**This is my original review article based on the English sources below. It was proofread by a native speaker.**

**Translation as a classroom activity for medical and non-medical students**

Although translation and memorizing grammar rules are considered boring and irrelevant by many medical students in terms of working in healthcare facilities in the country of their mother tongue, for those healthcare professionals who want to focus on research and for medical translators, it is a real-life activity of a significant importance. Continuous, systematic practice of skills allow accurate transfer of meaning and relationships between facts from a source text.

In this article, we provide a brief description of a translation as a classroom activity, problem-solving skills, and examples of activities which can be used in the classroom.

*Review of literature*

A review of literature presented by Rabdaciio (2012) and Chirobocea-Tudor (2018) shows various opposing viewpoints and opinions on the use of translation as an activity in EFL/ESP languages courses. On the one hand, it is considered an artificial activity that hinders EFL learners from thinking and expressing themselves as native speakers would. On the other hand, translation helps to become aware of differences between the culture of L1 and L2, e. g. idioms, false-friends, metaphors.

In agreement with Chirobocea-Tudor (2018), we believe that translation is a necessary tool in elementary and pre-intermediate levels when teaching EFL learners in non-English speaking environments. But it has its role also in advance level, e. g. to identify interference and negative transfer and correct errors, and raise awareness of nuances between English and target language.

She concludes the following: “On the one hand, the use of translation in class, as a teaching aid, is not to be confused with the Grammar Translation method of the early 20th century, and on the other hand, translation activities encourage communication, interactivity and the transfer of the thought process from L1 to L2. They also take into account learners´ needs, develop important new skills and promote learning.”

*Stages of translation process and related skills*

Translation as a classroom activity can be much more than decoding meaning at the lexicological, morphological, and syntactical level. It can be described as a kind of real-life, problem-solving communication activity that develops reading and writing skills both in L1 and L2.

The process from a translation draft to the final version includes several stages involving different cognitive processes and skills. It begins with throughout understanding of a source text both on a superficial and in-depth level (van Dijk, Kintsh, 1983). To choose an appropriate register, a translator must understand the communication situation, i. e. who is the audience; what is the purpose of writin; what is the author´s intention; what is the function of a text, etc. In this stage, a teacher can start with activities developing reading for gist; identifying and acquiring new vocabulary, compiling glossary, studying parallel texts to broaden subject-matter background knowledge. The translator can then start reading the text again for details and drafting a target text. A teacher can help learners to apply different techniques and strategies helping them to cope with conveying an accurate information and relationships between the facts while having in mind specific characteristic features of a target culture. Finally, reviewing and proofreading the draft by a translator or another person can serve, for example, to practice spotting the errors and compere diverse approaches to translation of a same text.

*Classroom activities*

Based on a literature review (see references), we provide examples of activities aimed to enhance knowledge of specific grammatical structures and develop skills for building knowledge of terminology and subject-matter, and cultural awareness transferred by means of written communication. The following activities can be performed either as an individual, pair- or group-work.

*Language structures*

1. Using flash-cards or matching exercises to teach and revise specific grammar structures typical for a particular genre
2. Exercises on spelling in general; spotting the differences between British and American English
3. Peer-to-peer proofreading and reviewing; discussing different choices of specific language
4. Comparison of different translations of the same text; discussing differences and improvement of translation
5. Backtranslating and analysing the differences; discussing problems which occurred during translation and how they had been solved

*Terminology and medical knowledge*

1. Using flash-cards, matching exercises or determinologization to teach or revise terminology
2. Developing skills of outlining by making a list or a kind of scheme of key words, expressions, key facts
3. Developing skills of summarising by identifying the main concept and paraphrasing the most important information in a summary of 50 words max. in student´s target language
4. Teaching cause-effect relationships by drawing diagrams and schemes of hierarchy between terms and describing them by appropriate linking devices

*Cultural differences*

1. Identifying interference and negative transfer
2. Comparing idioms, metaphors, false friends
3. Pointing to cultural differences by replacing the cultural denotation with a near equivalent in the target culture or by opting an explanation

**References**

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