

ASSESSING TRANSLATING AS A COMMUNICATIVE OUTCOME

Stanley Wang (Head of Languages)



HAILEYBURY



STRANDS & SUB-STRANDS

2016 & Beyond (Australian Curriculum)

1	Communicating	Socialising (S)
		Informing (I)
		Creating (C)
		Translating (T)
		Reflecting (R)
2	Understanding	Systems of language (SL)
		Language variation and change (VC)
		The role of language and culture (LC)



INTERCULTURAL LANGUAGE ASSESSMENT

How to Assess?

<http://www.ils.edu.au/teacherspace/professionallearning/44>

<http://www.ils.edu.au/teacherspace/professionallearning/44?sectionid=45>

‘Students should be aware that the emphasis is on improving learning and gaining insights into other languages, cultures and language users; and in themselves as users of languages, located within a particular cultural context.’



COMMUNICATION WITH PARENTS

Current (AusVELS)	
Communicating in LOTE	Reading (R)
	Writing (W)
	Listening (L)
	Speaking (S) + Non-Verbal (NV)
LA & IK	Language Awareness (LA)
	Intercultural Knowledge (IK)

2016 & Beyond (Australian Curriculum)	
Communicating	Socialising (S)
	Informing (I)
	Creating (C)
	Translating (T)
	Reflecting (R)
Understanding	Systems of language (SL)
	Language variation and change (VC)
	The role of language and culture (LC)



COMPROMISE

Current (AusVELS)

Communicating in LOTE	Reading (R)	20%
	Writing (W)	20%
	Listening (L)	20%
	Speaking (S) + Non-Verbal (NV)	20%
LA & IK	Language Awareness (LA)	10%
	Intercultural Knowledge (IK)	10%



Current (Aus Curr)

Reading (R)	20%
Writing (W)	20%
Listening (L)	20%
Speaking (S)	20%
Translating (T)	20%



BUT ISN'T THERE GOOGLE TRANSLATE?

Start with an English phrase:

China and Japan will never get along.

find equilibrium

YES, BUT...

TED Ideas worth spreading



This is question, English is faulty. Thank
computer to translate to help. SORRY!!!!
At often, the goat-time install a error is vomit.
How many times like the wind, a pole, and
the dragon?
This insult to father's stones?
Please apologize for your stupidity. There
are a many thank you



Share



10:55 | 16:40

HAILEYBURY



facebook Search for people, places and things Stanley Wang

Stanley Wang Timeline 2013 Highlights

Write a comment...

Likes · 2013

Wabi Sabi Salon +2 ajitoya

Events · 2013

Stanley Wang May 31

墨爾本今晚把一年的雨都下了
走丟的狗狗游著過馬路
路上的車都為了牠停了下來
但在大雨中，紅綠燈一次次閃過
牠卻被身上沉重的絨毛拖在水中
路口的車為牠打了遠光燈
終於看到牠漂到對岸才放心離去
對在車上親眼目睹的我
內心還是感到袖手無策

Chinese (Traditional)

墨爾本今晚把一年的雨都下了
走丟的狗狗游著過馬路
路上的車都為了牠停了下來
但在大雨中，紅綠燈一次次閃過
牠卻被身上沉重的絨毛拖在水中
路口的車為牠打了遠光燈
終於看到牠漂到對岸才放心離去
對在車上親眼目睹的我
內心還是感到袖手無策

English (!?)

Melbourne tonight rain a year they have made
Wandered across the street dog swim
Road cars are stopped for it
However, in the rain, traffic lights flashed again and again
It was heavy upon fluff but was dragged in the water
Intersection of the car as it hit the high beam
Finally saw it drift away to the other side was assured
Witnessed in my car
Heart still feel do-nothing policy



Six Benefits of Human Translation

1 Human translators will manipulate language in such a way that they mimic the design and purpose of the supply text. For example, if the supply text is an upbeat promotional piece, a human translator will reproduce that to make effective materials in the target language.

2 Effective and correct translations need somebody who understands the context of the supply text to detect and appreciate the nuances of each language.

3 While machine translators will quickly churn out target text from input supply text, the machine doesn't acknowledge nor translate idioms, slang or terms that aren't pre-programmed within the machine's memory.

4 The end product from human translation appears less like the results of a translation service and a lot like that of a creative document.

5 Only humans will perceive and effectively translate the cultural elements of supply text.

6 Machine translations are typically very literal, hence the errors and strange language that is often easily identifiable by a native reader.

SEMESTER 1 ASSESSMENT STRUCTURE

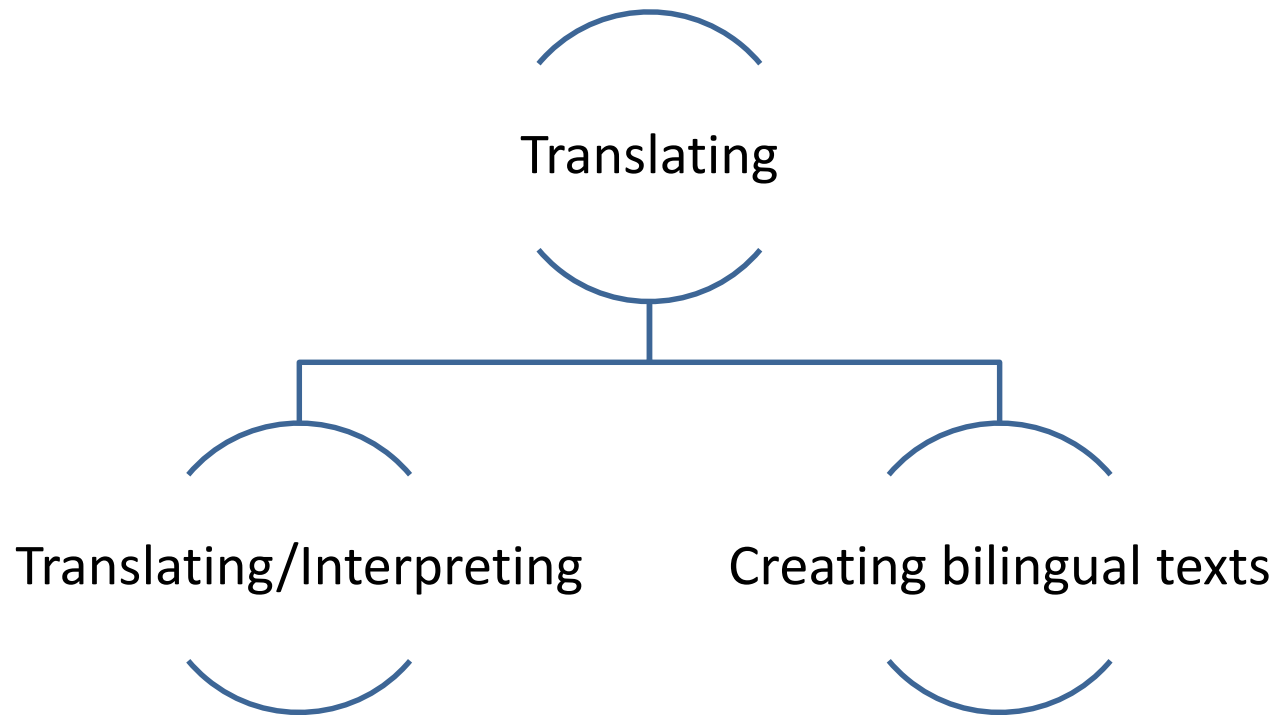
Three assessment tasks per unit:

- Regular / one-off **Quiz(zes)**
 - Focus on Language as a code
- 45-minute **Listening and Reading Test**
 - VCE Style (Answer in English; Answer in TL)
 - Where possible, include relevant questions from the Understanding Strand
- **Outcomes** based on real-life tasks
 - Focus on one of Informing / Socialising / Creating (i.e. Language as a practice)
 - Tasks must have a clear audience, contexts, purpose, and provide an opportunity for students to be engaged in an intercultural experience
 - Choose two out of Speaking, Writing or **Translating**
 - A reflection task must be carried out after receiving feedback from the teacher (i.e. Reflecting)



TRANSLATING

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these others.



CHINESE

Years 7-8:

Identify challenges in and techniques for mediating between Chinese and English



Years 9-10:

Interpret culture-specific concepts

Years 7-8:

Create bilingual information texts for speakers of Chinese and English in Australia, recognising 'code-switching' and how specific vocabulary and terminology from other learning areas can be translated in different settings, such as for an expert or beginner audience.



Years 9-10:

Create bilingual texts for a range of audiences, contexts and purposes



JAPANESE

Years 7-8:

Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions.



Years 9-10:

Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another.



JAPANESE

Years 7-8:

Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions



Years 9-10:

Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitation



FRENCH

Years 7-8:

Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not



Years 9-10:

Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another

Years 7-8:

Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated.



Years 9-10:

Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts



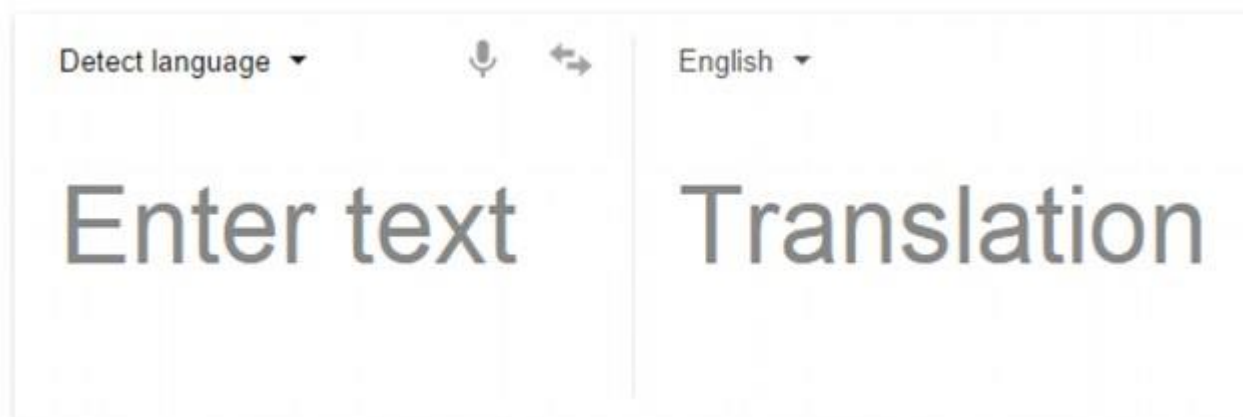
INTERNAL AUDIT

- ❑ “Translating” is under the “Communicating” Strand – is your task/setting asking students to **use language for communicative purposes in interpreting, creating and exchanging meaning?** (or is it more pedagogical?)
- ❑ Have you specified the audiences, contexts and purposes of the translation?
- ❑ Include Discussion Questions after each piece of translation. Are your questions targeting:
 - Linguistic challenges that would be faced by students moving between languages?
 - Culture-specific interpretation of the audience, context, and purpose?



TRANSLATION OUTCOMES ARE NOT...

- ❑ Reading Comprehension → Unit Test
- ❑ Isolated questions of LA and IK → Unit Test (but only include questions relevant to the content of the texts!)
- ❑ Writing from scratch → Writing Outcome



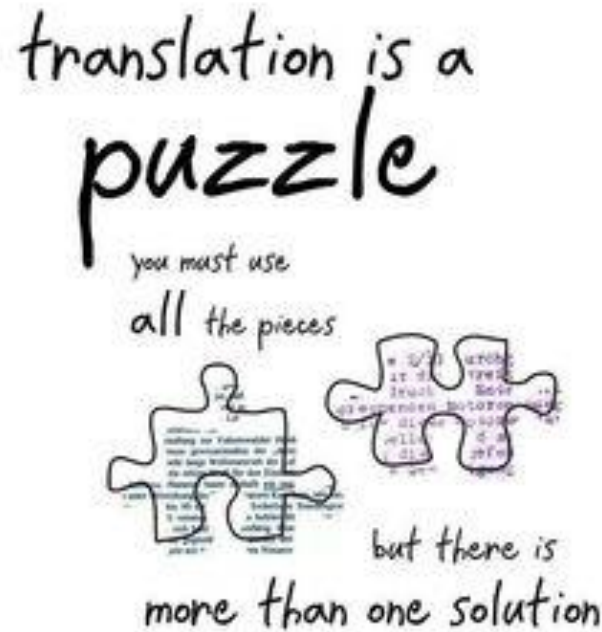
HOW TO START...

1. What are the key linguistic differences and related discussion points for the unit?
 - a) **Compare and contrast** English and your language carefully and thoroughly.
 - b) Decide what are some of the key **understandings** that the are important for students to appreciate the linguistic differences.
 - c) List these under the “Understanding” Column of the AC Curriculum Planner
2. Based on the points listed above, design texts suitable for translating from English to and from your language.
3. Place the texts in a communicative setting by identifying the audience, context and purpose.



PRINCIPLES

- **Discussion Questions weigh more or equal to actual Translations.**
 - Section A (LOTE-English); Section B (Discussion Q)
 - Section C (English-LOTE); Section D (Discussion Q)
- Discussion Questions are more or less black-and-white, occasionally consequential.
- Translations can have more grey areas or multiple solutions.



OUR JOURNEY SO FAR...



YEAR 8 CHINESE (NON-BACKGROUND)

Unit	1 – Time and Timetable	2 – My School	3 – On the Phone
L&R	Unit 1 L&R Test	Unit 2 L&R Test	Unit 3 L&R Test
S	“Timetable Q&A”	“School Tour”	
W	“Timetable”		“Instant Messaging”
T		“School Design”	“Courtesy Call”

Semester 1 Exam

Section C – Translating (10 min)

Discussion Questions only

Worth 20% of overall mark

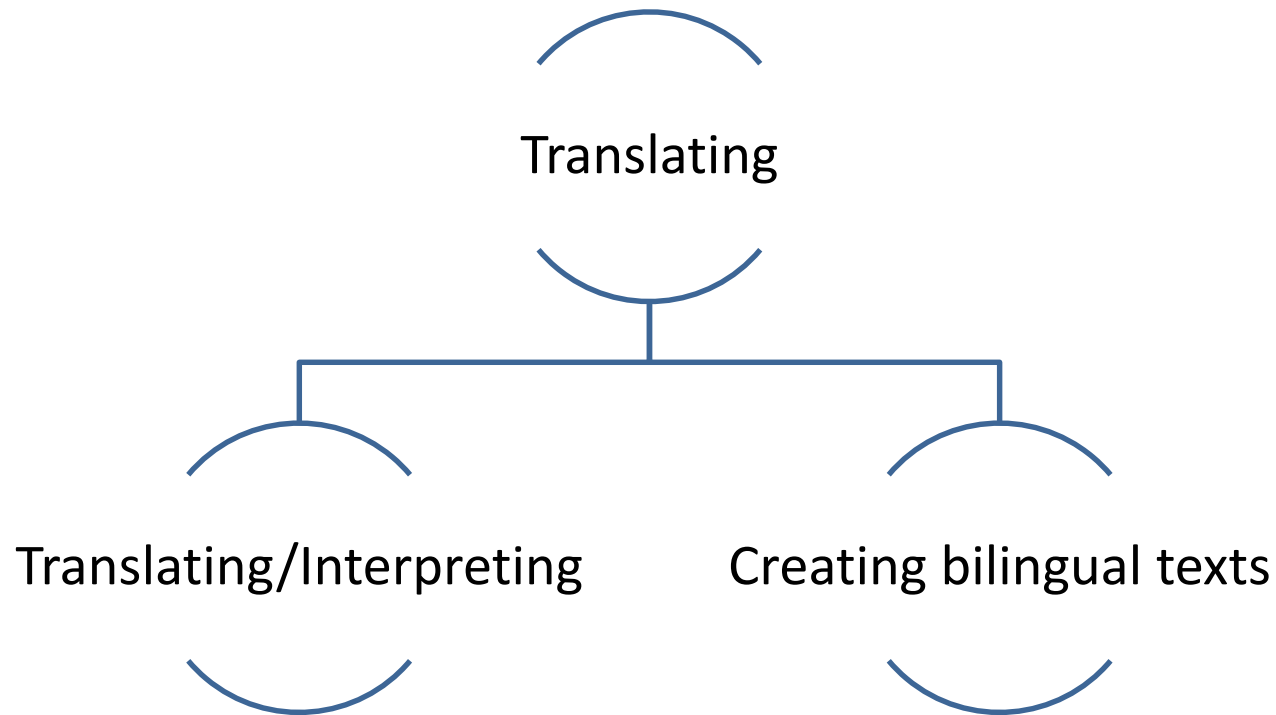


WHERE WE NEED YOUR HELP...



TRANSLATING

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these others.



AUDITING

- ❑ “Translating” is under the “Communicating” Strand – is your task/setting asking students to **use language for communicative purposes in interpreting, creating and exchanging meaning?** (or is it more pedagogical?)
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MARKING CRITERIA

- **Suggestion 1:** Specified mark-by-mark; cater for all possibilities (in advance and/or retrospectively)

I want to (1) go (1) to school (1) by bike (1) on Tuesday (1).

火曜日に自転車で学校に $\left\{ \begin{array}{l} \text{行きたいです。} \\ \text{行きたいと思います。} \end{array} \right.$

- **Considerations:**
 - Suitable for Years 7-8
 - Time consuming; never quite predictable
 - Feedback would take too long if all possibilities were gathered from student data



MARKING CRITERIA

- **Suggestion 2:** Specified acceptable range

Translation (20 marks)

10 sense units = 20 marks

Each unit marked 2, 1 or 0

2 = Acceptable translation

1 = Key information communicated despite awkward English and/or minor inaccuracy

0 = Serious inaccuracy in translation

7. Translate into English: << Se serrer la ceinture . . . Ábaisser leurs prix. >> (Lines 50-66)

UNIT 1

TEXT	Accept (2)	Imprecise/Awkward English(1)	Serious Error (0)
Se serrer la ceinture ne veut pas forcément dire que	Tightening one's/your belt does not necessarily mean that		
Se serrer la ceinture	Having to... Tighten(ing) one's/your/their belt/of belts to...	squeezing the belt cutting back	
ne veut pas forcément dire que	does not necessarily/really/isn't exactly saying that/mean that	omission of "forcément" Doesn't say that	Wrong tense Forcibly Doesn't want to say/tell

- **Consideration:** Suitable for Years 8-9?



MARKING CRITERIA

- **Suggestion 3:** Achievement bands on the VCE Translating Criteria (Years 9-10)

Criterion 1

Understand and convey the meaning of the passage accurately and appropriately (purpose, content, including cultural references, idiom, style)

Criterion 2

Interpret and express grammatical aspects of the passage accurately (mood, time, number, gender, word order and parts of speech)

Criterion 3

Express the passage in fluent English (accuracy, clarity, fluency, structure and style)



A lot of people get translators and interpreters mixed up, so here's a guide to

THE DIFFERENCES BETWEEN TRANSLATORS AND INTERPRETERS



INTERPRETERS



An interpreter's work is oral.
For example, they might interpret an interview or a live conference.

Since their work is oral,
it has to be immediate.

The person who was next to Obama at a conference, translating his words into another language?

That's an interpreter.

An interpreter has to be well-dressed, after all, they work in a public setting.

TRANSLATORS



A translator's work is written.
For example, they might translate a book or a taped TV show.

A translator has more time
to produce their translation.

The person who translated the subtitles of that show you watch on Netflix or the last ASOIAF book?

That's a translator.

A translator can work from home,
and can work in their pajamas.

So if you're not sure, you can always ask yourself: **Can this person work in their pajamas?**

If the answer is yes, it's a translator.

If the answer is no, it's an interpreter.





12. When interpreting from English to Chinese, what could you appropriately omit or ignore in your Chinese translation? Give one example.

After the coach has said the time and place, you don't (1)

have to say "Wang Fan ^{is playing}", you can just say the time or place and the meeting

13. What is an example of a difficulty unique to interpreting (and not translating)?

★ You can't wear pyjamas if you're interpreting. (1)

14. As a native/highly proficient speaker of English, do you have a better advantage in translating/interpreting from English to Chinese or Chinese to English?

Chinese to English (1)

END OF OUTCOME

