► DISCOURSE ANALYSIS TOOLS AND CRITICAL APPRAISAL OF INFORMATION IN TEACHING TRANSLATION

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Purpose – The purpose of this paper is to present the findings of the research on how discourse analysis can contribute to fostering the skills of critical appraisal of information of students of translation.

Design/methodology/approach – The research has been conducted in the qualitative paradigm**.** The methodology of the constructivist grounded theory has been applied in data collection and analysis. For this research, 15 in-depth interviews with students, teachers, educational technologists, librarians and administrators have been conducted.

Findings – The findings indicate that discourse analysis and critical appraisal skills are vital in the heavily technologized and mediated educational reality. Traditional critical thinking criteria are too general and do not specify in detail how multimodal texts are approached today.

Research limitations/implications – The scope of the research is limited because (i) most of the students interviewed are first year or second year students and (ii) the research participants' viewpoints are culture-specific and are derived from the accounts of their experiences in only three European countries: Lithuania, Spain, and the UK.

Practical implications – The recommendations pertaining to how translation should be taught and how critical appraisal is carried out are very practical, grounded in the experiences of the research participants and can be easily applied in the translation teaching classroom and beyond.

Originality/Value – Discourse analysis tools and critical appraisal criteria have been little researched in the context of the translation classroom. The issues covered by this research are relevant in the broader context of media literacy in higher education and can be tailored to numerous other fields beside translation.

Keywords: discourse analysis, critical appraisal, translation teaching, media literacy, higher education

Research type: research paper

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