

TRANSLATION I

COMPLETE HANDOUTS

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**TRANSLATION I
Course Outline**

I. Course Objectives

At the end of the course, the students acquire the following competences:

- understand the concepts and steps of translation
- able to produce good translation projects
- conduct a simple analysis on the grammatical aspects of translation

II. Course Progress

Week	Topics
1	Introduction to the Course & Requirements; Terms in Translation
2	Translating Simple Sentences; <i>Doe a Deer</i> *
3	Translating Complex & Compound Sentences; <i>Three Questions</i> * & <i>Spring – when cherry blossoms fall</i>
4	Translating Instructions: <i>Great Napkin Folding</i> ; <i>Lemon Grass & Lime Leaf</i> *
5	Arts & the Translation: <i>Then You Look at Me</i> ; <i>What I get up to with my friends</i> * Due Date for the Topics of the Presentation
6	Academic Writing & the Translation: <i>Abstracts</i> *
7	Analyzing Translation Errors: <i>Comparing Commercial Products</i> *
8	Mid-test
9	The Language in the News & Legal Documents : <i>Newspaper Headlines, Certificates</i> *
10	The Language of Advertisement: <i>Classifieds</i> *
11	Translating Longer Articles & Essays; <i>Six Common Diet Plans & Katsu Kare</i> Due Date for Paper Submission
12	Presentation & Discussion (1)
13	Presentation & Discussion (2)
14	Presentation & Discussion (3)
15	Final-test

III. Evaluation

Final grades are determined by average score of the tests, the fulfillment of minimum attendance & the completion of assignments.

Paper	: 5%
Presentation	: 10%
Attendance	: 10%

Class Participation	: 15%
Tasks & Assignments	: 15%
Mid-test	: 20%
Final-test	: 25%

What is Translation?

1. Give the meaning of something said or written in another language; the activity of changing something spoken or especially written into another language (Oxford Advanced Learner's Dictionary of Current English)
2. A written communication in a second language having the same meaning as the written communication in the first language (www. EnglishClub.com)
3. Taking the meaning from one text and integrating it into another language for a new and sometimes different readership.
(www. linguist.com)
4. Translating consists in reproducing in the receptor (*Target Language*) the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. (The Theory and Practice of Translation)
5. The replacement of textual material in one language (*Source Language*) by equivalent textual material in another language (*Target Language*)
(A Linguistic Theory of Translation)

THE TRANSLATION PROCESS

1. ***Tuning.*** By this we mean getting the feel of the text to be translated. Depending on their field of work, translators need to be able to produce the language of a poet or novelist, lawyer or economist, research physicist or factory manager, advertising copywriter or biblical prophet. Each 'register', as it is often called, demands a different mental approach, a different choice of words or turn of phrase. If the text is difficult or of the type which is not so familiar to the translator, he may want to read some background literature or consult the author (if available) or some other adviser.
2. ***Analysis.*** Once the translator has attuned his mind to the framework of the text to be translated, he will take each sentence in turn and split it up into translatable units – words or phrases. He will also establish the syntactic relations between the various elements of the sentence. At some points in this phase (or the understanding of terminology phase), it may be necessary to establish relations between elements in larger portions of the text, in the interest of consistency.
3. ***Understanding.*** After having split up the sentence to be translated into its elements, the translator will generally put it together again in a form which he can understand or respond to emotionally. The extent to which he can do this will depend on his basic knowledge of the subject matter. There has been a great deal of discussion about the extent to which a translator should be able to understand the texts he translates – about how much attention he should pay to the 'content' as opposed to 'form'; it seems obvious that due attention to both form and content is essential.

4. **Terminology.** The next step is to consider the key words and phrases in the sentence to make sure that apart from understanding them and feeling what they imply, one has a translation for them which is in line with standardized usage and is neither misleading, ridiculous nor offensive for the target-language reader. Both in this phase and in the preceding (Understanding) phase, discussion with the author or some other adviser is often advisable as the best way to help the translator solve some of his problems.
5. **Restructuring.** When all the bricks needed for the edifice of the target-language text have been gathered or made, the translator will fit them together in a form which is in accordance with good usage in the target language. This is the phase where 'form', as opposed to 'content', comes into its own.
6. **Checking.** The translator will doubtless check his draft translation for typing errors and passages where a second perusal suggests a more elegant or more correct translation. In addition, it is quite common for someone other than the translator to read through the finished translation and make or suggest changes. In the case of specialized texts, this is often the source-language author or someone else with a better command of the subject matter than the translator. In any case, it is important that the translator should be consulted at this stage. It still happens too often that the corrector, while improving the content of the target-language text, introduces blemishes in the form which are then published under the translator's name.
7. **Discussion.** For this reason, a good way to end the translation process is often with a discussion between the translator and the expert on the subject matter. As Nida and Taber point out in their book *The Theory and Practice of Translation*, it is generally inadvisable to make a committee meeting – with more than two participants – out of this: too many cooks spoil the broth. On the other hand, it is sometimes necessary to point out to translators that they should not work in

isolation, and to help them in acquiring the social skills needed for such discussions.

(Dari Dr. Ronald H. Bathgate, "A Survey of Translation Theory" dalam *Van Taal tot Taal*, Jaargang 25, Nummer 2, Juni 1981 – sebuah majalah Ikatan Penerjemah di Negeri Belanda, terbit empat kali dalam setahun)

Translate the following sentences into Bahasa Indonesia!

1. I close the book.
2. We live in a house.
3. The window is between the door and the table.
4. Father and mother are my parents.
5. Ahmad is in business.
6. He helps my mother.
7. We have breakfast at seven.
8. I remain at home.
9. I cannot swim.
10. She is very young.
11. I am very hungry and thirsty.
12. We eat rice with meat and fish.
13. I buy a bottle of wine and a bottle of beer.
14. Are you weary?
15. Do you understand me?
16. He writes his exercises in his writing book.
17. What do you say?
18. During the lesson we speak English.
19. I smoke a mild cigar.
20. Ali, are you ready?
21. The match begins at four.
22. He can drive a motor-car.
23. They can sing *Sakura no Hana*.
24. She can play violin.
25. We go by bus.
26. You cannot lift up that stone.
27. I never thought of it.
28. I love her very much.
29. They behaved cowardly.
30. I write her once a week.

Translate the following children song into Bahasa Indonesia. Remember the steps and hints that you must pay attention to when you are translating it.

Doe a deer, a female deer
Ray a drop of golden sun
Me a name I call myself
Far a long, long way to run
Sew a needle pulling thread
La a note to follow sew

Tea a drink with jam and bread
That will bring us back to doe

Look at the following anecdotes. How will you translate them?

1. Ali : "Father, did not you tell me that it is cowardly to strike anyone smaller than yourself?"
Father : "Yes, my son."
Ali : "Then I wish you would write and tell the teacher. I don't believe he knows about it."
2. "It is the duty of everyone to make at least one person happy during the week," said the teacher. "Now, have you done so Paijo?"
"Yes," said Paijo.
"That is right. What did you do?"
"I went to see my aunt and she was happy when I went home."
3. Bill : "Why do you always take a tape measure to bed, Jack?"
Jack : "Because I want to know how long I sleep....."

Identify whether the following sentences are complex or compound sentences. Then translate them into Bahasa Indonesia.

1. I show him what I have in mind.
2. This is the place where we dwell.
3. He is almost, but not quite the cleverest boy in the class.
4. He did this before, and you have done it since.
5. A fierce fire, suddenly breaking out yesterday, completely destroyed that fine old house.
6. Having walked five miles, he was glad to sit down.
7. Water to drink is scarce in this place.
8. A man of virtue will not tell a lie.
9. The box that you took with you on your journey was made by him.
10. The place where his father was buried is not known.
11. He worked hard for the purpose of gaining a prize.
12. He carried out the work which he had undertaken.

13. Britney Spears, wearing those diamond jewelries, looks so glamorous in the Academy Award ceremony.
14. I will forgive whatever mistakes you have done to me if you just come and say sorry.
15. My father's uncle's sister passed away at the age of 108 years old and was buried beside her husband.

THREE QUESTIONS

When Frederick the Great saw a new face in the ranks, he put the following three questions, generally in the same order: How old are you? How long have you been in the army? Have you received your pay and equipment?

One day a young Frenchman, who did not understand German, enlisted into the army. The comrades of the young man taught him the answers in the usual order. The answers were as follows: Twenty-one years, Sir! Six months, Sir! Both, Sir!

A few days after, Frederick saw the young soldier, and began to question him. He began, however, with the second question: "How long have you been in the army?"

"Twenty-one years, Sir," replied the Frenchman.

"How old are you then?"

"Six months, Sir," was the reply.

"Upon my word," said Frederick, "either you or I must be a fool."

"Both, Sir!" replied the soldier.

TRANSLATION I

PAPER GUIDE

1. Provide the article that you are going to translate.
2. Notice the grammar points (e.g. simple past tense, cleft sentence, etc) that you find in most of the sentences of the article.
3. Translate the article and put it on the last page of your paper to be one of the enclosures, besides the original article.
4. Write a paper on how to translate the grammar points that you chose, by taking the examples from the article. Remember, the main focus of the paper is **how to translate the grammar points, not the translation of the article.**
5. The paper consists of *Introduction, Discussion, and Conclusion.*
6. *Introduction*, not more than a page, discusses the background of the grammar points chosen. For example:
 - introducing the form of a sentence using *simple past tense* (S+V2+O)
 - how to use *simple past tense* in a sentence
7. *Discussion*, discusses how to translate (the process of translating the grammar points chosen and the results) the grammar points chosen. Do not forget to provide examples for everything stated in the paper. All examples must be taken from the article.
8. *Conclusion* is the final statement of how to translate the grammar points chosen. It may summarize the *discussion*, by writing the result of the *discussion* in shorter paragraphs. Remember that you have to prove why you translate the sentences in such way.

9. The organization of the paper:

- Title page
- Introduction
- Discussion
- Conclusion
- Enclosures (the copy of the original article and its full translation)

THEN YOU LOOK AT ME

Singer: Celine Dion

Written by: J. Horner & W. Jennings

Laugh and cry, live and die
Life is a dream we're dreaming
Day by day I find my way
Look for the soul and the meaning

Then you look at me and I always see
What I have been searching for
I'm lost as can be
Then you look at me and I am not lost anymore

People run, sun to sun
Caught in their lives ever flowing
Once begun, life goes till it's gone
We have to go where it's going

And you say you see
When you look at me
The reason you love life so
Though lost I have been
I'll find love again

And life just keeps on running
You look at me and life comes from you

What I get up to with my friends!

What I get up to with my friends is — being naughty such as pouring stink bombs through the keyhole of the loo when somebody is in there. I also like putting rubber rats and spiders on my brother's and Mum's pillow. I have mud ball fights with my friends.

When my neighbours go out, I invite all my friends around and we go up to their house and stuff our faces with their manderines and apples. Then one day three from up the road came down and started pinching our manderines. It was the time of Guy Fawkes, and so we fired a penny sky rocket at the tree.

And when they came to pinch some more, the rocket blew to pieces in the tree and they went running up our street yelling, "Help! Help!" And they never came back ever again since that day.

When it comes to girls they are a pain in the neck. They have a nerve hanging around you when you don't even like them. My neighbour, he is that dumb! He is twelve years old, and plays car-cars — tow a trailer like thing behind his bike. If you go behind him, beware because if he stops suddenly you haven't got a chance. You go straight up it and have a sour accident.

And when I go eeling down the creek with my friends I show them how to bite an eel's head off when it's still alive. and I have lots more things that I get up to to tell you, but I can't tell you everything.

Brett Huntley, age 12

Abstract (1)

This article shows the interesting points of second-language learning, especially between children and adults. Second-language learning is a complex thing involving many aspects. Many factors, psychological and social ones, affect the mastery of second-language learning for both children and adults. The psychological factors affecting second-language learning are intelligence and memory, creativity, motivation, and motor skills. The social factors are the setting of learning activity, whether in the natural or in the classroom situation. Psychologically, children do better in second-language learning than adults. However, socially, both children and adults can do their best in second-language learning since they are exposed differently to language in different situations. Children are better in the natural setting, while adults are better in the classroom situation of second-language learning.

Keywords: second-language learning, language acquisition, psychological factors, social factors

Abstract (2)

This article is about a research aimed at constructing an ideal learning model of bilingual class through immersion program. The research is conducted by observing the learning process in the bilingual class and describing the perception of the participants – teachers, students, principal, and parents – about the program. The primary data are the English spoken and written expressions used in Math and Science subjects, and the secondary ones are the perceptions of the participants, which are obtained through given questionnaires.

The research results show the following. Firstly, although the teachers of bilingual class have got several annual trainings, they still have major problems in managing the bilingual class. Secondly, since the teachers are too preoccupied with the language of the instructions, the students are less active since the learning process doesn't run smoothly.

After conducting a careful data analysis, it is obtained that these problems can be solved by constructing a model of training that can upgrade the teachers' ability of managing classroom learning process and motivating students to participate actively in classroom activities.

Key words: bilingual, immersion, language of instruction, learning process

Abstract (3)

The objectives of this research are to find out the reasons why the British Empire used Shakespeare's *The Tempest* as a tool of colonization and to find out the form of

language employment showing the colonizer's and colonized people's identity as represented in *The Tempest*. This research is done using post-colonial theory.

This thesis is a descriptive-qualitative study using content analysis method. The object of this study is Shakespeare's *The Tempest*. The primary data of this research are some significant expressions in words, phrases, clauses, sentences, and paragraphs that are taken from the play. The secondary data are some sources such as books, articles, journals, and magazines related to the British colonialism and post-colonial theory. In collecting the data, the researcher uses read-write technique. The data analysis is conducted using post-colonial theory. To get validity and trustworthiness, the researcher implements triangulation and discussion technique. She reads and re-reads the drama carefully to conduct deep and detail analysis so that the data are credible. She re-reads the play to get dependability. Finally, to achieve conformability, the researcher consults her research findings to her thesis consultants.

The results of the analysis show that there are four reasons why the British Empire used Shakespeare's *The Tempest* as a tool of colonization. First, it could construct the superior image of the British. Second, it could be an implicit strategy to legalize the British brutality. Third, it could solve the problem in increasing moral for Indians, and fourth, it could show the quality of the "Englishness". The better quality is shown in the poetic language. It is accommodated in the figurative language and musical devices. In *The Tempest*, Shakespeare employed a different language to show the colonizer's and colonized people's identity. These differences can be seen in three focuses. The first is the prosaic and poetic English used to convey the conversations among characters. Second, it can be seen in the diction chosen. Shakespeare has chosen the 'harsh' words to describe the colonized people. On the contrary, he used fine language for the colonizers. In addition, Shakespeare considered the social standing and the formality or informality of the occasion to use pronouns, i.e. 'thee'. 'thou', and 'thy'. The third is the order of part of speech used by the characters when they speak.

Comparing Commercial Products: The Original & the Translation

No	Product 1:		Product 2:		Comments
	I1	E1	I2	E2	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Newspaper Headlines

1. Gustav swells to dangerous storm off Cuba
2. Young innovators shine through technology
3. Japanese kung fu film refreshes local cinema
4. Kuznetsova, Davenport lose
5. Mount Lawu, the mythical beginning of Java
6. Old faces return to fashion for a cause
7. Bali Fashion Week looks to brighter future
8. Foreign chefs drop by Jakarta for Ramadhan eats
9. Afghan child deaths linked to moms
10. Yet another corruption case begins to unfold
11. Hero Liu's injury darkens China's brightest Games
12. Jamaicans sprinting out of poverty
13. Politicians blamed for heating conflicts
14. Religious movies in the move
15. Dressmakers busy filling Idul Fitri orders
16. Recycling waste creates jobs, income
17. Nepal's former guerilla chief sworn in as new prime minister
18. Georgia cautious as Russia due to withdraw
19. Govt's ambitious customs system hits snag on available manpower
20. Church sealed in surprise raid

Translating advertisement is different from translating a story.
How would you translate the following ads?

