

عنوان مقاله:

A Suggested Evaluation Strategy for Translation Classes Curriculum-Based Evaluation Strategy

محل انتشار:

اولین کنفرانس ملی آموزش زبان انگلیسی، ادبیات و مترجمی (سال: 1392)

تعداد صفحات اصل مقاله: 15

نویسنده:

Marjan Chahian - Instructor at Islamic Azad University, Khorasgan Branch Department of Foreign Languages, Islamic Azad University, Khorasgan Branch, Isfahan, Iran

خلاصه مقاله:

In a number of translation classes in Iranian universities it can be seen that translation instructors use the 'read and translate' method but there are many strategies to evaluate students' translations because translation evaluation is one of the most significant issues which must be addressed to determine the translator's level of competence. As a student, at least once, it has happened to all of us to notice the evaluation strategies that are/were used in our classes or as an instructor, we may have noticed that we use none, one or just some of the evaluation strategies in our translation classes. Curriculum-Based Evaluation Strategy is the strategy that I suggest for evaluating the students' translations. This strategy focuses on using all evaluation strategies (not just some or one of them). In this strategy, the class curriculum should be planned and a number of factors should be included in the curriculum such as, number of the sessions, number of the pages or texts that are going to be taught, crucial grammatical points, evaluation strategies, translation strategies, translation time that should be given to students to complete any given task, size of the translation text, the level of the translation text, etc.

کلمات کلیدی:

translation, testing, evaluation, strategy, curriculum

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/221844>

