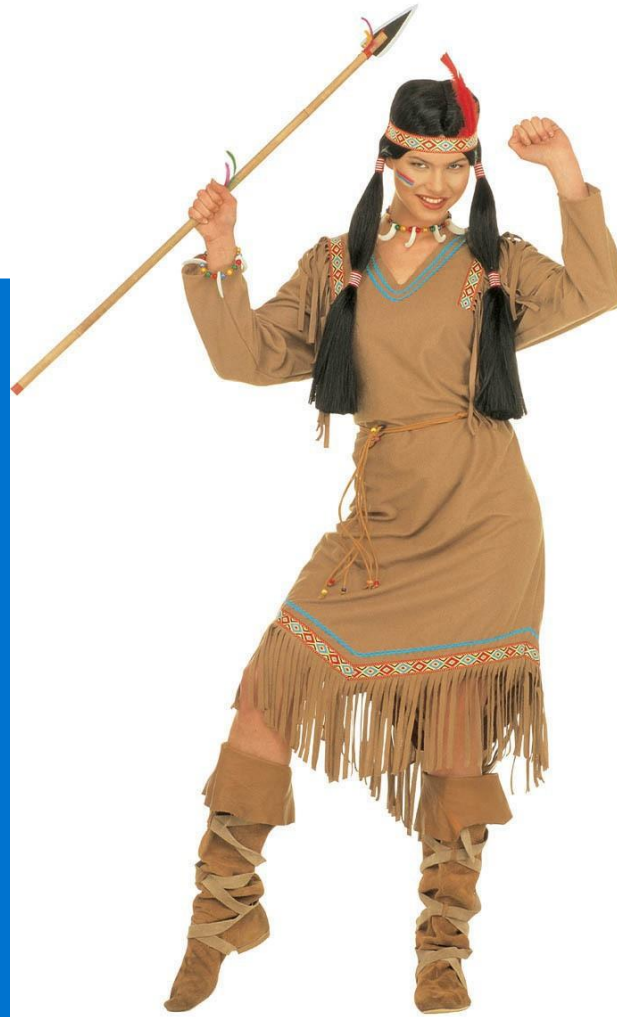


What we can learn from teaching translation

Silke Mentchen
Director of Outreach and School Liaison

OPS Conference March 2016

“fancy”?



Talk

- Translation in HE
- New GCSE and A-level specs
- Bridging gaps
- Objectives of teaching translation into the FL
- ...into English
- Summary and discussion



Translation in HE: overview

Ab initio stream

1st year:

English sentences **into FL**
FL text into English
and English text **into FL**
(=corresponding texts)
FL set texts to be translated
into English

Post A level stream

1st year:

English sentences **into FL**
unseen FL text into English

2nd year:

Translation of passages from
English **into FL**

3rd year abroad:

Translation project as option

4th year:

Translation into **both directions**

Translation in HE: example 1 – ab initio

Ab initio German examination (after about 100 hours of teaching)

(b) Translate the following sentences into GERMAN:

(iii) Although space travel will be very expensive, the interest in it is already massive.

(iv) Technology will probably make it possible for us to have an artificial tropical holiday paradise round the corner.

(v) In the past, many people never travelled at all, in the future they might travel to the moon.

Translation in HE: example 1 – ab initio

Ab initio examination

Urlaub 2020

Der Mensch braucht von Zeit zu Zeit Ferien. Er braucht die Abwechslung, um neue Kraft und Energie für die Arbeit zu finden. Urlaub machen — das hat schon immer bedeutet, dem Alltag adieu zu sagen und nach dem Fernen, Fremden und Neuen zu suchen. Wie werden wir im 21. Jahrhundert Ferien machen? Freizeitforscher sagen voraus, dass im 21. Jahrhundert jeder Deutsche doppelt so lange auf Reisen gehen wird wie seine Eltern, von seinen Großeltern ganz zu schweigen. Die Tourismusbranche reagiert mit einem Angebot der Superlative.

Translation in HE: example 1 – ab initio

Ab initio examination

The poetry slam is a US import that young Germans have found extremely attractive. Slam nights in Berlin – the capital of the German scene – are chaotic and lively. Not only do the new poets present their poems and stories, the audience also gets involved by making loud noises.

Since this new version of the traditional poetry reading arrived in Germany the slam has become a hit. There are at least eight regular slams in Berlin every month, and the bigger ones – like the “Bastard Slam” and the “Kreuzberg Slam” – had to move to theatres and factory halls to find room for their audiences. The annual Berlin championship is now held in the “Volksbühne”, a famous theatre.

Translation in HE: example 1 – ab initio

Ab initio examination

„Poetry Slams“ – das sind Dichter-Wettkämpfe, wo jeder, der Lust hat, seine Werke in Kneipen oder Bars vor einem Publikum präsentieren kann. Die Idee ist ein Import aus den USA, der auch in Europa immer mehr Anhänger und Aktive findet.

Es ist dunkel und heiß im Hamburger Musikclub „Molotow“. 200 Zuhörer sind in die Bar gekommen, um sich Gedichte und Geschichten von jungen Dichtern anzuhören. Es gibt viel Krach – es ist sehr laut, das ist nichts für sensible Talente. „Der Slam“ – so heißt diese neue Form der klassischen Dichter-Lesung. Slams haben sich in Berlin, Hamburg und München in den letzten drei Jahren zu einem echten Hit entwickelt und finden regelmäßig in Bars, Fabrik-Hallen und Theatern statt. Wie organisiert man einen Slam? Man braucht ein paar Nachwuchsdichter, ein bunt gemischtes Publikum, eine Jury, die spontan unter den Zuhörern ausgewählt wird – und genug Platz.

Translation in HE: example 1 – ab initio

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Translation in HE: why do we use it?

Skills:

Search: Using texts as quarries

Flexibility: Paraphrasing in both languages

Accuracy: Manipulation of grammar

Translation in HE: why do we use it?

Skills:

Search: Using texts as quarries

→ Caters for a certain type of learner, uses natural curiosity of learners

Flexibility: Paraphrasing in both languages

→ teaches agility in the FL AND teaches learners to use English more precisely (the best kept secret of FL skills?)

Accuracy: Manipulation of grammar

→ Making changes and dealing with the consequences

Translation in HE: example 2 – 2nd years

<http://www.mml.cam.ac.uk/call/german/translation/scm30/exam1999/default.html>

Translation in HE: example 2 – 2nd years

Abroad Project | ...

indianer kostuem – Googl...

Moodle | Student Systems

scm30 Exam 1999

ac.uk/call/german/translation/scm30/exam1999/default.html

mml translation

etting Started

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MML Computer-Assisted Translation

Department of German

CALL Facility

Content: Silke Mentchen

Site design: Gavin Burnage

MML Computer-Assisted Translation

Exam 1999 - Ronald Dworkin

Silke Mentchen

It has become common to describe the great issues [1] of domestic politics as [2] a conflict between [3] the demands of liberty and equality. It may be, it is said, that the poor [4] and the black and the uneducated have an abstract right to equality, but the prosperous and the whites and the educated have a right to liberty as well and any [5] efforts [6] at social reorganisation in aid of the first set of rights must reckon with and respect the second. Everyone except extremists recognises, therefore, the need [7] to compromise between equality and liberty. Every piece of important social legislation is [8] shaped by the tension between these two goals.

The crucial question whether we have a right to liberty. If freedom to choose one's [9] schools, or employees, or neighbourhood is simply something that we all want, like air conditioning and lobsters [10], then we are not entitled to hang on to these freedoms [11] as a concession to the rights of others to an equal share of respect and resources. But if we can say that we not only want these freedoms, but are entitled to them, then we have established at least a basis for demanding a compromise.

Annotations

1. *issue* ist ein sehr flexibler Begriff. Es ist nützlich, die verschiedenen Übersetzungsmöglichkeiten zu lernen, zum Beispiel: der Punkt, die Frage, das Thema, etc.
2. 'beschreiben als': diese Konstruktion hat zwei Akkusative – jemanden (acc) als jemanden (acc) beschreiben.
3. Achtung : Die Präposition 'zwischen' immer mit zwei Dativformen – zwischen X (dat) und Y (dat)
4. Adjektive, die zu Substantiven geworden sind, werden genau wie Adjektive dekliniert: der Arme, den Armen, dem Armen, des Armen, plural: die Armen/ Arme
5. Achtung: bei *any* müssen Sie immer fragen: ist es *any old* ('irgendein') oder *every single one* ('jedes, jeder, jede')?
6. *efforts* ist das Subjekt im englischen Satz. Im Deutschen ist eine solche Personalisierung selten möglich. Suchen Sie alternative Konstruktionen.
7. die Notwendigkeit zu + inf. ODER + gen (*requirement*: das Bedürfnis)
8. Wird hier A) ein Zustand/Resultat oder B) ein Prozess beschrieben? Wenn A: sein + *past participle* = 'Die Bank ist frisch gestrichen.' Wenn B: werden + *past part.* = 'Die Bank wird gerade gestrichen.'
9. 'man' hat folgende Formen: acc: einen, dat: einem, gen = *possessive adjective*: 'sein-' ODER mit dem Adjektiv 'eigen', zum Beispiel: *one's values* = 'seine Werte / die eigenen Werte'
10. Wenn Sie das deutsche Wort für *lobster* nicht kennen, keine Panik! überlegen Sie, welche Funktion das Wort im Text hat. Paraphrasieren Sie im englischen Text, versuchen Sie, den Text sinngemäß zu übersetzen. Vielleicht so: *expensive food*, oder *luxurious products*
11. Das Wort 'die Freiheit' im abstrakten Sinn hat keine Pluralform. Alternativ: 'die Freiheitsrechte'

Introduction

Diese Passage behandelt abstrakte, philosophische Fragen. Es wird nichts erzählt oder berichtet, sondern Fragen zum Thema Sozialpolitik werden diskutiert. Typisch für solche Texte im Deutschen ist der sogenannte Nominalstil: Nomen, oder Substantive (*nouns*) werden bevorzugt, um so möglichst konzise argumentieren zu können. Außerdem typisch ist das Passiv und alternative unpersönliche Ausdrücke, zum Beispiel mit 'man'.

Eine interessante webbaae zu Fragen der Philosophie und philosophischen Ausdrücken finden Sie [hier](#) . Informationen zum Sozialstaat finden Sie [hier](#).

Translation in HE: why do we use it?

Skills:

Using common sense

Predicting problems (the usual suspects)

Expanding vocabulary and awareness of style

Translation in HE: why do we use it?

Skills:

Using common sense

→ “air conditioning and lobster”: finding (cultural) synonyms

Predicting problems (the usual suspects)

→ Diagnosing one’s own weaknesses and knowing where to find help
[the use of footnotes: learning through teaching]

Expanding vocabulary and awareness of style

→ Discussing and comparing alternatives

Translation in HE

Examining translation allows us to develop lots of skills in the class room:

- Curiosity (close reading)
- Flexibility (FL and L1)
- Accuracy (grammar)
- Using common sense (contextual knowledge)
- Diagnosing problems (learning how to learn)
- Expanding vocab and style

GCSE and A Level reform: Timetable

GCSE

- Fr, Ge, Sp: from 2016;
1st exams 2018
- Others: from 2017;
1st exams 2019
- *(But due to threat of withdrawal of some 'smaller' languages: some old specs may continue for a further year while solutions sought)*

GCE A levels

- Fr, Ge, Sp: from 2016;
1st exams 2018
- It, Rus, Ch: from 2017;
1st exams 2019
- *(Due to threat of withdrawal of all others: old specs may continue for a further year while solutions sought)*

GCSE and A level reform: content

GCSE

Translation into and out of the assessed language in sentences for Foundation tier and short passages at Higher tier

A level

Translation into and out of the assessed language, various exercises

A level reform: content - translation

Edexcel: passage **in FL** (100 words) for translation into English
and passage in English (100 words) for translation **into FL**

OCR: passage **in FL** (100 words) for translation into English
and passage in English (100 words) for translation **into FL**

AQA: Passage in FL plus related English passage (100 words)
for translation **into FL**
and passage **in FL** (100 words) for translation into English

Bridging gaps, from school to university

As an example:



French
German
Italian
Portuguese
Spanish
(more to come)

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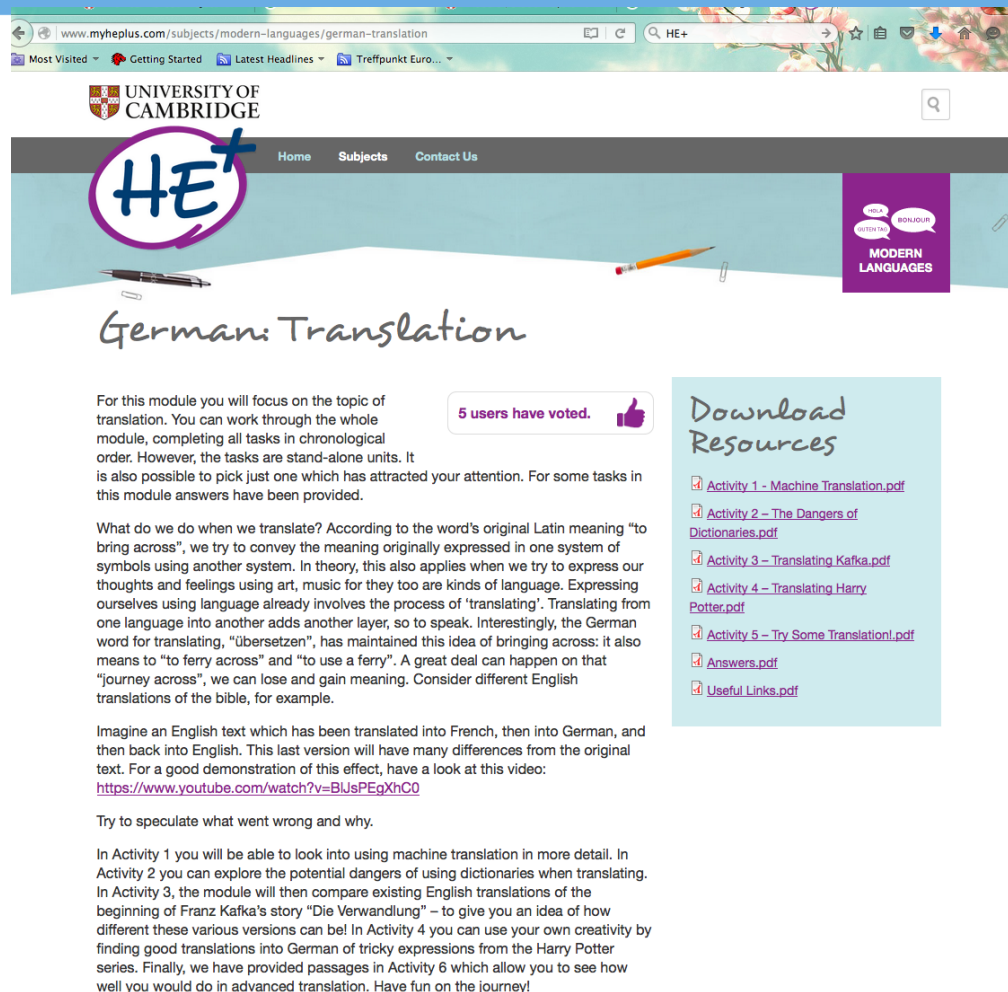
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 MATHEMATICS	 MEDICINE	 MODERN LANGUAGES	 PHYSICS	 POLITICS	 PSYCHOLOGY	 RELIGIOUS STUDIES

Bridging gaps, from school to university



www.myheplus.com/subjects/modern-languages/german-translation

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German: Translation

For this module you will focus on the topic of translation. You can work through the whole module, completing all tasks in chronological order. However, the tasks are stand-alone units. It is also possible to pick just one which has attracted your attention. For some tasks in this module answers have been provided.

5 users have voted. 

What do we do when we translate? According to the word's original Latin meaning "to bring across", we try to convey the meaning originally expressed in one system of symbols using another system. In theory, this also applies when we try to express our thoughts and feelings using art, music for they too are kinds of language. Expressing ourselves using language already involves the process of 'translating'. Translating from one language into another adds another layer, so to speak. Interestingly, the German word for translating, "übersetzen", has maintained this idea of bringing across: it also means to "to ferry across" and "to use a ferry". A great deal can happen on that "journey across", we can lose and gain meaning. Consider different English translations of the bible, for example.

Imagine an English text which has been translated into French, then into German, and then back into English. This last version will have many differences from the original text. For a good demonstration of this effect, have a look at this video:
<https://www.youtube.com/watch?v=BUisPEgXhC0>

Try to speculate what went wrong and why.

In Activity 1 you will be able to look into using machine translation in more detail. In Activity 2 you can explore the potential dangers of using dictionaries when translating. In Activity 3, the module will then compare existing English translations of the beginning of Franz Kafka's story "Die Verwandlung" – to give you an idea of how different these various versions can be! In Activity 4 you can use your own creativity by finding good translations into German of tricky expressions from the Harry Potter series. Finally, we have provided passages in Activity 6 which allow you to see how well you would do in advanced translation. Have fun on the journey!

Download Resources

- [Activity 1 - Machine Translation.pdf](#)
- [Activity 2 - The Dangers of Dictionaries.pdf](#)
- [Activity 3 - Translating Kafka.pdf](#)
- [Activity 4 - Translating Harry Potter.pdf](#)
- [Activity 5 - Try Some Translation!.pdf](#)
- [Answers.pdf](#)
- [Useful Links.pdf](#)

Bridging gaps, from school to university

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 [Answers.pdf](#)

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Translation in the classroom: activities

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 [Activity 3 – Translating Kafka.pdf](#)

 [Activity 4 – Translating Harry Potter.pdf](#)

 [Activity 5 – Try Some Translation!.pdf](#)

 [Answers.pdf](#)

 [Useful Links.pdf](#)

- Wrong translations – how to reconstruct what went wrong and why
- How to use dictionaries, using ‘chunks’
- Comparing different versions of professional translations
Comparing different versions of translations by peers
- Discussing “issues” of translating: cultural awareness
Discussing “untranslatable” words/concepts

Translation in the classroom: activities

“ Ein ungeheures Ungeziefer” ?

Translation in the classroom: activities

“ Ein ungeheures Ungeziefer” ?



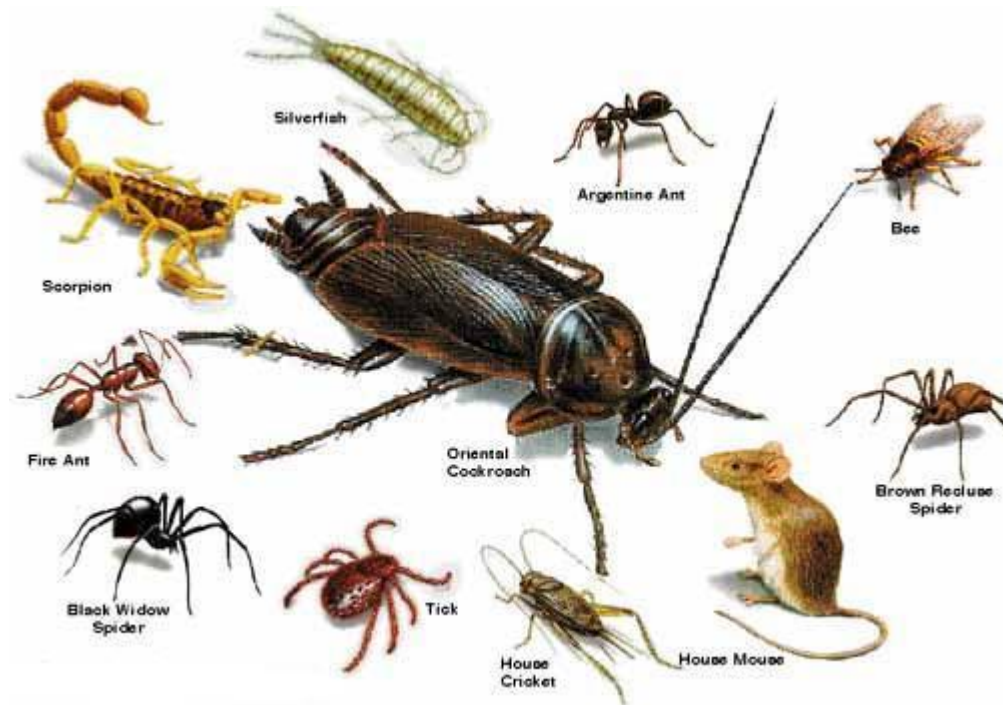
Translation in the classroom: activities

“ Ein ungeheures Ungeziefer” ?



Translation in the classroom: activities

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- Wrong translations – how to reconstruct what went wrong and why
- How to use dictionaries, using ‘chunks’
- Comparing different versions of professional translations
Comparing different versions of translations by peers
- Discussing “issues” of translating: cultural awareness
Discussing “untranslatable” words/concepts

What is the purpose of translating FL into English?

“It makes me read the text more closely.”

Can underpin reading comprehension.

“It helps me understand the meaning of words in context.”

Can support vocabulary expansion.

“It helps me understand constructions used in context.”

Consolidates grammar knowledge.

“It helps me understand the use of English.”

Supports the knowledge of your own language.

What is the purpose of translating FL into English?

If sentences used in an authentic text in the FL have been understood through translation, it can encourage learners to use these expressions in their own writing with confidence.

The way to improve style and idiomatic use is through copying!

What is the purpose of translating **into the FL**?

Learner:

“Translation tells me what I don’t know.”

→ Using translation as a diagnostic tool.

Teacher:

“I can test specific vocabulary and grammar.”

→ Using translation as a way to steer text production.

What is the purpose of translating **into the FL**?

Translation as
diagnostic tool:

Just in time grammar

The screenshot shows a web browser window with the URL `lcltc.langcen.cam.ac.uk/german/jtgrammar/grbase.php`. The page has a navigation bar with links for 'Intro', 'Menu', 'Diagnostic Sentences', and 'Learning Map'. A 'Just in time GRAMMAR' logo is in the top left. The main content area is titled 'Where are your problem zones? Diagnose in this section.' It presents an example sentence in English: 'We had to get the article translated into English - disappointingly our colleague's Dutch seemed to be not as good as we had thought.' This is followed by its German translation: 'Wir mussten den Artikel ins Englische übersetzen lassen - enttäuschenderweise schien das Holländisch unseres Kollegen nicht so gut zu sein, wie wir gedacht hatten.' The text then explains that the translation is not the only possible one and shows a revised version where 'ins Englische' is replaced by 'in die englische Sprache', 'der Kollege' by 'die Kollegin', and 'denken' by 'sich vorstellen'. A 'next' button is at the bottom right.

grbase

lcltc.langcen.cam.ac.uk/german/jtgrammar/grbase.php

Just in time
GRAMMAR

Menu Diagnostic Sentences Learning Map

Intro

Where are your problem zones? Diagnose in this section.

Example
The sentence:

We had to get the article translated into English - disappointingly our colleague's Dutch seemed to be not as good as we had thought.

has been translated as:

Wir mussten den Artikel ins Englische übersetzen lassen - enttäuschenderweise schien das Holländisch unseres Kollegen nicht so gut zu sein, wie wir gedacht hatten.

This is not the only possible translation, of course, and we have replaced

ins Englische with in die englische Sprache,
der Kollege with die Kollegin
and denken with sich vorstellen.

Here is the new sentence

Wir mussten den Artikel in die englische Sprache übersetzen lassen - enttäuschenderweise schien das Holländisch unserer Kollegin nicht so gut zu sein, wie wir uns vorgestellt hatten.

next

What is the purpose of translating **into the FL**?

For the following ten sentences you will have to make the changes yourself.

You can drag the following three icons onto the gap to get some help.



Inserts a clue into the gap.



Inserts the answer.



Shows the relevant grammar topic and marks the topic in the learning map.

The objectives of the exercise are:

To find your weak spots and improve on your use of German

To practice German translation

To practice rephrasing of German sentences

To raise your linguistic critical awareness and 'correct' mistakes

back

next



What is the purpose of translating **into the FL**?

The screenshot shows a language learning interface with a top navigation bar containing 'Intro', 'Menu', 'Diagnostic Sentences', and 'Learning Map'. A 'Just in Time GRAMMAR' icon is on the left. The main content area is titled 'Sentence 7' and displays two sentences: 'At the border I was really surprised to see the customs officials waiting to check our luggage.' and its German equivalent 'An der Grenze sah ich zu meiner großen Überraschung, wie die Zöllner darauf warteten, unser Gepäck zu kontrollieren.' A red arrow points from the English sentence to a yellow box labeled 'Use'. A blue arrow points from the 'Use' box to a yellow box labeled 'and make all the necessary'. A brown box titled 'Possessive pronouns' contains the text 'Mark on learning map!' and 'Close'. Below this, a gap-fill exercise shows the German sentence with blanks for 'zu', 'Erstaunen', 'wie', and 'Koffer'. At the bottom, there are 'back' and 'next' buttons, along with icons for a key, 'A...', and 'Abc'.

Intro

Menu

Diagnostic Sentences

Learning Map

Just in Time GRAMMAR

Sentence 7

Here is the next sentence:

At the border I was really surprised to see the customs officials waiting to check our luggage.

Use

and make all the necessary

Possessive pronouns

Mark on learning map!

Close

An der Grenze sah ich zu [] Erstaunen, wie [] darauf warteten, [] Koffer zu kontrollieren.

back

next

What is the purpose of translating **into the FL**?

Steering text production, possible dangers:

- Problems of using isolated sentences
- Artificiality of the exercise
- Forcing learner to stay in the domain of English

Useful if

- used in context
- alternatives are allowed
- the purpose is transparent

Summary

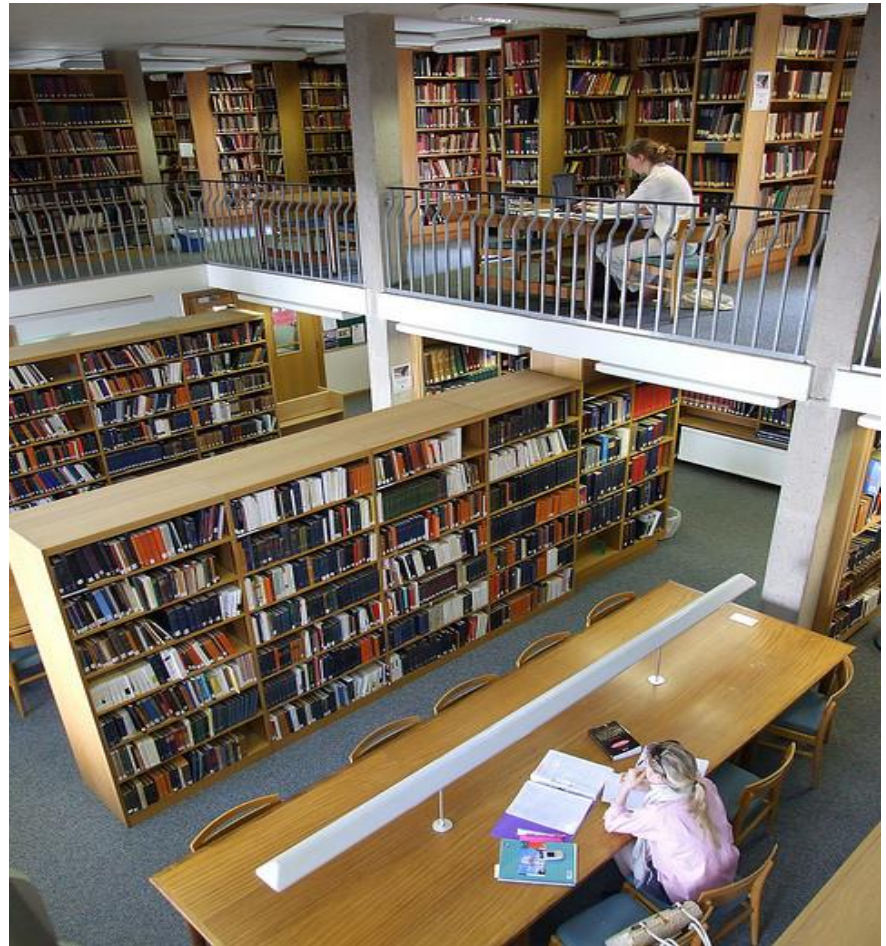
*Translation as
the 5th skill*

In multilingual, multicultural societies [...] and in a world of constant cross-linguistic and cross-cultural global communication, there are reasons to see translation as being widely needed in every day situations, and not as a specialized activity at all.” (Cook 2010: 109)



Summary

For the successful language learner, bilingual knowledge is always implicated in monolingual use, and it makes little sense to think that one can exist without the other. For these reasons I do not accept a neat division between translation as a means and an end. (Cook 2010:xx)



Summary

Translation competence:

- Communicative and textual competence in at least two languages and cultures
 - Cultural and intercultural competence
 - Subject area competence
 - Professional and instrumental competence (use of documentary resources)
 - Attitudinal or psycho-physiological competence (self-concept, self-confidence, attention/concentration, memory, initiative)
 - Interpersonal competence (team work; negotiation skills)
 - Strategic competence (organizational and planning skills, problem-solving, monitoring, self-assessment and revision)
- (Kelly 2005: 32-33)



Translation in HE: what next?

Developing materials for the use in class room teaching:
Collaboration with Oxford's Sir Robert Taylor Society

26th May 2016: Conference in honour of Anthea Bell

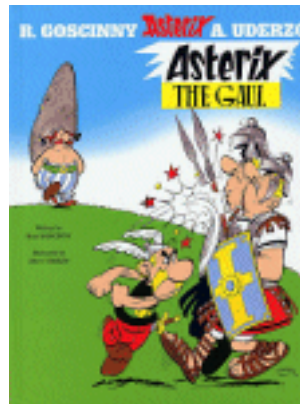
Confirmed speakers:

Cornelia Funke

Julia Franck

Jan Costin Wagner

Supported by Magdalene College,
Goethe-Institute, Schroeder Fund,
Routes into Languages



Questions?

