

SOME EFFECTIVE METHODS OF TEACHING AND TRAINING TRANSLATION STUDENTS IN THE MULTILINGUAL COUNTRIES

There are many methods and strategies which are used by different lecturers and instructors in different classes. However, every lecturer and instructor has their self-style methods while teaching different subjects of translation in the translation classes but there are some most common and popular methods which are generally used in the general classrooms. This article will cover some effective methods and strategies, challenges and solutions, recommendations, contrasts, and some other interesting subjects. These subjects are based only on educational contexts and it will not cover rendering non-equivalent and other subjects of the translation.

Key words: *Methods, Strategies, translation, challenges, solutions.*

Aim

By studying this article, readers will get awareness about different methods and recommendations for their usage in translation classrooms. They will find the major efficiency of using effective methods in translation.

Introduction

The translation is becoming a crucial element and part of our life. Today's world extremely needs the arts of translation because the world today is getting as close as possible; people around the world have been trying to conduct better connections and relations with each other. Using effective

methods of teaching translations is one of the very important facilities for translation students. Recently, translation covered the most important place in the translation market. It is an extremely vital subject in linguistic universities. Most of the people in Afghanistan are using old methods and strategies to teach and train language students. These methods are not only for the translation students but the students of foreign languages and fields can use these methodologies in order to apply lessons properly. This paper mostly helps those Afghan university professors who are using machine translation instead of human translation to translate their books into different languages and they are getting scientific academic ranking using machine translation.

What are Translation Methods?

Translation method refers to the way a particular translation process is carried out in terms of the translator's objective, i.e., a global option that affects the whole text." They also added: "The translation method affects the way micro-units of the text are translated: translation techniques. For example, if a translation method aims to produce a foreignizing version, then borrowing will be one of the most frequently used translation techniques" [5, p. 498–512].

This research was constructed as a descriptive study, describing events, objects, circumstances, institutions, groups, and various areas as what they are. One of the qualitative research methods, case study, was preferred to reveal perceptions and cases in their natural environment as exact and integrated. The study group of the research was composed of English language instructors and graduate students at Ahi Evran University. The random sampling method was used, and 15 instructors and 20 graduate students were interviewed [6, p. 65].

Using Active Learning Strategy and Method in the Translation Classroom

Active learning was first defined by Bonwell and Eison (1991) as "anything that involves students in doing things and thinking about the things they are doing" (emphasis added). Growing from developments in adult, cognitive, and educational research, active learning responds to traditional lecture formats with more engaging activities that invite students to participate in learning, including developing conceptual awareness, applying knowledge through experience, and transferring skills across contexts. Active learning helps students to ascend Bloom's Taxonomy from remembering and understanding to analyzing and creating [1, p. 48].

Kinds of Active Learning Activities

Doing things: Activities like discussion, idea mapping and debate require students to construct knowledge through higher-order thinking (such as recalling, applying, analyzing, evaluating, synthesizing, and verbalizing concepts). This contrasts knowledge passively transmitted to students solely via listening, transcribing, memorizing, and reading.

Thinking about the things [students] are doing: Although not always explicitly noted in active learning literature, metacognition students' thinking about their own learning promotes active learning by acquainting students with their own learning habits. Metacognition promotes students' ability to self-assess and self-regulate themselves as learners. Metacognition often happens through student feedback methods, which open up student-instructor dialogue about teaching and learning methods. [2, p. 84].

Recommended Methods at Translation Classrooms

Active learning includes techniques for large lecture courses in auditoriums with fixed seating, as well as for small classes with students seated in seminar-style rooms.

- Clarification pauses and collaborative note-taking. The instructor pauses during the lecture and asks students to take a few minutes to summarize in writing what they have just learned and/or consolidate their notes. Students may then exchange notes with a partner to compare, in order to catch key ideas that a student might have missed or misunderstood. The instructor can then field clarifying questions.

- Retrieval practice / one-minute papers. At the start of class, students write down major points they can remember from the previous class. Similarly, at the end of class students write down key takeaways and consider logical next steps. The instructor might review responses in class and encourage questions.
- Think-pair-share activities. Students work individually on an active learning assignment or formative assessment activity (such as one-minute papers or an example problem). They then compare their responses with a partner and synthesize a joint solution, and then share with the entire class. This and other discussion activities are explored further here.
- Demonstrations. Students predict the outcomes of a demonstration. After the demonstration, the instructor asks them to discuss the observed result and how it may have differed from their prediction. The instructor then follows up with a detailed explanation. Demonstrations may be enhanced through tools like open educational resources or 3D printing.
- Polls. Utilizing Poll Everywhere or some other audience response system, the instructor poses a multiple-choice question. Students work on the problem individually or in think-pair-share small groups, and use clickers or online surveys to report their answers. The instructor shows the class distribution and explains the solution [3, p. 224, 268].

Recommended Methods at Large Groups

There are many methods to apply in translation classrooms. These methods are mostly used in general classes as well. Using these methods is effective for a large group of translation classrooms.

- Large-Group Discussion. Students discuss a topic in class based on a reading, video, or problem. The instructor may prepare a list of questions to facilitate discussion.
- Sequence reconstruction. The instructor gives students jumbled steps in a process, and asks them to work together to reconstruct the proper sequence. More ideas about this and related group work techniques can be found here.
- Error identification. The instructor provides statements, readings, proofs, translated documents, or other material that contains errors. Students must find and correct the errors.
- Concept map. Students are provided with a list of terms and terminology and must arrange the terms on paper, drawing arrows between related concepts and labeling each arrow to explain the relationship. Alternatively, students can use software like **MindMeister** or **bubbl.us** to project their maps on a screen or share them with the class.
- Active Review Sessions. The instructor poses a question that students work on in groups or individually. Students are asked to show their responses to the class and discuss any differences.
- Brainstorming. The instructor provides a topic or problem and then asks for student input. After a few minutes, the instructor asks for responses and records them on the board.
- Role Playing. Students use dramatic techniques to get a better idea of the concepts and theories being discussed and translate from the target language into the source language. They might stage dialogue in a case study, act out a scene in a translation class, produce an effective debate on a translation issue, or present their own translated scripts.
- Icebreakers. Students learn each other's names and interests to facilitate group/partner work later in the semester.
- Discussion ground rules. The instructor cultivates an inclusive class climate by working with students to create ground rules for discussion.
- Experiential Learning. The instructor facilitates site visits that allow students to see and apply theories and concepts. For example, students can visit translation companies or libraries, engage in field research, or work with the local community.
- Self-Assessment. Students receive a quiz (ungraded) or a checklist of ideas to assess their understanding of the subject. Instructors can consider formative assessment, which offers opportunities for reflection during learning and class, or summative assessment, which examines knowledge gained at the end of a unit or term. More information about student assessment can be found here.

○ Peer Review. Students complete an individual homework assignment or short paper. Before the assignment is due, students submit one copy to their partner or group and then provide each other with critical feedback.

Instructors may also consider teaching in an Active Learning Classroom, an environment that promotes active learning through flexible seating, surrounding whiteboards, translation cabinets, and digital displays [4, p. 115, 135].

Conclusion

Effective methods of teaching and training translation students in multilingual countries are vital discussions in translation studies. Afghanistan is a multilingual country where different languages are spoken by citizens. The introduced methods are generally applied to translation classrooms, language classrooms, pedagogical classrooms, and some other educational fields. There are many other methodologies and strategies which are highly recommended to be applied to translation classrooms but these are the most famous and useful methods that are generally used in educational classrooms.

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НЕКОТОРЫЕ ЭФФЕКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ СТУДЕНТОВ-ПЕРЕВОДЧИКОВ В МНОГОЯЗЫЧНЫХ СТРАНАХ

Существует множество методов и стратегий, которые используются разными преподавателями и лекторами в разных классах. Тем не менее, у каждого лектора и преподавателя есть свои собственные методы преподавания различных переводческих дисциплин на занятиях по переводу, но есть несколько наиболее распространенных и популярных методов, которые обычно используются в обычных классах. В этой статье будут рассмотрены некоторые эффективные методы и стратегии, проблемы и решения, рекомендации, контрасты и некоторые другие интересные темы. Эти предметы основаны только на образовательном контексте и не охватывают безэквивалентность и другие темы перевода.

Ключевые слова: методы, стратегии, перевод, проблемы, решения.