Farid Aitsiselmi
London Metropolitan University

Abstract

Training translators: art or science?

This paper seeks to show that the terms science, art and skill are not mutually exclusive. Indeed, all three are to some extent involved in the practice of translation and in the training of professionals. Defining translation as science, art or skill has immediate pedagogical implications on translation courses and on the curriculum designed to deliver such academic programmes. This paper examines a number of translation programmes and analyses the information that can be drawn from such programmes in terms of what curriculum developers consider translation to be. The nature of the translation modules that constitute these programmes and the overall objectives they intend to achieve is a good indicator of the rationale that prevailed in their design. The paper will conclude with suggestions about the elements that should constitute an effective course in translation so that the subjects taught not only produce effective training but also combines creativity and science to engage translation students in a fruitful and enriching learning experience.