AUTHENTIC ASSIGNMENTS IN TRANSLATION STUDIES – BUILDING A BRIDGE BETWEEN THEORY AND PRACTICE

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Summary

This article focuses on the findings of my doctoral thesis, which looks at the use of authentic assignments in translator training. The aim of my research project was to develop a robust, but at the same time flexible model that can be transferred to other contexts in Translation Studies.

The research work is divided into two parts: a theoretical part and an empirical-analytic part. The main topic of the theoretical part is a chapter (chapter four) that discusses professional translating as the most important learning outcome of translator training. The focus of the empirical-analytic part is on documentary class observation divided into three different phases: preparation, implementation and evaluation.

Nowadays, it is regarded appropriate to use authentic assignments in translation classes, because they provide students with practical relevance (by giving them the impression of how a professional translator works). At the same time, these kinds of assignments increase the motivation of the students. Nevertheless, there is a significant difference between translations done in university classes and the practice of professional translators in the real world because students at university act under a protective shield, for, ultimately, it is the trainer, who has to take responsibility for the quality of the target text.