Translation Teaching: in the Past and Present

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Abstract

The development of technology that allows free access to machine translation makes translation work becomes easier and faster. So far, however, there seems to be little discussion about a possible need for changes in translator training necessitated by these development. Teachers are always following the traditional pattern in which the methods and process of teaching translation are often overlooked. This paper is aimed at analyzing the shift in teaching translation in the past and present as it is caused by the current phenomena of free machine generated translator. This paper clarifies the shift by library study on recent journals and books relevant to the phenomena.

Key words: teaching translation, traditional pattern of translation, machine translation

INTRODUCTION

Translation as the subject in teaching for foreign language has been taught in Indonesia universities for a long time and there are still problems regarding translation teaching, since many of universities which have English department lack of some specialization in translation teaching. Therefore, they are not intimately familiar with the difficulties of translation and cannot connect translation theories with appropriate methods in translation teaching. While translation studies in many countries have been flourishing since in the past time to current time. The changes through decades might affect to the translation teaching, particularly to the methods as well.

Translation teaching in Indonesia is still growing rapidly. So far there is only one university that has a level of education of undergraduate for translation. Other colleges that have majors in English literature and English education majors do not have a translation of the first undergraduate level course although translation theory and translation practice taught in a semester. There are several reasons why translation to undergraduate level is still difficult to develop in Indonesia. First, the field of translation

and a rendering requires a good mastery of the source language (English) and target language (Indonesian). In fact, the ability of our students in the Indonesian language and English, in general, is not so good as a result and not so qualified the second teaching field. Many of the students have not been able to pour their ideas in the Indonesian language properly. Similarly, students who majored in English literature or English language education find it difficult to express their ideas in English. Second, to master the field of translation and language switching process takes a very long time. Time to take a four-year undergraduate is actually enough to educate students to become candidates for the translator. However, subjects in the field of translation are not entirely focused on the field of translation. Third, there is a tendency of teaching translation and a rendering more emphasis on the teaching of Indonesian and English. So, in the process of learning the basic concepts of translation theory and practice of translation is to be focused.

Concept of Translation

The most accurate translation tool is human mastering language, at least two languages. Written by experienced teachers, translation is an essential resource for students studying foreign language and applied linguistics as well as translation studies. Translation n. 1 the act or an instance of translating. 2 a written or spoken expression of the meaning of a word, speech, book etc. in another language. (Oxford English Dictionary). The first of these two senses relates to translation as a process, the second to the product. This immediately means that the term translation encompasses very distinct perspectives. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text, TT). The second sense centres on the concrete translation product produced by the translator. This distinction is drawn out by the definition in the specialist Dictionary of Translation Studies (Shuttleworth and Cowie 1997: 181) in (Hatim and Munday 2004: 3). The definition of translation above focuses on the process and product. This means that the process of translation is very important because when the translator is translating the ST into the TT, he/she always considers and thinks not only the meaning of the words alone but also the contextual and cultural meanings. The result of translation process is translation product. The types of translation products are written products like literary and technical translations and translation forms like audiovisual translation. The following example is illustration of the translation product. J. K. Rowling's Harry Potter children's

books have been translated into over 40 languages and have sold millions of copies wolrldwide. It is interesting that a separate edition is published in the USA with some alterations. The first book in the series, *Harry Potter and the Philosopher's Stone* (Bloomsbury, 1997), appeared as *Harry Potter and the Sorcerer's Stone* in the USA (Scholastic, 1998). As well as the title, there were other lexical changes: British ***biscuits, football, mummy, rounders*** and ***the sweets sherbet lemons*** became American ***cookies, soccer, mommy, baseball*** and ***lemon drops.*** The American edition makes a few alterations of grammar and syntax, such as replacing ***got*** by ***gotten, dived*** by ***dove*** and ***at weekends*** by ***on weekends,*** and occasionally simplifying the sentence structure. (Hatim and Munday 2004: 5).

Translation Methods in Language Teaching

Translation method is a method that is widely used in foreign language teaching. The principle used in this method is that the mastery of a foreign language learned by the students can be achieved by doing translation exercises from languages taught to the students' native language or vice versa. This translation exercises are the main exercises in this method. The order of material given in the lesson is usually the same as the order of material provided in the grammar lesson. The choice of words given is based on the text used. Every lesson is given grammar rules, lists of words and their translation into the native language and the students do exercises on translation from and into the languages taught.

Translation method is primarily intended for the written language, not spoken language. Therefore, exercises for spoken language acquisition are not included in this method. Thus, the goal that can be achieved by this method is limited to reading, writing and translation.

Aspects of the advantages in this method are:

1. This method is very practical and it can be used in any type and condition of school, does not require many efforts and cost. Teachers who use this method need not to be trained on the language they teach. Teachers do not need to master the correct pronunciation, grammar, and vocabularyof the language they teach. Materials needed to be mastered are the texts that will be translated. This method is easy to implement and can be used in a large class size. In foreign language teaching, this method seemswi dely used, and in Indonesia it also seems to be still used today.

2. Teachers, in a short time, can impart knowledge about words. This is made possible by the use of mother tongue in almost every teaching situation. By this way of translation, giving an explanation and restrictions of mother tongue taught to pupils can be avoided waste of time and unnecessary effort.
3. Learners can quickly master the meaning of words that they learn and confusion of the meaning of words and grammar rules can be prevented. By applying these exercises, the language usage of errors for learners can be avoided.

Aspects of weaknesses in this method are:

1. The goal that can be achieved only limited knowledge of words and grammar rules and reading, but writing and speaking ability cannot be achieved with the best.
2. To achieve the knowledge and mastery of the words he uses is imperfect. There are no words or expressions available in a language equivalent which is exactly the same as any other language. How to learn words is best seen in the context. Understanding the actual words can only be obtained by expanding the experience in that language. The words always have a certain value in each use.
3. The habits to translate word-for-word is an obstacle to capture the sense of translating group words in a sentence. Capturing the sense of the group words is very important to do a good reading.
4. Because of the time that is most used for translation exercises, then the students have no time to speak at all.
5. The use of new language with native language together results less good effect. Therefore, the teacher sometimes hesitates when he/she uses a foreign language and changes to use mother tongue. It can happen though the teacher has mastered both languages.
6. Student using their mother tongue is earlier than foreign language they learn. If the teacher lets them use their mother tongue, their willingness in using foreign language will decrease because they feel that foreign language is more dificult than native language.

Translation Teaching Methods

Doing translation needs a good translator. For the needs, one way that should be done is teaching translation to students from the early studying foreign language. The best time for teaching translation is when the students are studying foreign language. In

Indonesia English is decided as a first foreign language from Junior High School to University Student. Where should translation teaching stage be started to be taught? To answer this question needs to consider some factors:

1. Students' mastery on their native language (SL) must be good;
2. Students' mastery on their foreign language (TL) must be good.
3. Students' general knowledge must be good.

Translation is interlingual process from Source Language to Target Language. Therefore, before getting translation teaching, students have to master SL to communicate orally or in written forms. If they don't master the SL well, they will get difficulties and handicaps in expressing the TL because translation is to find the similarity or synonym which is closely related to the SL. However, meaning is not only determined by lexis and grammar but also text, situation, and background of social culture.

The following are the steps of presenting the material to the students. The teacher askes the students to write the sentences on the board 3 or 4 or 5 sentences taken from the text. Then the teacher asks the students to translate the sentences into the TL and the teacher leads them how to translate by guiding them how to find the meaning of difficult words on their dictionary. Besides, the teacher also asks them to translate the sentences by looking at the contextual meaning or grammatical meaning.

Lina is a teacher in a Senior High School. She teaches grade four. She has 33 students in her class, 15 boys and 18 girls. She likes her students, and her students like her. She is very patient and helps them a lot. She is very good teacher.

1. She teaches grade four. - *Dia mengajar kelas empat.*
2. She has 33 students in her class. - *Dia mempunyai 33 murid di kelasnya*.
3. She likes (her) students. - *Dia menyukai muridnya*.
4. She helps them. - *Dia membantu muridnya.*

The translation above is word-for-word direct translation. Every word in English is replaced with the equivalent of Indonesian. The pattern of the sentences is Subject + Verb + Object. The way of this translation is called word-for-word translation. The certain sentences in the text above cannot be translated word-for-word directly. Then the teacher asks the

students to write the sentences on the board which are different from the four sentences above.

1. Lina is a teacher in a Senior High School. - *Lina seorang guru di Sekolah Menengah Atas*
2. She is very patient. - *Dia sangat sabar.*
3. She is very good teacher. - *Dia guru yang sangat baik.*

The first sentence is not translated word-for-word – '*Lina adalah seorang guru di sebuah Sekolah Menengah Atas'*, because it results an uncommon or unatural translation. Therefore, it needs adjustment with Indonesian grammar, like omitting the word '*adalah'*, ordering the phrases with the rules D-M (*Diterangkan – Menerangkan*), '*Menengah Atas Sekolah'* becomes '*Sekolah Menengah Atas'*. In the second sentence, the word '*is'* is not translated '*adalah'*, it is omitted. In the third sentence, there is omition '*adalah'*, the adjustment of '*seorang sangat bagus guru'* becomes '*guru yang sangat baik'*.

A sentence containing idiomatic expression sometimes cannot be translated word-for-word or literally. The sentence is translated in free translation or idiomatically translated. Let's look at the following examples:

1. Most people get headache from time to time.

'Sebagian besar orang mendapat sakit kepala dari waktu ke waktu'. (word-for-word translation)
'Sebagian besar orang kadang-kadang merasa sakit kepala'. (free translation)

2. It's raining cats and dogs.

'Hari Hujan kucing dan anjing'. (word-for-word translation)
'Hujan turun dengan lebat'. (free translation)

3. God with them.

'Tuhan dengan mereka'. (word-for-word translation)

'Tuhan bersamanya'. (literal translation)
'Jangan kuatir dengan mereka'. (free translation)

A discourse perhaps consists of simple expression and complex expression. A number of sentences can be translated in word-for-word, but the others are translated literally and idiomatic expressions are translated in free translation. So in translating a text or discourse, we may use the three techniques alternately.

Traditional Methods in the Past

In most classrooms the dominant approach used is by asking students to read and translate in which the instructor makes the students prepare a translation of a text for the next session and read them for the whole class to identify problematic areas of translation to be discussed in the class. This minimizes class participation to at most four or five students and makes the class atmosphere boring since mostly 30 to 40 students in each class and the rest of the class remains inactive because the instructor does not have sufficient time to ask other students. Such problems can be solved if instructors apply methods based on group activity.

The student who simply arrives in the classroom, makes his translation only paying attention to language, then goes back home and returns next class to work with whatever material his instructor has decided to bring to class, without any sort of preparation or conscious work, will never improve to the better routines.

If a professional translator must go from the field to the text, and vice versa, countless numbers of times, then that is precisely the order instructor should give to the students' tasks. Right from the start, the future translator should acquire the habit of research and learn to look for any piece of information necessary for his work. These habits and skills will develop only as a result of the teacher's guidance, orientation, instruction, and encouragement.

Accordingly, the translation instructor should first guarantee that his students hold of a background on the field, the subject matter at hand. This stage of recognition with the field or subject matter may be developed either in the target language (TL), the source language (SL), the translator's mother tongue—should it be other than either the SL or the TL—in any other language known by the translator, or in all of them. The essence of this process is that translator acquires a background that will allow him either to know the

content of the text or, at least, comprehend the elements that will simplify his understanding.

The process as such should not be viewed as a linguistic analysis of the subject but rather as a cognitive approach to the notions it involves. Further to the process would result in the cognition on the part of the students of just a few phrases, collocations, and terms only in the form of equivalents. The processes and notions they identify, however, will never be understood, which in turn will probably lead to lexical misuse and loss of reference. If, on the other hand, the teacher focuses his work on the learning, the result will be that students will understand the terms that indicate them, the ways to say things, the style, i.e. the linguistic means specialists like the author they translate employ to convey messages.

Modern Approach at Present

In western nations in the 1960s, teaching styles altered in line with generational shifts, and academics made an effort to incorporate linguistic, psychological, communicative, and cultural ideas into the classroom. The most important approaches were those of the humanistic and communicative branches, which disapproved of the theories of the earlier structuralists and did not support teacher-centered techniques. Humanistic approaches make the assumption that a learner is someone who can actively improve his or her performance and competence while also having a beneficial impact on the performance of teammates and classmates. Arnold claims that "this kind of learner is not considered as one who just receives the instructor's knowledge" (Arnold, 1999). The learner's emotions and sentiments are particularly crucial in these theories because they are a determining factor. these ideas, the learner's feelings and emotions are equally crucial because they have a significant impact on how well they perform. Recent research in neurobiology has supported these views, demonstrating "a close correlation between the performance of the brain and feelings and the results obtained from the learning process" (Buzan, 1991). The humanistic-inspired cooperative learning strategy, which places a strong emphasis on group learning, can help lessen peer pressure, improve communicative and social skills, and build a bridge across linguistic and cultural barriers to foster group cohesiveness and learning. Additionally, according to the Social Constructivism theory, learning is "a social act, which depends on the knowledge produced by the learners' prior knowledge and experiences" (Király, 2000)

Teaching depends on the main focus of the teachers' theoretical bias. Teachers should even make this bias clear to their students so that the students are fully aware of the teacher's aims and goals in classroom practice. Along these lines, some pedagogues focus on discrete linguistic units preferably below sentence level - on contrastive or comparative practices, and on translation procedures (in the Vinay and Darbelnet tradition). Rosell Ibern (1996) is a representative of this trend. According to Rosell Ibern, translation involves a difference, an irrecusable loss. This is why teachers must improve students' abilities to resolve these differences. In order to do this, students have to learn about typographical features in the source and target language, false friends, reference markers, semantic incoherence, and lexical divergences. The syntactical and structural gaps that Rosell Ibern focuses on include the gerund, the passive voice, relative clauses, word order, and syntactical ambiguity. She also discusses idioms and metaphorical language.

Teachers are to start courses with instructional texts, those which 'tell' recipients in the target-language culture what to do. Legal texts are particularly useful for classroom translation practice because: texts of this particular type have conventionally developed a more or less finite set of structure formats that are highly formulaic texts. The various instructional forms are thus 'routines' which the translator either knows or simply does not know. But, if not known, these formats and terminologies are learnable with remarkable ease, since what is involved is essentially a finite set of conventional formats and a finite list of conventional vocabulary. (Hatim and Mason, 1997:189-190). Instructional texts would tend to require 'literal' translation. At the second learning stage, exposition would be commented on and translated in class. Translation of exposition could vary in terms of the proximity to the source text. At a third stage, argumentative documents are to be presented to students who may often compose very dynamic renderings. Other teachers prefer to arrange their classes around the Skopos' theories. Elena García (1990;1994; 2001) organizes her translation classes from German to Spanish according to two major parameters: microstructure and macrostructure. Together with a study of semantic features (text content, topic, and meaning structure) and form, she requires students to address the functionalist question: Who says what through which channel to whom with what effect? (Elena García 1990:24). The answer to this question clarifies clients' needs before the translation process and therefore determines which translation strategies

students are to use. Contrary to Hatim and Mason (1997), who tie source-text types to translational behaviour, Elena García advises students to analyse the translational macro-textual settings and to study clients' needs before they decide how to render a specific source text into another language and culture. In order to do so, she exposes students to three different texts: articles from newspapers, advertisements, and literature.

The Era of Machine in Translation

Translation can be done manually or automatically. Translation manual translation is done entirely by humans without the aid of computer translation system. Although the translation is done manually by humans, but actually in the process of translating a text, translators utilizing computer word processing (word processing), while machine translation is a translation that is done with or without human assistance (Lawson in Nababan, 1999). Automatic translation with human assistance is automatic translation by computer but human involvement is still necessary as translators are at the stage of pre-editing and post-editing. Such translation can be performed interactively is by involving humans as interpreters remain secondary to interact with electronic dictionary, which is available in the computer system in search of the source language equivalent word in the target language.

Advances in the field of machine translation or a new computer at this stage of development of programs is capable of producing raw translations, which can be improved to produce better quality subtitles. On the other hand, improvements to the raw translation is still requires human translation capabilities. Although, in some cases, the processing of source language appropriately with the help of machine translation, translation produced with better quality, with a slight improvement or no improvement at all. With the development of automatic translation process that has advantages in terms of speed and easily accessible, it indirectly affects the translation teaching in the classroom.

Nowadays, the development of automation machine translation (MT) effects on translation teaching. Free translator machine can be accessible via the internet. Not less than three machine translators are often used by students and other users in the translation to translate native language text into the target language. Most accessible for ease of use is Google Translate.

For the present and immediate future, the uses the more general public makes of MT are restricted to fast translation for common users, when human translation is out of

the question because of time and other factors. The on-line MT engines are aimed at helping tolerant users deal with many purposes of translation. However, at another level human aided MT, in which the human translator often pre-edits the text, or applies the criteria of controlled language, and works with special language domains, as described in Austermühl (2001: 164-5). After the MT process, the human translator will post-edit the text before publication. There is every reason why university programmes for human translators should include training in human-aided MT. The professional translator today has to learn to make the best of the technology available, and the only way to avoid being a slave of these systems is to understand how they work and use them to advantage. However, most professional translators earn their livings by translating more technical texts and, as MT and other forms of common translation technology improve, it is also understandable that they should feel threatened by their possibilities.

The main problem as it is opposed by Hutchins (1986), however, was to develop appropriate systems of classification, and there were various problems that had to be faced since no two languages have exactly parallel grammatical and lexical systems, or even completely parallel systems of linguistic analysis or related terminologies in which to discuss them, this was not easy. On top of this, the rules used by the different MT engines do not necessarily coincide with more generally known linguistic classifications and had no access to them. Besides this, the linguistic theories that suit analysis of human translation - systemic-functional analysis, text linguistics or discourse analysis - differ greatly from those used for MT.

Latest Trends of Crowdsourcing

Crowdsourcing is a new model that opens the way for collaborative processes. In the past crowdsourcing of ideas was limited to the employees and in some cases the partners of enterprises; today crowdsourcing is additionally used in enterprises as such and also between customers and vendors; the focus is on the way users and companies interact through the medium of the Internet. It is about a large group of people who are available and willing to perform a task that an outsourcer(s) had asked for. It should be pointed out that crowdsourcing can also be used outside companies as well. This is the crowdsourcing situation today; however, it may be changed, as crowdsourcing is a trend indeed and thus constantly adapted to a time's and market's needs; crowdsourcing is not a technology from the view that it does not need an engine (as in the case of Machine

Translation, MT), but is facilitated through Web 2.0. Web 2.0 harnesses the potential of the Internet in a more collaborative and peer-to-peer manner with emphasis on social interaction. Crowdsourcing can be found in different domains, such as art, IT, electronic consuming, tourism, and many others. Users and customers exchange opinions and ideas also with vendors in order to promote innovation for the company and adapt the company's solutions to end users' needs and preferences.

CONCLUSION

Along with the development of civilization and technology are controlled by humans, the teaching of translation is also developed. In translation teaching cannot be separated by the method or approach to teaching translation. Translation method was experiencing adjustment, or if it can be said 'change', when the changes in the translation process. Translation is a skill, but it also is an art. Factors to be considered in translation are knowledge and skills in teaching translation. Therefore, the basic skills of students in the source language and the target language must be assured. Teachers also need to have basic skills. This is significant because, based on reality, many teachers are still not producing the work of translation, or translations of their works have not been evaluated by a professional translator. As well as the method or approach used by teachers from time to time also affect the results of student understanding.

The skill of translation is not an exact skill that can be mastered only by one step. To master the translation, continuous exercises to improve and shape the experience that is needed in this area to teach students. Any activities conducted by the teacher will add to the experience and readiness in anticipation of various experiences to the student's improvements. Following the development of teaching translation from time to time, in particular teaching method or approach translation, at least there are things that are important to conclude that the teacher / instructor of translation always update knowledge of cutting-edge methods of translation, such as the use of a machine translator which accelerates the translation process. In addition, it is important that knowledge translation related studies, such as linguistics, cross-cultures, and grammatical and lexical features are needed as the basis to be human translator that will improve the work of machine translator.

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