

D-6. TRANSLATOR: INTUITIVE LEAPS, MENTAL PATTERNING, AND RULES AND THEORIES

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If we agree that translation studies in principle could be viewed as the two broad branches of 'pure' and 'applied' nature (following Holmes' 'map'), the translator training, one of the immediate areas in the 'applied' translation studies, nonetheless poses questions the answers to which do not come as ready-made. The subdivisions of evaluation methods, testing techniques and curriculum design in the training programme do not exhaust the scope of needed components either as 'among the many skills translators need to acquire through training is the skill to understand and reflect on the raw material with which they work, i.e., to appreciate what language is and how it comes to function for its users' (Baker 2011: 4).

As a feasible approach in the multiple-task-focused training programme, a three-stage model offered by David Robinson, which combines intuitive insights, the inductive process of language pattern-building procedures, and purposeful references to the well-established regularities, could be one of the possible choices. The model not only lends itself to ample applications in the training programme but it also allows for variations in

planning specific activities with trainee translators, with regard to the complexity and type of text as well as a preferred manner of dealing with the text by the translator. The presentation will focus on how this kind of training process can provide a solid basis for the enhancement of translator knowledge and experience through the multiple non-linear processes that activate cognitive and experiential learning of the translator, essentially with the transformative effect in view.

References

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