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TRANSLATION IN MODERN LANGUAGE COURSES

and

TRANSLATION FOR PROFESSIONAL TRAINING

IN CANADA

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Thesis submitted to the School  
of Graduate Studies of the  
University of Ottawa in partial  
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for the degree of Master of Arts,  
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## RESUME

In Canada translation is taught at two different levels: - the secondary schools and the universities. Within the universities themselves, there are two different approaches: translation for professional training and translation to improve one's knowledge of a language within a language course.

This thesis gives a short history of translation in the language class, some theorists' views on the subject and the present use of translation in language courses in Ontario and Quebec. It also provides a short history of translator schools and training in Canada, some comments on the courses that are offered and methodologies currently available.

Some comparisons are drawn between the approaches taken to academic and to professional translation. A great deal of research remains to be done in this area, and indeed must be done ~~if~~ the experience of the professionals is to be profitably applied in language courses, and if professional training is to be more than a class review of translations done at home.

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## INTRODUCTION

The last eleven years have been very encouraging for the professional translator in Canada. When the Official Languages Act was assented to in 1969, it brought with it not only an enormous upsurge in the numbers of people learning the other official language, but an overwhelming increase in the number of documents requiring translation, especially into French. Then in 1977, Bill 101 stated that French was the official language of Quebec. With the subsequent increase in work originating in French, there has been a corresponding demand for English translators.

Although interpretation played a part in European-Indian relations under the French regime, and translation in English-French relations, professional training in translation and interpretation has only been available in Canada for about forty years. However, French and English as second languages have been taught to various age groups in schools across Canada and academic translation has played a greater or lesser role in these and other modern language courses, depending on the philosophy of the particular school board, and specifically on the views of the teacher concerned. Even at that, academic translation never seems to have received the emphasis in high school language courses that it has traditionally been given in

European secondary school education. Academic translation is an important feature of modern language courses at the university level, with the traditional emphasis on literary passages. Professional training in translation is almost exclusively taught in translator schools or in programs connected with universities.

With our current interest in the official languages and our need for trained translators, it is interesting to observe the approaches to translation in modern language courses compared to training courses, especially in Ontario and Quebec where the greater part of translation activity in Canada is carried on.

Translating, like any other skill, seems to be learned in stages. Professional translators may follow all or none of the following stages.

The first stage is that of natural translation. Brian Harris<sup>1</sup> argues that in the oral sense of the word, a child can "translate" and knows how to "translate" as soon as he/she is bilingual, to the extent that he/she is bilingual. (This applies to writing if the child has

1. Brian Harris. Tale given to the CAIT, Montreal, November 3, 1978.

See also: "La traductologie, la traduction naturelle, la traduction automatique et la sémantique", in Dugas, A., Problèmes de sémantique, Montreal, UQAM, 1973, p. 133-146.

learned to write.) Particularly striking examples of this are children of immigrant families here in Canada, who go with their parents to interpret in doctors' offices, hospitals, lawyers' offices or government offices. They are very aware that they are an asset to their families and that their "translations" are important in daily living. Perhaps the reason for learning a second language is to be able to translate, to communicate the daily, mundane things: to order a meal in a restaurant, or to give directions on a bus. The "translator" in this context is concerned with making himself understood as rapidly as possible and not with how he does it.

Another stage in learning to translate is translation in the language classroom. Views on this have changed considerably over the ages. At the elementary school level in Ontario and Quebec, translation is widely discouraged as we shall see. At the secondary school level, with the exception of some commercial courses, translation is not actively encouraged, and is usually confined to translation of phrases or short sentences, either in oral or written form.

What constitutes "translation" in the teacher's mind is open to definition: from one-word equivalents,

vocabulary lists, sentences, to short paragraphs or literary passages. Contrastive analysis is widely used at the secondary and university levels, both in language courses and translator courses and is often referred to as "translation" as we shall discuss.

In a language-teaching context, no matter how "translation" is viewed, it is used as a means to an end, i.e. to understand the language, to perfect one's knowledge of the language or style, or expression, or to gain insight into another culture.

Another, and supposedly ultimate stage in learning to translate, is professional training.

Professional translation courses have been set up in numerous educational centres, especially in Ontario and Quebec in an attempt to meet the increasing demand for professional translators.<sup>2</sup>

Apart from the fact that these centres train people to enter the business world directly, whereas language courses do not, they differ in other ways. Initially the training is not unlike translation in language courses at the university level: knowledge of the mother tongue and second language are extended,

2. The main schools of translation in Canada are given in Chapter II, pages 46-50.

grammatical errors corrected, the faculties of critical analysis, judgment and good taste are sharpened and the students' basic general knowledge and culture are widened. Vocabularies, word lists and dictionaries are used but they are never viewed as anything other than tools to help the professional with his/her job.

While a talent for translation is inborn and therefore cannot be taught, there are certain translation techniques which professionals know and can be learned. In training courses, exercises on the difficulties and mechanisms of translation are given, as well as theoretical, practical, general and specialized training; a basic methodology is taught as well as techniques for revision and research. Translation becomes an end in itself.

In the past, Canada has been able to maintain a somewhat "provincial" attitude toward languages and translation, but it is now faced with the problems of a bilingual government in a multicultural country and with decision-making at an international level. All this in a world growing increasingly smaller with telecommunications and the jet age. Does Canada need to rethink its translation policies, just as it is rethinking its language policies?

CHAPTER I

MODERN LANGUAGE COURSES

CHAPTER I

A CAPSULE HISTORY OF TRANSLATION IN THE CLASSROOM

Translation, in written form, dates at least to the Egyptians and probably the Sumarians. It has been used for centuries as an academic exercise, particularly for translation from and into Latin and Greek. Originally translation was used to assist in the learning of ancient languages, especially Latin and Greek. It was not the main method of learning, but it was important for polishing style.

In the classroom, translation from the foreign language as a main technique was probably first used in the third century by elementary school teachers of Latin in the Greek communities of the Roman Empire. L.G. Kelly<sup>3</sup> states that it was probably the schoolmasters of the Greek communities of Egypt and Gaul who introduced translation into elementary teaching and that by the time of Priscian, translation was an established procedure in the Latin classrooms of the East.

Until the fourteenth century, emphasis was placed on eloquent translation into Latin and Greek. Students were assessed on their ability to write and

3. Louis G. Kelly. 25 Centuries of Language Teaching, p.137

converse, above all in Latin, 'the international language'.

The first clear indication that translation into the vernacular was used as a teaching method came from fourteenth-century England, as an introduction to language in elementary school (with strings of sentences to be translated). Slowly, as English was legalized in the law courts and in public life outside the universities, and as the vernacular became more important, translation began to enter advanced teaching in modern languages (but translation into the vernacular did not play a major role until the adoption of the Grammar-Translation Method in the nineteenth century).

Montesquieu's book, L'esprit des lois (1741), was probably the first important book not translated into Latin, but rather into English, and was an indication of the increasing importance of modern rather than classical languages. Adam Smith's The Wealth of Nations (1776) was translated into French, German and Spanish instead of into Latin.

With the rise of various academies (e.g. Académie Française) and much later with the revaluing of the mother tongue in the Romantic movement, more emphasis

came to be placed on learning modern languages. The method which slowly evolved was primarily based on grammar study and vocabulary.<sup>4</sup> Students defined the parts of speech and learned conjugations, declensions and grammar rules. They then translated passages using a dictionary or glossary. Long vocabulary lists, and grammar rules were learned by heart. The emphasis was placed above all on written language and very little on oral communication. The main thrust in academic translation was to exercise oneself in one's own language, not to learn what was in the text.

To summarize then, translation was originally used to assist in learning ancient languages; for the Roman, translation was ancillary, while the fourteenth century elementary teacher made it his main method. The Roman teacher used literary passages; whereas the repertoire of isolated sentences was a medieval invention. (This was dropped sometime late in the Renaissance and

4. Interestingly enough, the Grammar-Translation Method seems to have been used in modern languages before classical languages. It appears in Latin instruction in 1830 or so as "The Prussian Method". It then became rooted into classical language studies and was developed further as a method in classics than it was in modern languages.

introduced again in the late eighteenth century).

Translation slowly entered the advanced teaching of modern languages (first in the form of vocabulary lists) and filtered down through the system in the form of word lists and grammar rules.

Translation from the foreign language was the major form of exercise up to the end of the eighteenth century; by the beginning of the nineteenth century, translation into the foreign language, using grammatical rules, gained major importance. In the textbooks of the nineteenth century, translation became the most important feature of language learning exercises.<sup>5</sup>

At the end of the nineteenth century and beginning of the twentieth, methodologists influenced by the

5. Seidenstücker used it about 1811 in his text containing simple sentences with most of the grammatical features of the language. He was followed by Ahn and Ollendorf and then Plötz whose method was based on rules and paradigms and sentences for translation into and out of the second language. Essentially the first language was used to learn the second. There was rote learning of grammar rules, grammatical labels on words and learning to apply the rule when translating.

advances in linguistics and psychology, and reacting against the stilted approach of the grammar-translation methods, wanted a more natural approach to language teaching.<sup>6</sup> They stressed the oral approach in language learning and wished to remove any form of translation from the language classroom.

Then the pendulum took a more balanced position. Translation was not condemned outright and could be used judiciously. Sweet<sup>7</sup> felt that translation from the foreign language could be used to gain a more exact understanding; translation into the foreign language should only be attempted when one has mastery of same. Palmer<sup>8</sup> felt that translation had its place in language teaching, as long as a context and larger linguistic

6. C. Marcel in his treatise on teaching languages.  
L. Sauveur. Introduction to the Teaching of Living Languages, New York, Holt, 1883.  
F. Gouin. The Art of Teaching and Studying Languages, London, Philip, 1894.  
W. Viëtor. Der Sprachunterricht muss umkehren, Leipzig, Reiland, 1902.
7. H. Sweet. (1899), The Practical Study of Languages, London, Oxford University Press, 1964.
8. H. E. Palmer. (1917), The Scientific Study and Teaching of Languages, London, Oxford University Press, 1968.

units were provided. Jespersen<sup>9</sup> was against translation as an aim in foreign language teaching but he did feel it might be a useful means for practice and testing. For him it was not the best way of understanding the meaning, but translation made an interesting change.

With the advent of the Second World War and the need to communicate in various languages, the emphasis in language schools again shifted from writing to speaking. Oral skills were highly stressed and the mother tongue avoided as much as possible.

The I.A.A.M. Method (Incorporated Association of Assistant Masters) which evolved in Britain was a compromise. "Prose composition" which evolved from this method still plays a major role in foreign language teaching in Britain.

During the late 1950's the "audio-lingual" method became popular. It was influenced by behavioral psychology and stressed the spoken language, study and manipulation of the structural patterns of the language, inductive presentation of new material, and maintenance of the natural order of language learning. Habits were to be learned by drilling. Translation was found by some to be a harmful exercise.<sup>10</sup>

9. O. Jespersen. (1904), How to teach a Foreign Language, London, Allen and Unwin, 1967.

10. Nelson Brooks. Language and Language Learning, p. 255-257.

In the cognitive approach, based on cognitive psychology, grammatical language patterns are to be generated within a coherent situational frame and not primarily according to the logic of grammar. Dodson<sup>11</sup> suggested that translation might be used to aid the students in understanding the lexical and structural differences between the native and foreign language.

In Canada at the present moment the greatest emphasis still seems to be on the "direct"<sup>12</sup> methods of learning a language and the French Immersion programs which have started up across the country are gaining widespread publicity and popularity. Translation in the modern language classroom is out of vogue.

Before continuing with the situation in Ontario and Quebec, I should like to mention that Mackey gives a detailed description of all the language teaching methods in his book Language Teaching Analysis. Among them, the Reading Method, the Translation Method, the Grammar-Translation Method, the Eclectic Method and the Unit Method make use of translation. These are all "indirect" methods favouring reading and writing. For

11. C. J. Dodson. (1952) Language Teaching and the Bilingual Method, London, Pitman, 1967.

12. "Direct" methods of learning a language stress listening and speaking; "indirect" methods stress reading and writing.

a more detailed description of these methods, see the Appendix.

### TRANSLATION IN LANGUAGE COURSES IN ONTARIO AND QUEBEC

Translation in modern language courses in Ontario and Quebec is viewed with a great deal of scepticism. Even translation in Latin and Greek courses, which has long been a stronghold of translation, is optional.<sup>13</sup>

As I have mentioned above, "direct" methods of learning a language are favoured over the "indirect" methods and certainly at the beginning of second language learning. The Quebec guidelines for Anglais, langue seconde state that "une langue est avant tout un phénomène parlé".<sup>14</sup>

13. Ontario Ministry of Education. Classical Studies, p.4. "English-to-Latin Translation"  
"Linguists vary in the value they place on translation from English to Latin and therefore this traditional exercise is now considered optional in the Latin program of Ontario secondary schools. Many teachers are sceptical of its value in achieving the main aim, that is, the ability to read and comprehend Latin. They have, therefore, reduced English-to-Latin translation or eliminated it altogether. Other teachers, however, have found that Latin composition helps the students to consolidate their grasp of Latin structure. Teachers might also want to experiment with free composition as a technique."
14. Gouvernement du Québec, Ministère de l'Éducation, Programme d'études des écoles secondaires, Langues et littératures, Anglais, langue seconde, janv. 1971, p.3

It carries this philosophy further in saying: "Donc en situant l'apprentissage de la langue seconde dans son domaine propre, celui d'un code oral, notre enseignement de cette matière favorisera la conservation, voire l'épanouissement de facultés indispensables dans un monde où domine la langue parlée dans ses multiples manifestations".<sup>15</sup> This same viewpoint is expressed in the guidelines for Français langue seconde: "Cependant qu'il soit bien clair, que l'aspect oral de la langue (écouter, parler) doit primer en importance sur son aspect graphique, lors du processus d'apprentissage, pendant toute la durée de la scolarité de l'élève".<sup>16</sup>

Translation is viewed with disfavour at all levels of the elementary school. The Quebec Guide pédagogique, français, langue seconde: en suivant le guide notes: (Principes Psychologiques) L'étudiant "n'établit pas de rapports entre la langue maternelle et la langue seconde. (Conséquences Pédagogiques) Les risques d'interférences avec la langue maternelle sont minimes au départ. La traduction est à bannir".<sup>17</sup> The same principle

15. Gouvernement du Québec, Ministère de l'Éducation, Programme d'études des écoles secondaires, Langues et littératures, Anglais, langue seconde, janv. 1971, p.3

16. Gouvernement du Québec, Ministère de l'Éducation, Français langue seconde, au service du maître, déc. 1974, p. 6

17. Gouvernement du Québec, Ministère de l'Éducation, Guide pédagogique, Français, langue seconde: en suivant le guide, juin 1976, p. 5

is reiterated in Core Programme in French as a Second Language, Elementary I to VI: "teachers should make the greatest possible use of French during their lessons, and carefully avoid resorting to translation"<sup>18</sup> and also in Français langue seconde: "Sur le plan pédagogique il convient qu'une structure soit comprise puis fixée sans qu'on ait besoin de faire appel ni à la traduction ni aux règles grammaticales. A cet égard, la présentation d'une structure et sa manipulation dans le cadre d'exercices structuraux sont deux étapes fondamentales de la leçon de langue".<sup>19</sup>

The Ontario Ministry of Education guideline Education in the Primary and Junior Divisions states that "The formal development of general language principles is not appropriate until the Junior Division, by which time children have a basis of ~~several~~ years' second-language experience. A grammar-translation approach to language instruction is totally unsuitable in the Primary and Junior Divisions".<sup>20</sup> (The primary grades are one, two and three; the junior, four, five and six.)

18. Province of Quebec, Department of Education, Core Programme in French as a Second Language, Elementary I to VI, jan.. 1975, p. 4

19. Gouvernement du Québec, Ministère de l'Éducation, Français langue seconde, au service du maître, déc. 1974, p. 9

20. Ontario Ministry of Education, Education in the Primary and Junior Divisions, undated, p. 8

The Ontario Department of Education guidelines for Grade 7 states: "French is the language of instruction. English may be used in only a very few cases such as: a) handling serious discipline problems, b) explanation of technical problems of the course (use of tapes), c) instruction re pronunciation difficulties".<sup>21</sup> It continues at a further point: "The Department of Education does not recommend reading and writing in the first year of a French program introduced at the Grade 7 level".<sup>22</sup>

The curriculum sets out that "the only writing to be done by pupils in Grade 8 will take the form of careful copying of model sentences and very short units of dictation".<sup>23</sup> The guideline for the next two years indicates: "Note: Translation (English-to-French and French-to-English) is not recommended in the Grades 9 and 10 writing program".<sup>24</sup>

This opposition to translation at the beginning of second language learning is evident not only at the elementary level but at the secondary level. The Quebec

21. Ontario Department of Education. Curriculum. 1-15A(7), Grade 7 French Program, 1966, p. 5

22. *ibid*, p. 5

23. Ontario Department of Education. Curriculum. 1-15A(8), Grade 8 French Program, 1966, p.3

24. Ontario Department of Education. Curriculum. 1-15A(9-10), French Grades 9 and 10, 1968, p. 9

Programme d'études des écoles secondaires, Langues et littératures, Anglais pour les trois premières années, emphasizes: "N.B. Dans les premières années du cours d'anglais, on ne doit avoir recours à la traduction que pour contrôler la compréhension ou pour apporter une solution rapide à un problème lexical. La traduction systématique est à déconseiller. Le système linguistique de la langue anglaise ne doit pas être la simple projection de celui de la langue maternelle; les deux doivent coexister".<sup>25</sup>

If one accepts that written translation is to be excluded from language teaching for the very young or for those just beginning to learn a language, does it have a place in modern language instruction for more advanced students?

In Ontario, translation has been viewed with disfavour for a long time. The technique was badly used, often in a word-for-word situation. Students after spending five years in learning a given language, could not express a simple idea in that language, and translation was blamed.

25. Gouvernement du Québec, Ministère de l'Éducation, Programme d'études des écoles secondaires, Langues et littératures, Anglais pour les trois premières années, 1968, p.4  
Programme d'études des écoles élémentaires, Anglais langue seconde, 1971, p.2

The Ministry does not appear to frown on its use in the secondary levels after some language learning. The Ontario Ministry of Education guideline for English as a Second Language/Dialect mentions: "Other strategies or tools for helping students learn ESL include, where appropriate, teacher explanation, translation, contrastive analysis of English and the student's native language, explicit generalization about structural patterns, reference texts and memorization".<sup>26</sup>

The Ontario Department of Education French curriculum states that by the time students reach Grades 11 and 12 "the writing program could include ... limited pattern translation from English to French. There are many areas where it will be very profitable to compare French with English to provide a final clarification of French usage and expression. Translation is seldom, however, a good initial method of presenting French. It is desirable to give students an English sentence and its correct French translation, then a series of English sentences patterned closely on the original".<sup>27</sup>

26. Ontario Ministry of Education, Curriculum Guideline for the Intermediate and Senior Divisions, English as a Second Language/Dialect, 1977, p. 12

27. Ontario Department of Education Curriculum S. 15A(11-12) French Grades 11 and 12, 1970, p. 6

The Grade 13 curriculum feels that "Translation should be confined to paragraphs which tend to produce natural flowing sentences with a minimum of grammatical difficulties. The translation of disconnected sentences often results in stilted constructions containing an unrealistic number of grammatical points".<sup>28</sup>

The Department of Education for Quebec is more reticent on the subject of translation, but the general impression is that it should be used sparingly. In Anglais, langue seconde there is the following reference: "à ce niveau (Secondaire III, élèves âgés de 14-15 ans) ce n'est qu'occasionnellement qu'un fait de la langue seconde doit appeler la traduction grammaticale",<sup>29</sup> also: "L'enseignement de l'anglais à ce degré continue à avoir pour objet essentiel l'apprentissage de la langue courante, auquel objet s'ajoutent la formation et l'enrichissement graduels de l'esprit des élèves par le contact réfléchi avec des textes révélateurs de la langue et des civilisations des peuples anglophones".<sup>30</sup>

28. Ontario Department of Education Curriculum S.15A(13) French, Grade 13, 1968, p. 4

29. Gouvernement du Québec, Ministère de l'Éducation, Programme d'études des écoles secondaires, Langues et littératures, Anglais langue seconde 121, 221, 321, 421, 521, 531, 541, 1974, p. 6

30. *ibid*, p. 9

The only other reference made to translation at the secondary level is in the commercial courses<sup>31</sup> for Anglais, langue seconde where students concentrate on commercial and economic vocabulary, dictation, style and grammar exercises, commercial correspondence and translation of commercial and economic texts.

### Summary

In Ontario and Quebec at the elementary school level, translation is widely discouraged. At the secondary school level, with the exception of some commercial courses, translation is not actively encouraged and is usually confined to translation of phrases or short sentences, either in oral or written form.

If the official position is somewhat negative, what do the theorists say?

31. Cours d'anglais commercial en Secondaire V (Anglais 541). Students must have a good practical knowledge of English grammar before entering the course, particularly as many students go right into the work force after completion. Their active knowledge of commercial and economic vocabulary is reinforced; exercises on style and grammar are given similar to ones found in The Blue Book of Business English, Commercial Correspondence for Students of English as a Second Language, and Advanced English Exercises. Use of a unilingual English dictionary is recommended and it is suggested that in the beginning, exercises in commercial correspondence should be based on already-learned vocabulary so that frequent use of a dictionary will not discourage students. Since commercial texts have fewer structures than literary texts, they are to be used until they become part of the active vocabulary of the student...

## ARGUMENTS FOR AND AGAINST TRANSLATION IN LANGUAGE COURSES

The arguments for and against translation in language courses are numerous. They centre generally around one's philosophy of language learning and to a lesser extent upon the time when translation is introduced.

### Arguments Against

Those who favour learning language by direct methods are opposed to translation as it puts stress on reading and writing rather than listening and speaking skills.

There are various other objections. Authors such as Politzer<sup>32</sup> feel that it checks spontaneity. Ladmiral<sup>33</sup> thinks that if translation is used in language courses the native language will slowly be inhibited, that interferences will multiply and that both systems will suffer. Other authors feel that translation exercises create a dependence on dictionaries. "The Place of Grammar and Translation in the Teaching of Modern Languages states:

"The fundamental error of traditional language teaching by translation is the assumption that the ability to move back and forth (to switch)

32. Robert L. Politzer, Teaching French, An Introduction to Applied Linguistics.
33. Jean-René Ladmiral. "La traduction dans l'institution pédagogique", Langages, p. 9.

between the more or less related concepts of two different languages automatically promotes the ability to understand and use the languages. The look-up aspect of the translation process is merely an input-output routine and the checking of dictionary meanings is monotonous and kills the interest of the learner. It leads to literal translation and thus to "mutilation of the mother tongue". The other aspect of the translating process, creative rewriting of a readable version, is a challenge to the professional translator, but a difficult and frustrating task for the learner." 34

Robert Lado has one of the strongest arguments against translation and I should like to quote him at some length:

"Translation is not a substitute for language practice. Arguments supporting this principle are (1) that few words if any are fully equivalent in any two languages, (2) that the student, thinking that words are equivalent, erroneously assumes that his translation can be extended to the same situations as the original and as a result makes mistakes, and (3) that word-for-word translations produce incorrect constructions.

Psychologically, the process of translation is more complex than, different from, and unnecessary for speaking, listening, reading or writing. Furthermore, good translation cannot be achieved without mastery of the second language. We, therefore, teach the language first, and then we may teach translation as a separate skill, if that is considered desirable.

Bilinguals who achieve full use of both languages do not translate when using either. They are said to have acquired two coordinate systems. Translation, on the contrary, develops a subordinate, overly complex functional organization of the second language.

There is insufficient evidence for or against the use of translation to convey the meaning of what is taught or as a means to check comprehension. The use of full sentences in the first language to give the meaning of the dialogues for memorization, however, is a common device which many linguists accept and use." 35

34. R. R. Hartmann & F. C. Stork. "The Place of Grammar and Translation in the Teaching of Modern Languages", p. 74.

35. Robert Lado. Language Teaching, p.53

Some view translation as an art or science in its own right and feel it should not be part of the secondary school objectives. "Translation is the hardest of all language exercises, the one which should not be attempted until all the others are mastered".<sup>36</sup> (Translation) "is the end, not the means of their study of the foreign tongue".<sup>37</sup>

#### Arguments For

Those who stress the written aspect of languages (and the pendulum seems to be swinging back that way, since civilization depends on some written transmission of its culture), feel that translation exercises can aid the student to perfect his knowledge of language, style and expression. Many, like Jean Darbelnet,<sup>38</sup> feel that translation can be used to help students to gain awareness of different structures in other languages,<sup>39</sup> both the divergences and convergences; to gain new vocabulary, to perfect their

36. H. A. Cartledge. "Teaching without Translating", p. 86

37. *ibid*, p. 90

38. Jean Darbelnet. "Pour une revalorisation des exercices de traduction dans l'étude des langues", Culture, p. 349

39. Wilga Rivers. "Contrastive Linguistics in Textbook and Classroom" in Speaking in Many Tongues, p.42

style, to resist interferences (such as anglicisms, gallicisms), to appreciate abstract vocabulary,<sup>40</sup> to avoid approximation, to make choices, to appreciate nuances,<sup>41</sup> "to find correct semantic equivalents, to explain connotative meanings and to test comprehension",<sup>42</sup> to appreciate literary qualities and to gain access to the life and thought of another culture.<sup>43</sup>

Darbelnet feels that in the case of secondary schools, students can be taught with direct methods for two

40. René Medina Tello. "El rol de la traducción en la enseñanza de idiomas extranjeros", p. 128

"Nosotros iríamos más allá y diríamos que la traducción al nivel de enunciado es una forma legítima de facilitar el proceso de aprendizaje de un idioma cuando los conceptos son demasiado abstractos o demasiado confusos por el uso de métodos a base de situaciones y gestos".

41. J. C. Catford. "La traduction et l'enseignement des langues", Les théories linguistiques et leurs applications, p. 143

"Lorsqu'on parvient à un stade avancé de l'enseignement il n'y a aucun doute que, si elle est bien enseignée, la traduction constitue un moyen précieux qui permet à l'élève de pousser sa connaissance de la L2 à un degré de raffinement difficile à atteindre autrement".

42. R. R. Hartmann & F. C. Stork. "The Place of Grammar and Translation in the Teaching of Modern Languages", The Incorporated Linguist, p. 74

43. Jean-René Ladmiral. "La traduction dans l'institution pédagogique", p. 16

"Ce que l'on veut faire connaître aux élèves, c'est la vie et la pensée du peuple étranger."

or three years, but with greater maturity, the increasing importance of abstract vocabulary, the student is ready to extend and deepen his knowledge, to become more precise. This is when he feels that translation becomes very important.<sup>44</sup>

Still others say that it is the experience of many teachers that "the average student asks both for translation and explanation, and if his teacher is adamant he will work it out and look it up for himself. He is not happy until his intellectual curiosity is satisfied".<sup>45</sup> Harris<sup>46</sup> feels children are going to translate whether we want them to or not; they will do it in spite of us so there is some merit in suggesting it be done openly to stimulate them.

44. Jean Darbelnet. "Pour une revalorisation des exercices de traduction dans l'étude des langues", p.350  
"Naturellement, il est difficile de dire à quel moment l'assouplissement de la méthode directe doit intervenir. Dans le cadre des études secondaires, on peut réserver au moins deux ou trois années aux procédés unilingues. Ensuite, la plus grande maturité des élèves, l'importance croissante du vocabulaire abstrait dont certains éléments se laissent difficilement cerner sans le recours à la traduction, sont autant de raisons de recourir à la langue maternelle, dans des limites d'ailleurs assez étroites. A ce moment-là, le bon élève connaît la grammaire et le vocabulaire élémentaires. Des exercices ingénieux lui ont permis d'expliquer ce qu'il sait et de comprendre ce qu'il ne sait pas sans sortir de la langue étudiée. Il est maintenant prêt à étendre et à approfondir ses connaissances et à leur donner plus de précision. C'est alors qu'on aurait tort de se priver des ressources qu'offre la traduction."

45. W. Stannard Allen. "In Defence of the Use of the Vernacular and Translating in Class", p. 37.

46. Brian Harris. Talk given to the CAIT, Montreal, November 3, 1978.

### Timing

Much of the literature seems to agree with the Ontario and Quebec school boards that important factors are the age of the student and his/her mastery of the language. If translation is introduced too soon, it 'turns students off' since they do not have the necessary tools to handle translation adequately and they then develop an inferiority complex about language in general. Or else it leads to undue perfectionism. The most important factor emphasized is timing: that students should only use translation after having acquired comprehension, speech, reading and writing skills in the other language. Since translation is the hardest of all language exercises, it should not be attempted until all the others are mastered. Translation is the end, not the means of one's study of a foreign tongue.

### Conclusions

It seems to me that translation might be viewed as another tool to assist the language teacher; a useful tool if properly applied. Perhaps its role could be redefined. Translation may well have its place in advanced classes of language learning, with the clear understanding that one is attempting to translate ideas, not aiming for mechanical or literal translations.

Translation has most frequently been used in the past to achieve linguistic competence alone. If translation is to be used profitably in language teaching in the future it should be done on the basis of some theoretical understanding of the nature of translation, the different types of translation and ways of assessing the quality of translations. More attention may have to be paid to the discoveries of professional translators in teaching translation in the future.

What constitutes "translation" in the language classroom at the present time?

#### TYPES OF "TRANSLATION" CURRENTLY USED IN LANGUAGE COURSES

##### One Word Equivalents, Vocabularies and Dictionaries

Many teachers call one-word or short phrase equivalents "translations" and dual language lists are also sometimes classified as "translations" when compiled by the student.

While it is against the guidelines set down for the elementary levels of language learning,<sup>47</sup> I feel it

47. Gouvernement du Québec, Ministère de l'Éducation. Français, langue seconde: au service du maître, p.6 "Il semble utile de rappeler ici, pour les interdire, un certain nombre de pratiques "pédagogiques"  
- Ne pas faire apprendre des mots isolés, ou une liste de vocabulaire: savoir par cœur tous les mots du dictionnaire ne permet pas de parler.  
- Ne pas faire apprendre de règles: ce n'est pas avec un manuel de natation qu'on apprend à nager.  
- Ne pas recourir à la traduction ou y recourir le moins possible: chaque langue possède une organisation spécifique et il n'est pas possible de déduire un énoncé d'une langue d'un énoncé d'une autre langue".

would be true to say that all texts for use in teaching modern languages at the secondary level contain vocabulary lists (frequently used for memory work) and many texts have bilingual vocabulary lists. Passeport français, Ici on parle français and Panorama Canada, which are prevalent in Ontario high schools, all have bilingual vocabulary lists.

#### Fill-in-the-blanks

Other exercises which seem to be called "translations" in modern language courses are those concerned with reinforcing the student's knowledge of grammar, where the student is given the equivalent in English and asked to fill in the appropriate blanks in French.

Examples of this kind of exercise can be found for example in Panorama Canada, "D'une langue à l'autre - Exercice de vérification sous forme de traduction". Generally these are "fill-in-the-blanks" with parts supplied in French already. Ici on parle français

48. A. A. Obadia, D. P. Comtois & G. M. Lafrenière.  
Panorama Canada: cours de français pratique et  
fondamental, introduction.

"L'anglais n'est utilisé que lorsque l'explication en français semblait manquer de précision."

also has English sentences to be translated into French, none to be done the other way.

These exercises usually drill a certain usage: the use of verbs, verb tenses, prepositions, idiomatic expressions. Difficulties are placed between brackets or underlined, or notes on difficulties are found at the bottom of the page.

### Sentences

Sentences rendered in another language are also regarded as "translations". A common type of exercise or test is a series of sentences to translate from the native language to the foreign language to check the students' knowledge of grammar, vocabulary or a particular usage. Often the teacher tries to make up sentences containing the most likely points of structural and lexical difficulty for the student and puts four or five difficulties into one sentence. The result is usually a very stilted and strange sentence.

These are still found in language textbooks today, to choose but one:

"I'll wait for them to have answered me before I write once more." 49

"It was beautiful as anything." 50

"(Beuve)-Méry dares to say that newspapers "sell merchandise which is beyond business." 51

"What is the English for "dactylographe"? 52

### Proverbs

An interesting exercise is finding equivalents to proverbs. They are short, cannot usually be translated word for word and often provide cultural and social insight. They stimulate the students' curiosity, illustrate the transfer of ideas from one language to another, and give him/her a foretaste of the professional translator's satisfaction on finding a translation he/she feels is appropriate.

I was interested to notice that both Panorama Canada and Ici on parle français have exercises on proverbs. On a personal note, it was trying to find the equivalent proverb in my language classes that first gave me the desire to become a professional translator.

49. Ici on parle français, p. 72

50. ibid, p. 109

51. ibid, p. 192

52. ibid, p. 57

### Translation as a Test of Language Proficiency

Another exercise called "translation" is a test of what the student has learned. This is usually a short passage for translation into the foreign language, often containing traps to see if the student has been paying attention in class. Usually it is set to test either grammatical exactness, accuracy of information, vocabulary equivalence or all three of these.

### "Thème" and "Version"

French has very convenient terms for the two main exercises in academic translation: "thème" (translation into a foreign language) and "version" (translation from the foreign language into the native language).

The Petit Robert defines "thème" as: "Exercice scolaire qui consiste à traduire un texte de sa langue maternelle dans une langue étrangère; ce texte lui-même" and "version" as: "Exercice scolaire de traduction dans la langue de l'élève (opposé au thème)".

English does not have two such convenient terms. Sometimes it uses "prose composition" to mean "translation into the foreign language".<sup>53</sup> Webster's New International

53. R. R. Hartmann and F. C. Stork. "The Place of Grammar and Translation in the Teaching of Modern Languages", p. 74

"prose composition, i.e. translation into the foreign language"

Oliva, Peter F., The Teaching of Foreign Languages, p. 155  
"Translation and composition are two skills which are

Dictionary defines "version" as: "2) act of translating from one language into another; translation, as of a word, a passage, a book; 3) a translation; that which is rendered from another language".

Paragraph translation is perhaps the most advanced type of written exercise that can be given in a second language, since it requires a good knowledge not only of the structure and vocabulary of the language, but also of its semantic fields with their many shades of reference, their various ways of expressing what in the native language may be the same thing, and their allusions and references to the foreign culture.

It is rare for students in the Ontario or Quebec high schools to be translating passages - unlike Europe where "thème" and "version" constitute a major portion of advanced language learning. Instead, in Canada, this is part of the university level language learning.<sup>54</sup>

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often considered to be identical. In fact many exercises labelled "composition" are really exercises in translation. The translation of passages from English into the foreign language is sometimes erroneously called "composition".

54. The Cours moyen de français, at one time authorized by the Minister of Education for Ontario, and for use in the schools in the Provinces of Alberta and Manitoba, offers some sentences and short passages for translation basically into French, but the book is declining in popularity. "The passages for translation are offered primarily for the purpose of ensuring accuracy in comprehension and expression". (p. vii).

Passages used for translation in language classes are almost always literary, as opposed to passages for professional training, which as often as not are scientific, technical, economic, legal. Their purpose is to help the students play with nuances of meaning, stylistic options, to appreciate literary qualities and help them gain access to the life and thought of other cultures.

Most books with translation passages contain only literary passages - perhaps because of the prestige literature has always enjoyed - but the language teacher might reflect more conscientiously on the value of bringing the newspaper into the translation class. Teachers are now encouraged to bring in magazines, newspapers and cookbooks. Students who do not have a literary or academic bent might enjoy "up-to-date" passages, and they would undoubtedly find informative texts easier to translate.

In contrast to translation passages for trainee translators, translations for the language student are most often into the second language. This is true not only in the language and literature courses, but also in the Anglais 541 commercial course.<sup>55</sup>

55. Gouvernement du Québec, Ministère de l'Éducation. Programme d'études des écoles secondaires, Langues et littératures, Anglais, langue seconde 121, 221, 321, 421, 521, 531, 541, 1974, p. 9

"L'effort doit porter sur la traduction en anglais de textes en français puisque le but de cette activité est d'augmenter la connaissance de l'anglais. Cependant, en faisant traduire aussi en langue maternelle le professeur peut s'assurer que ses élèves comprennent bien le texte et qu'ils sont capables de traduire dans leur langue les expressions commerciales qu'ils ont

### Conclusions

Exercises calling for translation into the mother tongue improve one's knowledge of one's own language. They help in decoding and finding the exact expression. They draw on a passive knowledge of the other language and this is probably why they are rarely used in language classes. Exercises for translation into the second language call for active knowledge. They help fix structures and grammar. Literary "thème" is used to polish style and fix nuances. The student gains an awareness of the various options possible in the second language.

There are two major differences, then, between passages used in language courses and those used in professional courses; one is that language courses usually draw on literary texts and the other is that translations are usually into the foreign language.

There is a difference as well in purpose. Translations in language courses are usually used as a means to an end, that is to learn another language; translations in professional courses are an end in themselves, that is to communicate what the translator has learned.

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étudiées en anglais. Voilà pourquoi l'élève doit avoir acquis, dans sa propre langue, un minimum de connaissances commerciales. Par conséquent, celui qui s'est orienté vers les sciences commerciales doit s'inscrire à certains cours en français dans ce domaine au niveau de Secondaire IV. Autrement, il sera complètement dérouteré par la teneur des écrits d'ordre commercial en langue seconde."

Before continuing I should like to add some personal comments. With respect to word lists, grammar points and sentences, I have great difficulty in calling them "translations". They all have some serious drawbacks. Word lists may help with vocabulary distinctions such as "pièce, chambre, salle", or with synonyms or technical vocabulary, but their danger for the language learner is that they add to his illusion and desire for one-to-one correspondence; they often do not provide the context required, the entire range of meanings or plays on words; or variants depending on their place in the sentence. They can discourage students if they are used too early.

Exercises on points of grammar may be helpful for both the language student and the trainee translator in demonstrating that tenses convey subtle shades of meaning or in pointing out that the careful translator will notice such things as the demonstrative versus the possessive adjectives, but excessive concentration on grammar can spoil the student's interest both in learning a language and in "translating".

Sentences for "translation" should be chosen with great care, especially since students today have been taught with emphasis on the active use of language rather than the structural manipulation of twenty years ago. In my opinion, vocabulary and grammatical structures should be tested separately. The sentences for which the student is asked to give foreign-language equivalents should be

uncomplicated. They should contain one language problem only (say vocabulary) and be the kind the student would be likely to hear or use. Another problem in translating sentences, as with words, is the lack of context. The student often finds him/herself faced with an ambiguous sentence and no context (unless the study of a particular usage constitutes a "context"!)

As for translation as a test of language proficiency, Lado comments on this and I would like to quote him, as I feel his is a good summary:

"Translation. As a test of ability in speaking, listening, reading and writing, we notice the following limitations in the use of translation:

1. The most proficient students do not translate when they use the language.
2. There are various ways to translate and to judge a translation: for artistic purposes, for accuracy of information, for grammatical exactness, or for vocabulary equivalence. A translation can be judged from these and other points of view. If the student is forced to translate for vocabulary or grammar, his literary appreciation may suffer.
3. The grading of translations tends to be unreliable because of the various ways to translate and the variations that the scorer may or may not allow.
4. Translation is a special skill different from speaking, listening, reading, and writing.
5. Translation is slow as a test. Unless he has had special training, a good student takes longer to translate a letter than to write one. In the time that it takes him to translate a passage, he can cover more material using other techniques.
6. Translation is slow to grade, since the examiner has to weigh each response to see if it is allowable.
7. The use of translation in tests encourages the abuse of translation in the classroom.

Perhaps the only favorable things to be said for translation as a test of language proficiency are that translation questions are easy to set and are compact. The price paid for these is high." 56

No matter how helpful any of these exercises are, they are not the same as a serious course in translation where the student would study the nonmatching nature of surface structures and how syntax conveys meaning. A genuine translation course would train the student to extract the thought content from stretches of discourse in one language and re-express this in the formal structures of another language.

How much, if any, of this skill is taught when teaching "thème" and "version" is open to debate. I do not feel it is acquired in the other types of "translations" at the secondary school level.

#### TRANSLATION IN LANGUAGE COURSES AT THE UNIVERSITY LEVEL

"Thème" and "version" are widely used in the foreign language departments of Canadian universities, both as teaching techniques and for examination purposes. The passages chosen are usually literary and the emphasis is more often on translation into the foreign language than into the native language as it is with secondary school students. The standards are more exacting than at

the secondary school level, but the goals are usually the same: literary appreciation, grammar learning, to deepen a student's knowledge of French -and incidentally of English - and to serve as a rough test of the degree of proficiency which he has attained in the subject.

Translation in language courses at the university level, is an extension of the language courses at the secondary school level. "Thème" and "version" concentrate on improving one's knowledge of the language, rather than on the translation process per se.

Various other types of translation may be used in the language courses at the university level: translation from memory<sup>\*</sup>; retranslation, joint translation, paraphrase and translation criticism. I believe these are relatively rare in language and literature courses. Their aim is to develop an awareness of the language rather than a translation as a finished product.

If language students at university succeed in attaining a high quality of translation, it is more because of their "gift" for translation than because they have been taught any special techniques. (In fact, graduates from Modern Languages and Literatures at the University of Toronto in 1967 were actively discouraged from seeking careers in translation.)

<sup>\*</sup> (reading a passage, closing the book, and translating from recall)

## CONTRASTIVE STYLISTICS

Any discussion of translation on the Canadian scene would not be complete without mention of Jean-Paul Vinay and Jean Darbelnet, whose books are widely used at the secondary and university levels. Jean Darbelnet's book Pensée et Structure is a recommended reference book at the Ontario Grade 11 and 12 level; and Vinay-Darbelnet's book Stylistique comparée du français et de l'anglais and its workbooks are suggested books at the Grade 13 level.<sup>57</sup> In the secondary schools in Quebec contrastive stylistics is also well received.<sup>58</sup>

57. Ontario Department of Education. Curriculum S.15A(11-12), French Grades 11 and 12, 1970.  
Ontario Department of Education. Curriculum S.15A(13), French Grade 13, 1968.

58. For example, the guideline Anglais, langue seconde states:  
"Vers la fin du Secondaire, une connaissance plus approfondie de la grammaire peut aider à mieux comprendre le génie de la langue et permettre une étude comparée des systèmes linguistiques français et anglais. En d'autres termes, l'étude de la grammaire doit être fonctionnelle dans les premières années pour devenir plus rationnelle dans les dernières années du Secondaire" (p.1)

In the Guide sur l'utilisation des textes pédagogiques dans l'enseignement de l'anglais comme langue seconde there is an interesting article on "Thinking Structures":

"This skill may be described as the awareness of the presence, in a particularly complex sentence, of "layers" of simpler sentences or sentence parts and the ability to identify them and to recognize their functions. In this respect, "thinking structures" is similar to traditional parsing of sentence analysis. The difference stems from the fact that the sentences and their constituent parts are no longer analyzed with reference to another language such as Latin.

Stylistique comparée is used at the secondary and university levels in language courses to improve a student's knowledge of the foreign language and his/her own. The book presupposes a knowledge of elementary grammar and vocabulary. Jean Darbelnet feels the language student reaches a point when translation exercises are very beneficial.<sup>59</sup> By comparing the differences in the two languages (French and English), the authors feel that certain conclusions can be drawn about the respective tendencies of the two languages; that each language has a different way of expressing the same reality. As the student becomes more aware of the characteristics of the foreign language, he will become more aware of the characteristics of his own.

The authors feel that the art of translation can be assisted by the acquisition of a precise science, a methodological confrontation of English and French.

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To develop "structure thinking" certain types of structures are singled out in assigned readings and their constituent elements are identified and labeled. The students are then asked to compose partially original sentences structured in the same way." (p.3)

Stylistique comparée has a similar technique called "découpage et numérotage" for breaking down a sentence into "unités de traduction" and verifying that one has translated everything. (p. 275)

59. Jean Darbelnet. "Pour une revalorisation des exercices de traduction dans l'étude des langues", p. 350

They attempt to draw their examples from modern writers and from such everyday things as newspapers, magazines and business terminology (although they give seven literary texts to translate at the end of their book!). For them "la traduction devient un art une fois qu'on a assimilié les techniques".<sup>60</sup>

They feel one should:

- "a) essayer de reconnaître les voies que suit l'esprit, consciemment ou inconsciemment, quand il passe d'une langue à l'autre, et en dresser la carte ...
- b) étudier sur des exemples aussi précis et aussi probants que possible les mécanismes de la traduction, en dériver des procédés, et par delà les procédés retrouver les attitudes mentales, sociales, culturelles qui les informent" <sup>61</sup>

To do this, they have identified seven techniques<sup>62</sup> for going from one language to another. They encourage a systematic analysis of the text to find the difficulties to be overcome. These two authors have made an enormous contribution to the study of translation from and into English and French, basing their study on an analysis of the text from the point of view of "lexique" (vocabulary); "agencement" (construction) and "message". Perhaps their greatest contribution to the study of translation is in developing the awareness that differences in languages

<sup>60.</sup> Stylistique comparée, p. 24

<sup>61.</sup> ibid, p. 26


<sup>62.</sup> emprunt, calque, traduction littérale, transposition, modulation, équivalence, adaptation.

are more than just differences in grammar and pronunciation, but are in fact differences in the way each culture structures reality.

The categories and the pairs of equivalents they establish, however, are drawn up after the translation has been done and not before. They make students aware that these techniques may help them solve a certain problem; but it is not a methodology of translation in the sense of helping a student decide how to translate a given text. Is contrastive analysis really "translation"? To compare is not really to translate.

#### Summary

As we have seen, the philosophy of the use of translation in the language classroom has changed considerably with time. At the elementary school level in Ontario and Quebec, translation is widely discouraged. At the secondary level it is not encouraged and is confined to translation of phrases or short sentences. Basically, if it is to be used in language courses some theoretical understanding of the nature of translation will have to be acquired. At the moment it is used only to achieve linguistic competence; it is a means rather than an end in itself.



Professional translation is an end in itself, that is, the translator aims to make understood what he understands. Theoretically then, courses in professional translation would aim at clear expression of these ideas and would assume that the passage in the source language was already understood. What facilities are available in Canada for training translators and do these training courses in fact differ from secondary school or university literature courses in their methodology?

CHAPTER II

PROFESSIONAL TRAINING

A CAPSULE HISTORY OF TRANSLATOR TRAINING IN CANADA<sup>63</sup>

In recent years many factors have encouraged the training of professional translators throughout the world: international exchanges, the multiplicity and complexity of information to be transmitted on a global basis; the possibilities of computer translation; translations of the Bible into hundreds of languages (Wycliffe Bible translators); internal translations in a multilingual country such as the U.S.S.R. Schools for translators and interpreters have been established in centres such as Anvers, Bath, Copenhagen, Geneva, Gemersheim, Heidelberg, Leipzig, Mons, Naples, Paris, Sarrebruck, Trieste, Vienna, Washington, Zurich, etc. National associations of translators have been formed and professional journals have flourished.

In Canada, the British North America Act provided for the use of both French and English in the federal courts, in Parliament and in the Quebec legislature. Speeches in Parliament are interpreted and "Hansard" is translated overnight for publication next morning.

The first courses for translators in this country were given in the evening at the University of Ottawa starting in 1936. The courses at Ottawa were

<sup>63</sup>. For some of this information I am indebted to: Paul A. Horguelin, "Table ronde sur l'enseignement de la traduction".

basically practical and were aimed at government translators and people preparing to write the Civil Service examinations.

Around 1940, Jeanne Grégoire and Georges Panneton set up courses in translation and two years later created the Institut de traduction de Montréal. Also in 1940 McGill University began to give evening courses. In both cases, the courses were for adults, mostly secretary-translators or would-be translators, who were awarded a diploma and not a university degree. Translation was taught both from English to French and French to English. This teaching continues today at the Centre for Continuing Education at McGill University and at the Faculty of Continuing Education at the University of Montreal (which incorporated the Translators' Institute in 1965). Laval University offers an evening course, spread over four years. The University of Sherbrooke awarded a certificate in translation in 1972, but gave up this program at the end of 1975.

The first daytime courses date back to 1950, the year in which a Translation Section was opened in the Department of Linguistics and Philology at the University of Montreal. Originally the program consisted of two years of study and a thesis; the diploma awarded was a Masters in Translation.

The Official Languages Act (assented to July 9, 1969) stated that English and French were the official languages of Canada and among other things that all government "instruments in writing directed to or intended for the notice of the public", "all rules, orders, regulations, by-laws and proclamations ... to be published in the official Gazette of Canada" and "all final decisions, orders and judgments, including any reasons therefore" issued by federal judicial bodies, should be published in the two languages.

The Federal Government now required more translators and this made it turn to the universities to produce more students. The universities were happy to receive funds to expand.

In 1968 the University of Montreal program was lengthened to three years; the diploma became a general degree, then an honours degree. A Masters program was added, allowing some specialization. The number of students went from a dozen in 1950 to 320 in 1974. It has become a School of Translation, still within the Department of Linguistics and Philology, with 37 teachers, 22 part-time. It accepts about 150 new students each year.

Laval University offers a three-year program leading to an honours degree in translation. About one hundred students enroll each year and it now offers a

Masters in Terminology and Translation. The Université du Québec à Trois Rivières has a B.A. program in translation, with four full-time teachers and 70 students. Since 1978, the Université du Québec à Hull has offered a Certificate of Practical Studies in Translation for adults who have to translate daily in their jobs.

In Ontario, the teaching of translation at the University of Ottawa was first given in the framework of a Masters in Linguistics. In 1971 the School of Translators and Interpreters offered an undergraduate program. The School has seven full-time teachers, over twenty part-time and approximately 175 students.

The School of Translators and Interpreters at Laurentian University in Sudbury offers a four-year bilingual course in translating and interpreting leading to an Honours Bachelor of Science in Language. (1968)

There are three programs in translation at the University of Toronto, all at the graduate level. There is a Diploma program in Translation offered at Woodsworth College which began in 1969. This is a three-year graduate program from French to English and English to French. It prepares students for the ATIO exam. Woodsworth also offers further training for employed translators in Italian and English, with the main stress on terminology. The French Graduate Department

offers a course in the Theories and Methods of Translation. This is a graduate course but does not lead to a degree. The Department of Continuing Studies offers a course in Business Translation from French to English.

Glendon College at York University in Toronto offers a program in translation leading to a B.A. This program began in 1979.

Queen's University offers a translation option in its French degree. Students must spend their third year in Europe, usually Belgium.

In New Brunswick, Moncton University set up a B.A. in translation in 1972. The program gives a year of general preparation and three years of specialization. They hope to train about fifteen graduates a year.

The University of British Columbia offers a Diploma in Translation through both the Department of German and Department of French to holders of a Bachelor's degree.

In conclusion, it is important to note another event of historical importance for translator training in Canada. Bill 101 (assented to August 26, 1977) stated that French was the official language of Quebec. Now a great mass of documents is being originated in French and there is an increased need for translators into English, including in Quebec itself where "une version

anglaise des projets de loi, des lois et des règlements sera imprimée et publiée par l'Administration".<sup>64</sup>

Also the Canada Council Grants encourage translation of Canadian books within the country.

The numbers of trained translators have multiplied many times since 1936. Until the 1960s, for instance, the federal government employed 400 translators at the most; now it uses over 1200 full-time translators, a large proportion of them trained at the above-mentioned schools.

#### PREREQUISITES TO TRANSLATOR SCHOOL ADMISSION

How does one enter a translator school?

The first and most obvious prerequisite for translator school admission is a good grasp of the languages concerned.

Before admittance to translator school, until recently, one often had to pass a test, and ironically enough, this test usually included a translation.<sup>65</sup> The inference was that one had some idea of how to translate already, or 'do you know how to translate in an elementary way?'. (Time and again one hears that translation should not be used in the learning of modern languages, but the fact

64. Asssemblée nationale du Québec. Projet de loi 101, sanctionné le 26 août, 1971.

65. This is not the case for the three-year program at Ottawa and Laval.

remains that translation in modern language courses is universally used at some point. Furthermore, if it were not fairly standard practice, how could one be expected to gain the elementary knowledge required to pass the entrance test?). These translations also tested the knowledge of both languages and the reasoning power, or the ability to analyse a text and to synthesize it.

Certain qualities are considered advisable. The University of Ottawa gives a notice in its Student Handbook as follows:

"There is a great deal of misunderstanding concerning the nature of translation and the aptitudes required to study it. Contrary to popular belief, the ability to speak two languages more or less fluently in no way guarantees success in translation." 66

The University presents the viewpoint that:

"Translation is a profession most suited to persons who:  
are highly proficient in both languages;  
have an insatiable intellectual curiosity;  
have an analytical mind and the ability to synthesize;  
can express themselves well in writing;  
enjoy conducting research, by consulting various dictionaries and reference works and, when required, by contacting, mainly by telephone and in writing, authors, administrators, scientists, technical workers and other specialists, to obtain information on texts to be translated." 67

Other universal qualities mentioned in handbooks to translator schools are intelligence, intuition, ability to express oneself in writing clearly, logically and

66. University of Ottawa, School of Translators and Interpreters. Student Handbook, 1978.

67. ibid, p. 4

correctly, and a wide cultural base on which to build. The prospective translator should be highly curious, like to read extensively and have a natural inclination for the work.

The translator in industry or the government often takes three years of university training and at least three years of on-the-spot training. Is it the university training that makes the difference between the professional and the learner, and if so, what does the training offer?

#### COURSES GENERALLY OFFERED AT TRANSLATOR SCHOOLS

As translation overlaps so many different fields, it is difficult to know exactly where to place it within the university context. Does it belong with applied linguistics, psycholinguistics, semiotics, comparative literature, language and teaching, cognitive psychology, ethnology, or in the communication sciences?

And once a faculty has decided where to place it, it is faced with what to include in the syllabus. In general, translation programs usually have seminars with language courses to consolidate knowledge of grammar; guided translation exercises; general knowledge courses on institutions, civilizations, economics, sociology and politics; documentary research, lexicology and terminology and sometimes general linguistics. Language courses and practical translation courses are compulsory

The rest seem to be options.

Language training for the translator?

"En tout cas, et dans la meilleure hypothèse, enseigner la traduction ne devrait jamais revenir à enseigner la langue étrangère, voire les deux langues en présence. S'il existe vraiment un enseignement de la traduction; on ne doit pas le chercher dans les manuels de grammaire ou de vocabulaire. Et cependant quiconque a du enseigner la traduction affirmera le contraire: l'expérience prouve qu'il faut constamment enseigner la grammaire, les deux grammaires même." 68

It seems that realistically speaking, at the beginning of translation courses, it is impossible to progress without first perfecting the students' knowledge of the two (or more) languages concerned. A comparison of the various student handbooks or course outlines reveals that the above opinion is widely held in translator schools. In the first year of a three or four year program, there are invariably courses aimed at improving one's knowledge of French or English. See Table I.

(Diploma programs in translation are usually based on the premise that this competence has already been acquired. The University of British Columbia states: "They must, however, have above-average

68. Jean-Paul Vinay. "Peut-on enseigner la traduction?", p. 143.

TABLE I

Language Improvement Courses

Laurentian	FREN 1502F ENGL 1500E	Grammaire du français écrit Language and written communication
Laval	TRD 11089 & 11090 TRD 11093 & 11094	Syntaxe et sémantique françaises I & II Syntaxe et sémantique anglaises I & II
Moncton	EN 1041-42 EN 2131 & 2132 FR 1855-86 FR 2500	English Language Composition and Reading Advanced Composition I & II Langue parlée et écrite II Techniques de l'écriture
Montréal	TRA 1190 FRA 1011 ANG 1011 & 1012	English Grammar Usage et clarté English Composition I & II (options)
Ottawa	TRA 2311 TRA 2588 TRA 2589	Problems in English for Translators Problèmes de français I Problèmes de français II
Queens	110	Advanced French
Trois-Rivières	ANG 1001 ANG 1003 ANG 1006	Practical & Applied Grammar Grammaire différentielle Composition and Style

competence in German and English." (or French and English). "The Department may require formal evidence of an applicant's ability in either language." The University of Toronto only gives graduate courses in translation as their experience has shown that their students are not really bilingual and have too many difficulties with the language at the undergraduate level to undertake translation courses earlier.

Guided translation exercises

The core of the translation programs are obviously the courses in translation from French to English and from English to French. See Table II. I shall be dealing with the content of these courses in the section under "philosophy"; here I would like to outline what is offered.

It depends on the university whether or not these courses are an extension of high school language and literature courses. At Queen's for example, the translation option is offered in the context of a degree in language and literature. Students follow the regular French Language and Literature program for two years; "Travaux Pratiques I & II" are not given until third year. In first and second year, besides advanced French, one takes "Introduction à la littérature française" and "Explication de textes".

TABLE II

Initial Translation Courses

Laurentian	TRAN 1101 E (F)	Introduction to Translation
Laval	TRD 11091 & 11092 TRD 11093 & 11094	Exercices de traduction I & II Syntaxe et sémantiques anglaises I & II
Moncton	TR-1510 TR-2510 & 2520	Eléments de la traduction Traduction générale I & II
Montreal	TRA 1010 TRA 1030	Thème I Version générale I
Ottawa	TRA 2111 TRA 2522	Introduction to Translation from French into English Version générale
Trois Rivières	TRA 1005 TRA 1006	Traduction générale (vers le français) Traduction générale (vers l'anglais)

Laurentian and Trois-Rivières appear to take a middle ground. "Explication de textes" figures on the syllabus at Laurentian and it also offers TRAN 2112 E(F) on the theory and techniques of translation with special reference to literary and technical works. At Trois Rivières TRA 1007, Traduction littéraire is an option.

The University of Ottawa, on the other hand, gives TRA 2111 "Introduction to Translation from French to English" and states that it is "Exercises in the translation of factual texts culled from newspapers, correspondence, etc." and TRA 2522 "Version générale I. Traduction de textes non techniques. Apprentissage de mécanismes de la traduction professionnelle".

Whether the university starts out on a literary or non-technical basis, they all offer language improvement courses, basic translation courses and then courses which become increasingly more difficult and usually in fourth year cover technical, legal, scientific, economic, commercial and other specialized areas. See Table III.

#### Vocabulary, Documentation and Terminology

Students are expected to come to the courses with a large personal vocabulary in both languages.

TABLE III

Specialized Translation Courses

Laurentian	TRAN 3120 E & 3110 F	Translation Workshop "translation in various areas including commerce and advertising ..."
	TRAN 4110 E (F)	Translation from English to French "documents of all kinds, conference and treaty material to highly technical work"
	TRAN 4120 E (F)	Translation from French to English "obverse of above. less extensive."
Laval	TRD 15527 TRD 11103 TRD 14404 DRT 15392	Thème spécialisé Version spécialisée Version scientifique Introduction générale au droit québécois et canadien
Moncton	TR-3510 TR-3520 TR-4510 TR-4520	Version commerciale Version technique Version juridique & adminis. Traduction commerciale et adaptation publicitaire
	TR-4530	Traduction des publications officielles
	TR-4610	Traductions spécialisées
Montreal	TRA 3030 TRA 3040 TRA 3020 TRA 3100	Version commerciale Version technique Version littéraire (option) Traduction juridique et administrative
Ottawa	TRA 3533, 4533 TRA 3534, 4534, 4535 TRA 4111, 4112	Version technique I & II Version spécialisée I, II, III Specialized translation from French into English I & II
	TRA 3133, 4133	Technical translation from French into English I & II
	TRA 4556	Informatique et traduction
Queens	401	Traduction spécialisée
Trois-Rivières	TRA 1014 TRA 1023, 1024, 1025, 1026 TRA 1020, 1021, 1022 TRA 1008	Textes juridiques Traduction spécialisée I, II, III, IV Traduction professionnelle I, II, III Traduction et rédaction commerciales

Whether or not they have this vocabulary is open to question. Vinay has a rather "disillusioned" view of the students' prior grasp of vocabulary:

"Quant au vocabulaire, il faut le reprendre par la base, les élèves n'ayant le plus souvent aucune idée des aires sémantiques, des niveaux stylistiques, des usages et des effets" 69

Students are taught to use dictionaries, glossaries, encyclopedias, grammar books, correct usage books, reference works and terminology banks. They are also taught where to find missing information, vocabulary, and how to consult specialists. They learn to draw up their own word cards and they acquire a basic vocabulary in science and technology.

Moskowitz cautions that the translator cannot create or standardize the vocabulary with which he is working:

"Le traducteur n'a pas à créer ou à normaliser un vocabulaire. Il constate l'usage et doit s'y conformer, même si les habitudes terminologiques de telle ou telle profession lui semblent regrettables, voire mauvaises." 70

For this reason, many universities feel there is a need for courses in specialized documentation and terminology. See Table IV. Besides these courses in scientific or technical terminology, most universities offer courses which handle specifically Canadian vocabulary, culture or literature. See Table V.

69. Jean-Paul Vinay. "Peut-on enseigner la traduction?", p. 143

70. Daniel Moskowitz. "Enseignement de la traduction à l'ESIT", p. 114

TABLE IV

Courses in Documentation and Terminology

Laurentian	TRAN 3136 E (F)	Documentation & Terminology
	TRAN 3137 E (F)	Scientific vocabulary
	TRAN 4136 E (F)	Comm. & Admin. Terminology
	TRAN 4137 E (F)	Legal & Political Terminology
Laval	TRD 14406	Terminologie économique
	TRD 14436	Initiation à la terminologie
	TRD 14925	Terminologie sociologique
	SOC 13476	Langage de la sociologie
	TRD 11102	Lexicologie et terminologie différentielles
	TRD 14402 TRD 15526	Terminologie juridique Terminologie de l'informatique
Moncton	TR-3110	Documentation et terminologie
	TR-4110	Lexicologie et terminologie
Montreal	TRA 2050	Documentation & terminologie I
	TRA 3060	Documentation & terminologie 2
Ottawa	TRA 2717	Documentation comparative
	TRA 3555	Introduction à la recherche terminologique
Queen's	422	Documentation et terminologie
Trois Rivières	TRA 1018 & 1019	Terminologie I & II

TABLE V

Canada-oriented Courses

Laurentian	TRAN 1211 F & 1212 F	Le français et la traduction I & II "Maîtrise et compréhension des structures de base et des mécanismes du français écrit, du français parlé, du français au Canada ..."
	TRAN 2211 F & 2212 F	"adaptation de la langue aux besoins de l'expression, compte tenu de la langue française parlée au Canada; les canadianismes de bon aloi, etc."
	TRAN 1231 F FREN 2631 F	Anglicismes et canadianismes I & II Le roman canadien-français de 1930-1955.
Laval	TRD 14400 & 14399	Contexte culturel anglo-américain I & II
Moncton	TR-2420 TR-3310 TR-4310	Anglicismes et canadianismes I Anglicismes et canadianismes II Langue anglaise en Amérique du nord
Montreal	TRA 1180	Contextes culturels
Ottawa	TRA 3717	Documentation sur le Canada
Queen's	328 433 438	Le Canada français: langue et civilisation Canadianismes et anglicismes Le roman canadien
Trois Rivières	TRA 1011	Canadianismes

Options such as Linguistics, Writing and Revision

Montreal, Ottawa and Queen's offer general linguistics courses. See Table VI. General linguistics seem to be viewed as optional and unnecessary by some translator schools, while others feel that a knowledge of the internal and external structure of language is essential. (Note that differential linguistics courses are offered at all universities and are not an option.)

Laurentian, Montreal and Queen's offer courses in précis-writing. Students in third year at Laurentian take "Précis-writing - the techniques of précis-writing, editing and minute writing" (TRA 3131 E(F)); students at Montreal take "précis-writing et contraction de textes" in second year (TRA 3110 compulsory) and also at Queen's in third year there is "Procès-Verbaux - Comptes rendus de conférences. Précis writing in English and French. Conference note taking for interpretation or minutes". (377)

It is difficult to know whether the courses in "rédaction" offered at Montreal and Trois Rivières refer to editing or writing; both of which are necessary skills in translation. Both Ottawa and Montreal offer courses in revision. See Table VII.

Courses in consecutive or simultaneous interpretation are not within the scope of this paper.

From these entries we gain some idea of the studies the universities consider important and the tools the students are taught to use.

TABLE VI

General Linguistics Courses

Montreal	ING 1035	Notions générales de linguistique (compulsory)
	ING 1030, 1040	Introduction à la linguistique I & 2 (options)
Ottawa	LIN 1001	Introduction to General Linguistics
Queen's	310	La langue et la parole (introduction à la linguistique française)

TABLE VII

"Rédaction" and Revision Courses

Montreal	TRA 2140	Rédaction professionnelle
	TRA 3090	Initiation à la révision
Ottawa	TRA 2312	Specialized English Composition
	TRA 3311, 4311	Writing Techniques I & II
	TRA 3589	Rédaction avancée
	TRA 4589	Retraduction, correction d'épreuves et révision
Trois Rivières	TRA 1009	Rédaction professionnelle
	TRA 1010	Rédaction et style

How does this training differ from an extension of high school translations? Language problems, methods of approach, the study of existing translations or writing techniques does not constitute this difference. If translation can be taught, and if the only difference does not lie in repeated practice, this difference has to be found in the philosophy underlying the translation courses.

#### THE PHILOSOPHY UNDERLYING TRANSLATION COURSES

As we have just seen, Translator Schools offer courses aimed at improving trainees' knowledge of the two languages concerned; and courses both from and into the main language with increasing degrees of difficulty as the student progresses through the program. In the final year or two, the degree of difficulty is generally increased through the use of more and more specialized texts, the handling of which requires documentation and terminology courses. Courses such as linguistics, précis-writing or revision seem to be optional.

What is the philosophy behind this teaching? Some schools teach courses on the theory of translation, the idea being that students will apply these theories to their own work.<sup>71</sup> In my opinion a knowledge of the

<sup>71</sup>. Laurentian, TRAN 1101 E (F), Introduction to Translation  
TRAN 2111 E (F), Translation Theory  
Ottawa, TRA 4975, Introduction to the Theory of Translation

theories of other translators does not really help students until they have begun to grapple with the practical problems in their own translations, namely in the core courses dealing with practical translation. What philosophy underlies these courses?

I have the impression that it can generally be summarized as "practice makes perfect". Many practical courses consist of assigning work to be done at home, which is then corrected and these translations are discussed as a class. Through repeated practice, trainees either improve or fall by the wayside.

To my knowledge there are only two methodologies available on teaching translation: one is Vinay-Darbelnet's Stylistique comparée du français et de l'anglais and the other is Jean Delisle's thesis, L'analyse du discours comme méthode de traduction.

### Contrastive Stylistics

Contrastive stylistics are used at Laurentian, Ottawa, Laval and Trois Rivières. See Table VIII. Stylistique comparée is used in the first year of the university program at Laurentian, in second year in Moncton and not until fourth year at Ottawa. The reason for its placement at different levels depends upon whether it is viewed as the last stage in language acquisition,

TABLE VIII

Contrastive Stylistics Courses

Laurentian	TRAN 1102 E (F)  TRAN 2231 F	Translation and Composition. Study of comparative grammar and syntax, elements of style and composition, forms of discours and comparative stylistics of English and French together with a study of language registers and various levels of writing occurring in translation. Stylistique et traduction Exercices théoriques et pratiques de stylistique comparée et de traduction, discutés en fonction de principes de base posés par Vinay et Darbelnet.
Laval	TRD 11029  LNG 14013	Pratique et théorie de la traduction. Application des principes de la stylistique comparée à la traduction de l'anglais vers le français Grammaire différentielle et stylistique comparée
Moncton	TR-2110	Stylistique comparée du français et de l'anglais. I. "Etude d'éléments de grammaire et de syntaxe contrastive en vue de leur utilisation pratique dans la traduction."
Ottawa	TRA 4588	Stylistique différentielle "Initiation aux principes de la stylistique différentielle du français et de l'anglais; application systématique au domaine de la traduction; travaux pratiques intensifs."
Trois Rivières	TRA 1001	Structures comparées de l'anglais et du français

in which case it is placed at the beginning of a university course; or whether the book is used for advanced exercises in translation, in which case it is moved to the end of the university program.

Mention has already been made in the chapter on language teaching that contrastive stylistics is used in language courses (see page 40). The authors themselves say that their work can be used in language classes, in professional translation and in linguistic research.<sup>72</sup> They help make students aware of the different natures of two languages; of the different way each approaches the same reality. They can help translation students identify the difficulties in a given text, but they do not tell him/her how to go about translating it. The authors have chosen translations for given words, phrases or sentences and have drawn conclusions from their research - they discuss results, not how to achieve them. In other words, Stylistique comparée is an excellent work for perfecting students' knowledge of the two languages, but cannot be viewed as a guide for teaching them how to translate the text in front of them.

72. Jean-Paul Vinay and Jean Darbelnet. Stylistique comparée du français et de l'anglais, p. 24

THE TEXT

How does one translate the text in front of them?

This is important to know since a good argument can be put forth that one translates texts, not languages. The goal of the translator is to make a message understood, not solely to exchange words in one language for words in another, as language students are sometimes tempted to do. The need for translation stems from a need to communicate and not from a need to exchange one set of words for another. Lederer goes as far as to say: "La machine traduit la langue, l'homme le discours".<sup>73</sup>

Language students often look for one-to-one equivalents; the professional knows that words by themselves are not enough to ensure that a translation makes sense. Lederer<sup>74</sup> uses as an illustration the situation of 'lights please' where this can mean 'lights on please' or 'lights off please' depending on the situation. Seleskovitch<sup>75</sup> gives an example of what would happen if mathematical logic were used within a language: 'S'il vous plaît, Monsieur, pouvez-vous fermer la fenêtre, car il fait froid dehors'. 'Madame', lui répondit le professeur, 'croyez-vous que si je ferme la fenêtre il fera chaud dehors?'. It is not possible to translate word for word, the idea must be

73. Marianne Lederer. "Synecdoque et traduction", Etudes de linguistique appliquée, no. 24, oct-déc, 1976, p.9
74. ibid
75. Seleskovitch, Danica, "Traduire: de l'expérience aux concepts", Etudes de linguistique appliquée, no. 24, oct-dec 1976, p. 85

translated; if one translates the "language" instead of the "idea", the finished text will not be idiomatic.

If we accept that translation does not consist of manipulating words, that language is not just a grab-bag of words to designate notions, but that language is a filter for expressing ideas, how should we translate? Many writers feel that the text is to be taken as a whole, and the ideas, the meaning, extracted. The first and main point is that one must understand the text and the idea it wishes to communicate, perfectly.

Once the translator feels he understands the text, he must confront the text, that is he must note those passages he feels will give him difficulty, either because there is unfamiliar vocabulary, or because there are no cultural equivalents, or whatever, and then decide what he intends to do about them.

Usually, unlike the language student, he has a context from which to work. The language student usually works within a microcontext (i.e. lexical, grammatical or idiomatic unit). The professional works within a macro-context ( paragraph, chapter, work) and is given a situation (time, place, speaker, destination, milieu, specialty).

All this assists him in making his decisions, but how does he make his linguistic choices and how can the teacher help him to make wise ones?

Textology

Jean Delisle feels that translators' linguistic choices will not be relevant unless they are based on the study of the text as a whole. In his thesis, L'analyse du discours comme méthode de traduction he outlines his views on the importance of studying the text as a whole, and gives exercises for teaching translation of texts. He feels that learning to translate is learning how to think so that someone else's ideas can be faithfully rendered. Exercises can be planned to help the student do so more easily, more exactly and more quickly.

"Apprendre à traduire, serait en définitive apprendre à penser pour rendre fidèlement les idées d'un autre. La méthode d'initiation aux traductions pragmatiques devra donc déboucher sur la conception d'exercices variés adaptés à cette "gymnastique mentale" pour habituer l'étudiant à organiser la réexpression avec plus de facilité, plus de justesse et, finalement, plus de rapidité". 76

Delisle feels the aim of a core translation course is to teach students how to make linguistic choices; and this is not word for word or phrase by phrase. Students must free themselves from the structure of the SL, in other words, they must get rid of the habit of relating surface structures. He feels that trainee translators should be taught to think clearly, so that translation becomes an activity at the concept level. Translators must be taught to find message equivalents rather than word equivalents.

He makes a very clear point that language analysis is different from text analysis. Delisle feels that the study of how language operates is indispensable to the translator in order for him to understand the original and make the translation intelligible; but it is not enough to explain the process of translation and what goes on in the translator's brain.

It is the text that transmits the information. It consists of a meaning constructed by the writer, and the reader interprets it from linguistic meaning enriched by non-linguistic parameters. When the translator is faced with the text he looks first at the linguistic signs and their meaning.

Secondly, there is a process of reasoning and reverbalization. We do not know how this occurs, but the solutions come as ideas, not as words.

The final stage is the interpretation in reverse and the choice of solution. He stresses the relatedness and individuality of each text - there are no two texts the same. To translate is to re-express the meaning of a text. Translators must therefore learn to think clearly and be able to write.

Delisle points out that not only is there a meaning to be re-expressed, but there is a form to be respected. Translators must show some respect for the rules of writing and they must be able to evaluate the

stylistic factors and to respect the textual unity.

The exercises Delisle has developed help to show students that literal translation does not work and that textual analysis is essential.<sup>77</sup>

In one exercise (Équivalences de signification et équivalences de sens), students are given a three-column sheet: in the first column they have words in English; in the second they are to write their equivalents; and in the third they write the equivalent after they have worked on the text!

In another (Équivalences phrastiques et équivalents contextuelles), the teacher writes sentences from a text on different sheets of paper and numbers them.

77. Équivalences de signification et équivalences de sens  
Équivalences phrastiques et équivalences contextuelles  
L'explication de texte  
L'extraction de notions-clés.  
L'exégèse lexicale  
Le calcul des sous-entendus  
L'affranchissement des structures  
Le superlatif et le positif français et comparatif anglais  
Les tournures nominales  
Substituer un réflexe de désignation au réflexe périphrastique  
Les contraintes matérielles de la traduction  
La modulation des répétitions  
Les métaphores  
Le déictique "this"  
L'organicité textuelle  
Le remodelage des idées  
Les traductions anémiques  
Les expressions toutes faites  
La révision  
La traduction commentée

These are handed out and translated. Then the text is put back together and students see what happens when the sentences are translated out of context.

Delisle is also in favour of "explication de texte", commented translation, extracting key notions, collectively translating such words as "corporate", "pattern", "-minded", "-conscious", "-oriented". He states that a few of his practical exercises have been influenced by Stylistique comparée (Le superlatif et le positif français et le comparatif anglais; Les tournures nominales; Le déictique "this").

Translation is often used in language training to check comprehension, whereas the professional translator translates the text to make it understood. One's success as a translator does not lie in the extent of the vocabulary, knowledge of grammar or spelling, or ability to express oneself in a second language. It is the degree of success in dissociating two languages in contact. This Jean Delisle has clearly and admirably demonstrated, and his thesis has clearly revealed that much more needs to be done in the area of teaching future translators.

## CONCLUSION

Translation will continue to play an important role in Canadian life and the need for professional translators will continue to grow - the day of automatic translation is a long way in the future, if ever. This need will in turn encourage the growth of the translator schools.

There is much more research to be done, and is currently underway, on the theory of translation, the nature of translation, the mental processes of the good translator, and teaching translation. As Jean Delisle points out: "Il faudrait faire pour la traduction littéraire, publicitaire, technique ce que Nida et Tabor ont admirablement fait pour la traduction biblique".<sup>78</sup>

These studies will undoubtedly have their effect on secondary school teaching of translation with the swing back to emphasis on written skills and with renewed interest in translation here in Canada. Translation may gain a place for itself outside of the language classroom, as an interest course, or to be used in sharpening mental processes or for awareness of how one's outlook is affected by one's language.

Translation might profitably be used in the

78. Jean Delisle. L'analyse du discours comme méthode de traduction, p. 60

native language classroom to gain awareness of one's own language and to encourage stylistic expression in the mother tongue.

If translation is to continue in the foreign language classroom, teachers should be seriously trained as to the nature of translation and what it can and cannot do. Then with mature students, who possess a good knowledge of the two languages, translation passages could be used as enrichment exercises, to broaden their knowledge of two cultures and even inspire future translators! Language students in fact appear to experience a need for such translation.

In my opinion, translations in language courses at the university level could move away from the traditionally literary concept and be enriched by a greater awareness of the linguistic aspect. It is ironic that language courses concentrate on literary passages and professional translation courses concentrate on informative passages. One would think in terms of difficulty that it would be the other way around. Also, universities could find a much larger place for translation into the native language in their classes.

It remains and probably will remain for many years to come, that professional translators and educators/

students have different goals: for the professional a translation is an end in itself; for the educator, translation is a means to an end, which is improving one's knowledge of the language. Educators in both areas could profitably re-examine both their ends and their means in the light of new research.

APPENDIX I

In his book Language Teaching Analysis, p. 151-157, William Mackey mentions the various types of methods used in language teaching and which are still in use in one form or another in various parts of the world. The Translation Method, the Grammar-Translation Method, the Eclectic Method, the Unit Method and the Reading Method use translation.

"The Translation Method

This consists of practice in translating texts of increasing difficulty, first from the second language into the first, and later from the first language into the second.

A variant of this is the Interlinear Translation Method. Here both an interlinear word-for-word translation and an idiomatic one are given. The story is divided into sections of lesson length, each with a series of questions and answers to accompany it, followed by a number of exercises in two-way translation.

Like the Grammar Method, the Translation Method can be taught to classes of any size, by teachers with an imperfect knowledge of the language and no special teaching techniques. It is easy and cheap to teach and administer, and the number of class periods may be as few or as many as administratively feasible.

### The Grammar-Translation Method

This is simply a combination of the activities of grammar and translation. The main features of the method are as follows: The grammar is an outline of formal grammar. The vocabulary depends on the texts selected. The teaching begins with rules, isolated vocabulary items, paradigms and translation. Easy classics are then translated. Vocabulary is divided into lists of words to be memorized; but there is little relationship between the vocabulary of successive lessons. Pronunciation either is not taught, or is limited to a few introductory notes. Grammar rules are memorized as units, which often include illustrative sentences.

### The Eclectic Method

This has been called the "méthode active" in France. It is essentially a compromise between the Direct Method, with its many demands on the teacher coupled with its alleged inaccuracy for the learner, and the more formal methods based on grammar rules and translation. The language skills are introduced in the following order: speaking, writing, understanding and reading. Activities include oral practice, reading aloud, and questions and answers. There is a certain amount of translation, with some deductive grammar, and some audio-visual aids.

### The Unit Method

This is an application to language teaching of the five steps of the Herbartian system of teaching, viz., student preparation, presentation of material, guidance through induction, generalization, application. It can be applied at all levels. At the elementary level, for example, a unit would develop thus: 1. A unit of interest is chosen by vote by the class. 2. A committee of learners prepares a dialogue in the native language. 3. The teacher translates it, trying to stress one grammatical point. 4. From a duplicated sheet, the learner studies the content vocabulary of the situation, e.g. travel ticket, train, etc. 5. A list is made of the grammatical constructions. 6. The vocabulary is learned by association. 7. Phrases and sentences, especially the ones with new grammatical points, are repeated and memorized. 8. The teacher sees whether the student has discovered the rule inductively. 9. The whole scene is acted out. 10. Finally a list of words is studied for free composition, translation, filling-in exercises or reading.

### The Reading Method

This method was devised for schools whose only objective was a reading knowledge of the language. The text is divided into short sections, each preceded by a list of words to be taught through context, translation or pictures. After a certain vocabulary level is reached,

supplementary readers in the form of stories or simplified novels are introduced, in order to enable the learner to consolidate his vocabulary."

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