Translation Teaching Strategies in Developing Autonomous Learning

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Abstract:

This research work presents the findings obtained at the University of Tlemcen about the impact of translation strategies. Thus, this article aims at developing learners' competence and autonomous learning that need translation as one of their tasks in their professional career. It includes both theoretical and practical study to show the different teaching translation methods, strategies, and tasks applied in the EFL classroom interaction. Therefore, the results obtained in this study showed that the socio-constructivist approach serves to be an appropriate one that triggers adequate translation strategies. The conducted research work concluded that group translation is a successful strategy that develops EFL learners' training in translation tasks and leads to autonomous learning.

Keywords: Translation strategies; Socio-constructivist approach; EFL learners; Group translation; Autonomous learning.

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ملخص:

يهدف هذا المقال إلى تطوير كفاءة المتعلمين والعصاميين الذين هم بحاجة إلى الترجمة بوصفها أحد مهامهم في حياتهم المهنية. ويبيّن أيضا من خلال الدراسة النظرية والتطبيقية طرائق الترجمة المختلفة واستراتيجياتها ومهامها في التدريس في أقسام اللغة الإنجليزية بوصفها لغة أجنبية. لذلك، أظهرت النتائج التي تم الوصول إليها في هذه الدراسة أن المقاربة الاجتماعية البنائية مناسبة لاستراتيجيات الترجمة؛ وأن الترجمة الجماعية هي إستراتيجية ناجحة تعمل على تطوير تكوين متعلمي اللغة الإنجليزية باعتبارها لغة أجنبية في مهامهم الترجمية، كما أنها إستراتيجية تسهم في التكوين والتعلم الذاتي.

الكلمات المفاتيح: استراتيجيات الترجمة؛ المقاربة الاجتماعية البنائية؛ متعلمو اللغة الإنجليزية بوصفها لغة أجنبية؛ ترجمة جماعية؛ التعلم الذاتي.

1- Introduction:

Few studies have been conducted towards the implementation of teaching translation strategies in the EFL classroom. The development of adequate translation strategies allows instructors to revise and to look deeply for the benefits of the translation skill. Thus, this research work focuses on how strategic implementation of translation may improve learners' competencies and direct them to autonomous leaning.

During the 20th century, translation teaching began to catch the attention of several instructors and educators. Translators, especially language teachers have witnessed the burden to develop learners' abilities and educate professionals. Hence, it is significant to analyse the translation teaching strategies being used within the EFL classroom. This study identifies the relevance of socio-constructivist approach and the emphasis is on reflection for both teachers and learners for an adequate performance in translation tasks.

Thus, this research work has led to the following research questions:

a. What is the appropriate teaching translation approach that promotes autonomous learning?
b. What is the impact of translation teaching strategies on learners' autonomous learning?

The above-mentioned research questions led to the formulation of the following research hypotheses:

a. The socio-constructivist approach acknowledges translation as an adequate practice because it provides several teaching strategies that develop autonomous learning.
b. Translation teaching strategies may have a positive effect on students' autonomous learning because they are encouraged to use different translation tasks that prepare them for their professional practice and work experience. They also assume different roles through collaborative work.

The extensive analysis of translated texts allows EFL learners to get introduced to discourse analysis and text linguistics. They build a systematic interpretation of the source text and devise an acceptable translation of the target text. Investigations on translation are based on the cognitive and the structured process of learners when they carry out a translation task (Hansen, 1999; Kiraly, 1995; Konigs, 1987; Krings, 1986). Thus, this paper focuses on one approach that is social – constructivism in performing translation tasks. It emphasizes on learners' active learning, initiative and sociality. The focus is mainly on the implementation of translation teaching strategies in developing learner autonomy through collaborative work.

2- Development:

2.1 Translation Teaching Approaches: Major Trends

In the mid- 20th century, studies on translation started in Sorbonne and Geneva (Santoyo, 1987). They relied on traditional approaches in their classrooms. Traditional approaches focused on classical language teaching and translation manuals (Newmark, 2001). On the other hand, (Vinay and Daberlnet, 1995) display contrastive approaches that were based on linguistic and direct translation methods.

There was a shift among all the traditional and linguistic approaches towards the functional approach. Translation teaching should be fastened to real practice (Nord, 2009). Functional didactics includes selecting texts to be translated within the classroom. The instructor deals with classifying translation deficiencies and procedures, monitoring learners' progress, and evaluating translation process.

In contrast to that, constructivists' view that translation relates to the construction of knowledge and meaning of each member of the society (Kiraly, 2000) states that: 'collaborative learning, social constructivism, empowerment and reflexive practice to teach translation.' This quotation shows that EFL learners can learn best in a collaborative environment, where their instructors guide them. They help their learners to construct knowledge and solve problems. Thus, they will be able to develop their cognitive and self-concept problems in translation.

Social constructivism approach has received much attention in translation studies. It provides a favorable support for educational teaching practice. Its main basis is from knowledge. Meaning is a social construction and active in any translation task. This is the outcome of social interaction, which is deep and profound. Learners should advocate the learning progress and construct personal meaning. Language teachers should distinguish their roles. They have to move from traditional teaching approach as knowledge provider to mediators. They should provide opportunities, learning experiences to create an environment that favors constructive meaning, enhance self-responsibility, and apply various strategies for an effective learning.

2.2 Translation: Pedagogical Implementation that Foster Autonomy

Teaching translation is a special form of constructing knowledge both in the mother tongue and in the foreign language. The role of the instructor is significant to facilitate the learners' abilities to perform adequately. Hence, they should expand the vocabulary of their learners, and improve their comprehension of the selected text.

Teaching translation is based on the selected tasks that relate to learners' interests. It permits them to make decisions and remains active. The role of the instructor is to support, advise, organize and guide his learners (Martin Peris, 2004). Translation tasks provide learners with important opportunities that lead to effective learning and, thus, foster autonomy and strengthen their constructive knowledge. The practice of translation tasks entails the development of language skills. The learners reconstruct the meaning of the source texts and they produce through the target language.

Teaching translation strategies enhances language skills (Bagheri and Fazel, 2011). Translation tasks assist learners to acquire the writing skill, express ideas and thoughts in the target language, and aid language comprehension. The tasks raise learners' motivation, grammar, vocabulary, phrases and idioms. Language teachers implement retrieval strategy to allow learners to use keywords to remind their meanings and memorize them in

their native language. Consequently, it would be very easy to remember the words in a specific task (Karimian and Tlebinejad, 2013).

The learning aids facilitate the translation tasks. Learners may rely on the use of dictionaries and electronic translation machines. Moreover, the integration of technology 'demonstrates the shift in educational paradigms from a behavioural to a constructivist learning approach' (Wang, 2005, p.39). Thus, technology provides learners authentic materials and a shift to real world. The learners can think, observe and learn best. Collaborative work enables students to learn faster. Since translation is a social task, learners may have a direct contact with the whole class. They use communication as a significant tool for interaction (Donato and McCormick, 1994). Learners' opinions and beliefs are vital elements in translation teaching and learning (Al-Musawi, 2003). Few studies have proved that strategic use of translation helps learners to learn English as a second language. It shapes students' thoughts and affects the way lifelong learning process occurs (Liao, 2006; Bagheri and Fazel, 2011; Karimian and Talebinejad, 2013). Teaching structural translation encourages the use of autonomous learning (Darwich, 2011). The approach helps less active students to perform well through self-monitoring.

2.3 The benefits of Translation Tasks

Language teachers who implement adequate translation teaching strategies, their EFL learners benefit in various ways. Although they have different abilities towards the target language, translation tasks reinforce them to become more aware and use the target language effectively into real practice. Many scholars consider translation as a separate skill from language skills such as speaking, listening, reading and writing. However, it is considered as a crossroad that develops language discourse and text analysis because EFL learners cope with multidirectional skills as production and comprehension (Drosdov, 2003; Gutiérrez, 2009).

EFL learners frame their minds to develop criticism, negotiation and interaction. They become responsible for their own learning process that meets the requirements of the target translation task. They become more

analytical since they work on their own or in a team. They build an interactive atmosphere of foreign language learners who participate, practice speech process, and develop their communicative competence. EFL learners tend to discover their abilities and create different solutions to the problems that they encounter. They use the language effectively, and they go beyond grammar, and learn the pragmatic structure of the language.

2.4 The Role of the Teacher in Monitoring Translation Tasks

The role of language teachers is significant in any EFL class. They need to create a successful working and interactive environment. They monitor the progress of their students and provide feedback. Language teachers act as:

- Guiders who do not provide only instructions
- Moderators who do not over-control the classroom
- Mentors who do not limit the degree of suitability.

Language teachers should open a space for discussion and debate for a successful teaching and learning process. It is necessary to focus on interaction between teachers and their learners, among learners, and between each learner and his selected text. A successful learning environment permits a flexible implementation of translation tasks that rely on the progress of learners. It is a space for tuition. Language teachers have to ensure that translation fosters autonomy and self-involvement because it is an innovative area.

EFL language teachers should be able to generate autonomous learning in any translation task. They shift from classical teaching and create more opportunities to facilitate the teaching/learning process, for instance, collaborative work, discussions, debates and experiments. They need to place their EFL learners at the centre of the translation task and provide different assignments that meet their needs. In other words, they are the gateway for both personal, academic and professional context.

However, many authors consider translation tasks as tricky because they need a careful preparation and anticipating problems. Translation tasks

require motivated learners who own a sophisticated knowledge about the target language and its culture. Learners should have a high level of awareness to manage the task and deal with time restrictions.

3. Method

The objective of this research work is to investigate EFL students' readiness on the relevance of translation strategies that serve to develop their autonomy. The investigator has designed an interview to 10 (ten) EFL language teachers at the university of Tlemcen, Faculty of Foreign Languages, English Department. The reason behind selecting this sample is to determine the suitable teaching translation methods and strategies implemented in the EFL classroom.

3.1 Data Collection and Research Instrument

The researcher has relied on a semi-structured interview as a research instrument. The results obtained are in the form of qualitative and quantitative data. This study is an attempt to understand the world from experiences (Kvale, 1996, p01). Therefore, the semi-structured interview was addressed to EFL teachers at the University of Tlemcen. It is helpful to get reliable findings. In this context, (Richards, 2001, p 61) reveals that: 'interviews allow for more in-depth exploration of issues.' It is also useful to check the validity of the aforementioned hypotheses and translate them into results. The investigator, then, has piloted the semi-structured interview to explore the adequate teaching strategies and tasks that foster autonomous learning in translation.

3.2 Sample Population

3.2.1 Language Teachers' Profile

Language teachers are more aware of the importance of teaching translation in the EFL classroom. They provide several tasks and translation strategies to foster autonomy. The reason behind choosing language teachers to suggest some pedagogical translation concerning the relevance of some translation tasks that develop learners' reflective learning and trigger autonomy. Thus, the total number of language teachers selected in this study

is 10 (ten).

3.3 Research Results

3.3.1 The Use of Translation Resources

The reason to ask this question is to mention the different resources used in the EFL classroom among learners. Almost (70%) of language teachers selected glossaries and online dictionaries. This impacts the way EFL learners at the University of Tlemcen translate. Parallel texts is also considered to be another research tool used in the EFL classroom. Language teachers revealed that EFL learners have different opinions about translation resources. It is notable that printed dictionaries are less frequent and used as compared to online dictionaries. They mentioned that terminology is challenging because EFL learners need to solve it by using online dictionaries. The following table (1) summarizes the results:

	Absolute frequency	Relative Frequency
Glossaries	7	70%
Online Dictionaries	7	70%
Printed Dictionaries	1	10%
Parallel Texts	6	60%

Table (1): Translation Resources

3.3.2 Translation tasks that foster autonomy

The majority of language teachers (100%) rely on total or partial translation of selected texts to the target language. It is the most traditional task used by most language teachers. The second selected task is summary of a text that seems to be relevant and beneficial because it leads learners to construct their knowledge to tackle the meaning of the text and, then, go through the summary of the main points. (40 %) of language teachers viewed that simulated translation project and sight translation have a positive outcome on learners' development and they lead to autonomous learning especially for future professional career but they received less

frequency about (20%) as mentioned in the table (2) below:

	AF	RF
Total or partial translation	10	100%
Summary of text	4	40%
Simulated translation project	2	20%
Sight translation	2	20%

Table (2): Translation Tasks

Besides, the majority of language teachers mentioned that there are several teaching methods that may be used to trigger EFL learners' knowledge and assess their learning progress towards translation. Language teachers need to provide clear explanations and learners have to practice adequate terminology database. To move from the traditional approach that focuses on the teacher as a knowledge provider to a socio-constructivist approach which relies on autonomous learning process.

3.3.3 The impact of group translation on learners' autonomy

All language teachers agreed that group translation has positive effects on learners' learning. It is effective and efficient because it requires the collaboration of learners' skills. It can also develop a deep understanding in both academic and professional fields. Group translation allows EFL learners to practice an effective communication between all the members of the group. The task of language teacher is to assign different roles among each group to get fruitful results.

EFL learners' cooperation and communication give an opportunity to share ideas and knowledge. Language teachers also mentioned that group translation helps EFL learners to develop their professional experience, language competence and skills. Thus, they become ready to handle their autonomous learning. However, the results showed that there is a gap between translation in the classroom and the way professional translators interact in real practice.

3.3.4 Assigning roles to EFL learners in translation practice

The question aims at exploring the major roles that language teachers assign in any translation task. (50%) of language teachers stated that they give opportunity to their EFL learners to select appropriate roles related to each member of group translation.

However, the other (50%) of instructors train their learners to perform adequate roles to act efficiently in the translation task .Language teachers introduced different roles to EFL learners. They wrote each role with its function on the board. They clarified very clearly the main responsibility of each member of the group. They provided an additional oral description and they gave a suitable example related to each role. After that, EFL learners are given a short time to decide their roles in the group translation. They verified that every student has picked an adequate function that they could manage and perform. The prominent role in-group translation is proofreaders who read the translated text from the source language to the target language. They must be skillful at writing style. They should be aware of faulty spelled words and wrong mechanisms such as commas. Besides, the terminologists create terminology sources. They provide equivalents translation. They identify the specific terms related to the subject field. Furthermore, the editors or copy editors review the translated text in the target content. They improve the quality of the translated texts. They pay attention to the choice of words, accuracy, vocabulary, punctuation and grammar. They ensure the consistency of the style. For an effective translation, the proofreaders, the terminologist and the editor should work simultaneously and be in close contact to ensure communication and collaboration. Language teachers confirmed that the roles change in each translation task and they are taught to follow a process to be more systematic and well organized.

Language teachers stated that group translation achieved its goal because it keeps EFL learners on doing the task and promotes each member in the group to perform and collaborate. It motivates them to conduct debates and discussions. Language teachers need to consider the amount of

students for a better classroom management. Thus, it is necessary to rely on collaborative work, learner autonomy, assign useful roles to increase the efficiency of group work.

4. Discussion

The results obtained in this study show that language teachers rely on a set of resources and translation tasks to develop EFL learners' competence and autonomous learning. The majority of instructors revealed that their students rely on online dictionaries as a commonly useful resource. Besides, they take advantage from parallel text as well. The translation tools have shown to be beneficial especially when dealing with terminology and documentation.

Although translation project method is suitable to develop students' progress, it is less used and EFL learners do not seem to get familiar with such a type of tasks. The methods prepare EFL learners for real-professional practice. In addition, translation group work is highly valued by the instructors. They ensure the relevance of the strategy in translation classes through the organization of heterogeneous groups according to the students' background, and their skills in translation. They try to involve all EFL learners to participate in the translation process. The language teachers motivate EFL learners (less active) to develop their autonomy with the willing ones. They reinforce them to work together for a longer period. They find different ways to assess the task and provide feedback.

The role of the teacher is then to ensure the working of each member of the group translation. Each member may share several ideas and make brainstorming more effective and relevant. Researchers suggest to change the roles of the members of the group on a regular basis so that learners do not get bored or do not participate (Hubscher-Davidson, 2007). On the other side, it is rather beneficial not to change the group translation and leave them since it takes a longer time to the group of learners to know each other, assign the different roles and then begin to function adequately as a group (Michaelsen, Knight, & Fink, 2004, p14 in Wallace, 2014).

Feedback is important to ensure the progress of EFL learners. It is necessary to guide them and assess their understanding to cope with the translation task. In this context, (Petursdottir, 2009) emphasizes that instructors need to analyze learners' cooperation and their translation process, to evaluate their contribution to group translation and to analyze the deficiencies of cooperation and work on possible solutions. According to the analysis of the findings obtained from the interview, assigning different roles can be unequal since each learner has different speed of translation background knowledge and level of competence.

An active environment creates autonomous learners. Thereby, a skillful instructor, a reflective teacher are of crucial importance. All the members need to be motivated to achieve success through socio-constructivist approach. The approach requires a process that includes creativity, progress, interaction and monitoring. Thus, EFL learners may share respect and promote acceptance to enrich positive findings and foster autonomy of any translation task.

The analysis of the findings showed that translation tasks allow EFL learners to practice the four language skills. They require flexibility, clarity, and accuracy. They are highly communicative. EFL learners are challenging themselves to communicate the relevant content of the translated task. Group translation encourages EFL learners to use the language and discuss its meaning. Then, they try to look for the possible equivalents in the target language. Translation tasks allow EFL learners to discuss the similarities and differences between the two languages. During the translation process, EFL learners try to understand the interaction that happens between the two languages. During the translation process, EFL learners try to understand the interaction that happens between the two languages provided in the instruction. They should appreciate the strong and the weak points, such as making comparison of idiomatic expressions. Language teachers may practice certain vocabulary, styles and registers. They can focus on grammar points.

The findings of this research work has proved that instructors have to involve their learners in the translation process because it develops their knowledge, skills, expectations and personality. Translation helps them to develop their learning process. Therefore, various aspects should be taken into accounts as the mastery of both the source and the target languages, the amount of vocabulary, grammar rules and mechanisms. In addition to one more element which is learners' experience in the field of translation. Language teachers should be very careful when dealing with sensitive and cultural issues.

Group translation allows EFL learners to elaborate their social-constructivist ideas and knowledge. The approach believes in social construction of the meaning of texts by a group of learners through experience. Then the meaning is influenced by the interaction of prior knowledge. From this line of thoughts, social- constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experience of the learners' (Elliot et al., 2000, p.256). It is highly agreed that the learning process is socially constructed. It is a social activity. EFL Learners interact with each other through various tasks, for instance, Vygotsky (1978) believes that society plays an integral part in the process of making meaning because the classroom in which learners learn and interact influence the way they think and what they think about. Therefore, translation tasks and collaborative work give an opportunity to share and negotiate socially constituted knowledge.

5- Conclusion:

Different approaches and methods have contributed several elements and dealt with various issues in the teaching/learning process. The teaching approaches have derived from different historical perspectives. They have stressed educational and social needs of learners who share different theoretical backgrounds. Thus, the teaching methods follow effective and efficient practices, and language teachers should consider the learning styles and strategies of EFL learners, the context in which the target language will

be used, the proficiency level and the mastery of the language. Thus, the first hypothesis suggested by the researcher has confirmed that the socio – constructivist approach is relevant to provide translation tasks in the EFL classroom. It develops the learners' skills and fosters autonomy. Collaborative approach enables EFL learners to share their knowledge with their mates, construct their own learning, and develop knowledge. Every function in the learners' culture develops twice. First, at the social level between the learners. Second, at the individual level inside the learner's mind.

The researcher has also confirmed the second research hypothesis related to the positive impact of translation teaching strategies on autonomous learning in performing tasks through group translation and assigning roles. Teaching strategies permit the knowledge to be shared between instructors and the entire group of learners. They share the same authority because the learning groups consist of heterogeneous learners. The implementation of the teaching translation strategies values students' interests. It creates active learning because the teacher's role is deeply rooted in negotiation and interaction. Learning is cooperative rather than competitive. EFL learners work in groups and not individually. They determine how they learn and provide experience with the constructive process. Group translation evaluates their alternative solutions. Teaching translation strategies encourage the use of different modes of representation such as videos, presentation, project work and audio texts. They encourage learners' awareness and develop metacognition and reflection.

Language teachers ensure that successful group translation work rely on the organization of heterogeneous groups in terms of knowledge, cultural background and translation skills. Motivation is necessary to integrate EFL learners to work collaboratively and create a positive atmosphere. Using different teaching methods help learners to improve their language skills and acquire new experiences. Language teachers train their learners to follow their expectations and their ability to collaborate with their mates and sharing responsibilities and duties to feel comfortable in their learning process.

However, group translation has many shortcomings. EFL learners may have the problem of concentration. They do not have equal performance and contribution. Some learners are still unable to express their opinions freely because of different background and language competence and even in terms of the speed of translation. Language teachers should be more competent and more skillful to avoid the negative aspects of group translation and collaborative work. Teaching translation strategies have positive as well as negative sides. Thus, both EFL learners and language teachers are of utmost importance to improve their reflection and competences. They try to use group translation and focus on its advantages in the most effective and professional way.

The following recommendations are suggested for translation instruction in classroom practice:

a. Teachers should encourage their learners to use both online and printed dictionaries.
b. The instructor has to vary the selected translation topics, for example, religious, literary, political, social, scientific, and economic. It enables the learners to practice various styles and registers.
c. EFL learners need to train their brains to apply the vocabulary they learn in translation tasks.
d. Language teachers should take into account the proficiency level of their learners according to their abilities.
e. They have to give opportunities to develop learners' translation skills. Translation instruction should follow a systematic order and select appropriate materials.
f. EFL learners should devote much time to translation practice and language teachers should provide little theoretical guidelines.
g. EFL teachers need to follow a systematic translation course rather than scattered handouts collected from various sources.

Translation practice is a lifelong learning process to EFL learners. Developing autonomous learning and taking responsibility of the learning process seems to be challenging in the EFL classroom. Learners need to

understand the process of translation rather than following instructions. Thus, language teachers guide their learners to take control of their learning process, and become more deeply involved, try tasks of average complexity in order to have a higher achievement. Language teachers have the primary responsibility to encourage learner autonomy through various strategies. The selected material becomes more relevant, when EFL learners understand that new learning is constructed on prior beliefs, attitudes and knowledge. EFL teachers need to design suitable translation tasks that boost meaningful interaction. They choose topics and contexts that are meaningful and adequate to learners' interests. Relevant translation tasks allow learners to think critically, make connections of ideas and explore various possibilities. Classroom blog can be a flexible task that permits individualization. It makes EFL learners more active and motivated in the learning process. Indeed, cooperative translation learning promotes structured interaction, positive interdependence and equal involvement. EFL instructors should encourage their learners to take risks and learn to have a good repertoire of communicative strategies. They have to understand that mistakes are important parts to develop their lifelong learning process. EFL learners should realize their own strategies and learning goals to reflect on the aspects of the translation tasks. Reflection pushes them towards self-assessment and leads to peer – assessment. Instructors need to model self – assessment and reflection so that their learners identify the importance of using it. Understanding the major objective of translation task helps learners to develop their learning experiences and become more responsible of their own learning.

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