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New tools for approaching translation studies by simulation environments: EVOLI and ECORE

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Abstract

The context of this study was offered by the Erasmus+ research project Eco/logical Learning and Simulation Environments in HE (2018-2021) which focused on the development of web-based digital resources such as EVOLI and ECORE. In this paper, our objectives are to show their actual use as part of our teaching-learning translation activities, their essential role in our efficient interaction with students and their overall interdisciplinary applicability.

As far as EVOLI is concerned, the methodology we have employed focuses on a YouTube talk given by Anthony Pym on natural equivalence theories and a YouTube speech by Jeremy Munday addressing general topics related to Translation and Interpretation Studies. The alternative online digital tool, ECORE, is a storyboard or serious game in which an avatar generates content input, and the player must choose an answer from the options provided. Some of the theorists we have considered in our research are Richard Andrews (on ICTs), Anthony William Bates (digital teaching), Roger Thomas Bell (translation studies), Pitt Corder (translation errors), Eric Sotto (learners' motivation), alongside those of the translation studies (TS) leading personalities above.

The findings centre on the students' feeling encouraged and motivated to analyse EVOLI materials, submit feedback and share their opinions, as they may watch the video(s) at home, this leading to their easier learning about TS and not only. Also, the ECORE metaphoric structure might be more challenging for certain students to adapt to, and the shifting perspectives demand cognitive effort for them to grasp the reasoning behind the activity. Although students typically enjoy engaging elements like the speaking avatar, vibrant background, and interactive aspects of the online tools, there are a number of problems they encounter which point to the areas that they need to tackle in order to better master their discipline of study.

Keywords: teaching translation; equivalence; digital tools; serious games; simulation environment

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Introdution

The present article focuses on two digital tools which can be efficaciously employed in teaching translations studies (TS): EVOLI and ECORE. They were developed within the frame of the Erasmus+ research project *Eco/logical Learning and Simulation Environments in Higher Education* (ELSE). By combining pedagogical, humanistic and computer knowledge, one has been able to create new teaching tools usable on specially devised platforms for students' and teachers' real benefit. Due to their newness, their use in higher education environments is limited and research about them is less developed than it should be.

The ELSE project multidisciplinary team developed a limited series of new teaching digital tools. Among these, one can find EVOLI (a registered video incorporated in the course material or a registered video of the whole course complete with a digital feedback sheet) and ECORE (a storyboard or serious game (SG)). These teaching digital tools are meant to contribute to the learners' intellectual development and to their capacity to self-evaluate their knowledge of TS. Such instruments are very helpful for the evolution of teaching methodology which, under the pressure of overall modernization, must bring something new to the fore so that it may successfully combine digital and classical teaching.

ELSE tools prove to be very helpful in teaching TS, by encouraging the involvement of all students in the teaching-learning process. They also allow the teacher to have access to synchronous feedback from all of those who participate in the teaching-learning activity (whether that involves learning theory, the solving of practical exercises or the assessment of the material taught) and to take the necessary measures in order to correct the possible errors of the teaching-learning process.

The aim of this article is to show the usefulness and importance of employing such digital tools, as EVOLI and ECORE, while teaching TS classes, to highlight their actual way of functioning and to open new doors for innovative didactic activities, as they are currently quite rarely used in TS courses. Our objectives include demonstrating their essential role in our efficient interaction with students, proving their actual use in our translation course teaching-learning activities and showing their overall interdisciplinary applicability.

Theoretical Background

One of the theoretical fields we considered is that of TS. We focused on Pitt Corder (1977) who dealt with translation errors, quite an important issue for teaching TS classes and analysing wrong interpretations. His approach helps the teacher interpret students' reasons for making mistakes while solving the SG exercise, mistakes being the best tool of one's TS learning and not only. Still in the realm of TS, Anthony Pym (2020) and Jeremy Munday (2020), renown TS theorists, were employed for their clear explanations of the ways students should understand natural equivalence and deal with the accurate rendering of texts in a target language depending on the translation method that they use.

Also, Roger T. Bell (1993) and his theory on ways of faithfully translating texts by grasping the 'whole picture' proved instrumental in showing the importance of context in TS, which is a problem of both digital exercises.

As far as teaching didactics is concerned, Eric Sotto and his 1995 material on teaching and learning and their interdependency when it comes to the performance of these teahing-learning activities in class was employed in order to discuss such problems as those connected to students' learning motivation while solving the EVOLI and ECORE digital exercises. We also referred to Werner Delanoy (1993) and what it means to misinterpret students' role in class as far as their level of TS knowledge is concerned. This was thought relevant in order to raise the issue of balance regarding teacher's requirements of students. Towards the end of the paper, we added Bruce Wilkinson's (2003) view on teaching as a life changer offering a viable behaviour pattern which all students can take over.

In relation with the area of TEL (Technology Enhanced Learning) and students' use of e-skills in class for learning purposes, we referred to Roberto Vardisio and Patricia Chiappini (2015) and the additional skills developed by TEL, which should be considered a plus to the known skills we all make reference to (listening, writing and assessment). The methodology of teaching also comprises Dieter Wolff's (cf. Rüschoff, 2016) theory on students' autonomy and teacher's guiding role in the process of teaching-learning based on EVOLI or ECORE. The theory on gamification uses in the context of teaching extended as far as Gutiérrez-Artacho and Olvera-Lobo (2016)'s arguments regarding the role games play in students' learning and their effects, while A.W. Bates (2019) was mentioned in order to highlight the importance of recognising the improvements that digital game use in the teaching-learning process brought about for students' benefit.

The interdisciplinary approach of the paper also determined us to include studies of psychiatry and psychology, for us be able to meaningfully approach issues such as empathy (Roy Schafer, in Nancy Morgan, 1984), useful in understanding students' need of help when they do not dare ask and explanations are still needed. We also dealt with foreign consciousness (Edith Stein, 2019), i.e. teacher's understanding of students' internal struggle with knowledge which is very important for the objectives of our paper. In addition to this, introspection and inner life (Heinz Kohut, 1977) had to be considered for an essentially healthy interaction with students while they attempted to go through the EVOLI and ECORE exercises. These all contributed to the development of a broader perspective on the topic of the research paper.

Methodology

EVOLI

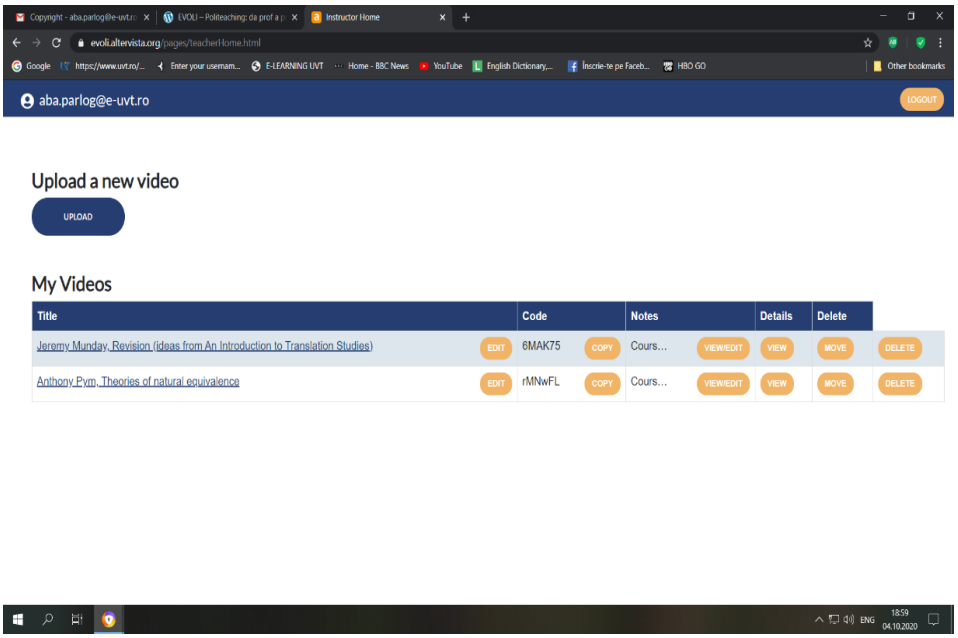
EVOLI is a digital tool created by Università Politecnica di Milano (Italy) under the supervision of prof. dr. Alba Graziano, Università degli Studi della Tuscia, Viterbo (Italy), the coordinator of the Eramus+ project ELSE. West University of Timişoara team used a new digital exercise created with the help of this tool which requires students of all ages

to use both computers and internet in their work. The groups of students involved in this study were the third-year students specialising in Applied Modern Languages learning, in their first semester, a course on the Methodology of translation from English into Romanian at the Faculty of Letters, History and Theology, West University of Timişoara.

The exercise *per se* implies the recording of a video of the class taught by the teacher or the selecting of a video that has already been recorded and uploaded on YouTube and its insertion in a table (see Figure 1) available on the platform created by our partner from the Polytechnic University of Milan. The table also requires one to insert a title of the class/ course or of the part of the class/ course which this video is going to explain.

Figure 1

Evoli course table



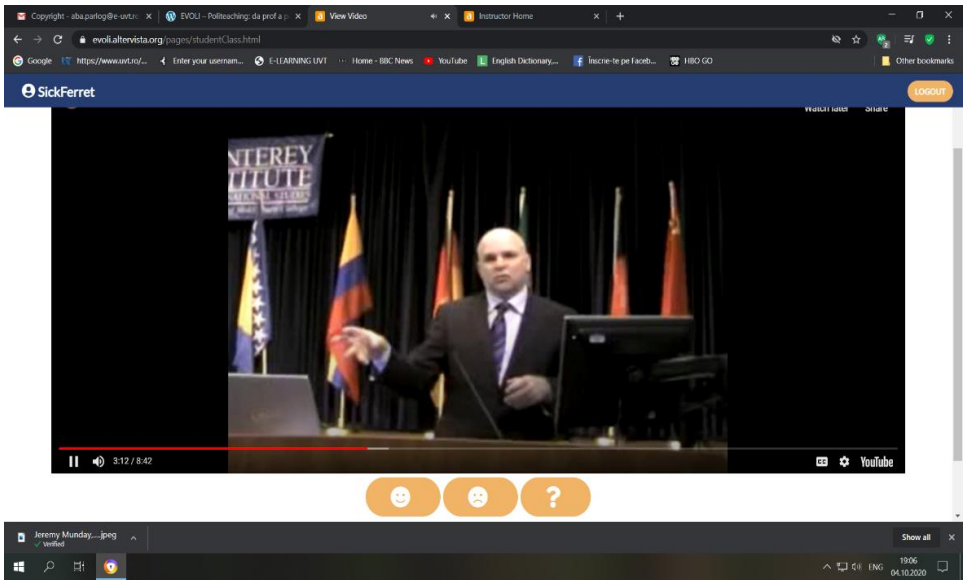
The EVOLI tool can be used in blended learning classes which include classical and modern teaching and can be easily watched at home by students who are then able to generally assess them by clicking on the "I get it" (☺) or "I do not get it" (☹) icon (see Figure 2. Pym lecture below), thus throwing light on the degree of usefulness and clarity of the selected video. The videos may also contain a whole class which students generally cannot follow from A to Z as attentively within the same amount of time in class as at home, so watching, stopping and re-listening to particular passages at home is similar to the careful re-reading of a (known) course and has the aim of clarifying possible gaps in their understanding of the theoretical strands and concepts dealt with.

The overall evaluation of the material assists the teacher in rethinking his/ her future class(es) and modifying whatever it is that slipped his/ her attention. In the blended learning class focusing on equivalence problems, part of the course on the methodology of translation, one such EVOLI video – which is roughly nine minutes – has been included.

This video helps students discover the important TS theorist, Anthony Pym (2020) being very eloquent while briefly lecturing on the theories of natural equivalence (see Figure 2).

Figure 2

Pym lecture



Pym presents his theoretical ideas in a slow pace which makes the material easily understandable by students with a wide range of English levels – from lower intermediate to proficiency. Given that he does not talk about a very complex TS topic, there is less terminology. His reference to other theorists and use of translation examples should make the video crystal clear to students with varying degrees of translation knowledge.

The other video included in the class on translation methodology is a recording of another well-known theorist in the field of TS, i.e. Jeremy Munday (2020) who speaks much faster than Pym (2020) and delivers a similar amount of information in half the time. It is, of course, a challenge for students' listening skills and it requires them to pay close attention to the material that he refers to. The specific course class during which it appeared necessary to have Munday (2020) present, even if for a short time, was meant to be a roundup workshop on TS at the end of the semester.

ECORE

The ECORE platform was created by the Italian computer company Entropy Knowledge Network based in Rome, Italy which was also one of the partner institutions in Erasmus+ *ELSE* project. The ECORE exercise created on this platform presupposes the existence of a storyboard or an SG. The game-like mould ensures the combination of funny activities with learning, so that students may learn much more easily. As opposed to classical translation exercises whose structure is not based on visuals, in general, and which have clear indications as far as their solving is concerned, storyboard has no indications which

are, however, understood from its linguistic input. Each step of the exercise comprises one sentence or one question or several presented by an avatar and the player's choice of a three-sentence set as a reply which suggests the necessity of selecting one in order to move on to the next step of the exercise.

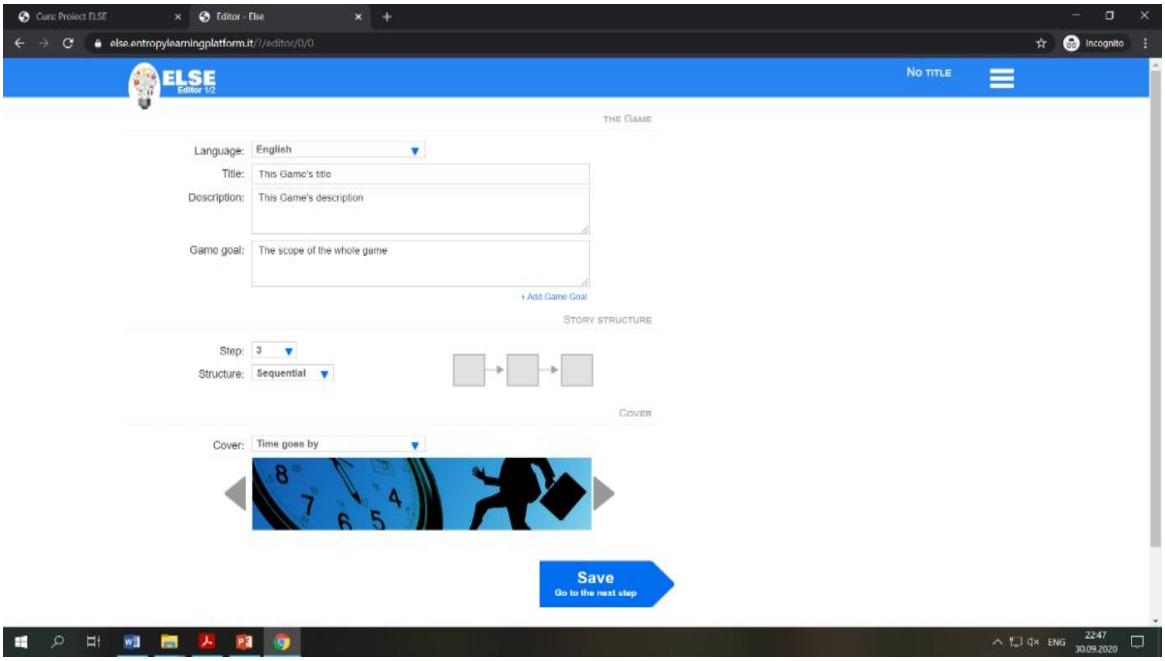
The focus of the SG is that of understanding theory and practice in depth, whereas that of a classical exercise is that of developing one's knowledge of language-in-use. Usually, a classical exercise relying on the linguistic basis of the storyboard is employed for evaluative purposes, while, in class, the SG may be used when the teacher lectures about the theory of TS or has students do translation exercises.

Teachers should clarify ECORE structure and rationale so that no impediment should make it hard for learners to choose the right option out of a set of three (in our example) belonging to each of the 10 sets of inputs previously inserted. These sets can range from 1 to 10 according to the teacher's aim and the score considered relevant for each student group.

For one to be able to accurately solve or play an SG, the context forming its background – included in the general information sheet about the translation exercise – is very important and it is presented in the beginning, in the slot of the table (Figure 3) after the one where the title of the exercise is supposed to be inserted.

Figure 3

Ecore editor (table 1)



If the context is defined by much complexity, one should stick to the general lines which students can easily remember when playing the translation SG. Context details can be explained in the formulae used by the avatar (Figure 4) who can say very much for its input of each question as this is meant to trigger a particular kind of response on the part

of the player. Then, s/he can find the right answer among the three suggested options (Figure 5).

Figure 4

Ecore - Input 1

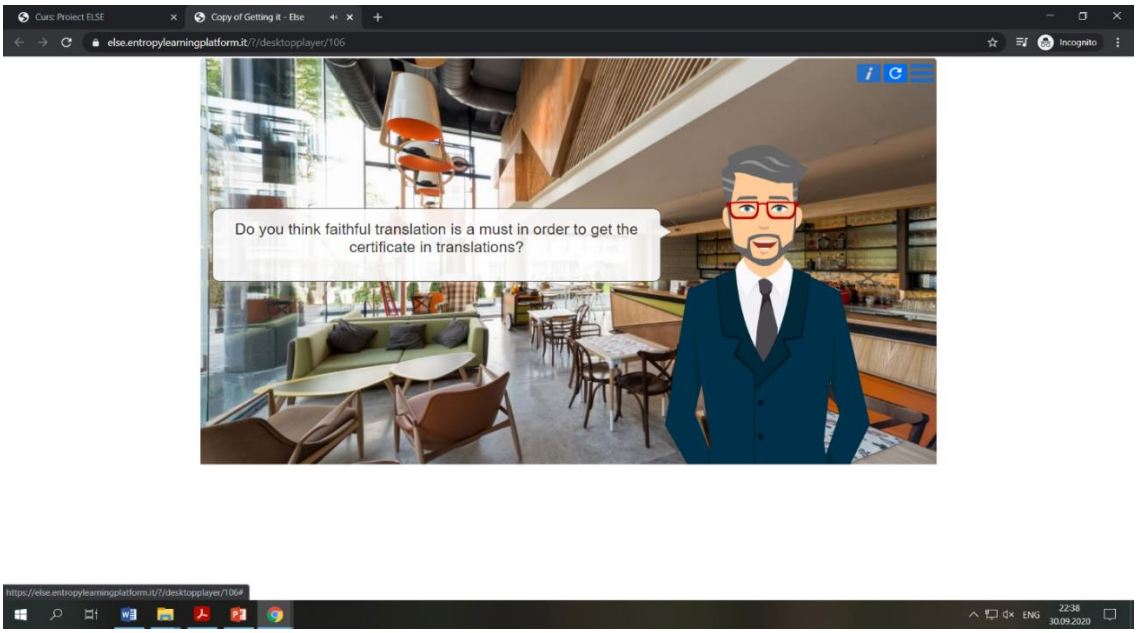
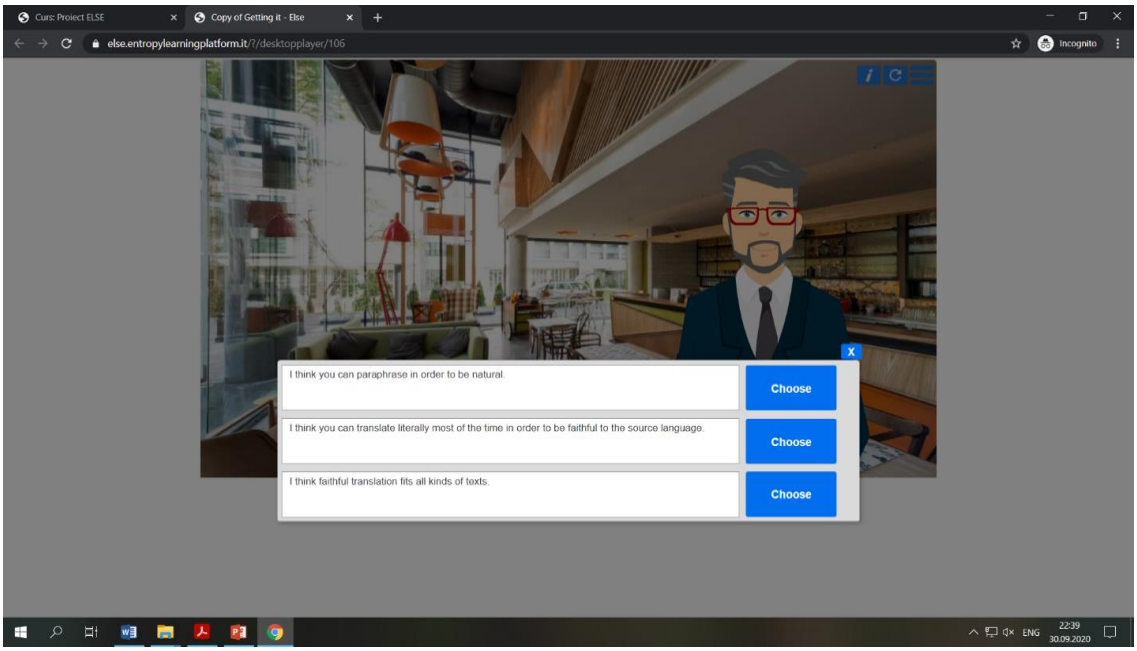


Figure 5

Ecore - three options for input 1



These options cover an answer which is accurate in all translation situations, one which is only sometimes accurate and one which is inaccurate. For students who select the answer, which is right only in some situations, the final score will never be the highest. This intermediate option describes situations which are generally right in the given

context, but are, at times, wrong because of the particularities of the translation process. The rules that are generally valid for literary translation, for instance, will never be so for specialized translation, such as the medical or the technical one.

If, for instance, there are students who generally do not understand parts of the text which they are supposed to translate and do not think of using any dictionaries, but simply deduce meaning from context, most likely, these are the students who will make a mistake when answering certain questions which test their understanding of particular words, constructions or expressions. The same holds for selecting, for example, the right method of translation (a question related to the faithful method of translation in the SG) – students who are not aware of what the question entails, how they are supposed to choose the right option, what motivates their selection, which exceptions they are to consider, will most likely answer such a question inaccurately. The example refers to a question belonging to an SG on general translations and not an SG on specialized translations.

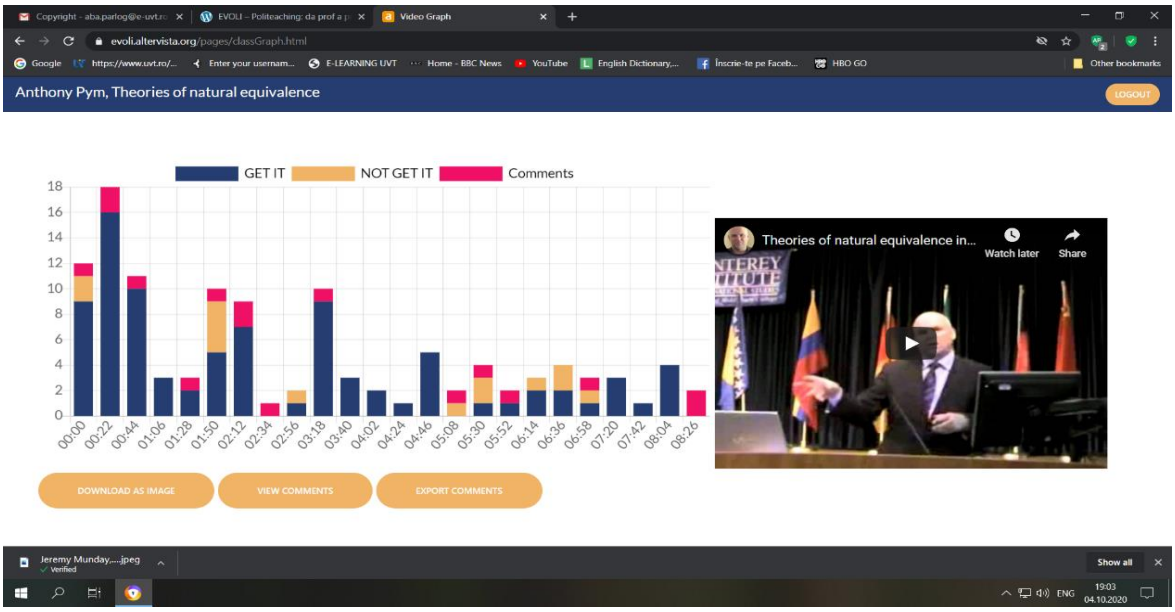
The question about the faithful method of translation and its possible answers can be clearly understood if one considers Roger T. Bell's (1993: 117) argument on grasping context. It is also important for us to discuss the framework lying behind the whole concept of ECORE. This is metaphorical and it is meant to be more suggestive rather than literal (as it is in the case of classical exercises). The implied comparison between various translation processes and particular situations that one may encounter in everyday life aims at clarifying the manner in which translation works for those learners who have problems in understanding it.

Results

The results obtained and discussed in this paper belong to our team that focused on TS and teaching methodology. Out of the 26 students who watched Pym's video, more than half thought it significant to interact – 15 comments being registered (see Figure 6). The comments ranged from emphasizing the high quality of the given explanations and their important nature to the request for examples just a few seconds before they were provided or a few seconds afterwards. This kind of exercise encourages students' expression of opinion. Still, sometimes, because of their young age and lack of patience, the comments are given too early in the process, without their having given themselves the chance to listen to the whole theoretical strand developed by the theorist (Pym, in this case). This may be viewed as one of the downsides of this digital tool.

Figure 6

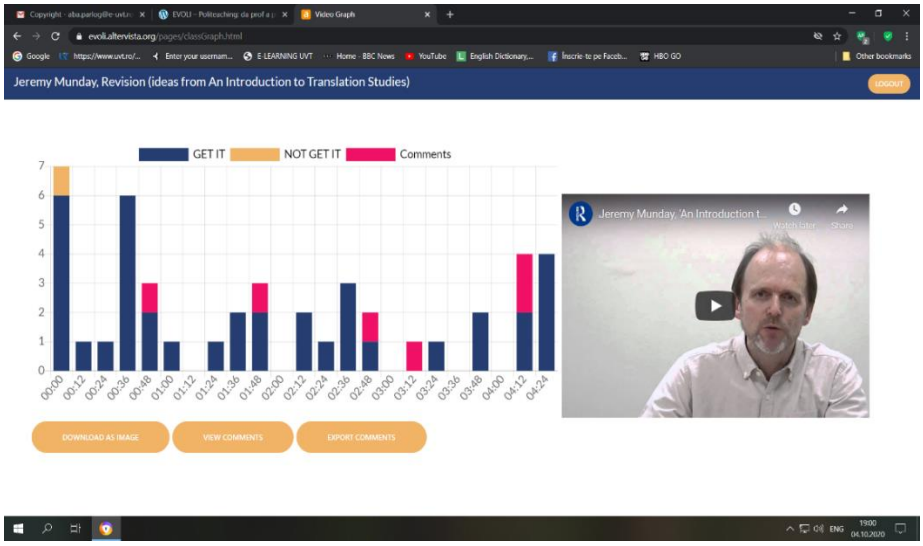
Evoli analytics – Pym



Munday's video being a simpler video to listen to, there were only 5 students who wrote comments out of the 18 students who had watched it (Figure 7). The general nature of the material may have made some students unaware of the mental links made by the theorist, leaving them with the impression that these are general issues that should be overlooked as easy and overall superfluous for TS.

Figure 7

Evoli analytics - Munday



EVOLI used in translation classes is also very useful for enriching one's vocabulary while teaching translations in view of clarifying the theories in the field. Its interactive

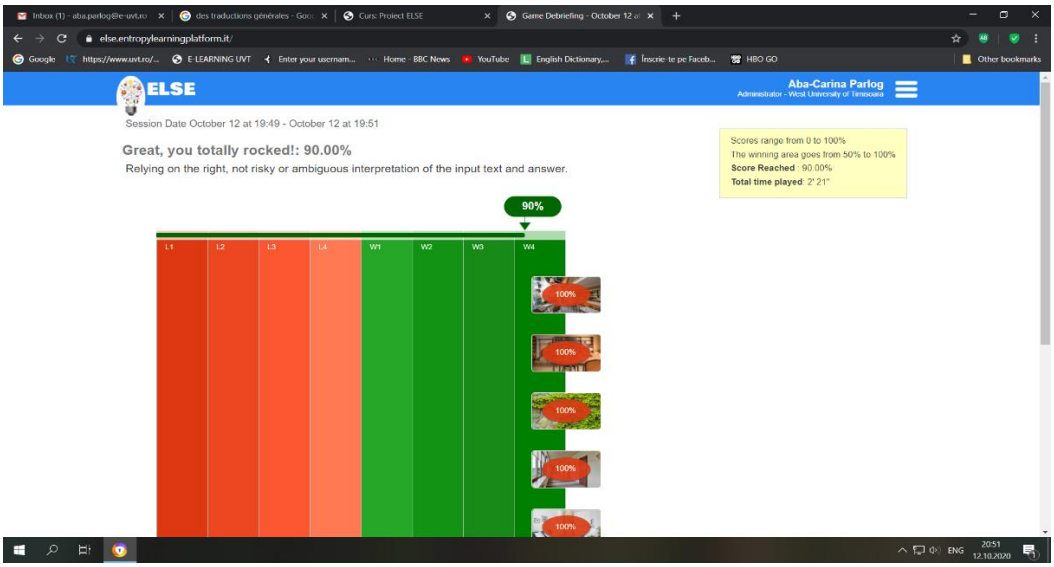
character proves attractive for students who have graduated from high-school not such a long time ago and who very much enjoy the game-like structure of this digital tool.

The ECORE or SG was used in an MA group of 21 first year students specializing in the Theory and Practice of Translation Studies. More than half of the group had also been involved in the EVOLI study a year before while studying Applied Modern Languages. They appreciated the value of the exercise as an entertaining tool which motivates learning by its very structure.

The extensive complexity of the ECORE exercise only allows the presence of results under the form of a percentage which clarifies how well a student solved an exercise. The instant results (Figure 8) makes ECORE very attractive because students generally wish to find out how they fared as soon as possible, so it is an advantage to use this kind of exercise in a translation course and any type of course, for that matter.

Figure 3

ECORE result chart



Overall, the students who were not sure about their answers were not very good at translating and had little knowledge about the theoretical layer underlying the process. The understanding of the game rationale cannot be done independently from the tested theory of translation. "While the nature and quality of mistakes a learner makes provide no direct measure of his knowledge of the language, it is probably the most important source of information about the nature of his knowledge. From the study of errors, we are able to infer the nature of his knowledge at that point in his learning career and discover what he still has to learn" (Corder 1977: 257).

Solving the exercise again allows students to improve their results and contributes to boosting their learning process. Even analyzing the given options and perceiving the difference between the general translation option and the one which fits a particular

translation case helps students use the theoretical pieces of knowledge much more responsibly and write much better translations.

The use of ICT is very well received everywhere. As Richard Andrews (2000: 30) states, "We see ICT as underpinning an enhanced and richer conception of literacy that brings together the verbal and the visual, the aural and the choreographic". Familiarizing students with such digital tools will only make them better teachers and better users of technology whatever their future professions may be.

Discussion

Using EVOLI in Teaching Translation Classes

Teaching translation should always be done with an eye to students' understanding of the impact depth that their translation will have on the reader, especially if, for instance, one discusses legal translation, in which case the document may be the centre of attention during a trial. "Errors may arise, on the one hand, as a result of the nature of the samples [of performance], their classification and presentation or, on the other, from the actual activity of processing the data" (Corder 1977: 283). A wrong interpretation can lead to serious problems which may affect the person who has requested the translation. In this case, the translator may be the one who will pay for the damages. It is thus essential that students focus on the details of the text they must translate, so that their end product should not miss any piece of information either.

The EVOLI tool is very helpful in teaching translation classes. The video feature of the tool is extremely useful for teaching staff interested in making their students' acquaintance with theorists known worldwide, whose opinions about particular concepts of the study field are more appreciated when presented by the theorists themselves. It is a chance for students to both listen to the theorist in person and to develop their skills of listening and writing because they are also encouraged to express their own views about these concepts.

EVOLI also gives them a chance to assess activities without being criticized as the insertion of comments is done anonymously. We found that this tool encourages their involvement, contributing to the development of their assertive skills and their capacity of rationally evaluating a material, as a result of listening to knowledgeable agents in the field. Should the material be very well received, it can be stored for prospective teaching in the same or a new adapted form according to the suggestions made by students and their level of knowledge. It is much more important to add videos with external interviews because they contribute to the diversity of opinion and perspective on the material taught.

The teacher should not attempt to motivate them by including materials which are meant to give them reasons for studying a particular field, as we could see. On the contrary, the teacher "must be alert to factors which may inhibit their learners'

motivation to learn. (…) [the teacher] must work with whatever motivation is already present in their learners" (Sotto 1995: 27-28).

It is very important for students to be able to use the video to the parameters that they deem necessary so that they may grasp its core message and not only. The volume they wish to set, for instance, may disturb other colleagues in class or may be too low for others, but, at home, they have the option of selecting the volume they need. Also listening to and following the video material in their own pace is essential, so that they may take notes and prove to themselves their seriousness about the field dealt with in class. Having no judgmental colleagues around is very useful for the ease needed to truly learn and be able to construct the theoretical scaffolding to rely on for their practical exercises.

The EVOLI video is quite helpful for students interested in TS. Very simply and entirely relevantly, Pym begins with the explanation of the noun "equivalence" which makes it facile for all students to grasp this concept. He then discusses two kinds of equivalence – natural and directional – which are basic for the understanding of the topic and which students must be aware of when working on translations. By also making links to Jean Paul Vinay and Jean Darbelnet, on the one hand, and Eugene Nida, on the other hand, he expands the understanding of the translation process through the prism offered by equivalence and its use when dealing with language specific words or constructions.

With the aid of explanations, Pym (2020) clarifies that dynamic equivalence or free translation and formal equivalence or literal translation are two of the kinds that we all must be acquainted with and must be able to differentiate without problems. As a result of the assessment part, most of the students thought the fragment of his speech manageable and some of them even inserted comments appreciating his addition to the explanations given throughout the fourth course on the methodology of translation. One can consequently say that EVOLI is a very good tool for teaching TS because it allows them to freely participate in the class by inserting their comments at the exact second when they consider it important to intervene and speak their mind.

In the second video, Munday (2020) begins by giving a common definition of the translation process, which is generally known by students, but, at times, difficult for them to explain. Listening to him is helpful for students to revise the general issues of TS, translator training problems, ways of tackling text translation by genre, purpose and also to become aware – if they are not – of the existence of more complex TS subdisciplines (such as interpreting TS, audio-visual TS, corpus-based TS or computer-assisted translation tools, machine translation, graphic novel translation, social media translation, etc).

What is difficult to do when using such exercises with one's students is to empathize with whatever feeling they may have on listening to a particular theoretical strand. If one is unsure and one does not pay much attention, there is always the risk that one may not insert a comment for fear of sounding simple. Nevertheless, comments are anonymous, and that makes it more encouraging for them to write their thoughts without any impediment. Moreover, listening to and watching such videos together with students in

class first gives the teacher a chance to add further pieces of knowledge which may make the videos clearer and may remind students of theories already discussed or examples that are familiar and already digested by them.

On empathizing with students and their needs, the teacher is prone to discover a series of problems which are easily solvable in the classroom and which can be hardly tackled if they learn from home and participate in online classes. In this case, students are not always encouraged to interact because of insufficient class time and there may not be any chance for some of them to do that unless they request a tutorial. However, despite the mass of students present in the classroom, empathy offers a solution to most of the questions they may have.

According to psychiatrist Roy Schafer (in Morgan 1984: 5) "empathy is to be distinguished from pure secondary process, from ordered inductive and deductive problem solving". Empathy allows the teacher to "experience *foreign* consciousness" (Stein cf. Avramides 2020), i.e. the sum of ideas that battle for understanding which preoccupy a learner. Seeing students that are worried may solve the problem at hand, as the teacher may feel inclined to ask students (a) clarifying question(s) in order to solve the conundrum. Empathy of such a kind refers to emotional states (Svanaeus 2018), i.e. emotional empathy which presupposes three processes, i.e. "the cognitive ability to perceive, recognize and discriminate emotional states in the other person" (Feshbach cf. Howe 2013: 13). A teacher's role on perceiving the learner's point of view and empathizing with him/ her is that of a communicator who should use compassion, recognition and understanding of the learner's query (Howe 2013: 14).

The electronic barrier of computers creates a problem which digital tools cannot solve even if they offer learners a chance to write their opinion in the slots especially conceived for that. As Edith "Stein observes that any debate revolving around the nature of empathy rests on the tacit assumption that other minds (…) are indeed experientially given to us (1917:11–13[3–5])" (Szanto & Moran 2020), we can see that some learners' minds remain closed even with the incentive given by digital tools, such as EVOLI, which are meant to contribute to developing their habit of communicating efficiently. Should motivation be low, students may feel that they do not need to make their standpoint known to their teacher.

The opposition theory – practice is also very much present in their minds solidified by the influence of the society which urges everyone towards superficial values and no principles, ideas supported by the great amounts of money people are supposed to make. As a result, students generally do not think about the necessity of learning theory and of solving exercises based on the theory learnt, focusing only on the practical, material, even remotely financial side of the matter (i.e. the moment when they become hired). Consequently, often without basic knowledge of language and TS, they tackle the process of translation making the same mistakes over and over again.

Thus, it is paramount for any TS teacher who uses EVOLI or any kind of digital tool to make it clear to learners that spelling and grammar knowledge is as important as

translation theory when researching the field of TS. This way students will become more interested in the TS course or class and will interact much more often, also considering it essential to make their opinion known when it comes to such exercises as those crated with the help of EVOLI. They will regard everything as a way of discovering and learning something new which contributes to their specialization development.

The expectations teaching staff have from students should never exceed the requirements of a usual course. They cannot act as fellow critics (Delanoy 1993: 97), which would be exaggerated on the part of the teacher to expect. Still, students are expected to contribute to constructive discussions focusing on the TS topic at hand.

Besides listening, writing and assessment skills, students deal with TEL (Technology Enhanced Learning), which according to Roberto Vardisio and Patricia Chiappini (2015) have "five substantial benefits: (1) creating new ideas and knowledge, (2) sharing and collaborating, (3) 'augmented experimentation', (4) ubiquity and personalization, (5) involvement and motivation". They can therefore practice their E-skills and learn to be more independent from their teachers and focus more on their self-development.

As Bruce Wilkinson (2003: 128) suggests, when one teaches, one should have in mind the change of one's life – so should learners using this distance-learning tool. The awareness that one transforms one's own life by learning connects one to reality more strongly and allows one to eventually shape one's wished-for personality. The link Christianity - learning which Wilkinson develops through his entire book, *Cele 7 legi ale învățării. Cum să înveți aproape orice, practic pe oricine* (*The 7 Laws of the Learner: Textbook Edition*), ensures that students become aware of the importance of commandments which also prevents the problem of cheating or lying about homework, tests and other activities that one has not done.

"The inner life of man" (Kohut 1977: 306) is essential in understanding others and a healthy inner life is essential in getting along as well. Heinz Kohut (1977: 306) explains that "via vicarious introspection", one may be able to know this inner life, so, of course, we infer that one can modify it so that it may raise to the standards required of a graduate of a particular study field. In this sense, our exercise also allows students to develop their inner lives by interacting, even though they may do so through an electronic interface, such as the EVOLI tool. Those of them who have questions may write them and although anonymous, they will be answered in front of the entire class so that everyone may learn from the remarks of those who listen to the EVOLI videos.

According to Dieter Wolff (cf. Rüschoff 2016: 39), a new methodology of teaching should presuppose such principles as "learner orientation, process orientation and learner autonomy". Students' dependence on teacher's nod for their answer to the question asked does not create autonomous learners. It is limitative and may result in a relation which is really counterproductive once one becomes hired. Digital tools devised for independent usage with a minimal involvement on the teacher's part prevents such detrimental results as the one mentioned above. As Bernd Rüschoff (2016: 39) very well argues "learning based on constructivist principles will allow learners to tap into

resources and acquire knowledge rather than force them to function as recipients of instruction".

Using ECORE in Digital Translation Pedagogy

By gamification, the students who are trained for a translation career can experience contexts similar to their future real-life tasks. As Gutiérrez-Artacho and Olvera-Lobo (2016: 50) affirm, "games encourage learning, given that when fun features in the process, motivation is increased and stress lowered." Using SG in training is of much help for the preparation of the prospective employee who will know exactly how to fare in the new environment after having taken part in simulation games. Much literature has been written in the field and it all points to the fact that exercises based on technology and human interaction offer an environment which creates specialists in the field that are much more trained for the challenges they will have to face once hired in a company or even working on their own.

According to A. W. Bates (2019: 427), the main reasons for using games in education are "to improve students' motivation to learn, engage learners more deeply in the learning process, improve learning outcomes, [and] improve attendance and participation." Following analyzed studies, Zhonggen (cf. Bates 2019: 427) mentioned that of "the 'huge number of findings in serious game assisted learning, most … are supportive, coupled with a few negative results.'" He also states that students' affective states are very much boosted by the use of SG.

In the field of TS, one generally cannot find exercises that are as stimulating as the storyboard or SG and that assess theoretical and practical principles at the same time in such a pleasant background. Multiple choice exercises are necessary in teaching translation because students are put face to face with a series of theory strands that they know and at times use inaccurately because of their disconcerting effect. They suddenly find themselves forced to solve a real-life situation and the more multiple choice exercises they do, the better prepared they are to apply the right translation theory to the right text and to select the right method for the right genre. Still, SG offers them more than that – they are under the impression that they interact with someone who asks for their expert advice on the matter of translation, so they play their part much more thoroughly as translators or interpreters.

Translating accurately can be done if one studies the real meaning of a text or microtext. According to Roger T. Bell (1993"117), "(…) the languages of the world and the speakers of those languages would express what they say in enormously different ways, but the picture would remain and, given that the translator's task (…) is 'to … see the picture clearly [since] it is the idea or picture that has to be communicated, and not the equivalents of the actual words' there can be no report of that picture which cannot be re-reported in another language, i.e. translated".

Thus, translating accurately can be done if one studies the real meaning of a text or microtext. The game is quite helpful in this sense because it has simulating factors

which makes learning more attractive, such as a colorful background, an avatar and, of course, the fact that the avatar's input can be listened to. All these are missing from a classical exercise in whose case the learner relies on his/ her pronunciation and linking of particular constructions in a meaningful way.

However, storyboard can be conceived in a simpler way so that students may have to choose, in a certain context, between various options that would render the general rules of the translation process. In this case, students may be asked to recognize the theory taught during the translation class in the step of the exercise which proposes such an operation. In such a way, their autonomous learning is boosted as it also is by the fact that no answers are provided at the end of the game.

According to Wilkinson, "The purpose of learning is the explanation of the truth" (2003: 125, our translation) and he is quite right in stating this. If the teacher were to just give some plain answers at the end of the SG without debating on the context of the question and the nature of the options provided, s/he would not be teaching much and students would not be learning much either. The truth concerning that particular matter would remain hidden and the purpose of the SG would not be achieved.

Unfortunately, the small number of students involved in the project does not allow us to discuss the variation of teaching success depending on the frequency of SG use in TS or on the level of the English language that students have. For such ideas to be tested with a higher percent of clarity, a greater number of SGs should be created and a greater number of students should be involved in the research. The same holds for the EVOLI digital tool.

Conclusions

In the translation field, it is essential to use ECORE because, through its uploaded exercises, it provides the real-life stimulus needed to train a translator by putting him/ her in the shoes of an employee. The SG also tells you how long it takes you to solve an exercise of such a kind – this again shows whether you can respond to tasks under pressure or to translation requests which are of an urgent nature. Teaching responsibility about one's translation is essential and that is done when the student, faced with the final SG score, is guided towards the realization that a score lower than 90% may result in problems or in a salary cut later in life.

SGs are the best answer to students' necessity of dealing with this domain in a constructive way. Talent is a streak of character that you are born with and someone who manages to solve SGs on translations without many problems can say that s/he possesses an undoubted talent in this area. Understanding the aim of such exercises and being able to quickly make a link between the metaphorical strands show that one has selected the right profession for one's future; "(…) metaphor as a reality (…) that will continue to generate new approaches as long as humanity lasts" (Pungă, Golea 2022: 55) determines the complexity of the exercises structure. In conclusion, accurately solving SGs in a short

amount of time may be rather difficult and can be considered similar to having been successful in an interview for a job in this field of knowledge.

EVOLI also contributes to one's capacity of grasping the importance of theory and its application to texts that presuppose an in-depth knowledge of translations. It is very much important to be independent in one's endeavour of studying and to acquire the self-assuredness needed to offer the best possible answers to translation exercises. Being empathetic and willing to clarify students' questions face to face, despite the digital interface, may also contribute to the teacher's efforts of creating an optimal teaching-learning environment in which all issues may be addressed and solved. Such tools as EVOLI and ECORE ensure that students get the necessary practice and that they are acquainted with real-life situations which they have a chance of learning how to manage. These tools are the answer to teachers' and students' necessity of combining classical and digital learning and the finest solution for a better preparation of our future specialists so that they may be able to take over.

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