集中的地方开设翻译学院和翻译系也许是解决之道。应该看到,这些话题虽然是“教学翻译”<sup>①</sup>的范畴,其研究方法仍值得借鉴。

本论文集的作者大部分既是翻译研究者,也是从事教育、教学多年的实践者,书中谈到的教学模式的设计十分具体而且有针对性,可为不同的翻译教学情境提供参考和借鉴。考虑到译者教育、翻译教学具有地区性和民族性的特点(Kelly, 2005: 7),我们既不主张对国外翻译课程、教学模式的照搬和挪用,也不赞成只凭经验总结缺少方法论指导的教育、教学实践。为此,阅读本书的目的之一就是学习这种在理论反思中实践、在实践中理论反思的探究方法。

该论文集结构编排紧凑,层次分明,内容丰富,是一本介绍21世纪之初国外本科翻译教育、教学思想的学术文集和教学参考书。本书信息量大、引导性和启迪性强,既有深入浅出的理论阐述,又有明晰、扼要的实践分析,适于从事翻译教育、教学的研究者、翻译研究者、翻译教师和翻译专业的硕、博士研究生阅读。相信不论是翻译专业,还是相关专业的学生和老师,都将在本书中找到自己感兴趣的部分。

穆雷 吕立松 桑仲刚  
广东外语外贸大学

<sup>①</sup>参见穆雷. 建设完整的翻译教学体系[J]. 中国翻译. 2008(1). 41-45页.

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## **Introduction\***

### **Translation as an academic discipline**

Kirsten Malmkjær

We are privileged, in translation studies in the early part of the twenty first century, to have (largely) made the leap from discussions of how to achieve recognition for our discipline as fit for academic study into discussions of how, as an academic discipline, it can most fruitfully be shaped and pursued. Translation studies, in this century, is a buoyant field where theorists and practitioners frequently come together (often in one person), where the mutual dependencies between research and practice are well understood, and where few doubt the need to work together to improve research, teaching and practice across the board. Of course, a certain lack of awareness of the nature of the discipline and of its actual and potential modes of interacting with its fellow academic disciplines remains in some quarters, and it is still necessary, from time to time, to arm oneself with courage, confidence and some bravado to be taken seriously as a translation scholar or translation theorist (“Goodness, I didn’t know there was a theory about that!!!”), but, by and large, translation is now firmly established as an academic discipline.

In the opening paper of this volume, Wolfram Wilss addresses some of the issues that arise from the position of translation within academia, warning against the pursuit of theoretical abstraction to the exclusion of empirical research and teaching designed with the practicalities of everyday translating in mind. This pursuit might have the unfortunate consequence that the profession for which we are preparing our students would lose confidence in the discipline, in which case pursuing translation as an academic subject would no longer be perceived as worthwhile, and the clear advantages of having translation studies firmly entrenched within academia would be lost. These advantages include the obvious image enhancement that accrues over time to academic disciplines: If translation is something you study at university, it must

be a true profession like medicine, teaching, accountancy and law. The prospect of a job in this respectable area gives people with an interest in and talent for languages a good reason to pursue them, thereby possibly raising the level of interest in languages at school, even in countries like Britain, where, as Barbour points out, there is very little interest in learning languages other than English.

One means towards avoiding a split between a profession and its academic discipline is to ensure that teaching programmes have face validity for members of those professions in which students might seek employment. For a translation programme to achieve face validity for the translation profession, the profession needs to be convinced that graduates of the programme have acquired at least some of the knowledge and skills necessary for success in the profession. For such programmes to have face validity for students, the students need to feel reasonably confident that the programmes will equip them for a career either in the translation industry itself or in related fields involving cross cultural communication and text editing. The question then is, what kind of programme would have both types of validity, and this book offers a number of models and a number of suggestions for programme content.

Mackenzie stresses the need for programme designers to understand the world of professional translation since a number of translator competencies arise directly from the roles involved in the production of high quality translations. Clearly, one way of providing students themselves with experience of professional translation is to provide placement opportunities for students, and this has the added advantage of involving the profession directly with the students and with the university.

Yet, the position of translation programmes in universities implies a strong emphasis on education as well as on training and on research application as well as professional practice, and the intimate connections between competence and skill, and education and training in translator pedagogy is clear to see in the papers in the volume which discuss these issues directly. Wilss defines translation as 'the activation of a body of knowledge', and Beeby points out that a programme designed to produce professional translators needs to be designed on the basis of a model of translator competence. Bernardini ("The theory behind the practice"), who reserves the term "competencies" for what may otherwise be termed "skills", suggests that professional translators need three "capacities", namely, awareness, reflectiveness and resourcefulness. These, she suggests in her second contribution to this volume, can be greatly enhanced by means of what she terms "discovery learning", in her case of evidence provided by a variety of types of language corpus.

The volume addresses specifically issues that arise in connection with the teaching of translation at undergraduate level. In Britain, this practice is less common than it is in a number of countries across the world, and translator education has tended to be located at post graduate level. However, awareness is growing that a year's engagement with the theory and practice of translation, in whatever balance, is insufficient preparation for work in any branch of the profession, and that many advantages are to be gained by shaping all or part of an undergraduate degree specifically to prepare students to enter the translation profession (or other professions in which translation-related skills are required). In this volume, various models of undergraduate translation provision are described. Clearly, these are in part determined by the structures of higher education within which they are situated, so there is some international variation, and the volume introduces models from Spain (González Davies), Slovakia (Toft and Preložníková), Italy (Bernardini) and Britain (Schäffner). However, most undergraduate translation programmes include the following components in addition to the possible placement already mentioned and in addition to practice and input on language and culture:

- Input on the history and theory of translation, on the assumption that any programme of education with an applied element should provide some understanding of the concepts and concerns that have entertained thinkers who are interested in the phenomenon and which underlie its practice, and of the history of the development of both the practice and the theory that informs it. It is difficult to understand the way things are unless you know something of the processes and influences that have worked to create the present state. Having such knowledge helps people to feel part of a tradition.
- Input on the sociology of translation. It is constantly surprising to find how few people, including those who come to university to study translation, are aware of how widespread translation is and how essential a part it plays and has played in intercultural communication and in the shaping of cultures. They seem unaware of how many of the texts that surround and influence us would not have been so readily and widely available but for the mediating intervention of a translator, and this means that they have rarely, if ever, given a thought to the nature of mediated texts. For example, as Schäffner emphasises: that a mediated text is affected by the mediator's interpretation of the original; that the purpose of the mediation affects the outcome of the process (the translation); that the purpose the translation is intended to serve may differ from the purpose the original text was

intended to serve; and that the audience for a translation is almost always different from the audience for the original text, which, again, affects the translation.

- Input on translation as a profession.

Interestingly, given the prominence in translating of language skills, relatively little has been written about language teaching for translators. Translation pedagogy can obviously not be equated with or subsumed under language pedagogy, but it is equally obvious that success in translation is predicated upon an ability to operate literately in more than one language; and that most people, whatever their language acquisition histories, need to be exposed to language education and training in order to become literate in *any* language. If it is possible to mold language teaching in such a way that the needs of prospective translators are catered for directly, then, as Berenguer (1996; quoted here by Beeby) remarks, time may be saved in the translation class. Beeby argues for a translation-aware language classroom for potential trainee translators, with a clear orientation towards text and discourse study and practice. She advocates a syllabus based on a model in which translation competence is broken down into six sub-competencies which can be developed on the basis of tasks derived from a number of aspects of discourse and which also relate directly to rhetorical and genre conventions. In similar vein, Bernardini ("The theory behind the practice") suggests that the idea that a prospective translator should first learn language and then learn to translate is unsound; as she puts it, 'one learns the language in order to become a translator' and language and translation learning are maximally beneficial, and most economically undertaken, when they are mutually reinforcing.

The question of whether translation learning and language learning are, in fact, mutually reinforcing is usually asked from the point of view of translation as a method of language teaching and testing. In some countries, as Schjoldager points out, translation remains in widespread use in these areas, whereas the English-speaking world has tended to shun it since the mid-twentieth century. One of the reasons often held up for this is that translation is a difficult task, and Toft and Preložníková provide some support for this view. They suggest that student demotivation may be diminished through a dialogic approach to teaching where students come to understand that they are not alone in finding the translation task difficult or in making mistakes.

On the other hand, some language students clearly enjoy translation classes, and in her contribution, Sewell suggests that probing this enjoyment

can provide clues to what may be wrong with communicative language classes, at least in the eyes of some groups of learners.

But enjoyment alone does not guarantee the efficacy of a teaching and testing methodology, and Schjoldager and Källkvist both point to the urgent need for well designed and controlled research projects aimed at establishing whether foreign language learners taught and tested (partly) through translation tasks learn and respond as efficiently as learners taught and tested without the use of translation tasks.

Although a connection would be hard to establish, it is interesting that the reluctance to introduce translation into the language classroom is most acutely felt in Britain and the United States where, also, enrolment in language classes is notoriously low in both secondary and tertiary education. In his contribution, which closes the volume, Stephen Barbour addresses a number of translation-related problems that arise from this situation.

The first problem, that much is simply not translated, so that monolinguals do not have access to it, might at first be considered a potential advantage for translators: there is plenty of work that awaits them. However, some texts, such as asides in business negotiations, which Barbour mentions, are simply not intended for translation, quite the reverse. Secondly, a monolingual may encounter problems understanding translated texts or texts written in English by non-native speakers, since they will not know how the syntax and semantics of a given source language or of the writer's native language may have influenced a given (translated) text. This puts monolingual speakers of English at a considerable disadvantage as more and more varieties of English develop: Monolinguals may in principle end up without access to a number of varieties of English – perhaps to English as an international language as such – and find themselves unable to communicate satisfactorily at international gatherings where English is used. According to Barbour, people with translator awareness constitute a body of informed people who could help to understand and explain the potential pitfalls which the use of English as an international language presents.

The future of any profession depends, like the future of a species, on many things including the environment, which, in the case of a profession means mainly markets and the public perception of the profession. In Britain, beyond a relatively small number of regular users of translation services and an even smaller number of academics, the translation profession suffers *at best* from a lack of image. In spite of the prominence the profession achieved in the early 2000s in the popular radio-soap, *The Archers*, translation remains largely overlooked among the population as a whole, except when it goes badly wrong,



in which case we are all happy to enjoy the traditional howlers about ladies not having babies in the bar, and so on. *At worst*, then, the image of translation is negative.

In this, Britain compares unfavourably with northern Europe, and the British attitude is no doubt connected to the low value placed on multilingualism here. But it is quite out of step with the need for translation between English and other languages, as most of the rest of the world discovered long ago, and if the status quo remains, Britain is likely to see its translation services becoming, so to speak, “Brewed in the UK by Danes, Chinese, etc.”, or perhaps imported, like cars. There is obviously nothing intrinsically wrong with importing services or with offering employment to people of many and varied nationalities, a practice which enriches a culture greatly. Nevertheless, if the trend continues, it is fairly obvious that the number of translators with English as their main language will fall, leading to the interesting scenario where English would be virtually unavailable as an L1 in translation and most translation into English would be undertaken by non-native speakers. This trend is already clear to see on the undergraduate programme on which I myself teach. At the time of writing, the first final year of this four year long undergraduate translation honours degree is about to begin. To date, the student intake has not included more than a handful of students with English as their native language and only a handful of students permanently domiciled in the UK. This situation is mirrored in staffing: only one member of the team of people regularly involved in translation teaching is a native speaker of English. I think that these patterns are not unusual in other translation programmes in Britain at both undergraduate and post graduate level.

This situation implies that the syllabus for translation students in Britain might need to differ in one or two respects from those described in this book. For example, when Berenguer (1996; referred to by Beeby this volume) mentions the need to provide exercises to develop students’ expertise in the foreign culture, she means by ‘foreign culture’ a culture other than that in which the students live and study. Clearly, for non-British students studying in the UK, it is more likely to mean the culture in which they live while studying. The period abroad, for these students, often means a period back home with far less concentration on acculturation and language enhancement than on supplementing their learning with courses in topics not available in their British “home” institution.

These are early days, but indications are that these non-British students, who live and learn in the UK, leave us – and in the case of many, join us – with very high English skills, so that the question of directionality of translation is