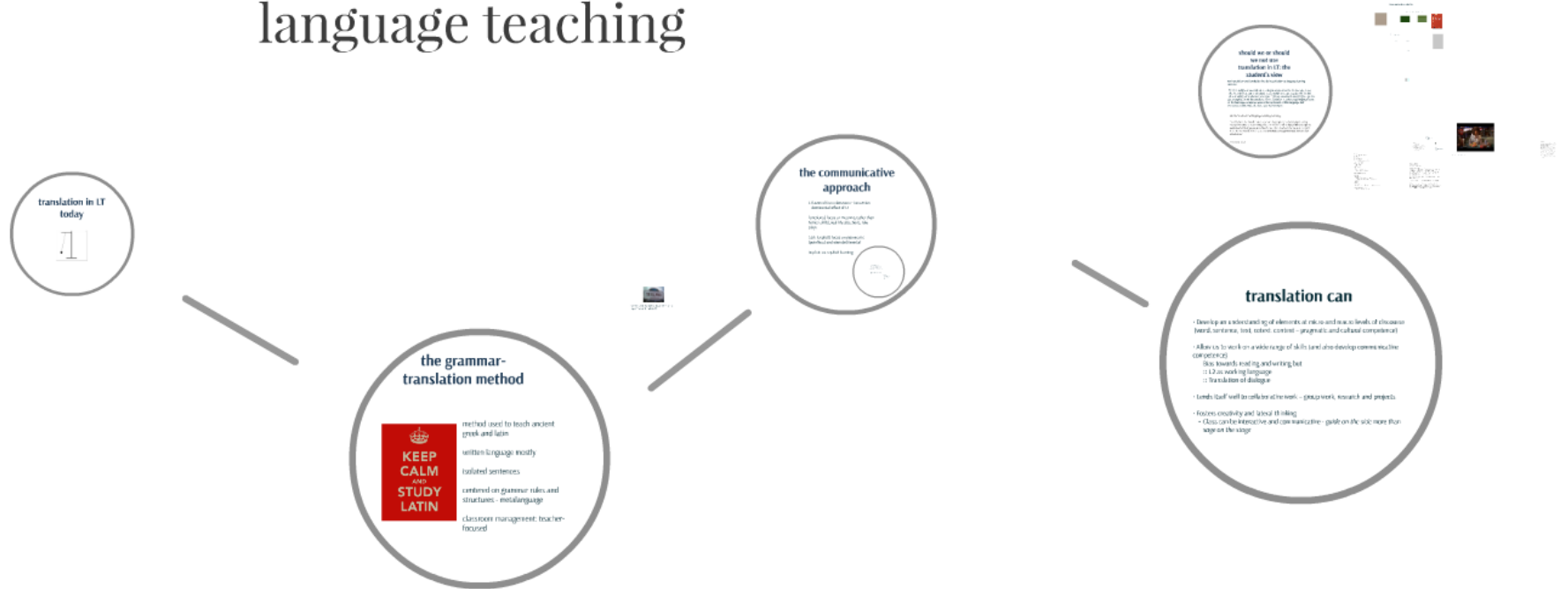
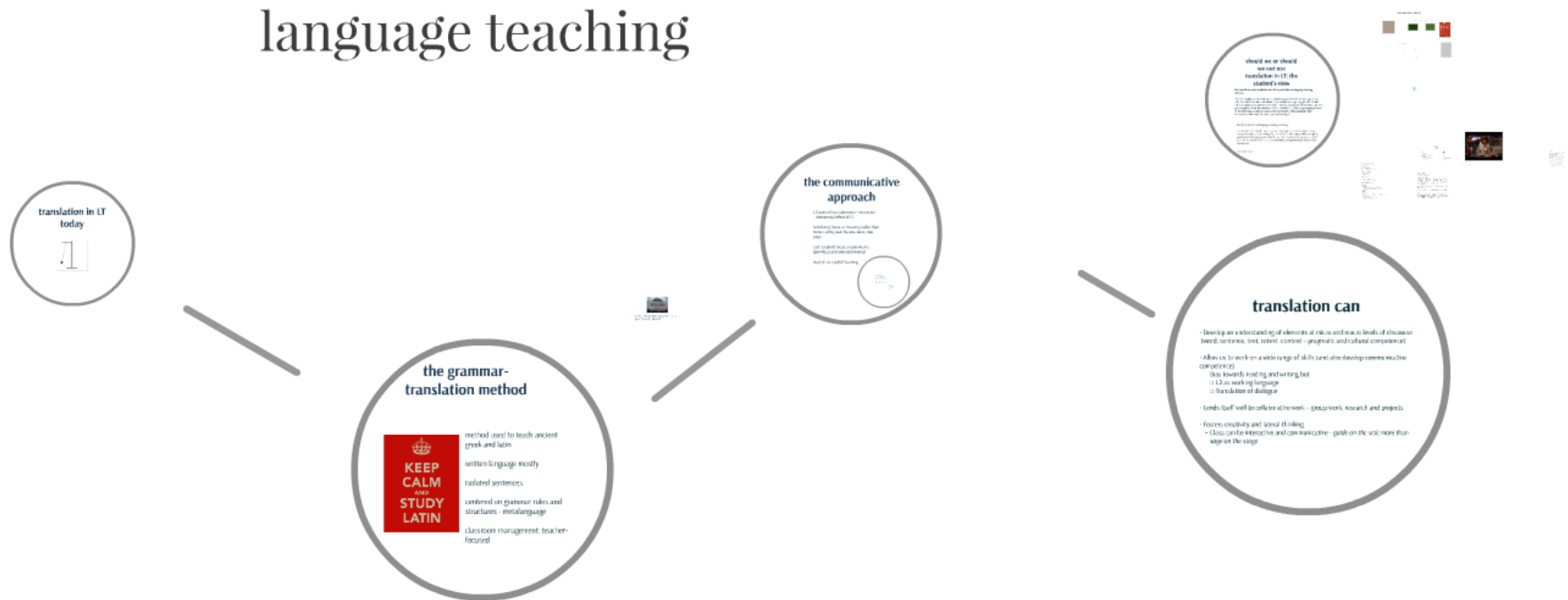


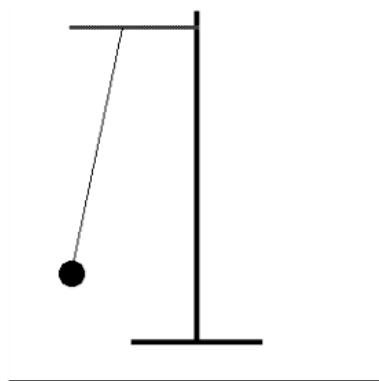
uses and abuses of translation in language teaching



uses and abuses of translation in language teaching



translation in LT today



the grammar-translation method



method used to teach ancient greek and latin

written language mostly

isolated sentences

centered on grammar rules and structures - metalanguage

classroom management: teacher-focused



- artificial, stilted, pointless exercise that has no application in the real world

the communicative approach

L1 banned from classroom - immersion
- detrimental effect of L1

functional, focus on meaning rather than
forms (skills), real-life situations, role
plays

SLA: (explicit) focus on grammar is
(pointless) and even detrimental

implicit vs. explicit learning

SLA and Cognitive processes

A cognitive process is a mental operation that
transforms information in a way that is useful for
learning. It is a process that is not directly
observable.

Learning is a process that is not directly
observable. It is a process that is not directly
observable.

SLA and Cognitive processes

SLA and Cognitive processes

Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.
(Krashen 1982)

Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Krashen (1982)

Williams, J. N. (2013). Attention, awareness, and noticing in language processing and learning

- Attention and awareness are separate
- There is processing without awareness (*subliminal learning*)
- Processing is deeper and more sustained with awareness, and learning effects much larger
- "It is no surprise then that in comparisons of broadly 'implicit' and explicit teaching methods that do not employ sensitive performance measures, the explicit methods appear to be more effective." p. 22
- "When we know more about the areas of language that appear amenable to implicit learning, then we will know where to look for its effects in real world language learning situations." p. 23

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should we or should we not use translation in LT: the student's view

On translation—and translation into L2 in particular—as language learning exercise:

“I think it really is an essential part of a degree course since it is the best way to test fully that a text has been understood, i.e. you really have to get to grips with the text, unlike a reading comprehension where you might not understand everything but get the gist enough to answer the questions. I think translation into the foreign language is **one of the best ways to improve your written command of that language**. Both exercises also teach you a lot about your native tongue.”

On the “methods” of language teaching/learning:

“Yes, I believe the translation classes aid the progress made through reading foreign literature, essay writing, films etc. I believe **all of these different aspects combined aid fast progress**, rather than certain “methods” being more helpful than others. Translation classes are **definitely an important tool, but can not stand alone**”

Carreres 2006

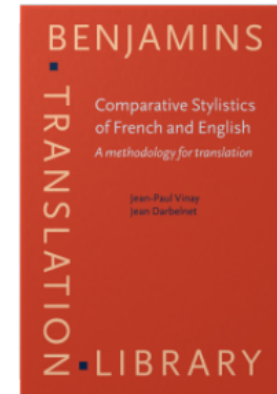
translation can

- Develop an understanding of elements at micro and macro levels of discourse (word, sentence, text, cotext, context – pragmatic and cultural competence)
- Allow us to work on a wide range of skills (and also develop communicative competence)
 - Bias towards reading and writing but
 - L2 as working language
 - Translation of dialogue
- Lends itself well to collaborative work – group work, research and projects
- Fosters creativity and lateral thinking
 - Class can be interactive and communicative - *guide on the side* more than *sage on the stage*

Vinay and Darbelnet (1958)



Keep off the grass - Pelouse interdite



Pre-translation tasks



transposition



modulation



modals



prepositions



Pre-translation tasks

<p>1. Beschleunigung des Schmelzprozesses</p>	
<p>• Erhöhen der Temperatur • Erhöhen der Schmelzenergie • Erhöhen der Schmelzfläche • Erhöhen der Schmelzgeschwindigkeit</p>	<p>• Erhöhen der Schmelzenergie • Erhöhen der Schmelzfläche • Erhöhen der Schmelzgeschwindigkeit</p>
<p>• Erhöhen der Schmelzenergie</p>	<p>• Erhöhen der Schmelzenergie</p>
<p>• Erhöhen der Schmelzfläche</p>	<p>• Erhöhen der Schmelzfläche</p>
<p>• Erhöhen der Schmelzgeschwindigkeit</p>	<p>• Erhöhen der Schmelzgeschwindigkeit</p>
<p>• Erhöhen der Schmelzenergie</p>	<p>• Erhöhen der Schmelzenergie</p>
<p>• Erhöhen der Schmelzfläche</p>	<p>• Erhöhen der Schmelzfläche</p>
<p>• Erhöhen der Schmelzgeschwindigkeit</p>	<p>• Erhöhen der Schmelzgeschwindigkeit</p>
<p>• Erhöhen der Schmelzenergie</p>	<p>• Erhöhen der Schmelzenergie</p>
<p>• Erhöhen der Schmelzfläche</p>	<p>• Erhöhen der Schmelzfläche</p>
<p>• Erhöhen der Schmelzgeschwindigkeit</p>	<p>• Erhöhen der Schmelzgeschwindigkeit</p>
<p>• Erhöhen der Schmelzenergie</p>	<p>• Erhöhen der Schmelzenergie</p>
<p>• Erhöhen der Schmelzfläche</p>	<p>• Erhöhen der Schmelzfläche</p>
<p>• Erhöhen der Schmelzgeschwindigkeit</p>	<p>• Erhöhen der Schmelzgeschwindigkeit</p>

[illegible]

1. 下列各句，有语病的一项是（ ）
A. 在《水浒传》中，作者对宋江这个人物的刻画，是全书中最精彩的一笔。
B. 通过这次活动，使我们增长了见识，开阔了眼界。
C. 他不仅会唱歌，而且会跳舞。
D. 这本书不仅内容丰富，而且语言生动。

2. 下列各句，有语病的一项是（ ）
A. 他不仅会唱歌，而且会跳舞。
B. 这本书不仅内容丰富，而且语言生动。
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4. 下列各句，有语病的一项是（ ）
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5. 下列各句，有语病的一项是（ ）
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D. 在《水浒传》中，作者对宋江这个人物的刻画，是全书中最精彩的一笔。

transposition

[illegible]

8. Identify the function of each of the following structures (point out the structure and state its function prior to making a connection):
 - a. Myofibrils have striations or striations.¹
 - b. Sarcomeres have Z-discs.
 - c. Myofibrils have actin-myosin myofibrils.
 - d. Actin has a myofibril, striated.
 - e. Myofibrils have sarcomeres with striated.
 - f. Myofibrils have striations, striated.
 - g. Myofibrils have striations, striated.
 - h. Myofibrils have striations, striated.
 - i. Myofibrils have striations, striated.
 - j. Myofibrils have striations, striated.
 - k. Myofibrils have striations, striated.
 - l. Myofibrils have striations, striated.
 - m. Myofibrils have striations, striated.
 - n. Myofibrils have striations, striated.
 - o. Myofibrils have striations, striated.
 - p. Myofibrils have striations, striated.
 - q. Myofibrils have striations, striated.
 - r. Myofibrils have striations, striated.
 - s. Myofibrils have striations, striated.
 - t. Myofibrils have striations, striated.
 - u. Myofibrils have striations, striated.
 - v. Myofibrils have striations, striated.
 - w. Myofibrils have striations, striated.
 - x. Myofibrils have striations, striated.
 - y. Myofibrils have striations, striated.
 - z. Myofibrils have striations, striated.

[illegible][illegible]

modals

prepositions

Framework for translation class:

- 10 fortnightly translation classes into the TL (2nd year students)
- Assessment: 2-hour written exam (2 passages of different genres/registers)
- Typical class:
 - o Activity based on developing translation skills (transposition, modulation, cultural adaptation, etc.), 20 minutes. No preparation required.
 - o Discussion of text translated by the students, 30 minutes. Student translation handed in one week prior to the class.
- Last class of term 1 and term 2:
 - o The whole session is dedicated to working from a film extract.

Objectives:

- Get them to engage
- Get them all to participate and feel at ease
- Get them to work collaboratively
- Get them to practice their language skills: writing/speaking/reading/listening
- Get them to practice their critical skills: assessment of the proposed translations
- Get them to hone their translation skills: translation, modulation, etc., cultural adaptation
- Get them to develop new strategies: translation difficulties, empowering effect of working collaboratively
- Get them to deal with spoken discourse

1. Qui sont les personnages ? Où se passe la scène ? A quel milieu les protagonistes appartiennent-ils ?
2. Quelle est la relation entre Mia et Vincent ? Pourquoi Vincent doit-il se montrer prudent ?
3. Quel événement narré dans cette scène occupe une place centrale ?
4. Qu'est-ce qui a été à l'origine de cet événement ?
5. Quels sous-entendus peut-on identifier dans cette scène ?

Identification des difficultés

1. Quelles difficultés linguistiques va-t-on ici rencontrer?
2. Quel est le registre de la scène source ?

1. Est-elle « fidèle » au TS ?
2. Comment les difficultés précédemment identifiées ont-elles été résolues ?

- Show students the scene in English
- Discussion and questions in the TL: what does the scene involve? Where does it take place? Who are the protagonists? What social milieu do they belong to? What past events does the scene refer to? What is essential to the scene? Etc.
- Students are given the original script and asked to translate sections of the script in pairs
- Students read/act out their translation
- General discussion on the difficulties encountered and how they were tackled.
- Students watch the scene with subtitles – I give them the transcript and ask them to comment on the sections they have translated
- Show students the dubbed version asking them to 1) comment on the sections they have translated, 2) compare it with the subtitled version (are there notable differences?)

Practical activity:

- Watch the original scene

- Translate the scene in groups:

- o Translate the section assigned to your group placing particular attention on items that cannot be translated literally.

- o Look at the other sections if you have time, trying to identify translation difficulties. How would you tackle the difficulties encountered?

- o Report back for general discussion: What translation challenges did you encounter?

- Discussion on using the translation of the scene as a learning activity:

- o Do you think this is a worthwhile exercise? Do you think this particular extract works well? Could an entire course be based on translating film extracts? What features should the film extracts selected exhibit? What constitutes a good extract?



Pulp Fiction - Tarantino (1994)

Lexis:

Come back from the bathroom

Pretty smart

To offend someone

To break a promise

To throw somebody out of a window

Grammar forms in dialogue:

- There's two Monroes

- No, there's not

- Who told you?

- They

- They talk a lot, don't they?

- They certainly do. They certainly do.

Discourse marker: dis donc

Modulation:

- the bathroom

- I don't think Buddy Holly is much of a waiter

- The usual mindless, boring, getting-to-know chit chat

- Here goes

- You know

- Is that a fact

- Did it involve the F-word?

- When you scamps get together, you're worse than a sewing circle.

Cultural adaptation:

- Fourth floor » third floor/fourth floor

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