



Description of the learning styles according to Translation

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ABSTRACT

The way individuals act towards learning has been investigated since ancient times. Within a wider analysis of the cognitive process of translation, it is important to know the learning styles of the translators, in order to understand their choices and identify their skills.

The aim of this study is to describe and analyze the cognitive translation processes of the learner and describe how their learning style influences their choices and reveals their skills as a translator. The final objective is to design translation teaching methodology, in order to develop and improve the translation skills of the future translator.

LEARNING STYLES

The learning style refers to the fact that individuals use their own method or strategy for learning. Even though these strategies will change depending on the learning context, the fact is that each subject tends to develop certain preferences or trends that define their style of learning. The learning style is composed of cognitive traits, affective and physiological characteristics that serve as indicators of how individuals structure content, elaborate concepts, interpret information, solve problems and respond to the learning environment (Keefe, 1988).

For this study, a review of the learning style concept and of the different types or models of learning styles was carried out (Riechmann, 1979; Kolb, 1984; Dunn and Price, 1985; Guild and Garger, 1985; Schmeck, 1988; Sternberg, 1997; among others). It was possible to verify that there exists a multidimensionality of the learning style that is based on different perspectives ruled by the interest of researchers in this issue. Therefore, considering the didactic goals of this work, it is important to know the diversity of learning styles in order to identify the learning style of the students and design appropriate strategies to make learning more meaningful and complete. Once the literature review was completed, it was concluded that the learning styles identified by Kolb (1984), Alonso, Gallego and Honey (1994) and Jensen (1995) come from the same principles, although far apart in time and designated with different names. (Figure 1).

The individuals with an active, accommodation or global context learning style, observe the whole and do not focus on the detail. They work on many issues at the same time and follow their intuition more than logic.

The subjects with a reflective, diverging or sequential learning style prefer to maintain control over their learning by doing one thing at a time and following the process step by step. This type of learner is characterized by being meticulous, linear and data collector.

The subjects with a predisposition to a theoretical, assimilation or conceptual learning style prefer theory to practice. These learners prefer talking and thinking than doing. They are methodical, logical and objective. They feel lost without instructions. Learners with a pragmatic, converging or concrete learning style prefer to learn by doing. These individuals are confident about themselves and very determined. They also like to apply what they have learned.



Figure 1: Alonso, Gallego and Honey; Kolb and Jensen learning styles.

In this poster, we present the preliminary results achieved concerning the learning styles found during the investigation, taking into account the translation tasks performed.

METHODOLOGY

As part of this research, a descriptive study of twenty-six second year translation students at the University of Aveiro was carried out, within the context of the practical lessons of the discipline *Theory and Methodology of Translation II*. To describe the translation process of the students, different instruments to collect data were used such as interviews, analysis sheets of source and target texts, tests, surveys, the software Windows Media Encoder, among others. The *Windows Media Encoder* is a computer program that allows the researcher to record the students' translation process in real time and view what they look up on the Internet.

RESULTS

Through the data collected, it was concluded that the learning styles of most of the students changed from task to task.

Furthermore, each student revealed more than one learning style that changed according to the task performed. There were found all learning styles in the translation tasks performed and also some combinations of them. However, students had a very low tendency to a theoretical style. During the translation tasks, they revealed that they do not think sequentially, opting to deal with many issues at the same time and oscillating between the different steps of the translation process.

Students with an active-pragmatic combination of learning styles showed a creative, impetuous and sometimes unconscious spirit, very characteristic of the active style. They also revealed the desire to test in practice, which is a

characteristic of the pragmatic style. The individuals with an active style worked in multiple issues at the same time and followed their intuition when having a difficulty.

Students with a predisposition for the pragmatic style were very fast, practical and went straight to the point, without giving importance to details. They were very confident about themselves and their knowledge. That is the reason why they did not invest a lot of time searching for equivalents or simply took the first equivalent they found.

Some students with the reflective-theoretical learning style demonstrated to be very thoughtful and exhaustive during the process, which characterize the reflective style; and very methodical and rational, which illustrate the theoretical style. There were also identified students with the reflective style that tended to be more linear and methodical in the translation process. They invested a lot of time reading the source text and searching and confirming terms. Students were very careful and cautious during the translation process.

Despite being an implausible combination, some students revealed an active-reflective learning style, because they demonstrated astuteness, which is a feature of the active style, in terms of creativity and development of ideas; but caution, which is a feature of the reflective style, in terms of prudence and thoroughness, when choosing the translation for a certain term.

CONCLUSION

Throughout the various tasks, the students revealed their tendencies to a particular learning style or combination of styles and their ability (or not) to transit between them. Being able to know the translator as learner, will serve to understand even better the translation process and the actions of the translator. In brief, the study of the translator's learning styles is fundamental to the pedagogical side of Translation because it will develop and improve the skills of the future professional in translation through self-knowledge.

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