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Online learning and Data Driven Learning: opportunity or necessity for our translation studies students?

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Abstract

The inspiration for this paper stems from my experience as a teacher of translation courses and as a researcher in two distinct fields: technology enhanced language learning and Data Driven Learning. Johns and King (1991) define Data Driven Learning as "the use in the classroom of computergenerated concordances to get students to explore regularities of patterning in the target language, and the development of activities and exercises based on concordance output", thus embedding this approach in the wider area of Corpus Linguistics, a discipline which has proved extremely beneficial to linguistics and translation studies. The aim of the paper is an attempt to bridge the two approaches in a new and creative interpretation of autonomous and student centred learning which would be extremely useful and I'd dare say almost necessary to our translation studies students. The presentation will be based on several examples of online activities and resources based on a Moodle website and used by students with a limited L2 competence to analyse, unravel and translate unfamiliar words, complex linguistic features, 'exotic' expressions and texts. These activities are now possible because of new online resources and, it is suggested, should help our learners acquire essential strategic competences, confidence and autonomy in the interpretation and translation process.

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