Teaching Translation from Spanish to English
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PART 3

METHODOLOGICAL FRAMEWORK

The methodology described here is based on the definition of learner-centred objectives. It has been developed to help students become translators and, in particular, to translate into the foreign language. The methodology has to be student-centred—in this case, centred on students whose mother tongue is Spanish and for whom English is a foreign language, albeit at an advanced level.

The first step is to define general objectives, knowledge, and skills needed by translators: ideal translator communicative competence. This is achieved by looking at what the translator does at each stage of the translation process, as described in the theoretical framework. The second step is to determine how the “artificial” and “unnatural” process of translating into the foreign language differs from translating into the native language and to adapt the objectives to the starting point, which is student-translator communicative competence. The third step is to define the teaching context (employment opportunities, students’ motivation, ability, expectations, and so on) and give a specific profile to the objectives of the prose-translation program. Finally, translation strategies are defined as putting into practice the theoretical principles that allow for correct development of the translation process. These principles are used to delimit translation difficulties and establish an ordered and rational learning progression. The students learn to use these strategies through a variety of activities, in a variety of discourse fields. Frequently, the activities and fields chosen are directly related to the employment opportunities available to prose translators.
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