

ENGLISH SUMMARIES OF PAPERS IN HUNGARIAN

Kinga KLAUDY

Fateful Coincidences: How does Someone Become a Translation Studies Scholar?

Abstract: In the 1970s, Translation Studies (TS) in Hungary had not yet emerged as an academic discipline. Translation was often the subject of scholarly essays and lectures, but there was no systematic research, no data collection, analysis, or conclusions about translation as a real-world phenomenon. Against this backdrop, my own path to becoming a translation scholar was not deliberately planned but instead unfolded through a series of eight coincidences that ultimately shaped my career.

The first coincidence was when my thesis supervisor invited me to translate for Gondolat Publishing House. Shortly afterward, a university professor who sat in on one of my classes at the language school where I was teaching asked me if I was interested in doing research in contrastive linguistics. I was. A third significant event occurred while I was working as a librarian at the Central Chemical Research Institute of the Hungarian Academy of Sciences, where I had the chance to observe how scientists pursued rigorous, evidence-based research. Later, I joined the editorial staff of the Hungarian Academy of Sciences' information bulletin on research and development, which further exposed me to the culture of scientific inquiry.

A fifth pivotal moment occurred when, at the Language Institute of Karl Marx University of Economics, I was assigned to summarize Revzin and Rozenzweig's book on translation theory. This was my first true encounter with translation as a scholarly discipline. The sixth turning point came when my colleague, Gyula Ferenczy informally asked me to review his forthcoming Russian grammar book. I thoroughly revised it, which he gratefully accepted, noting my reliability. The seventh fateful coincidence happened during the internal defence of a colleague's dissertation. Gyula Ferenczy, who had just been tasked with establishing the Department of Translation and Interpreting at Eötvös Loránd University, took appreciative note of some of my comments and invited me to join the new department as a lecturer. And finally, the eighth and most important coincidence came on September 21, 1973, when two significant events that would shape my career as a translation scholar coincided: the official opening of the new department and my marriage to István Bart, a literary translator. Our lifelong partnership gave me direct insights into translation competence, which I later sought to describe in linguistic terms.

My research, too, was shaped by similar contingencies. While teaching Russian-to-Hungarian translation, I noticed that my students' translations, though grammati-

cally correct, often sounded foreign. I then chanced upon an article by Ferenc Papp, which described my observation as the concept of quasi-correctness, meaning that translated texts differ from non-translated ones in their choice of grammatical structures and lexical items. I later adopted the term and tested it using a corpus of Russian originals, their Hungarian translations, and native Hungarian texts, demonstrating systematic differences in thematic organization.

A second avenue of research opened up before me after the political transition, when a sharp drop in demand for Russian translations led me to expand my research to include English, German, and French. To my surprise, I found that these Indo-European languages behaved similarly when contrasted with Hungarian. I called these differences “dynamic contrasts” and described the system of transfer operations translators use to overcome them. Finally, chance also played a role in my third major research result, the “asymmetry hypothesis.” After completing a conference paper claiming that explication and implicitation were symmetrical operations—that is, if there is explication from English to Hungarian translation, there will be implicitation in the reverse direction—I began to wonder if this was really the case. Subsequently, a bidirectional corpus study showed that translators often explicate even when it is unnecessary, while missing chances for implicitation. This asymmetry has since been tested across different language pairs.

In sum, my academic career demonstrates how accidents and coincidences, far from being trivial, can decisively shape both personal trajectories and the development of Translation Studies in Hungary.

Keywords: translation studies, fateful coincidences, quasi-correctness, dynamic contrasts, asymmetry hypothesis

Réka ESZENYI, Renáta LAKOS, Borbála BÁNYAI

Accessible Communication Across Spoken Languages, Sign Language, and Graphic Recording through Six Case Studies

Abstract: In this study, we examine the challenges of accessible communication from the perspectives of three fields: interlingual mediation, disability studies, and graphic representation. In the present analysis, *accessibility* is understood as a state or principle that ensures all individuals—regardless of sensory, cognitive, linguistic, or cultural differences—can independently and safely access, use, and interpret a given environment, service, or communication channel. *Communication accessibility* further means that the process of communication—comprising the sender, the medium, and the recipient—is organised in such a way that information is perceptible, interpretable, and can be responded to by all parties involved, including those with visual, auditory, or cognitive impairments, and that the necessary personal and material/technical resources are available.

Starting from the concept of accessibility, we identify the actors in various communicative situations and, using real-life case studies, analyse the elements that may

arise as barriers within these situations. The study investigates six cases. The first two draw attention to mediation between languages, where the foreign language itself constitutes the barrier. The first case analyses the obstacles encountered during an interpreted presentation at an academic conference, while the second, based on the study by Nagy and Réthelyi (2023), presents examples of accessibility in a historical humanitarian child-relief action. The third and fourth cases involve communicative situations in which participants with disabilities possess only limited competence in the language they use, creating an additional layer of difficulty. The authors emphasise that this is not universally applicable: individuals considered to have disabilities do not form a homogeneous group in terms of linguistic skills and abilities. In the described situations—a court hearing and a medical consultation—communication is guided by persons with high levels of occupational prestige and linguistic competence.

The final two cases demonstrate the barrier-reducing potential of graphic recording in addressing complex problems. One case (Leonard et al. 2017) describes the use of graphic facilitation during a meeting aimed at improving services at a children's hospital, which enabled participants to visualise areas in need of development within the system. In the other case (Espiner and Guild 2012), we focus on future planning for young people with disabilities and present the graphic facilitation of a successful career-planning process. Drawing on the lessons of these cases, we summarise the extent to which accessibility can be successfully achieved, how communication barriers can be effectively dismantled, and what responsibilities the actors in these situations bear—or, conversely, from which responsibilities they may be exempt.

Keywords: communication accessibility, interpreting, graphic recording, persons with disabilities, empowerment

Balázs BAKÓ

Asylum Interpreting in Hungary: Insights from the Academic Literature

Abstract: The arrival of refugees fleeing the war in Ukraine has posed—and continues to pose—major challenges for both Hungary and the European Union. These challenges include language barriers, which have made the organization of interpreting services and interpreter training more important than ever. In response to these challenges, the European Union has adopted a new migration and asylum pact in 2024, aimed, among other goals, at ensuring a more uniform approach among Member States. To this end, several asylum-related legal instruments that had previously been adopted in the form of directives were recast as regulations, thereby eliminating the need for transposition by Member States. For example, Regulation (EU) 2024/1348 laying down procedural rules for international protection is, from 12 June 2026, directly applicable in the Member States and makes it mandatory to provide either an interpreter or a cultural mediator during the personal interview of applicants for international protection.

In light of these developments, it is worth reviewing both the international and Hungarian academic literature on asylum interpreting in order to identify possible shortcomings in the regulation by examining and comparing the content of the concepts used in interpreting studies, legislation, and legal practice. Such an analysis may also enable the formulation of proposals aimed at ensuring better protection of the rights of refugees, interpreters, and other participants in the procedure, as well as at enhancing the effectiveness of communication. Another objective of this study is to define asylum interpreting and situate it within the typology of interpreting, based on a review of the legal and Interpreting Studies literature, as well as the relevant legal framework. Empirical research on asylum interpreting is discussed only insofar as it helps clarify legal and typological concepts and definitions.

The article first briefly outlines the most important international, European Union, and domestic rules applicable to persons granted or applying for international protection, including the relevant provisions concerning the right to use one's own language. The article then presents the literature on asylum interpreting and, on this basis, introduces a *sui generis* definition of asylum interpreting. Utilizing the multi-dimensional theoretical framework put forth by Pöchhacker (2004) and taking into consideration the refugee emergency situations mentioned by Todorova (2020) and the different roles required thereof, this definition can be summarized as follows: Asylum interpreting is a form of community interpreting provided to persons who have been granted or are seeking international protection. It takes place in various institutional settings (such as administrative authorities, immigration authorities, the police, courts, healthcare institutions, educational institutions, refugee camps, etc.) and may be carried out either on a voluntary basis (without remuneration) or in an official capacity (for payment), by trained, semi-trained or untrained interpreters or cultural mediators, either with both parties present or without the simultaneous presence of the parties.

A few questions may arise in relation to the definition, for there are borderline cases whose classification is difficult, such as interpreting at railway stations. Defining a railway station as an institution may be contentious; however, railway stations also have an owner (in Hungary, typically the state), an operator, staff, etc., and therefore interpreting events taking place in these settings can also be classified under the above definition. This also has the advantage that the definition is sufficiently broad and flexible for the purposes of further empirical research, for example in the examination of phenomena belonging to the above-mentioned problem dimensions, or in situations involving shuttle interpreting as described by Todorova (2020), as well as in accommodating the role of the cultural mediator introduced in recent EU regulations. The inclusion of this latter role or profession should also be considered by the legislator upon establishing a national register for interpreters and by training institutions/academia.

Keywords: Ukrainian refugees, asylum interpreting, community interpreting, public service interpreting, dialogue interpreting

Boglárka Fanni TÓTH, Kristóf András MÓRICZ **Technological Competence in Interpreter Training**

Abstract: The rapid development of technology has had a significant impact on the field of language mediation, however, interpreting research and interpreter training still devote relatively limited attention to computer-assisted interpreting (CAI) tools and other digital solutions used in interpreting practice. While translator training has already integrated machine translation, post-editing and CAT tools into its curricula, the systematic teaching of interpreting technologies remains less established. This study presents the details of the “Technology for Interpreters” pilot course, launched in 2023 at the Department of Translation and Interpreting, Faculty of Humanities, Eötvös Loránd University. The course was created in response to student feedback and to the growing need to develop the technological competences of second-year master’s students specialising in interpreting.

The paper first outlines the theoretical and empirical background behind the creation of the course. It discusses the concept of computer-assisted interpreting, drawing attention to the lack of a unified definition and to the distinction between narrower and broader interpretations of CAI tools. In this study, CAI tools are understood in a broad sense, including not only dedicated interpreting software, but also any digital or technological solution that may support interpreters’ work. The paper also refers to recent questionnaire-based research showing that although interpreting students, interpreter trainers and practising interpreters generally recognise the importance of technological competence, their practical knowledge of CAI tools is often limited to general-purpose digital tools, such as document management software, online dictionaries, machine translation systems and videoconferencing platforms.

The study then provides a detailed account of the structure, content and methodology of the “Technology for Interpreters” course. The curriculum covers software-based CAI tools, telephone interpreting, LCD and e-ink tablet-assisted interpreting, AI-based tools, the basics of simultaneous interpreting, interpreting equipment and remote interpreting. The course combines theoretical introductions with practical exercises, such as presentations prepared by the students, simulations of real interpreting situations and self-reflection and group discussion. The study also presents the pedagogical framework used for selecting and integrating technological tools into the course. This framework is based on the definition of learning objectives, the selection of relevant tools, the design of appropriate learning activities, and the continuous monitoring and updating of course content. Since interpreting technologies develop rapidly, the course requires constant revision and a flexible teaching approach. In addition to its educational value, the course also offers research opportunities for trainers. It provides a controlled environment for examining students’ attitudes towards technology, the impact of digital tools on interpreting performance, cognitive load and professional self-confidence, as well as the differences between paper-based and digital note-taking. These findings and experiences, together with continuous student

feedback, are regularly incorporated into the curriculum in order to further refine and improve the course content and teaching methodology.

Finally, the paper discusses the main challenges and limitations of implementing such a course, including limited institutional resources, students' financial constraints, the need for continuous teacher training and the importance of institutional support. The course itself demonstrates that interpreting technologies can be meaningfully integrated into interpreter training and may serve as a model for similar initiatives at other institutions.

Keywords: technology, interpreting, technological competence, CAI tools, interpreting equipment, artificial intelligence in interpreting, interpreter training