



A Translation Instruction Model from Behaviorism, Cognitivism, Social Constructivism and Humanism

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Abstract

This article proposes a Translation Instruction Model for undergraduate translation programs. This model integrates principles derived from behaviorism, cognitivism, social constructivism, and humanism as ingredients that permeate the components involved in translation instruction: objective(s), assessment, teacher, student, material and methodology. Also, translation learners of different levels of readiness (beginner, intermediate, and professional) will be taken into account in the translation instructional design based on the given model. Specific exemplified approaches will be given on the basis of the principles found in behaviorism (e.g., programmed instruction), cognitivism (meaningful learning), constructivism (Vygotskyian social constructivism), and humanism (e.g., cooperative learning or individualized instruction). This model also provides general guidelines for practical instruction for a two-year translation program on undergraduate level.

Keywords: translation instruction, programmed instruction, scaffolding, communicative translation competence