

HISTORICAL LINGUISTICS IN TRANSLATION TEACHING: A VIEW ON TRADITION IN TRANSITION

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Abstract: *Bachelor's degrees in Translation and Interpreting in Spain date back to the early 1990s. When they started, they were clearly separated from degrees such as English Philology (now English Studies), and there were good reasons for doing this, since the aims of both are quite different. However, there can be no doubt that for translation in the field of the humanities and even more so in literary and audiovisual translation, knowledge of some historical aspects of both the source and target languages is essential. This does not require specific courses such as the ones in a Philology degree; rather, the paper argues that issues such as language change and linguistic diversity should be included in the language classes and courses on literary and audiovisual translation. Just as translation students need to acquire notions of literary and cultural movements, they must also be made aware of linguistic change. This is especially relevant for aspects such as semantic change, forms of address or phonetic diversity and the consequences for word play, especially when dealing with the Modern English period, in texts and film scripts. The transition to the relatively new area of Translation Studies had to include part of the philological tradition.*