

Pedagogical Implications of Utilizing Translation Evaluation Strategies with Translation Students: Toward a Model of Teaching Translation

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Abstract

Translation Evaluation (TE) is a growing sub-discipline of Translation Studies and Applied Linguistics as well. It is a method used in translation teaching to analyze, discuss and improve the translation drafts of students based on a specific theory translation through comparing the Target Text (TT) with the Source Text (ST), while aspects of the linguistic and/or paralinguistic features of texts will be noted, and the tools and models of evaluation to be applied will be explored as an over changing fact of TE. The researcher further explains how, on the one hand, the suitability and usability of texts can be determined by students, and on the other hand, how the translational and linguistic competences and intercultural awareness of trainee translators can be enhanced. Thus, theoretical aspects of translation teaching methods and their relation between language studies and translation theory are introduced vis-à-vis the curriculum of formal training of translators. Theoretical aspects of translation teaching methods and their relation between language studies and translation theory are introduced vis-à-vis the curriculum of formal training of translators in colleges of languages and translation. Besides, some important strategies of the past and present based on five criteria of acceptable evaluation to signalize their shortcomings in the process of TE have been analyzed. In the light of these, a model of translation evaluation for improving translation education is proposed. This new eclectic model of TE heeding the cited criteria will be elucidated procedurally. Implications for pedagogy and recommendations for further research are suggested in the end of the paper.

Keywords: translation evaluation; translation pedagogy; model; intercultural competence; interlingual proficiency; bilingual competence