

PRESENTATION

Ever since my undergraduate studies in translation, I have had the opportunity to follow, first as a student and later as a professional and as a teacher of translation, the many changes which have taken place over these last fifteen years. My considerations may be restricted to the institutional universe of the University of São Paulo; but I am convinced that, if we set aside certain specificities, they can, to a large extent, be generalised. Initially bound to the courses in foreign languages, as a 'complementary variant', in the early 80's translation was seen as an instrumental course, the foremost purpose of which was to remedy foreign language knowledge deficiencies and prepare the student for post-graduate studies.

Since those days, much has changed. On one hand, the introduction of teaching methods centred on the communicative aspect has, at many institutions, led to a divorce between translation and the teaching of foreign languages. On the other hand, the field of translation studies, which underwent an accelerated development during the 80's, has sharpened the awareness of scholars and translators alike to the specificity of translation: languages as carriers of intercultural traffic, mediated by a subject. If translation as a method was (and in many cases still is) considered as inadequate to the purposes of language teaching, translation, in turn, no longer accepts the role of a mere tool in language teaching. And, at this point, a new challenge is set: to search for interfaces which, far from omitting the specificities of each field of knowledge, will provide for a co-operative work, a fusion of efforts. A complementary relationship which sees the translator at the centre of a complex process, and in his/her full human dimension.

The changes in the teaching of translation have followed and incorporated the developments not only in Translation Studies as such but in all of its related fields. In this 4th issue of TradTerm, I have the pleasure of presenting to the readers a number of articles on the theme "the teaching of translation" which, without intending to exhaust the subject in all of its aspects represent, at least, a partial record of these transformations. In this sense, this issue joins other publications – the Proceedings of the III Brazilian Translators' Fo-

rum, to mention but one besides a wealth of papers published in several other journals and which offer a very interesting corpus which, at some later date, will be seen and investigated as witnessing the evolution not only of the leading thoughts behind the teaching of translation but also – and, perhaps, mainly – of the trends and the general framework which has conditioned this thinking.

In this issue, Christiane Nord synthesises her experience in the teaching of translation, debating certain factors and features of the translation process from a pedagogical point of view. Radegundis Stolze contributes with a discussion of certain translation evaluation strategies from the several points of view of the translation teacher, the translator and the translation client. Maria Paula Frota and Márcia A. P. Martins also present us with their considerations on the process of evaluation in translation and reconsider the pertinence of objective practices in the light of the concepts of interaction and negotiation. Adauri Brezolin discusses the possibility of teaching how to translate humour, based on an activity conducted with translation students. Paulo Roberto Ottoni reconsiders certain relations between theory and practice, subject and object, second language teaching and translation. Maria António Hörster introduces us to the Diploma Course in Translation offered at the University of Coimbra, Portugal. As for the training of terminologists, Maria Teresa Cabré and Rosa Estopà present a first set of considerations on their teaching experience. Closing this issue, John Robert Schmitz reviews Translators through history. In each of these papers, the issues of ‘interculturality’ move out from their virtual space and are embodied in the perspective of a subject. And each one, in his/her own fashion, based on real experience, contributes with a chapter to the history of the making of translation studies.

The project for this issue of TradTerm started off as a desire to set up a thematic issue dedicated to the many aspects of the teaching of translation and terminology. However, the intent and its embodiment has been intermediated by such a large number of contributions that the original project, albeit developed as intended, has now evolved into another, more ambitious project: as from 1997, TradTerm is no longer a yearly but a half-yearly journal. Thus, before the end of the year, TradTerm 4:2 will come out containing other articles on the teaching of translation and terminology, as well as

texts not specifically related to this theme. In the first term of 1998, the 5:1 issue of TradTerm will bring a number of texts on Linguistics and Translation, resulting from a seminar held at the University of Oslo in April this year, within the framework of a Co-operation Agreement with the University of São Paulo.

On behalf of the Editorial Board of TradTerm, I would like to thank all who have collaborated in the making of this issue: authors, reviewers, revisers and the staff of 'Humanitas'. Besides my sincere thanks, I entreat all to excuse any discomforts we have had to face in the course of producing this journal and for which I undertake full responsibility. Finally, I wish to extend, on behalf of the Editorial Board of TradTerm, our invitation to all who would wish to participate in the efforts of formalising and organising the many issues related to the fields of translation and terminology in our country.

São Paulo, June 1997.