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Brian James Baer and Geoffrey S. Koby (eds.) *Beyond the Ivory Tower: Rethinking Translation Pedagogy*. Amsterdam/ Philadelphia, 2003, 258 pp.

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*Beyond the Ivory Tower: Rethinking Translation Pedagogy* is a collection of twelve articles from fourteen contributors assembled by editors Brian James Baer and Geoffrey S. Koby that addresses translation pedagogy in the study of translation. In the introduction, the editors explain that the book intends to determine whether the challenges that translator trainers face are a question of teaching tools or teaching rules. The contributors discuss the growing ways in which translation trainers recently have begun to address new methods of teaching translation and to question previously accepted practices. The traditional approaches in question fail to tackle the “pedagogical gap” in translation skill, and bear a strong resemblance to the antiquated grammar-translation method of foreign translation teaching. According to the contributing scholars, the ongoing debate over cur-

ricular content continues to underlie the question of how to teach translation.

Baer, an Associate Professor of Russian at Kent State University, and Koby, an Associate Professor of German translation at Kent State University, divide the book into three distinct sections: “Translation as a Process,” “Translation as a Product” and “Translation-related Technologies.” All of the developments and practical methods discussed in each section are linked by the fact that they all affect the advancement of translation pedagogy on various levels. The book challenges the accepted norms of translation training and practice, forcing instructors to re-define their trade to suit the needs of the modern world.

The first section, “Translation as a Process,” includes articles by Donald Kiraly, Sonia Colina, Judy Wakabayashi and Alexander Gross. The contributors discuss intricate methods of teaching translation, and the actual process of translation. In the opening section of part one, Donald Kiraly strongly stresses the importance of “collaboration” in both educating translators in their craft in order to avoid the “hand me down”

principle, in which translators teach to other translators what was taught to them.

Kiraly offers other fundamental strategies that are of interest to the translation trainer such as “objective” and “constructive” approaches to the process of translation. Kiraly believes that teacher translators must redefine their competence as translators in order to fuse the gap between what is learned in the classroom and what is practiced in the field.

Additionally, the first section contains articles that address concerns related to teaching translation, including fostering a sense of communicative competence learned when acquiring a second language so as not to avoid, according to Colina, “the global, textual, and pragmatic considerations used by professional translators.”

The second section addresses translator training when approaching the final product of a translation. The focus in “Learning through portfolios in the translation classroom,” by Julie E. Johnson concerns the versatility and importance of portfolios as an assessment tool. The portfolio consists of a selection of student work demonstrating accomplish-

ments and progress. Johnson claims that portfolios are an indispensable form of reflective learning because they help a student reinforce insights by reflecting on their works. An invaluable article on evaluation assessment procedures by Fanny Arango-Keeth and Geoffrey S. Koby, discusses the disparity between student evaluation in translating and quality assessment as practiced in the translation industry. Because the two contributors recognize the necessity of analyzing variables that arise in the process of judging translation quality, they conduct a needs-based survey. After identifying and characterizing guidelines of translation procedures employed in academic programs and quality assessment procedures in the translation industry, the authors compare and contrast this information.

The various articles of the third section of the volume address the pedagogical challenges that recently have arisen in the field of translation due to recent technological advancement in the field. The editors note that the divisions in this section of the book are provisional and that the boundaries are porous. The section includes an article by the

editors examining some of the changes pose to translation pedagogy that the development and production of new technologies. The authors address the need for technical translators, project managers and localizers. Koby and Baer praise the value of TBI, Task-Based Instruction, as an effective method for teaching translation technology because it increases student motivation and replicates real world situations. TBI is a methodology based on cognitive processing and the idea that language form is learned through language use and not through intricate explanations of grammatical functions.

This scholarly book is most suitable for a graduate student or

a professor of translation studies. It treats various subjects in the ever changing craft of translation, from translation pedagogy, to the analysis and the assessment of translations as products. The editors state that the best teachers of translation are translators, and that the most effective translators are teachers of translation. While this may seem obvious, the editors of *Beyond the Ivory Tower: Rethinking Translation Pedagogy* are seeking new approaches such as Task Based Instruction and the “objective” and “constructive” approaches to teaching and evaluating translation.

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