

Language and Translation Competence in Networked Learning: a Collaborative Pedagogical Approach

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Abstract

Society is changing at a fast pace. Many aspects of life – from communication and information sharing to finance and shopping – are moving into the digital world. As network technology rapidly expands, and internet-based teaching and learning increasingly replaces traditional classrooms, also Language Studies (LS) and Translation Studies (TS) programmes need to apply updated pedagogical approaches that can meet the emerging needs of the Net g learners of today.

Based on previous research on translator education [Kiraly 2000; Pym 2009; Göpferich & Jääskeläinen 2009; Stewart, Orbán & Kornelius 2010] and on the systemic-functional model of translation competence recently developed [Gaballo, 2009], this study aims at providing a coherent picture of students' experiences of collaborative translation in both LS and TS classes. The innovation of the suggested approach lies in the introduction of Networked Learning as defined in Goodyear, Banks, Hodgson & McConnell [2004], i.e. learning in which ICT is used to promote connections: between one learner and other learners; between learners and tutors; between a learning community and its learning resources.

Networked learning is deeply rooted in constructivism, and in another emerging theory that provides a context and background for this study: connectivism [Siemens, 2005]. Connectivism assumes that learning occurs as part of a social network of many diverse connections and nodes. Within the network of connections, teachers empower their students to take control of their learning and make new connections with others who will strengthen the learning process. Within this new learning setting, the role of the teacher is that of a network Sherpa, i.e. to teach students how to build their personal learning networks and to take advantage of learning opportunities to enhance their language and translation competence in a way that more closely reflects the connected practice of today's language and translation professionals.

References

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