



Toward more Practice –Focused curriculum, Translation studies

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Abstract

This presentation reports on an empirical study, based on both quantitative and qualitative data, on the learning needs of translation students, another major subject in translator training. According to different studies and on field feedbacks, contrary to a widely held assumption, the great majority of students taking translation did not and do not intend to be professional translators/interpreters. It is found that translation students prized training of both L1 and L2 before or during translation training, and that they preferred practice-oriented courses to theoretical courses. Also it is noticed that our department lecturer and students believe the current translation program does not reflect the market needs very well and that measures such as offering more practical courses strengthening language training, teachers' providing more detailed comments on assignments, etc., must be taken in order to improve the program. Based on such findings, a comparison with the earlier study on professional translators is made and pedagogical implications are also drawn in relation to some of the focal issues in translator training.

Burnaby believes:

“the curriculum content and learning experiences to take place in class should be negotiated between learners, teacher and coordinator at the beginning of the project and renegotiated regularly during the project”

So based on content of existing studying program and learning experience following goals are numerated:

1. To develop students' communicative competence in both L1 and L2.

New studying program included variety of subjects which is mainly focused on language learning skills in general and will be thought through first four semesters.

Offered subjects:

1. Grammar
2. Reading Comprehension
3. Listening & Speaking

2. To apply translation procedures, methods and strategies in translation and interpretation.

Translation as an independent field of study enjoys different strategies and methods, a practicum view and studying program can flourish students' capability of and activate these potentials in a real job condition to reach to this goal subjects such as: **1. Methods and principles of translation and 2. Mods of interpreting** are presented in the developed curriculum.

3. To be able to use and apply new technology and tools of translation.

New trends in translation studies are concentrated on using technology to do translation texts faster, cheaper and more accurate, for this to achieve, **Translation and technology** is included in the updated studying program and offered in sixth semester.

4. To be able to interpret texts consecutively and simultaneously.

It is attempted, through updated study program, to give importance to both written and oral translation, therefore, a parallel move can be classified in the program as it is depicted here:

Written Translation

Oral Translation

Subjects: Translating Plain prose

Mods of Interpretation

Translating

Journalistic texts

sight Translation

Translating humanities texts

Consecutive Inter.

Translating literary Works

Simultaneous

Inter.

1. To improve and participate in audio-visual translation in the market.

Unfortunately, there is a common view about translation and translating in our community by which those who know A, B, C of a foreign language consider him /herself as a translator. This Mis-conception about translation has caused load of low quality and unacceptable works in the translation market and more specifically in audio-visual translation.

Audio-visual translation is a general term to describe translation of movies and documentaries, the task is fulfilled through subtitling, dubbing and voice over strategies. To level above mentioned problem, new curriculum targeted deficiencies of the market and provided students' a very effective subject which is offered in sixth semester.