

# **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.