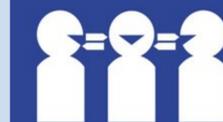


# Translating the Way to Greater Fluency, Pronunciation, Accuracy and Awareness

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## Objective

An exploratory attempt to implement translation and interpretation activities in an ESL course to boost overall English language competency (*fluency, pronunciation, and accuracy*) and *greater awareness* of the nuanced subtleties of the English language.

## Background

- Translation (and interpretation) has been **viewed negatively** (i.e., grammar translation method) vis-a-vis the communicative approach in foreign language teaching (4, 6).
- Yet, grammar translation can be more **effective in teaching accuracy** (1, 3) while benefiting ESL students in many other ways.
- Introducing translation practice into the ESL classroom allows students to develop a more **nuanced awareness** of English and the differences between the L1/L2 or target language (TL)/source language (SL), boosting communicative competence.
- Issues specifically explored include **dynamic/formal equivalence** (i.e., function vs form) (7), **foreignization vs domestication** (9), and **"fingerprints"** (i.e., targetlike structures used more/less frequently in translations than originals) (2).
- Additionally, translation is a **professional skill** many ESL students need on the job (8).
- Skills required** for translation (5):

Semantic content	Linguistic performance	Presentation
Consistency	Grammatical correctness	Voice quality
Logic, coherence	Adherence to TL norms	Articulation
Completeness	Comprehensibility	Public speaking
Accurateness	Stylistic adequacy	Discipline
Unambiguity	Terminological adequacy	Simultaneity
Clarity	Discretion	Technical mastery
Reliability	Lack of disturbances	Conduct

## Course overview

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This course provides an overview of the basic concepts, theories, and practice of translation and interpretation, including topics such as 'cultural untranslatability', sound symbolism, visual impact, and variety (e.g., dialects, politeness). The course focuses on students honing their English-language speaking and writing skills through activities such as summarizing, paraphrasing, shadowing, subtitling, spot translation, back translation, and consecutive/simultaneous interpretation. Student assessment will accordingly be based upon assignments covering these skills. Materials range from Harry Potter books, music lyrics, movie/TV show subtitles, commercials to academic lectures, news, business reports. Students will primarily translate/interpret out of their native language into English.

### Participants

Advanced speakers  
3 Arabic speakers  
1 Korean speaker  
1 Mandarin speaker  
1 Turkish speaker

50 minutes daily M-F

## Activities & Objectives

- \* Back translations (written/spoken) A, W, F
- \* Shadowing P, F
- \* Summarizing/Paraphrasing (L1→L2 English, and L2→L2) F
- \* Spot translations A, F
- \* Comparative text analysis A, W
- \* Consecutive/Simultaneous interpretation (prompted by subtitles) F
- \* Mini-lectures/readings on translation theory/techniques, writing styles, subtitling, pragmatics, public speaking, pronunciation, etc. with follow-up discussion and exercises W

Accuracy = A, Pronunciation = P, Fluency = F, Awareness = W

**BACK TRANSLATIONS:**  
'translating' translations  
back into the original  
language

## Cultural references?

Wand  
Troll  
Goblin  
Halloween  
Potion  
Spell  
Witch/wizard  
Friar  
Bloody Baron

Caput Draconis  
Wingardium Leviosa  
Incendio  
Locomotor Mortis  
Obliviate  
Petrificus Totalus

*You-know-who*  
*He-Who-Must-Not-Be-Named*  
Good-for-nothing husband

"...I would like to say a few words. And here they are:  
Nitwit! Blubber! Oddment!  
Tweak!"  
(Albus Dumbledore, p. 91-92)

Mr. and Mrs. Dursley, of number four Privet Drive, were proud to say that they were perfectly normal, *thank you very much* (p. 1).

muggle

Should you transliterate or translate these "Latin-based" spells??

## Dialog?

"He fell asleep as we was flyin' over Bristol" (p. 16)

"...an' poor little Harry off ter live with Muggles" (p. 17)

"Yeh'll get yer firs' sight o' Hogwarts in a sec,...." (p. 83)

What is the effect of dialect here? Should you choose a dialect in the target language to approximate the effect of this dialect?



## Dialect?

Including UK-US differences



How do you translate this cultural reference from an ad?



## Polite language?

Student-teacher relationship:

*Miss Granger*

*Professor McGonagall/Sorry, professor*

"...could I say good-bye to him, sir?" (p. 17)

## REFERENCES

[1] Chang (2011) [2] Gellerstam (1996) [3] Hasegawa (2012) [4] Howatt & Widdowson (2004) [5] Kalina (2002) [6] Lado (2004) [7] Nida (2004) [8] Schjoldager (2004) [9] Venutti (1995)  
Materials: Rowling, J. K. (1997). Harry Potter and the Philosopher's Stone. London: Bloomsbury.  
TED.com - <http://www.ted.com>

\* National Interpreter Symbol of the Australian Government, <http://www.immi.gov.au/living-in-australia/help-with-english/NIS/>

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## How would you translate it?

### Sound symbolism?

Gryffindor  
Hufflepuff  
Slytherin  
Ravenclaw  
Snape  
Voldemort  
Draco Malfoy  
Crabbe  
Goyle  
etc.

Should you transliterate or translate these names?

Chinese characters convey sound and meaning, e.g., 魔 = magic, devil

**Voldemort**  
ヴォルデモート **borudemooto (Jpn)**  
볼드 모트 **boldemotyu (Kor)**  
伏地魔 **fúdimó (Chn)**

**Slytherin**  
スリザリン **surizarin (Jpn)**  
슬리데린 **sulriderin (Kor)**  
斯萊特林 **silaitelin (Chn)**  
Serpentard (Fr)

ヴォ vs ボ  
Visual or sound effect or ...?

### Play on words?

Mirror of Erised = Mirror of Desire

*Erised stra ehru oyt ube cafru oyt on wohsi.*  
*I show you not your face but your heart's desire.*

Tom Marvolo Riddle anagram:

"I am Lord Voldemort"  
Tom Elvis Jedusor: "Je suis Voldemort" (FR)

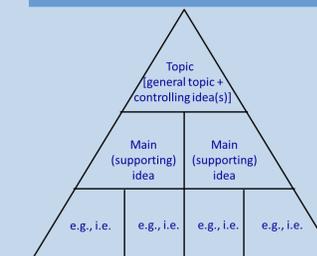
Diagon Alley

## Poorly organized talk?

### Aspects of Interpretation

Fluency  
Stress, focus words,  
Intonational paragraphs  
Analysis of argument structure  
Field-specific terminology

### Talk structure



## Summary/Future Directions

- Students tend to rely on direct literal translations or transliterations. Is this an effect of students' lack of understanding of the fine nuances in the English language or constraints of the target language or target audience (i.e., children etc.)?
- Introducing translation/interpretation in class allows the teacher to more finely gauge students' command of English and provides opportunities for students to gain awareness of the subtleties of the source language (English) or even the target language (native language).
- Translation and interpretation are needed professional skills for many students in our modern day ever-globalizing world. Thus, providing students with the broad skills of translation and interpretation is necessary.
- Future directions:  
Collect and analyze data (i.e., homework, tests, etc.) to determine the efficacy of translation/interpretation in boosting overall English language competency and awareness.