

RAISING PRAGMATIC AWARENESS IN TRANSLATION AND TRANSLATING

Engliana

engliana.seok@gmail.com

Universitas Indraprasta PGRI

ABSTRACT

Language competence and pragmatic competence are significant factors in translation activity, thus there should be refined instruments, tools, and methods as well as procedures in raising awareness not only on linguistic competence of translators or students translators, but also equally important on pragmatic competence. The purpose of this writing is to suggest and trigger teachers/educators teaching translation subject at the university level particularly to make use of audiovisual as tool to increase awareness of implicatures and other pragmatic components involved in translating subtitles from English to Indonesian and vice versa. In other words, the students realise that they need pragmatic awareness in the process of text transfer. The writer uses library research to explore varieties of teaching methods and procedures in teaching translation using multimedia or audiovisual. To sum up, it is achievable to enhance pragmatic awareness in teaching translation using audiovisual as long as the teachers/lecturers/educators are able to develop material and propose a model or lesson plan of raising pragmatic awareness in language teaching, especially in the context of English as a foreign language.

Keywords: pragmatic awareness, translation, audiovisual.

INTRODUCTION

Obstacles to face in translator's mind are always lies between text and context of the text. Text transfer takes place in the word level as well as at pragmatic level. There might be pragmatic divergence between the two texts suggesting that two or more different cultures involved. The translator thus bound to the text, cultural values, and readers so that requires him – with his linguistic and pragmatic competences - to manage the text production to be able to meet its audience. In pursuing a complete communicative competence, foreign language learners should attain grammatical as well as pragmatic competence.

Aim of this paper is that undergraduate students of translation are aware of implicatures and other pragmatic

components involved in translating subtitles from English to Indonesian and vice versa. In other words, the students realise that they need pragmatic awareness in the process of text transfer. Lecture will favourably meet these objectives:

- 1) To assess students' pragmatic ability on culture specific actions occur in film clips/advertisements
- 2) To acknowledge any pragmatic failure regarding the culture specific actions
- 3) To find out the factors relating to pragmatic failure on students'
- 4) To detect students' linguistic competence to the pragmatic failures
- 5) Students ready to perform a professional translator tasks in classroom project (and in the future)

The method and procedures suggested in this paper has not yet been conducted in real situation, yet this idea comes from the writer own experience when teaching translation subject at local universities these past three years. Most students who took the translation subject did not have any background in translation before, as the translation subject is one of the required subjects offered for third year students of English language and teaching department.

Language competence and pragmatic competence of translation students (or students studying translation) are likely not go well together. Although there should be more scientific research and study from teachers/educators/linguists conducted regarding this statement. It is still often the findings in the classroom reveal the contrary to what the teachers/educators have expected: that their students encounter more difficulties in understanding the context of the Source Language (SL) text instead of grammatical aspects of the SL text. It means that most of these students have more significant increased in knowing the language components such as grammars, vocabulary items, etc., - however, many time fail when they have to understand the message conveyed through speech or conversation due to a scarcity in pragmatic competence in English language. This is a way of making sense of new information and other factors affecting coherence in the text of linguistic and non-linguistic behaviour of a language.

One of major factors of students' lacking of pragmatic competence in translation and translating is that the teacher does not know how to raise the awareness related to the subject without making translation subject sounds too pragmatics. Many of them aware of the technical, image, and linguistic

constraints exist in translating subtitling, which cross-cultural pragmatics does occur in most of the dialogues. The goal of this teaching method is to give insight and preliminary idea to teacher teaching translation subject at the university level to consider pragmatics as a part of their teaching instructions and syllabus.

DISCUSSION

Using multimedia as teaching tools or medium of instruction has grown into massive extend these days as it goes hand in hand with technology advancement in the last ten years. This development affect the ways of education and the world of teaching-learning present their material, and hence, many studies and researchers find ways to collaborate the multimedia advancement into teaching-learning process. Below are merely some studies had been done in relation between teaching-learning, audiovisual/multimedia in the context of pragmatics and Second/Foreign Language Teaching and Learning.

Most recent study conducted as a part of European Commission Leonardo project aimed to design a multimedia course for English language learners seeking work as ground staff in European airports. Pragmatic components included in the material developments are deixis, pseudo-apologies, politeness principles, offers, requests, greetings, farewells, and other routine activities for interactional softeners (Cutting, 2012).

A case study on Japanese students learning English as a Foreign Language (ELF) in one university in the United States, conducted by Fujioka-Ito (2009) shows result that there was an increase of approximately 20% in students who reached the advanced-level when compare with the

students from the previous two years when the digital videos were integrated into the curriculum. It implicates that the use of digital videos can serve as a useful promotional medium by showing language models in high contextualisation, conveying cultural aspects, and fostering cognitive development.

Pragmatics and translation

The pragmatic treatment of translation occurs in two different levels: *contextual level*, which significant differences between linguistic and cultural contexts come together and the readers may not be aware of this. *Communicative level* requires translators to see the information given in the text and be able to see its degree of explicitness and implicitness (Bernardo, 2010, p. 108). She also adds:

By evaluating the distance between the source and the target contexts, between the text producer with his own communicative intentions and the target text reader with his expectations, his hermeneutic competence and his willingness to grasp the producer's intended meaning, the translator is

asked to *find a balance and provide his target readers with inference cues that allow an adequate interpretation of what is conveyed by the translated text* [italics added].

Implicature, Text Coherence, and Translation

Grice provides some factors that can contribute to success or failure in working out implicatures (Baker, 1997, p. 226):

- 1) The conventional meaning of the words and structures used (i.e. a mastery of language system), together with the identity of any references that may be involved;
- 2) The Co-operative Principle and its maxims;
- 3) The context, linguistic or otherwise, of the utterance;
- 4) Other items of background knowledge;
- 5) The fact (or supposed fact) that all relevant items falling under the previous headings are available to both participants and both participants know or assume this to be the case.

The Maxims (Yule, 1996, p. 37):

Table 1 Grice's Maxim

<p>QUANTITY</p> <ol style="list-style-type: none"> 1) Make your contribution as informative as is required (for the current purposes of the exchange) 2) Do not make your contribution more informative that is required <p>QUALITY. 'Try to make your contribution one that is true.'</p> <ol style="list-style-type: none"> 1) Do not say what you believe to be false. 2) Do not say that for which you lack adequate evidence. <p>RELATION (or Relevance). Be relevant.</p> <p>MANNER. 'Be perspicuous'</p> <ol style="list-style-type: none"> 1) Avoid obscurity of expression. 2) Avoid ambiguity 3) Be brief (avoid unnecessary prolixity). 4) Be orderly.

As Baker (1997) said that in spoken discourse, when we flout one of the maxims, it is known as a way of exploiting the convention in order to convey the intended meaning:

For the moment, it is sufficient to note that conversational maxims and the implicatures that result from observing or flouting them are adapted to serve the purpose of the communication in hand. This purpose will vary according to the situations and participants: it may be conveying information, influencing the opinions or emotions of hearers, directing their actions, and so on (p. 226).

The maxims are often deliberately flouted, e.g., in phatic or small talk (quantity), 'white lies' (quality), humour, irony, teasing, banter, puns (manner), topic shift, seemingly irrelevant remarks whose relevance is implied and may only be disclosed by inference (relation) ("Pragmalinguistics and Stylistic,") for example "Elizabeth is putting on a lot of weight. She smokes very heavily."

There will be two propositions: first, the speaker implies that Elizabeth is putting on a lot of weight because she is smoking too heavily; and second, she is smoking very heavily because she is putting a lot of weight, perhaps as a way of controlling her appetite. This pragmatic inference is crucial in maintaining coherence in discourse level, and our linguistic and non-linguistic knowledge as well as fluency are needed to interpret what happened exactly to Elizabeth. As Baker (1997) has mentioned that:

Implicatures, then, are pragmatic inferences which allow us to achieve

something like Charolles' explanatory coherence. They are aspects of meaning which are over and above the literal and conversational meaning of an utterance and they depend for their interpretation on a recognition of the Co-operative Principle and its maxims (p. 227).

Using multimedia in EFL environment

We consider four main learning outcomes expected upon viewing of video, movie clips, or any audiovisual clips in learning outlined by Schwartz and Hartman (Schneider, McDonald, Brown, Llosa, & Hirsch, 2007, pp. 51-52):

- 1) *Doing*. Video is an ideal medium for illustrating classroom activities and interactions. Thus, it seems well-suited to helping teachers learn to act in certain ways. Some programs are designed to support the learning of "doing," that this, to provide teachers with new skills or techniques for teaching particular topic.
- 2) *Engaging*. A second potential learning outcomes involves "engaging" learners. In this case, video is used to increase teachers' interest in a topic and more importantly, their motivation to learn more about the topic.
- 3) *Seeing*. Increased attention has been paid recently to the importance of teachers being able to notice and interpret significant aspects of instruction. This ability to "see" what is happening in the midst of instruction is thought to be a key component of expertise of teachers (Berliner, 1994,).
- 4) *Saying*. A fourth learning outcome can be described as "saying". The goals here are to help teachers acquire new

facts and explanations and to increase their ability to recall and converse with such.

Using subtitling activity is a way of making translation teaching and learning tend to be more creative, thus, enhancing translation students' language, skills, and cultural awareness. Some researchers have been described that translation students gain benefit in subtitling activity as mentioned earlier.

Methods and Procedure

Participants

Participants are the university undergraduate students taking Translation subject, which mostly offered in the third year of study. Most of them have a low-level proficiency of English, but some are already at the intermediate to upper-intermediate level.

Teaching Instructions

Teaching instruction is not teacher centred, but is likely a student centred as teacher role as a mentor.

Teaching Materials

Teaching materials are the script of movie clips, a computer, a projector, and speakers that allow the whole class to watch the movie clips together. If it is possible, teacher can have this session at an audiovisual laboratory provided by university. The teacher also should download a sample activity of subtitling software in order to show the students the process, components, and other matters regarding subtitling process. An internet access will be more helpful if it is available during the session so the teachers can browse for other resources related to the subject.

Classroom Procedures

There are two kinds of activities involved in the process: classroom activity and group project.

Classroom Activity:

- 1) Stage 1 – retrieving or introductory. Students read movie scripts of the selected scenes before watching the movie clips.
- 2) Stage 2 – interpreting. Students translate the movie scripts, either in a group of two or individually for a given time
- 3) Stage 3 – comparing.
- 4) *First viewing*: students watch the selected movie clips without looking at their own translation.
- 5) Stage 4 – analysing
- 6) *Second viewing*: students compare their own translation to the Indonesian subtitles in the movie clips.
- 7) Stage 5 – evaluating. Students make judgements of their translation and the subtitles of the movie clips based on criteria.

Group Project

Stage 6 – creating. Students form a group of two or more, with maximum number of four to conduct a project on subtitling or dubbing. The project will be presented within four weeks.

CONCLUSION

This paper aims to develop material and propose a model or lesson plan of raising pragmatic awareness in language teaching, especially in the context of English as a foreign language. In the case of teaching translation to undergraduate students, teacher may not aware the importance of raising pragmatic awareness among

Indonesian students who might have reached an intermediate level of proficiency of English language, but many times find themselves difficult to understand the native speakers' utterances such as jokes, culturally-loaded expressions, metaphor etc. In other words, by using technology advancement – such as movie clips – teachers can have the students experience the language in real use: how language is actually used in different context. Pragmatic competence does make a way for students in foreign language learning as it provides the context in which the language works in real situation and to real people.

REFERENCES

- Baker, Mona. (1997). *In Other Words: a course book on translation*. London: Routledge.
- Bernardo, Ana Maria. (2010). Translation as Text Transfer - Pragmatic Implications. *Estudos Linguisticos/Linguistic Studies*, 5, 107-115.
- Cutting, Joan. (2012). English for Airport Ground Staff. *English for Specific Purposes*, 31(1), 3-13.
- Fujioka-Ito, Noriko. (2009). *Enhancing Proficiency Level Using Digital Video*. Retrieved from <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED503996>.
- Ishihara, Noriko, & Cohen, Andrew D. (2010). *Teaching and Learning Pragmatics: Where Language and Culture Meet*. Harlow, UK: Pearson Education Ltd.
- Pragmalinguistics and Stylistic. Retrieved from <http://www.pulib.sk/elpub2/FF/Ferencik/10.pdf>.
- Schneider, Barbara, McDonald, Sarah-Kay, Brown, Kevin, Llosa, Michelle, & Hirsch, Louis. (2007). Guidelines for Video Research in Education: Recommendation from An Expert Panel. In Sharon J. Derry (Ed.). Chicago: Data Research and Development Center.
- Yule, George. (1996). *Pragmatics*. Oxford OX2 6DP - UK: Oxford University Press.

APPENDIX

Enhancing pragmatic awareness in translation and translating Suggested Lesson Plan

<p>Objectives:</p> <ol style="list-style-type: none"> 1) To assess students' pragmatic ability on culture specific actions occur in film clips/advertisements 2) To acknowledge any pragmatic failure regarding the culture specific actions 3) To find out the factors relating to pragmatic failure on students' 4) To detect students' linguistic competence to the pragmatic failures 5) Students ready to perform a professional translator tasks in classroom project (and in the future) 	
<p>Suggested time:</p> <ul style="list-style-type: none"> → 1 + 1 weeks (@120 minutes) → 2 sessions (@120 minutes) 	<p>Materials:</p> <ul style="list-style-type: none"> → Selected scenes, video clips showing implicatures and, probably, some other pragmatic components → Movie script of the selected scenes, e.g. Bourne Identity movie script (N/A, 2002) and the movie in DVD format (Liman, 2002) → Subtitling software: online and off-line (free downloaded software are available online)
<p>Directions:</p> <p>Classroom activities</p> <ol style="list-style-type: none"> a. Stage 1 – retrieving or introductory Students read movie scripts of the selected scenes before watching the movie clips. Carrying out a task in a given situation: implementing and executing Retrieving relevant knowledge from long-term memory b. Stage 2 – interpreting Students translate the movie scripts, either in a group of two or individually for a given time. Retrieving relevant knowledge from long-term memory c. Stage 3 – comparing <i>First viewing:</i> students watch the selected movie clips without looking at their own translation. Gaining ability to construct meaning: interpreting, exemplifying, classifying, summarising, inferring, comparing, and explaining. d. Stage 4 – analysing <i>Second viewing:</i> students compare their own translation to the Indonesian subtitles in the movie clips. e. Stage 5 – evaluating Students make judgements of their translation and the subtitles of the movie clips based on criteria. 	
<p>Group Project:</p> <ol style="list-style-type: none"> a. Stage 6 – creating Students form a group of two or more, with maximum number of four to conduct a project on subtitling or dubbing. The project will be presented within four weeks. Discussion on the group project: <ol style="list-style-type: none"> 1) Student choose any movie clips they want to do. The duration is approximately five minutes. They can work on the subtitles using any software that they find suitable for them. 2) The movie clip should be presented in front of the class by the agreed time. 3) The group should provide a report of their project about 1,200 words discussing the process, the difficulties they found, and translation strategies how to tackle such problems. 	

