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INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH VOLUME 6, ISSUE 09, SEPTEMBER 2017 ISSN 2277-8616 321 IJSTR©2017 www.ijstr.org Designing Course: An Initial Approach To Translation Teaching Roswani Siregar Abstract: Along with the human history, translation is the sustainable communication tool among the cultures to preserve this knowledge from generation to generations. Undoubtedly, both translation plays a very important role in an increasingly globalized world, and translators have the prominent roles in the development of countries.

Many translators really enjoy their work, but hesitated to teach a course due to their lack of pedagogical knowledge and believe that the translation skill is gained by personal experiences and talents. Thus, this paper attempt to promote the translation teaching in classroom by set the preliminary approach to teach translation. The sequences of teaching design are described by propose the brief definition to the nature of translation, the importance translation teaching, the translator competence, and design of translation course.

This paper is the preliminary approach to translation teaching for beginners in university setting. Index Terms: designing, couse, translation, teaching, course, design, classroom, ? 1 Introduction In In globalization era, translation is one of the main factors that contribute to the distribution and development of science and technology. For non-english speaking countries, the absorption of new science and technology is gained mostly through translated texts. According to [1] propose that translation plays a very important role in an increasingly globalised world.

Thus, the importance position of translators roles are undoubted in the development of

countries. Many translators, though really enjoy their work, but hesitated to teach a course due to their lack of pedagogical knowledge. One of the obstacles relating to teaching translation arise from the fact that mostly experienced and skilled translators believe that translation is learned by personal experiences and talents. Many of them admitted that their translation skill were not found in the classroom. Teaching is a profession that can yield something amazing when the right ideas and beliefs are implemented in the classroom.

Meanwhile [2] mentions that the purpose of teaching is not to teach students how to memorize facts, or how to know all the correct answers, but getting the students to truly understand the concepts being examined. Teachers may facilitate their own task and that of their students if they take advantage of the appropriate tools and strategies. Thus, this paper will propose the preliminary approach to teach translation for beginner by express the brief definition to the nature of translation as science and craft, why teaching translation is important.

It also attempts to suggest guideline how to design the translation course for beginners.

2. Literature Review

2.1 What Is Translation?

Translation is a sustainable communication tool throughout the human history. As the most effective of communication method, language has been employed to satisfy the need of communication. The human society uses this communication tools to make use of the knowledge of other nations and endeavor to preserve this knowledge from generation to generations. Thus, for hundreds years, the translation theorist has set definition to translation.

Some of them are as follows: According to [3] states that translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source text. Syntactic understanding is related to style and meaning. Understanding of semantics is meaning related activity. Finally, pragmatic understanding is related to the message or implication of a sentence. This definition does not states what is transferred. Rather, it states the requirement of the process.

Translating as a process, according to [4] means reproducing the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. In other words, translation is a transfer of meaning, message, and style from one source language to target language. [5] said defines the act of translating very briefly. It is the act of transferring meaning of a stretch or a unit of language, the whole or a part, from one language to another.

In today's world, translation has played a vital role in making communication between different nations with different languages feasible. According to [3], the twentieth century has been called the age of 'reproduction' or, as Jumplet (1923:16) points out 'the age of translation' [5].

2.2 What Is Teaching?

Teaching is a profession that can yield something amazing when the right ideas and beliefs are implemented in the classroom.

The purpose of teaching is not to teach students how to memorize facts, or how to know all the correct answers, but getting the students to truly understand the concepts being examined. Teachers may facilitate their own task and that of their students if they take advantage of the appropriate tools and strategies [2]. Teaching translation to students who are learning the target language at the same time necessitates taking into account two major issues: first of all, the fact that learning how to cope with translation related problems is not exactly the same as learning the language itself, although they go hand-in-hand. Second, it is vital to decide which teaching translation method is better to be used along with the method adopted for translation [6].

In order to be successful in teaching translation, teachers should be able _____ ?

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to merge the teaching techniques they may deem best for their students with those of teaching translation. The techniques adopted for teaching translation should be chosen with attention to both sides of the nature of translation: first its objective and theoretical principles and second the subjective part which is mainly related to the student's intuition and creativity [7].

2.3 Why Teaching Translation is Important

The increasing interest of translation teaching in foreign language classroom is obviously in last decade.

The translation activity also used for pedagogical purposes along with other traditional language teaching activities, such as reading, grammar exercises, translation that in fact perceived blernetobecocivetolerng" [8]. Translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or University, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills: reading, writing, speaking and listening. One of the possible ways to integrate translation in foreign language classes can be through the use of translation activities [9].

According to [10] admits that translation is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. As a form of

communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching. Moreover, translation heightens the language awareness. While translating students are focused on identifying differences in structure and vocabulary, they have to evolve strategies to deal with them and to negotiate the potential of both languages.

[6] proposes the usefulness of translation in foreign language classes lies in comparison of grammar, vocabulary, word order and other language points in the target language with the learner's mother tongue. Students are directly exposed to contrasting language systems of the target and the native languages. Therefore, the learners should be required to discuss and correct common mistakes. 2.4 The Competence of Translation Teacher The translation ability stands for an essential component of linguistic and professional competence and allows a future expert to comprehend professionally important information in a foreign language, and to produce a translation in the target language [11]. Therefore, "a translation teacher has to have knowledge and experience in translation and the ability to teach" [9].

[6] illustrates what a subtle form of torture teaching translation is: "teaching translation is an arduous job that mortifies you, puts you in a state of despair at times, but also an enriching and indispensable work, that demands honesty and modesty." In line with [9] said that the teachers of translation must be very proficient translators themselves, as well as capable instructors since the most adequate and competent teachers at university are those who, apart from their teaching positions, are also practicing professionals in the subject they are teaching. As for teaching translation, it is a very labor-intensive process, since each student's weekly assignments have to be evaluated in great detail and with extreme precision.

Translation teachers must as a result have considerable time and enthusiasm for their subject, as well as intimate familiarity with the current state of affairs in the business of translation [12]. This does not mean, however, that teachers should be working professionals who just happen to teach a few classes here and there. Students require and deserve full-time attention, meaning that teachers at best should be doing part-time work as freelance translators.

Translation teachers need to attend formal training in language and translation teaching, and should have some sort of certification or accreditation attesting to their ability to translate [9]. [12] and [13] argues that as a start, the teacher should spend at least one month in working in a translation firm either as a translator or a reviser. The requirements needed from the teacher to get best results of the course are as follows: (1) Sound knowledge of the SL and the TL, translation theory, transfer procedures,

cognition and methodology; (2) Comprehension of what translation is and how it occurs; (3) Permanent interest in reading various kinds of texts; (4) Ability to communicate ideas clearly; (5) Capacity to create, foster and maintain a warm work environment, i.e.,

an atmosphere of sympathetic encouragement and (5) Capacity to foster search and research. 3. Methods The main focus of this paper is to overview the translation teaching for beginners. One of the purposes of translation teaching is to enhance the foreign language skills that enable the learners to gain the knowledge from English text or publication. Thus, this paper aims to propose the design of translation teaching for beginners. The methods of the study are overview of the theoretical background, translation teaching design in classroom, and analysis of the results. 4. Discussion 4.1

Course Design When designing translation course is concerned, there must be a sort of balance between theory and practice although it is preferred to lean a little bit on practice, because it is practice that actually produces a good translator [13]. Thus, the translation course has to be designed in such a way that students who take this course will practice translating as much as possible. [14] designed the short course translation for beginner. The questionnaire is the suitable tools to collect the data regarding the interest and readiness of respondents to take the course.

According to [8] suggest that translation activities should meet the following criteria: 1) Language is used for a purpose; 2. Translation activities create a desire for communication; 3) Translation activities encourage students to be creative and contribute their ideas; 4) Students are focused on what they are saying, rather than how they are saying it; 5) Students work independently of the teacher, then 6) Students determine what to say or write. Consider the structure and nature of the course.

How long does it take? What kind of degree or certification do you receive at the end? Is that degree or certification respected in the profession? What classes will you take? Does the coursework reflect your interests while giving you the training you need to succeed in the translation profession? 4. Weigh carefully the benefits of the course. Try to figure out if the course truly advances your students' ability enough to justify the investment of time and efforts. Bell in [5] emphasizes the importance of materials and asserts that: 1. Materials given to be translated should in terms of texts and tasks. This will be a great help for the students if they face real-world texts and tasks.

INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH VOLUME 6, ISSUE 09, SEPTEMBER 2017 ISSN 2277-8616 323 IJSTR©2017 www.ijstr.org 2. Materials should stimulate interaction. If students are accustomed to discussing translation problems in class, it is likely that they are more critical in evaluating their translation

when they work as translators. 3. Materials should allow students to focus on formal aspects of the language. Therefore, students should be trained to decide how they should restructure the same message in different styles. 4. Materials should encourage students to develop learning skills and skills in learning-how-to-learn.

The class discussion in discussing the assignments are meant to provide students with efficient translation strategies: how to cope with the problem of long sentences, how to choose words etc. 5. Materials should encourage students to apply their knowledge to work as translators. It is assumed that students will know how to cope with problems of translation after they finish the course. 6. Materials and the teaching methodology are used with the goal that students are ready to become translators after they take the course. 2. Course Sequences Figure 1 describes the course sequences in the community such as below.

Course sequences Weeks 1 2 3 4 5 6 7 Figure 1. Course sequences in community The sequence of courses: A. Introduction. Talk to the respondents and give the questionnaire to see what they say about the translation course. Tell the benefit from this course. Interview the teacher and administration about the preferred method the students learning. Discuss the concise course plan. B. In the next session, give the student short texts to translate, then their translations are evaluated by their teacher, and finally the translations are discussed in great depth and detail among all the students in the class and the teacher.

The translation course may include literary (prose, poetry, theatre), journalistic (economics, politics, current news), technical, legal, and scientific texts so students are able to manage different kinds of texts both into and out of their native language. It is useful to translate, at the beginning, short sentences in order to be able to build a longer paragraph and deepen the structure of the single phrase later on [13]. The teacher will explain important points which are not covered by the students, especially the ones concerning theory or guidelines of translation.

In essence, translation course depends on giving students plenty of time to do very short translation assignments, then analyzing those assignments in every detail, and ultimately discussing the nature of their work, often with an extreme focus on student errors, in great depth. C. Give the translation theories To avoid literal translation, it is ontodct den tteny m grammar and lexis towards whole-text and translation-task issues. This includes getting students to provide a summary of a foreign text as a briefing to someone visiting the foreign country for a specific purpose; this helps to focus attention on relevance and appropriateness of material, on the information needs of the target audience, as well as the st yleostuts'Eng nth activity might be especially

useful for first-year students. Give the translation assignment.

The teacher will explain important points which are not covered by the students, especially the ones concerning theory or guidelines of translation. In essence, translation course depends on giving students plenty of time to do very short translation assignments, then analyzing those assignments in every detail, and ultimately discussing the nature of their work, often with an extreme focus on student errors, in great depth. D. Discuss the result in accordance with the theories. E. Give the assignment in work-groups. F. Give the questionnaire and providing the commentaries spaces to fill out by learners. 5.

Conclusion Translation is one of the main factors that contribute to the distribution and development of science and technology. For non-English speaking countries, the absorption of new science and technology is gained mostly through translated texts. The purpose of teaching is not to teach students how to memorize facts, or how to know all the correct answers, but getting the students to truly understand the concepts being examined. Teachers may facilitate their own task and that of their students if they take advantage of the appropriate tools and strategies.

Translation course has to be designed in such a way that students who take this course will practice translating as much as possible by notice the following criteria: 1) Language is used for a purpose; 2. Translation activities create a desire for communication; 3) Translation activities encourage students to be creative and contribute their ideas; 4) Students are focused on what they are saying, rather than how they are saying it; 5) Students work independently of the teacher, then 6) Students determine what to say or write. In order to be successful in teaching translation, teachers should be able to merge the teaching techniques they may deem best for their students with those of teaching translation.

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