Translation – Didaktik – Kompetenz

Barbara Ahrens/Silvia Hansen-Schirra/
Monika Krein-Kühle/Michael Schreiber/
Ursula Wienen (Hg.)

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Umschlagabbildung: *Alte Holzlettern* © Zerbor – Fotolia.com

ISBN 978-3-7329-0334-4
ISSN E-Book 978-3-7329-9505-9

Herstellung durch Frank & Timme GmbH,
Wittelsbacherstraße 27a, 10707 Berlin.
Printed in Germany.
Gedruckt auf säurefreiem, alterungsbeständigem Papier.

www.frank-timme.de

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Translation – Didaktik – Kompetenz: Zur Einführung

BARBARA AHRENS, SILVIA HANSEN-SCHIRRA, MONIKA KREIN-KÜHLE, MICHAEL SCHREIBER, URSULA WIENEN

Der vorliegende Sammelband basiert auf überarbeiteten Beiträgen zur Vortragsreihe „Translationswissenschaftliches Kolloquium“, die seit 2005 am Institut für Translation und Mehrsprachige Kommunikation der Technischen Hochschule Köln und am Fachbereich Translations-, Sprach- und Kulturwissenschaft der Universität Mainz in Germersheim abgehalten wird. Die ersten drei Sammelbände, die aus dieser Reihe hervorgegangen sind, wurden im Peter Lang-Verlag veröffentlicht (Ahrens et al. 2009, 2012 und 2014) und versammelten Beiträge zu jeweils fünf bis sieben verschiedenen Rahmenthemen. Mit dem vierten, bei Frank & Timme erschienenen Band *Translation – Linguistik – Semiotik* (Ahrens et al. 2018) wurde eine konzeptionelle Änderung vorgenommen, um eine stärkere thematische Kohärenz zu erzielen: Veröffentlicht werden nun weniger umfangreiche Bände zu einem gemeinsamen Rahmenthema oder zwei eng zusammenhängenden Themengebieten.

Für alle Bände gilt, dass die Beiträge einem Begutachtungsprozess unterzogen und im Vergleich zu den zugrunde liegenden Vorträgen aktualisiert, überarbeitet und z.T. deutlich erweitert wurden.

Der vorliegende Band vereint Beiträge zu den Themengebieten translatorische Kompetenz und Translationsdidaktik. Dabei werden sowohl übergreifende Fragestellungen als auch spezifische Aspekte der Didaktik des Übersetzens und des Dolmetschens in den Blick genommen.

Der erste und umfangreichste Beitrag des Bandes, „Beyond Teaching: Towards Co-Emergent Praxis in Translator Education“ von Don Kiraly (Germersheim),

Gary Massey (Winterthur) und Sascha Hofmann (Germersheim), behandelt theoretisch-methodische Überlegungen sowie mehrere Fallbeispiele aus der translatorischen Hochschullehre. Don Kiraly stellt sein Emergenz-basiertes Modell zur Herausbildung translatorischer Expertise in der Translationsdidaktik vor, mit dem er sein sozialkonstruktivistisches Modell (Kiraly 2000) weiter entwickelt. In der praktischen Umsetzung liegt der Fokus auf kollaborativem Lernen und authentischer Projektarbeit, wie anhand mehrerer Fallbeispiele von Lehrprojekten aus Germersheim (FTSK) und Paris (ESIT) dargelegt wird. Gary Massey greift die Ideen aus Kiralys Modell auf und wendet sie auf Fragen der Curriculumsentwicklung an, die an der ZHAW in Winterthur diskutiert wurden. Sascha Hofmann präsentiert die Entwicklung einer Agentur für simulierte Translationsprojekte am FTSK Germersheim, die als Vorbereitung authentischer Projekte dienen können. Allen diskutierten Ansätzen und Projekten gemeinsam ist die verstärkte Hinwendung zu einer lernerbasierten Translationsdidaktik.

Susanne Hagemann (Germersheim) wendet sich in ihrem Beitrag „Translation in die B-Sprache: Zur Rolle von Studierenden und Dozierenden“ einem in der translatorischen Lehre allgegenwärtigen, aber bisher wenig diskutierten Aspekt zu: der Translationsrichtung, genauer gesagt der Relation zwischen der Translationsrichtung und den didaktischen Konzepten im Translationsunterricht. Dabei geht es u.a. um die Frage, ob eine Abweichung von dem häufig als Ideal angesehenen „Muttersprachprinzip“ für Dozierende und Studierende auch Vorteile mit sich bringen könnte.

In Sonia Vandepittes (Gent) Beitrag „Teaching Professional Standards and Quality Assurance in Translation“ geht es um die Sicherstellung von Qualitätsstandards im Translationsunterricht. Nach Darstellung der Autorin sind die bisherigen Studiengänge aufgrund heterogener Zielsetzungen, formaler Zwänge und knapper Ressourcen von einer Standardisierung der Translationsqualität derzeit noch weit entfernt.

Die weiteren Beiträge des Bandes befassen sich mit Dolmetschkompetenz und Dolmetschdidaktik:

Elisabet Tiselius (Stockholm) nimmt in ihrem Beitrag „Deliberate Practice: The Unicorn of Interpreting Studies“ den von Ericsson et al. (1993) eingeführten Begriff *deliberate practice* – im Deutschen auch als *zielgerichtete Übung* (Brinkmann 2012: 85) bezeichnet – kritisch unter die Lupe und eruiert dessen dolmetschwissenschaftliche und dolmetschdidaktische Relevanz.

Einem weiteren grundlegenden didaktischen Konzept gilt der Beitrag von Morven Beaton-Thome (Köln): „Situated Expertise in Interpreting“. Als Methode zur Erlangung von Expertise im Dolmetschunterricht wird dabei das auf kognitionswissenschaftlichen Ansätzen beruhende „situative Lernen“ (*situated learning*; vgl. Lave/Wenger 1991) diskutiert.

Abgeschlossen wird der Band mit einem dezidiert praxisorientierten Beitrag: „What Does It Take to Train Interpreters Online? Communication, Communication, and Communication“ von Andrew Clifford (Glendon). Der Autor beschreibt darin die Erfahrungen seiner Hochschule bei der Einführung eines zweijährigen Masterstudiengangs im Konferenzdolmetschen, dessen erstes Jahr als onlinebasiertes Fernstudium angeboten wird.

Insgesamt bieten die Beiträge des vorliegenden Bandes eine große Bandbreite an theoretisch und praktisch orientierten Studien zur Übersetzungs- und Dolmetschdidaktik. Gemeinsam ist allen Beiträgen, dass in ihnen innovative Aspekte behandelt werden, die zum Weiterdenken und weiterführenden Experimentieren anregen können.

Köln und Germersheim, im Juli 2018 Die HerausgeberInnen

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Beyond Teaching: Towards Co-Emergent Praxis in Translator Education

Don Kiraly, Gary Massey, Sascha Hofmann

1 Introduction

This chapter is the product of parallel as well as joint efforts by the three authors (Don Kiraly and Sascha Hofmann, faculty members of the School of Translation, Linguistics and Cultural Studies [FTSK] of the University of Mainz, Germany, and Gary Massey, Director of the Institute for Translation and Interpretation [IUED] at the Zurich University of Applied Sciences, Switzerland) to further develop collaborative approaches to learning and teaching with the aim of contributing to sustainable innovation in translator education.

In the second section of the chapter, Don Kiraly introduces an abductive frame of reasoning and an interpretivist line of inquiry for investigating processes in translator education. He then presents some of the abductive milestones along his own research trajectory, focusing particularly on findings from three of many action research case studies that have fed into a post-positivist model of *translator expertise emergence* that all three authors of this chapter are now attempting to apply and enhance.

The first of the three case studies was a classroom research project in which Kiraly and a student assistant observed and analyzed a subtitling course Kiraly offered at the *Ecole Supérieure des Interprètes et Traducteurs* (ESIT) in Paris. The second was the curriculum development component of the European Graduate Placement Scheme (EGPS) project sponsored by the European Union[1], geared towards the

[1] Erasmus Project – reference number 526808-LLP-1-2012-1-UK—ERASMUS-ECUE. 2012-2015. Project coordinating organization: Skills Cfa, London. Institutional partners:

creation of an online platform for international work placements for translation students and graduates. And the third is a long-term project that is currently underway and that involves a series of iterations of a blended-learning course offered for advanced MA students at FTSK, with a view towards further developing and refining the curriculum model developed for the EGPS and its incorporation into the BA and MA programmes of study at FTSK.[2] The blended-learning course in question is an example of an authentic collaborative translation project of the type originally proposed by Kiraly (2000) as a potential mainstay of instructional design in translator education. This particular course is offered within the scope of an optional module in specialized translation offered by the English Department at FTSK.

In the third section of the chapter, Gary Massey takes an organizational perspective to present and discuss the applicability of the co-emergence concept to the continuing development of translator education programmes and institutions. He refers to measures that have been undertaken at IUED to foster curriculum development and organizational learning within the context of the model Kiraly proposes.

In the fourth section, Sascha Hofmann outlines the genesis of a 'translation agency simulator', which he is currently developing at FTSK as an instructional tool for simulated translation project work. As will be explained in the discussion below, *simulated translation project work* can be seen to dovetail with both *instruction* in elementary domain-specific skills and concepts and *complex authentic translation project work* towards the end of a programme of study.

It should be noted at the outset that the three authors, all with diverse academic backgrounds and professional experience, do not share a monolithic understanding of the matters at hand. We are in agreement, however, that constructive debate from multiple perspectives has led to invaluable synergies and complementary

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[2] For a more detailed discussion of the EGPS project and particularly the curriculum development component, see: Kiraly and Graham (2013), Kiraly and Piowtrowska (2014) and Kiraly and Hofmann (2016).

understandings of the complex educational processes we are observing and attempting to facilitate. No attempt has been made in this chapter to obfuscate these different perspectives. Instead, we wish to emphasize our shared belief in the social constructivist principle of the inestimable value of multi-perspective collegial debate in the quest for viable educational innovation.

2 Initial Steps Towards an Emergentist Approach to Translator Education – Don Kiraly

2.1 Abductive Action Research: A Frame of Reasoning and Line of Inquiry for Qualitative Action Research

From the time I began to develop my social constructivist approach to translator education in the late 1990s (Kiraly 2000), my own research endeavours have almost exclusively involved action research on the development of translator expertise on the basis of an interpretivist epistemological paradigm with an explicitly abductive component. As is well known but, I believe, too rarely acknowledged, *abduction* is the ubiquitous third form of logical inferencing (along with *induction* and *deduction*) that enables the generation of hypotheses for verification in scientific research. It is often attributed to the American pragmatist philosopher Charles S. Peirce (Peirce 1931–1958) but in fact dates back to at least the 16th century (Reichertz 2009: 5). In Peirce's words:

> Abduction is the process of forming an explanatory hypothesis. It is the only logical operation which introduces any new idea; for induction does nothing but determine a value, and deduction merely evolves the necessary consequences of a pure hypothesis. Deduction proves that something must be; Induction shows that something actually is operative; Abduction merely suggests that something may be (Peirce 1903, 5.171).

Whereas it might be claimed that rationalist and empiricist forms of logic purport to seek knowledge about the world (the former through a top-down process of applying rules and the latter through a bottom-up process of generalizing from ostensibly objective data), abduction explicitly involves identifying phenomena of interest in a domain and proposing the most likely explanations (hypotheses)

to plausibly elucidate those phenomena – often with the clear prospect of confirming the viability of the hypotheses through scientific research. It is noteworthy that from the perspective of the American pragmatists (Charles Peirce, John Dewey and William James), who acknowledged the key role of abduction in the investigative process, scientific research is not a search for knowledge (in the sense of Plato's 'justified true beliefs'), but instead for pragmatically viable explanations – that will be usable for the time being, until a better explanation is found.

Hence, abductive reasoning lends itself especially well to qualitative research and in particular to *case-study action research*, where complex ideographic phenomena are often investigated and where laws of nature do not apply. This research methodology, which is widely used in many fields, dates back to the middle of the 20th century and the work of the German-American psychologist Kurt Lewin (Adelman 1993). In action research, practitioners (who are often involved in education) attempt to discern problems or other interesting phenomena in their respective microcosms, identify or propose plausible solutions or explanations, implement change in their professional practice on the basis of these potential solutions or explanations and assess the outcomes. The process is repeated as new phenomena and problems come to light. Hence, action research does not lead to definitive conclusions or truths, but at best to pragmatically viable solutions that must be revisited and revised as constellations of factors change dynamically and inevitably over time.

Abduction can clearly be a useful step even in positivist scientific research, particularly where phenomena of interest are difficult or impossible to observe. Examples of abductive conjecture would be the hypothesized existence of quarks and the Higgs Boson in physics (Jackson 2010: 89). But in interpretivist research, including action research, where the phenomena being investigated are particularly social, complex and ephemeral, abduction may well be a quintessential tool. The contemplation of theoretical constructs as well as the pursuance and observation of praxis complement each other as the researcher brings ideas to bear on the interpretive analysis of the social microcosm in question.

I have included this brief discussion about abduction and action research to explain my penchant for drawing on what one might consider rather surprising or at

least unconventional hypothetical relationships in attempting to develop models of learning and competence development that can serve as pragmatically viable stepping stones towards perpetual innovation in translator education. Like all social domains, this one is far too complex and dynamic for there to be best practices for all time. The best we can hope for, I believe, are pragmatically useful heuristics for current situations and circumstances. The models I have been developing hence have a strongly metaphorical character rather than a hypothesized ontological one. Further research on these models should not, in my view, purport to test their reliability and validity – but instead their utility in the process of co-constructing useful understandings of how to improve teaching and learning in this domain. In the following part of this section, I will outline the key 'serendipitous encounters'[3] that have provided some of the inspiration for the models presented in this chapter.

2.2 Moving Beyond the Method: Using Abduction to Generate Hypotheses

Social constructivism was the first ideational resource that I brought to bear (after a chance but serendipitous encounter with the ideas of Lev Vygotsky) on translator education, against the backdrop of what I considered to be a virtual absence of theoretical underpinnings in the field when I began my research in the field of translator education in the middle of the 1980s (see Kiraly 1995 & 2000). Rather than taking social constructivist principles as a set of truths or rules to be applied and implemented in a rational (deductive) manner, my efforts entailed seeking both plausible explanations and, at the same time, inspiration for my own emerging praxis as a translator educator. In a nutshell, social constructivist ideas served as affordances[4] that have continuously inspired and buttressed my efforts to bring

[3] Van Andel and Bourcier (2002) discuss links between serendipity and abduction in scientific research. The term 'serendipitous encounter' has been borrowed from Damerow and Renn (2003). Dobson et al. (2012: 1) aptly call these encounters "eureka moments".

[4] Affordance is the term proposed by the psychologist James Gibson (1979) to features in the environment that facilitate given activities.

collaborative learning and authentic project work into the translation studies classroom. To reiterate, my research agenda has never focused on seeking the 'correct' way to educate translators, but instead to explore a plethora of pragmatically valuable explanatory ideas and practices in the pursuit of ever more effective educational practices over time.

A second serendipitous encounter was with complexity thinking, which Hanna Risku (1998) had referred to in the context of translation-process studies shortly before I completed my monograph on a social constructivist approach to translator education. From that initial encounter, complexity theory has struck me as an exciting perspective for describing processes involved in translator education – and one that appears to me to complement social constructivism. But it was only in 2010 when I undertook an action research study on a course I taught at ESIT at the University of Paris VI that I was convinced of the potential offered by complexity thinking for understanding and improving translator education.

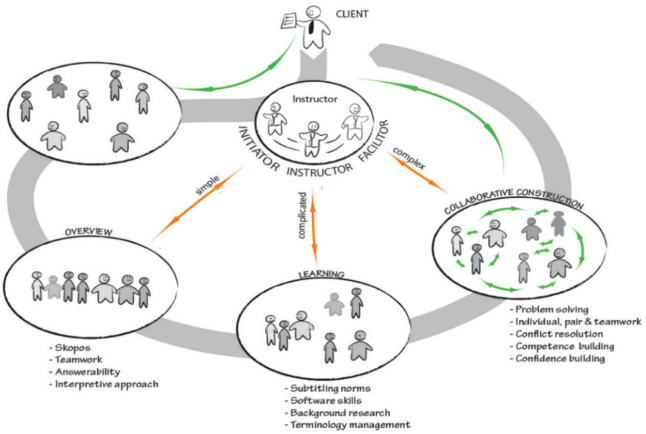

Figure 1: Complexity emerges in praxis in an action-research study at ESIT

Figure 1 is a graphic representation of the didactic processes observed during a course in subtitling from French to English that I offered at ESIT in the fall semester of my second year as a visiting lecturer at the School. While I was already thoroughly convinced of the value of using a collaborative, authentic-project based approach to developing translator competence both in a German and a

French university environment, I was dissatisfied with how little I was aware of the actual learning and teaching processes that occurred in my apparently successful authentic classroom projects. At that point, I felt that I needed to come to a more overt, conscious understanding of the processes and procedures involved if I were to be able to improve my own teaching praxis as well as share my approach with other translation teachers. In hindsight, the action research approach I adopted involved incorporating Donald Schön's (1984) ideas, not just of being a reflective practitioner (which includes the embodied but subconscious grappling with one's own praxis), but of 'reflecting on reflection' – which entails the conscious scrutiny and analysis of one's own emerging expertise.

To briefly set the stage for the reader, this 'reflecting-on-reflection' projected entailed observing (with the help of a student assistant) all of the sessions of the subtitling course I facilitated over the course of that semester and then analyzing what had actually transpired during the course in terms of learning and – here specifically – my own teaching or facilitating efforts. I will spare the reader details of the project here as it has been discussed at length in an earlier publication (Kiraly 2012a), but the key finding that I wish to focus on – one that set the stage for the dynamic model of curricular learning to be discussed below – was the revelation of the unfolding of a pragmatically viable hierarchy of stages in the emergence of the course in the absence of a specific lesson plan. As in all of the authentic, project-based courses I had taught up to that time, the only significant aspects of planning that I brought to the table at the beginning of the course were the translation commission and a brief.

For this particular course, a small film production company in Paris had offered me a subtitling job to do with students over the course of the semester. The translation brief required the creation of a set of professional-quality English subtitles for a new short French film on the last days in the life of Marcel Proust. Figure 1 above illustrates in a cryptic graphic manner the stages that my research assistant and I found emerging from that initial impetus of the subtitling commission (as well as my didactic obligations and the students' learning requirements as specified by the School administration).

Through our observations and subsequent analysis, we found that not only did the course exemplify most of the social constructivist principles that had long been part and parcel of my collaborative teaching approach (respecting multiple perspectives, maximizing democratic decision-making in the classroom, and promoting student responsibility and empowerment), but it also clearly reflected the hierarchical trichotomy of knowledge types that have been discussed repeatedly from the perspective of complexity thinking: simple, complicated and complex.[5] Much to my surprise, I found that instruction *per se* was not at all absent from the process as I believed my approach had assumed up to that point. Instead, the earliest stages of the course, corresponding to the acquisition of basic (binary) knowledge and skills about translation theory, subtitling norms and the handling of subtitling software were replete with transmissionist 'instruction'.

A gradual shift away from instruction and towards facilitation occurred spontaneously during a second (observed but not overtly planned) stage in the project. During this stage, students practiced using the software and applied their emerging understanding of subtitling norms and translation theories (particularly interpretive and functionalist theory) in simulated mini-projects (exercises) that I created for them as the course progressed. It was only during the final third of the course that it became a truly interactive and facilitated (rather than taught) workshop: the students worked in collaborative teams, with a minimum of supervision on my part, to subtitle, review and revise segments of the dialogue from our commissioned authentic task and to produce the single, publishable set of subtitles that was submitted to the client at the end of the semester and shown at a public screening at a cinema in Paris shortly thereafter.

In hindsight, the simple-to-complicated-to-complex progression in terms of both teaching and learning appeared logical and sensible, if not absolutely self-evident. But my prior reliance on social constructivist theory had not provided me with an overt understanding of how to order my didactic activities over the course of a

[5] Simple refers to binary facts or skills that are either right or wrong; complicated refers to mechanically combined elements of simple knowledge or skills, and complex knowledge refers to non-binary and non-mechanical knowledge that emerges autopoietically against the backdrop of a complex environment.