Dr. Farida Repelita Waty Kembaren, M.Hum

A GUIDE FOR TRANSLATORS

Ways to Translate Different Types of Texts

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A GUIDE FOR TRANSLATORS: WAYS TO TRANSLATE DIFFERENT TYPES OF TEXTS

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This book is compiled for students of English Department to help them understand about the basic of translation theory and practice. This book is a compilation of different popular translation books and some sources from the Internet. The theory is presented and followed by real-life practices and examples including with pictures and organized instructions (step-by-step). Therefore, students will not only understand the theory of translation, but also the practices of translation itself.

The book consists of the introduction to translation theory, translation techniques, common problems and solutions in translating text, translating subtitles and comics, translating cultural specific terms, computer assisted translation tools, translation quality assessment, running a translation service, conducting researches in translation field, and professional translator communities. By the end of this course, students should be able to understand the use of computer as assisted tool for translating text, develop their own translation business, and enlarge students' understanding in conducting translation research.

The students will learn the translation theory step by step, and it will be useful for them for analyzing translation techniques, translation quality, and translation ideology, conducting translation research for publication, and participating in national and international conferences of translation field as presenters. In this book, the students learn how to translate different kinds of text, looking for clients for their translation agency, design translation agency brochures, advertisements, and videos that they upload to YouTube and other social media. The theory lets the students have an opportunity to learn about entrepreneurship by guiding the students to run a translation agency service which can give them basic experience as translators. This opportunity will guide them to be professional translators in the future. From this book, the students also learn about the use of computer assistance translation tools and video subtitling.

Many of the ideas for writing this book have grown out of conversations and interactions with my colleagues and fellow English lectures at Tarbiyah Faculty, State Islamic University of North Sumatra especially Rahmah Fithriani, Ph.D. and Faculty of Cultural Studies in University of Sumatra Utara. for their inspirations to write this book. They have encouraged me and helped us by offering comments and suggestions to this book.

Moreover, my gratitude and thanks are due to my beloved family, fellow lecturers, friends, and students for their support, prayers, and care given to us. Finally, I hope that this book will be useful for the students to enhance their understanding of translation theories and practices. I hope after learning translation theories and practices from this book, students will be able to be professional translators in the future who master the theory of translation, and conduct a lot of translation researches.

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TABLE OF CONTENT

ACKNOWLEDGMENT v

TABLE OF CONTENT vii

CHAPTER 1: STEPS OF TRANSLATING TEXT 1

A. Analyzing the source text 1

B. Translating the source text 4

C. Revising the target text 6

D. Proof-reading the target text 9

E. Practice 11

CHAPTER 2: MACHINE TRANSLATION 13

A. Computer Assisted Translation Tool 13

B. Machine Translation and Its Types 16

C. Online Translation Machines 18

D. Practice 25

CHAPTER 3: TRANSLATION AGENCY 27

A. Working as Freelance Translators 27

B. Building a Translation Agency 37

C. Practice 39

CHAPTER 4: TRANSLATING SCIENTIFIC ARTICLES FOR INTERNATIONAL PUBLICATIONS 40

A. How to Translate Scientific Articles? 40

B. Translation Problems and Solutions 42

C. Academic Phrases and Vocabularies for Writing Research Paper 51

D. Practice 58

CHAPTER 5: TRANSLATING TEXT RELATED TO EDUCATION **61**
A. How to Translate Text Related to Education? 61
B. General Education Terms 61
C. Translation Procedures 82
D. Practice 92

CHAPTER 6: TRANSLATING TEXT RELATED TO ECONOMICS **93**
A. How to Translate Text Related to Economics 93
B. Terms Related to Economics 96
C. Practice 101

CHAPTER 7: TRANSLATING TEXT RELATED TO ISLAMIC TERMS **103**
A. How to Translate Text Related to Islamic Terms 103
B. Terms Related to Islam 111
C. Practice 113

CHAPTER 8: TRANSLATING TEXT RELATED TO LAW (LEGAL TRANSLATION) **115**
A. Introduction to Legal Translation 115
B. How to Translate Text Related to Law? 117
C. Specific Terms Related to Law 117
D. Practice 128

CHAPTER 9: TRANSLATING TEXT RELATED TO MEDICAL FIELD **130**
A. How to Translate Text Related to Medical Field? 130
B. Specific Terms Related to Medical Field 134
C. Practice 137

CHAPTER 10: TRANSLATING A NOVEL **139**
A. Problems of Literary Translation 139
B. Translating a Novel 148
C. Practice 151

CHAPTER 11: TRANSLATING POETRY **153**
A. How to Translate Poetry? 153
B. Practice 161

GLOSSARY OF TERMS 164
REFERENCES 166

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Chapter 1: Steps of Translating Text

The actual work carried out by the translator and his partners consists of a long and complex sequence of operations that will work out well if two essential conditions are fulfilled:

1) a true partnership exists between the translator and the work provider (the translator's in-house or external client), and,
2) whenever required (*i.e.* unless the translator is totally self-sufficient), there is true co-operation between the translator and the proof-reader or reviser.

This chapter describes the translation sequence from analyzing the source text to proof-reading the translation product.

A. Analyzing the source text

Novice translators begin the process of translating text by approaching a text with an instinctive sense that they know how to do this, that they will be good at it, and that it might be fun; with their first actual experience of a text they realize that they don't know how to proceed, but take an abductive guess anyway; and soon are translating away, learning inductively as they go, by trial and error, making mistakes and learning from those mistakes; they gradually deduce patterns and regularities that help them to translate faster and more effectively; and eventually these patterns and regularities become habit or second nature, are incorporated into a subliminal activity of which they are only occasionally aware; they are constantly forced to revise what they have learned through contact with new texts.

The translator checks the quality of the source material. The material has to be passed as 'translation-ready'. The translator checks that the material is;

a) Up to standard (it contains no language-related or fact-related errors and that is a functional document). This assessment is not required if the work provider has certified that the material is up to standard before forwarding it to the translator, as is normally required, and
b) That the material is in fact translatable either by human means or by machine translation.

This 'translatability assessment' will differ according to whether the material is due to be translated by human translators or by machine translation, but it should always cover every aspect of the source material, including: physical aspect, subject, format, readability, usability without risk of damage, contents, organization and structure, type of discourse, ancillary and related material, appendices and 'non text' material.

When the translator analyses the source material, this will include:

a) Identifying any anomalies or real or possible errors.
b) Making a note of any questions that – circumstances permitting – will be put to the author or designer of the source material or the work provider or information providers,
c) Identifying any item which is not fully understood or which requires further documentation – and creating an index of such items,
d) Identifying any items calling for special attention, in particular all those where several options may be open to the translator (for instance; should measurement units be converted?)
e) Listing all the terminology and phraseology requiring specific treatment, in which the translator should know that: equivalent items in the target language will have to be researched; specific in-house terminology or phraseology will need to be provided (or validated) by the work provider, homogeneity or consistency may be at risk; multiple variants may give rise to disagreement, either among translators or with the work provider.

While analyzing the material, the translator creates separate indexes for all the items requiring further research. These include: all apparent anomalies, ambiguities and real or supposed defects in the material to be translated, areas and topics which need to be documented (i.e. where the translator requires further knowledge of the concept or subject), terminology and phraseology for which equivalent terms and phrases need to be found in the target language, items calling for non standard treatment or which can be quite rightly translated in more than one way (choice of options).

The work provider supplies the translator with all the resources needed to understand the source material, to find the sources of information and to prepare the groundwork for the translation. Normally this kind of information should already have been made available with the translation “kit”, but detailed analysis of the source material sometimes reveals new or additional problems. The translator clears up any particularly difficult “grey areas” and undertakes a technical study of the subject concerned or tries to find additional documentation on the subject. Whenever feasible, he undertakes a study of the product or the process or the subject in the source material. The technical study may be a briefing session, a discussion with a domain specialist, a workshop visit, a demonstration of the product, or even a training session to learn to use the product, process, device or technique concerned.

The translator applies standard subject research and documentation procedures. The research will be based on the index of items drawn up during the analysis phrase and will include technical information and general background knowledge on the subject area (particularly information available via the internet).
Depending on the terms of the agreement, the work provider, or the reviser acting on the work provider’s behalf, or the translator, upgrades the source material. This entails into account any defects noticed during the analysis and documentation phases, and correcting any discrepancies or errors in the source material which could affect the quality of the translation. These changes are not technically part of the translation process. They mean additional work and an extra charge should be made on a pro rata basis according to the time spent on corrections and changes.

Whenever required, and particularly when the translation is the first contract undertaken for the particular work provider, the translator submits one or several translation samples to the work provider or reviser for approval. A translation sample is different from a test. The aim is no longer to check the quality of the translator’s work but to agree on various aspects of a translation and how it will actually be carried out. The sample allows the work provider to check that all options chosen are valid and to get an idea of the end-result.

The work provider or the reviser approves the raw materials and resources (terminology, phraseology and templates) that the translator intends to use – meaning, in fact, that the items submitted are considered valid and correct. The work provider or reviser may add any important items that might be missing. In most cases, the work provider Okays the resources – which means he passes them fit for use in that particular translation.

The translator receives the resources and sets them up ready for use in the translation, either in the form of tables and repertories that are made available to the translator and other operators, or by integrating them into the source material (either into the version for translation or a support version, as the case may be). The translator receives any additional specifications for the work provider stipulates and takes all necessary action as a consequence.

B. Translating the source text

In translating/transferring, the translator translates. In most countries, the freelancer has to work with all due diligence whereas the translation company has an obligation to produce results. During the transfer stage, the work provider and the reviser acting on behalf of the work provider supply any information which the translator may need (providing they can supply this at first hand) and continue to provide the reasonable level of support that the translator can expect.

The translator must carry out five basic checks and controls:

a) Material quality checks, i.e. checking that everything that had to be translated has in fact been translated, and that the translation complies with all applicable specifications and with all the options retained for such as figures, dates, names, formulas, headings, layout, etc.
b) Language, style and register quality checks. Checking that anything related to language (spelling, grammar, syntax, terminology, phraseology), style and register is (1) correct, (2) homogenous and (3) in compliance with all applicable specifications.

c) Technical-factual-semantic quality checks: checking that all the factual information, data, or logical or chronological sequences are adequate and comply with all applicable specifications.
d) Transfer quality checks: checking that all the relevant and significant elements in the source document are present in the translation (with allowance for the necessary adaptations) and that the translation complies with (i) professional standards, (ii) the work provider's specifications and (iii) any specific constrains related to end user needs and requirements.
e) Homogeneity and consistency checks (harmonization): checking that the style, terminology, phraseology and register are perfectly homogenous. This is particularly essential when dealing with bath translations (material translated by several different translators).

When carried out by the translator, such checks amount to revision, because the translator also carries out the necessary corrections, changes, amendments and upgrades.

In translating stage, translator reads the text to get the whole message of the source text. It is faster to use online translation service, but we cannot depend 100% on its translation product. Following is product of online translation service:

Source Text 1	**Target Text**
A: Where are you going? B/C/D: **We** are going to meet Mr. Rahmat. Do you want to join **us**? A: Sure!	A: Kemana kamu pergi? B/C/D: **Kita** akan bertemu Pak Rahmat. Apakah kamu ingin bergabung dengan **kami**? A: Yakin!

We can see that the online machine translation cannot differentiate "kami" and "kita", yet in Indonesia "we" can be translated as "kami" or "kita". For Indonesian people, "kami" refers to the speaker and his friends excluded the person that the speaker is talking to while "kita" refers to the speaker together with the person that the speaker is talking to.

In the first source text, B/C/D are people that the speaker A is talking with. When B/C/D mentions that “we are going to meet Mr. Rahmat”, they mean that they are going to see Mr. Rahmat without speaker A. In this case, “we” that they mention is referring to B/C/D (kami), meaning that it’s excluded the speaker A. That is why, they invite the speaker A to join them. To cope with this problem, translator should revise the translation product of the online translation service. Therefore, “kita akan bertemu Pak Rahmat” is incorrect, the correct translation for “we are going to meet Mr. Rahmat” is “kami akan bertemu Pak Rahmat” because the speaker A is excluded in the context of B/C/D talk.

Therefore, in this part, we will learn the process of translating text with the assistance of online translation service. In the following example, the source text is translated by using Google Translate:

Source Text	**Target Text (Google Translate)**
A farmer must transport his dog, a duck, and a bag of corn across a river.	Seorang Petani harus mengangkut Anjingnya, Bebek, dan sekantong Jagung di seberang Sungai.
The boat he has to use is very small—so small that he can take only one of the three in the boat with him at a time.	Perahu yang harus dia gunakan sangat kecil – sangat kecil sehingga dia bisa mengambil hanya satu dari ketiganya di kapal bersamanya sekaligus.
If he leaves the dog alone with the duck, the dog will kill and eat the duck.	Jika dia meninggalkan Anjingnya sendirian dengan Bebek, Anjing akan membunuh dan memakan Bebek.
If he leaves the duck alone with the corn, the duck will eat up the corn.	Jika dia meninggalkan bebek sendiri dengan Jagung, Bebeknya akan memakan Jagung.
What is the least number of trips the farmer must make to transport all three across the river safely?	Berapa jumlah minimal perjalanan yang harus dilakukan Petani untuk mengangkut ketiganya menyebrangi sungai dengan aman?

C. Revising the target text

The translator (and the reviser) receive the translation and review the quality control record. If need be, the translator prepares a version for correction and/or adaptation (by disassembling the material, installing it back in the revision environment, freezing the tags, etc. The translator carries out the corrections and/or adaptations required. As long as the translator has not carried out all the requested adaptations that the can safely make, the reviser will not intervene. If functional adaptations have been requested and if the contract specifies that they are to be carried out by the reviser, the translator forwards the corrected material to the reviser. If functional adaptations have been requested, the reviser carries out those adaptations – simply because functional adaptations generally require more advance know-how and competencies. All the necessary adaptations are carried out by the reviser whenever this is specified in the brief/functional specifications or requested specifically by the work provider.

If the reviser has not carried out all the adaptations requested by the work provider, he returns the translation to the translator for the later to take all necessary action. If the reviser has carried out all the requested or necessary adaptations, the goes though all the standard checks and controls and delivers the translation to the work provider. The translator caries out the necessary adaptations so that the translation can be passed as "X-ready" – where X is anything from "print" or "camera" to "web". The translator carries out a final functional check on the translated material, to make sure that it is fully "operational". If required, the translator resembles all the translated material, which is now "X-ready" as above. If required, the translator reintroduces or "embeds" the translated material into the original product and carries out a new functional check on the assembled product. The translator prepares the translated material (and, as the case may be, the product in which it is embedded) for delivery to the work provider. The translator delivers the X ready material to the work provider, along with an updated delivery note.

In this stage, the translator checks and revises the text to ensure that the target text is accurate, acceptable, and readable enough for the target readers. Most translators will put the translation aside or overnight to find more errors in the translation product later. Mossop (2007) mentions few of many things that editor or reviser looking for in a text:

a. There are many typographical errors.
b. Sometimes the main numbered headings are bolded, and sometimes they are italicized.
c. There are unidiomatic word combinations.

d. You often have to read a sentence twice to get the point.
e. You often come across a word like “it” or “they” and you cannot tell what it refers to.
f. The text contains a great many words which the readers won’t understand because they are not very highly educated, or because they are not experts in the subject matter of the text.
g. The text is not written in a way appropriate to the genre. For example, it is a recipe, but it does not begin with a list of ingredients, it is rather vague about how to make the dish, and it is full of commentary on the history of the dish and chefs who are famous for making it.
h. If the text is a narrative, it is hard to follow the sequence of events. If it is an argument, it is hard to follow the steps.
i. There are passages which contradict each other.

To revise a text, some people may print it out and start revising while the other people may revise the text on screen (the soft copy in Ms. Word). To take the benefits from computer in editing translation works, one can go to the editing functions of word processors; Microsoft Word. (Mossop, 2007). Ms. Word has useful revising tools such as; Spellchecker, Find and Replace, Grammar and Style checkers, and inserting comments. We need to activate those tools on Ms. Words before we start revising the soft copy of the translation product. Following is the previous translation product that has been edited:

Source Text	**Target Text (Revised by translator)**
A farmer must transport his dog, a duck, and a bag of corn across a river.	Seorang Petani harus mengangkut Anjingnya, seekor Bebek, dan sekantong Jagung ke seberang Sungai.
The boat he has to use is very small—so small that he can take only one of the three in the boat with him at a time.	Perahu yang harus dia gunakan sangat kecil sehingga dia hanya bisa mengambil satu dari ketiganya di kapal bersamanya sekaligus.
If he leaves the dog alone with the duck, the dog will kill and eat the duck.	Jika dia meninggalkan Anjingnya sendirian dengan Bebek, Anjing akan membunuh dan memakan Bebek.
If he leaves the duck alone with the corn, the duck will eat up the corn.	Jika dia meninggalkan bebek sendiri dengan Jagung, Bebek akan memakan Jagung.
What is the least number of trips the farmer must make to transport all three	Berapa jumlah minimal perjalanan yang harus dilakukan Petani untuk

across the river safely?	mengangkut ketiganya menyebrangi sungai dengan aman?

Can you tell the differences of the text before and after being revised?

It can be seen that translator has made some revisions to the translation product. Those revisions are:

Before revision	**After being revised**
Seorang Petani harus mengangkut Anjingnya, Bebek, dan sekantong Jagung di seberang Sungai.	Seorang Petani harus mengangkut Anjingnya, seekor Bebek, dan sekantong Jagung ke seberang Sungai.

In the table above, the translator adds “seekor” before “Bebek”. He also changes the preposition “di seberang Sungai” to be “ke seberang Sungai”.

Before revision	**After being revised**
Perahu yang harus dia gunakan sangat kecil – sangat kecil sehingga dia bisa mengambil hanya satu dari ketiganya di kapal bersamanya sekaligus.	Perahu yang harus dia gunakan sangat kecil sehingga dia hanya bisa mengambil satu dari ketiganya di kapal bersamanya sekaligus.

In the table above, it can be seen that translator omits “sangat kecil” and changes the position of “hanya”.

Before revision	**After being revised**
Jika dia meninggalkan bebek sendiri dengan Jagung, Bebeknya akan memakan Jagung.	Jika dia meninggalkan bebek sendiri dengan Jagung, Bebek akan memakan Jagung.

In the table above, it can be seen that translator omits “nya” of “Bebeknya”.

D. Proof-reading the target text

In this stage, the translation product that has been revised will be read by proofreaders to check whether the target text sounds unnatural. The proofreaders could be the speakers of the target language or the people who are experts in the target language. The proofreaders will also detect inconsistencies of the punctuation, capitalization, or typographical errors.

Following is the text that has been proofread:

Target Text (Revised by translator)	Target Text (Revised by proofreaders)
Seorang Petani harus mengangkut Anjingnya, seekor Bebek, dan sekantong Jagung ke seberang Sungai.	Seorang petani harus membawa seekor anjing, bebek, dan sekantong jagung ke seberang sungai.
Perahu yang harus dia gunakan sangat kecil sehingga dia hanya bisa mengambil satu dari ketiganya di kapal bersamanya sekaligus.	Perahu yang dia gunakan sangat kecil sehingga hanya bisa membawa satu dari ketiganya ke atas perahu.
Jika dia meninggalkan Anjingnya sendirian dengan Bebek, Anjing akan membunuh dan memakan Bebek.	Jika dia meninggalkan Si anjing sendirian dengan bebek, anjing akan memangsa bebek.
Jika dia meninggalkan bebek sendiri dengan Jagung, Bebek akan memakan Jagung.	Jika dia meninggalkan Si bebek sendirian dengan jagung, bebek akan memakan jagung.
Berapa jumlah minimal perjalanan yang harus dilakukan Petani untuk mengangkut ketiganya menyebrangi sungai dengan aman?	Lalu, berapa jumlah minimal perjalanan yang harus dilakukan oleh petani untuk mengangkut ketiganya menyeberangi sungai dengan aman?

It the tables above, it can be seen that the proofreaders make some revisions to produce the final translation product. The revisions are:

Target Text (Revised by translator)	Target Text (Revised by proofreaders)
Seorang Petani harus mengangkut Anjingnya, seekor Bebek, dan sekantong Jagung ke seberang Sungai.	Seorang petani harus membawa seekor anjing, bebek, dan sekantong jagung ke seberang sungai.

In the table above, it can be seen that the proofreaders revise the use of capitalization for “Petani”, “Anjingnya”, “Bebek”, “Jagung”, and “Sungai”. The proofreaders also change the word “mengangkut” into “membawa”, omit “nya” in “Anjingnya”.

Target Text (Revised by translator)	Target Text (Revised by proofreaders)
Perahu yang harus dia gunakan sangat kecil sehingga dia hanya bisa mengambil satu dari ketiganya di kapal bersamanya sekaligus.	Perahu yang dia gunakan sangat kecil sehingga hanya bisa membawa satu dari ketiganya ke atas perahu.

In the table above, it can be seen that the proofreaders omit “harus” and “dia”. The proofreaders also change the word “mengambil” into “membawa”. Then, the proofreaders change the phrase “bersamanya sekaligus” into “ke atas perahu”.

Target Text (Revised by translator)	Target Text (Revised by proofreaders)
Jika dia meninggalkan Anjingnya sendirian dengan Bebek, Anjing akan membunuh dan memakan Bebek.	Jika dia meninggalkan Si anjing sendirian dengan bebek, anjing akan memangsa bebek.

In the table above, it can be seen that the proofreaders add “Si” and omit “nya”, then write “Si anjing” instead of “Anjingnya”. The proofreaders also correct the capitalization of “Bebek” and “Anjing”. After that, the proofreaders change the word “membunuh” to be “memangsa” that sounds more natural for referring to animals.

Target Text (Revised by translator)	Target Text (Revised by proofreaders)
Jika dia meninggalkan bebek sendiri dengan Jagung, Bebek akan memakan Jagung.	Jika dia meninggalkan Si bebek sendirian dengan jagung, bebek akan memakan jagung.

In the table above, it can be seen that the proofreaders change “sendiri” into “sendirian”. The proofreaders also correct the capitalization for “Jagung” and “Bebek”. Then the proofreaders add “Si” for “bebek”.

Target Text (Revised by translator)	Target Text (Revised by proofreaders)
Berapa jumlah minimal perjalanan yang harus dilakukan Petani untuk mengangkut ketiganya menyebrangi sungai dengan aman?	Lalu, berapa jumlah minimal perjalanan yang harus dilakukan oleh Petani untuk mengangkut ketiganya menyebrangi sungai dengan aman?

In the table above, it can be seen that the proofreaders add “Lalu” in the beginning of the sentence. The proofreaders also correct the capitalization of “Petani” as “petani”.

E. Practice!

After understanding the steps of translating text above, please translate the following abstract from English to Indonesian. Please remember to follow the steps of translating text: 1) Analyzing the source text, 2) Translating the source text, 3) Revising the target text, and 4) Proof-reading the target text.

The following abstract is written by Eriko Sato, John Benjamins Publising Company, 29 July 2019.

Title: A translation-based heterolingual pun and translanguaging

Abstract

This paper examines six English translations of the Japanese novel Botchan with a focus on a complex pun that pairs a multi-mophemic sentence-ending in the Matsuyama dialect with the name of a traditional Japanese food. One English translation renders it as a heterolingual SL-TL pun, which is made comprehensible for TT readers without using footnotes and without distorting the culture of the ST. The SL item in this pun is seamlessly integrated into the TT's linguistic environment at the morpho-syntactic level and is provided with layers of scaffolding level at varied linguistic levels which are naturally presented as I they are a part of textual message. This heterolingual pun is analyzed as a manifestation of translaguaging. The paper proposes a research methodology whereby translanguaging perspectives are applied to translation studies in order to explain varied heterolingual translation phenomena, including foreignization.

Keyword: puns, wordplay, translation, translanguaging, intercultural communication, foreignization, Japanese, heterolingualism, multilingualism, dialect.

Chapter 2: Machine Translation

A. Computer Assisted Translation Tools

Computer-Assisted Translation is a term used to describe computer techniques to facilitate the process of translation. The system relies on automatic translation which is corrected by human translators in the process of post editing. The system is based on a direct word to word transfer. Currently, there are three basic types of CAT (Computer Assisted Translation) tools to assist human translation work;

1) Machine Translation

Machine Translation (MT) is an action of fully automatic text translation. The translation is carried out entirely by the computer with no help of human translators. Even though MT is not a proper part of CAT, the systems are sometime used in CAT to provide rough suggestions of translation. Human translator is then responsible for carrying out the post-editing.

It simply writes a text into a program, selects a target language, and clicks “Translate”. MT tools are computer programs linked to databases full of translations created by human translators. Generally, contemporary machine translation alone can supply 90% accuracy at best unless used in the context of tightly controlled language applications such as material safety data sheets. The greater the breadth of the vocabulary and the complexity of style and grammar, the less suitable MT becomes. In this case of most business contexts, machine translation is not suitable unless followed by careful human editing.

2) Terminology Management

It refers to databases that hold preferred terms specific to an enterprise. Essentially, a terminology database is an intel-ligent glossary of a company’s preferred translations of specified terms in multiple languages. Typically, such a database can be used both in authoring original texts in one or more languages, and in customizing translation memory and machine translation implementations.

3) Translation Memory

Translation Memory (TM) is a database of previously carried out translations. TM contains only high-quality translations which can be reused in future. The reuse of translations by means of Translation Memory is the most widely recognized and appreciated feature of CAT. It reflects the natural work process of a translator before the era of computerization, when instead of using databases, translators took notes of phrases and sentences to use them later in their work. Apart from cost saving (once translated sentence does not need to be translated again), Translation Memories grant the consistency of translation, which in some cases is essential.

It is perhaps the most utilized of all CAT tools at present. It is also referred to as machine-assisted human translation (MAHT) because, in all its various forms, it is a desktop tool used by professional translators. As the name implies, these applications "memorize" previously translated material, such that in subsequent translations they "suggest" translations of text strings (phrases, sentences, or even entire paragraphs) in the target language to the translator. Translation memory when used appropriately supplies several benefits. It increases speed, accuracy and consistency among multiple linguists, streamlines the efforts of a translation team, and best of all, it saves money.

CAT software is essentially a set of tools used to manipulate a database of language information. It is the input of information in the form of translated words, phrases, sentences and even complete paragraphs in the source and target languages that constitutes this database. Potential benefits include:

1) Repetitive or similar texts need be translated only once
2) Once glossaries have been entered in the system, future translations will always be consistent.
3) Greater speed of draft translation, thereby allowing more time for quality control.
4) A computer can work on draft translation at any time of the day, thus a 10,000 word translation that would take a human translator a week to produce could be

done overnight ready for editing the next morning. (Speeds of up to 10,000 words per hour have been claimed).

5) Better quality control since text already entered in the software will not need to be re-checked.

CAT software is now available from a number of manufactures including IBM, PC Translator, Power Translator Professional and the Language Assistant series. CAT software is still expensive and requires a fairly powerful computer if it is to work satisfactorily. It is not something that you can use from day 1 since it needs a considerable amount of data input before it will start to produce anything like a usable translation. Try it when you first install it and you will get some hilarious results. However, the more information you can add the faster and better it works.

However, machine translation is becoming commonplace. For example, Google Translate is often used to try to get the gist of a paragraph of text in a language someone cannot read. How does this work? Google Translate, like other "statistical" machine translation (SMT) system is essentially a tool for massive sophisticated plagiarism. SMT systems do not understand what they are translating. They simply look up words in a huge database of sentences and their human translations. That database has been previously processed to guess at how humans have typically translated various words and how that translation depends on the immediate co-text, that is, a word or two on either side of the word in question. Then the guesses as to the translations of various words in the sentences are put together in the hope the resulting sequence of words will make sense to a human, even though the computer understands neither the source language nor the target language. The only human translators that might be replaced by computers are those who translate mechanically without trying to fully understand what they are translating or who lack a full command of the target language.

B. Machine Translation and Its Types

Machine translation (MT) is automated translation or "translation carried out by a computer". It is a process, sometimes referred to as Natural Language Processing which uses a bilingual data set and other language assets to build language and phrase models used to translate text. As computational activities become more mainstream and the internet opens up a wider multilingual and global community, research and development in Machine Translation continues to grow at a rapid rate.

In any translation, whether human or automated, the meaning of a text in the source (original) language must be fully transferred to its equivalent meaning in the target language's translation. While on the surface this seems straightforward, it is often far more complex. Translation is never a mere word-for-word substitution.

A human translator must interpret and analyze all of the elements within the text and understand how each word may influence the context of the text. This requires extensive expertise in grammar, syntax (sentence structure), semantics (meanings), etc. in the source and target languages, as well as expertise in the domain.

Human and Machine Translation each have their share of challenges. For example, no two individual translators will produce identical translations of the same text in the same language pair, and it may take several rounds of revisions to meet the client's requirements. Automated translations find difficulties in interpreting contextual and cultural elements of a text and quality is dependent on the type of system and how it is trained, however it is extremely effective for particular content types and use cases, e.g. automotive, mechanical, User Generated Content (USG), repetitive texts, structured language and many more.

While Machine Translation faces some challenges, if implemented correctly MT users can achieve benefits from economies of scale when translating in domains suited to Machine Translation.

A few different types of Machine Translation are available in the market today, the most widely use being Statistical Machine Translation (SMT), Rule-Based Machine Translation (RBMT), and Hybrid Systems, which combine RBMT and SMT.

1) Rule-Based Machine Translation (RBMT) Technology

RBMT relies on countless built-in linguistic rules and millions of bilingual dictionaries for each language pair. The RBMT system parses text and creates a transitional representation from which the text in the target language is generated. This process requires extensive lexicons with morphological, syntactic, and semantic information, and large sets of rules. The software uses these complex rule sets and then transfers the grammatical structure of the source language into the target language.

Rule-based Machine Translation systems are built on gigantic dictionaries and sophisticated linguistic rules. Users can improve translation quality by adding terminology into the translation process by creating user-defined dictionaries, which override the system's default settings.

In most cases, there are two steps: an initial investment that significantly increases the quality at a limited cost, and an ongoing investment to increase quality incrementally. While rule-based MT may bring a company to a reasonable quality threshold, the quality improvement process is generally long, expensive and needs to be carried out by trained experts. This has been a contributing factor to the slow adoption and usage of MT in the localization industry.

2) Statistical Machine Translation (SMT) Technology

Statistical Machine Translation utilizes statistical translation models generated from the analysis of monolingual and bilingual training data. Essentially, this approach uses computing power to build sophisticated data models to translate one source language into another. The translation is selected from the training data using algorithms to select the most frequently occurring words or phrases.

Building SMT models is a relatively quick and simple process which involves uploading files to train the engine for a specific language pair and domain. A minimum of two million words is required to train an engine for a specific domain, however it is possible to reach an acceptable quality threshold with much less. SMT technology relies on bilingual corpora such as translation memories and glossaries to train it to learn language pattern, and is uses monolingual data to improve its fluency. SMT engines will prove to have a higher output quality if trained using domain specific training data such as; medical, financial or technical domains.

SMT technology is CPU intensive and requires an extensive hardware configuration to run translation models at acceptable performance levels. Because of this, cloud-base systems are preferred, whereby they can scale to meet the demands of its users without the users having to invest heavily in hardware and software costs.

Note: RBMT vs. SMT

RBMT can achieve good results but the training and development costs are very high for a good quality system. In terms of investment, the customization cycle needed to reach the quality threshold can be long and costly.

- RBMT systems are built with much less data than SMT systems, instead using dictionaries and language rules to translate. This sometimes results in a lack of fluency.
- Language is constantly changing, which means rules must be managed and updated where necessary in RBMT systems.
- SMT systems can be built in much less time and do not require linguistic experts to apply language rules to the system.
- SMT models require state-of the-art computer processing power and storage capacity to build and manage large translation models.
- SMT systems can mimic the style of the training data to generate output based on the frequency of patterns allowing them to produce more fluent output.

C. Online Translation Machines

Modern machine translation services such as Google Translate and Microsoft's Bing Translator have made significant strides toward allowing users to read content in other languages. These systems, built on decades of contributions from academic and commercial research, focus largely on this use case, aiming to maximize human understandability of MT output. For example, if an English speaking user wants to read an article posted on a Chinese language news site, a machine translation may contain the following lines:

UK GMT at 10:11 on March 20, a rare solar eclipse spectacle will come to Europe.
This is the 1954 total solar eclipse once again usher in mainland Norway.
The next solar eclipse occurs recent times and the country was March 9, 2016 Sumatra;

This translation is quite useful for casual readers, allowing them to glean key information from the article such as the event (a solar eclipse), location (mainland Norway), and time (10:11 on March 20). However, the grammatical errors and likely mistranslations throughout the text would prevent this article from being published as-is in English; readers would be unable to trust the information as they would be relying on their ability to guess what information is missing or mistranslated. If this article were to be published in English, it would require professional human translation. In fact, the ever-increasing need for highly accurate translations of complex content has led to the development of a vibrant professional translation industry. Global businesses, government organizations, and other projects employing translators spent an estimated \$37.19 billion worldwide on translation services in 2014 (DePalma et al., 2014).

As the demand for human quality translation increases, the idea of leveraging machine translation to improve the speed of human translation grows increasingly attractive. While MT is unable to directly produce publishable translations, recent work in academia and industry has shown significant success with the task of post-editing, having bilingual translators correct MT output rather than translate from scratch. When used with human post-editing, machine translation plays a fundamentally different role than in the traditional assimiliation use case. As human translators must edit MT output to produce human quality translations, the quality of MT is directly tied to editing difficulty rather than understandability. Minor disfluencies must be corrected even if they would not impair comprehension, while mistranslations can be resolved by retranslating words in the source sentence.

Referring to the lexical problems of automatic translation, these are, indeed, very considerable in extent if not in complexity. Taking into account variations in the meaning of words, the rapid evolution of scientific and technical vocabulary, slang and local speech, the number of words per language may be so high as to challenge the skill of electronic memory constructors.

In recent concise dictionaries the vocabulary of the English language comprises some 60,000 word entries: this number may run four times as high if each meaning of each polysemantic word is entered separately. So that a dictionary in which every form of every word would constitute a separate entry might well number over half a million words in a modern inflected language. We are thus faced immediately with the problem of lexical content. This is closely followed by questions of classification (should there be one dictionary only, or several, according to subject?), and of order of classification (alphabetical, logical, conceptual, or numerical according to the increasing or decreasing number of characters in a word, etc.?). Finally come the specific problems of translation—multiple meaning, idiom; and—sooner or later—the problem of style, or styles, of the choice of words for reasons peculiar to the author.

A solution to any one of these problems involves a choice, or a series of choices, inevitably limiting possibilities in other directions ; all the more so, in that lexical problems, even more than those of morphology, are closely bound up with the technological aspects of computer construction. Memory capacity, rapidity of access, these are important considerations in the choice of solutions.

Even if we set aside for the moment, for practical reasons, the objections of those who maintain that the choice of the right word by the translator is a matter of taste, of personal judgment, and that the machine will never be able to exercise such judgment, we can still not affirm at the present time that an ideal solution has so far been found to the lexical problems of mechanical translation. But the empirical method of partial solutions has been applied with increasing success. It has enabled research to continue while technicians pursue the study of recording processes, thanks to which it will eventually be possible, where required, both to store a very great number of words and to have very rapid access to them. The first question to be raised was how to classify words in an electronic dictionary in such a way as to ensure as rapid a look-up as possible. Words being represented by a binary numerical code, several alternative methods of classification have been tried: arrangement in order of decreasing frequency, alphabetically by sections, etc.

In order to find out which one was best, we compared the features, price and performance of each. The API's chosen were; Bing, Google, SDL and Yandex.

Features Comparison

API	Number of source languages	Number of target languages from English	Total number of translation pair
Bing	45	44	2025
Google	64	90	2016
SDL	43	42	48
Yandex	44	43	1892

To test the performance of each tool we created a paragraph of text that would be deliberately difficult to translate. The paragraph included several compound words, the idiom ‘once in a blue moon’, a word with no exact equivalent in the target language (fundraising) and a word that has multiple meanings (rose). For this test we asked the tools to translate from English into Spanish. We then investigated how each API performed.

The test paragraph:

Our ‘Help The Children’ fundraising run will take take place this Saturday afternoon at 3 p.m. Thanks to our celebrity runner, we have a once in a blue moon opportunity to really raise awareness for the charity. If you would like to take part, the deadline for signup is 5 p.m today. Thanks to everyone who rose to the challenge of organising this years event.

The Results:

Bing

Bing had no problems at all with the compound words test. As with all the tools we tested it translated the idiom ‘once in a blue moon’ literally. Bing did the best of all of the four tools with it’s translation of the missing word ‘fundraising’ offering the most clear alternative. It’s translation of the multiple meaning word ‘rose’ was correct, though the sentence itself was wrong. Despite the error in the last sentence, Bing’s translation was by a narrow margin the most understandable of the four tools tested.

Google

Google preformed the least well of the four tools on the test for compound words, because it’s translation of ‘Signup’ although understandable was not as good as the other three. Like all the tools the idiom ‘once in a blue moon’ was translated literally. The translation of the missing word ‘fundraising’ was good and there were no problems with the multiple meaning word ‘rose’.

Yandex

Yandex scored full marks on the compound word test, and like all of the tools translated the idiom ‘once in a blue moon’ literally. It performed the worst of the four with the translation of ‘fundraising’ though the translation offered was just about understandable. Yandex had no problems with the multiple meaning word ‘rose’. Like SDL it also seemed to have a problem dealing with quotation marks, changing single quotation marks into double but not closing them. We tested several sentences to check this error and found it to be a common one. Sometimes double quotes were used and not shut, at other times a combination of single and double quotes were used.

SDL

SDL translated all of the compound words in our paragraph correctly. It translated the idiom ‘once in a blue moon’ literally like all the tools we tested. SDL offered a good alternative for the missing word ‘fundraising’, and translated the multiple meaning word ‘rose’ with no problems, though in both cases the sentences themselves were wrong. As mentioned above SDL also seems to have a problem in dealing with quotation marks.

As there was no clear winner in the performance test, we looked at the results from the price/features comparison to make our choice. We ruled out SDL right away because they had nowhere near the number of language pairs that the other three had. Bing was the leader when it came to number of language pairs, however both Google and Yandex were not far behind, so for us it came down to price. We ruled Google out here as they were the most expensive in every category. With Bing and Yandex left the choice becomes simple. If you're going to use less than ten million characters a month Go with Yandex as they are slightly cheaper. If you need to translate more than ten million words a month then Bing becomes the best choice.

All of the tools did pretty badly on the test, though to be fair it was a difficult test. Automatic translation by computers is notoriously prone to pitfalls and that was certainly the case here. The translations were barely understandable in this case, especially if you're not used to machine translations, and the idiom was particularly confusing. After reading each translation several times we were unable to pick a clear winner. Some translated certain sentences better than others. The most understandable, when it comes to the meaning of the whole thing (which is stated in the first line), is Bing, while Yandex was the only tool to give a correct translation of the last sentence. Ultimately, we see all the tools as performing at around the same level.

Google, Bing, Yandex, and SDL have different translation products. Following are the samples of translation product by, Google, Bing Yandex, and SDL. Can you tell the differences?

Google's translation product: https://translate.google.com

Source Text	**Target Text**
There was once upon a time a poor widow who had an only son named Jack, and a cow named Milky-white. And all they had to live on was the milk the cow gave every morning which they carried to the market and sold. But one morning Milky-white gave no milk and they didn't know what to do. "What shall we do, what shall we do?" said the widow, wringing her hands. "Cheer up, mother, I'll go and get work	Ada sekali setiap waktu janda miskin yang hanya memiliki satu anak laki-laki bernama Jack, dan seekor sapi bernama Milky-white. Dan semua mereka harus hidup adalah susu yang diberikan sapi setiap pagi yang mereka bawa ke pasar dan dijual. Tapi suatu pagi Milky-putih tidak memberi susu dan mereka tidak tahu harus berbuat apa. "Apa yang harus kita lakukan, apa yang harus kita lakukan?" Kata sang janda meremas tangannya.

somewhere," said **Jack.**	"Bergembiralah, ibu, saya akan pergi dan bekerja di suatu tempat," kata **Mendongkrak.**

From the table, it can be seen that Google Translate produces literal translation. Sometimes, it cannot differentiate a proper name; "Jack" is translated as "Mendrongkrak", yet "Jack" is a name of person in this text.

Bing's translation product: https://www.bing.com/translator

Source Text	Target Text
There was once upon a time a poor widow who had an only son named Jack, and a cow named **Milky-white**. And all they had to live on was the milk the cow gave every morning which they carried to the market and sold. But one morning Milky-white gave no milk and they didn't know what to do. "What shall we do, what shall we do?" said the widow, wringing her hands. "Cheer up, mother, I'll go and get work somewhere," said Jack.	Sana adalah sekali upon a time seorang janda miskin yang memiliki hanya anak bernama Jack, dan sapi bernama **Sakti-putih**. Dan semua mereka harus hidup adalah susu sapi memberikan setiap pagi yang mereka dibawa ke pasar dan dijual. Tapi suatu pagi Milky-putih memberikan tidak ada susu dan mereka tidak tahu apa yang harus dilakukan. "Apa yang harus **kita** lakukan, apa yang harus **kami** perbuat?" kata janda meremas-remas tangannya. "Bergembiralah, ibu, aku akan pergi dan mendapatkan pekerjaan di suatu tempat," kata Jack.

From the table above, it can be seen that there are some words that Bing cannot translate; "upon a time". Sometimes, Bing can translate proper name "Jack", but sometimes it cannot translate it well; "Milky-White" as "Sakti-Putih", yet "Milky-white" is a name of Jack's cow. Bing also cannot differentiate the use of "we" as "kami" or "kita" in Indonesian language.

Yandex's translation product: https://translate.yandex.com

Source Text	Target Text
There was once upon a time a poor widow who had an only son named Jack, and a cow named **Milky-white**. And all they had to live on was the milk the cow gave every morning which they carried to the market and sold. But one morning **Milky-white** gave no milk and they didn't know what to do. "What shall we do, what shall we do?" said the widow, wringing her hands.	Ada sekali waktu seorang janda miskin yang memiliki hanya anak laki-laki bernama Jack, dan sapi bernama **Bima-putih.** Dan semua mereka harus hidup adalah susu sapi memberi setiap pagi yang mereka dibawa ke pasar dan dijual. Tapi suatu pagi **susu putih** tidak memberikan susu dan mereka tidak tahu apa yang harus dilakukan. "Apa yang harus kita lakukan, apa yang harus kita lakukan?" kata janda, meremas-remas

“Cheer up, mother, I’ll go and get work somewhere,” said Jack.	tangannya. “Bergembiralah, ibu, aku akan pergi dan mendapatkan pekerjaan di suatu tempat,” kata Jack.

From the table above, it can be seen that Yandex sometimes cannot differentiate a proper name; “Milky-White” is translated as “Bima-Putih” and “susu putih”, yet “Milky-White” should not be translated literally because it is a name of a cow.

SDL’s translation product: https://www.freetranslation.com

Source Text	Target Text
There was once upon a time a poor widow who had an only son named Jack, and a cow named **Milky-white**. And all they had to live on was the milk the cow gave every morning which they carried to the market and sold. But one morning Milky-white gave no milk and they didn’t know what to do. “What shall we do, what shall we do?” said the widow, wringing her hands. “Cheer up, mother, I’ll go and get work somewhere,” said Jack.	Ada pada suatu ketika, seorang janda miskin yang satu-satunya anak bernama Jack, dan lembu bernama **Bima Sakti putih**. Dan semua mereka untuk hidup pada adalah memerah susu memberikan setiap pagi hari yang mereka dibawa ke pasar dan dijual. Tetapi satu Bima Sakti pagi putih tidak memberikan susu dan mereka tidak tahu apa yang harus dilakukan. “Apa yang akan kita lakukan, apa yang akan kita lakukan?” kata janda kalau tangannya. “Menyemarakkan, ibu, saya akan pergi dan bekerja di suatu tempat,” kata Jack.

From the table above, it can be seen that SDL translates “Milky-white” as “Bima Sakti putih”. SDL matches the name “Milky-White” to the context of astronomy, yet “Milky-white” is a proper name that should not be translated literally or adapted to other contexts.

D. Practice!

Please translate the following abstract into Indonesia by using Google, Bing, Yandex, and SDL which have different translation products.

Title: the Importance of Collaborative Discourse Analysis in the Training of Novice Translators

Author: Kurdi, Eszter, SIL Publications 2017

Abstract

This paper outlines the key aspects of effective translator training regarding content, method and assessment drawing on a growing field of research in Translation Studies. The training of translators – whether in the professional or in the Bible translation context – should be influenced by the demands of the field as well as the profile of the students and therefore focus on the most required and most often lacking competencies in novice translators. The author suggests that collaborative discourse analysis is particularly beneficial in the training of beginner translators as it hones their skills in self-reflection, in handling discourse level translation problems, in providing a contrastive analysis of the SL and the TL and in correcting their most common translation errors. In addition, this method provides the learners with the opportunity to grow in team work and interpersonal skills which are also crucial competencies for a translator.

Chapter 3: Translation Agency

A. Working as Freelance Translators

A.1. Writing your Resume

Whether you're just starting out as a translator or moving from in-house to freelance work, finding your first clients is one of the biggest challenges you'll face. For most beginning translators, it will be hard to find well-paying work unless you have either a degree in translation or some translation experience. If you have both excellent language skills and work experience in a technical field, for example if you are a doctor and bilingual in Russian, it may be worth sending off your résumé even without translation experience. For the rest of us, it's important to compose a file of samples and references before applying to agencies or direct clients. Here are some ways to go about beefing up your résumé if you're starting from zero.

Having a translation-targeted resume is your most crucial first step in starting your job search. Since some translation agencies will look only at your resume, it’s especially important to have a strong one, as your cover letter may never be seen by the person responsible for delegating projects. If you are e-mailing your resume, you should send it in either Microsoft Word format or as a PDF. Whatever the format of your resume, it is absolutely imperative that it is well written and contains no errors in grammar or spelling. Remember, you are applying for language work – why would a potential client trust this work to someone whose own application materials don’t show evidence of good language practice? Let’s look at some important features of a well-written translator resume.

As a beginning translator, the number one thing your résumé needs to do is convince a potential client to take a chance on you instead of giving the job to a more experienced linguist. Many beginning translators fail from the get-go because they use the same résumé that they've been sending out to look for a job in banking, health care, teaching or sales, wrongly assuming that they have nothing to write about their qualifications as a translator. If you are not familiar at all with writing a résumé, or with writing one for the U.S., large online job search sites such as Monster.com http: //monster . com have extensive "career search help" sections that can help you get started and learn how to format your résumé. Even if you are familiar with how to write a strong résumé, spend some time on the Web looking at how other translators present themselves; online translation portals such as Translators Cafe http://translatorscafe.com and ProZ.com http: / /pro z . com are good places to start.

The first step in the résumé reinvention process is to think about and research what your potential clients are looking for in a translator. Obviously they want someone who knows at least two languages, but on top of that, think about what your clients are seeking and what skills you can offer that you've already developed in your current career. For example, translators need to be able to work independently on tight deadlines without the oversight of a boss. Translators work on computers almost all the time, and need to know how to use computers efficiently. Translators also need excellent writing skills in their target language and excellent communications skills to work well with clients.

Specialized translators need to know terminology in their areas of specialization. Some or all of these skills may be transferable from your current career. Therefore, it can be a good idea to start out your résumé-writing process by thinking about or even writing down the key career skills you've developed that will make you a good risk to a new client.

After writing your name, you need to write the summary of your qualifications on your resume. This section, which goes below your name and contact information and might also be called an Objective and Profile section, is key to getting started as a translator. If the first item on your résumé is a detailed description of your ten years of work as an auto mechanic with no mention of language skills, clients may not even make it to the Education section to find out that you're actually bilingual in English and Japanese and interested in automotive translation; with a summary of qualifications you highlight this fact right away. A good way to research what qualifications your potential clients want is to read some translation agency websites; after all, you'll be delivering a good deal of the product that they're promising their clients. Including some of these desired characteristics is a good way to start your résumé on a positive note. Following are some sample summaries of qualifications for career changing translators.

The example of summary of qualification in Translation Field Resume

For that Indonesian → English auto mechanic:

Objective: Freelance Indonesian to English translation assignments for companies in the automotive industry, using skills in the areas of project completion, quality assurance and communication, demonstrated by ten years of profitable self-employment in the automotive industry.

Profile: Native speaker of Indonesian, B.A. in English Education including one year of residency in the U.S. Excellent computer skills including office software and internet research. Large collection of specialized bilingual dictionaries; recently completed online translator training course. Accustomed to meeting numerous deadlines per day and providing superior customer service.

The example of summary of qualification in Translation Field Resume

For a bilingual nurse:

Objective: Freelance English <>Indonesian medical translation work, making use of extensive experience and qualifications in the health care filed including Indonesian - - English bilingual health care settings.

Profile: Fully bilingual registered nurse, grew up in Indonesian—English bilingual household with numerous extended visits to England. Registered nurse since 1995 including three years' experience providing primary care to limited English proficiency (LEP) English speaking patients. In-depth knowledge of Indonesian and English medical terminology including confidential handling of medical records. Excellent written communications skills including chart and medical report writing.

Next, you'll have to decide whether to structure your resume functionally or chronologically. If the type of translation work you're seeking is somewhat related to your current work, you might opt for a chronological resume. For example if you're currently a lawyer and would like to do legal translation, your resume can be structured fairly traditionally. If you're breaking off on a completely new path, for example if you've worked as a ski instructor for five years and would like to do website translation, you may opt for a functional resume, which in the most extreme examples doesn't even include your job titles or where you've worked, just summaries of your skills and experience.

Below your summary of qualifications, for whichever style of resume you choose, you should include sections for Education and Professional Experience or Related Experience; other than this the sections are up to you. For example, some translators like to include a Skills and Interests section in case potential clients have worked in one of their avocational areas like sports, music, cooking, etc. The key here is to structure your resume so that it draws attention to what you can offer, not what's missing. You should also include any professional credentials you have even if they're not translation related; for example if you're a certified public accountant, certified energy rater, licensed professional engineer, etc.

A.2. Finding your first client

If you're starting out by applying to translation agencies, remember to play by their rules in order to maximize your chances of getting work. Most agencies have a translator application form on their websites; the "Contact Us" or "Opportunities" sections of agency websites are good places to look for these. Although it feels impersonal to apply for work this way, resist the urge to distinguish yourself by sending in a paper résumé if the agency requests an electronic one; what seems to you like a personal touch will only create more work for your potential client, and may get your application materials tossed without a second look.

Along the same lines, most agencies prefer not to be contacted by phone unless you are applying for a specific position that they've advertised. If the online application form includes a "Comments" field, this is the place to ask for an in-person meeting or introduce yourself as a new translator in the area. For translation agencies in the United States, the website of the American Translators Association ht t p : //at anet .org is a good place to find the agency's web address, and the agency's profile on the ATA website may also indicate if it is currently accepting applications from new translators.

Whether applying to translation agencies or direct clients, there are a few basic rules to follow. You're applying for language work, so your application materials should be error-free. Make sure that everything you send out is proofed by yourself and at least one other person. When sending inquiries by e-mail, use a clear subject line, such as "German—English freelance inquiry." Don't disguise your intentions or make your message look like a response to an e-mail from the agency. State your language pairs prominently. As amazing as it may sound, many people neglect this simple step. Start your e-mail with a sentence such as, "I am a freelance English to Spanish translator and I would like to offer my services to your company."

Looking for work with direct clients has some positive and negative points for a beginning translator. As a newcomer to the profession, it can be helpful to have some of the safety nets that a translation agency offers; for example when you work for an agency, your work is almost always proofread before being sent to the end client, which guards against a true disaster if you make a mistake. However, direct clients, especially those located in areas where there are not many translators to choose from, may be more likely than a translation agency to take a chance on an inexperienced translator. Whereas a translation agency has a wide range of translators to choose from with no geographic restrictions, a direct client who wants to work with someone local has a bigger incentive to work with someone new.

If you'd like to work with direct clients, any large businesses, hospitals or school systems in your area are worth contacting, even if they don't have obvious international ties. Probably the best source of direct client contacts is international business organizations such as international chambers of commerce since you can be sure that the member companies use your non-English language in their business operations. Joining one of these organizations is also an excellent way to network with potential clients.

Following is a list of the websites for some international chambers of commerce:

• New York chapter of the French-American Chamber of Commerce http: / / faccnyc .org

• New York chapter of the German-American Chamber of Commerce http:/ /gaccny.com

• Chicago chapter of the Italian-American Chamber of Commerce http://italianchamber.us

• United States-Mexico Chamber of Commerce http: // usmcoc.org

• Korean Chamber of Commerce and Industry in the U.S. http://kocham.org

• Japanese-American Chamber of Commerce, Silicon Valley http://jaccsv.com

• Polish-American Chamber of Commerce of Illinois http: //polishamericanbusiness.com

• Swedish-American Chamber of Commerce http: // sacc-usa .org

• Greek-American Chamber of Commerce http: //greekamericanchamber.org

• Danish-American Chamber of Commerce in New York http://daccny.com

• Spain-US Chamber of Commerce http : //spainuscc . org

• Vietnamese-American Chamber of Commerce, Minnesota http://vietnamesechamber.com

• Brazilian-American Chamber of Commerce of Florida http://brazilchamber.org

• Dutch-American Chamber of Commerce of Seattle http : //daccseattle.com

• Asian Chamber of Commerce of Arizona http: / / asianchamber.org

Whatever route you'd like to take toward finding your first clients and building up your business, following are some tips that are applicable to almost every freelance translator's startup phase:

1) Be realistic.

If you've never worked as a translator or interpreter before, starting out by contacting the United Nations or accepting a 90,000 word document on nuclear power plant safety procedures probably isn't the best way to start. Look for projects that you can do a great job on, and then use those projects to build up your business. Realize that depending on your languages and specializations, it could easily take a year to build up a base of regular clients.

2) **Network, network, network**.

Although most translators are introverts by nature, many job search experts identify networking as the most powerful job search strategy, and starting your translation business is no exception. Talk about your business with everyone you know, and give them a business card; strike up a conversation with the receptionist in every office you wait in, and leave a business card. Volunteer for your local translators association and get to know the experienced translators in your language pair; prepare an "elevator speech" (a few sentences that summarize what you do) and be ready to give it to anyone who asks you about your job!

3) **Think locally**.

Especially if you present yourself better in person than on paper, start out by asking for in-person meetings with every translation or interpreting agency in your local area. By asking for a meeting to learn more about the agency and talk about how you might fit in, you'll both benefit from the interaction. Don't be dissuaded if local agencies "have no work in your language combinations right now." By asking for an in-person meeting, you'll position yourself to step in when their needs change.

4) **Blanket the field.**

One of the biggest mistakes made by beginning translators and interpreters is to assume that you'll be working full-time after sending out five or ten inquiries. On the contrary, you should expect no more than a one percent return rate on your cold-contacting efforts. A good start (emphasis: start) if you'd like to be working full-time would be to send out 300-500 résumés during your first year in business. Your prospective clients may include translation agencies in the U.S., agencies in countries where your other languages are spoken, and companies in your area that could use your services.

5) **Join some associations**.

Membership in a professional association establishes your seriousness as a linguist, and allows you to make contact with colleagues in your area. Even for established linguists, referrals from colleagues are an important source of work. If you're very resourceful and very lucky, you may even find a colleague in your language combination who is willing to take you on as an assistant or send some extra work your way.

6) **Keep in touch**.

Instead of just firing off e-mails or making phone calls and then waiting to hear back from your potential clients, keep a log of the person you talked to or e-mailed with and what his or her response was to your inquiry. As you get more experience, periodically contact these people to let them know that you're still interested and available. Let them know what types of projects you've been working on, and let them know that you would be happy to help them out with similar jobs.

A.3. Build up your business

Once you've landed your first few clients, marketing yourself becomes easier in the sense that you have something to tell new prospective clients about, other than the fact that you're looking for work. In general, even a successful freelancer must spend at least ten percent of his or her time on marketing; for beginning translators this figure may increase to as much as 50 percent, and for those who have been in the business for many years, the need to market may fall by the wayside. However, many marketing experts caution that, "If you're not marketing, you're dying." While this advice may seem extreme, it's important for even experienced translators to prepare for the loss of a major client or a downturn in the economy by keeping up a steady flow of outbound promotion.

It's also important to distinguish between marketing for more work and marketing for better work. After a few years in business, many competent translators are busy most of the time, and do not need to market for more work. However, many of these people make the mistake of stopping their marketing efforts because they don't need more work. Here's where it's important to realize that marketing can lead to better work as well; work that pays a higher per-word or hourly rate, work that is more interesting, more flexible, or more ongoing, thereby lowering the translator's administrative costs. In reality, being busy all the time is a powerful lever to use with prospective new clients, since you can honestly tell them that in order to work for them, you will need to raise your rates. Following are some ways to keep the checks rolling in once you've gotten your business off the ground initially.

1) Please the clients you've got

While marketing to new clients is a worthy and even necessary endeavor, it's far easier to keep your existing clients coming back. If you're interested in building a sustainable business and a healthy income, regular clients who come to you, rather than the other way around, are key, since they allow you to spend your time working rather than looking for work. Doing a great job on every project, responding promptly to phone calls and e-mails, never missing a deadline, and being there for your clients in a pinch will help turn new clients into regulars.

2) Ask for referrals and testimonials

Preferably after you've just done an "above and beyond" job for a client, tactfully let him or her know that your business continues to grow thanks to referrals from satisfied clients. Better yet, ask your happy clients to put their experiences with you in writing to be posted on your website or included in future marketing materials.

3) Spread the word

As mentioned in the previous section, keep a log of all of the professional contacts you make, and periodically update these potential clients on your recent projects. The definition of "periodically" is up to you, but an appropriate frequency might be every one to three months; more often and your messages will grow annoying, less often and the agency representative may not remember you at all. It's possible to accomplish this task with a minimum of effort, by using a personalized e-mail such as this one:

Dear Name of Contact:

I am a freelance French to English translator registered with your agency, and I'd like to update you on some of my recent projects, in the event that you have similar needs in the future. In the past few months, I translated and managed the editing for a 90,000 word computer literacy manual, translated two large documents of international airport construction specifications and translated an auto parts manufacturing quality manual. In addition, I recently completed a course entitled "French for Lawyers," which covered the terminology of French legal institutions. I've attached my updated résumé for your consideration, and I look forward to the opportunity of working together in the future.

4) Keep cold-contacting

Many experienced translators estimate that of their new clients, approximately half come from cold contacts and half from word of mouth referrals. Whatever your level of experience, cold-contacting is important. If you're looking for agency clients, most agencies allow you to enter your information into their online database through the agency's website, and for direct clients you're probably best off contacting a project manager in the department you'd like to work for, for instance a localization project manager or international sales manager. If you're actively trying to build your business, set a goal of making 25 or more cold-contacts each week. Don't fall into the trap of expecting too many responses from too few contacts.

5) Keep networking

In a profession largely populated by independent contractors, networking gets you in touch with your colleagues and clients, either in person or electronically. Attending events for linguists is a great way to meet colleagues who may be in a position to refer work to you. If you're after new clients, consider joining a professional association in your target industry, whether this is sign-making, auto parts manufacturing, health care or law. Other networking endeavors worth considering are speaking to high school and college students considering careers in translation, teaching a class on getting started as a freelance translator or interpreter or taking on an intern from a local high school or college foreign language program.

6) Get creative

Sending your résumé to potential clients is important, but other marketing tactics can be as effective or more effective, especially with direct translation buyers. Put together a file of work you've done for previous clients (with their permission) and send it to prospective clients, offering to do the same for them. Present a compelling reason for potential clients to spend money on translation, i.e. "Are Spanish-speaking Internet users finding you, or your competition?" "Few Americans who visit France speak French, yet few French hotels and restaurants have websites in English," etc. For a potential "big fish" client, show your work— translate the prospect's brochure or website homepage, lay it out attractively, and ask for a meeting to discuss how you can help the client's business grow by making it more international. Starting an e-newsletter of interest to your clients and prospective clients is another useful marketing tool, since you're providing your clients with information they want while keeping your name fresh in their minds.

7) Become an expert

Writing, speaking and consulting about translation and interpreting are great ways to get your name recognized. Contact professional journals in your specializations and offer to write an article about translation issues in their industry; write a booklet on Tips for Translation Buyers and send it to potential direct clients; speak at professional conferences; post an article on How to Speak Successfully When Using an Interpreter on your website—by now you've got one, right?

B. Building a Translation Agency

First of all, you should make several brochures to advertise your translation agency, for examples:

Translation Agency Brochure sample:

Translation Agency

Menerima Jasa Terjemahan

Indonesia – Inggris
Inggris - Indonesia

Jasa menerjemahkan teks dari bahasa:

Inggris – Indonesia

Indonesia – Inggris

Bagus! Cepat! Murah!

Sulthan: 08xx-xxxx-xxxx

To start a translation agency, you need to know job descriptions of every member, for example:

PBI Translation Agency Service		
No	**Description**	**Responsibility**
1	Designing the brochure, create advertisement video and subtitles.	Alex, Andre, Andika, Siti, Safira
2	Spreading the brochure, uploading the advertisement video to online social media.	Ibnu, Arif, Sukma, Danu, Akmal
3	Meeting the clients, contacting the clients, receiving the translation cost	Sofia, Lucy, Joko, Budi, Novi
4	Translating the projects	Deliana, Irham, Anita, Harri, Angel
5	Proofreaders	Nur, Sherly, Jonathan, Roy, Edi
6	Evaluating Board	Alex, Ibnu, Sofia, Deliana, Nur

Then, you also need to have this letter as a proof of your collaboration with the clients.

PBI TRANSLATION SERVICE *SAMPLE*

Jl. Williem Iskandar Medan Telp: 0821xxxxxxxx email: pbi@gmail.com

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Hanya boleh diisi oleh petugas

No. Order/order number : 01

Penerjemah/translator : Irham dan Harri

Proofreader : Nur dan Sherly

A. Data pribadi/client details

Nama klien/client name : Haikal

Nomor KTP/ID number :

Alamat/address :

Handphone :

Institusi/institution :

Jenis layanan/services :

a. Penerjemahan dari bahasa Indonesia ke dalam bahasa Inggris
b. Penerjemahan dari bahasa Inggris ke dalam bahasa Indonesia

B. Dokumen/Document

a. Hardcopy
b. Softcopy

C. **Deadline** :

D. Pernyataan/Declaration :

Dengan ini saya menerima ketentuan-ketentuan yang berlaku pada

Mini Translation Agency Service

Tanda tangan petugas   Tanda tangan client

(…………………..)   (…………………..)

C. Practice!

a. Please write the summary of your qualification in translation field resume by following the examples in this chapter and join the translation organizations which have been explained in this chapter to network potential clients.
b. In your group, please establish your own translation service agency. First, you need to divide the work in your members, create the translation service brochures to advertise your translation agency.

c. Please translate the following abstract into Indonesian:

The Journal of Asian Studies Vol. 70, No. 1 (February) 2011: 77-97.
Title: The Question of Translation in Taiwanese Colonial Cinematic Space
Author: KUEI-FEN CHIU

This essay studies the practice of cultural translation in colonial Taiwanese cine- matic space. Just as the Japanese translation of Western cinema brings into play traces of Japanese otherness , the Taiwanese translation of the Japanese trans- lation disrupts the Japanese monopoly on the meaning of cinematic experience in colonial Taiwan. A key figure in this complex cultural translation was the benshi, a translator who performed alongside the screen to interpret the film for the audience. This study argues that an overemphasis on the interventional power of the benshi s word does not do justice to the complex role of the benshi as a translator. In spite of its inscription of the cultural specific in the cine- matic space , the presence of the benshi is also a reminder of an unfulfilled desire: the desire for the (foreign) image and the desire for the other. Insofar as the act of translation is a critical engagement with the challenges posed by the other ; a sim- plistic celebration of local resistance does not help us fully address the complexity of cultural translation that defines the mediascape of the modern age.

Chapter 4:
Translating Scientific Articles for International Publications

A. How to Translate Scientific Articles?

Translating is not literary changing words from one language in another language, for example; It’s raining cats and dogs >> Ini hujan kucing dan anjing. Even though sometimes we translate some words literally into another language, for example; I have a car >> Saya memiliki sebuah mobil. Translator should be able to differentiate the time to use or avoid using literal technique. In the first example, the sentence “It’s raining cats and dogs” does not mean “dogs and cats are falling from the skies”, but it means “a heavy rain”. As Literal translation is not good to be used in translating this sentence, translator should find another method which will help the target readers to catch the information after it is translated into the target language. Thus a better translation product for “It’s raining cats and dogs” is probably “Sekarang sedang hujan lebat sekali”. In the second example, “I have a car” is literally translated as “saya memiliki sebuah mobil”. Since the target readers will be able to understand this translation product, the use of literal translation to translation this sentence is a good choice.

Translating scientific articles for international publications is not an easy task to do, but it is not impossible. The most important thing that a translator needs to remember when translating scientific articles or research papers is to know certain terms related to research paper which is commonly used in the target language. For example;

Source text:

This paper examines six English translations of the Japanese novel Botchan with a focus on a complex pun that pairs a multi-mophemic sentence-ending in the Matsuyama dialect with the name of a traditional Japanese food.

Target text 1:

Makalah ini meneliti enam terjemahan bahasa Inggris dari novel Jepang Botchan dengan fokus pada permainan kata yang kompleks dengan memasangkan kalimat multi-mofemik yang diakhiri dalam dialek Matsuyama dengan nama makanan tradisional Jepang.

Notes:

The target readers (Indonesian people) who read Target Text 1 might understand this translation product. However, the language used in this translation product is not common in Indonesian research paper. Let's see another example;

Target text 2:

Penelitian ini memaparkan enam terjemahan bahasa Inggris novel Jepang yang berjudul Botchan dengan fokus pada permainan kata kompleks dimana kalimat dengan akiran multi-mofemik dalam dialek Matsuyama dipasangkan dengan nama makanan Jepang.

Notes:

The target readers (Indonesian people) who read Target Text 2 will be able to understand this translation product since it has been written more naturally than the first translation (Target Text 1) which sounds unnatural or looks like a translation product. Thus, in translating text translator should find a solution when facing any problem in translating text to produce a good quality translation product. Then, a good translator will:

- ☑ Bring creative energy and imagination to the work, without losing the author's style, message or unique flavour.
- ☑ Think carefully about substitutions or changes, and discuss major changes with the acquiring editor.
- ☑ Take heed of an editor's fresh approach to the text, and re- member that he or she will be seeing it with new eyes, and judging it as English prose.
- ☑ Strike a fine balance between making the book accessible to new readers, while still maintaining its essential 'foreignness' and differences.

- ☑ Remember that not all books are perfect, and that even tiny tweaks (made in conjunction with an editor) can make a good book brilliant.
- ☑ Keep careful notes of changes and decisions made in the process of translating.
- ☑ Take careful consideration of humor, puns, jokes and literary allusions, names of places and characters, as well as cultural references and ideology.
- ☑ Correctly translate idiomatic expressions, which lend color and flavor.
- ☑ Consider and represent the author's culture, without turning it into a cultural treatise.
- ☑ Carefully recreate the nuances of the original language.

Translators will not:

- ☒ Take major liberties with the author's text without reference
- ☒ to both editor and author.
- ☒ Anglicise a book beyond recognition.
- ☒ Play with the structure or the sequence of time or events, except in consultation with the author or editor.
- ☒ Refuse help from the author, editor or another translator; every insight, every set of eyes, provides a new depth of understanding, and possible resolutions to difficulties faced.

B. Translation Problems and Solutions

Martin Riker says that translators sometimes worry that steering away from a literal word-for-word translation will "corrupt" the original text but says the fact that a work in translation has already been corrupted by the act of translation itself. The new work, the translated work, is already an interpretation of the original, and unavoidably so. So the question should rather be: what sort of interpretation conveys the experience of the original, its particular stylistic energy, most accurately? The translation should not preserve literal words and phrases for preservation's sake. Martin urges translators to use their own creative writing skills to adapt the original.

1) Titles

Literal translations of titles will often fail to grab the prospective audience for the book. Sometimes a complete change is required to make the book saleable in English-speaking countries, and difficult decisions may have to be made. Ultimately, the title is a commercial decision on which the publisher will have the final say, but creating a bland new title in order to avoid alienating readers is not good practice. The editor (with ammunition from the translator and possibly the author) should stand his or her ground, and offer more viable solutions that better reflect the book.

Sandra Smith, who translated Suite Française, was concerned about the decision to leave the title in French—particularly for the American market. She worried that readers would assume they had to go into a specialist French bookshop to order it, but was proved wrong on all counts. Suite Française was one of the top 100 bestselling books in the UK in 2007, and did equally well in America.

Primo Levi was often vocally outraged by changes made to the titles of his books. For example, the title of If This Is a Man is an integral part of the book, but it was changed in the American edition to Escape from Auschwitz—a label he considered inept and vulgar. His title Meccano d'amore was naively translated as the hardly compelling Love's Erector Set. La chiave a stella was published in the US as The Monkey's Wrench. The Italian title specifically means a socket wrench, and adding the apostrophe compounds the error.

So literal translations are often a dreadful mistake when it comes to titles, and editors and translators must be prepared to be creative. Some titles lend themselves neatly to English translations; for example, La sombra del viento was the original Spanish title for the international bestseller The Shadow of the Wind, by Carlos Ruiz Zafón. But others do not, and a misleading and off-putting title can badly damage potential sales.

2) Stylized language

Translating a book written in a particular style (baroque, for example), even when written by contemporary authors, poses its own problems. Do translators 'update' the text to refresh it and make it accessible, thereby losing distinctive use of vocabulary and turn of phrase, or do they labour to match it? No one would expect to read Shakespeare in modern English (apart, perhaps, from lazy students), nor would they expect to lose

the beauty of Francesc Fontanella's or Francesc Vicenç Garcia's prose by having it written in a contemporary style.
If the author is alive, his or her help will be invaluable. Robert Chandler says that he could not have unravelled the sometimes-baroque syntax and deftly interwoven stories of The Railway with out author Hamid's help. But translators may not always have this option, and artistic licence is required. In older works, translators are often required to source and examine original material and critiques in both languages in order to establish the correct mood, tone and style.

Another stylistic problem can be presented by purposeful awkwardness in the original that simply does not work in the new language. There's always a danger that it will just read like a bad translation. You can try to convey the sense of awkwardness in other ways—by subtly referring to it, for instance, or moving direct dialogue into indirect, etc.—but sometimes you simply have to leave the passage out. Something will have been lost, but the important thing is that the translation should not call attention to itself in a way that will mar the reader's experience of the book.

3) Regional dialects

There's a fine line between making foreign authors accessible to English-speaking readers and making them sound like English writers. The rhythms and patterns of their own languages are part of what makes them interesting and it can be a mistake to iron them out completely.

Hanan al Shaykh, the Lebanese author of The Sands of Zahra and Women of Sand and Myrrh, is no stranger to the complexities of the process of translating and has often argued for dialect phrases to be kept in her books. In one example, she had a character say: 'My heart was pounding as if it was wearing wooden clogs.' This is the direct translation of a phrase in a southern dialect of Arabic, and Hanan wanted to keep it but her translator said it sounded clunky in English. Hanan, however, stuck to her guns and it stayed in. After that she started getting more involved in her translations because she wants to maintain the idioms of the original language in her work.

Sometimes the idiom needs a little explanation for English readers. In another example, she wrote: ‘I thought she must be imagining that a hyena had pissed on our leg.’ In Arabic, this phrase means ‘to hypnotise and capture.’ In English, the translator had to add, ‘I thought she must be imagining that a hyena had pissed on our leg and stolen us away to its lair.’ It didn’t make sense without this addition.

Hanan says, ‘Many people think of Arabic as an archaic, classical, old language, as in the Qu’ran, but you need to approach it with a modern outlook. You can’t be entirely faithful—sometimes you need to explain it as well.’

While leaving in too many ‘unknown’ cultural references will weaken a book, and lose readers, there must, still, be an essence of something different. Some languages need lengthy explanations, which can be cumbersome, and force the translator to rely on glossaries and notes in order to provide the necessary explanations.

4) Strong language

Expletives that are integral to a book should always remain. The difficulty lies in making the language accessible and relevant, without offending more delicate sensibilities. In some cultures, swearing is an everyday activity, whereas in many English-speaking countries bad language is considered to be less acceptable and gratuitous swearing may be frowned upon. Another problem, too, is the wealth of expletives in other languages, which simply cannot be matched by English equivalents.

Martin Riker notes that often a translator will ‘clean up’ the strong language in the original without even realizing, simply because he or she is not comfortable with it, even though the original writer was. This happens more often than one would expect, and translators tend to realize it only after an editor has pointed it out.

Robert Chandler encountered problems with foul language when translating The Railway. He says:

‘Curses and swearwords present a particular problem for translators into contemporary English. Our lexicon of abusive language is oddly limited, and the more florid curses still common in Russian tend to sound laughable if translated at all literally. Reluctantly, I simplified much of the foul language. In one chapter I tried to compensate for this impoverishment by adding my own brief evocation of the essence of Russian mat or foul language: “those monstrous, magnificent, multi-layered and multi-storied variations on pricks and cunts and mother-fucking curs.” ’

5) Colloquialisms

Similar considerations apply to colloquialisms as to expletives. Martin Riker says that the most important issue with slang is timeliness—will the approximate slang chosen by the translator remain relatively current? With some translations you can almost identify the year, if not the month, in which it must have been translated, especially when it comes to teenage slang.

Once again, it can be a question of getting exactly the right translator for the job. Euan Cameron says that with Argentine writers such as Edgardo Cozarinsky or Alan Pauls, he looked for a translator who was sensitive to the cultural and colloquial differences in Argentine Spanish, and found the ideal person in Nick Caistor, who had lived in Argentina for many years. It can also help to employ a second translator, with a good working knowledge of colloquialisms, dialect and slang in the native country, who can get across their meaning and help to come up with English equivalents that are appropriate, do not jar with the reader and, most importantly, do not date.

6) Humor

Just as slang or colloquialisms often fail to translate, so humour can present a problem for translators. Something hugely funny in another language can fall flat in English, without lengthy explanations that certainly reduce any humour involved. Equivalents may simply be out of context with the book itself, and often seem nonsensical. Robert Chandler says:

‘Humour, of course, tends to be what gets lost most easily in translation. We speak of jokes being “barbed” or “pointed,” and jokes do indeed have something in common with darts or arrows. If a joke is to survive the journey into another language, if it is to hit the mark even when its cultural context can no longer be taken for granted, its point may need to be adjusted or somehow re-sharpened. A sentence about “Bolta-Lightning” [the English nickname chosen for the town electrician in The Railway] sounded irritatingly plodding even after several revisions. It was only after my wife suggested replacing the literal “explained to” by the wittier “explained over the heads of” that the English version began to seem as funny as the original: “Bolta-Lightning climbed the column in the middle of the square, hung the banner on the loudspeaker and explained over the heads of the entire backward bazaar both the progressive meaning of the slogan and the precise time the proletariat was to unite.” ’He goes on to say:

‘There is often an element of paradox in the work of a translator; I have never before had to work so hard to understand the literal meaning of the original text—and I have never before allowed myself to depart from the literal meaning so often and so freely. Not every pun in the original is translatable, and I have omitted jokes that needed too much explanation; I have compensated, I hope, by gratefully accepting any appropriate pun that English offered. Sometimes these puns seemed to arise without any effort on my part; it would have been hard, for example, for an English translator to avoid a pun (a pun not present in the original) in the passage where the sight of Nasim’s huge “male member” makes Khaira “remember” facts about her life that she had forgotten for decades.’Martin Riker agrees that the most successful translations of jokes are more likely to be replacements than literal translations—replacing jokes from the original language with a comparable joke in the new one. He thinks that humour translates more often than ‘jokes,’ per se.

Plays on words are obviously specific to their original language. An equivalent has to be found in the new language and sometimes these simply don’t work or need to be cut, or a completely different play on words has to be invented to retain the liveliness of play. In such cases, the translator and editor might have to decide which is more important to the passage—the literal sense of the phrase or the playfulness that it brings to bear.
A fresh pair of eyes can be particularly helpful when it comes to translating humour. It is no coincidence that many comedians write in couples or even teams.

7) Untranslatable words and culture-specific references

When translating Tiziano Scarpa's Venice Is a Fish Shaun Whiteside had to rely on extensive discussions with the author as well as a great deal of research to work out English equivalents for some of the more specialist vocabulary. He says:

'The incredibly helpful author, who speaks impeccable English, was very keen to help with the list of fish—sea bass, gilthead, dentice, umbrine, etc. Tiziano was also very solicitous about the more arc ane snack-foods—marsioni (goby), schie (shrimp), nervetti (pork or beef tendon). That was incredibly helpful, as these dishes tend to be local to the city.'

Martin Riker says:

'If references are not obscure or difficult for the original audience, they should not be obscure or difficult for the new audience. Of course there are real limits to the extent to which it is possible to make such references familiar, but certain simple tricks can contextualize for the reader without damaging their experience of the book. For example, you can add an inconspicuous explanatory phrase, or mention that So-and-so is a "town," or add the word "Avenue" where it was left out of the original. Here as elsewhere the translation editor has to assume the position of the reader, and should consider the overall experience of reading the original and how best to approximate that experience for readers in English.'

If readers will baulk at croque monsieur, it's easy to add an unobtrusive description (for example, 'the cheese oozed over the salty ham of his croque monsieur sandwich') to enlighten them. There is no reason, either, why general explanations cannot be offered from time to time; for example, adding 'three miles out of the city' after a town that someone local to the region would know instinctively, adding a paragraph describing the ingredients of a particularly native culinary dish, or even giving background to a cultural practice or event by giving a character more dialogue. Sometimes it's best to be vague, e.g., substituting 'a fragrant spice mix' for Ras al-hanut (Moroccan).

Some words, however, simply don't translate. Ros Schwartz usually prefers to leave these in the text and to provide the reader with a glossary, which can serve the purpose of explaining more obscure geographical and cultural references, without interrupting the flow of the text with lengthy descriptions and explanations. A map can also prove invaluable for readers. Eliminating traces of foreignness completely can iron out the quirks and flatten the text, and this is a potential problem that calls for vigilance. Euan Cameron feels that it is expecting a lot for translators to get beneath the surface of the words and convey cultural anomalies without relying upon footnotes to some extent. He says:

'At Harvill we published several novels by Pierre Magnan, a writer who lives and sets all his work in Provence, and uses many Provençal words and expressions. Patricia Clancy, his translator, had particular problems to resolve how to deal with these and to convey the right tone without using too many footnotes.'

She was successful in coming up with solutions, but in the end footnotes may be the only option, and they are certainly a better alternative to lengthy discourses interrupting the flow of the text.

8) Quotations from other sources

In most cases, it is good practice to seek out existing English translations of quotes or material such as poetry or song lyrics, rather than re-translating—not only because of the time constraints involved in creating associations and rhythm between the words of yet another author, but because it is, in essence, a different 'art.' The demands of finding equivalent vocabulary that is as rich with allusions and meaning, along with recreating rhythm and rhyme can pose an insurmountable problem. It is, however, often necessary for a translator to do the work him or herself, because there is no English equivalent available. Robert Chandler says:

'Sometimes I spend days looking for a synonym for a particular word or trying to improve the rhythm of a particular line of poetry. And then, after wasting a lot of time, I realize that the problem is not in the place where I thought it was. If I change something in the previous verse or sentence, then the problem disappears just like that.'

Some quotes simply do not translate, and are best dropped. Others must be altered to make their meaning and relevance to the text clear. In these cases, a translator must be given some licence to make appropriate changes—dropping the original rhyme structure, for example, or altering the rhythm. A direct replacement might also be necessary, in the case of lyrics, for example, to something that has the right resonance with English readers. These are all choices that must be made en route to the final translation, and which should be discussed with the author and the editor. In many cases, the author may be able to provide insight into something that completely befuddles both editor and translator. Sometimes a footnote explaining the meaning of the poem or quote, and leaving it in its original language, is the best alternative. A note should be made of any other sources from which translations are taken and given to the copyeditor along with the translator's notes. In some cases, permission may be required to reproduce someone else's translation.

9) "Difficult" languages

There are some languages for which high-quality translators are few and far between, forcing publishers either to abandon the idea of translating, or to rely on the joint efforts of a prose stylist and a native-speaker to get the balance right. It may also be necessary to translate from a separate language altogether, because a good native translator simply can't be found.

English is often the key bridging language into other languages—a translator in India will be more likely to be able to translate a book from English than from Finnish or Dutch, for example. Thus, to publish an excellent translation in English is to open up possibilities of further translation of that title into other languages throughout the world. This should be a point of pride for translators, for their role will be much greater than simply introducing an author and recreating his or her book for a new audience, and it's something that should be borne in mind throughout the writing process. What would other cultures make of what you are writing?

A translator whose work will be re-used in this way should be paid a fee for that re-use, and given a proper acknowledgement or credit in the new translation. Also, permission would need to be cleared with the rights holders of both the English-language translation and the original work.

Historically, the lack of good translators working in a specific language may have deterred readers from picking up literature in translation. Hanan al Shaykh tells how, as a child, she was confused by an Arabic translation of Stefan Sweig's Troubled Souls, in which a cat appeared to go to the fridge for a glass of milk, changing his mind and deciding in favour of a whisky instead. How can a cat do all this, she wondered? She asked her teacher at school, who had a German husband, and he worked out that the Arabic translator had translated the German Herr ('mister') as the similar-sounding Arabic word for cat. This was her first experience of the effects of bad translation and put her off reading literature in translation for a long time. But she says that now they have some brilliant translators working into Arabic and the whole area has opened up.

C. Academic Phrases and Vocabularies for Writing Research Paper

1) Introduction section

Introduction section comes after the abstract. Introduction section should provide the reader with a brief overview of your topic and the reasons for conducting research. The introduction is a perfect place to set the scene and make a good first impression. Regarding word count, introduction typically occupies 10-15% of your paper, for example, if the total word count of your paper is 3000, then you should aim for an introduction of around 600 words. It is often recommended that the introduction section of the paper is written after finishing the other sections of the paper. This is because it is difficult to figure out what exactly to put in the introduction section of the paper until you have seen the big picture. Sound very confident about your chosen subject area and back up your arguments with appropriate references. After reading the introduction, the reader must have a clear idea of what to expect from the rest of your research paper.
Following are some common academic phrases, sentences and vocabularies in writing research papers. Translators should be familiar with this terms before they can translate text into English. As a practice, please translate the following texts into Indonesian.

- ☑ General introduction

  Research on …. has a long tradition

  For decades, one of the most popular ideas in ….. literature is the idea that…

  Recent theoretical developments have revealed that…

  A common strategy used to study… is to…

  This research constitutes a relatively new area which has emerged from…

- ☑ Problem definition

  This seems to be a common problem in…

  This leads to myriad problems in…

  The main problem is that…

  There is a further problem with…

  One primary problem with…is that…

- ☑ Gaps in the literature

  There is no previous research using….approach

  As far as we know, no previous evidence for…

  Other studies have failed to…

  To our knowledge, no study has yielded..

  No study to date has examined…

- ☑ Problems solution

  One way to overcome these problems is to…

  One approach to solve this problem involves the use of…

  An alternative approach to the problem is…

  This can be applied to solve these problems.

  A number of works have shown that this problem can be overcome by using…

- ☑ Study motivation

  It is of interest to know whether …still hold true.

  It would be of special interest to…

  We therefore analyzed..and investigated whether…

  For this study, it was of interest to investigate…

  To examine the impact of..we tested…

- ☑ Aims and objectives

The aim is to develop more sophisticated methods for..

The aim of this work is to develop…

The aims in this chapter are twofold: First…Second…

This project aims to develop an overarching framework to…

The ultimate goal is to produce a…

☑ Significance and advantages of your work

This thesis documents several key contributions made to the fields of…

The contributions made here have wide applicability

The first main contribution proposed in this field is a …

We summarize the main contributions of this thesis.

There is a clear advantage in following the methods of…

2) Materials and methods section

The methods section that follows the introduction section should provide a clear description of the experimental procedure, and the reasons behind the choice of specific experimental methods. The methods section should be elaborate enough so that the readers can repeat the experimental procedure and reproduce the results. The scientific rigor of the paper is judged by your materials and method section, so make sure you elaborate on all the fine details of your experiment. Explain the procedures step-by-step by splitting the main section into multiple sub-sections. Other procedures are chronologically with subheadings. Use past tense to describe what you did since you are reporting on a completed experiment. The methods section should describe how the research question was answered and explain how the results were analyzed. Clearly explain various statistical methods used for significance testing and the reasons behind the choice. Following are academic phrases, sentences and vocabulary for writing methods in research paper:

☑ Experimental setup

This experimental design was employed because…

In the course of the experiment, …. Played an important role.

The experiments were perfomed with..

This was experimentally investigated by…

Most experiments have been carried out with…

☑ Data collection

There were … participants in this sample

Participants first provided informed consent about…

We performed additional data collection with…

For this study, we analyzed the data collected from…

Data were collected and maintained by…

☑ Data analysis

However, there are trends in our data to suggest that…

The trend values were then subjected to…

We analyzed data as a function of…

We used an established technique, namely…to analyze…

This showed a judgment error of…

☑ Statistical testing

We explored these effects statistically by…

The results were statistically significant when compared usig…

This was normally distributed throughout the study population.

This distribution resulted in…

We used…statistics to report…

☑ Assumptions

Such a potentially unrealistic assumption arises from the fact that…

Based on this assumption, hypothesis was developed…

This is based on assumption that…

Under certain assumptions, … can be construed as…

These assumptions result in…

☑ Remit of the experiment

For the current work, it is sufficient to point out that…

This was sufficient to..

This is sufficiently generic to be adapted to other…

This is generally sufficient to produce good results.

This was not possible due to insufficient observations.

3) Literature review section

The literature review should clearly demonstrate that the author has a good knowledge of the research area. Literature review typically occupies one or two passages in the introduction section. A well-written literature review should provide a critical appraisal of previous studies related to the current research area rather than a simple summary of prior works. However, criticizing other's work without any basis can weaken your paper. This is a perfect place to coin your research question and justify the need for such a study. It is also worth pointing out towards the end of the review that your study is unique and there is no direct literature addressing this issue. Add a few sentences about the significance of your research and how this will add value to the body of knowledge. Following are the academic phrases, sentences, and vocabularies for literature review of a research paper:

☑ Previous literature

The literature review shows that…

Previous research showed..

Seminal contributions have been made by..

A series of recent studies has indicated that…

There has been numerous studies to investigate…

☑ Limitations of previous research

A number of questions regarding…remain to be addressed.

A closer look to the literature on … however, reveals a number of gaps and shortcomings.

This question has previously never been addressed because …

Most studies have relied on…

Previous studies have almost exclusively focused on…

☑ Research questions

More specific research questions will be introduced and investigated in…

A further question is whether…

Finally, another promising line of research would be…

The study addresses several further questions on…

Some of the interesting questions in this context are…

☑ Research to be explored

A more systematic and theoretical analysis is required for…

As the authors note earlier, more work is necessary to..

This paper addresses…so far lacking in the scientific literature.

A new approach is therefore needed for…

One of the tough challenges for all researchers in this domain is…

4) Results and discussion section

The results and discussion sections are one of the challenging sections to write. It is important to plan this section carefully as it may contain a large amount of scientific data that needs to be presented in a clear and concise fashion. The purpose of a results section is to present the key results of your research. Results and discussions can either be combined into one section or organized as separate sections depending on the requirements of the journal to which you are submitting your research paper. Use subsections and subheadings to improve readability and clarity. Number all tables and figures with descriptive titles. Present your results as figures and tables and point the reader to relevant items while discussing the results. This section should highlight significant or interesting findings along with P values for statistical tests. Be sure to include negative results and highlight potential limitations of the paper. You will be criticized by the reviewers if you don't discuss the shortcomings of your research. This often makes up for a great discussion, so do not be afraid to highlight them. Following are the academic phrases, sentences and vocabularies for the results and discussion section of your research paper:

- ☑ Findings

  From the short review above, key findings emerge;…

  We describe the results of… which show…

  This suggests that…

  We showed that…

  Our findings on..at least hint that…

- ☑ Comparison with prior studies

  The results demonstrated in this chapter match state of the art methods

  Here we compare the results of the proposed method with those of the traditional methods

  These results go beyond reports, showing that…

  In line with previous studies…

  This result ties well with previous studies wherein…

- ☑ Limitations of your work

Because of the lack of..we decided to not investigate

One concern about the findings of … was that…

Because of this potential limitation, we treat…

The limitations of the present studies naturally include…

Another limitation of this…

☑ Casual arguments

A popular explanation of…is that…

It is by now generally accepted that…

A popular explanation is that…

As it is not generally agreed that…

There are very small and difficult to observe.

☑ Speculations

However, we acknowledge that there are considerable discussions among researchers as to…

We speculate that this might be due to..

There are reasons to doubt this explanation of ..

It reminds unclear to which degree .. are attributed to.

However,…does seem to improve

This does seem to depend on…

☑ Deductive arguments

A difference between these…can only be attributed to..

Nonetheless, we believe that it is well justified to..

This may raise concerns about … which can be addressed by …

As discussed, this is due to the fact that…

Results demonstrate that this is not necessarily true

5) Conclusion section

A research paper should end with a well-constructed conclusion. The conclusion is somewhat similar to the introduction. You restate your aims and objectives and summarize your main findings and evidence for the reader. You can usually do this in one paragraph with three main key points, and one strong take-home message. You should not present any new arguments in your conclusion. You can raise some open questions and set the scene for the next study. This is a good place to register your thoughts about possible future work. Try to explain to your readers what more could be done? What do you think are the next steps to take? What other questions warrant further investigation? Remember, the conclusion is the last part of the essay that your reader will see, so spend some time writing the conclusion so that you can end on a high note. Following are the academic phrases, sentences, and vocabularies for the conclusion section of your research paper:

- ☑ Overall summary

  The paper concludes by arguing…

  On this basis, we conclude that…

  The authors concluded that..is not confined to..

  This allows the conclusion that…

  The findings of this study can be understood as…

- ☑ Further research

  This assumption might be addressed in future studies

  Future research on…might extend the explanation of…

  This is very much the key component in future attempts to overcome…

  This is desirable for future work

  Future studies could fruitfully explore this issue further by…

D. Practice!

Please translate the following abstract into Indonesian. After that give your translation product to your peer so that he/she can review it. Write comments on your friends' translation product and suggest a better translation for specific words.

International Journal of Culture, Tourism and Hospitality Research

Beyond hosts and guests: translating the concept of cultural misconception

Carina Ren

Abstract

Purpose – The purpose of this paper is to examine the concept of cultural misconceptions through the lens of actor-network theory (ANT). Design/methodology/approach – The article discusses how cultural misconceptions may be encompassed at the tourist destination. Rather than seeing cultural misconceptions as clashes between incommensurable cultures or as conflicts between opposing strategies, a third approach is introduced in which cultural misconceptions are studied as effects of the socio-material workings within the destination network. This is elucidated through a fieldwork presentation showing how a wide range of human and nonhuman actors point to and enact cultural and strategic differences.

Findings – Misconceptions may be seen as created through the ongoing doings and workings of the destination network and its actors. Misconceptions are enacted through objects, places, performances and discourses as they are assembled and translated, constantly constructing and challenging opinions of what should be part of the destination network.

Originality/value – The article encourages an understanding of cultural misconceptions as products of the work of the heterogeneous destination. This approach elucidates the intricate relations between cultural practices, human action and material culture at the tourist destination.

Keywords Tourism development, Best practice, Cross-cultural studies, Individual perception,

Chinese Management Studies

The role of translation in cross-cultural knowledge transfer within a MNE's business networks: A 3D-hierarchical model in China

Weihe Zhong Tachia Chin

Abstract

Purpose – The purpose of this paper is to explore how translation activities influence knowledge transfer across cultures in Chinese multinational enterprises (MNEs). Although translation is recognized as a critical instrument for MNEs to enhance cross-national knowledge flow, scholars have not put much emphasis on the importance of translation in international business research.

Design/methodology/approach – This paper proposes a novel hierarchical framework to delineate the five major boundary-spanning functions regarding translation for knowledge transfer in China (i.e. exchanging, linking, manipulating, facilitating and intervening). Due to the paucity of relevant literature, the authors used exploratory case studies investigating two large Chinese MNEs to illustrate how individuals as boundary spanners handle the translation requirements associated with cross-cultural knowledge transmission within a MNE's business network. The data coding approach was used to examine the assumed model.

Findings – The findings demonstrate that translators indeed play a vital role in cross-border knowledge exchanging, linking people with crucial knowledge, manipulating the flow of knowledge for protecting confidentiality, facilitating the cross-cultural interaction of various knowledge sources and intervening to prevent the occurrence of misunderstanding in MNE contexts. The authors also reveal how translators overcome the three constraints of language interpretation concerning knowledge transfer (i.e. lack of equivalence, cultural interference and ambiguity). The proposed research framework was fully supported.

Research limitations/implications – The results provide insightful implications for MNEs to treat translation as a significant “re-codification” rather than a mundane task. Knowledge transfer within MNEs involves not only knowledge regarding products, technology and operations but also involves “whole organizations” including business models, organizational visions, missions and strategies.

Originality/value – The main value of this paper is to propose a novel model regarding the role of translation in cross-cultural knowledge transfer in China. Language is a container of contexts; the translation procedure in MNEs is actually dynamic and contingent in nature and can be seen as an act of knowledge creation per se.

Keywords China, Knowledge transfer, Translation, Cross-cultural management, Language, Multinational enterprises (MNES) and corporations (MNCS)

Chapter 5: Translating Text Related to Education

A. How to Translate Text Related to Education?

Translators should be equipped with different kinds of terms related to various fields. In this chapter, you will learn several terms related to education and your job is to translate these terms into Indonesian. Translators should consider terminologies as important matters since not all words can be translated literally. For example: the term "after-school program" is translated literally to be "Program setelah sekolah" in Indonesian. It is certain that target readers (Indonesian people) can understand this translation product. However it is not the common way to refer "After-school program". A more common translation for "After-school program" is "Program Ekstrakurikuler sekolah". In addition, translators should also be able to use appropriate translation procedures in order to effectively translate the specific terms by using specific procedures. Thus, it can be concluded that when translating text related to education, translators should find the appropriate term used in the target language to replace the education term in the source language.

B. General Education Terms

Practice:

Please translate the following text into Indonesian.

In order to find the specific or more common way to say these terms in Indonesian, you may want to use your search engine (Google) or Wikipedia.

Absence – any part of a school day when a student is not in school.

Academic Achievement – What a student has learned from classroom instruction.

Academic Advisor – The member of the teaching staff assigned to provide school advice and guidance to students.

Accreditation – Official recognition that a person or an organization meets specific requirements to be able to deliver instruction.

Achievement Tests – Tests used to measure how much a student has learned in various school subjects.

Advisory Group – A small group of students who meet regularly with a school staff member to discuss school work and requirements.

After-school Program – Programs run by schools and/or organizations that provide recreational and learning activities for students after the end of the regular school day or on the weekends.

Alternative Assessment – Any form of measuring what students know and are able to do other than traditional tests. Examples are: oral reports, projects, performances, experiments, portfolios (collections of student's work), and class participation.

Assessment – Teacher-made tests, standardized tests, or tests from textbook companies that are used to measure a student's skills or knowledge.

Associate Degree – An award showing that a student has completed a two-year course of study in a community college.

Bachelor's Degree – An award that normally requires at least four years of full-time equivalent college courses.

Basic Skills – The fundamental skills needed to succeed in school and eventually in life. Historically, these skills have included the ability to read, write, and calculate (math).

Bilingual Education – School program where two languages are used to teach the curriculum so that students gain knowledge of both languages.

Budget – The plan for how to spend the school's or school district's funds.

Bulletin – A printed news publication.

Bullying – Repeated negative behavior that a person uses to take advantage of someone with less power. A bully is someone who uses bullying behavior.

Charter School – A school that is run by a group of organizers other than the school board and free from most state and local regulations.

Classroom Management – The way a classroom is organized to make instructional time as productive possible for all students.

Class Size – The number of students enrolled in a school classroom.

Cognitive – A term which refers to reasoning or intellectual capacity.

Cognitive Development – The changes in the way children think, process information, and learn as they grow up.

Cognitive Learning – The mental processes involved in learning, such as remembering and understanding facts and ideas.

Collaboration – Individuals working together to accomplish goals.

Collaborative Learning – An instructional strategy where students of different abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal. Also known as Cooperative Learning.

Community College – A two-year college, may also be known as a Junior College.

Competence Tests – Tests created by a school district or state that students must pass before graduating.

Comprehension – This is a term used to describe the interpretations, understanding, and meaning readers construct as they listen to and read stories.

Content-related Vocabulary – The words a student must know to communicate effectively about subject area material such as math, social studies, science, etc.

Core Academic Subjects– The academic subjects schools and districts require all students to take in order to be eligible for grade promotion and graduation.

Core Curriculum – The main body of knowledge that all students are expected to learn.

Credit – A unit of coursework given for satisfactory completion of the course.

Critical Thinking – Logical thinking based on sound evidence.

Cultural Competence – A set of attitudes, awareness, knowledge, and skills that enables effective teaching in racially, culturally and socio-economically diverse classrooms.

Curriculum – The subject matter that is to be learned.

Curriculum Materials – Text, audio, video, and/or electronic media used to teach the curriculum of a school or subject area.

Distance Learning – Taking classes in locations other than the classroom or places where teachers present the lessons including online, DVD, or telecommuting.

Diversity – Diversity involves recognizing a variety of student characteristics including those of ethnicity, language, socioeconomic class, disabilities, and gender.

Dismissed – When a court case is dismissed, it ends.

DRA (Developmental Reading Assessment) A tool teachers use to assess and record Kindergarten to 3rd grade students' reading development.

Dropouts – Students who leave high school before graduating.

Dual Credit – A course or program where high school students can earn both high school and college credits for the same course.

Dual-language Program – A school program designed to serve both language minority and language majority students at the same time. Students from two language groups receive instruction in both languages. Also known as Dual Immersion Program.

Due Process of Law – Ensures that a person will be notified and have an opportunity to be heard before any public entity can change her/his rights.

Dyslexia – Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

Early Childhood Education – The education of pre-school age children.

Electronic Media – The different electronic sources such as television, web pages, e-mail, CDs, etc. that may provide information or be used to share information.

ELL (English Language Learner) – A person learning English whose primary language is other than English.

Emergency Expulsion – Immediate removal of a student from school or class for an indefinite period of time.

Emergent Literacy – The view that reading and writing learning begins at birth and is supported by adult interactions.

Emotional Development -The ways in which individuals learn to interact in socially acceptable ways, establish and maintain relationships, and view themselves in positive ways.

Enrichment – Topics and activities that are not considered part of basic education.

Environmental Education – An educational practice that builds students' awareness of the natural world and how to protect it.

Equal Access –Case law based on religious non-discrimination. It requires schools that allow extra-curricular, voluntary-participation student clubs to meet on school property to also allow extra-curricular school use to religious groups.

ESL (English as a Second Language) – English language instruction for students whose primary language is not English.

Evaluate – To conduct a careful appraisal or study of something and determine its worth or value.

Expenditure – All amounts of money paid out by a school system.

Experiential Education – Education that emphasizes learning from experiences rather than from lectures, books, and other secondhand sources and which may take the form of internships, service learning, school-to-work programs, field studies, or similar experiences.

Expulsion – Removal of a student from school, class, or sometimes district property for an indefinite period of time.

Extra-curricular Activities – Activities that are not part of the required curriculum and that take place outside of the regular course of study.

Fact Finding Hearing – A court procedure where a judge determines whether a legal case can be made against an individual.

Familiar Sounds – Sounds that students hear or speak in their primary language.

Family involvement in education – Another term for parent participation in the education of their children .

FERPA (Family Educational Rights and Privacy Act) – A federal law that protects the privacy of student education records.

Financial Aid – Grants, loans, and funds provided by the government for college expenses, such as college tuition, textbooks, and sometimes the living costs of students.

Fine Motor – Functions which require tiny muscle movements, for example, writing or typing.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension.

Formative Assessment – A test that determines what students have learned at a particular time in order to plan further instruction. Also knows as Formative Test.

Free or Reduced-Price Meal – A federal program that provides breakfast, lunch, and/or after school snacks for students from low-income families.

Functional Illiteracy – The inability to read or write well enough to perform many basic, necessary tasks in daily life.

Guardian – Person legally placed in charge of the welfare of a minor or of someone incapable of managing her or his own affairs.

GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) A federal grant program created to increase the number of low-income students who are prepared to enter and succeed in college.

Gender Bias – The idea that one gender or the other is short-changed by school practices and expectations.

General Educational Development (GED) Test – A high school equivalency test certifies that a person has the skills and knowledge equal to those of a high school graduate.

General Vocabulary – Words that are critical to understanding the main idea, events, characters, themes of a lesson.

Generalize – To arrive at a broad conclusion based upon a small piece of evidence. May also be referred to as Generalization.

Genres – A term used to classify literary and informational works into categories, such as biography, mystery, historical fiction, etc.

Gifted and Talented Program-A program that offers advanced coursework to students identified as being academically gifted or talented.

GLE (Grade Level Expectation) – The essential content or subject matter to be learned by students at a specific grade level.

Grade Point Average (GPA) – A system of scoring student achievement. Student's GPA is computed by multiplying the grade received in each course by the number of credits offered for each course, then dividing by the total number of credit hours studied.

Graduate – A student who has received a diploma for successfully completing a program or school's course requirements.

Graduate School – University level school that provides instruction and degrees beyond the bachelor degree.

Graduation Requirements – The courses and number of credits required by a school district or the state to receive a high school diploma. The state provides a minimum set of requirements, and school boards can set additional graduation requirements for their school district.

Grant – Funds provided for students to attend college that do not have to be repaid.

Graphic Features – Maps, diagrams, graphs, charts, or pictures that help make the text meaningful and interesting to readers.

Graphing Calculator – A calculator with a larger display that draws and displays math functions and data.

Gross motor – Functions which require large muscle movements, for example, walking or jumping.

Guidance Counselor – School staff member who provides academic advice to students and their families, helps them address learning problems, and assists students in career and personal development.

Guided Practice – A teacher-led activity that the class completes together.

Head Start Program – A federally sponsored preschool program for children from low-income families.

Health Education – Curriculum that addresses physical, mental, emotional, and social health.

Hearing Examiner/Officer – The decision-maker in school discipline hearings.

Heterogeneous Grouping – The practice of grouping together students of varying abilities, interests, or ages for instruction.

Higher Education – Study beyond high school at a college or university that results in an associate, bachelor, or higher degree. Also known as Post-secondary Education.

Higher-Order Questions – Questions that require thinking and reflection rather than single-solution responses.

Higher-Order Thinking Skills – The ability to understand complex concepts and apply sometimes conflicting information to solve a problem that may have more than one correct answer.

High Frequency Words – High utility words which make up 50% of printed text, for example: A, the, this, that, etc.

Highly Qualified Teacher – Teachers are required by federal law (NCLB) to meet following three criteria to be considered highly qualified:

1) Holds at least a bachelor’s degree. 2) Holds full state certification. 3) Demonstrates subject matter knowledge

and teaching skill in each core academic subject assigned to teach.

High School – Generally grades 9th through 12th.

Homework – Regular assignments to be completed outside the classroom.

Honors Program – Courses a school or district designs and offers to students to challenge their learning beyond the regular curriculum.

Idiom – An expression that does not mean what it literally says, for example, “you drive me crazy”, “hit the deck”.

Illiteracy – Lack of reading and/or writing skills.

Immersion – A program that teaches children to speak, read, and write in another language by instructing them in that language.

Inclusion – The practice of educating all children of various needs and capabilities in the same classroom.

Incomplete – A temporary grade stating that a student has not finished all class assignments at the end of a grading period.

Independent Study – An opportunity for students to conduct self-directed learning and receive credit.

Individualized Instruction – A practice provides each student with the lessons and assignments according to her/his strengths and needs. Students work at their own pace to learn the material. Also called Individualized Education, Differentiated Curriculum, Individualized Education, or Differentiated Instruction.

Inference – A conclusion reached after reading text and using past knowledge and experience to understand it.

Informal Knowledge – Knowledge about a topic that students learn through experience outside of the classroom.

Inquiry – A process in which students explore a problem, and create and work through a plan to solve the problem.

Inquiry-based Learning – An instructional method where students create questions about a phenomenon, fact, or piece of literature, and work to answer their questions through an exploration of the topic.

In Loco Parentis – Refers to an individual who takes on the parent role and responsibilities for a child without formally adopting him/her.

Integrated Curriculum – The practice of using a single theme to teach a variety of subjects.

Internship – Workplace learning that gives students an opportunity to apply their knowledge and learn new skills.

In-service – Continuing professional education for educators. Also known as Staff Development or Professional Development.

Instructional Aide – A school employee assigned to help teachers with the education of students. Also known as an Instructional Assistant, Paraeducator, or Paraprofessional.

Interactive Learning – Occurs when the teacher or computer software adjusts the instruction in response to the learner's needs.

Interdisciplinary Curriculum – A way to organize curriculum in which content is drawn from two or more subject areas to focus on a particular topic or theme. Also referred to as Multidisciplinary Curriculum, Integration, or Integrated Curriculum.

International Baccalaureate (IB) – IB courses are offered as part of the International Baccalaureate Diploma Programme, a rigorous two-year curriculum (geared primarily to students aged 16 to 19) that leads to a degree that is widely recognized internationally. It prepares students for a university education, with a specific focus on the ability to communicate with and understand people from other countries and cultures.

Language Arts – Another term for English curriculum. The focus is on reading, speaking, listening, and writing skills.

Learner-centered Classroom – Classroom in which students are encouraged to choose their own learning goals and projects. Also known as a Student-Centered Classroom.

Learning Contract – An agreement between a student, teacher, parent (or other adult as a family member) detailing how the student will work toward specified learning objectives.

Learning Disability – A condition that interferes with a student's ability to learn. Also known as a Learning Disorder.

Learning Styles – Differences in the way students learn best including through hearing, seeing, or doing the learning task.

Letter of Recommendation – A letter written by a teacher or other adult that supports a student's application for a program, college, or a job.

Levy – (noun) An additional sum to property taxes within a school district for education-related expenditures. Residents of the school district vote on whether to pay these levy taxes.

Levy – (verb) To impose taxes.

LEP (Limited English Proficient) Students – Students who are reasonably fluent in another language but who have not yet achieved comparable skills in reading, writing, listening, or speaking English. Also known as English Language Learner (ELL).

Literacy – Ability to read and write. Also refers to other types of knowledge and skills such as scientific literacy, computer literacy, etc.

Literal – The common or ordinary meaning of words.

Local Revenues – The money a school district receives from local taxes, investments, and student activities.

Long-Term Suspension – Exclusion from school for more than 10 days.

Looping – A school practice where the teacher moves with his or her students to the next grade level, rather than sending them to another teacher the next school year.

Magnet Schools – An alternative public school that often focuses on a particular area of study, such as performing arts or science and technology, in addition to the core curriculum.

Manipulatives – Any object, for example, blocks, toothpicks, or coins, that can be used to represent or model a problem situation or develop a mathematical concept.

McKinney-Vento Act – Federal legislation that provides educational services to homeless students which are equal to all other enrolled students, and ensures that homeless children and youth have equal opportunities to enroll in, attend, and be successful in school.

Measurement of Student Progress (MSP) – Beginning in the 2009-10 school year, the Washington Assessment of Student Learning (WASL) for grades 3rd through 8th will be replaced by the Measurements of Student Progress (MSP) to identify students' abilities in math (grades 3rd through 8th), reading (grades 3rd through 8th), science (grades 5th and 8th), and writing (grades 4th and 7th). The testing window for the MSP will be in May beginning spring 2010.

Mediation – A strategy for conflict resolution which relies upon a neutral third party work to help parties arrive at an agreed upon compromise.

Mentor – To serve as a role model for another person.

Middle School – Schools for students in the early adolescent years, generally grade 6th through grade 8th .

Modeling – The practice of demonstrating to the learner how to do a task, so that the learner can copy the model. It often includes thinking aloud or talking about how to work through a task.

Multi-age Classroom – A classroom that includes children from different grades.

Multi-disciplinary Curriculum – Generally refers to learning a particular topic area through the viewpoint of more than one subject.

Multiple Intelligences – A theory of intelligence developed in the 1980s by Howard Gardner that broadly defines intelligence beyond mathematical and linguistic, to include musical, spatial, bodily-kinesthetic, and intrapersonal.

Neighborhood Schools – Public schools nearest to students' homes as determined by school district attendance boundaries.

No Child Left Behind (NCLB) – A federal law that requires yearly student testing, consequences for schools or districts that do not meet standards, and requires all teachers and assistants to be highly qualified.

Non-verbal Communication – Messages sent by way of gestures and other body language, and drawings.

Notice – Notification of an action that usually contains information about legal rights to appeal a decision.

Office of the Superintendent of Public Instruction (OSPI) – The primary state agency charged with overseeing K-12 education in Washington State.

Office of the Education Ombudsman (OEO) A state agency that helps resolve problems and disputes between families and schools. (www.waparentslearn.org)

Ombudsman – A person that helps resolve conflict or disputes.

On-Time Graduation rate – The number of students who started grade 9th in the fall of a particular year and are expected to graduate four years later.

Open-Ended Question – A question that can be answered in more than one way and may have more than one correct answer.

Parent Involvement – The participation of parents in the education of their children.

Parent Teacher Association (PTA) – A national, nonprofit organization, independent of the public school system that supports family involvement in schools and advocates for children. When student members are included, the name often becomes PTSA or Parent Teacher Student Association.

Parent Teacher Conference – A meeting where the parents and the teacher of a particular student discuss present and future academic progress.

Parent-Teacher Organization (PTO) – A local, school-based, organization of parents, and others to support family and public involvement in the school and advocate for students.

Pedagogy – The art or profession of teaching.

Peer Mediation – Programs in which students are trained in conflict resolution and assist other students to work through problems without using violence.

Performance Assessment – A test that determines what students know through their ability to perform certain tasks.

Performance Criteria – The skills or knowledge that will be evaluated as a student completes a task.

Performance Tasks – Activities, exercises, or problems that require students to show what they can do.

Per-pupil Expenditures – Expenditures made by schools, a school district, or the state divided by the total number of students in the school, school district, or state.

Petition for Readmission – A request to have a student return to school before the end of an expulsion or suspension.

Phonemic Awareness – The ability to identify and combine individual sounds (phonemes) into spoken words.

Phonics – An instructional strategy used to teach reading. It helps beginning readers by teaching them letter-sound relationships and having them sound out words.

Picture Dictionary – A dictionary that defines words using pictures and graphics.

Placement Exam – A skills test given to new students to determine what class or courses are best for their abilities and interests.

Policy – A piece of legislation, norm, or regulation.

Portable – A building, often with one or two rooms, that is used as a classroom and can be moved when it is no longer needed.

Portfolio – A collection of work that demonstrates and documents the student's learning progress over time. It might include writing samples, examples of math problems, and results of science experiments.

Prerequisite – A course that must be completed before a student is allowed to register for a more advanced course.

Primary Language – A student's first language. The language spoken at home.

Principal – The certificated hired by the Superintendent to manage the day-to-day business of the school, supervise and evaluate school staff.

Professional Development – Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully. Also known as Inservice.

Proficiency – The ability to do something at grade level.

Prompt – Pictures or words to which a student responds orally or in writing.

Pull-out Programs – The practice of providing instruction in small groups outside of the regular classroom in order to give particular students additional learning opportunities.

Pupil – A student.

Purge – An action to be done by an individual found to be in violation of a court order.

Quick Write – An exercise where students quickly write down everything they know about a topic.

Quota – The number or amount constituting a proportional share.

Quotation – The repeated statement from a person or from text. When written, it is enclosed in quotation marks.

Quorum – The minimum number of members of a group required to be present at a meeting in order to make decisions for an organization.

Readability – The level of difficulty in a written passage.

Reference Tools – Materials for students to refer to in order to check spelling, word meaning, grammar, etc., such as picture dictionaries and/or bilingual dictionaries.

Remedial Class – Instruction, usually in addition to regular classroom learning, that provide additional time or attention for a student to learn what’s expected at their grade level.

Report Card – The record of student attendance and grades for each grading period and the entire school year. Student report cards are sent home for parent review each grading period.

Response to Intervention (RTI) – A tool that helps educators identify students at risk for poor learning outcomes, provide evidence-based instructional strategies, monitor student progress, and adjust the interventions in response to students' reaction to the intervention.

Rubric – A grading or scoring system that lists what work students must show to be proficient. Also called a Scoring Guide.

Running Start – A college preparation option that permits students in grades 11th and 12th to take courses on local community and technical college campuses and earn credit toward both high school graduation and a college degree.

Sanctions – Another word for punishment.

Scaffolding – An instructional technique in which the teacher breaks a complex task into smaller tasks and supports students as they learn, and then gradually shifts responsibility for learning to the students.

School-Based Management – A system of school governance by which many school level decisions are made by the individual school rather than at district or other agency level. Also known as Site-Based Management or Site-Based Decision Making.

School Board -The school board is formed by School Board Directors or members. They set goals and policy, hire and supervise the Superintendent, and manage the finances of the school district.

School Board Directors – Citizens who live within a school district and are elected by other citizens to be part of the school board of directors.

School Choice – The opportunity for families to choose which schools their children will attend.

School Culture – The values, cultures, safety practices, and organizational structures that cause a school community to function and react in particular ways. Also knows as School Climate or School Environment.

School Day – Any day, including a partial day, when students attend school for instruction.

School District – The organization responsible for providing free public education for school-age children residing within a specific area of a city, county, or state.

School-Family Partnership – Collaborative relationships between educators and family members based on mutual respect, trust, equality and shared goals that support and focus on student academic success.

School Improvement Plan (SIP) – The long-term plan schools create with staff and parents to ensure that all students are achieving at high levels.

School Improvement Status – The consequences faced by schools and districts that do not meet adequate yearly progress (AYP) required by No Child Left Behind federal legislation.

School Readiness – The basic background and knowledge that children are usually expected to have upon entering kindergarten.

School Records – Any information about a student kept by the school.

School-to-Work – A curriculum that integrates academic study with up-to-date career and technical education and work-readiness skills.

Scientifically-based Research – Research about educational programs and activities that uses systemic and objective procedures that provide results considered reliable and valid.

Section 504 Plan – Section 504 of the Rehabilitation Act of 1973 extended civil rights to people with disabilities. It allows for reasonable accommodations as necessary for each student. Services, accommodations, and program modifications for students who qualify under Section 504 are outlined in a document called “504 Plan.”

Self-correction – Student recognizes and corrects error without input from others.

Self-efficacy – Learners' beliefs about their capacity of succeeding when learning specific topics or tasks.

Self-esteem – An affective or emotional reaction to the self.

Sign Language – A way of communicating that uses signs made with the hands, facial expressions, and body movements.

Sight Vocabulary – Words that a reader can immediately read without having to decode. Also known as Sight Words.

Snow Day – Refers to a day that schools are closed because of unsafe winter weather. It can also refer to the day added to the school calendar that replaces the missed school time.

Social Studies – Includes the subjects of civics, geography, economics, history, and the skills of research, reasoning, and analysis that students should be able to use in their studies of these subjects.

Social Promotion – The practice of promoting students to the next grade whether or not they have accomplished the goals of their current grade.

Special Education – Instruction provided for students with disabilities according to the requirements of the federal Individuals with Disabilities Education Act (IDEA). (See also Special Education Glossary section of this publication)

Special Needs Students – Students who require special instructional programs to reach their learning potential.

Standardized Achievement Tests (SAT) –A test widely used as a college entrance examination. Also known as the SAT Reasoning Test (formerly called the Scholastic Aptitude Test).

Standardized Testing – A test provided in the same format for all who take it.

Standards – Statements of what students should know and be able to demonstrate.

Statute – A piece of legislation, law.

Story Elements – The critical parts of a story include character, setting, plot, problem, solution.

Student-centered Classroom – Classroom in which students are encouraged to choose their own learning goals and projects. Also known as Learner-centered Classroom.

Student Learning Plan (SLP) – A formal education document to provide regular communication to parents about the student’s continued academic progress and to assure that students are on track for high school graduation.

Student-led Conference – A variation of the parent-teacher conference in which the student prepares for the conference and leads it by showing the parents or family members samples of her work and discussing areas of strengths and weaknesses.

Student Study Team – A team of educators and school staff that comes together at the request of a classroom teacher, parent, or counselor to develop a support system to meet the needs of a particular student. Also referred to as a Multi-disciplinary Team or Student Intervention Team.

Student Teacher – A teacher in training whose practice teaching is supervised by certificated staff or teacher.

Substitute Teacher – A certified teacher who teaches classes when the regular teacher is absent.

Summary – A condensed form of a particular piece of information.

Summons – An official call or notice to attend court at a specific date and time for a particular purpose.

Superintendent – The person hired by the School Board to manage the day-to-day business of the school district. The superintendent evaluates other district administrators and principals.

Superintendent of Public Instruction – The individual elected by the state's voters to lead the Office of Superintendent of Public Instruction (OSPI).

Supplemental Education – Additional instruction to basic education.

Suspension – A disciplinary action that removes a student from school for a definite period of time. Long-term suspensions last for more than 10 days; short term suspensions last fewer than 10 days.

Syllabus – An outline and description of a course.

Team Teaching – An arrangement by which two or more teachers teach the same group of students.

Tenure – The legal provision that people in certain positions may be fired only for specific cause.

Thematic Units – A unit of study that uses a specific theme. Sometimes thematic units include all core subject areas.

Think, Pair, Share – A cooperative learning strategy where students first think about a topic, pair with another student to discuss their ideas, and then share with the whole class.

Title I –A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests.

Total Physical Response (TPR) –A language-learning approach that emphasizes the use of physical activity to increase vocabulary retention.

Tracking – A teaching practice that groups students to receive instruction according to their abilities.

Transcript – A copy of a student's permanent school record that shows courses taken, grades, graduation status, and attendance and often includes assessments such as PSAT, SAT, ACT. Also known as Student Records.

Transfer of Learning – The ability to take previously learned knowledge or skills and apply them to new situations.

Truancy Petition – Paperwork submitted by a school district to juvenile court listing the number of school days missed by the student and the actions taken by the district to help the student return to school. This paperwork must be submitted before the student can be summoned to juvenile court for a hearing.

Truant Students –Youth ages 8 to 18 who do not attend school every day as required by Washington State law.

Tutor – Person who provides extra help for students with their schoolwork. A tutor may be another student or an adult.

Unit of Study – A segment of instruction focused on a particular topic.

University – An institution of higher education and research, which grants academic degrees in a variety of subjects in both undergraduate and postgraduate education.

Work-study Program – A Financial Aid program that provides jobs for students to earn part of their college related costs.

Writers' Workshop – A classroom practice that teaches students how to write through a short strategy lesson, an opportunity to write independently, and a discussion of how the writing lesson was used to change or improve their skills.

Year-round Schooling – A school calendar that gives students shorter breaks throughout the year, instead of a traditional three-month summer break.

Accessibility – A barrier-free environment where students with disabilities can have maximum participation in all programs and activities offered in a school setting.

Accommodations – Changes in the way instruction, assessment, and instructional materials are designed and used to respond to the special needs of students with disabilities. Most often related to students who have a 504 plan or an IEP.

Adaptive Skills – A term which refers to age-appropriate self-help skills, including independent eating, toileting, personal hygiene and dressing skills. This may be an area for evaluation and may be a goal area for some students with an IEP.

Administrative Hearing – A formal process for parents and school districts to resolve disagreements about discipline and special education services. An administrative hearing concerning Special Education matters is known as a Due Process Hearing.

There are other types of hearings that are used in education, including discipline, that are not a part of Special Education.

Administrative Law Judge (ALJ) – A judge who handles only administrative hearings (of all types, not just education). ALJs serve as the judges in special education due process hearing.

Advocate – An individual who is not an attorney, but who assists or represents parents to communicate their concerns and obtain necessary special education and related services for their child.

Affective – A term which refers to emotions and attitudes.

Alternate Assessment – A tool used for students with disabilities who cannot take standardized exams. The alternate assessment methods to be used are usually specified in IEPs.

Annual Goals – A required component of an IEP. Goals are written for the individual student to address the needs identified in their individual evaluation. The IEP goals must be reviewed and rewritten annually.

Assistive Technology Device – Any piece of equipment or product used to increase, improve, or maintain the abilities of a child with a disability.

Assistive Technology Service – Any service that directly assists a child with a disability in using or choosing an Assistive Technology Device.

Attention Deficit Disorder (ADD) – Children diagnosed with attention deficit disorder tend to have problems staying on task and focusing on conversations or activities.

Attention Deficit Hyperactivity Disorder (ADHD) – Children with ADD who are also hyperactive may be diagnosed with ADHD. Hyperactivity, a disorder of the central nervous system, makes it difficult for affected children to control their motor activities, and they may move rapidly from one task to another without completing any of them.

Audiology – A related service that addresses the impact of hearing loss for a student in the educational setting through evaluation, identification, modifications, maintenance of student and classroom equipment or devices, and other services.

Change of Placement – A change of placement occurs anytime a student is, for disciplinary reasons, removed from the placement identified on his/her IEP for more than 10 days. A change of placement may also occur if the IEP team meets and decides that services should be provided in a different location. It is not a change of placement if the school moves the student from one general education classroom to another or from one resource room to another.

Cognitive Development -Comprehending, remembering, and making sense out of one's experience. Cognition is the ability to think and is often thought of in terms of intelligence.

Communication Development -The ability to effectively use or understand age-appropriate language, including vocabulary, grammar, and speech sounds.

Consent -When a parent or guardian understands and agrees in writing to evaluation, the provision of special education services, or to release educational records for their student. Granting consent is voluntary and can be revoked at any time. The parent should be fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication.

Deafness – Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the student's educational performance.

Disability – A physical, sensory, cognitive, or affective impairment that causes the student to need special education and related services.

Due Process of Law – Ensures a person will be notified and have an opportunity to be heard before any public entity can change her/his rights. Due process procedures for special education situations are clearly outlined in the IDEA. Section 504 plan due process procedures are less clearly defined.

Due Process Hearing – An administrative hearing presided over by an administrative law judge, not only in special education. There are special education hearings but there are also DSHS hearings, for example.

Dyslexia – A language-based disability that affects both oral and written language.

C. Translation Procedures

While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language. TRANSFERENCE Transference (emprunt, loan word, transcription) is the process of transferring a SL word to a TL text as a translation procedure. It is the same as Catford's transference, and includes transliteration, which relates to the conversion of different alphabets: e.g. Russian

(Cyrillic), Greek, Arabic, Chinese, etc- into English, The word then becomes a 'loan word'. Some authorities deny that this is a translation procedure, but no other term is appropriate if a translator decides to use an SL word for his text, say for English and the relevant language, decor, ambiance, Schadenfreude; the French diplomatic words: coup d'etat, detente, coup, attentat, demarche; dachshund, samovar, dacha, or for German Image, Job, *last but not least*. However, when the translator has to decide whether or not to transfer a word unfamiliar in the target language, which in principle should be a SL cultural word whose referent is peculiar to the SL culture (see Chapter 9), then he usually complements it with a second translation procedure - the two procedures in harness are referred to as a 'couplet1. Generally, only cultural'objects1 or concepts related to a small group or cult should be transferred; the vogue for transferring so called ''national characteristics' {Gemiittichkeit, machismo, dotce vita) should be abandoned. Needless to say, in principle, the names of SL objects, inventions, devices, processes to be imported into the TL community should be creatively, preferably 'authoritatively', translated, if they are neologisms, although brand names have to be transferred. It is nor the translator's job to assist any SL advertiser's financial, national or personal prestige interests. At the same time, one cannot be rigid or dogmatic.

The following are normally transferred: names of all living (except the Pope and one or two royals) and most dead people; geographical and topographical names including newly independent countries such as (le) Zaire, Malawi, unless they already have recognised translations (see Naturalisation below); names of periodicals and newspapers; titles of as yet untranslated literary works, plays, films; names of private companies and institutions; names of public or nationalised institutions, unless they have recognised translations; street names, addresses, etc. (rue Thaibaut\ lin the Rue Thaibaut'). In all the above cases, a similar type of readership is assumed andt where appropriate, a culturally-neutral TL third term, i.e. a functional equivalent, should be added, In regional novels and essays (and advertisements, e.g., gites), cultural words are often transferred to give local colour, to attract the reader, to give a sense of intimacy between the text and the reader - sometimes the sound or the evoked image appears attractive. These same words have to be finally translated in non-literary texts (e.g. on agriculture, housing) if they are likely to remain in the TL culture and/or the target language. There are often problems with the translation of "semi-cultural1 words, that is abstract mental words which are associated with a particular period, country or individual e.g., lmaximalism\ 'Enlightenment', Sartre's 'nothing-ness1 (neam) or Heidegger's Dasein. In principle, such words should first be translated, with, if necessary, the transferred word and the functional equivalent added in brackets, until you are confident that your readership recognises and understands the word- Unfortunately such terms are often transferred for snob reasons; 'foreign' is posh, the word is untranslatable. But the translator's role is to make people understand ideas (objects are not so important), not to mystify by using vogue-words. Freud's formidable key-terms may have been mistranslated, but at least they were translated. The argument in favour of transference is that it shows respect for the SL country's culture- The argument against it is that it is the translator's job to translate, to explain.

NATURALISATION

This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word-forms) of the TL, e.g. Edimbourgh, humeur, redingote, thatcherisme. Note, for German, Performanz, aitrakiiv, Exhalation.

CULTURAL EQUIVALENT

This is an approximate translation where a SL cultural word is translated by a TL cultural word; thus baccalauriai is translated as '(the French) "A" level', or Abitur (MatUTa) as '(the German/Austrian) "A'1 level1; Palais Bourbon as '(the French) Westminster1; Montecitorio as '(the Italian) Westminster'; charcuterie - 'delicatessen' (now English 'deli1); notaire - Solicitor'. The above are approximate cultural equivalents- Their translation uses are limited, since they are not accurate, but they can be used in general texts, publicity and propaganda, as well as for brief explanation to readers who are ignorant of the relevant SL culture. They have a greater pragmatic impact than culturally neutral terms. Occasionally, they may be purely functionally, hardly descriptively, equivalents, e,g., le cyclisme, 'cricket1, 'baseball'; 'tea break1, cafe-pause; carte a'"identity, 'car licence'. Functional cultural equivalents are even more restricted in translation, but they may occasionally be usedif the term is of little importance in a popular article or popular fiction. They are important in drama, as they can create an immediate effect. 'He met her in the pub * -III' a retrouvee dans le cafe. Or again, vingt mitres derriire lui - 'twenty yards behind him*. However, the main purpose of the procedure is to support or supplement another translation procedure in a couplet.

FUNCTIONAL EQUIVALENT

This common procedure, applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralises or generalises the SL word; and sometimes adds a particular thus: baccalauriat - Trench secondary school leaving exam'; Sejm - 'Polish parliament1; 'Roget' - dictionnaire ideologique anglais. This procedure, which is a cultural componential analysis, is the most accurate way of translating i.e. deculturalising a cultural word. A similar procedure is used when a SL technical word has no TL equivalent, Thus the English term 'cot death' translates as mart subite d'un nourrissoni although the components 'unexpected* and 'without known reason1 are here omitted from the French. This procedure occupies the middle, sometimes the universal, area between the SL language or culture and the TL language or culture. If practised one to one, it is an under-translation (e.g. d^gringoler as 'tumble'). If practised one to two, it may be an over-translation. For cultural terms, it is often combined with transference: tattle> as 'a tax on the common people before the Ftench Revolution, or taille\ I refer to the combination of two translation procedures for one unit as a 'couplet'.

DESCRIPTIVE EQUIVALENT

In translation, description sometimes has to be weighed against function. Thus for machete, the description is a 'Latin American broad, heavy instrument1, the function is 'cutting or aggression1; description and iunction are combined in 'knife1. Samurai is described as 'the Japanese aristocracy from the eleventh to the nineteenth century*; its function was *to provide officers and administrators', Description and function arc essential elements in explanation and therefore in translation. In translation discussion, function used to be neglected; now it tends to be overplayed.

SYNONYMY

I use the word 'synonym1 in the sense of a near TL equivalent to an SL word in a context, where a precise equivalent may or may not exist. This procedure is used for a SL word where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality (which in principle are 'outside' the grammar and less important than other components of a sentence): thus personne gentille, 'kind' person; conte piquant, 'racy story'; 'awkward' or 'fussy', difficile; 'puny effort1, effort faible. A synonym is only appropriate where literal translation is not possible and because the word is not important enough for componential analysis. Here economy precedes accuracy. A translator cannot do without synonymy; he has to make do with it as a compromise, in order to translate more important segments of the text, segments of the meaning, more accurately. But unnecessary use of synonyms is a mark of many poor translations.

THROUGH-TRANSLATION

The literal translation of common collocations, names of organisations, the com-ponents of compounds (e.g. 'superman1, Ubermmsch) and perhaps phrases (compliments de fa saison^ 'compliments of the season'), is known as caique or loan translation. I prefer the more transparent term 'through-translation'. In theory, a translator should not 'initiate' a through-translation. In fact, through-translations in contiguous cultures sometimes fill in useful gaps, and perhaps it is time that 'Good appetite7, 'through-compose1, 'leading motive3, 'relaxation1 (for detente), 'no longer the youngest', 'birthday child*, should finally enter familiar English, The most obvious examples of through-translations are the names of international organisations which often consist of 'universal* words which may be transparent for English and Romance languages, and semantkally motivated for Germanic and Slavonic: e.g., EEC, Communaute'Economique Europeenne, Europdische Wirtschaftsgemeirtschaft (EWG, now EG)\ European Cultural Convention, Convention culturelle europeenne; groupe d'gtudes, 'study group' but Arbeitsgruppe; 'working party', commission d'enquexe, Arbeitsausschuss.

Translated brochures, guide-books and tourist material are apt to pullulate with incorrect through-translations: 'highest flourishing', 'programme building', etc., which are evidence of translationese. Normally, through-translations should be used only when they are already recognised terms,

SHIFTS OR TRANSPOSITIONS

A 'shift* (Catford's term) or 'transposition1 (Vinay and Darbelnet) is a translation procedure involving a change in the grammar from SL to TL. One type, the change from singular to plural, e.g. 'furniture'; des meublest 'applause', des applaudis-sements; 'advice', des consetis; or in the position of the adjective: la maison blanche, 'the white house' is automatic and offers the translator no choice. A second type of shift is required when an SL grammatical structure does not exist in the TL. Here there are always options. Thus for the neutral adjective as subject, I'interessant, e'estque; das Inieressanteist, dafi, V inieressanteeche . , ., there is a choice of at least: 'What is interesting is that. . .', 'The interesting thing is that . . .', 'It's interesting that . . ,', The interest of the matter is that. . ,\ (But for French and Italian, it may be 'valuable' or 'useful' depending on the various contextual factors.) Again the English gerund ('Working with you is a pleasure*) offers many choices. The gerund can be translated by verb-noun (le travail, die i4rfceir),orasubordinateclause('when,if,etc. I work with you'), with a recast main clause, or, in some languages, a noun-infinitive (e.g. das Arbeiten, which is formal style), or an infinitive. I think the gerund is the most neglected of all translator's transpositions, e.g., Wenn Humboldt den Auftrag . , . erhielt, so warm das mehreren Faktoren zu danken - 'Several factors were responsible for Humboldt's receiving the commission'. Note also the English 'do' auxiliary, 'do come*: komm dock (or mal)\ viens done. French has 'venirde* plus the infinitive: il vient de le faire is usually translated by 'recently' or 'just'. Again, Italian's reflexive infinitives (per il precisarsi degli effetti negaiivi, 'by stating the negative effects', 'when the negative effects are stated'; il suo espandersi, 'its expansion1, 'the process of its expansion'; I'esserci imbattuta in un caso, 'since we have come upon a case', 'the fact that we have come upon a case') offer several choices. German has active or passive participial constructions which are normally translated by adjectival clause or non-finite participial clauses. Thus Beijeder sick bietenden Gelegenheit may be: 'At every opportunity that occurs' or 'At every available opportunity' or 'Whenever the opportunity occurs1 or 'At every opportunity' (taking sick bieten as an empty verb). Again, Im Sinn dervon der Regierung verfolgien Ziele (Wilss, 1982) may be 'In accordance with the aims pursued by the government', 'In accordance with the aims which che government are pursuing' or 'in accordance with the government's aims' - ihe three translations indicate a different degree of emphasis.

MODULATION

Vinay and Darbelnet coined the term 'modulation' to define la variation through a change of viewpoint, of perspective {eclairage) and very often of category of thought'. Standard modulations such as chateau d'vau? 'water-tower', are recorded in bilingual dictionaries. Free modulations are-used by translators 'when the TL rejects literal translation', which, by Vinay and Darbemet's criteria, means virtually always. Further, modulations are divided into eleven rather random categories, whilst the - in my opinion - only important one, the 'negated contrary' (sic), is not discussed. As I see it, the general concept, since it is a super-ordinate term covering almost everything beyond literal translation, is not useful as it stands. However, the 'negated contrary', which I prefer to call ^positive for double negative' (or ^double negative for positive') is a concrete translation procedure which can be applied in principle to any action (verb) or quality (adjective or adverb): 11 n'a pas hesite - lHe acted at once' // n'est pas lache - LHe is extremely brave' You will note that the translations are free, and in theory the double negative is not as forceful as the positive; in fact the force of the double negative depends on the tone of voice, and therefore the appropriateness of this modulation must depend on its formulation and the context. In the few cases where there is a lexical gap in an opposition (e.g. 'shallow'; peu profond), this modulation is virtually mandatory. In all other sentences the procedure is potentially available, but you should only use it when the translation is not natural unless you do so.

RECOGNISED TRANSLATION

You should normally use the official or the generally accepted translation of any institutional term. If appropriate, you can gloss it and, in doing so, indirectly show your disagreement with this official version. Thus Mitbestimmung (in management) has to be translated first as 'co-determination'; Rechtsstaat as 'constitutional state'. Personally I think 'co-determination' is a poor translation of Mitbestimmung though it has the virtue of distinctiveness and brevity. (Compare the plainer but clumsier 'employers' and workers' joint management1.) But it is now too late to change the term to 'workers' participation', and if you did so in any official or serious informative text, you would cause confusion. Similarly, when translating Gay-Lussac's Volumengesetz der Case it is no good giving it your own title or even a brief explanation; nothing but the accepted term ('law of combining volumes1) will do.

TRANSLATION LABEL

This is a provisional translation, usually of a new institunonal term, which should be made in inverted commas, which can later be discreetly withdrawn. It could be done through literal translation, thus: 'heritage language', Erbschafisspracke, tangue dy heritage. COMPENSATION This is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence.

COMPONENTIAL ANALYSIS

(see Chapter 11) This is the splitting up of a lexical unit into its sense components, often one-to-two, -three or -four translations.

REDUCTION AND EXPANSION

These are rather imprecise translation procedures, which you practise intuitively in some cases, ad Aoc in others. However, for each there is at least one shift which you may' like to bear in mind, particularly in poorly written texts: (1) SL adjective of substance plus general noun, TL noun: atleimes infiammatoires et infectieuses, * inflammations and infections1; science linguistique (etc.), 'linguistics'. (2) For expansion, a not uncommon shift, often neglected, is SL adjective, English T L adverb plus past participle, or present participle plus object: cheveux igaux^ 'evenly cut hair1; belebend, life-giving'.

PARAPHRASE

This is an amplification or explanation of the meaning of a segment of the text. It is used in an 'anonymous' text when it is poorly written, or has important implications and omissions.

OTHER PROCEDURES

Vinay and Darbelnet also give:

(1) Equivalence, an unfortunately named term implying approximate equivalence, accounting for the same situation in different terms. Judging from Vinay and Darbelnet's examples, they are simply referring to notices, familiar alternatives, phrases and idioms - in other words, different ways of rendering the cliches and standard aspects of language, e.g. The story so far\ Resume des chapitres precedents.

(2) Adaptation: use of a recognised equivalent between two situations. This is a matter of cultural equivalence, such as 'Dear Sir1 translated as Monsieur; 'Yours ever* as Amities. Both the above illuminate what sometimes happens in the process of translating, but they are not usable procedures. As I see it, there are about fourteen procedures within a certain range of probability which are useful to the translator.

COUPLETS

Couplets, triplets, quadruplets combine two, three or four of the above-mentioned procedures respectively for dealing with a single problem. They are particularly common for cultural words, if transference is combined with a functional or a cultural equivalent. You can describe them as two or more bites at one cherry. Quadruplets are only used for metalingual words: thus, if you translate the sentence: 'The nominal-tn^ clause, a participial clause, occurs in the subject position', apart from a more or less literal translation of 'nominal-mg clause', you might also: (a) transfer it; (b) explain, in an adjectival clause, that the present participle is used as a kind of gerund in English; (c) produce a translation label; (d) give an example, with TL literal and functional translations! You will note my reluctance to list 'paraphrase' as a translation procedure, since the word is often used to describe free translation. If it is used in the sense of * the minimal recasting of an ambiguous or obscure sentence, in order to clarify it', I accept it.

NOTES, ADDITIONS, GLOSSES

Lastly, here are some suggestions about 'Notes' (when and when not to use them) or supplying additional information in a translation. The additional information a translator may have to add to his version is normally cultural (accounting for difference between SL and TL culture), technical (relating to the topic) or linguistic (explaining wayward use of words), and is dependent on the requirement of his, as opposed to the original, readership. In expressive texts* such information can normally only be given outside the version, although brief 'concessions* for minor cultural details can be made to the reader, e.g. perhaps by translating Hemingway's 'at HandleyV by dans le bar Handley, in der Handley Bar^ etc. In vocative texts, TL information tends to replace rather than supplement SL information.

Additional information in the translation may take various forms:

(1) Within the text (a) As an alternative to the translated word: e.g., la gabelle becomes 'the gabelle, or salt-tax*. (b) As an adjectival clause: e.g., la taille becomes 'la taille, which was the old levy raised in feudal times from the civilian population*. (c) As a noun in apposition: e.g., les traiies becomes 'the traites, customs dues (d) As a participial group: e.g. , Voctroi becomes "Voctroi^ taxes imposed on food stuffs and wine entering the town1. (e) In brackets, often for a literal translation of a transferred word: e.g. das Kombinat becomes 'the kombinat (a "combine" or "trust")'. (f) In parentheses, the longest form of addition: e.g., aides becomes 'aides -these are excise dues on such things as drinks, tobacco, iron, precious metaJs and leather-were imposed in the eighteenth century*. Round brackets should include material that is part of the translation. Use square brackets to make corrections of material or moral fact where appropriate within the text. Where possible, the additional information should be inserted within the text, since this does not interrupt the reader's flow of attention - translators tend to neglect this method too often. However, its disadvantage is that it blurs the distinction between the text and the translator's contribution, and it cannot be used for lengthy additions.

(2) Notes at bottom of page.

(3) Notes at end of chapter.

(4) Notes or glossary at end of book.

The remaining methods (2-4) are placed in order of preference, but notes at the bottom of the page become a nuisance when they are too lengthy and numerous; notes at the back of the book should be referenced with the book page numbers at the top - too often I find myself reading a note belonging to the wrong chapter. Notes at the end of the chapter are often irritating if the chapters are long since they take too long to find. Normally, any information you find in a reference book should not be used to replace any statement or stretch of the text (unless the text does not correspond to the facts) but only to supplement the text, where you think the readers are likely to find it inadequate, incomplete, or obscure. Thus I think it misguided to trar ;late say La dripanocyiose sr individualise par une anomalie particuhire de {'hemoglobins by 'Sickle-cell disease is distinguished by the fact that one amino-acid in the bent chain of the haemoglobin is out of place*.

D. Practice!

Please translate the following text into Indonesian.

Title: H2O-Centered Education: Helping Education Excellence Flow More Freely

Author: Brian P. Higley, Martin Heesacker, Kaylee N. Brenneman

Journal of education, SAGE Journals. July 25, 2019

Abstract:

U.S. colleges and universities have been demonstrably ineffective at facilitating scholarship among their students. To become effective, psychological science suggests institutions must tap students' intrinsic motivations and address their core values from Day 1 through graduation. This article describes a science-based, integrated set of solutions, labeled H2O-centered education, which creates and sustains instructional environments in which students develop and implement well-defined goals aligned with their intrinsic motivations and values, and the institution's goals. The objective of H2O-centered education is to create educational environments that tap students' genuine interest, resulting in meaningful student self-exploration and development and enduring and transferable learning.

Chapter 6:
Translating Text Related to Economics

A. How to Translate Text Related To Economics

A.1. Introduction

Economic translation is one of the most difficult types of translation. Translators cannot change the given form and material (information) of the original. Economic translation demands much of knowing the abilities of the expert. The person who is engaged in such translations, should be first of all the professional, should know the ropes of the given sphere of translation, to have the enhanced responsibility, to be able to focus on minute particulars.

In translating texts with many economic terms, translators should use a specific dictionary which consists of words related to economics. In this chapter, you will be able to understand several terms related to economics in English and Indonesian. At the end of this chapter, you should be able to translate a text related to economics.

It is okay to use google translate (online machine translator) in translating a text, but after that we need to review the translation product. Since Google translates words literally, several terms, especially those related to economics are also translated literally. Translators should know this condition, and aware of the weakness of machine translation. In order to solve this problem, translators revise the grammatical structure and word choices in the translation product. When translators do not know the meaning of several words which are untranslatable by Google translate or are translated literally by Google, translators may consult to dictionary for specific terms or check the correct and common terms in this field on Google and Wikipedia.

A.2. The procedures and strategies in translating academic terms

Many words in the domain of economy worth attention are appropriate in usage and storage. The economic terminology was formed over centuries, and its roots can be traced back into the ancient past. Nowadays, this terminology is marked by globalization and the interpenetration of different cultures, which leads to a large number of borrowings and neologisms making the terminological word stock complicated and thus creating difficulties during the process of economic term translation.

Translating economic terms in general seem to be one of the most challenging task to be performed by a translator, in other words, translating economic terms create potential problem of the translation process due to the fact that terms have particular connotation and implications in the source language and the foreign culture but not necessarily in the target language and the domestic culture.

There are some procedures and strategies for translating economic terms. We can distinguish two types of strategies a translator can use in order to avoid mistake during the translation process. These two types are called: Direct translation and Indirect translation procedures.

1) **Direct translation procedures include:**
   a) Loan transfer: is the incorporating of one word in another language. The translators use it when there is no equivalent in the target language, in order to preserve the flavor of the national culture.
   b) Loan translation – applies to syntax rather than lexical units
   c) Literal translation – is also called word for word translation
2) **Indirect translation procedures are represented by:**
   a) Transposition – is an oblique procedure that consists of replacing one grammatical class by another, without changing the meaning of the message
   b) Modulation – involves two types of translation techniques; generalization and specification
   c) Adaptation – it is defined as a procedure which can be used whenever the context referred to the information of the original text which does not exist in the culture of the Target text, therefore needing some form of recreation. Adaptation is sometimes regarded as a form of translation which is characteristic of particular genres, especially drama. The aim of adaptation is to achieve the same effect that the work originally had, but with an audience from a different cultural

background. In terms of mode of adaptation, the procedures may be classified as :

d) Omission – the elimination or reduction of parts of the text. Some unimportant details may be skipped in favor of rather important facts
e) Expansion – making explicit information that is implicit in the original either in the main body or in foot-notes of glossary.
f) Updating – the replacement of outdated information by modern equivalence
g) Situational equivalence – the insertion of a more familiar context than the one used in the original
h) Situational Inadequacy – where the context referred to in the source text does not exist in the target culture
i) Genre switching – a change from one discourse type to another (From adult to children's literature) often entails a global re-creation of the original text.
j) Equivalence – if a specific linguistic unit in one language carries the same intended meaning/ message encoded in a specific linguistic medium in another, then these two units are considered to be equivalent.
k) Addition – the translator adds a word or word combination in order to specify the meaning
l) Concretization – is used when something in the target language is usually expressed using concepts with narrower meaning or when preserving the original concepts with broader meaning would result in an awkward translation.
m) Transformation – involves changing the order of words in the target text as compared to the source text
n) Loss of meaning compensation – involves adding to or reinforcing a target text in one place for something that has not been in a different place in the source text
o) Antonymic translation – involves translating a clause or phrase containing a negation using a clause or phrase that does not contain negation and vice versa.
p) Sentence integration – involves combining two or more sentences in one
q) Fragmentation – involves splitting one complex or compound sentence in two or more simple sentences

r) Compensation – is a technique which involves making up for the loss of source text effect by recreating a similar effect in the target text thought means that are specific to the target.

B. Terms related to Economics

Following are some terms related to economics in English and its translation in Indonesia:

Back runner: dinomor duakan

Induced-value technique: teknik nilai terimbas/terinduksi

Lend themselves to absolute units of measure: cocok untuk satuan ukuran yang mutlak

Liquidity pool: kumpulan liquiditas

…offset by: ….diimbangi oleh

Abstract away: menjauh

Accountable: dapat dipertanggungjawabkan

Along the pathways: sepanjang jalan setapak

American west: bagian barat Amerika

Annualizing: penyetahunan/anualisasi

Antecedents of participative budgeting: anteseden penganggaran partisipatif

Anti-in-box recruiting: perekrutan tanpa lamaran

Antonym of constrained" less constrained

As given: sebagai sebuah ketetapan

Wet mess: kantin alcohol

Baby boomer: masa ledakan kelahiran

Backwardation was mostly the norm for the terms structure of prices: backwardation sering dijadikan sebagai pedoman untuk menentukan struktur harga berjangka

Balance of payments: neraca pembayaran

Bastard science; ilmu jahat

Behavioral economics: ekonomi prilaku

Being clear: memahami

Belonging to the largest end: tergolong sebagai yang terbesar

Beset: didera

BID Spot rate: kurs tunai yang dikehendaki calon pembeli

Block tariff system: sistem tariff berdasrkan blok

Blue print:; kerangka kerja

Bond their promise:: menyatakan kesanggupan

Books and records: pembukuan dan catatan

Booming: tumbuh pesatnya

Buffer period: masa transisi

Candlestick charts: grafik batang lilin

Capital reversals: perubhan arah pergerakan modal

Certificate of entitlement: sertifikat kepemilikan hak

Channel stuffing: pengelembungan volume penjualan

Cluster: gugus

Compound rate: suku bunga majemuk

Continuing interest: penjelasan

Corporation: perseroan

Costs of financing transactions: biaya mendanai transaksi

Create demand for the economy: merangsang permintaan di bidang ekonomi

Credits for compliance: kredit CDM untuk memenuhi ketentuan

Crowd out: terdesak keluar

Defective: cacat

Demand for transactions balance: permintaan untuk keseimbangan transaksi

Demand-revealing nature: mengungkapkan permintaan (pasar)

Doing well while doing good: berkinerja baik sambil berbuat baik

Economic perturbance: gangguan ekonomi

Effectual reasoning: pola berfikir creative

Embodied mind: pikiran yang mewujud

Emerging: berkembang

Ex ante: perkiraan

Exchange-traded fund: reksa dana yang diperdagangkan di bursa

Fit hypotheses: hipotesis kesesuaian

Flagrant disregard for the law: pengabaian hukum yang sangat parah

Food riots: kerusuhan pangan

Force-fed economic growth: pertumbuhan ekonomi yang dipaksakan

Forgo: melewatkan

Forward channel allies: mitra saluran pemasaran dan penjualan

France’s industrial codes: undang-undang industry perancis

Fraud: penipuan

Frictional unemployment: pengangguran friksional

Full employment: pertumbuhan pada tingkat kapasitas penuh

GDP is far lower than it otherwise would be if…: GDP jauh lebih rendah dari pada seharusnya jika saja…

Glaring inequality: ketidakmerataan yang sangat menyolok

Good hedges against risk strains credully: lindung nilai yang baik terhadap resiko sulit dipercaya

Grasp: memahami

Grasp with mind: memahami dengan akal

Hand tough: bertahan kokoh

Have been telling: telah menyerukan

Hedge funds: dana lindung nilai

Highlighted: menonjolkan/menampakkan

Holdings: jumlah kepemilikan

Home currency: mata uang dalam negeri

HT: belum masuk pajak

Important gap: kesenjangan yang sangat dalam

It suffices: ini sudah cukup

Lagged: tersendat/tidak mulus

Land arrangement: layanan di tempat tujuan wisata

Practice:

Following are the Economic terms in English. Please find the most equivalent words for these terms in Indonesian. Please translate the sentence in bold.

For example:

Interest: Bunga

Notes: In general English, Bunga is “flower”, but in Economics terms, “Interest” is “bunga”. Be careful in translating economics texts.

a challenge = a problem or difficulty to be faced

The West faces many challenges due to its ageing population.

economic or political instability = a rapid, unmanaged change in a country's economy or political situation

Economic instability causes many people to move abroad to seek reliable work.

social unrest = riots, protests or fighting by the public against each other or the government

Social unrest is spreading from the countryside to the cities, and the police are not responding.

an issue = a topic, subject or question that must be considered

The issue of petrol price inflation is not often discussed in the media.

pressing matters = urgent, important issues

I could not go to the college reunion because of more pressing matters at home with my family.

joblessness = a synonym for 'unemployment'

Joblessness among older people is actually higher than among recent graduates.

economic prospects = the future possibilities for a national economy

The economic prospects for very small countries are quite positive these days.

social mobility = the ability of people to progress in terms of salary, lifestyle and social status

The greatest aid to social mobility is good education and training.

the private sector = private businesses, as opposed to 'the public sector' meaning state owned or controlled services

I definitely want to work in the private sector after I graduate. It is a more stimulating environment than the public sector.

demographics = the changes in society in terms of age, income, numbers, origins and location in a country

Demographic changes in Scandinavia have been dramatic, with substantial immigration and an ageing indigenous population.

longevity = the tendency to have a long life expectancy

Japanese people have perhaps the highest longevity in the world. to migrate = to move permanently between countries

Migration within the Eurozone is a highly controversial issue at present.

‘brain drain’ = the tendency for intelligent or successful workers to migrate out of a country (usually expressed in quotes ‘’)

Southern Europe is experiencing a high ‘brain drain’ these days, because of the lack of economic prospects.

existential threats = a threat to existence or life

The economy of my country faces an existential threat from collapsing oil revenues.

an outbreak = the start of a widespread problem such as disease or conflict

The outbreak of Ebola is a great concern for doctors globally.

civil war = war between people inside a country

It will take many years for our nation to recover from the civil war of the 1990s.

livelihood = the way a person makes a living

Many villagers sell handicrafts, as this is the only livelihood they can find.

developed countries = countries considered to have advanced economies, industries and social infrastructure

Developed countries contribute aid to those nations affected by famine.

developing countries = countries not generally considered to be fully developed yet

Illiteracy is a huge challenge for developing countries to overcome.

C. Practice!

The following texts are related to economics field. Please translate the following texts into Indonesian.

David R. Agrawal, William H. Hoyt, 27 September 2017 (Wiley Online Library)

Title:

Commuting and Taxes: Theory, Empirics and Welfare Implications

Abstract:

We examine the effect of interstate differences in income taxes on commuting times. Our theoretical model introduces a border into a model of an urban area and shows that differences in average tax rates distort commuting patterns, but the sign of the effect depends on whether taxes are residence-based or employment-based. Empirically, tax differentials have a large effect on commuting times for affluent households and mobile households. We show that commuting times are a sufficient statistic to measure the spatial welfare effects of tax policy. The model and empirical design can be used by economists to study other policy differences.

Author: Damoun Ashournia

Title: Labour Market Effects of International Trade When Mobility is Costly

02 August 2017, Wiley Online Library

Abstract:

I build and estimate a dynamic structural model of sectoral choices with heterogeneous workers accumulating imperfectly transferable human capital. Utility costs provide an additional barrier to mobility. Estimated by simulated minimum distance on administrative data covering the population of Danish workers, costs are found to be in the range from 10% to 19% of average annual wages. Removing permanent unobserved heterogeneity increases the utility costs by an order of magnitude. I show that both the imperfect transferability of human capital and the utility cost are important in explaining the slow adjustment of the labour market following shocks to the economy.

Chapter 7: Translating Text related to Islamic Terms

A. How to Translate Text Related to Islamic Terms

Currently the writing of research papers spread widely among lecturers and students in the universities as the main requirement to accomplish to the higher degree or promotion of new job. In Indonesia, for example, writing a research paper published in indexed international journal becomes one of requirements to deserve higher academic ranks, e.g. associate professor to professor. The issue of the ministry decree implies intensive and continuous efforts aimed at building the academic culture and atmosphere to increase the quality and quantity of academic articles, including research papers talking about various disciplines, such as politics, education, psychology, linguistics, or religion.

Each discipline has its own words or jargons, such as Islamic terms, that are usually difficult to write in English. They originate from "Islam" as a religion and the local cultures where Muslims practiced and acculturated. They resemble mostly in research papers written by Muslim scholars who want to convey the Islamic messages of peace, gender equals, education, and other values to the world. Therefore, writers have to choose right English words that are equal to Islamic terms in meaning that readers will be able to get the same linguistic nuances. Nevertheless, they sometimes get difficulties finding the appropriate words by translating from Quranic, Arabic or Indonesian words into English. Such difficulties lie on the different concept because of cultural background and points of view, which have to be taken into consideration.

To find out the appropriate English words, the writers should use accurate translation strategies in order that the English words they utilize are equivalent to the originals. Translation strategies refer to procedures or techniques used in identifying the TL words having similar meaning by adopting or adapting the SL words, creating new words (neologism), or using the target language words. Of course, to find the equivalence, the writers also have to consider linguistic and cultural components, which usually help shape the intended meaning. The linguistic components to think are, for example, whether the translated words need any phonological or graphical adjustment to ease the target language readers to pronounce or to write; or morphological changes that deal with the meaning [8]. However, the writers have not utilized translation strategies optimally as there are still problems or difficulties in understanding the intended meaning of the words used in the target language. This triggers my curiosity to conduct a research to explore more about the translation strategies used in transferring the meaning or message of Islamic Terms from Indonesian or Arabic language as the source language to English as the target language. Whether the translation strategies are effectively used in transferring the meaning from the source language into the target language without any distortion is still interesting to study.

There are studies about translation strategies, but about translating Islamic Terms, there are still rarely to find. A study concerning with strategies in translating cultural terms from English into Arabic indicates that translators did not focus on using one strategy, but combined two or more strategies to arrive at the natural translation product. This means that translators cannot rely on one strategy, but have to mix more strategies in accordance to the lexical and syntactical elements of the text.

Bolling in 2016 has done a research with a different focus. His study investigated about the translation of the cultural words in literary works. It found out that some translators got difficulties in searching the accurate words in the target language for the terms in the source language. They tended to leave certain cultural words untranslated because they want that readers of the target language not to lose special experience with the story. Of course, this study leaves more debates on how to translate cultural words, which refer to specific domains of the cultural heritages of the source language. This also encourages me to conduct a new study on the translation of Islamic terms, which can be assumed as one of the cultural specifics of heritages.

Differently from the previous studies, El-Zeiny in his article shows that lexical gaps caused problems in translating Islamic terms into English; and recommends using lexicographic approaches to bridging such gaps by comparing three dictionaries to find equivalences of Islamic terms in Arabic and English. However, the study does not focus on Islamic terms appearing frequently in research papers. It implies that study on translating Islamic terms from Arabic or Indonesia as a source language into English as a target language is necessarily to conduct.

The significant need of Translation comes from its necessity to communicate between societies. Translation is an old communicating methods between countries throughout the world. It is defined as transfer of ideas from one language into another. The transferring process must convey all the meaning prosperities that occurs in the source language to appear in the target language. Target text translation should contain the same sense, mode and semantic prosperities of the source language text (Baalbaki, 2008). The source language is the language that we translate from and the target language relates to the language we translate into. Some researchers state that translation depends on practicing since it provide the translator with necessary skills and makes proficient and able to produce the meaning in a complete and perfect manner (Abu Helwah et al, : 2014).

Since global educational revolution has already begun , translation becomes more required than the past . This is affected by many changes and development in life fields such as technology , communication , transportations, religion, politics, cultures and others. This makes the life easier than the past, particularly travelling from country to another. These issues led to the popularity of Islam all over the world which the religious of his almighty Allah and his messenger Prophet Mohammed peace bee upon him. This presupposes the importance of Arabic language and culture. So, there are many Muslims around the world who use Arabic language as their mother tongue and other non-Arab Muslims who refer to other languages as their second or foreign language , but they need to understand everything about Islam as their religious. Thus, translation is the only way to convert meaning of islamic expressions into other languages as pledge to continue the message of prophet Mohammad peace be upon him. Baalbaki (2008) states that expression is defined as a chunk of words that relate to some events to produce a meaning . It is a is linguistic structure that has its own meaning as a one unit and it has a special entity in its nation or society, so it carries out and produces the identity of its users (Jaber, 2005).

Wherefore, language expressions are connected with their own culture. This means that not any language user can understand them except the language native users. This is because these carry on them some cultural meaning and messages of a particular society. Therefore, an Islamic expression is a sort of idiomatic expression that is generated by muslim culture and Islam religion norms. So, some of the islamic expressions are related to prophet Mohamed (peace be upon him) and others to both culture and religion such as “bi hima al rahman”. For example, this expression is used at travel occasion, despite the fact that it is very Islamic but still may be used in relevant occasions.

The translation of religious expression is not an easy process. It needs many skills and experiences. This is because when the translator translates any text such as art, management, pedagogical text, political text doesn't care about mistakes, in other word, this kind of texts is not explicit the way religious ones do. Religious expressions or texts are so sensitive ones because of being holy. Thus, translator have to be carful to convey the expression in its full meaning. In other hand, the meaning of the expression must carry out the same goal that it occupies in both the source language and target language. However, it is not an easy process. A translator should be aware to understand the meaning of the expression in the source language perfectly in order to keep the sense of expression otherwise he/ she will lose the meaning of the expression.

That is, using particular translating strategies may help a translator overcome equivalence problems, culture varieties , languages varieties and many items (Mehawesh & Sadeq, 2014). Islamic expressions have a special meaning that differs from any other expression. This is because they evoke the language and the heart together. This really sounds as a big obstacle for translator to consider the meaning completely and perfectly. In addition, Arabic and English languages are two different cultures where Islamic expressions are connected mainly with Arabic language and nations' culture so the task of the translator is to produce simple and concise translation that is easly understood by non Arab Muslims. Also, the task of the translator is to produce the translation of Islamic expressions in their cultural entity since they are connected with the culture and non Arab Muslim can not understand the exact meaning without referring to cultural aspects. So, this sounds very problematic for translators and makes them produce misunderstood, confused or wrong meaning translation (Dweik and Abu Helwah, 2014).

Due to the significance of translation and its contribution to language learning and transfer of cultures from generation to another and one place to another, much research has been conducted in the area of culture and translation. This section of the research provides a review of related literature on translation. Mehawesh & Sadeq (2014) state that religion language contains deep meaning more than that the speaker understands. They point out that religion language depends mainly on its realistic estimation or its prominence. Also, they argue that religious expressions are so difficult and accurate enough to be translated. This is because they are not as easy as other expressions. This may be related to their holiness. In addition, they assume that religious expressions are easier to be understood by speakers who understand slang language and related culture than those who do not. Their study concluded that, Islamic expressions are so associated with Arabic culture , so they should be regarded by the translator to reveal the varieties between both the source language and the target language.

Ghafel et al (2011) conducted a study to find equivalences in Persian language for some English idiomatic expressions within the sewing frame. They assume that translation is connected with culture and translation of cultural expressions is challenge, particularly when the translator translates between two exceptional languages spoken by two different nations. In addition to their assumptions, to translate idioms or expressions in this frame translator have to translate them connotatively. This is because there are not any equivalences in Persian for some English expressions.

Also, Shehabat and Zeidanin (2012) conducted a study to investigate translation strategies, they argue that even professional translator may face difficulties when translating cultural idiomatic expressions. They point out that approximation strategy is the best one for translating cultural – specific items or expressions. They add that sense –for – sense translation can serve more naturally and faithfully specially in texts which have many cultural expression. The writers argue that target language does not need too much experience to decode much foreignised expression, it needs to be live between its people to acquire their cultural connotation. The researchers focus on Jordanian daily discourse to infer cultural expression and translate them. They add, the cultural translation is so problematic and challenging that's related to the oddness and complexities of some expressions, where these expressions are difficult to understand even for people those have close culture.

In another study, Al Zubi (2013) assumes that islamic expressions in holy Quran produce a deep meaning larger than that in any other book. He adds that translation of holy texts into another language makes the meaning weaker than that in the source language. This may lead to violating the original meaning . Also, he states that the most difficult problem in translating holy items is that decoding the words with the same sense without any distortion. Thus , it is problematic to produce translation with the same sense because Islamic holy expressions involve psychological, spiritual, mental and ethical senses.

Likewise, Bahameed (2014) in his research assumes that religious translation is so sensitive. It requires a translator to be more accurate than any other types of translation. He asserts that a translator should have more attention about lexical items to pick out the suitable one. The researcher claims that there is a similarity between religious text and literary ones because both of them are immersed by affections and expressiveness . Bahameed states that the translator should regard emotiveness in religious translation even in all translation types. In addition, translator should provide much effort to transfer the emotive expression meaning from the source language to the target language by applying translation strategies.

Over a long period of time, academic researchers in the field of translation studies have posed questions on certain issues related to the translation of sacred and religious texts, which Douglas Robinson (2000, p. 103-107) summarizes as follows: Can or should religious texts be translated? How, when, for whom, and with what safeguards or controls should religious texts be translated? Is a translated religious text still sacred, or is it a mere 'copy' of the sacred text? The result is that two approaches toward the translation of religious texts can be distinguished: untranslatability and translatability. As Ali Yunis Aldahesh (2014) notes:

> Scholars are of two different standpoints as to translatability/untranslatability of texts from a given source language into any target language. While some of them (e.g., Von Humboldt, Quine, Virginia Woolf, among others) insist that translation is ultimately impossible, others (e.g., Newmark) believe that everything is translatable and can be translated either directly or indirectly into a target language. (p. 25).

Aldahesh argues that the latter standpoint, i.e. translatability, seems to be more reasonable than the former one, i.e. untranslatability "due to the expansion in the concept of translation, and the many strategies that a translator can resort to when confronted with a linguistic and/or cultural gap between two languages" (2014, p. 26). According to the first standpoint, i.e. untranslatability, a religious sacred text, or the source text (ST) in translation terms, represents what is divine, whereas the translated text, or the target text (TT), represents what is human. Since it is impossible for the word of the human to be equal to that of the Divine, it would be impossible to translate religious texts. A quite distinctive opinion related to untranslatability is provided by the German language philosopher Walter Benjamin, who argues that a "sacred text is untranslatable (…) precisely because the meaning and the letter cannot be dissociated" (Derrida, 1985, p. 103). Conversely, the second standpoint, i.e. translatability, makes it clear that it is necessary for all humans to understand religious texts, and this need is served by translating the form and content of the ST as faithfully as possible into the target language. The translatability approach involves a number of strategies which revolve around two main approaches to equivalence. The first approach seeks to achieve "formal equivalence" which "focuses attention on the message itself, in both form and content. In such a translation one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept" (Nida, 1964b, p. 156). The second approach is influenced by what Eugene Nida (1964a, p. 159) describes as "dynamic equivalence" which means that "[t]he relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message.” That is to say, the translator aims to translate the text into the level of linguistic aptitude common to the receptor’s language.

A judicious balancing of translation approaches and choice of strategies is not merely an academic question: as stated by Khaleel Mohammed (2005, p. 58), “[s]ince fewer than 20 percent of Muslims speak Arabic, this means that most Muslims study the text only in translation.” The continuous growth of Muslim communities in English-speaking countries has been accompanied by increased demand for authoritative English versions of religious texts such as the Qur’ān and Ḥadīth. In this context, the rendering of Islamic religious terms (IRTs) into English also acquires special significance. In this article, IRTs are lexical items that include names of Allah (Al-Raḥmān1, Al-Raḥīm, etc.), names of the prophets (Muḥammad, Nūḥ, Mūsā, etc.) and their companions (Abū Bakr, ‘Alī, Abū Hurayrah, etc.), names of sacred places (Makkah, Madīnah, etc.), and terms related to the pillars of Islam (shahādah, ṣalāh, zakāh, etc.), fiqh and sacred texts (Qur’ān and Ḥadīths).

The Qur’ān and Ḥadīths are considered the two primary sources of sharī‘ah (i.e. moral and religious laws) in Islam. The Qur’ān, the main religious text of Islam, is the word of Allah, and Ḥadīths are the sayings and statements of Prophet Muḥammad that are regarded as important tools for understanding the Qur’ān. With regard to Islamic religious texts, and the Qur’ān and Ḥadīths in particular, translators ought to take into consideration certain textual qualities and constraints. In Muslim belief and tradition, the sacred or central religious texts are protected by Allah from any tampering or interpolation by any human, including translators. Allah has promised to protect the Holy Book,(﴿إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ﴾ الحجر 9) , which Al-Hilali and Khan (1999) translate as, “Verily, We, It is We Who have sent down the *Dhikr* (i.e. the Qur’ān) and surely, We will guard it (from corruption)” (Al-Ḥijr, 9), and to punish those who dare to change His words,(﴿فَوَيْلٌ لِلَّذِينَ يَكْتُبُونَ الْكِتَابَ بِأَيْدِيهِمْ ثُمَّ يَقُولُونَ هَذَا مِنْ عِنْدِ اللَّهِ﴾ البقرة 79) “Then woe to those who write the Book with their own hands and then say, ‘This is from Allah’” (Al-Hilali & Khan, 1999, Al-Baqarah, 79). A similar warning is made by Prophet Muḥammad to those who might dare change the meaning of his statements or narrate a ḥadīth knowing it to be false. The Prophet said, (مَنْ كَذَبَ عَلَيَّ

النَّارِ مِنَ مَقْعَدَهُ فَلْيَتَبَوَّأْ مُتَعَمِّدًا) , which Muhsin Khan (1996) translates as “Do not tell a lie against me for whoever tells a lie against me (intentionally) then he will surely enter the Hell-fire” [*1:106-O.B.*] (*Summarized Ṣaḥīḥ Al-Bukhāri*, Chapter 28, Ḥadīth 90).

Another unique quality of religious texts in Islam is that their Arabic nature is highly stressed. The Qur’ān, for example, uses a heightened form of Arabic that is unlike any other Arabic text in its manner and use of language ﴿إِنَّا أَنزَلْنَاهُ قُرْآنًا عرَبِيًّا
(لعَّلكُمْ تعْقلِوُن﴾ يوسف 2 “Verily, We have sent it down as an Arabic Qur’ān in order that you may understand” (Al-Hilali & Khan, 1999, Yūsūf, 2). This point is emphasized by Mahmoud Ayoub (1997, p. xi), who maintains that because the Qur’ān stresses its Arabic nature, Muslim scholars believe that any translation cannot be more than an approximate interpretation, intended only as a tool for the study and understanding of the original Arabic text. Similarly, Ahmed Abdel Fattah M. Ali (2006, p.19) states that “The Qur’ān exists in its original language, i.e. Arabic. Muslim scholars unanimously agree that the Qur’ān is only the Qur’ān when it is in Arabic, in its original wording as revealed to Prophet Muḥammad (peace be upon him)”. Indeed, this notion of the Arabic nature of the Qur’ān is confirmed throughout the Qur’ān. The Arabic nature of the Prophet’s Ḥadīths is also emphasised, (وَمَا أَرْسَلْنَا مِن رَّسُولٍ إِلاَّ بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ) (إبراهيم 4) “And We sent not a Messenger except with the language of his people, in order that he might make (the Message) clear for them” (Al-Hilali & Khan, 1999, Ibrāhīm, 4). Consequently, this view holds that proper understanding of Qur’ān and Ḥadīths is not possible without suitable knowledge of the Arabic language.

B. Terms Related To Islam

Following are several terms related to Islamic terms in English:

Fasting moth: Bulan puasa

IED Mubarak: Hari raya idul fitri

Assalammu’alaikum: May peace be upon you

Alhamdulillah: all praise is due to Allah

Allahu akbar: Allah is great

Sahur: a predawn meal

Maghrib (buka puasa): as soon as the sunset prayer comes in (fast breaking)

Wudlu: ablution

Zakat: obligatory charity

Syahadat: creed of Islam

Bimillah: In the name of Allah

Muslim worship at the mosque: Umat Islam beribadah di Mesjid

We celebrate Lebaran Haji: Kami merayakan lebaran haji

Goodness will get heaven: Kebaikan akan mendapatkan surge

Before prayer, it is obligatory to perform ablution: sebelum sholat wajib berwudhu

Run the five daily prayers correctly: jalankan sholat lima waktu dengan benar

Vision of God: Wahyu

God decision/fate: takdir

God reward: pahala

Sin: dosa

Satanic: godaan

Satanic temptation: godaan setan

Adultery: perzinahan

Polytheistic belief: syirik

Apostate: murtad

Polytheist: mursyik

Hypocrite: munafik

Atheistic: tidak bertuhan

Heaven/paradise: syurga

Hell: neraka

Torture of hell: siksa api neraka

Worship: ibadah

To have sahur: makan sahur

To take ritual ablution: berwudhu

The summon to prayer: adzan

Hereafter: akhirat

Forever and ever: dunia akhirat

Doomsday: kiamat

Adjudgment day: hari pembalasan

Feast day: hari raya

Praying mat: sajadah

Praying veil: mukena

Allowed: halal

Almighty god: tuhan yang maha kuasa

An effort/striving: Jihad

Angel: malaikat

Apostasy: pengingkaran terhadap agama

Apostate: murtad

Approved pilgrimage: haji mabrur

Article: surah

Belief: kepercayan

Compulsory: wajib

Desire: nafsu

Follower: penganut

Gift: karunia

C. Practice!

Please translate the following texts into Indonesian:

Title: The Canine Companion of the Cave: The Place of the Dog in Qur'anic Taxonomy

Author: Sarra Tlili (Indiana University Press, Journal of Islamic and Muslim Studies Vol 3. No. 2 (November 2018)).

Abstract:

The idea that dogs are held in contempt in Islam amounts almost to a truism in the modern West. This notion is shared by both Muslims and non-Muslims and is reflected in writings ranging from public media to academic literature. The supposed Muslim bias against dogs is inferred primarily from two themes: 1) the emphasis that Muslim tradition lays on the principle of the impurity of dogs and 2) the objection to admitting these animals indoors and keeping them as pets. However, some have pointed out that an important exception to this rule is the Qur'anic narrative of the Ashab al-Kahf, or the Companions of the Cave (also known as Ahl al-Kahf), in which a dog is a prominent feature. Previous academic discussions of this story, however, fall short of accounting for the full significance of this character. More than merely providing a favorable depiction of the dog, the Ashab al-Kahf periscope redefines the role and status of the dog in accordance with the Qur'an's and keeping them as pets are not discussed explicitly in the Qur'an, they seem to be implicit in this Quranic narrative, without conveying negative connotations. In this article I reexamine the Ashab al-Kahf periscope in light of current scholarship on dogs to consider how the Qur'anic viewpoint agrees with or departs from cultural stances on dogs in world traditions, and how the Qur'an inscribes its own worldview on the role and status of this animal.

Title: "Fake News" and "Retweets": News Reporting and Dissemination Ethics in the Qur'an

Author: Abiya Ahmed (Journal of Islamic and Muslim studies, Indiana University Press, Vol. 3, No. 2 (November, 2018).

Abstract:

This paper explores an Islamic framework for news reporting and dissemination, as applicable to both reporters and transmitters. Drawing on specific Qur'anic verses and their exegeses, as well as Hadith methodology, the paper aims to extrapolate Islamic guidelines in relation to practices such as source-checking, content-verification, and accountability. Qur'anic injunctions and case studies reveal that the highest standards of authentication must be applied when reporting or sharing news and acting upon it. In addition, the dissemination of known corruption or misconduct is allowed for the purpose of redressing wrongs or benefiting the community.

Chapter 8: Translating Text Related to Law (Legal Translation)

A. Introduction to Legal Translation

Legal translation is the translation of texts within the field of law. As law is a culture-dependent subject field, legal translation is not necessarily linguistically transparent. Intransparency in translation can be avoided somewhat by use of Latin legal terminology, where possible.

Intransparency can lead to expensive misunderstandings in terms of a contract, for example, resulting in avoidable lawsuits. Legal translation is thus usually done by specialized law translators. Conflicts over the legal impact of a translation can be avoided by indicating that the text is "authentic" i.e. legally operative on its own terms or instead is merely a "convenience translation", which itself is not legally operative. Courts only apply authentic texts and do not rely on "convenience" translations in adjudicating rights and duties of litigants.

Most legal writing is exact and technical, seeking to precisely define legally binding rights and duties. Thus, precise correspondence of these rights and duties in the source text and in the translation is essential. As well as understanding and precisely translating the legal rights and duties established in the translated text, legal translators must also bear in mind that the legal system of the source text and the legal system of the target text which may differ greatly from each other: Anglo-American common law, Islamic law, or customary tribal law for examples.

Apart from terminological lacunae (lexical gaps), textual conventions in the source language are often culture-dependent and may not correspond to conventions in the target culture (Nielsen, 2010). Linguistic structures that are often found in the source language may have no direct equivalent structures in the target language. The translator therefore has to be guided by certain standards of linguistic, social and cultural equivalence between the language used in the source text to produce a text in the target language. Those standards correspond to a variety of different principles defined as different approaches to translation in translation theory. Each of the standards sets a certain priority among the elements of ST to be preserved in TT. For example; following the functional approach, translators try to find target language structures with the same functions as those in the source language thus value the functionality of a text fragment in ST more than, say, the meaning of specific words in ST and the order in which they appear there.

Different approaches to translation should not be confused with different approaches to translation theory. The former are the standards use by translators in their trade while the latter are just different paradigms used in developing translation theory.

Few Jurists are familiar with terms of translation theory. They may ask interpreters and translators to provide verbatim translation. They often view this term as a clear standard of quality that they desire in TT. However, verbatim translation usually is undesirable due to different grammar structures as well as different legal terms or rules in different legal systems. Jurists asking for “verbatim” translation are likely making the lay misconception that an accurate translation is achieved by substituting “the correct” words of the target language one-for-one from the ST. In reality, they just want to have a faithful and fluent translation of ST, having no doubt that a good translator will provide it. They do not realize that word-by-word translations could sound as complete nonsense in the target language, and usually have no idea of different professional translation standards. Many translators would probably choose to adhere to the standard that they themselves find more appropriate in a given situation based on their experience rater than to attempt to educate the court personnel.

Legal translators often consult specialized bilingual or polygot law dictionaries. Care should be taken as some bilingual law dictionaries are poor quality and their use may lead to mistranslation.

B. How to Translate Text Related to Law?

The language used in law is changing. Many lawyers are now adopting a plain English style, but there are still legal phrases that baffle non-lawyers. These terms and explanations are for the law in England and Wales. It is important for translators to use the correct terms in translating text related to law, for example;

Source text: Payung hukum
Target text: Law umbrella

The target text "Law umbrella" is a literal translation for the term "Payung Hukum", and it is not a correct term because there is a specific term to describe "Payung Hukum" in English which is "Legal Protection". Then, in order to avoid a mistranslating specific term like this, translators should check the specific terms in their translation product especially those related to Law. In this chapter, you will see several terms in the field of law, and you should translate these terms into Indonesian so one day you will be able to refer back to these terms in order to produce a good quality of translation product which is related to Law.

C. Specific Terms Related to Law

Following are specific terms related to law (Legal terms) in English and its translation in Indonesia.
Judicial appeal – banding
Ministry of consumer affairs – kementrian urusan konsumen
The statutory power of appropriation - kewenangan hukum mengenai penggunaan dana
"suit" and "sued" – gugatan dan digugat
2nd term compensational divorce – kompensasi talak dua
Abet (aid and abet) – berkomplot (membantu dan berkomplot)
Abortion of exercise for proposed placement of shares: pembatalan pelaksanaan penempatan saham yang diusulkan
Absolute and uncontrolled discretion: kebijaksanaan mutlak dan tidak terbatas
Absolute discharge: pelaksanaan kewajiban mutlak
Actual authority and apparent authority: kewenangan nyata dan kewenangan terlihat
Adjusted and decreed: diputuskan dan ditetapkan
Advances upon the security: pinjaman atas jaminan
Affectation: pembebanan

Affidavit: pernyataan tertulis dibawah sumpah

Affidavit for marriage: affidavit tentang status perkawinan

Aid: membantu

Agreement documents onshore: dokumen perjanjian pekerjaan

Apostille: legalisasi/legalisir

Approximation of the laws of the member states: penyesuaian perundang-undangan negara anggota

Appurtenances: segala sesuatu yang menjadi/merupakan bagian

As may prove convenient: yang mungkin memudahan

As of right by judicial sale: tepat pada saat lelang pengadilan

As referred as the event: disebut (sebagai) peristiwa

Assault and battery: ancaman dan kekerasan

Beneficiary vs heir : ahli waris (menurut) wasiat vs ahli waris menurut nasab

Benefit: imbalan

Branch of trust: ingkar janji

Bring a criminal action: mengajukan tuntuan pidana

Broad entitlement: luasnya pengakuan hak

By virtue of: berdasaran atas

Call in: mendapatkan kembali/menarik

Case law: yurisprudensi

Cease and desist: hentikan dan hindari

Certificate of good standing : sertifikat hak usaha

Certificate of incumbency: surat keterangan pemegang jabatan

Chancery court: pengadilan ekuitas (chancery)

Changes reserved: isi dokumen ini dapat berubah sewaktu-waktu

Character and penal clearance requirements: persyaratan surat keterangan kelakuan baik

Chartered member: anggota bersertifikat (akuntan public)

Civil action is an action or lawsuit: gugatan perdata adalah gugatan atau gugatan hukum

Civil standard of proof: standar pembuktian perdata

Close-out amount: jumlah pengimpasan

Closing argument: argument penutup

Co-defendant: yang turut tergugat

COB: Akhir hari kerja

Code sections: UU keluarga Pasal

Commission: masa jabatan

Commissioner for oaths: pejabat pengambil sumpah

Composition or arrangements: komposisi atau penjadwalan ualng

Consanguinity within the fourth civil-degree: memiliki hubungan keluaga sampai dengan derajat ke empat

Constructive dismissal: pengunduran diri karena terpaksa

Consular associate: konsul muda

Controversy at law or in equity: perkara menurut hukum perdata

Cover note: surat pengantar

Date of determination: tanggal penetapan

Practice:

Following are specific terms related to law (Legal terms) in English, please find the most equivalent words in Indonesian which can replace these terms:

Accumulation -- reinvesting income generated by a fund back into the fund.

Accused -- the person charged with a criminal offence.

Acknowledgement -- admitting that someone has a claim or admitting that
a debt exists.

Acquit -- when a court lets a person go without any penalty. If a court decides that a person is not guilty of a crime, or the case has not been proved, it will acquit the person.

Acquittal -- the court's decision that a person is innocent of the crime they were charged with.

Action -- using the law to make a claim.

Active trust -- a trust where the trustees have other responsibilities rather than to just let the beneficiaries have the trust's assets when they ask for them.

Act of bankruptcy -- an act which, if carried out by a person with debts, could have led to bankruptcy proceedings against that person.

Act of God -- an extreme naturally occurring event (such as an earthquake, avalanche or flood) that could not have been anticipated. Actual bodily harm hurting another person but less severely than would amount to grievous bodily harm.

Actual loss -- an insurance term which means that the insured item no longer exists.

Ademption -- when a gift in a will cannot be made because the item no longer exists.

Ad hoc for a particular purpose. For example, a committee set up to deal with a particular situation is an ad hoc committee. (This term is Latin.)

Ad idem - in agreement. (This term is Latin.)

Ad infinitum -- endlessly or forever. (This term is Latin.)

Adjourned -- sine die when a court case has no date fixed for it to continue.

Adjournment -- postponing a court hearing.

Adjudge/adjudicate -- to give an official judgement about something. For example, if someone cannot pay their debts a court may adjudge them bankrupt.

Adjudication -- order the former name for a court order which made someone bankrupt. It has now been replaced with the term bankruptcy order.

Admission -- one side in a case agreeing that something the other side has alleged is true.

Admonition -- reprimanding of a defendant by a judge even though the case against the defendant has been discharged (dropped).

Adoption -- the system which people use to become parents, even though they are not the child's natural parents.

Adoptive child -- a child who has been legally adopted.

Adoptive parent -- a person who has legally adopted a child.

Ad valorem -- in proportion to the value. An ad valorem duty goes up as the value of the goods, shares and so on that it is charged on rises. (This term is Latin.)

Assent a document used by personal representatives to
transfer property to a beneficiary.

Asset -- something owned such as a building, a vehicle or money in the bank.

Assign to formally transfer something, such as when ownership of property is transferred from one person to another.

Assignment -- the formal transfer of the rights to something. An example would be a bank customer assigning to the bank the right to receive the benefits from a life insurance policy to give the bank security for a loan.

Assurance -- insurance cover for an event which will definitely happen, such as death.

Assure -- to transfer the ownership of something.

Assured -- the person whose life is insured or who is entitled to receive the benefit from the assurance cover.

Assured shorthold Tenancy -- a type of tenancy agreement under which the landlord has the right to take the property back at the end of the tenancy agreement.

Attachment of earnings -- a court order that deductions be made from a person's earnings. The employer pays the money collected to the court and the court pays the money to the people it is owed to.

Attest -- to sign to witness a signature on a document.

Attorney -- a person appointed to act for another person (such as when someone cannot look after their own affairs). A formal document called a power of attorney is used to appoint the attorney. It is also the name used for a US lawyer.

Auditor's report -- a report and opinion, by an independent person or firm, on an organisation's financial records.

Authorised -- share Capital the highest amount of share capital that a company can issue. The amount is set out in the company's memorandum of association.

Authorised -- Investments investments in which a trustee is permitted to invest trust money, under an Act of Parliament.

Autopsy -- an examination of a dead body to find the cause of death.

Balance sheet -- a summary of an organisation's financial position. It lists the values, in the books of account on a particular date, of all the organisation's assets and liabilities. The assets and liabilities are grouped in categories and paint a picture of the organisation's strengths and weaknesses.

Banker's draft -- a cheque drawn by a bank on itself. It is used when there must be certainty that a cheque will be paid.

Bankrupt -- someone who has had a bankruptcy order.

Bankruptcy order -- an order that a court may issue against someone if they cannot pay their debts when they are due to be paid. This order takes ownership of the debtor's property away from the debtor and allows much of the property to be sold. The money raised is divided between the creditors following strict rules.

Bankruptcy search -- a document which says whether or not someone is bankrupt.

Bar -- the collective term for barristers. When a lawyer becomes a barrister, it is called 'being called to the bar'.

Bare -- trust a trust which holds property on behalf of a person until they ask for it back.

Bare trustee -- someone who holds property on behalf of another person until asked to return the property.

Bargain and sale -- a contract to sell any property or investment in land that a person owns.

Barrister -- a lawyer who can speak in the higher courts, which a solicitor is not allowed to do.

Barter -- a way of paying for things by exchanging goods instead of using money.

Battery -- using physical force on someone either intentionally or carelessly and without their agreement. It would not be battery if two boxers took part in a boxing match, even though they hurt each other during the match, because they would have agreed to fight each other.

Bearer -- the person who has a document in their possession.

Bench -- the name for the judges or magistrates in a court.

Bench warrant -- a warrant issued by a court for the arrest of an accused person who has failed to attend court. It is also issued when someone has committed contempt of court and can't be traced.

Beneficial interest -- belonging to a person even though someone else is the legal owner. If something really belongs to someone, even if that person does not legally own it, they have a beneficial interest in it. If, for instance, parents hold an investment on behalf of their child they are the legal owners, but the child is the beneficial owner of the investment.

Blackmail -- demanding payment from a person in return for not revealing something shameful about them.

Bodily harm -- physical injury or pain.

Bona fide -- genuine sincere or in good faith. (This term is Latin.)

Bond -- a written promise to repay a debt at an agreed time and to pay an agreed rate of interest on the debt.

Bonded goods -- goods for which a bond has been paid to HM Customs and Excise as security for the duty owed on the goods.

Bonded warehouse -- a warehouse approved by HM Customs and Excise for storing goods imported into the UK until the duty on them has been paid or the goods have been exported to another country.
Bonus shares -- free shares that a company offers to its shareholders, in proportion to their existing shareholdings.
Book value -- the value of a fixed asset, such as a building or machine, as recorded in an organisation's books. It is usually the amount paid for the asset less an amount for depreciation.
Bought note -- a document showing details of a purchase by someone for a third party. Stockbrokers produce bought notes for their clients. The bought note shows details of the investments the broker has bought for the client, including the price paid and any commission and duty charged.
Breach of contract -- failing to carry out a duty under a contract.
Breach of duty -- failing to carry out something which is required by law, or doing something the law forbids.
Breach of the peace (or breaking the peace) -- when harm is done to someone, or harm is threatened.
Breach of trust -- when a trustee does something which is against the trust's rules or fails to do something required by the trust's rules.
Break clause -- a clause in a contract which allows it to be ended.
Careless driving -- driving a car without consideration for other people using the road.
Care order -- an order by a court instructing the local authority to care for a child.
Cartel -- an agreement between businesses to restrict competition and keep prices high.
Case law -- law that is based on the results of previous court cases.
Case stated -- the written statement setting out the facts of a case.
It is produced by a magistrates' court when asking the High Court for an opinion on the law.
Causation -- one thing being done causing something else to happen.
Cause of action -- the reason someone is entitled to sue someone else.
Chose an item of property (anything which can be owned).Chose in action a right such as a patent, or a right to recover a debt. A chose in action does not physically exist. For example, you cannot touch patents or rights because they have no physical existence.

Chose in possession -- an object which physically exists, such as furniture. Circuit any of the six legal regions into which the United Kingdom is divided up. Each circuit has its own system to administer the courts within the circuit.

Circuit judge -- a judge who presides over (is in charge of) cases in the Crown Court and county courts.

Circumstantial Evidence -- evidence which suggests a fact but does not prove the fact is true.

Practice:

Please translate the following sentences in bold into Indonesian:

trustworthy = capable of being trusted

In most countries, politicians are regarded as untrustworthy and possibly corrupt.

paramount = of the greatest importance

It is paramount that we find a solution to the problem of Internet piracy.

devious = extremely clever in a dishonest way

Online criminals today are devious, and use many different methods to deceive their victims.

minutiae (pronounced ‘my-new-shy’) = small details

Nobody really understands the minutiae of the new tax code.

grievance = an issue which makes people upset or angry for a long time

Some towns in the countryside have a grievance with central government because of land reform laws.

sensitivity = being alert to the circumstances of a specific group of people

Teachers should show sensitivity to students who have language difficulties.

to commit an offence/a crime = to do it

The President committed murder when he arranged for his opponent to be assassinated.

informants = people who tell the police useful information about criminals in their area

The police paid the informant for information about who organised the riots.

evidence = material presented in court to prove that someone is guilty or innocent

The police had a lot of DNA evidence against her, but no witness statements.

a trial = the legal procedure of prosecuting someone for a crime

A murder trial can last for many weeks and cost millions of Euros to conduct.

conviction rates = the percentage of accused people who are convicted of (= found to be guilty of) a crime

Conviction rates for burglary are low; only about 30% of trials result in a conviction.

a deterrent = something that makes people not want to do something (verb = to deter)

We have a guard dog as a deterrent against intruders at night. It deters people from coming into our garden.

sentencing = the action of telling a convicted criminal what the punishment is
(verb = to sentence)

Imprisonment = punishment by being in prison

He was sentenced to five years imprisonment for the armed robbery of a shop.

A fine = money paid as a punishment

The fine for speeding in my country is about 200 Euros.

community service = punishment by doing manual work for the public

Her community service consisted of cleaning the town parks and sweeping litter in the streets.

rehabilitation = the process of changing a criminal's character so that he does not commit more crimes (verb = to rehabilitate someone)

Some prisons use music and drama to rehabilitate offenders. Others say there is no point in trying.

an offender = a person who commits an offence

The government should provide training for offenders in prison, so that they don't turn to crime again when they leave.

tendencies = inclinations due to your character (usually negative)

Some young people in cities have tendencies towards graffiti and vandalism.

corruption = the crime when an official breaks laws to help people that he knows

Corruption is widespread in the police in some developing countries.

bribery = the crime of giving money to officials to get something done (verb = to bribe someone)

I had to bribe a customs inspector to get my luggage through the airport.

to enforce laws = to apply them to people

The police are not enforcing the laws about dropping litter in public. They should arrest more people for this.

unequitable = unfair or different for different groups

It is unequitable to arrest young people for speeding, but not older people.

law-abiding = following all the laws in a proper way

I am a law-abiding citizen. I never break the speed limit or any other laws.

transferable skills = skills that can be used in different situations

I have transferable skills which I use in both my professional career and my fund-raising work for charities.

lateral thinking = the ability to think creatively and in new ways

Facebook and Google are great examples of companies that have grown on lateral thinking.

investigative = adjective from 'to investigate' = to enquire about the causes of a crime or a problem

The police refused to investigate the Prime Minister, leading to accusations of corruption.

to transcend a situation = to be bigger or go beyond it

The need for reducing financial waste transcends the government – everybody should be spending money more carefully.

a context = a specific situation

Armed police evidently work well in the American context, but would be less effective in a British context.

to outweigh = to be more important than

The advantages of having a diesel car outweigh the costs.

over-familiarity = when an official is too friendly with the public

We should discourage over-familiarity between judges and lawyers, because it could lead to corruption.

D. Practice!

Please translate the following texts into Indonesian.

Title: Crime prevention through community empowerment: An empirical study of social capital in Kyoto, Japan

Authors: Anna Matsukawa, Shigeo Tatsuki (International Journal of Law, Crime and Justice Vol. 54, September 2018, pages 89-101.

Abstract:

Crime prevention activities led by neighborhood associations are common throughout Japan and exemplify the idea in environmental criminology that communities can be kept safe by residents themselves. In this study, we surveyed neighborhood associations in Kyoto to test a theoretical model that for social capital and community based crime prevention that we developed as part of our earlier work in Kobe. Structural Equation Modeling (SEM) based on survey data and police records for street crimes and residential burglary suggest that specific efforts by community residents can enrich social capital and lead to community safety and security both subjectively and objectively. Social capital had a significant effect on the reduction of street crime, although not for burglary, and our findings suggest that our social capital reduces the fear of crime and increases a sense well-being for families and seniors. Although these well-being measures are subjective, emotional change is important in a context where there is no association between actual crime rates and fear of crime. Our research may offer practical insights for the development of universal methodologies that can contribute to the prevention of crime and sense of security through community empowerment.

Title: Social and contextual taxonomy of cybercrime: Socioeconomic theory of Nigerian cybercriminals

Author: Suleman Ibrahim (International Journal of Law, Crime and Justice, Vol. 47, December 2016, pages 44-57)

Abstract:

This article aims to establish the particularities of cybercrime in Nigeria and whether these suggest problems with prevailing taxonomies of cybercrime. Nigeria is representative of the Sub-Saharan region, and an exemplary cultural context to illustrate the importance of incorporating social and contextual factors into cybercrime classifications. This paper anchors upon a basic principle of categorization alongside motivational theories, to offer a tripartite conceptual framework for grouping cybercrime nexus. It argues that cybercrimes are motivated by three possible factors: socioeconomic, psychosocial and geopolitical. Whilst this contribution challenges the statistics relied on to inform the prevalence of cybercrime perpetrators across nations, it provides new ways of making sense of the voluminous variances of cybercrime. Concomitantly, it enables a clearer conceptualization of cybercrime in Nigeria and elsewhere, because jurisdictional cultures and nuances apply online as they do offliine.

Chapter 9: Translating Text Related to Medical Field

A. How Translate Text Related to Medical Field?

Producing incorrect translation of medical text could affect the misdirect information given for medical students or the future doctor/nurse who read the medical book. Thus, translators should translate the text very carefully. Medical jargon is already confusing to individuals who lack a working knowledge of the medical industry. In order to help patients understand, healthcare providers must elaborate on their medical explanations. However translating medical terms becomes a serious problem when there is no a direct translation for a particular term in a particular language. This is not a rare occurrence; many medical professionals in different parts of the world deal with this exact problem. Medical translation companies bridge the communication gap and help ensure that the meanings of important medical terms are not lost in translation.

A good example of the meaning getting lost in translation in the medical field is featured in an article on The Phnom Penh Post. In it, author Louisa Wright described how psychologists in Cambodia found difficulty in finding the appropriate equivalent of psychological trauma terminology in Khmer, the local language. Michael Hirsch, the assistant professor of the Royal University of Phnom Penh's (RUPP) psychological department cities the lack of consistent translations agreed upon by medical professionals as the real problem. Now, the RUPP's psychology and social work departments are hard at work to complete the first comprehensive English-Khmer psychological dictionary.

However, this is now the only obstacle in medical translation. It is extremely important for both the translator and the translation editor to be knowledgeable of the appropriate medical or pharmaceutical terminology required. A translator cannot hope to produce accurate translations if he or she is not familiar with the specific medical field. For instance, a company in the pharmaceutical industry that manufactures products, which countless patients depend on, should never entrust the translation to a linguist with a limited or no background in pharmacology.

Another important issue in medical translation is the education level of the translated text – for example, should the translation target a medical professional or should it be in layperson’s terms. This, of course, depends on the target audience. If the medical company is releasing products and information materials to a professional medical staff, medical-level terminology should be used. If the intended end-users are patients, it is important to translate to the appropriate educational grade-level of the target audience.

Synonymous medical terms can also pose problems for translation. For instance, Barbow’s syndrome is also known by other names like Moeller- Barlow disease and vitamin C deficiency syndrome. The translator must then choose which terms is more commonly used in the target audience’s geographical area or region. The same is also true for common metaphors used by doctors like “critically ill”, “terminal disease”, or “to expire”. The correct localization of the translated terms is absolutely critical in order to provide accurate and appropriate medical information.

Translating medical terms is a serious business. Precise medical translation should remove additional risk, and properly and clearly communicates to healthcare providers and patients. Medical professionals should invest only in services provided by certified medical translators from a trusted translation company like Excel Translations.

Medical translation concerns a number of subject areas, including pharmacolo-gy, medical rescue system, surgery, obstetrics, paediatrics, psychiatry, internal medicine, oncology, cardiology and other fields of specialty, as well as other disciplines, such as law or administration. Translation is a crucial factor in dis-seminating knowledge and new discoveries in the medical field globally. Medi-cal translation does not concern a single genre or a homogenous discourse. The translated texts include popularizations, such as textbooks for medical students, popular science book on medicine, but also research papers, conference proceed-ings, case studies, case histories, discharge summaries, reports and relatively simple texts for patients: information leaflets, consent forms, brochures.

A number of texts are translated due to regulatory requirements concern-ing new medical products and medical devices or new applications of pharmaco-logical products. What also generates the demand for the translation of medical texts is the need to conform to the formal requirements applicable to clinical trial registration and conduct or marketing new drugs, which involves translating the registration documents and other necessary materials to the local language. New findings are published in English, which means that a number of research papers are translated. The demand for medical translation is also the result of emigra-tion. What is more, translators prepare medical files for patients who seek medi-cal help outside their own country of residence. The translators of medical texts face a number of challenges, some of which are the subject of research. They include medical terminology, lexical equivalence of medical texts, readability, quality issues.

Medical discourse comprises a range of forms of communication. Gotti (2008: 24) uses the term specialized discourse as ”the specialist use of language in contexts which are typical of a specialized community stretching across the academic, the professional, the technical and the occupational area of knowledge and practice”. Three factors are of crucial importance: the user, the domain of use and special application of language. Medical language is used in expert-expert and expert-lay communication, with characteristic features varying from genre to genre, depending on the communicative situation and its participants.

Genres used in expert-expert communication such as discharge summaries, case studies and case notes, imaging reports and research papers use numerous spe-cialized terms whose semantic value is taken for granted; the only words or phrases which are explained are those coined or redefined by the author of a paper or a presentation (cf. Gotti 2008). Expert-lay communication covers pack-age leaflets, informed consent documents, patient factsheets etc., which use (or should use) less complex terminology, which is illustrated or explained when it occurs for the first time (cf. Gotti 2008). The main characteristics of specialized medical texts include terminology and syntactic features, such as nominalization, heavy pre- and postmodification, long sentences, use of passives and third per-son (Askehave & Zethsen 2000).

The scientific world is predominantly English-speaking and major scientific journals publish papers in English. The share of scientific papers written in Eng-lish in the total number of papers published is 80% according to Montgomery (2009) and 85% according to Kaplan (2001). But long before English became the lingua franca of science, Latin was the dominant language of medicine as of the 2nd century, while Greek remained the language of instruction for medical students until the 3rd century (Fischbach 1998). In fact, Greek and Latin shaped the conventions of scientific (not only medical) writing for over 2000 years (McMorrow 1998: 14).

All the great civilizations kept records of medical findings (McMorrow 1998) and translation has for a long time supported the dissemination of medical knowledge – Greek medical advances were imported to Rome thanks to physi-cian translators, Asclepaides for instance (Fischbach 1998: 2). Physicians trans-lated medical writings to other languages as well, which included Syriac, Arabic, Farsi, and Hebrew (McMorrow 1998: 15). In the 7th century Baghdad had one of the most prominent medical schools, which was also a school of translators. The works of Persian and Arab physicians were translated into Latin at Toledo School of Translators (Fischbach 1998).

Jack Segura (1998: 37) observes that "Arab armies brought with them a treasure trove of medical and scientific knowledge from Ancient India, Persia, Egypt, Greece and Syria." Arabs acted as intermediaries in disseminating medical knowledge, including the Greek medical heritage. Two recognized translators: Constantinus Africanus (1020-1087) and Gerard of Cremona (1140-1187) lived on the Arab-Christian frontier, the former worked at Salerno and the latter – in Toledo (Ackernecht 1982, McMorrow 1998). Despite the significant role in translation, the Arabic influence on the language of medicine is relatively small (McMorrow 1998: 15), and mainly con-cerns botanic names or names of herbs. The 13th century marked the beginning of the second wave of translations of Greek manuscripts, which were now ren-dered directly and more accurately.

According to McMorrow (1998: 16) "Latin had a life of about 800 years in academic medicine (1000-1800)". In the Middle Ages both Latin and Middle English were acceptable in medical communication: Latin in academic instruc-tion and Middle English as the vernacular language. Anglo-Saxon had some basic medical terminology e.g. head, skull, brain, nose, blood, wound, sore etc. The 19th century was when the reign of Latin in teaching and writing medi-cine virtually ended. The effect of that reign, however, is visible to date in the relative similarity, or “quasi-uniformity” (McMorrow 1998: 21) of medical lan-guages in the Western world, especially in the Western languages. The importance of the exact and precise description of anatomy and disease has been emphasized since the very early stage of medicine development. (McMorrow 1998; Soubrier 2014). What is observed, however, is the heteroge-neous and dynamic character of medical language:

> Changes in medical knowledge and language have overtaken changes in political and social context during the past 200 years. A major change in medical terminolo-gy is well under way, one that will not wipe out the classical heritage, but enfold it with many layers of heterogeneous material (McMorrow 1998: 14).

The modern language of medicine employs modern derivatives of Greek and Latin words “with no concern for etymological purity” (McMorrow 1998: 21). The corpus of Greek and Latin terminology is still the base of the contemporary medical language, which also uses new eponyms, acronyms and trade names

B. Specific Terms Related to Medical Field

Following are specific medical terms in English and its translation in Indonesian:

Abortion: aborsi

Acne: jerawat

Surgeon: ahli bedah

Drip: alat pengobatan

Allergy: alergi

Amnesia: hilang ingatan

Amputation: amputasi

Appendicitis; usus buntu

Arthritis: radang sendi

Asthma: asma

Backache: sakit punggung

Bandage: perban

Surgery: operasi

Bruise: bekas luka

Bump: bengkak

Bleeding; pendarahaan

Blind: buta

Blister: melepuh

Broken arm/leg: patah lengan/kaki
Bronchitis: brokitis
Bruise: lebam
Blind: buta
Handicap: cacat
Cancer: kanker
Chest pain: sakit di dada
Chicken pox: cacar air
Cold: pilek
Concussion: gegar otak
Constipation: susah buang air besar
Cough: batuk
Cram: kram
Crutches: tongkat penopang tubuh, biasanya setinggi ketiak
Deaf: tuli
Dehydration: kurang cairan
Doctor: dokter
Earache: sakit telinga
Epilepsy: ayan
Fever: demam
Physiotherapy: fisioterapi
Flu: influenza
Fracture: retak, patah tulang
Kidney failure: gagal ginjal
Liver failure: gagal hati
Hearth failure: gagal jantung
Give birth: melahirkan
Pregnant: hamil
Headache: sakit kepala
Heart attack: serangan jantung
Heartburn: rasa panas dalam perut akibat masalah pencernaan (magg)
Hospital: rumah sakit
Hypertension: tekanan darah tinggi
Ill: sakit
Impotence: impotensi
Infection: infeksi
Injection: suntikan
Rest: istirahat
Jaundice: penyakit kuning
Matron: juru rawat
Flannel: kain
Medical chart: kartu catatan medis
Hospital bed: kasur rumah sakit
Cataract: katarak
Punctured heart: kebocoran jantung
Blindness:kebutaan
Miscarriage: keguguran
Gangrene: kematian jaringan tubuh
Blood poisoning: keracunan darah
Orderly: kerapihan
Disability: ketidakmampuan
Deafness: ketulian
Conjunctivitis: konjungtivitis
Consultant: konsultan
Critical: kritis, koma
Numb: kaku
Pulse: detak jantung
Dizzy: pusing
Rash: ruam-ruam gatal
Rheumatism: rematik
Waiting room: ruang tunggu

Referral: rujukan
Ache: sakit
Sick: sakit
Headache: sakit kepala
Pain: sakit
Sore throat: sakit tenggorokan
Specialist: spesialis
Stitches: jahitan
Stomachache: sakit perut
Stress: tertekan
Stroke: stroke (akibat tersumbatnya pembuluh darah ke otak)
Sunburn: kulit terbakar sinar matahari
Nurse: suster
Swollen: bengkak
Symptom: gejala
Temperature: suhu (tubuh)
Therapy: terapi
Blood test: tes darah
Tootache: sakit gigi
Transplant: pencangkokan
Tuberculosis: TBC
Medical test: uji medis
Ulcer: bisul
Department: unit
Wheelchair: kursi roda
Wound: luka

C. Practice!

Please translate the following texts into Indonesian:

EXHIBITING HEALTH AND MEDICINE AS CULTURE

Louise Whiteley, Karin Tybjerg, Bente Vinge Pedersen, Adam Bencard, Ken Arnold

Introduction: This paper discusses the potential role of medical museums in public engagement with health and medicine, based on the work of Medical Museion at the University of Copenhagen. Rather than asking whether cultural venues such as museums can directly improve the well-being of their visitors, we instead focus on how museums should communicate about health and medicine. Methods: The paper describes three examples of exhibitions at Medical Museion that attempt to display medicine as culture, and draws out three of the key strategies they employ. Results: The three key strategies are: (1) medicine is presented through historically specific material objects; (2) these objects are used to explore the processes of research and the evolution of practice; and (3) exhibitions are designed to emphasize an implied relationship between the objects' functions and the visitor's own body. Conclusion: There is increasing emphasis on the need for health communication to recognize people's multiple, lived cultures. We argue that we should also recognize that medical research and practice is itself a form of culture, and as such is multiple and historically shifting. This paper demonstrates that museums are an ideal site for doing so, contributing to public engagement with medicine that acknowledges multiplicity on both sides.

Abstract: Cytotoxic and apoptotic effects of Pancha Paasana Chenduram, a herbo-mineral Siddha medicine, against human cervical cancer cells (HeLa cells)
Authors: Venkataraman Manjari, Rajagopal Pattarayan
Vol 5, Issue I (2019), International Journal of Medical and Health Research

Siddha system of medicine finds important place in the management chronic ailments including cancer. In vitro studies using a variety of cancer cell types have shed light on the mechanistic insights into the anticancer effect of various regimens including Siddha medicines. Pancha Paasana Chendhuram (PPC) is a herbo-mineral formula claimed to posses significant anticancer activity in Siddha system. In the present study, PPC was investigated for its apoptosis mechanism using human cervical cancer cells. PPC up-regulated Bax and p53 and down-regulated BCI2 mRNAs expression in human cervical cancer cells (HeLa cells).

Chapter 10: Translating a Novel

A. Problems of Literary Translation

A.1. Structures

Anne Cluysenaar, in her book on literary stylistics, makes some important points about translation. The translator, she believes, should not work with general precepts when determining what to preserve or parallel from the SL text, but should work with an eye ‘on each individual structure, whether it be prose or verse’, since ‘each structure will lay stress on certain linguistic features or levels and not on others’. She goes on to analyse C.Day Lewis’ translation of Valéry’s poem, Les pas and comes to the conclusion that the translation does not work because the translator ‘was working without an adequate theory of literary translation’. What Day Lewis has done, she feels, is to have ignored the relation of parts to each other and to the whole and that his translation is, in short, ‘a case of perceptual “bad form”’. The remedy for such inadequacies is also proposed: what is needed, says Cluysenaar, ‘is a description of the dominant structure of every individual work to be translated.’

Cluysenaar’s assertive statements about literary translation derive plainly from a structuralist approach to literary texts that conceives of a text as a set of related systems, operating within a set of other systems. As Robert Scholes puts it:

> Every literary unit from the individual sentence to the whole order of words can be seen in relation to the concept of system. In particular, we can look at individual works, literary genres, and the whole of literature as related systems, and at literature as a system within the larger system of human culture.

The failure of many translators to understand that a literary text is made up of a complex set of systems existing in a dialectical relationship with other sets outside its boundaries has often led them to focus on particular aspects of a text at the expense of others. Studying the average reader, Lotman determines four essential positions of the addressee:

(1) Where the reader focuses on the content as matter, i.e. picks out the prose argument or poetic paraphrase.

(2) Where the reader grasps the complexity of the structure of a work and the way in which the various levels interact.

(3) Where the reader deliberately extrapolates one level of the work for a specific purpose.

(4) Where the reader discovers elements not basic to the genesis of the text and uses the text for his own purposes.

Clearly, for the purposes of translation, position (1) would be completely inadequate (although many translators of novels in particular have focused on content at the expense of the formal structuring of the text), position (2) would seem an ideal starting point, whilst positions (3) and (4) might be tenable in certain circumstances. The translator is, after all, first a reader and then a writer and in the process of reading he or she must take a position.

So, for example, Ben Belitt's translation of Neruda's Fulgor y muerte de Joaquín Murieta contains a statement in the Preface about the rights of the reader to expect 'an American sound not present in the inflection of Neruda', and one of the results of the translation is that the political line of the play is completely changed. By stressing the 'action', the 'cowboys and Indians myth' element, the dialectic of the play is destroyed, and hence Belitt's translation could be described as an extreme example of Lotman's third reader position.

The fourth position, in which the reader discovers elements in the text that have evolved since its genesis, is almost unavoidable when the text belongs to a cultural system distanced in time and space. The twentieth-century reader's dislike of the Patient Griselda motif is an example of just such a shift in perception, whilst the disappearance of the epic poem in western European literatures has inevitably led to a change in reading such works. On the semantic level alone, as the meaning of words alters, so the reader/translator will be unable to avoid finding himself in Lotman's fourth position without detailed etymological research. So when Gloucester, in King Lear, Act III sc.vii, bound, tormented and about to have his eyes gouged out, attacks Regan with the phrase 'Naughty lady', it ought to be clear that there has been considerable shift in the weight of the adjective, now used to admonish children or to describe some slightly comic (often sexual) peccadillo.

Much time and ink has been wasted attempting to differentiate between translations, versions, adaptations and the establishment of a hierarchy of 'correctness' between these categories. Yet the differentiation between them derives from a concept of the reader as the passive receiver of the text in which its Truth is enshrined. In other words, if the text is perceived as an object that should only produce a single invariant reading, any 'deviation' on the part of the reader/translator will be judged as a transgression. Such a judgement might be made regarding scientific documents, for example, where facts are set out and presented in unqualifiedly objective terms for the reader of SL and TL text alike, but with literary texts the position is different. One of the greatest advances in twentieth-century literary study has been the reevaluation of the reader. So Barthes sees the place of the literary work as that of making the reader not so much a consumer as a producer of the text, while Julia Kristeva sees the reader as realizing the expansion of the work's process of semiosis.6 The reader, then, translates or decodes the text according to a different set of systems and the idea of the one 'correct' reading is dissolved. At the same time, Kristeva's notion of intertextuality, that sees all texts linked to all other texts because no text can ever be completely free of those texts that precede and surround it, is also profoundly significant for the student of translation. As Paz suggests (see p. 44) all texts are translations of translations of translations and the lines cannot be drawn to separate Reader from Translator.

Quite clearly, the idea of the reader as translator and the enormous freedom this vision bestows must be handled responsibly. The reader/ translator who does not acknowledge the dialectical materialist basis of Brecht's plays or who misses the irony in Shakespeare's sonnets or who ignores the way in which the doctrine of the transubstantiation is used as a masking device for the production of Vittorini's anti-Fascist statement in Conversazioni in Sicilia is upsetting the balance of power by treating the original as his own property. And all these elements can be missed if the reading does not take into full account the overall structuring of the work and its relation to the time and place of its production. Maria Corti sums up the role of the reader in terms that could equally be seen as advice to the translator:

> Every era produces its own type of signedness, which is made to manifest in social and literary models. As soon as these models are consumed and reality seems to vanish, new signs become needed to recapture reality, and this allows us to assign an information-value to the dynamic structures of literature. So seen, literature is both the condition and the place of artistic communication between senders and addressees, or public. The messages travel along its paths, in time, slowly or rapidly; some of the messages venture into encounters that undo an entire line of communication; but after great effort a new line will be born. This last fact is the most significant; it requires apprenticeship and dedication on the part of those who would understand it, because the hypersign function of great literary works transforms the grammar of our view of the world.

The translator, then, first reads/translates in the SL and then, through a further process of decoding, translates the text into the TL language. In this he is not doing less than the reader of the SL text alone, he is actually doing more, for the SL text is being approached through more than one set of systems. It is therefore quite foolish to argue that the task of the translator is to translate but not to interpret, as if the two were separate exercises. The interlingual translation is bound to reflect the translator's own creative interpretation of the SL text. Moreover, the degree to which the translator reproduces the form, metre, rhythm, tone, register, etc. of the SL text, will be as much determined by the TL system as by the SL system and will also depend on the function of the translation. If, as in the case of the Loeb Classics Library, the translation is intended as a line by line crib on the facing page to the SL text, then this factor will be a major criterion. If, on the other hand, the SL text is being reproduced for readers with no knowledge either of the language or the socioliterary conventions of the SL system, then the translation will be constructed in terms other than those employed in the bilingual version. Criteria governing modes of translation have varied considerably throughout the ages and there is certainly no single proscriptive model for translators to follow.

1. Translating Prose

Although there is a large body of work debating the issues that surround the translation of poetry, far less time has been spent studying the specific problems of translating literary prose. One explanation for this could be the higher status that poetry holds, but it is more probably due to the widespread erroneous notion that a novel is somehow a simpler structure than a poem and is consequently easier to translate. Moreover, whilst we have a number of detailed statements by poet-translators regarding their methodology, we have fewer statements from prose translators. Yet there is a lot to be learned from determining the criteria for undertaking a translation, as has been demonstrated above.

For a number of years I have used an exercise designed to discover how the translation of a novel is approached. Students are asked to translate the opening paragraph(s) of any novel and the translations are then examined in group discussion. What has emerged from this exercise, time and again, is that students will frequently start to translate a text that they have not previously read or that they have read only once some time earlier. In short, they simply open the SL text and begin at the beginning, without considering how that opening section relates to the structure of the work as a whole. Yet it would be quite unacceptable to approach the translation of a poem in this way. This is significant because it shows that a different concept of the imaginary distinction between form and content prevails when the text to be considered is a novel.

It seems to be easier for the (careless) prose translator to consider content as separable from form. As an example of what can happen when the translator stresses content at the expense of the total structure, let us take the following extract; the opening of The Magic Mountain:

> An unassuming young man was travelling in midsummer, from his native city of Hamburg to Davos-Platz in the Canton of Grisons, on a three weeks' visit. From Hamburg to Davos is a long journey—too long, indeed, for so brief a stay. It crosses all sorts of country; goes up hill and down dale, descends from the plateaus of Southern Germany to the shores of Lake Constance, over its bounding waves and on across marshes once thought to be bottomless.

(tr. H.T.Lowe-Porter)*

* I am grateful to my colleague, Tony Phelan, for bringing this example to my attention.

This fast-moving, energetic passage, consisting of three sentences with four verbs of action and movement pulls the reader straight into the narrative. The no-nonsense details of the journey and the time of the young man's proposed stay combine with the authorial value judgment on the brevity of the visit. In short, what we have here is a strong descriptive opening, with a powerful authorial presence, and the world picture painted here has close affinities with what the reader perceives as his own rational world.

The problem with this translation comes when it is set against the original German text, and the extent of the distance between the SL and the TL versions is compared. Mann's novel opens as follows:

> *Ein einfacher junger Mensch reiste im Hochsommer von Hamburg, seiner Vaterstadt, nach Davos-Platz im Graubündischen. Er fuhr auf Besuch für drei Wochen. Von Hamburg bis dorthinauf, das ist aber eine weite Reise; zu weit eigentlich im Verhältnis zu einem so kurzen Aufenthalt. Es geht durch mehrerer Herren Länder, bergauf and bergab, von der süddeutschen Hochebene hinunter zum Gestade des Schwäbischen Meeres und zu Schiff über seine springende Wellen hin, dahin über Schlünde, die früher für unergründlich galten.*

In this opening passage, the reader is given a series of clues that key him in to some of the codes operating through the novel. It is, of course, not restricted within the boundaries imposed by the realist world and depicts the ideological struggle between such dramatic opposites as health and sickness, life and death, democracy and reaction, and is set in a sanatorium where the characters are 'on holiday', removed from the struggle for existence. The journey depicted in the first few sentences is therefore functioning on more than one level: there is the young man's actual journey; the symbolic journey across a nation; the journey as a metaphor for the quest on which the reader is about to embark. Moreover, in Mann's description of the journey there are deliberate devices (e.g. the use of the classical term Gestade for shore) recalling eighteenth-century modes, for another major line through the novel is an attempt to bring together two stylistic modes, the lyrical and the prosaic. The English translator's compression of Mann's sentence structures reduces the number of levels on which the reader can approach the text, for clearly the translator's prime concern has been to create a sense of rapid movement. So the second sentence has been integrated with the first to form a single unit and the fourth sentence has been shortened by deliberate omissions (e.g. zu Schiff—by boat).

The stylized terms describing places have been replaced by straightforward, geographical names and the stately language of Mann's text has been replaced with a series of clichés in a conversational account of an overly long journey. There are also other variations. The introduction of the protagonist in Mann's first sentence in such deliberately decharacterized terms is yet another key to the reader, but by translating einfacher (ordinary) as unassuming, the English translator introduces a powerful element of characterization and alters the reader's perspective. And it is difficult not to conclude that the English translator has inadequately grasped the significance of the novel when there is even a case of mistranslation, Schlünde (abysses) rendered as marshes.

An example of a different kind of deviation through translation can be found by considering the following passages:

> *Il primo di giugno dell'anno scorso Fontamara rimase per la prima volta senza illuminazione elettrica. ll due di giugno, il tre di giugno, il quattro di giugno. Fontamara continuò a rimanere senza illuminazione elettrica. Così nei giorni seguenti e nei mesi seguenti, finché Fontamara si riabituò al regime del chiaro di luna. Per arrivare dal chiaro di luna alla luce elettrica, Fontamara aveva messo un centinaio di anni, attraverso I'olio di oliva e il petrolio. Per tornare dalla luce elettrica al chiaro di luna bastò una sera.*
>
> *(Fontanara, I.Silone)*

On the first of June last year Fontamara went without electric light for the first time. Fontamara remained without electric light on the second, the third and the fourth of June. So it continued for days and months. In the end Fontamara got used to moonlight again. A century had elapsed between the moon-light era and the electric era, a century which included the age of oil and that of petrol, but one evening was sufficient to plunge us back from electric light to the light of the moon.

(Fontamara, G.David and E.Mossbacher)

The opening passage of Fontamara introduces the reader immediately to the tone of the work, a tone that will remain through the device of the series of fictitious narrators whose accounts Silone is supposedly recording. And it is the tone, always downbeat and gently ironic even when the most moving and painful experiences are being described, that gives this novel its special quality. In the opening paragraph the narrator describes the transitoriness of progress, the way in which the long, slow development of technology that led to the arrival of electric light in a small mountain village can be overturned in a single night, and the faintly mocking, almost resigned tone is immediately established.

The Italian text consists of five sentences. The first two open with time phrases—il primo di giugno locates the start of the narrative on a definite date; il primo di giugno opens the sentence that expands on that initial blunt statement and moves the reader on in time. The third sentence again opens with a time phrase, now qualified by the conversational first word così, and moves still further into time future, through weeks and months. The final two sentences both open with a verbal phrase of movement: per arrivare and per tornare, that sum up the point being made in the opening paragraph about the slow movement of technological advancement compared to the speed with which that technology can be abandoned. The language of this paragraph is therefore misleadingly simple, and the almost conversational tone camouflages a heavily rhetorical passage, carefully structured to build to a point of climax and utilizing a series of patterns of repetition (e.g. the various time phrases; phrases such as illuminazione elettrica, luce elettrica, chiaro di luna, etc.).

The English translation has not made any attempt to retain the pattern of five sentences, beginning with either a time phrase or a verb of movement. Instead the second sentence inverts the time phrases, and puts them at the end—which could be defended in terms of English stylistic modes—and the remaining three sentences are formed by splitting one SL sentence into two and then by joining two other SL sentences together.

This device works well in the first instance, creating the two short, conversational statements beginning ‘So it continued’ and ‘In the end’. But by joining the two SL sentences into a single, long TL sentence, the sense of movement of the original is lost in the clumsy structure. The infinitives arrivare and tornare have become elapsed and to plunge back, the phrase attraverso I'olio di oliva e il petrolio has been expanded (but not made clearer) into a century which included the age of oil and that of petrol. The use of era strikes a jarring note, the inversion of the final part of the sentence means that all the impact of the last words of the SL text is lost, and the introduction of the personal pronoun us makes the shift in register between the first four sentences and the final one all the more incongruous. Yet there has clearly been an attempt to set up patterns of repetition in the English text (e.g. the repetition of era, century) even though phrases such as *chiaro di luna and luce elettrica* are not translated consistently. In short, it is difficult to see what the criteria behind the English translation were, for there are so many inconsistencies. What does seem apparent, however, is that the English translators have not given adequate consideration to the function of the stylistic devices used by Silone.

Wolfgang Iser, developing Roman Ingarden's discussion of the 'intentional sentence correlatives' that make up the world presented in the literary text,19 points out that the intentional correlatives disclose subtle connections which individually are less concrete than the statements, claims and observations, even though these only take on their real meaningfulness through the interaction of their correlatives.

Iser goes on to state that the sentence does not consist solely of a statement 'but aims at something beyond what it actually says', since sentences within a literary text 'are always an indication of something that is to come, the structure of which is foreshadowed by their specific content'. If the translator, then, handles sentences for their specific content alone, the outcome will involve a loss of dimension. In the case of the English translation of the texts above, the sentences appear to have been translated at face value, rather than as component units in a complex overall structure. Using Popovič's terminology, the English versions show several types of negative shift involving:

(1) mistranslation of information

(2) 'subinterpretation' of the original text;

(3) superficial interpretation of connections between intentional correlatives.

Having begun by stating that I intended to avoid value judgements of individual translations, it might now seem that I have deviated from my original plan. Moreover, it might seem unfair to lay so much emphasis on cases of negative shift that emerge from the first few sentences of a vast work. But the point that needs to be made is that although analysis of narrative has had enormous influence since Shlovsky's early theory of prose, there are obviously many readers who still adhere to the principle that a novel consists primarily of paraphrasable material content that can be translated straightforwardly.

And whereas there seems to be a common consensus that a prose paraphrase of a poem is judged to be inadequate, there is no such consensus regarding the prose text. Again and again translators of novels take pains to create readable TL texts, avoiding the stilted effect that can follow from adhering too closely to SL syntactical structures, but fail to consider the way in which individual sentences form part of the total structure. And in pointing out this failure, which is first and foremost a deficiency in reading, I believe that I am not so much passing judgement on the work of individuals as pointing towards a whole area of translation that needs to be looked at more closely.

B. Translating a Novel

Hilaire Belloc laid down six general rules for the translator of prose texts:

1) The translator should not 'plod on', word by word or sentence by sentence, but should 'always "block out" his work'. By 'block out', Belloc means that the translator should consider the work as an integral unit and translate in sections, asking himself 'before each what the whole sense is he has to render'.
2) The translator should render idiom by idiom 'and idioms of their nature demand translation into another form from that of the original. Belloc cites the case of the Greek exclamation 'By the Dog!', which, if rendered literally, becomes merely comic in English, and suggests that the phrase 'By God!' is a much closer translation. Likewise, he points out that the French historic present must be translated into the English narrative tense, which is past, and the French system of defining a proposition by putting it into the form of a rhetorical

question cannot be transposed into English where the same system does not apply.

3) The translator must render 'intention by intention', bearing in mind that 'the intention of a phrase in one language may be less emphatic than the form of the phrase, or it may be more emphatic'. By 'intention', Belloc seems to be talking about the weight a given expression may have in a particular context in the SL that would be disproportionate if translated literally into the TL. He quotes several examples where the weighting of the phrase in the SL is clearly much stronger or much weaker than the literal TL translation, and points out that in the translation of 'intention', it is often necessary to add words not in the original 'to conform to the idiom of one's own tongue'.
4) Belloc warns against les faux amis, those words or structures that may appear to correspond in both SL and TL but actually do not, e.g. demander—to ask translated wrongly as to demand.
5) The translator is advised to 'transmute boldly' and Belloc suggests that the essence of translating is 'the resurrection of an alien thing in a native body'.
6) The translator should never embellish.

Belloc's six rules cover both points of technique and points of principle. His order of priorities is a little curious, but nevertheless he does stress the need for the translator to consider the prose text as a structured whole whilst bearing in mind the stylistic and syntactical exigencies of the TL. He accepts that there is a moral responsibility to the original, but feels that the translator has the right to significantly alter the text in the translation process in order to provide the TL reader with a text that conforms to TL stylistic and idiomatic norms.

Belloc's first point, in which he discusses the need for the translator to 'block out' his work, raises what is perhaps the central problem for the prose translator: the difficulty of determining translation units. It must be clear at the outset that the text, understood to be in a dialectical relationship with other texts (see intertextuality p. 82) and located within a specific historical context, is the prime unit. But whereas the poet translator can more easily break the prime text down into translatable units, e.g. lines, verses, stanzas, the prose translator has a more complex task. Certainly, many novels are broken down into chapters or sections, but as Barthes has shown with his methodology of five reading codes (see S/Z, discussed by T.Hawkes, Structuralism and Semiotics, London, 1977) the structuring of a prose text is by no means as linear as the chapter divisions might indicate. Yet if the translator takes each sentence or paragraph as a minimum unit and translates it without relating it to the overall work, he runs the risk of ending up with a TL text like those quoted above, where the paraphrasable content of the passages has been translated at the cost of everything else.

The way round this dilemma must once again be sought through considering the function both of the text and of the devices within the text itself. If the translators of Silone had considered the function of the tone they would have understood why the careful rhetorical patterning of the opening paragraph needed closer examination. Likewise, if the translator of Mann had considered the function of the description of both the young man and the journey, she would have understood the reasons for Mann's choice of language. Every prime text is made up of a series of interlocking systems, each of which has a determinable function in relation to the whole, and it is the task of the translator to apprehend these functions.

Let us consider as an example the problem of translating proper names in Russian prose texts, a problem that has bedeviled generations of translators. Cathy Porter's translation of Alexandra Kollontai's Love of Worker Bees contains the following note:

> Russians have a first ('Christian') name, a patronymic and a surname. The customary mode of address is first name plus patronymic, thus, Vasilisa Dementevna, Maria Semenovna. There are more intimate abbreviations of first names which have subtly affectionate, patronizing or friendly overtones. So for instance Vasilisa becomes Vasya, Vasyuk, and Vladimir becomes Volodya, Volodka, Volodechka, Volya.

So the translator explains, quite properly, the Russian naming system, but this note is of little help during the actual reading process, for Cathy Porter retains the variations of name in the TL version and the English reader is at times confronted with the bewildering profusion of names on a single page all referring to the same character.

In short, the SL system has been transported into the TL system, where it can only cause confusion and obstruct the process of reading.

Moreover, as Boris Uspensky has shown in his valuable book A Poetics of Composition, the use of names in Russian can denote shifts in point of view. So in discussing The Brothers Karamazov Uspensky shows how the naming system can indicate multiple points of view, as a character is perceived both by other characters in the novel and from within the narrative. In the translation process, therefore, it is essential for the translator to consider the function of the naming system, rather than the system itself. It is of little use for the English reader to be given multiple variants of a name if he is not made aware of the function of those variants, and since the English naming system is completely different the translator must take this into account and follow Belloc's dictum to render 'idiom by idiom'.

The case of Russian proper names is only one example of the problem of trying to render a SL system into a TL that does not have a comparable system. Other examples might be found in the use by an author of dialect forms, or of regional linguistic devices particular to a specific region or class in the SL. As Robert Adams puts it, rather flippantly:

> Paris cannot be London or New York, it must be Paris; our hero must be Pierre, not Peter; he must drink an aperitif, not a cocktail; smoke Gauloises, not Kents; and walk down the rue du Bac, not Back Street. On the other hand, when he is introduced to a lady, he'll sound silly if he says, 'I am enchanted, Madame'.

Any notion of sameness between SL and TL must be discounted. What the translator must do, therefore, is to first determine the function of the SL system and then to find a TL system that will adequately render that function. Levy posed the central questions that face the translator of literary prose texts when he asked:

a. What degree of utility is ascribed to various stylistic devices and to their preservation in different types of literature…
b. What is the relative importance of linguistic standards and of style in different types of literature…?

c. What must have been the assumed quantitative composition of the audiences to whom translators of different times and of different types of texts addressed their translations?

C. Practice!

Please translate a part of the following Novel into Indonesian.

PETER PAN

IF you ask your mother whether she knew about Peter Pan when she was a little girl, she will say, ‘Why, of course I did, child’; and if you ask her whether he rode on a goat in those days, she will say, ‘What a foolish question to ask; certainly he did.’ Then if you ask your grandmother whether she knew about Peter Pan when she was a girl, she also says, ‘Why, of course I did, child,’ but if you ask her whether he rode on a goat in those days, she says she never heard of his having a goat. Perhaps she has forgotten, just as she sometimes forgets your name and calls you Mildred, which is your mother’s name. Still, she could hardly forget such an important thing as the goat.

Therefore there was no goat when your grandmother was a little girl. This shows that, in telling the story of Peter Pan, to begin with the goat (as most people do) is as silly as to put on your jacket before your vest. Of course, it also shows that Peter is ever so old, but he is really always the same age, so that does not matter in the least. His age is one week, and though he was born so long ago he has never had a birthday, nor is there the slightest chance of his ever having one. The reason is that he escaped from being a human when he was seven days old; he escaped by the window and flew back to the Kensington Gardens. If you think he was the only baby who ever wanted to escape, it shows how completely you have forgotten your own young days. When David heard this story first he was quite certain that he had never tried to escape, but I told him to think back hard, pressing his hands to his temples, and when he had done this hard, and even harder, he distinctly remembered a youthful desire to return to the tree-tops, and with that memory came others, as that he had lain in bed planning to escape as soon as his mother was asleep, and how she had once caught him half-way up the chimney.

All children could have such recollections if they would press their hands hard to their temples, for, having been birds before they were human, they are naturally a little wild during the first few weeks, and very itchy at the shoulders, where their wings used to be. So David tells me. I ought to mention here that the following is our way with a story: First I tell it to him, and then he tells it to me, the understanding being that it is quite a different story; and then I retell it with his additions, and so we go on until no one could say whether it is more his story or mine. In this story of Peter Pan, for instance, the bald narrative and most of the moral reflections are mine, though not all, for this boy can be a stern moralist; but the interesting bits about the ways and customs of babies in the bird-stage are mostly reminiscences of David's, recalled by pressing his hands to his temples and thinking hard.

Chapter 11: Translating Poetry

A. How to Translate Poetry?

Poetry is the most personal and concentrated of the four forms, no redundancy, no phatic language, where, as a unit, the word has greater importance than in any other type of text. And again, if the word is the first unit of meaning, the second is not the sentence or the proposition, but usually the line, thereby again demon-strafing a unique double concentration of units. Thus in: . . But Man, proud man Drest in a little brief authority, Most ignorant of what he's most assured His glassy essence, like an angry ape, Plays such fantastic tricks before high heaven As make the angels weep . , . (Shakespeare, Measure for Measure^ II. II. 117) the integrity of both the lexical units and the lines has to be preserved within a context of: (a) corresponding punctuation, which essentially reproduces the tone of the original; and (b) accurate translation of metaphor.

Consider Tieck's version: . , , dock der Mensch, der mtze Mensch, In kUine kurze Majestat gekleidet, Vergessend, was am mind'sten zu bezweifeln, Sein gldsem Element - ivie zorn'ge Affen, Sptilt sokhen Wahnsinn gaukrfnd vor dem Himmel* Dafi Engel weinen . , . (trans. Tieck and Schlegel, MafifurMafi) Here the word - and line - units have been preserved with the punctuation; the image 'plays such fantastic tricks* becomes 'plays such madness, conjuring1 but the other images are preserved, whilst 'most ignorant of becomes 'forgetting' and the positive 'most assured' becomes the double negative 'least to be doubted*, which is a common modulation. The greatest and unnecessary loss here is the 'fantastic tricks' metaphor.

Original metaphor is the controlling element in all creative language, evoking through a visual image - even abstract images such as justice or mercy become people or objects- not only sight but the four other senses (e.g., fur as touch, food as taste, flowers as smell, bells or birds as sound) as well as the concomitant human qualities, good or evil, pleasure or pain, that these images (sensory, sensuous, sensual, sensitive, perhaps even sensational, to liven up language) can produce. Poetry presents the thing in order to convey the feeling, in particular, and however concrete the language, each represents something else - a feeling, a behaviour, a view of life as well as itself- Original metaphors the translator has to reproduce scrupulously, even il they are likely to cause cultural shock. Shakespeure's 'Shall I compare thee to a summer's day1 (Sonnet 18), as Neubert has commented, will leave Arabic or Eskimo readers cold, but the Arabic or Eskimo reader must make the effort to find out the truth of the simile, which is at least half-revealed in the next line: 'Thou art more lovely and more temperate1. A cultural metaphor (e.g. n the technical term '(Summer's) lease') is not so important. The translator can boldly transfer the image of any metaphor where it is known in the TL culture- But for lines such as Walter de la Mare's;

And even the thought of her when ihe is far Narcissus is, and thev the waters are
*(Reflections^*
or Kingsley Amis':
Should poets bicycle-pump the heart Or squash it flat?
{Something Nasty in the Bookshop)

laced with literal translations in cultures where Narcissus and the bicycle-pump are not known, the reader is not so much culturally shocked as baffled. In such poems there is a case for creating a culturally equivalent TL metaphor, or converting the SL metaphor to sense or, where there is space, adding sense to the metaphor; but if the translator regards the metaphor as important, it is his duty to carry it across to launch it on the target language and its culture. Whilst I think that all images have universal, cultural and personal sources. the translator of poetry cannot make any concession to the reader such as transferring the foreign culture to a native equivalent- If autumn in China is the season not of Keats's 'mists and mellow fruitfulness* but of high clear skies and transparent waters, and the sound of clothes laundered for the cold weather pounded on the washing blocks, then the reader must simply accept this background and, if he wants to feel it, repeated reading is more likely to make it his possession than are detailed background, explanation of allusions and so on. Nevertheless, the European must be aware that, for the Chinese culture, jade is not jade-coloured but white ('jade snow1, 'jade beads', 'jade moon1), that comparisons with eyebrows assume the custom of painting women's eyebrows green, that the phoenix has no myth of resurrection, that dragons are close and kindly, that cypresses suggest grave-yards, as in the West (see Graham, Poems of the Late Tang).

The transition from Chinese to English culture is made easier because all the images mentioned are not unfamiliar to an English reader. The difficulty comes when and if local flowers and grasses are used as metaphors. I am sceptical about the idea that a translator of poetry is primarily communicating - that he is, to his readers in the conventional definition of communicative translation, trying to create the same effect on the target language readers as was created by the poet on his own readers; his main endeavour is to 'translate' the effect the poem made on himself. A translator can hardly achieve even a parallel effect in poetry - the two languages, since all their resources are being used here as in no other literary or non-literary medium, are, at their widest, poles apart. Syntax, lexis, sound, culture, but not image- clash with each other.

Valery wrote; LMy aim is not literary. It is not to produce an effect on others so much as on myself— the Selfm so far as it may be treated as a work . . . of the mind. I am not interested in writing poetry without a view to its function.1 Compare John Cairncross, who was not trying to disprove that French, or poetry, or French poetry, or Racine, was untranslatable, or to present Racine to his English readers, or to present his English readers with Racine, but set about translating simply because the English words started forming themselves in his ear, and so he quotes Racine again: Ce que f ai faittAbnertj'aicrule devoir faire-i'Wh&\ I have done, Abner? I had to do' {Athalie, 1.467), which is itself anechoofyeypado:, ye ypfxeba - Pontius Pilate's * What I have written I have written1, Take it or leave it. Now I think that in most examples of poetry translation, the translator first decides to choose a TL poetic form (viz. sonnet, ballad, quatrain, blank verse etc.) as close as possible 10 that of the SL, Although the rhyming scheme is part of the form, its precise order may have to be dropped. Secondly, he will reproduce the figurative meaning, the concrete images of the poem.

Lastly the setting, the thought-words, often the various techniques of sound-effect which produce the individual impact I have mentioned have to be worked in at later stages during the rewriting (as Beaugrande has stared in his tine translation of Rilke).

Emotionally, different sounds create different meanings, based not on the sounds of nature, nor on the seductive noises in the streams and the forests, but on the common sounds of rhe human throat: Sein oder nichisein-das istkier die Frage appears to have a ring of confidence and challenge in it which is foreign to Hamlet's character - is it the redoubled #i sound?- that opens up the whole question of the universal symbolism of sounds. All this plangency, this openness is missing in'To be or not to be-that is the question1 which is almost a word-for-word translation, though the German kkr - 'that is here the question' - appears to underline the challenge which is not in Shakespeare.

The fact is that, however good as a translation, its meaning will differ in many ways from the original-it will, in Sorrow's phrase, be a mere echo of the original, not through Gogol's glass pane - and it will have its own independent strength, A successfully translated poem is always another poem. Whether a translator gives priority to content or manner, and, within manner, what aspect - metre, rhyme, sound, structure - is to have priority, must depend not only on the values of the particular poem, but also on the translator's theory of poetry.

Therefore no general theory of poetic translation is possible and all a translation theorist can do is to draw attention to the variety of possibilities and point to successful practice, unless he rashly wants to incorporate his theory of translation into his own theory of poetry. Deliberately or intuitively, the translator has to decide whether the expressive or the aesthetic function of language in a poem or in one place in a poem is more important. Crudely this renews Keats's argument concerning Truth and Beauty: 'Beauty is Truth, Truth, Beauty - that is all you know, and all you need to know', when he maintains that they define and are equivalent to each other, as well as the later argument between art as a criticism of life (Matthew Arnold) and art for art's sake (Theophile Gautier) which characterised two French poetic movements as well as much turn -of-t he-century literature -''All art is useless', wrote Oscar Wilde, whose own art belies the statement.

Clearly Keats, who was not thinking of translation, oversimplified the argument. If Truth stands for the literal translation and Beauty for the elegant version in the translator's idiom, Truth is ugly and Beauty is always a lie. 'That's life', many would say. But a translation theorist would point out that both these versions, the literal and the elegant poem, would normally be equally unsatisfactory as translations of a poem or of anything else. Some fusion, some approximation, between the expressive and the aesthetic function of language is required, where in any event the personal language of the poet which deviates from the norms of the source language is likely to deviate even more from those of the target language. Thus Karl Kraus complained that Stefan George, by 'doing violence1 to the English sense of Shakespeare's sonnets and to German verbal and grammatical usage, had produced la unique abortion'! But, in my belief, George is the closest and most successful of all translators.

Thus:

Lebtoohl! zu teuer ist deirt besttzfiir mich Und du weifit wohl ivie schwer du bist zu kaufen Derfreibnefdeines wens entbindei dich Mein rechtaufdich istvolligabgelaufen.

which is:

Farewell! too dear is your possession for me And you well know how hard you are to buy The charter of your worth releases you My claim to you has fully run its course.

which becomes:

Farewell! thou art too dear for my possessing, And like enough thou know'st thy estimate: The Charter of thy worth gives rhee releasing; My bonds in thee are all determinate.

(Sonnet 87)

George's translation is notable for its tautness and flexibility, and particularly for its emphasis on the corresponding theme-words ('dear1, 'charter' . 'releasing1, 'bonds1 , 'determinate1). Where he is unable to reach Shakespeare is in the polysemy of 'estimate', 'releasing^ 'bonds', and 'determinate1, and thus he restricts the meaning of the quatrain - and above all in the splendid logical statement of Shakespeare's opening with its communicative dynamism on 'possessing1, where George is forced into an inversion. Angus Graham, in his discussion on the translation of Chinese poetry, says that the element in poetry which travels best is concrete imagery, A crib or trot of Chinese such as:

Kuang Heng write-frankly memorial. Success slight Liu Hsiang transmit classic. Plan miss.

could be rewritten as:

A disdained K'uang Heng, as a critic of policy, As promoter of learning, a Liu Hsiang who failed.

Here the poet is miserably contrasting his failures with the success of two statesmen, but contrast this with:

Tartar horn tug North wind, Thistle Gate whiter than water Sky, hold-in-mouth Koknor Road Wall lop moon thousand mile.

I note that, even in a Times Literary Supplement review, Erich Segal comments on most translators 'metarophobia\ their unease in the presence of metaphor, Pindar speaks of man being skias onar - 'the dream of a shadow1 but Richmond Lattimore turns it round to the conventional 'shadow of a dream', According to Aeschylus, Prometheus stole the anthosjpyros, the 'blossom of fire', but according to half the translators he merely 'plucked the blossom1. because, like Hippolyte, I am continuously looking for and failing to find even the condensare\ Pound wrote, mistakenly thinking that dichten is related to dickt? 'dense' or 4narrows, but stating a truth.

Original poetry itself has no redundancy, no phatic language, but the translator usually needs a little extra space, he relies on redundancy in over-translating, say, veule as 'flabby' or 'weak and soft' and here he is often hemmed in by the metre, Racine's wonderful line Le jour rt'est pas plus pur que lefond de mon coeur may become: 'My heart is candid as the light of day' (Dillon 1 or: 'The daylight is not purer than my heart' (Cairncross) and whilst the second translation is closer and more successful, it cannot match the fullness and softness of the original; the alliteration, the monosyllables, the repeated r's, the emotive fond are missing, I have said that original metaphors have to be translated accurately, even if in the target language culture the image is strange and the sense it conveys may only be guessed.

Undjener, der*du' zu ihm sagte trdumt mil ihm: Wir (Celan, In Memoriam Paul Eluard): l And he who addressed him as "thou" will dream with him: We/ The translator Michael

Hamburger has to use lthou', although the connotations of friendship and love - what I would call le plaisir de te tutoyer - will be lost on the reader of the translation or perhaps soon on the reader of the original, now that the intimate du, lu has been taken over by the Left and all the under-thirties. Le plaisir de te tutoyer has almost gone, unless you are old, but so, thankfully, has das erste Du siammehe aufikren keuschen Lippen. Sound-effects are bound to come last for the translator, except for lovely minor poetry such as Swinburne's. Inevitably, he must try to do something about them and, if not, compensate, either by putting them elsewhere or substituting another sound- German, the Brudersprache to English, often finds its adjectives and nouns - fremde Frau, 'alien woman': laue Luft, 'tepid air' - unreproduced, but longer alliterations.

Und schwolk mtt und schauerte und triefie (G, Benru *l.-niergrundbahn)*
can usually find a modest, suggestive equivalence:
To swell in unison and stream and shudder
i Trans, M. Hamburger';

John Weight man has stated that French poetry is untranslatable into English. Newmark cannot accept this. Firstly, because a lot of French poetry (Villon, Rimbaud, Valery) has been more or less successfully translated into English; secondly because although there are obvious minuses - the syntactical differences; the huge English vocabulary compared with the small French vocabulary, so that many French words appear to be generic words covering many English specific words that themselves lack a generic word (e.g., humide, mouilU: 'humid, damp, dank, moist, wet, clammy, undried'; noir: 'black, dark, dim, dull, dusky, deep, gloomy, murky'), making French ^abstract' and intellectual whilst English is concrete and real - yet, in the actual particular of a text, English has infinite creative resources, English has the disyllables as well as the monosyllables, English in the eighteenth century got close to all the so-called French properties and, given empathy, given sympathy, there is no reason why, one day, even Racine should not find his inadequate but challenging English translator. John Cairncross sets out three considerations for the translation of Racine; (1) the translator must adopt ten-syllable blank verse; (2) Racine must be translated accurately; (3) Racine's verse is particularly difficult owing to his capacity of evoking music from the most unpromising material - 1 could think of more. Hippolyte's confession of love - I would not call it that, it is too restless and feverish - to Aricie (Phedre, 11.524-60) is often considered to be precieux, i.e., affected, conventional, too polished, sophisticated, class-bound, with too many stock metaphors, but for me they have always been Racine's most beautiful lines* crystallising the neurotic exposed mental and nervous obsession which is the essence of the Racine characater. Taking the critical lines 539-48, it appears to me that in any modern version, the language must be kept modern and formal, the polar oppositions (Juirt trouver, suivre, eviter, lumiere, ombre) retained, the stresses and repetitions preserved, the image of the hunted, haunted animal (Hippolyte) kept dear, and some attempt made to keep the simple language, the soft sounds with occasional alliteration.

Consider first the version of John Caircross. In general it is accurate, though a new image is unnecessarily created ('Cut from my moorings by a surging swell1: and some oppositions blurred:

Present *I* flee you, absent you are near
Presenteje vans fun - absenie, je vous trouve

and the stresses often changed. The translation, written in 1945, has a few old-fashioned phrases: 'in thrall', La single blow has quelled1. With all this, lines such as:

Before you stands a pitiable prince ^ . . Who, pitying the shipwrecks of the weak . . .
Deep in the woods, your image follows me.
Dans le fond des forits I'orre \mageme suit
The light of day, the shadowy of the night.
La lumiere da jour, les ombres de la mm.
(the latter a one-to-one translation)
Even'thing conjures up the charms I flee I seek but cannot find myself again -
Maintenam je me therche, ex ne me trouve plus

(note the unusual number of French monosyllables) are close to the original and successful. George Dillon, like Cairncross, uses blank verse, and prefers formal accuracy to musicality. His translation is closer than Cairncross's, so that lexical inaccuracies such as 'surprise' for trouble and 'hurt'forrfecAireraredisconcerting.asis the weak line: 'Your image moves with me in the deep forests1 (the alliteration is compensatory). Some stresses and contrasts are more clearly rendered than Cairncross's:

With vou and with myself, vainly I strive
All summon to my eyes what I avoid
: 1.545 i
I seek mvself and find myself no more
(1,548:
(the latter the most successful line) - such lines show how simply and precisely Racine can be translated. Both Dillon and Cairncross hit on the same translation for line 544 and there are occasions where one or two lines of Dillon's could improve Cairncross's rather better overall version; Dillon's

Only my deep sighs echo in the wood: My idle couriers have forgotten my voice.
is better than Cairncross's
My idle steeds no longer know my voice And only to my cries the woods resound.
(I do not know why Caircross has reversed the lines.)

Robert Lowell's "imitation* of *Phedre* is another matter. These rhymed pentameters attempt to explicate the image of the speech:

Six months now, bounding like a wounded stag I've tried to shake this poisoned dart, and drag Myself to safety from your eyes that blind When present, and when absent leave behind Volleys of burning arrows in my mind.

Newmark does not know how such lines would strike a reader or spectator new to *Phedre.* For myself, with Racine's images burned into my mind, I find them unsatisfying, because, like Hippolyte, *I* am continuously looking for and failing to find even the simplest images which Lowell would have had no difficulty in retaining or recapturing. In fact f find the greatest loss in Racine translations is the resonance ol the only 1800 words that are used in the twelve plays.

B. Practice!

Please translate the following texts into Indonesian:

It Couldn’t Be Done

by Edgar Albert Guest

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.
Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it";
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.
There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by
one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start in to sing as you tackle the thing
That "cannot be done," and you'll do it.

Don’t Give Up

by Phoebe Cary

IF you tried and have not won, Never stop for crying; All that's great and good is done Just by patient trying. Though young birds, in flying, fall, Still their wings grow stronger; And the next time they can keep Up a little longer. Though the sturdy oak has known Many a blast that bowed her, She has risen again, and grown Loftier and prouder. If by easy work you beat, Who the more will prize you? Gaining victory from defeat, That's the test that tries you!

No Excuses, No Regrets By Frederick Douglas Harper

There is no substitute
For hard work;
There is no replacement
Of time lost;
There is no time for regrets
About mistakes made,
Or excuses for failure
Of responsibility or duty;
There is no explanation for
Blindness to beautiful things
Or love gone unexpressed;
There is no time
For excuses,
There is no time
For regrets.

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Glossary of Terms

Though not exhaustive, this list explains some of the terms and abbreviations you are likely to encounter in this book.

Ambilingualism	Having an equal or complete functional competence in two languages.
ASCII	American Standard Code for Information Interchange. This is a standard computer character set to enable data communication and achieve compatibility among different computer systems. The standard code contains 128 characters. The extended character set contains 254 characters which include a number of foreign language, technical and graphics characters.
Backup	An additional copy of a computer file, usually on a floppy disk, as a safety measure should the original file become unusable. Most programs offer an automatic file backup option.
Billingualism	Using two languages in daily life, but not necessarily in the same context. A person can be bilingual without having a command of both languages in the same area.
Copy	Term used to denote a quantity of text used for a specific purpose, e.g. advertising copy
Electronic Publishing	Electronic, or computerized, document production as opposed to physical document production.
Hard copy	A printed copy of translation or document.
Microsoft Windows	A windowing environment and user interface used to operate PCs in a similar manner to Macintosh.
Scanner	A device that scans and digitizes an image (graphics or text) so that it can be merged with a word processing or DTP package.
Soft copy	A document provided on a computer disk.
Source language	The language from which you translate.

Spell checker	A module within most standard word processing packages to check the spelling of words or detection of unrecognized groups of characters. This is not a substitute for proof checking.
Target language	The language into which you translate.