

EXPLORING COLLEGE STUDENTS' POTENCIES AND NEEDS IN EFL TRANSLATION CLASS

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Abstract: In order to give the lecturer with the necessary information to construct effective teaching practices for preparation, in-class activities, and evaluation, the capacities and requirements of students performing translation work should be determined as early as possible. With regard to the students' interest, expectations, knowledge, abilities, and experience, among other factors, this preliminary study sought to determine the students' capacities and requirements. The preliminary research participants were third-semester students enrolled in the English Language Education department of a university in Lamongan Regency, who planned to enroll in translation courses during the next three semesters. Through the use of both closed- and open-ended survey questions, the descriptive approach was used in this study. Based on a few theories of teaching and learning translation, such as those proposed by Duff (1994), Gile (1995), Tisgam (2009), Clavijo & Marin (2013), and Wang (2014), the data were examined. The data analysis's elaborations primarily addressed the students' capacities and requirements to acquire thorough and understandable explanations of the indicated components. Following data analysis, recommendations were made for how to create a teaching design that included instructional strategies, materials, kinds of practices, and evaluation.

Key words: potencies, needs, translation course

INTRODUCTION

In foreign language learning, translation is something that cannot be separated because every communication process in learning will involve a translation process. When communication takes place, the process of translation also takes place. Translation is a process of transferring meaning from the source language to the target language by abiding the rules of the target language (Baer, 2023). Translation as a process of communicating messages from the source language into the target language is not easy because a translator must pay attention to the use of natural grammatical and lexical choices of the receptor language. In other words, it can be said that in order to translate, a translator must be fluent in both

languages, source and target, or at least know the grammar and language device usage of his/her own language.

In the higher education curriculum, translation is one of the subjects in the English Language Education study program. This is because translation is not only useful in the communication process in teaching and learning activities but is also useful when students later work in other fields such as tourism, business, or this can be one of the job opportunities that English Language graduates can take, either as a freelance translator or as a professional or known as a sworn translator.

This is because vital domains of human life, such as health, business, economy, tourism, and education, are intrinsically linked to the practice of translation. Consequently, translation functions as a bridge, facilitating communication across areas segregated by linguistic barriers. Given its strategic

significance, translation emerges as a promising and potential field for further scholarly exploration (Pratiwi, 2023). So, universities must be able to prepare English graduates to be ready to face all opportunities in the future because economic demands are getting higher every day. So it is very important to equip students with soft skills such as the ability to translate text well and correctly.

The undergraduate level prepares the academic field of translation that will serve as a base of knowledge to pursue advanced level in the academic and/or goes to specialize for becoming professional translator later. It is recommended to have further study on how to teach the academic field of translation, such as translation teaching model, teaching method, assessment and so on (Anggini & Helmanto, 2023).

In the teaching and learning process in translation courses, researchers found that students experienced several difficulties in translating legal documents. However, the most dominant strategies used were recognized translation, transference, functional equivalent, synonymy, and shifts. Similar to the analysis on the EFL students' dilemma in translation, students experienced five dilemmas such as facing difficulty to choose best strategy to translate, owning limited vocabulary, getting difficult in matching SL and TL grammar, lacking of cultural understanding, and being unable to know the translation of specific terms in different fields (Muslimin & Harintama, 2022). The lowest frequency of students' acknowledgment on the dilemma was about the understanding on Target Language's culture. Therefore, researchers want to conduct research on what problems students face in the translation process.

(Duff, 1989, 1994) confirms that the activities of teaching translation in the

classroom should be focused on giving the students some experiences with translation practices and empowering them to write, discuss, and learn some translation procedures and techniques. Therefore, improving student access, providing clear feedback on their progress, and fostering a more dynamic interaction between lecturers and students throughout the teaching and learning process are all essential components of teaching translation.

The abilities and needs of the students should be taken into consideration while creating a relevant teaching and learning process. Before the teaching and learning process is put into action, the needs and capacities are determined through a survey. According to (Kaewpet, 2009), more than one or two data gathering techniques, including surveys, interviews, and attitudes measures, are used to address students' needs both before and throughout a course. In light of this, it may be beneficial to administer the survey questionnaire as soon as feasible in order to gather pertinent data regarding the requirements and capabilities of the students both before and after the course begins.

Two primary topics are covered in translation education courses (Diane Larsen-Freeman & Anderson, 2011): (1) Acquiring the skills to handle translation-related issues differs significantly from acquiring language proficiency; and (2) selecting an appropriate teaching translation methodology to complement the translation approach chosen is crucial. Effective learning will come from teaching translation with the use of appropriate teaching strategies (Tisgam, 2009). Adequate course design leads to effective learning, and the design of the course necessitates needs analysis for the preparation of teachers. According to (Tisgam, 2009), there are three things that must happen for learning to be

effective: (1) setting clear expectations; (2) promoting active learning; and (3) offering timely feedback and assessment.

For the students enrolled in translation courses over the next three semesters, from Theoretical Foundation of Translating and Interpreting, Practice of Translating, to Practice of Interpreting, it is anticipated that this research will yield some findings regarding the capacities and needs of students, i.e., students' interest, expectations, knowledge, skills, and experience to come up with some data to formulate the teaching design covering materials, strategies, types of practices, and evaluation (Tisgam, 2009).

METHODS

The goal of this preliminary study was to determine the requirements and capacities of the translation course students. An open-ended and closed-ended survey questionnaire was used to gather research data from students enrolled in third semester courses prior to their enrollment in translation courses for the next three semesters. Nine of the sixteen students who received the survey questionnaire via email completed it and sent it back to the instructor. After that, the data were administered and examined to determine the students' strengths and requirements for the translation courses from a variety of angles, including their interest, expectations, knowledge, abilities, and experience.

DATA FINDINGS

1.1 Students' Interest in Studying Translation

For a variety of reasons, including expanding their vocabulary, deepening their understanding of numerous subject areas, improving their comprehension of text content, and honing their language skills and

translating professionalism, the students were drawn to pursue translation courses. 100% was the highest percentage, suggesting that students were very interested in the translation classes. It indicates that not a single student expressed disinterest in taking translation courses.

A few subjects that the pupils were interested in were arts, culture, literature, social studies, sports, and education. Although the students' interests in translation themes were diverse, they remained in the social science domains. This was the case because the students' backgrounds in the social sciences and languages during their senior high school years were similar.

Students who expressed interest in the translation classes discovered that 78% of them thought that becoming a translator was a promising career, while the remaining 22% saw it as merely an extra job and did not think of it as a profession at this time. In response to their questions, they gave a variety of reasons, including: (1) better communication access in the age of globalization; (2) higher professional service income; (3) greater opportunity to meet a wide range of people; and (4) a deeper comprehension of the cultures of people from various nations.

The remainder because translating was viewed as a casual job and mainly as a secondary source of income, 22% of students believed that translators did not have a bright future. This viewpoint differed from others who said that translators had a bright future and a prominent career since they require a high degree of accuracy and accountability in their work.

1.2 Translation Courses Expected by Students

The majority of students (89%) believed that university students should be given translation courses, whereas the remaining 11% held a different opinion, suggesting that university students did not need to be taught translation courses. The majority of students—89%—agreed that teaching translation courses at the university level is crucial because such courses can provide students with the theoretical and practical knowledge needed to: (1) translate quickly and accurately; (2) select appropriate words (dictions); (3) transfer sentence structures appropriately; (4) comprehend texts thoroughly; and (5) learn the fundamental theories of translation. The other 11% expressed a different opinion, suggesting that university students were not always taught it, although they did not offer any evidence to back up their claim. They may have believed it because they were either ignorant of translation or lacked the necessary experience translating certain types of content.

The following resources were anticipated by the students from their lecturers: (1) literary works, including books, journals, plays, songs, and short stories; (2) scientific texts, including articles and journals; and (3) informational texts, such as announcements. It was anticipated that their instructors would supply these resources in the form of practices and theories.

It indicates that the students considered translation theories to be significant and were aware of their importance to translators. Furthermore, the students came to understand that accurate translations

might be built upon theories of translation.

For example, S4 mentioned that translation practices were thought to be crucial in exposing students to actual translation projects. Furthermore, S9 mentioned that the translation exercises had to be completed both within and outside of the classroom, for example, as homework assignments. The students anticipated having more translation practices than translation theories.

1.3 Knowledge Necessary to Study Translation

The students' knowledge of translation studies included a variety of topics, such as: (1) the need for translators to have fluency in the languages they were translating; (2) the realization that not everyone who could speak a language could translate professionally; and (3) the understanding of translation theories, which include textual knowledge, translation techniques, knowledge of the fields of expertise, and knowledge of the cultures of both the source and target languages, by translators in order to become professional translators.

Table 1. Students' perceptions on the requirements for professional translators

No.	Knowledge	Required (%)	Not Required (%)	Undecisive (%)
1	Knowledge of the languages	77	33	0
2	Theories of translation	100	0	0
3	The importance of having textual knowledge	88	22	0
4	Translators are required to know how to translate (translation methods)	45	33	22
5	Translators are required to know the topics of their translation (fields of expertise)	56	44	0
6	Translators have to know the cultures of both languages	100	0	0

1.4 Competencies Needed to Handle Translation Tasks

Among other language abilities, reading, writing, grammar, and vocabulary were needed by the students for the translation

assignment. From top to lowest, the percentage of necessary skills for completing the translation assignment were reading and vocabulary (100%), grammar (89%), and writing (77%). The following table shows the complete percentages.

Table 2. The Skills Needed to Handle Translation

No	Skills	Required (%)	Not Required (%)
1	Reading	100	0
2	Vocabulary	100	0
3	Grammar	89	11
4	Writing	77	23

Vocabulary and reading comprehension were regarded as critical components of the translator's work, as they were required for understanding the translated texts' meanings, for professional technical reading to identify the texts' main ideas, and for understanding the reading of the translated texts themselves.

1.5 Experiences Students Require

A few of the students had previous experience working as part-time translators. The majority of them (66.7%)

had some prior expertise translating texts, but they weren't paid for their job as professional translators. The remaining students (33.3%) have some experience working as part-time translators and received payment for their efforts. The students translated a variety of texts, including book chapters, articles, novels, short tales, songs, news, poetry, and books. The literary works, particularly songs and short stories, were regarded as being simple to translate for the three reasons listed below: Three things about the texts: (1) they were easy to read; (2) they were brief; and (3) the texts'

vocabulary included unique words that were comparatively common to them. The students' next challenges in translating the materials were idiomatic expressions, some vocabulary, particularly slang terms, and inadequate language proficiency because they were still in the lower grades.

DISCUSSION

Following that, data findings from the survey questionnaire were examined and spoken about. The training materials must to address both translation theory and practice. It was thought, therefore, that practices ought to receive greater attention than ideas when making relevant comparisons. The future of translators, fundamental translation theories, translation approaches and strategies, and various text kinds should all be covered in translation theories. Translation procedures ought to target diverse text kinds from a range of subject areas, such as literary works, artwork, cultures, etc. They ought to be exposed to a variety of literature, such as those in the social sciences and science and technology. (Clavijo & Marin, 2013) argue that it is crucial to practice translating a variety of texts because businesses that employ translators need their services to translate a wide range of textual genres.

A weekly evaluation that is appropriate can be determined by assigning homework and having lengthy discussions between the instructor and the students in the classroom. Moreover, end-of-semester and mid-semester assignments were planned to enhance the assisted translation practices of students. The lecturer's guidance on themes and materials related to the teaching design, which was developed based on the abilities and requirements of the students, was used to modify the evaluation of the students' work.

By providing them with sufficient opportunities to practice translation, the students were strengthened in their ability to translate. The translation course instructor, however, had to take into account the variety and degree of difficulty of the texts that the students were exposed to during the instruction and learning phase

In the upcoming years, students expressed interest in pursuing careers as translators and thought about doing so. For this reason, it is important to gradually build pupils' translation abilities from the simplest to the most complex. The outcomes of translating experiences and practices should be used to develop translation skills. In order to become professional translators, students should focus on two key goals: reading extensively to improve their reading comprehension and engaging in intensive translation practice.

The research's conclusions showed that students could benefit from taking translation courses for a number of reasons: (1) they demonstrated a strong interest in the field because they thought becoming a translator was a promising career; (2) they believed that taking translation courses would help them become professional translators; (3) they lacked sufficient language and translation knowledge—in reality, translators must be fluent readers and writers; and (4) the majority of students completed some translation work but not as part of their professional translation assignments. Additionally, the majority of them lacked any knowledge or expertise from their translation trainings; and (5) the majority of students did not demonstrate their background as working translators. Even though they performed some translation work on a part-time basis, they were not compensated as professional translators, and they lacked the necessary expertise to

enroll in translation courses for professional advancement.

Based on the aforementioned analysis, it was anticipated that the instructors of the translation courses would be able to create lesson plans that were appropriate for the student conditions identified in this preliminary study..

CONCLUSIONS

The purpose of this paper was to elaborate on the abilities and needs of students in translating that were previously identified during their third semester of study. It also aimed to give lecturers some pertinent information to design the teaching practices from preparation through evaluation and during classroom activities. Based on five distinct perspectives—interest, expectations, knowledge, skills, and experience—this preliminary study has determined the students' capacities and needs. The conclusions that follow are based on the data results and analysis.

First, it is evident that students are really interested in taking translation classes. They anticipate taking translation classes in order to guide them toward becoming qualified translators. They consider working as translators to be a good career path. Some students generally have some background knowledge in translation, but not enough to function as competent translators. Most students did not demonstrate their expertise and background as working translators. Some students have, however, recounted their experiences of working on translation projects without receiving appropriate compensation.

Second, based on their previous knowledge, the lecturers were able to construct the most appropriate instructional design thanks to the students' recognized requirements and potencies. Based on the abilities and

demands of the students, the lecturers' designed instructional procedures must adhere to the strict standards of instruction. Both instructors and students may be guided by this design to get the most out of the teaching and learning processes.

Third, effective teaching and learning of translation courses will produce competent student translators if the teaching and learning processes actually match the students' interests, expectations, knowledge, abilities, and experience.

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