**György**
**Domokos**

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**Translator**

György Domokos started his university studies at Eötvös Loránd University as mathematics major in 1982. He has been studying languages since his childhood: his favourite was Italian, which he learnt from his father, and from the second year of university he started to take Italian lessons to pursue this passion. He became the first student who could graduate officially both in mathematics and Italian – he obtained his degree in math in 1987, and a year later, in 1988, he obtained one in Italian, too.

In the following years he was working in the library of the Italian department of ELTE for two years, and he gave seminars as well. Then he worked at the Calasanctius Secondary School of Budapest from 1990 to 1997 (in the building of today’s Sophianum). He played an important role in the foundation of the Italian department at the time of the formation of Pázmány Péter Catholic University, where he has been teaching translation, Italian dialectology, syntax and philology since 1997. Besides the three different locations of Pázmány he also teaches in Bratislava, at the Faculty of Humanities of the Comenius University. He holds Italian lectures there to students of French and Spanish and teacher's training. The language of these classes is mainly Italian, but, if it is necessary, they use Slovak as well.

He started to do translations during his university years, and since 1979 his translations have been published. His main field is ecclesiastical history and theology, although he does not hold a degree in theology. He translates official certificates and legal documents for the Hungarian Catholic Episcopal Conference, for the Franciscan Province and for the Diocese of Pécs. He explained that the biggest challenge in these jobs is to find the appropriate terms, because the standard expressions that are constantly changing through the years have to be translated in such a way that the readers could embrace the new expressions.

From the books translated by him 26 were published, either in print or online. The theme of these books are mostly theological, but there are also guidebooks and tourist books among them (e.g. some volumes of the series entitled A mi Budapestünk - *Our Budapest*). He translated at least five books written by the Italian theologian and university chaplain, Luigi Giussani, whom he knows personally.

He participated in teamwork on several occasions in the course of translating books. He believes that, on the one hand, it is a nice experience from which a translator can learn a lot, on the other hand, is rather a stop-gap that comes with plenty of extra work, because the differences in the style of the translators can be harmonised only with thorough and precise edition. A good example for this is the book entitled II. János Pál pápa útjai (*The Journeys of Pope John Paul II)*, which he translated jointly with seven other translators.

Most often he does his translations alone. These jobs are usually long texts: this winter, for example, he translated two 110 pages long diocesan prospectuses. Based on his experiences, he says that it is definitely worth providing translations for the Church, especially for those with Italian as a working language, since this language is indispensable for ecclesiastical texts. He considers it important to have possibilities of improvement, and he finds it during the translation of both ecclesiastical and literary texts; the latter, however, is a bigger, more exciting challenge for him. He thinks it is essential to recognise when we need help, and we must not feel ashamed of asking for it.

As for the translator training he highlighted that we shouldn’t trust bilingual dictionaries to this extent. He suggests to turn to monolingual dictionaries instead, especially with printed ones. He recommends using also encyclopaedia and corpuses. He finds it important to present those typical mistakes that can occur during translation, to classify, systematise them and be aware of them. As he considers important not only the quality, but also the quantity of translating, he tries to increase the length of the texts given to the students during the semester. In addition he aims to develop the ability of thorough and precise reading in the students, which is an indispensable skill for a good translator.

Not only does he aim to share his professional experiences, but he is also always available for the students no matter what kind of a problem is that they turn to him with. He never misses the opportunity to tell them some inspiring words or give them some good advice, and encourages the students to be true to their principles, ideas and values.