

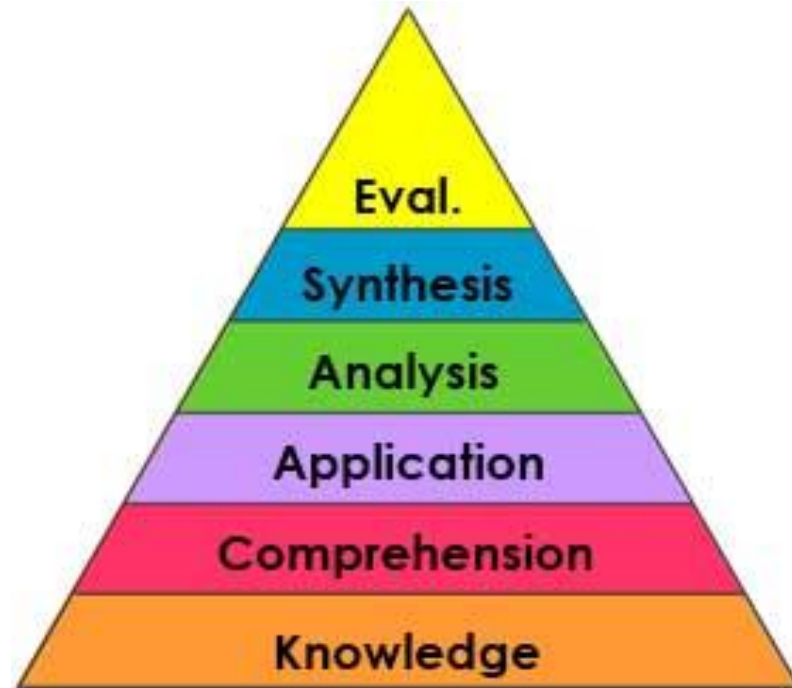
# Teaching Higher Order Translation Skills

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# My Goals

- To talk about the basic principles of “higher-order skills” instructional design;
- To describe the topics in the course “Art of Translation” and their correspondence to Bloom’s Taxonomy of learning domains;
- To describe three kinds of exercises in face-to-face and online courses;
- To provide examples of these exercises in the course

# Benjamin Bloom and His Taxonomy of Learning Domains



# Setting Course Objectives

A well-formulated instructional objective must:

- Describe a specific audience;
- Use a concrete description of desired behavior;
- State clearly the instruments to be used in attaining the objective;
- Indicate the degree of mastery.

# Terminal and Enabling Objectives

Put simply,

- **A terminal objective** is an umbrella objective for the lesson;
- **An enabling objective** is a sub-part of the terminal objective showing steps toward achieving the TO.

**These must be set** for each lesson in the course in all **six domains**.

# Wheel of Teacher's Fortune



Higher Order Skills are in the lower part of the Wheel:

**Analyze**  
**Synthesize**  
**Evaluate**

# Objectives Achieved Through Three Kinds of Exercises

**Absorb** – to inform and  
to inspire;

**Do** – to transform that  
information into  
knowledge and skills.

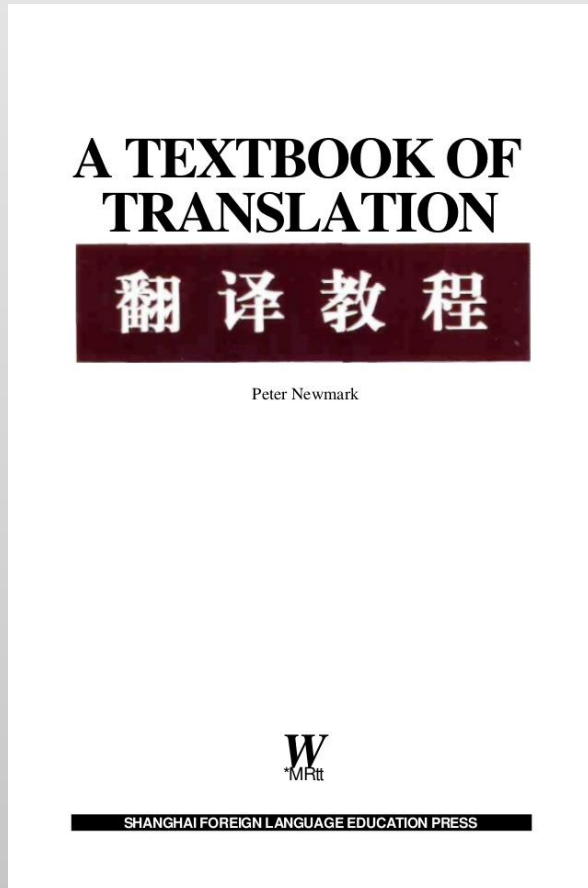
**Connect** – to close the  
gap between learning  
and the rest of their lives.



William Horton

[www.horton.com](http://www.horton.com)

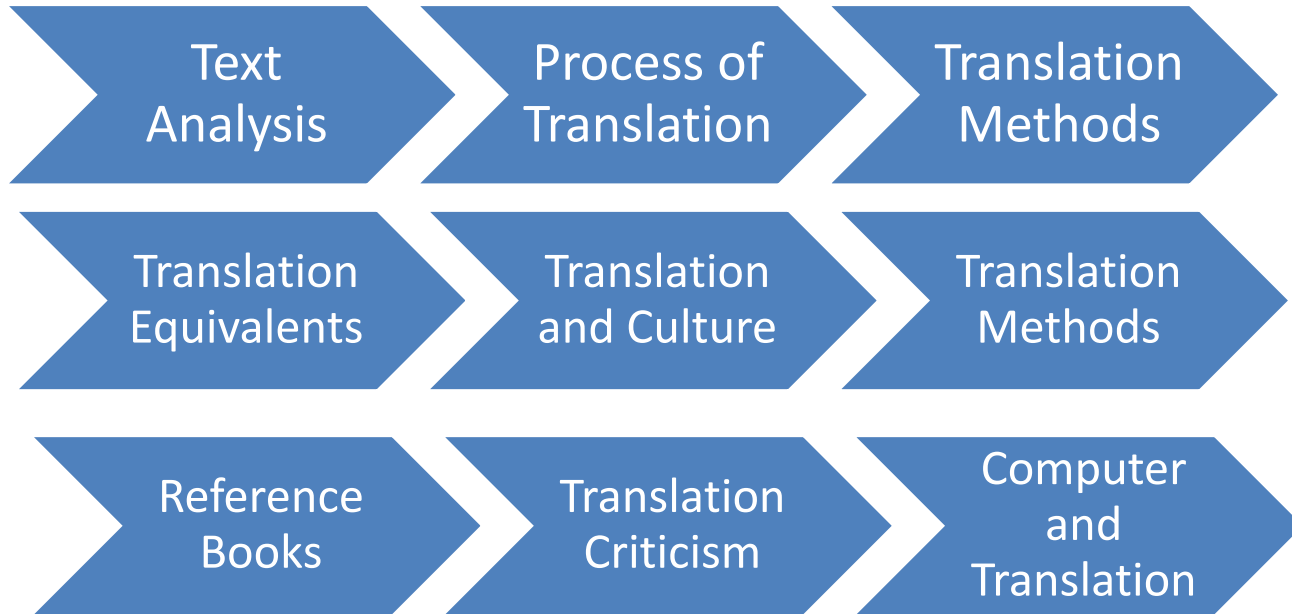
# Art of Translation Course



- For in-service translators or senior-level students;
- Focuses precisely on top level skills:
  - ANALYSIS
  - SYNTHESIS
  - EVALUATION



# Course Flow



# Lesson Example

## “Reading The Text”

**Terminal Objective: Upon Completion of the Unit the Students Will Be Able Examine Fully the Source Language Test**

**Words in the Domain we can use to build enabling objectives :**

**Analysis:** Breaks down diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides;

**Synthesis:** Categorises, combines, complies, composes, creates, devises, designs, explains, generates, modifies, organises, plans, rearranges, reconstructs, relates, reorganises, revises, rewrites, summarises, tells, writes.

**Evaluation:** Appraises, compares, concludes, contrasts, criticises, describes, discriminates, explains, justifies, interprets, relates, summarises, supports

# Subtask: Stylistic Scale of the Text

## Absorb Activity

**Absorb Activity:** Teacher presents a short lecture on the stylistic scale by Martin Joos and Strevens and describes the characteristics of each type of style, using this visual:

<b>Officialese</b>	<i>The consumption of any nutriments whatsoever is categorically prohibited in this establishment.'</i>
<b>Official</b>	<i>The consumption of nutriments is prohibited.'</i>
<b>Formal</b>	<i>You are requested not to consume food in this establishment.'</i>
<b>Neutral</b>	<i>Eating is not allowed here.</i>
<b>Informal</b>	<i>Please don't eat here.'</i>
<b>Colloquial</b>	<i>You can't feed your face here</i>
<b>Slang</b>	<i>Lay off the nosh</i>
<b>Taboo</b>	<i>Lay off the fucking nosh</i>

# A Do Activity for the Subtask Analysis Level

**Verbs:** Breaks down diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides.

**Types of activities:** Drill and practice: Problem - Solution;  
Hands-on: Real work outside the lesson;  
Guided analysis: Co-create with the teacher;  
Case-Study: Analysis of an excerpt  
Team Task: Group process  
Roleplay

**Objective Parts:** **Audience** + Desired Behavior + **Instrument** + Degree of Mastery

Let's Try It?

# A Connect Activity for the Subtask Synthesis Level

**Verbs:** arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write

**Types of activities:** E-Consulting  
Scavenger Hunt  
Guided Research  
Group Critique

**Objective Parts:** **Audience** + Desired Behavior + **Instrument** + Degree of Mastery

Let's Try It?

# Resources

- Textbook
- Bloom Taxonomy Wheel
- Horton Website with Activity Descriptions
- List of Action Verbs
- Parts of Objectives

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Write to me, let's co-create!