

THE SOCIAL CONSTRUCTIVIST APPROACH TO TRANSLATOR TRAINING

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A Comprehensive Teaching Method

- **Approach** [*the most fundamental*]: theory of language, theory of language learning
- **Design**: method objectives, content organization, task types, learner and teacher roles
- **Procedures** [*the most divers and variable*]: classroom techniques, practices and behaviors of students and teacher

Two Approaches to (Translator)Education

1. Objectivist (transmissionist): The conventional and teacher-centered exercise class, didactic event in translator training programs.

It is not well suited for acquiring the ability to work collaboratively with other professionals, or for learning how to learn autonomously after graduation.

2. Constructivist (transformationist): 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 (Rorty 1979).

From Transmission to Transformation

Transmission perspective	Transformation perspective
Knowledge is transformed	Knowledge is constructed
Learner is a student and client	Learner is a whole person
Teacher should be in control	Student should be in control
Knowledge is public	Knowledge is private
Motivation is extrinsic	Motivation is intrinsic
Learning is molecular	Learning is holistic
Learning characteristics are shared	Every learning is unique
Learning is individual	Learning is social
Knowledge is content	Knowledge is a process

(Kiraly 2000)

Neglected Aspects in Objectivist Education

- Modeling *artistry and non-strategic knowledge*
- *Professional competence*
- *Reflective action in a community of knowledge builders*

1. Modeling Artistry and Non-strategic knowledge for Students

- Being aware of useful strategies taken by professionals let learners see how to solve translation problems effectively.
- Not the boilerplate strategies introduced by scholars (e.g. House 1988, Nord 1996, etc.), but the “artistry” and non-strategic types
- Being acquired through action& experience, not passive absorption
- The objectivist approach fails to cover the mutually influencing factors (i.e., linguistic, social, cognitive, and cultural) that imping on each student`s learning in a unique way.

Thus,

Teachers are not to ‘teach’ strategies, but to model *strategy use* and *strategy creation* for students, and help and let them create and use their own dynamic strategies in authentic translation situations. (for example in translating the press)

Professional Competence: Expertise & Professionalism

- **Expertise** [*linguistically & culturally competent*] is the competence to accomplish translation task to the satisfaction of clients and in accordance with the norms and conventions of the profession. (Király, 2000: 30)
- **Professionalism** [*sociologically competent*] characterizes the translator's ability to work within the temporal, social, and ethical constraints of translation situations. (ibid)

Reflective Action in a Community of Knowledge Builders

Reflection as a tool for learning

- Learners must be conscious of problematic features of the task
- The task should be contextualized by learners;
- Learners' learning experiences must be relevant to their interests and knowledge;
- Learning tasks must entail active personal involvement. (Law et al, 1998)

Community of Knowledge Builders

- A collaborative framework for the development of educational systems based on application of reflective action (Berierter & Scardamalia, 1993)

Accordingly

to provide students with opportunities for interacting with peers and experts to collectively (and individually) construct the wide expert and professional knowledge of the domain (here translation)

Key Principals of Social constructivist Approach

- **Multiple realities and perspectives**
- **Collaborative and cooperative learning:** Peers and teachers working together collaboratively are thus simultaneously creating meaning among themselves, and are also internalizing meanings individually.
- **Appropriation:** Internalization of socio-cultural knowledge, by which interpersonal knowledge becomes intra-personal knowledge.
- **The zone of proximal development (ZPD):** Virtual domain of the students` potential growth, in which appropriation occurs.
- **Authentic learning and activity:** Ordinary practices of the culture
- **Scaffolding:** Supports (hints or exemplary completion of a task) offered by the teacher to assist learners in the collaborative construction of their mental models.

Translation Course Based on the Constructivist Framework

- I. **Initiate attempt to identify goals of the translation course and negotiate them for learning through dialogue**

- II. **After forming the tentative syllabus of the coming course,**
 - **each group will design and present a workshop on a topic and its related questions.**
 - **teacher presents first two workshops as guiding models for the students.**
 - **Students take part in other students' workshop assessment**

Authentic Experience and Learning in Translation Exercise Classes

An 'authentic text' is divided into, for example, 6 sections. Then each part is given to one group. Through 6 sessions, students in groups are

- to complete a rough translation of their section of the text,
- to proofread the drafts of three other groups,
- to obtain feedback from three other groups on their own draft, and
- to incorporate any changes they deemed necessary into their draft.

Protestors torch buildings in northern Iraq, attack party offices demanding KRG to quit

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About 1,250 protesters, mostly teachers, students, and civil servants, protested the KRG in the city of Sulaymaniyah.

In a second day of unrest amid tensions with Baghdad, several public facilities, including the offices of opposition groups such as the Iraqi Turkmen Front (ITF), were torched by protesters in the city of Sulaymaniyah in northern Iraq's Kurdish Regional Government (KRG) region.

According to Maruf, protesters also torched the local headquarters of the Kurdistan Democratic Party (KDP) in Sulaymaniyah, as well as the Koy Sanjaq prefecture building near Erbil, municipal capital of the KRG.

Main implications of Constructivist Approach

- Preparing students for collaborative work**
- Role distribution** (Organizer, Secretary, Assimilator/ Mediator, Devil advocate, Entertainer)
- The bilingual classroom (if any)**
- Text selection and sequencing**
- Authentic activity**
- Focusing on learning**

The image features a white, textured background with faint, light-colored markings. Two sets of diagonal rainbow stripes are positioned in the corners: one in the top-left and one in the bottom-right. The stripes consist of red, orange, yellow, green, blue, and purple bands. Centered in the white space is the text "THANK YOU FOR ATTENTION" in a bold, black, sans-serif font.

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