Approaches to Teaching Translation

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Outline

- **Approaches to teaching translation**
- **Comparison of approaches**
- **Discussion**

Abstract

In this seminar, different taxonomies of approaches to teaching translation are introduced and compared in order to realize which one(s) of these approaches is followed by translation teachers. This seminar is comprised of two parts: presentation and discussion. In other words, it is not only an offer of knowledge, but it needs the audience`s feedback concerning the feasibility, (dis)advantages, challenges, and incentives of applying each one of the presented approaches. It is expected this session opens a new window towards further endeavors on the issue and it leads to adopting new teaching approaches by the translation teachers in the region.

Classification by Klaudy (2006)

In designing translation courses one/or all of these approaches can be followed:

- Inductive approach
- Deductive approach
- Functional approach

The Inductive Approach

In this case,

- The process of teaching is organized by text-selection.

- The teacher chooses the 10 to15 texts- according to topic, genre, or difficulty level- to be translated during the half-year semester.

- The students translate these texts at home or in class, the teacher corrects the translations at home or in class, they discuss the mistakes in class.

- On the basis of these mistakes the teacher makes recommendations concerning the solution of translation problems, and makes certain generalizations.

The Deductive Approach

In this case,

- Teaching is based on certain translation problems (e.g., translation of realia, institutions, measurements, quotations, titles, references, cognates, false friends, text types, etc.) and problem-solving techniques and methods.

- The teacher must find texts, which will illustrate the problems under study satisfactorily.

The Functional Approach

In this case,

- Teaching is organized around particular skills to be developed.
- Teachers decide what skills are necessary for translation and aim to develop these skills without *necessarily* using translation tasks.

For instance,

the skill of distancing oneself from the linguistic form may be developed with the help of intralingual transformations (e.g., paraphrasing or summarizing within the same language). (Klaudy, 2006)

Classification by Kiraly (2000)

1. **Transmissionist approach**: The conventional and teacher-centered exercise class, didactic event in translator training programs.

2. **Constructivist approach**: students empowerment and the centralization to let them control their own learning process.

Individuals are to construct meanings and knowledge through participation in the interpersonal and intersubjective interactions.

It is inferred form Klaudy (2006), her approaches are analogous to transmissionist approach. In these approaches, the class is teacher centered, and materials, techniques, and skills are to thought to be objectively transmitted from teacher to students.

Transmissionist approach	Constructivist approach
Knowledge is transmitted.	Knowledge is constructed.
Learner is a student.	Learner is a whole person.
Teacher should be in control.	Student should be in control.
Motivation is extrinsic (e.g., Marking, meeting teacher`s expectation, etc.).	Motivation is intrinsic (doing interesting activities, playing roles in the class, etc.).
Learning is individual	Learning is social (in group).
Knowledge is content	Knowledge is a process
Translations are unauthentic.	Translations are authentic.
Teachers instruct.	Teachers facilitate students` learning.
Classes are teacher-centered.	Classes are student-centered.

Discussion

- Which approach(s) do you prefer to follow in your classes?

- What are approaches` feasibility, (dis)advantages, challenges, and incentives?

Sources

- Kiraly, D. (2000). *A social constructivist approach to translator education: Empowerment from theory to practice*. UK: St Jerome.

- Klaudy, K. (2006). *The Role of Translation Theory in Translator Training*. Paper presented at the EMT Conference, Brussels, 19□20. October 2006.

THANK YOU