

## TRANSLATION: NEW PERSPECTIVES

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### Abstract

*In a foreign language teaching and learning setting, we practice and teach our learners the target language so they can easily converse. As stated differently, we are lessening the so-called strength of the language barrier. In this situation, individuals cannot communicate due to a lack of a common language (lingua franca). Furthermore, one method of overcoming the foreign language barrier is to expand the amount and availability of translation and interpreting services. Translation is widely acknowledged to be a well-established discipline in and of itself. It teaches the target and native languages through a solid sound linguistic knowledge of both languages. It is far from the simple, obvious exercise it is sometimes described as. However, in the village-like world of today, the globalized era that we live in, the advent of ICTs helps the globe to come together, not least in the educational domains. The translation discipline is not an exception to the update changes. The translation teachers can benefit from the technical gadgets in their classrooms by using the bright screens, more precisely the word-for-word exchange applications, to guide their students through learning the school translation and preparing them for professional translation. In sum, innovation and change in the old way of teaching and learning translation: e-teaching and e-learning are the magical recipes for success in modern translation classes.*

**Key Words:** School translation, professional translation, foreign language teaching, ICT, Innovation.

### Introduction

We begin our suggested paper by outlining the various aspects of the term 'translation.' In this regard, before beginning this subject of study, we usually establish and delineate the fundamentals of translation, which include the definition and notion of translation. Gaining a deeper comprehension of the idea and meaning of translation is the goal of fundamentals. To assist the reader in developing a more profound comprehension and a revised translation conceptualization, we introduce the idea and related terms in the first section and then focus on related topics in the remaining sections.

The following section begins with a brief, basic definition of the problem of the proposed translation work and related terms (e.g., translating, interpreting, translation studies) in order to present the pertinent arguments involved in arriving at a more definitive concept and future solutions for the proposed topic of research to give the reader a more up-to-date understanding of the following terms and their relationship to students' translation skills, we will go over professional translation (i.e., translation in a professional context), e-

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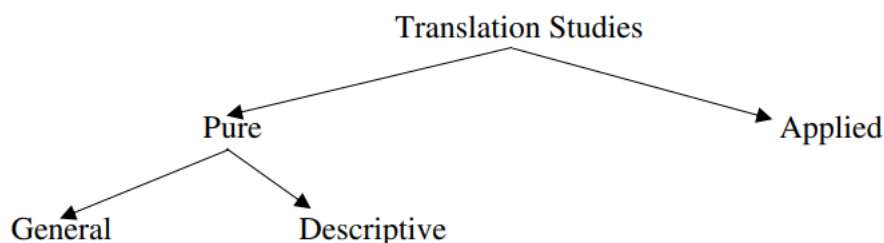
assessment, e-learning, e-teaching, and technological tools that significantly aid learners in their translation learning activities in EFL classrooms.

## 2. PROBLEMATICS

The complex relationships between the original and translated texts are widely recognized. The following would be a more realistic description of translation: translation might be an action, a result, or a field of study that examines both. The academic discipline 'translation studies' examines translation, interpretation, and associated phenomena. The concept was introduced by Holmes (1988) and is now commonly used whenever the subject is discussed. However, recent investigations on name translation have been largely inconclusive.

As interest in translating and interpreting rises, universities, and other educational institutions provide a wider range of teaching and training programs. Some believed that any degree program that covers these subjects should be called a Translation (and Interpreting) Studies program. Toury (1995, p. 5) proposed a map for what they are now called translation studies, as in Figure 1. He explained the nature of research in the translation field, establishing a classification adapted from Holmes (1972). The discipline categorization encompasses 'pure' and 'applied' and is presented clearly to the reader as being majorly focused on original, subdivided into 'theoretical' and 'descriptive'. They also believed translation and interpretation should be approached using the same cultural and area studies framework. Unfortunately, this term has been used with little to no reference to the academic field itself to refer to programs that primarily focus on the training and instruction of language translators and interpreters (i.e., the practice of translating and/or interpreting), frequently by well-meaning administrators who are unfamiliar with the field (Colina, 2015).

**Figure1: Classification of Translation Studies (Holmes (1988, p. 5)**



Source: Munday, J, and Vasserman, E (2022) The name and nature of translation studies: A reappraisal. *Translation and Translanguaging in Multilingual Contexts*, 8 (2). pp. 101-113. [online] available at: <https://eprints.whiterose.ac.uk/193893/3/munday%20holmes%20v3%20%28002%29.pdf>

These topics frequently get referred to as translator and interpreter instruction or training (T&I) in translation studies. However, more theoretical degrees can be called 'Ph.D. in translation research studies. These colleges often award degrees titled 'MA in Translation,' perhaps with a language concentration. (Munday and Vasserman, 2022).

According to the same school of thinking, translation is the process of communicating or mediating textual material from one human language to another, ranging in length from words and phrases to entire volumes. We emphasize that translation conveys information from the source to the target language. Translation is the act of communicating written content. However, 'interpreting' or 'interpretation' is used regardless of whether the text or

medium is oral. Both the terms 'translation' and 'translator' are sometimes used interchangeably in lay circles as alternatives to 'interpreting' and 'interpreter,' with no distinction made according to the medium. While translation with a lowercase 't' only suggests translating, translation with a capital 'T' can also refer to translation and interpreting as mediation in other situations. Because it uses standard English, this variation sets itself apart from the translation field and practice (Colina, 2015).

The language utilized when translating a text is known as the source language (SL), whereas the language utilized to produce the translated material is known as the target language. The source text (ST) refers to the original material, whereas the target text refers to the translated information. Shakespeare's *Hamlet*, for instance, has both the Spanish translation (TT) and the English original text (ST) (Berms and Jack, 2020).

According to I. A. Alekseeva (2004, p. 1–7), translation is, therefore, both a process and the outcome of this act:

«Translation is an activity, which consists of variable re-expression, converting of the text in one language into the text in a different language, which is carried out by a translator, who creatively chooses variants depending on language variability resources, text type, translation tasks, and under the influence of his (her) own personal individuality; translation is also a result of this activity. »

Therefore, the social requirement to convey information (content) from a written or spoken text in one language to an equivalent (appropriate) text in another is what drives the translation process (and its results) (Vinogradov, 2006).

According to Newmark (2001, p. 7–21), translation is "a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language." Thus, the ability to translate is a communication skill. Translation serves a societal purpose by facilitating exchange between speakers of various languages. In order to transfer a system of meanings from one communicant to another in an equivalent manner—that is, in a maximally complete but always partial way—a bilingual person reflects reality through his or her unique interpretive abilities and completes the transition from one system to another (Hermans, 1999).

The recommended classes are not final and do not incorporate all conceivable defining taxonomy criteria. After thoroughly examining some definitions, the researcher found that most fit into many categories. According to the taxonomy provided below, translation is a process and its outcome, a sort of communication, and a talent. This split of meanings can become more complicated than ever before.

According to Nord (2006, p. 22–25), "the deplorable fact that the eternal discussions about faithfulness or liberty in translation have got us absolutely nowhere" refers to our situation, which is the difficulties of the translating assignment by specialists. Levy (1974) declared that the issue of translation integrity is "one of the cornerstones of translation theory and practice."

This condition is partly influenced by the fact that, as several translation definitions demonstrate, the taxonomic elements of translation have not yet been thoroughly characterized. The researcher can go on to distinguish between the original and the translation after developing a basic framework of characteristics that make up translation activity. The saying "problem of identity between translation and original" refers to the fact that translations cannot retain every aspect of the source text. This issue has been examined in several recent studies using different approaches (Sokolovsky, 2010). The researcher's goal behind this paper is to highlight the importance of the e-teaching/learning process, or more

specifically, the e-assessment of the translation. The teaching/testing operation of translation for more efficacy, is worth mentioning at this level of study. This will be covered in more detail in the following section.

### **3. ARGUMENTS**

As a solution to the vagueness and complexity of the discipline of translation, we proposed technical help for translation teachers for better learning outcomes and positive feedback. This aid is in the form of the e-teaching, e-learning, and e-assessment.

### **4. E-Learning**

The use of electronic resources in training and instruction, particularly for translators and translation instructors, as e-learning. The idea is comparable to what is referred to as "open and distance learning" (ODL), or more generally, remote learning. On the other hand, e-learning acknowledges the use of electronic tools in training at all levels: even in face-to-face courses, instructors contact students via email, and materials are increasingly made available on websites. At the same time, much of traditional distance learning relies on disseminating printed materials and does not qualify as e-learning under our definition. E-learning programs may thus include both face-to-face and distance modalities without being identical to the latter (Chesterman, 2009).

Thus, translation is characterized, including e-learning in interpretation training might be viewed as the way of the future. The different causes that contributed to this outcome can be summarised as follows: Required communication abilities: Perhaps the most compelling argument is that professional translating increasingly requires electronic technologies utilized in e-learning (email, attachments, websites, FTP). Because students will have to utilize these instruments in their professional lives, they should become accustomed to them during their training: even if the medium is not the entire message, it is at least a portion of the skill to be learned. Technology predetermines the future of both translation and training (Gile, 2012).

The high demand from students for these distance learning courses is another factor supporting e-learning. The demand is primarily from senior students who wish to acquire these kinds of abilities or who are interested in earning a recognized degree. These students are primarily engaged in professional capacities. Postgraduate (Masters) level courses have historically catered to this market. However, this market may also be supplied at the second-cycle level, if not earlier, due to the progressive transfer of all postsecondary education into life-long learning. The rise in "international" students—those looking for cultural settings and abilities unavailable in their native countries—also contributes to the trend to some degree.

However, these students also seek instant language communication and first-world visas. According to them, e-learning should primarily be viewed as prolonging or extending in-person training courses (Pym, 2001).

### **5. E-Teaching**

In higher education, practical e-learning and e-teaching provide various options, such as student-teacher interactions and an ever-expanding array of contemporary technology. Although most are unfamiliar with the practice, higher education academic staff members are eager to engage in e-teaching. Effective e-teaching dramatically benefits from, if not requires, seeing e-learning through the eyes of the learner. It would be helpful to know about an e-learning paradigm that is so positive and engaging since it may be used as a model for one's e-teaching (Donnelly and McSweeney, 2009).

The purpose of the following part is to provide an instance of how e-learning can enhance academic achievement. The goal is to successfully finish a completely online e-teaching preparation program to present a compelling case for preparing e-teachers. A generic program would be of great help to anybody from any institution and a university-run program for aspiring e-teachers is two examples of e-learning courses from around the world that incorporate lessons learned via participation and web-based e-learning programs (Mossop, 2005).

E-teaching preparation is a significant aspect that influences the general excellence of the educational process for educators and learners. Academic staff members who plan to begin e-teaching usually need to undergo some professional development to acquaint themselves with the novel learning and teaching environment. According to recent U.S. research, academic staff members had to undergo some instructional course before they could instruct online at two-thirds of the 320 higher education institutions questioned (Lokken and Womer, 2007). In-person seminars, one-on-one assistance and mentoring, and occasionally mixed or hybrid e-learning experiences are the most often used e-learning professional development techniques. Many professional development courses focus on using technology or creating information that students may access online. Several academic development programs emphasize implementing e-learning technology to enhance student learning.

## **6. E-Assessment**

The instructor and the student must put forth effort during the complicated evaluation. We may invest time in creating an evaluation that is advantageous to both the instructor and the learner, or we could create simple assessment activities to create and grade.

E-assessment has several possible benefits and possibilities for translation educators, learners, and organizations, including increased effectiveness, efficiency, engagement, and authenticity (Nergaard and Arduini, 2011).

Diagnostic and formative tasks, which provide students with comprehensive and timely feedback that they may use in a later assignment, are associated with the most notable benefits of e-assessment implementation. By assigning assessment tasks early in the course, you can highlight the essential ideas students need to understand to provide fresh learning opportunities. Students can gauge their current level of performance in the skills and talents required for the course by taking diagnostic tests. The findings of diagnostic tests can be used to decide when a course should start or what learning activities are appropriate for the first few courses, preventing students from falling behind (Crisp, 2011).

## **7. CONCLUSION**

The ambiguity in translation terminology can be resolved by implementing translation activities to direct future research. Further emphasis must be placed on the relationship between the original communication category and the translation idea. We understand that the broadest signals that the source and translated texts are identical should be incorporated into the translation concept rather than any specific requirements.

The idea of translation is still disputed in the scientific community, particularly about EFL training. This article illustrates that further research is needed to address the ambiguity in translation effectively. In order to alleviate this issue, it also suggests using technology in translation classes. In order to apply efficient teaching techniques and enhance learning

outcomes, teachers and students still need a great deal of help in the translation field of study. These days, e-assessment is a state-of-the-art technique for evaluation in translation classes. The evaluation procedures should also facilitate the teachers' job and be suitable for the online teaching and learning environment.

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