

Transcription and Translation(s): Integrating the three Ts

Transcription

- Builds on phonics knowledge
- Implicates all four skills
- Can be integrated into lesson sequences
- Should be thematically relevant to the lesson
- Should not be a 'bolt on' extra



Translation into English

At its best, translation into English tasks represent:

- the development of reading skills through detailed reading of a text
- a response to the spontaneous student reaction ('What does this mean?') to unfamiliar foreign language
- an awareness that translation is not straightforward and can lead to misunderstanding
- an introduction to non-literal translation, promoting mental agility and linguistic precision
- a better conscious understanding of linguistic structures (grammar) in use
- a higher level of intercultural appreciation

What to translate

- Signs and notices (online realia)
- Idioms - relating to topic areas e.g. parts of the body, weather, food and drink, animals
- Sayings, proverbs, jokes
- Authentic texts – e.g. advert transcripts, film reviews.
- More challenging authentic texts – e.g. poetry, narrative extracts, news articles



Translation into the foreign language

- Word level translation is about vocabulary knowledge, long-term memory, speed of recall, accuracy and spelling.
- Sentence and short text translation are about vocabulary and grammar knowledge in use.
- At its best it can be integrated into a learning cycle which includes formative assessment, individual analysis, target-setting, and follow-up tasks.
- 'Mind the gap' activities develop a sensitivity to the limitations for word-for-word translation.

