

TEACHING TRANSLATION STUDIES AND THE EFFECT ON STUDENTS' TRANSLATION APPROACHES

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Abstract

It is arguable whether translation is a scientific approach. Academics have attempted to theorise translation; however, universal acceptance is yet to be achieved. Translation courses at Srinakharinwirot University are generally practice-based, and lack meaningful teaching of translation theories and concepts. This research examined thoughts and ideas found in essays titled 'My Translation Approach', written by students after their translation studies lessons. The findings indicated that the inclusion of translation studies in a syllabus of a translation course positively contributed to the students' understanding of translation principles, resulting in implications related to innovative design to improving future translation courses.

Keywords: Translation, Teaching Translation, Translation Studies, Translation Approaches, Translation Course

I. Introduction

Background to the Study

The work of translation has had a long history both in the Western world and even in Thailand. In the West, it was believed that translation was the work of the Romans (Bassnett, 2002) whereas in Thailand it could be stated that translation between Thai and Khmer possibly existed since the Sukhothai era. Translation continued on to the realm of Ayutthaya where both Thai and Khmer were common languages; therefore, it was even reasonable to claim that Ayutthaya was in fact a bilingual community (Khanittanan, 2001). After Ayutthaya period came the current dynasty of Chakri. Starting from King Rama 4, trading with the West and Christianity gave rise to the importance of the English language and this resulted in the

need for translation (Darasawong, 2007). The role of English language and translation has continued on until the present days.

Today, especially now in Thailand where ASEAN Economic Community is in place, together with the world of globalization, it is undeniable that the need for translation will continue to grow. The presence of the English language is commonplace, not to mention other ASEAN languages that may emerge in Thailand. As a result, translation of other languages into Thai and vice versa will continue to increase in Thailand. As long as there is more than one language in the world of communication, translation will always have its role to play, translators produce works in order to link people together linguistically, culturally, and socially. As Salwak (2008) stated, without translation works by the dedication and talent of translators, literary and cultural heritage would be lost.

Translation courses are generally common in university curricula especially as part of a degree in English. At the Department of Western Languages, Faculty of Humanities of Srinakharinwirot University where the researcher is a full-time lecturer, there are several translation courses as part of both the Bachelor and the Master of English. Through the researcher's experience in the field of teaching translation, many feel that translation is a skill-based task of changing a source text into a target text. However, translation is more complex than that. As Bernacka (2012, p. 110) stated:

Translation is not merely an interlinguistic process. It is more complex than replacing source language text with target language text and includes cultural and educational nuances that can shape the options and attitudes of recipients.

Considering the statement above, it is clear that translation is not an easy task especially when it involves sociolinguistic issues where not only linguistic features are of importance but cultural aspects of the target text are equally important. As a consequence, it is essential that educators take careful consideration and spend sufficient time to train their students to become successful in their translation skills.

Statement of Problem

As previously mentioned translation is seen to be a skill-based task, resulting in a number of translation teachers, especially in Thailand and possibly in other parts of the world, training their students merely the practical side of the coin. The theoretical dimension or the concept behind

translation studies is generally ignored. In other words, translation teachers consider that the theories of translation studies are not a vital aspect of teaching in their translation courses. Exception may apply to a degree with specialisation in translation such as the Master of Translation at Chulalongkorn University in which there are specific courses that deal with translation history as well as translation theories.

However, a basic course in translation such as the Principles of Translation under the Bachelor of English and the Bachelor of Education (English Major), Faculty of Humanities, Srinakharinwirot University in which translation theories are only briefly taught or not taught at all. The researcher is of the opinion that this practice is done due to the notion that translation theories are not beneficial to the students in terms of their skills in translation. Nevertheless, Pusztaï (2010) in a conference presentation on 'Liberating Theory – The Importance of Translation Theory in Translator Training Programmes', claimed that translation theories may contribute to better quality translated works by translators as the translation theories could help the translators to be more conscious when they translate texts. Therefore, the researcher is of the opinion that translation studies play an important role in developing foundation for the students' translation skills. Thus, it would be worthwhile for the researcher as instructor of translation courses to explore the effect of teaching translation studies on students. Note that the focus of the translation for this course is written translation. No content of verbal translation otherwise commonly referred to as interpretation is covered.

Objectives

1. To study the importance of teaching translation studies
2. To study the effect of teaching translation studies on students' translation approaches
3. To create a new generation of syllabuses for translation courses

Research Questions

1. How is teaching translation studies important for translation courses?

2. How does teaching translation studies affect students' translation approaches?

Theoretical Framework

This research is based on the Schema Theory of Rumelhart (1980). Rumelhart's theory was a product of the idea originally proposed by Frederic Bartlett (1932 cited in Zeng 2007) who studied the role of constructive memory of people in their language learning in relation to how people recalled their past memory or experience. In Bartlett's study, it was found that people often created new information through association with existing information in their memory or experience. Therefore, Bartlett defined schema as "an active organization of past reaction or of past experiences, which must always be supposed to be operating in any well-adapted organic response" (Bartlett, 1932 in Arbib *et al.*, 1998).

According to Rumelhart (1980), a person's memory is presented and used based on existing memory or experience of the person. If there is not existing information in the person's memory, new information can be created. Therefore, based on Rumelhart's Schema Theory, a person's memory or experience can be both activated and created. If the person relates the existing memory or experience to what the person is encountering, the person activates the memory or experience. However, if the person is dealing with information that the person has never experienced before, the person creates new information.

Application in This Research

On the basis of the theoretical framework of Schema Theory, it can apply in the current research as shown in the following figure.

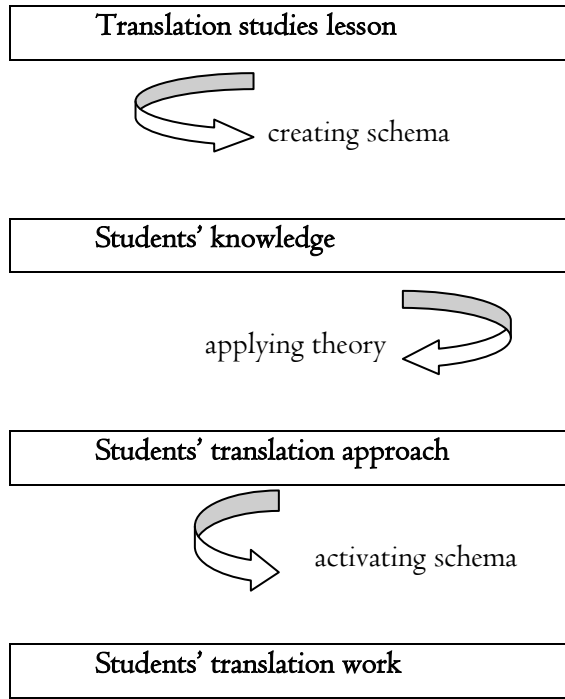


Figure 1: Application of schema theory and the research

According to the figure above, it is assumed that prior to the translation studies lessons; students do not possess any knowledge of translation studies. The figure also indicates that the students' knowledge of translation studies is created through translation studies lessons. After the lessons, the students are deemed to have knowledge of translation studies. To proceed to translate texts, the students then apply their existing knowledge of translation studies in their translation approach. In this stage, the students simply activate their existing schemata in order to complete the process as per the Schema Theory.

2. Literature Review

Brief History of Translation

Translation has its long history both in the Western literature and the Thai counterpart. The history of translation in Thailand is not as comprehensive as the Western one as there is much less literature in the field

as compared to that of Europe; therefore, this part of the literature review will pay attention to the history of translation in Europe. Bassnett (2002) divided history of translation into different periods as demonstrated in the table below:

No.	Period	No.	Period
1	Problems of period study	8	The 18 th century
2	The Romans	9	Romanticism
3	Bible translation	10	Post-Romanticism
4	Education and the vernacular	11	The Victorians
5	Early theorists	12	Archaizing
6	The Renaissance	13	The 20 th century
7	The 17 th century		

Table I: Periods of translation history

In the early period of translation history, the first concept of translation was introduced by Cicero who brought the term word-for-word into the history of translation. This can be found below in which Cicero stated that when translating texts:

And I did not translate them as an interpreter, but as an orator, keeping the same ideas and forms, or as one might say, the 'figure' of thought, but in language which conforms to our usage. And in doing so, I did not hold it necessary to render word for word, but I preserved the general style and force of the language (46BCE 1960 CE, p. 364 as cited in Munday, 2001, p. 19)

According to Cicero's statement above, Cicero explained that when he translated a source text into a target text, he did not feel that he had to translate the text word for word. In fact, Cicero was of the opinion that sometimes his translation would have sounded uncouth, if he had translated word for word the source text and the target text (Cicero, 1959 as cited in Bassnette, 2002). This means that Cicero generally translated texts word for word but under certain circumstances, it was not necessary for him to employ the same method.

Cicero's statement lived on for a few centuries until St. Jerome employed the term sense-for-sense in his translation work. When St. Jerome translated texts from Greek into Latin, he explained that

Now I not only admit but freely announce that in translating from the Greek – except of course in the case of the Holy Scripture – I render not word-for-word but sense-for-sense (St. Jerome, 395 CE/1997, p. 25 as cited in Munday, 2001, p. 20)

According to what St. Jerome explained above, it can be construed that St. Jerome did not translate texts word for word in which the idea had already been suggested by Cicero in his work during the first century. However, the significance of St. Jerome's approach contributed to the history of translation in a sense where he introduced the new concept, which was sense-for-sense.

Another translator who contributed his work to the history of translation was Etienne Dolet. In his book 'La maniere de bien traduire d'une langue en autre' which translates to 'How to Translate Well from one Language to Another', which was published in 1940, Dolet suggested the following principles for translators:

1. The translator must fully understand the sense and meaning of the original author, although he is at liberty to clarify obscurities
2. The translator should have a perfect knowledge of both SL and TL.
3. The translator should avoid word-for-word rendering.
4. The translator should use forms of speech in common use.
5. The translator should choose and order words appropriately to produce the correct tone. (Bassnett, 2002).

The significance of Dolet was to do with translation and its effect on Christianity. Dolet was executed due to his work translating the Bible into French. This was because his translated work of the Bible did not completely match that of the original text. As a result of this, it can be understood that translation played an important role during that period in relation to its influence on religions.

Abraham Cowley was another important figure in translation history. His role became known to the world of translation when he translated poetry in which he stated that the original texts were not important to him as when translating poetry he imagined himself as a libertine translator (Bassnett, 2002). Therefore, it can be seen here that neither the word-for-

word nor sense-for-sense approaches could suffice in translating poetry. Thus, free translation was inserted into the history of translation.

To summarise the brief history of translation, it is useful to quote a statement by Steiner (1998, p. 319), which concluded that, throughout the history, translation is “‘sterile’ debate over the ‘triad’ of ‘literal’, ‘free’, and ‘faithful’ translation”. In essence, this means there are three main concepts of translation approaches throughout the history – literal, faithful and free translation.

It has been seen in this part of the literature review about how translation evolved in its history. The next part of the review moves on to discuss major theories in the field of translation studies.

Translation Studies

Since the time of Cicero, there have been a number of scholars who attempted to put forward their definitions and theories for translation. Among the most key scholars in translation studies is Nida who defined that:

Translation consists in reproducing in the receptor language the closest natural equivalence of the source language message, the first in terms of meaning and secondly in terms of style Nida (1964, p. I61-I64)

It is clear from the definition given by Nida that, in translation studies, there are at two languages involved – source language and receptor language. The latter is generally known as the target language. Meetham and Hudson (1972, p. 713 as cited in As-Safi, 2010) also defined the term translation similarly. According to them, translation means replacing a text from one language into a second language. Thus, one certain concept that can be drawn from the definitions of scholars is that the concept of translation is connected to two languages – one language is changed into another language both in terms of meaning and style. Jacobson (2000) categorised translation into the followings:

I. intralingual translation, or ‘rewording’: ‘an interpretation of verbal signs by means of other signs of the same language;

2. interlingual translation, or ‘translation proper’: an interpretation of verbal signs by means of some other language; and,
3. intersemiotic translation, or ‘transmutation’: an interpretation of verbal signs by means of signs of non-verbal sign

According to Jakobson, true translation is in his second category of interlingual translation while the first category is simply paraphrasing and the third is non-verbal sign language. This is because the second category involves at least two languages – an interpretation of one language by means of some other language.

For moving forward to the topic in translation studies, Nida was the first to claim that translation was a science or the science of translating (Nida, 1964). The concept of translation for Nida lies in the importance of equivalence in which, there are two kinds of equivalence – formal equivalence and dynamic equivalence (Ibid.) These two equivalence types are defined by Nida as follows:

Formal equivalence focuses on the message itself, in both form and content ... One is concerned that the message in the receptor language should match as closely as possible the different elements in the source language (1964, p. 159)

Whereas:

Dynamic equivalence is based on “the principle of equivalent effect” where “the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message” and this has to be “complete naturalness of expression (Ibid).

To put these in simpler terms, formal equivalence focuses on the source language and the target language being matched as closely as possible in their meaning and style. On the other hand, dynamic equivalence does not pay attention to the source language and the target language being matched as closely as possible but rather achieving the equivalent effect. This means the target language does not have to conform exactly to the meaning and the style of the source language, but it has to convey the same effect that the source language originally offers. The important aspect of dynamic equivalence is placed on the naturalness of expression in the target language after the source language is translated into it.

Newmark (1981) offered a new concept for translation studies. He critiqued the concept proposed by Nida some twenty years earlier by stating that the concept of equivalence was illusory and unlikely to ever be achieved. As a consequence, Newmark put forward the concept of communicative and semantic translation. Newmark (1981, p. 39) explained that communicative translation referred to “... attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original”. On the contrary, semantic translation “attempts to render, as closely as the semantic and syntactic structures of the second language allow; the exact meaning of the original” (Ibid.). Looking closely at Newmark’s concept, it may be possible to judge that his concept is not completely unheard of. In essence, his communicative translation pays attention to the effect on the readers of both the source language and the target language whereas his semantic translation focuses on the loyalty to the source language. Fundamentally, Newmark’s concept provides the same framework as Nida – communicative translation is dynamic equivalence and semantic translation is formal equivalence.

One other important translation theory is ‘Skopos theory’ proposed by a German theorist named Hans J. Vermeer during 1970s (Vermeer, 1984 cited in Munday, 2001). Basically, the Greek word ‘skopos’ means ‘purpose’ in English. The principle of this theory is that in translating a text, the process of it is driven by the purpose of that translation.

In addition to the major translation theories previously discussed, it is important to take into account the relevant themes of translation that may resonate the role of translation in contemporary society. Baker (2014) suggested themes such as representation, minority-majority relations, globalisation, the global economy, and global resistance. In Thailand, it seems that the theme related to globalisation, the global economy and the global resistance is the most appropriate construct for the purpose of translation. In general, Thai is the primary language in the country. The need to translate Thai into English exists for commercial or educational purposes. Another reason may be because of the influence the English language in the publish industry (Sapiro, 2010). Therefore, when translating a text from Thai into English, a relevant theme should also be considered.

Given the number of definitions given by a number of scholars as in the above discussion, it is important to form a specific definition for this research. In this research, translation studies refers to the concept or the

process, which serves as a guideline for students to follow when translating a source text into a target text.

This part of the literature review discusses key concepts and theories in the field of translation studies. The next part of the literature review moves on to examine how translation studies are applied in the world of teaching.

Teaching Translation

Since translation courses are not uncommon; therefore, there is a need for teaching translation. The question lies in the area in which what pedagogical approaches there are for teachers to offer their students. Snell-Hornby (1984, p. 105 as cited in Claramonte, 1994) explained the two sides of teaching translation below:

The teaching of translation has been seriously impeded by what can only be described as a great gulf between translation theory and practice. On the one hand, students express frustration at being burdened with theoretical considerations (both translation theory and general linguistics) which they feel have nothing to do with the activity of translating, and on the other hand scholars talk scathingly of translators who are unwilling to investigate the theoretical basis of their work, thus reducing it to a 'mere practical skill'

From the passage above, it is clear that in teaching translation the practical side of it is preferred over the theoretical side. This claim is supported by the fact that academics (Claramonte, 1994 and Gerding-Salas, 2000) in the translation field tend to agree with William Weaver, translator of the Name of the Rose who stated that translation was something translation could do by learning it. As a result of this, a large number of researches or academic papers on teaching translation have emphasised their focus on translation techniques or processes.

In the article on Teaching Translation: Problems and Solutions by Claramonte (1994), it was suggested that translation teachers should teach students to be able to read and comprehend the source message as well as interpreting. It was also suggested in this article that in teaching translation, teachers should select appropriate texts for students based on the level of difficulty and the objectives of translation.

Canning (2004) recommended various methods of teaching translation. The first method is using oral activities where translation teachers have students translate messages aloud. The second recommendation is group work. Although some students in a translation class are not fond of group work, it is still a recommended method. However, Canning suggested that students had to change groups every time when they attended a new translation class. Another method of teaching recommended by Canning was using technology. Gile (2005) had suggested another method of using evaluation exercises for translation so that students could analyse their friends' work.

Zainudin and Awal (2012) studied the teaching of translation through cooperative learning. They had students conduct translation work in two settings – group work and individual work. Their research focused more on finding the favourable translation class setting on the part of their students. The findings indicated that the majority of students preferred working independently over working in a group. However, the findings indicated that students enjoyed discussing their translated work with their friends about their errors and mistakes. Since this was the activity that the students enjoyed doing, it demonstrated that having students discuss their peers' work in class was beneficial for translation classes.

In an article written by Zralka (2007), four pieces of teacher advice were offered for a translation course. The first advice was 'criteria for pre-translation text'. This means the teacher should teach their students to be able to identify what type of texts they are to deal with in order for them to employ an appropriate translation method. The second advice was 'analysis of parallel texts as a source of information on their patterns and common features'. This piece of advice is concerned primarily about the study of contrastive analysis between the linguistic features of the source language and the target language in which the teacher should teach their students. The third advice was 'methodological guidelines on translation official documents as a kind of specialised text'. This advice was most relevant to the study of the current research as it deals with a concept of translation studies. For this third advice, Zralka suggested that the teacher should teach their students the concept of equivalence proposed by Nida. However, it is interesting to note that this article does not prioritise the concept of translation as the author placed it in the third piece of advice. Rather, the author perceived that identifying text type and teaching linguistic features to be more important than teaching translation concepts and theories. The final advice in this article was 'teacher's guidance to students on best translation decisions'. This

piece of advice basically suggests that the teacher teach their students to choose appropriate vocabulary, retain register of the source text, be sensitive to the reconstruction of the source text and so on.

One other important aspect of teaching translation is translation quality assessment. House (2015) suggested some approaches to assessing the quality of translation works such as the psycho-social approaches (based primarily on feelings and impressions) and the response-based approaches (based on the equivalent response, similar to the formal-dynamic equivalence concept by Nida). Despite their existence, these approaches are nothing new but the products of the major translation theories and concepts discussed in the earlier section. The researcher is of the opinion that there is no best assessment for translation. To judge whether translation is good or bad depends entirely on either the purpose or the objective of the translation – academic purposes, commercial purposes, legal purposes and so on. Therefore, a teacher of translation studies has to set appropriate objectives when teaching translation in order to appropriately assess the quality of translation works produced by students.

In this part of the search, it has been demonstrated that most researchers in teaching translation give weight to the teaching of translation techniques and classroom activities. Some scholar such as Zralka (2007) discussed the role of teaching translation concepts (equivalence concept); however, it was not the priority in her view. The next part of the literature review will look into a topic related to translation courses and their design.

Translation Course and Design

Designing a course is derived from the concept of curriculum development, which is described by McKimm (2007) as follows:

The word curriculum derives from the Latin *currere* meaning ‘to run’. This implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place. Curricula usually define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes, they should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. A curriculum is more than a syllabus. A syllabus describes the content of a programme and

can be seen as one part of a curriculum. Most curricula are not developed from scratch and all operate within organisational and societal constraints.

The development of curriculum began from two foundational works by Ralph Tyler and Jerome Bruner (Howard, 2007). However, the work of Bruner laid down the foundation for the concept of curriculum development in the present days. His idea was based around the basic structures in which “Learning should not only take us somewhere; it should allow us later to go further more easily . . . The more fundamental or basic is the idea, the greater will be its breadth of applicability to new problems” (Bruner, 1996, pp. 17-18). Howard (2007, p. 1) supports Bruner’s original ideas by stating that basic structures “enable students to understand as many of phenomena in that discipline and similar phenomena that may be encountered elsewhere”. For the purpose of this research, if the theoretical framework of translation studies is taught on the students, this will function as basic structures of the discipline, which should enable the students to tackle translation issues that may arise in their translation courses and even future translation careers.

Throughout this chapter, a wide variety of topics related to translation studies are discussed. These include the theoretical framework of schematic knowledge, history of translation, translation theories, teaching translation, and translation course and design. In the next chapter, methodology of the research is discussed.

3. Research Methodology

Research Design

This research is a two-phase design: documentary research and the classroom action research. Figure 3.1 below illustrates procedures of the design from the first step of Phase I through the final step of Phase II.

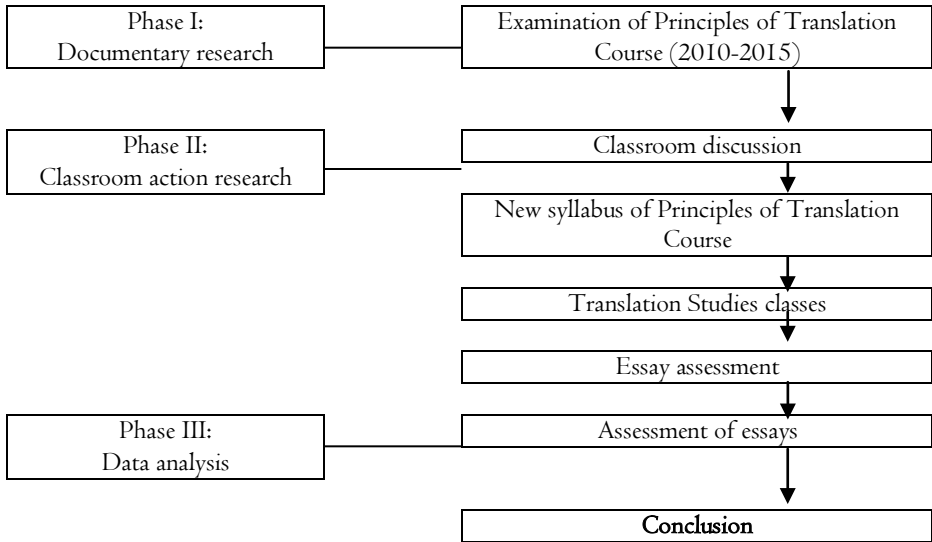


Figure 3.I: Research design

Phase I

A. Documentary Research

As the name of the research design indicates, this research intends to examine a specific set of documents of interest. As Bailey (1994) explained that documentary research is a means of analysing documents containing information a research wishes to study. It is a scientific method of rigorous adherence to research protocols (Mogalakwe, 2006).

This research intends to examine course syllabuses used from 2010 to 2014 for the subject called ‘Principles of Translation’, which is a subject in the Bachelor of Education (English) under the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University. This set of information is considered, as per the documentary methods, primary documents, which are produced by the creator of the original documents the researcher wishes to study (Bailey, 1994). This is true for the current research as the course syllabuses used from 2010 to 2014 the researcher intends to study were designed and written by the lecturer of the Principles of Translation subject during such time. The course syllabus will provide “mediate or indirect access ... of what happened at some previous time” (Mogalakwe, 2006, p. 223), which is one of the characteristics of documentary sources (Scott, 1990).

B. Source of Documents

The course syllabuses that the researcher intends to examine are public documents, which are available in the ...

C. Handling of Documentary Sources

In order to comply with the principles of handling documentary sources formulated by Scott (1990), quality control criteria of authenticity, credibility, representativeness and meaning have to be met for the current research.

a. Authenticity

The course syllabuses this research intends to examine are genuine documents. They are the original copies that were actually used by the lecturers who wrote the syllabuses during 2010 to 2014. Every syllabus of interest has the name of the author of each syllabus.

b. Credibility

The credibility of the course syllabuses of interest lies in the fact that they are not misleading documents. The course syllabuses the researcher intends to study were created by the lecturers of the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University during 2010 to 2014. This period was before the time the researcher started working at the Department of Western Languages. Therefore, the course syllabuses could not have been created for my benefit resulting in the course syllabuses being credible.

c. Representativeness

The course syllabuses the researcher intends to study were the only documents used as course syllabuses for the Principles of Translation subject during 2010 to 2014. Therefore, they represented the entirety of the documents.

d. Meaning

Scott (1990) explained that the ultimate goal of examining a document was to understand the information such documents contained. The course syllabuses the researcher intends to study for this research are in the form of course syllabus containing all of the necessary information for a course syllabus as per the standard of Srinakharinwirot University. The

researcher believes that the course syllabuses are easy to understand and meet the principle of the documentary research methodology.

Phase II

A. Classroom Action Research

This phase of the research is a Classroom Action Research (CAR) design, a systematic inquiry conducted by a teacher-researcher in relation to how their teaching is done and how their students learn (Miller, 2003). This is because the researcher intends to study a particular problem, which is believed to occur in the Principles of Translation that the researcher is currently a course convener. As Kemmis & McTaggart (1992) explained that CAR provides a systematic way of thinking about a problem found in a classroom in which a critically informed action is then implemented in order to solve such problem.

According to CAR’s model by Kemmis & McTaggart (1992), such model is used to design this phase of the research as shown in the following figure:

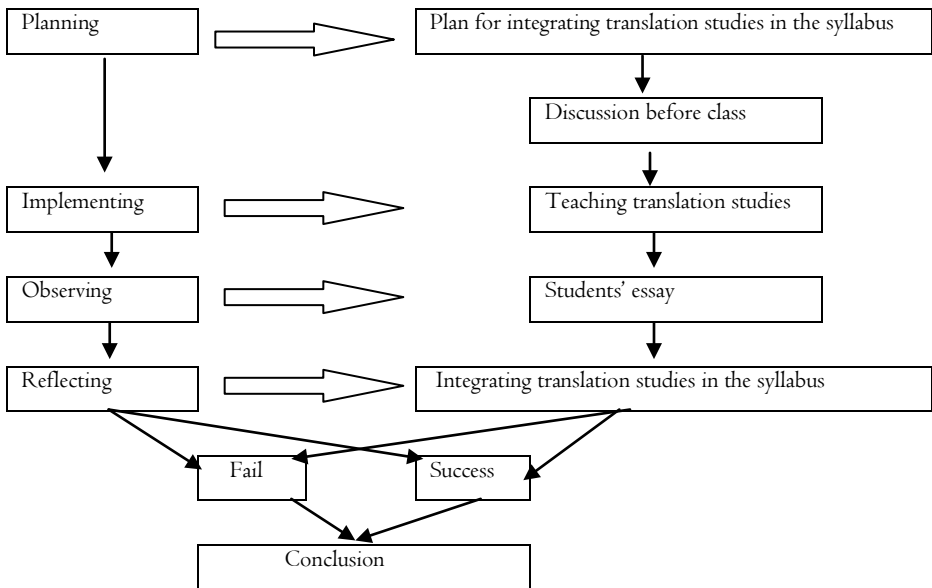


Figure 3.2: CAR design for this research

B. Participants

The participants of this research are two groups of students as follows:

Group 1: twenty students of the Principles of Translation subject the researcher teaches. They are third year undergraduate students under the Bachelor of Education (English major), Department of Western Languages, Faculty of Humanities, Srinakharinwirot University. These participants are all of the third year students in this programme.

Group 2: fifteen students of the Academic Translation subject the researcher teaches. They are first year postgraduate students under the Master of Art (English), Department of Western Languages, Faculty of Humanities, Srinakharinwirot University. These participants are all of the first year students in this programme.

The participants in the two groups are the students in the two classes that the researcher teaches. The researcher conducted a brief inquiry with all of the participants of both groups and found out that they had not been exposed to a translation studies class. Therefore, the background knowledge of their translation studies is at the same level.

C. Research instrument for CAR

The research instrument for CAR is an essay entitled 'My Approaches to Translation' in which the researcher will have the participants write about their approaches to translation after they have taken the translation studies class.

The researcher has consulted an expert whether the title of the essay is ambiguous or not. The expert has assured that the title of the essay is straight forward and without ambiguous words. Therefore, the participants should have no difficulty understanding this title of the essay.

To provide appropriateness for the academic level against the participants of each group, Group 1 will be required to write a 300-word essay whereas Group 2 will be required to write a 1000-word essay.

Method of Data Collection

The researcher will gather the course syllabuses for the Principles of Translation subject from 2010 to 2014. These syllabuses are available on the website of the Faculty of Humanities, Srinikaharinwirat University.

The researcher will discuss with the participants about their knowledge of translation studies and whether they have been formally exposed to this concept in sufficient detail.

The researcher will conduct three classes related to translation studies over three weeks. Each class will last three hours; therefore, the total time to be spent on translation studies classes will be nine hours.

After the third class is finished, the research will have the participants write an essay on 'My Translation Approach'. This is in a take-home essay style so that the participants have some time to consider the topic of the essay before they write the actually essay. The participants are allowed one week to hand in this assignment.

Method of Data Analysis

The researcher will analyse the content of the course syllabuses obtained from Phase I of this research. After the participants submit their essays on 'My Translation Approach' as part of Phase II, the researcher will analyse the content of the participants' essay in order to find out whether the translation studies classes are of any advantage to their understanding of translation and their translation skills or not.

4. Research Findings

Course Description and Syllabus

a. Principles of Translation (EN341)

The examination of the EN341 course description showed that it did not contain nor specifically identify content related to topics on translation theories (See Table 4.1). However, the course description did begin with the noun phrase "[A] study of basic translation principles...", which implied that it would be possible to include lessons on translation theories in the course. Nevertheless, since the term 'translation theory' did not appear as part of the course description, it could be the reason why previous course

instructors of EN34I did not include topics on theoretical study of translation in the course. On the other hand, the term 'basic principles' may have led the course instructors to believe that the theoretical content of translation theory may not be necessary for the course. Rather, the course syllabus mainly focused on the lessons that required translation practices and exercises (See Table 4.1). It is possible to understand why the theoretical content of translation never came to be relevant in this course as it is at the undergraduate level. Notwithstanding, nowhere in the course description of EN34I were translation theories meant to be completely ruled out at this level of study.

<i>Course description EN34I 3(3-0-0)</i>	<i>"A study of basic translation principles and techniques; translation of sentences and short passages from English to Thai and vice-versa with an emphasis on non-equivalence between two languages"</i>
Week	Topics
1	Course introduction and pre-test
2	History of translation
3	Translation approaches
4	Translation from English to Thai
5	Analysis of English and Thai structures
6	Translation of sentences and various articles
7	Translation of words with different meanings, idioms and Presentation I
8	Translation news
9	Midterm
10	Translation from Thai to English – Tenses
11	Various structures of English
12	Mistakes in translation i.e. long words
13	Selection of words with similar meanings
14	Influence from Thai structure
15	Presentation II and Quiz II

Table 4.1: Old syllabus EN43I

b. Academic Translation (EN521)

Following the analysis of the course at the Master's degree level, Academic Translation (EN521), it can be construed that the course description paid little attention to topics on translation theories despite being the course at the postgraduate level. The terms related to 'science of translation' (See Nida, 1964), were found in the course description including 'translation models' and 'translation approaches'. It is an interesting point to notice here that, at the postgraduate level, any topics related to theories or concepts should be encouraged in support for students' critical and analytical thinking skills; however, it appeared that EN521 held no value in the

‘science of translation’ at all. The course syllabus (See Table 4.2) backed up this argument as it covered no relevance of translation theories. Week 1 of the course was a typical introduction and pre-test whereas the rest of the syllabus merely attended to practices and exercises. It is subject to suspicion as to whether there had been any teaching under this system of syllabus or simply training. To assume that students had learnt translation theories during the undergraduate level, the course would be proven completely futile as it is evident early on in this research that EN431 did not touch up the theories of translation.

In the light of Nida’s attempt to claim that translating is a science in itself, it would be fairly convincing to enunciate that, based on the outlines of EN431 and EN521, Nida’s long established claim were to be wholly rebutted. This is because upon completion of these two course, students should be able to competently translate texts of various kinds without any fundamental ideas let alone knowledge of translation studies. However, the findings from reflective essays of the participants in this research begged to differ. The analysis of this part of the findings is presented in the next part of the research.

Course description EN521 3(2-2-5)	<i>“A study of translation models and approaches to translating academic documents including research and research articles, abstracts, legal documents and scientific reports from English to Thai and Thai to English” (My own translation)</i>
Week	Topics
1	Course introduction and Pre-test
2	Translating abstracts from Thai to English and English to Thai
3	Translating abstracts from Thai to English and English to Thai (Cont.)
4	Translating academic articles from Thai to English and English to Thai
5	Translating academic articles from Thai to English and English to Thai (Cont.)
6	Translating research from Thai to English and English to Thai
7	Translating research from Thai to English and English to Thai (Cont.)
8	Translating articles for vocabulary in academic articles
9	Midterm
10	Translating academic articles for various professions to publicise to the community through various media channels
11	Translating academic articles for various professions to publicise to the community through various media channels (Cont.)
12	Translating legal contracts for daily use
13	Translating legal contracts for daily use (Cont.)
14	Translating academic reports on science and technology
15	Translating academic reports on science and technology (Cont.)

Table 4.2: Old syllabus EN521

Reflective Essay

a. Principles of Translation (EN431)

The researcher informally discussed with the participants in the first lesson of the EN431. The intention was to find out whether the participants had any existing knowledge of translation theories or not. As the English major students, EN431 was their first translation course of the degree; therefore, they had not been exposed to any other translation learning up until this point. This means the participants had no existing knowledge of translation theories through lessons offered by the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University prior to EN431.

In addition to this, the research queried the participants in relation to their past experience about translation lessons and works in which the research was assured by the participants that they had not had direct experience vis-à-vis translation lessons. Having said this, the participants' knowledge of translation theories was non-existent. However, non-existence of such knowledge would be considered normal for them. This is because they are undergraduate students in which theoretical framework of translation studies may not be the focus of any content at this level, let alone lower levels of education namely high school and primary school.

The following extracts from the participants' reflective essays may be used as evidence to support that the participants had no prior knowledge of translation studies. Further, it was the reflection of how the participants came to understand different approaches to translation after they had been exposed to translation studies lessons.

Extract 1:

"Through my experience, at first, I didn't know which approach that I chose for translation. ... After I've learned Principle of Translation, I finally found that it's called sense-for-sense translation".

Extract 2:

"Since I have known English, translation was one thing that should be ignored. In secondary school, my life faced a serious problem. There were many reports that I had to do in English. At that moment I didn't know

much about translation. I just translated and summarized carelessly. When I started to study in higher grade, I understand how translation was important to my life. Moreover, I am studying in English Education major so I cannot avoid translation. When I was learning Principle of Translation course, I found that the way I translate was called Sense-for-Sense”.

Extract 3:

“After I have studied this subject for a few times, I notice that there are many techniques used for translation such as word for word translation, and sense-for-sense translation”

Following the lessons on translation studies, which included basic content of various translation theories such as formal and dynamic equivalence concepts, semantic and communicative translation approaches and so on, the participants demonstrated a their abilities to apply relevant theories in their translation works. After the lessons, five percent or one of the participants adopted the pure Word-for-Word approach whereas 30 percent of the participants reported that they adopted the Sense-for-Sense approach. Ten percent or two of the participants did not clearly provide specific approaches to their translation works so for the purpose of this research the research deemed that they used their own approaches. However, the content analysis of their reflective essay revealed that despite using their own approaches, they were all based on the theoretical framework of which they were taught in class. This can be reflected through the use of translation terminologies – source language, target language as well as the way the participant critiqued translation approaches. Out of these two, one explained in the reflective essay that “[I]n my opinion, Word-for-Word translation (Literal translation) is not good for translation because translator cannot translate every word from source to be target language ... based on different cultures”. Another participant explained that in their translating process, “[t]here aren’t the good way to translate”. Nevertheless, the reflective essay of this particular participant indicated the approaches to translation that resembled translation-theory-orientated approaches. This included fidelity to the source language and restructuring the target text. These clues extracted from the participants’ reflective essays mean that after learning from translation studies lessons in which the content covered several topics on translation studies – translation history and translation theories, the participants were able to apply the content in class in their translation works.

The biggest number of the participants (40 percent) stated that they used a mixed-translation approach. The combinations were as follows:

- a. Word-for-Word and Sense-for-Sense (4 participants);
- b. Word-for-Word, Sense-for-Sense, and Free Translation (3 participants); and,
- c. Sense-for-Sense and Free Translation (2 participant).

The combinations could be construed that there appeared to be certain patterns of translating that were brought about from translation studies lessons. That is the Sense-for-Sense approach was present in all of the three combinations. It would be possible to say here that this approach was generally among the most common approach used by translators. The Word-for-Word approach, despite some negative criticisms by the participants such as impossibility of translating from the source text to the target text word by word, this approach was adopted by the participants in two of the combinations. Some participants explained that they usually started translating through the use of Word-for-Word; however, when this failed, they then sufficed by using another approach – Sense-for-Sense. Similar to the Free Translation Approach in which it was found in two of the combinations. It is interesting to note that although Free Translation was found in two of the combinations, the participants in this group never applied this method alone in their translations. To them, it always had to be accompanied by at least one other approach. Table 4.3 below showed the percentage of the participants in relation to their translation approaches after being exposed to translation studies lessons. The numbers in the 'After' column indicated the effect of teaching translation studies because after the lessons, it was clear that the participants applied the knowledge of translation studies in their translation approaches.

Translation Approach	Before	After	Percentage
Word-for-Word	0	1	5
Sense-for-Sense	0	6	30
Free-translation	0	0	0
Mixed-translation	0	8	40
Own-translation	0	2	10
Other *	0	2	10
		n = 20	100

Table 4.3: Students' translation approaches (EN431)

b. Academic Translation (EN521)

Similar to the method employed by the researcher for the participants of EN431, the researcher conducted an informal discussion with the participants of EN521 in relation to their existing knowledge of translation studies. The participants in this group were postgraduate students studying the Master of Arts Program in English at the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University in which they all hold an undergraduate degree in English or other related fields (education and English education). They had done translation courses during their undergraduate study; however, all of the participants confirmed with the researcher that they had not been exposed or barely exposed to translation studies prior to the time of this research. This phenomenon seemed interesting as it can be construed that other universities that offer translation courses do not necessarily give importance to specific content of translation studies. As a consequence, exposure to translation studies of the participants in this research was none or extremely limited despite being at the postgraduate level.

The extracts from the reflective essays below provide evidence in support of the information discussion between the researcher and the participants of this group prior to the translation studies lessons. The Extracts confirmed that the participants did not have prior knowledge of translation studies prior to the lessons. In addition, the Extracts demonstrated that the participants gained useful knowledge from the translation studies lessons and that they were able to apply such knowledge in their translated works.

Extract I

“... I always did my work without acknowledging of any rules or theories. In fact, I had not known that there such things before. I did the translating with my own instinct which I thought it was right and I understood it well. After studying and doing more works, I found that there are many things about this field that I have not known. Something that is very useful and interesting. ... However, with rechecking old translation files again I found that all of my works follow some theories of translation such as formal equivalence and dynamic equivalence ...”

Extract 2

“In translation, many methods are used; therefore, I always have questions: what is the best approach that I should use to translation my works and what are the approaches that I use in translation.

From the translation class, I have studied about the methods of translation and found that I use various approaches to translate my works because I think it is really hard to use only a method in translation.”

Extract 3

“I still remember the moment in translation classroom when the teacher asked me, “What is your translation approach?” and I could not answer his question. To me, this is a difficult question to find a correct and right answer. It is not because I do not know how to translate from English to Thai or from Thai to English, but I do not know which approaches I apply in my translation”

Following the translation studies lessons, none of the participants in this group reported in the reflective essay the use of the Word-for-Word approach. This is similar to the EN43I group in which only one participant used the Word-for-Word approach. As for the Sense-for-Sense approach, 33.33 percent or five out of 15 participants in this group reported they adopted this approach. Again, this number is similar to the EN43I group, which 30 percent of the participants used the Sense-for-Sense approach after the translation studies lessons. For the EN52I group, one participant made use of the Free-translation approach whereby there was none in the EN43I group who used it. When it comes to the mixed-approach, like the EN43I group (40 percent), it was also the most used approach for the participants in the EN52I group amounting to 44.66 percent or seven participants. One participant in this group applied their own translation approach after the exposure to the translation studies lessons. However, the approach in which this particular participant claimed to be their own was based on the translation studies taught in the lessons. This is to say that although the participant did not clearly state the translation approaches in the reflective essay; there were discussions on some of the translation studies topics taught during the lessons – criticisms of literal translation and issues of untranslatability. There was one participant who failed to submit their reflective essay.

The combinations of the translation approaches adopted by the participants in this group were as follows:

1. Word-for-Word and Sense-for-Sense (5 participants)
2. Word-for-Word, Sense-for-Sense, and Free-translation (2 participants)

These combinations were similar to the patterns found in the reflective essays of the EN431 group. In the reflective essays, the approaches adopted by the participants appeared in the order presented above – Word-for-Word followed by Sense-for-Sense and by Free-translation. The researcher did not find that the participants in both groups applied the approaches in the reverse direction – Free-translation followed by Sense-for-Sense and by Word-for-Word. The Word-for-Word approach was always used in the first step otherwise the Sense-for-Sense or the Free-translation approaches in the absence of the preceding approaches. Similar to the findings of the postgraduate level, the numbers in the ‘After’ column indicated that the participants in this group integrated the knowledge of translation studies in their translation approaches after they were taught translation studies in class.

Translation Approach	Before	After	Percentage
Word-for-Word	0	0	0
Sense-for-Sense	0	5	33.33
Free-translation	0	1	6.67
Mixed-translation	0	7	46.66
Own-translation	0	1	6.67
Other*	0	1	6.67
*Participants did not complete the reflective essay n = 15			100

Table 4.4: Students’ translation approaches EN521

5. Discussions

Through the classroom experiment of this research, it was apparent that the concept of translation studies – translation history, translation theories and other topics related to the science of translating including issues of untranslatability, intercultural communication – did not gain much attention from teachers of translation courses at the Department of Western Languages, Faculty of Humanities, Srinakharinwirot University in the past.

It is a significant step for teachers of translation to move forward in their teaching approaches.

Traditional teaching approaches deemed translation to strictly portray its dimension of practice-only-nature and the theoretical side of the field is being suppressed. Whilst traditional teaching approaches, without any doubt, are vital to becoming successful in translation, this does not mean theoretical framework of the science of translating may not be of useful help. Scholars have claimed that translation studies may play a role in bettering translators' approaches to translation (see Pusztai, 2010; Bernacka, 2012).

Findings of this research added more concrete proof to these claims. As found in the research, participants related to themselves to the importance of translation studies. With the translation studies lessons integrated into the course syllabus, both at the undergraduate and postgraduate levels, the participants came to understand the way they completed translation work in a more comprehensive manner. This means they were able to conceptualise what appeared to be ignored by translators, theories behind actual translating, and how assisted them in selecting approaches to translation. By knowing the theoretical framework of translation, the participants may be able to make use of essential elements that professional translators should take into account when translating. They may also able to explore different approaches and select the most appropriate approach for the work they do. This may be useful particularly when translators experience difficulty whilst translating. For example, if the source text were highly complex, the translator may use to apply the Word-for-Word approach as the initial step so that the translator may at least grab some basic understanding of the message the source text that it may attempt to convey. After this stage, other approaches may be utilised in accordance with the appropriate purpose of that translation.

The phenomenon described above, if not introduced and taught in class, may take considerable time to be consolidated into a skill set of a professional translator. Therefore, integrating translation studies lessons into a translation course syllabus may be one way of strengthening translation courses. The proverb 'practice makes perfect' may be a highly convincing strategy for teachers of translation courses, but with the power of practice and theory combined, this should give rise to a more equipped principle of translation courses.

Table 5.1 and Table 5.2 demonstrated the proposed syllabuses for EN431 and EN521 in which topics on translation studies were integrated in

the beginning of the course in order to provide basic principle of translation prior to having students to practise doing the actual translation work.

Week	Topics
<u>1</u>	<u><i>Introduction to the course, and history of translation</i></u>
<u>2</u>	<u><i>Theory of translation I</i></u>
<u>3</u>	<u><i>Theory of translation II</i></u>
<u>4</u>	<u><i>Languages, cultures, sciences and translation</i></u>
5	Analysis of Thai and English sentence structures
6	Phrase structure
7	Clause structure
8	Sentence structure
9	Translating idioms
10	Midterm
11	Translation: sentence level
12	Translation: paragraph level
13	Translation word and sentence levels and word order
14	Various translation works
15	Revision

Table 5.1: Proposed translation syllabus (EN431)

Week	Topics
<u>1</u>	<u><i>Introduction to the course, and academic writing and translation work</i></u>
<u>2</u>	<u><i>Principles of translation</i></u>
<u>3-5</u>	<u><i>Translation theories</i></u>
<u>6</u>	<u><i>Translation and cross-cultural communication</i></u>
7-8	Types of academic writing
9	Midterm
10	Translating abstracts
11-12	Translating research articles
13-14	Translating legal documents
15	Translating other types of academic works, and revision

Table 5.2: Proposed syllabus EN521

Answers to the Research Questions

a. Research Question 1: How is teaching translation studies important for translation courses?

As discussed previously through the research, teaching translation studies may be important for translation courses. The reason may be grouped into two categories. Category one is from the perspective of the participants. This was found from the research findings when participants stated that translation studies were useful in their translating processes (see

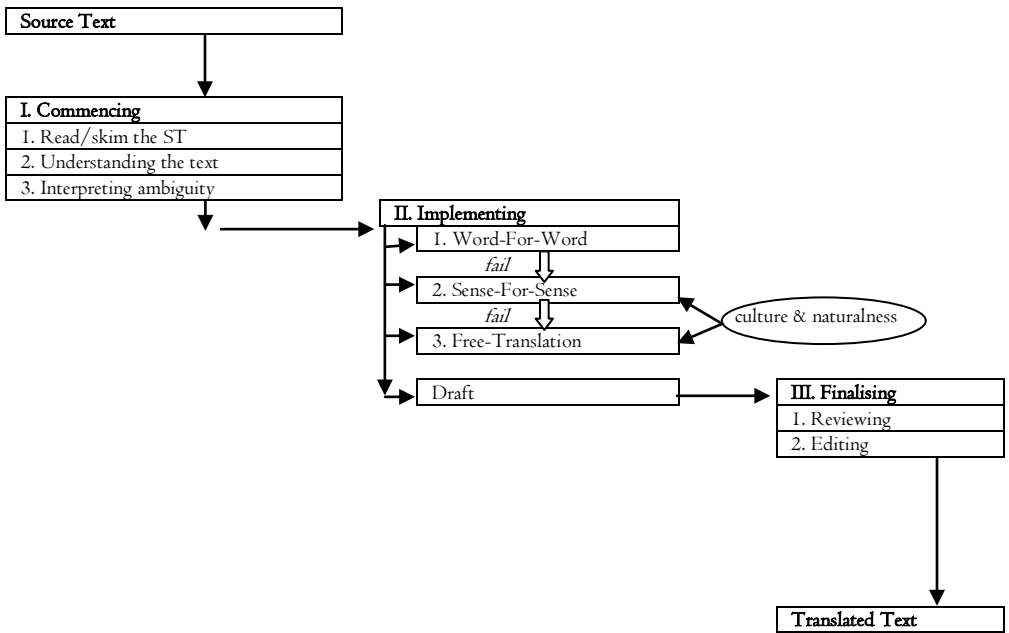
Extracts by the participants in chapter 4). The second category is formed based on academic foundation of the science of translating. Through the findings of this research, the analysis of the findings revealed that the idea of adding translation studies lessons into traditional translation course syllabus proved to work as strengthening factor. As a consequence, translation studies play an important part in fulfilling the comprehensive package of a translation course – theory and skill.

b. Research Question 2: How do teaching translation studies affect students' translation approaches?

The discussions throughout this research indicated that after the translation studies lessons, the participants came to realise that the science of translating played a useful part in their translating process. This means that the participants were given the knowledge of translation studies, through the lessons, which allowed them to utilise such knowledge to apply in their actual translation works.

The figure below illustrates the translating process the researcher created as the guideline – Three-Tier of Commencing, Implementing and Finalising (CIF) derived from the research findings and the analysis of the present research. Through the translation studies lessons, the research became confident to claim that the participants now possessed the full understanding of the importance, the differences and the roles the ST and the TT played in translation.

With the ST as the embarkation of the process, the Commencing is recommended as the initial step. In this step, it is recommended that reading/skimming the ST should work as a starting sub-step followed by understanding the text, and ending with interpreting any ambiguity of the text. Once this step is completed, Implementing, the key step of CIF based on translation studies, should be used. Beginning with the Word-for-Word approach, followed by the Sense-for-Sense approach, and ending with the Free-Translation Approach should the preceding approach fails respectively. During this stage, factors related to culture and naturalness of language should be taken into account. After this, there should be a draft with a reasonably well translated read. The Finalising is as important as the others. Reviewing and editing is the process that every translation, regardless of the novice ones or those with extensive experience, must do.



The Three-Tier of CIF

Recommendation for Future Research

It is recommended that future researchers conduct future research using different research methodologies. One possibility is an experimental research design. It might be a good idea to move forward from collecting data through participants’ opinions or reflections towards translation studies lessons. For instance, future search might attempt to have participants complete actual translations – one group exposed to translation studies lessons and the other is restricted to the same exposure. This way future researchers will be able to conclude from their findings whether participants with knowledge of translation studies perform better than those who do not have the same knowledge.

Limitations of the Research

This research was conducted as a classroom action research in which some researchers might argue that the results may only be applicable to this research. In other words, to some researchers, the findings of this research might not be sufficient to use as generalisation to describe a phenomenon in

other cases. This means that the findings might be different if it were conducted in a larger scale or in a different form of research such as an experimental research. Therefore, future researcher might conduct research with the similar research objectives but using a different approach in order to support or rebut the findings of this research.

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