THE EFFECT OF EXPLICIT VERSUS IMPLICIT TEACHING OF SHIFT AS ONE OF TRANSLATION PROCEDURES ON EFL STUDENTS' TRANSLATION ABILITY

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ABSTRACT

It is understood that translation plays a crucial role in human communications. In the process of transferring the sense form the source language (SL) to the target language (TL), translator plays a pivotal role. One of the most important issues regarding translation is shift in translation. Teachers of translation can employ two methods in order to teach shifts as one of the procedures in translation, explicit and implicit teaching. In this study, the researcher is intended to find out whether explicit and/or implicit instruction of shifts as a procedure of translation can be effective on translation ability or not. Two classes were chosen, one as the experimental group and the other as the comparison group. In the experimental group, the teacher made use of explicit teaching procedures and in the comparison group the teacher utilized implicit teaching procedures. After the treatment and obtainment of the scores, the researcher tested the following null hypotheses: There is no effect of explicit instruction of shifts as one of translation procedures on students' translation ability. There is no effect of implicit instruction of shifts as one of translation procedures on students' translation ability. There is no significant difference between explicit and implicit instruction of shifts as one of translation procedures on students' translation ability. All null hypotheses were rejected and it was concluded that both explicit and implicit instructions were effective for teaching shifts. In addition, it was concluded that an explicit instruction could yield a better result than an implicit instruction.

Keywords: explicit instruction, implicit instruction, equivalence, shift, translation.

INTRODUCTION

The importance of translation nowadays can be seen and felt in our daily life. We often hear or find a translator in court of law translating various cases which involve foreigners who do not understand the source language. We can also see many translators in International seminars or conferences who do their job in translating the source language into the target one.

Translation is also found in various books, newspapers, and magazines. These facts will indicate that the role a of a translator is very important because he has to understand the source language which he wants to translate so that he can translate it properly to the target language. He must realize that the people who only understand the target language can absorb what the writer of the source language wants to express.

In addition to that, the role of translator should be clear enough in introducing a certain culture or civilization to his readers. Therefore, he has to understand the culture of people who use the source language so that he can translate it to the target language properly. Besides that, a translator must understand the context of situation.

Technically, a translator has to know the equivalency and the shift of meaning in translating the source language to the target one. As we know, translation peers always encounter different changes in equivalence within different language levels ranging from physical forms into meaning. Catford

(1988) defined translation as the replacement of textual material in the other language (TL). Bell (1991:20) defines the phenomenon as the "replacement of a representation of text in one language by a representation of equivalence as the relationship between a source text (ST) and a target text (TT) that has allowed the TT to be considered as a translation of the ST in the first place.

In translation, translators do many things and get many things, too. The translators face many difficulties in finding the closest equivalence. Equivalence is the main factor in translation .Good translation is that there is not any distortion in meaning.

Two types of methods which teachers of translation can employ in order to cope with the problems and understand the effectiveness of each are explicit and implicit teaching.

Explicit teaching involves directing students" attention toward a specific learning objective in a highly structured environment. Topics are taught in a logical order directly by the teacher through demonstration, explanation and practice. Explicit teaching also involves modeling thinking patterns. This requires a teacher thinking out loud while working through a" problem" to help students understand how they would think about accomplishing a task .The attention of students is very important since explicit teaching is very teacher-centered .Explicit teaching is closely related to deductive teaching , which means that rules are given before any examples are seen.

Implicit teaching involves teaching a certain topic in a suggestive or implicit manner; the objective is not plainly expressed. Implicit teaching is closely related to inductive teaching, which means that rules are inferred from examples presented first.

There are many different ways to improve implicit teaching method into a classroom .The basic idea is that students are given examples of desired topic through any medium . Any kind of topic can be taught implicitly including: grammar, culture, etc. Students should be aware of what the learning objective is. Students are never taught the actual rules; they deduce their own form of rules based on the examples given (Brown, 2005).

Many trainers and trainees do not recognize the importance of translation teaching. In Riazi's words "those involved in the process of translation teaching and learning, namely trainers and trainees, should be informed of the importance of translation which is a major intellectual understanding and also of the vast world of communication in which competent teachers and interpreters are needed" (Riazi & Razmjoo, 2004).Through translation teaching, students would be able to deepen their understanding of two languages and two cultures , learn both the foreign language and their mother tongue thoroughly, and enhance their knowledge of structures. The purpose of translation is to give students not only practical bilingual ability, but also to encourage the attitudes that will allow them to do the best possible translation work after graduation.

Larson (1984, p.22) says that translation is a complicated process. Barnwell (1983, p.15) says that a good translation should be accurate, clear, and natural so it does not sound foreign. The principle in translation is the sameness of meaning in the source language (SL) and the target language (TL).

It is understood that translation plays a crucial role in human communications. In the process of transferring the sense form the source language (SL) to the target language (TL), translator plays a pivotal role. At times, they act like a bridge connecting two different cultures. By translation, new thoughts, philosophies, and points of views are entered into different languages.

STATEMENT OF THE PROBLEM

There are so many kinds of languages that exist in this world. We use language to transfer idea or information. For example, a person who understands English and uses it as his mother tongue may not

understand *Persian language*, and would not understand the information in an article wrote in *Persian*.

One way to solve the problem above is by using translation. Every man who masters or understands two different languages can do translation, since he/she understands the meaning of one language (SL) and able to convey or transform its meaning into another language (TL). Practically, doing translation is not that simple. It is because every language has its own characteristics (Catford, 1965, p.27). Sometimes word or words that seem to have 'exact' meanings, has some component meanings which is different from other languages. But it does not mean that translating is impossible as Nida & Taber (1974 , pp.4-12) state, "Anything that can be said in one language can be said in another, unless the form is an essential element of the message; the best translation does not sound like translation."

To get a good translation, there are so many factors that should be remembered by translators. Two of the most important factors are linguistic factors which cover words, phrases, clauses, and sentences; and non-linguistic factors which cover the cultural knowledge on both source and target language culture. Other difficulties in translation are related to idiomatic expressions because each of the languages expresses its own culture where it is used. The difficulties are not only the vocabularies but also the world structure. The other difficulty is in the process of transferring the meaning from source language into the target one. (Nababan, 2003)

Regarding translation, Jacobson (1959, p.223) pointed that: "translation involves two equivalent messages in two different codes. Equivalence is the cardinal problem of language and the pivotal concern of linguistics."

According to Miremadi (1991) in rendering texts, the translators are always surrounded by a number of problems which are to be tackled consciously and accurately. The first problem is how to get access to adequate comprehending of the original text with all its complexities. The second problem is the existence of lexical, syntactic, semantic, pragmatic, and the world perspective imbalance between languages. Because of the differences between languages there is no completely exact translation between any two languages.

The other problem in translation is lexical problem .Words and entities which refer to objects or concepts. There is no an identical object in the two cultures. Thus in translating texts , all differences have to be taken into consideration and must be considered as an important factor.

Another factor that may cause a problem in translation is syntactic problem. Nida (1975, p.26) argues that "in no two languages one can find exactly identical systems of structural organization based on which symbols can be related to meaning on the one-to-one correspondence basis. "All languages show signs of noun phrase ,events, propositional phrase, but they show differences in their formal distribution (Miremadi, 1991)".According to Nida (1975)word classes , grammatical relations, word order, style and pragmatic feature are different from language to language.

REVIEW OF RELATED LITERATURE

Basically, translation is not just changing words from one to another language. It needs a special skill so that the result of the translation becomes natural and easy to understand. In Newmark's Book (1981, p.40) entitled "Approaches to translation", he states that translation is how to replace a written message and statement in another language. It means, to have a good quality translation, a translation must convey the message that the writer of the source Language(SL) wants. It is not necessary to maintain the form of the text, as long as the message of the source language can be delivered appropriately to the target language, it can be called a good translation. Catford (1965) defines, 'Translation' as an

operation performed on languages, which is a process of substituting a text in one language, for a text in another. According to him, translation is a process through which the whole components of the text or a part of it are processed (p.21).

Since translation is a complicated process and its theory, as Newmark (1981) states, is an interdisciplinary field, the main problem in the theory and practice of translation should clarify the question of equivalence. In fact, translation cannot be fruitfully discussed without the support of a theory about what translation is, about the nature of translation equivalence, or about the difference between translation equivalence and formal correspondence. Catford (1965) states that translation deals with language in that the analysis and description of translation processes must make considerable use of categories set up for the description of languages. Thus, translation must draw upon a theory of language or a general linguistic theory. Obviously, any translator should follow a specific theory; otherwise, his work would not be fruitful. Theoretical studies, however, as Komissarov (1985) mentions, may provide the translator with three kinds of instruction as follows:

Firstly, a rule can be formulated outlining some general principle that the translator should strive to follow in his work. Such principles are guidelines to help him whenever he is in doubt as to some choice to be made in the process of translating. Secondly, translation theory can offer the translator the description of some specific methods of translation among which he may choose while trying to solve some specific problem, and thirdly, translation theory can describe the conditions which favor or preclude the use of a particular method (p. 208). By focusing due attention on the impact of the receptors of any translation, one is inevitably led to a somewhat different definition of translation that has been customarily employed. This, as Nida (1975) states, means that one may define translation as a reproduction of the receptor's language the closest natural equivalent of the message of the source language, first in terms of meaning and second in terms of style.

In terms of grammatical patterns, languages differ not only in specific terms for objects and actions; they differ even more in the kind of linguistic and social contexts in which these terms are used. That is why individual words and their meanings are embedded in a unique semantic field or world-view, reflected by the language. They also form part of unique constructions and contexts occurring in that language. So translator's restrictions are of two kinds in that one of them is peculiar to translation, the other is applicable to an all kinds of writing. On the one hand, the translator is expected to be devoted to the original work, trying to transfer as much of the intended meaning as is possible; on the other, his power of choice-making is limited by restrictive rules of language. Although the number of words and rules in a language are finite, the words may, within the limitation imposed by the rules, be combined in an infinite number of ways.

Newmark (1988) believes that Catford has also applied Halliday's systematic grammar to translation theory and has fruitfully categorized translation shifts between levels, structures, word-classes, units (rank-shifts) and systems (p.9). As a definition of translation, it can be defined as follows: The replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Starting from the idea that translation implies replacing textual material in SL with equivalent textual material in TL; one can define the degrees of extent of each translation. Then, Catford introduces his theory in the form of full and partial translation and at the same time total and restricted translation. Thus in full translation we have "the entire text which is submitted to the translation process"; whereas in a partial translation, some parts of the SL text are left untranslated. Concerning the levels of translation which is total translation in that translation, from all levels of the SL text are replaced by TL material, in other words, replacement of SL grammar and lexis by

equivalent TL grammar and lexis. In order to consolidate his position, Catford assumes that a theory of translation should define what the conditions and processes of translation must be (p.21).

RESEARCH METHDOLOGY

The subjects of the present study were 60 senior students at Islamic Azad University of Qaemshahr, IRAN. To be sure that all subjects are homogeneous regarding language proficiency, the researcher administered a Full-course Placement Test (2006) developed by Pearson Education. The test was piloted with 30 similar learners to determine item characteristics, i.e., item facility, item discrimination, and choice distribution. Furthermore, to estimate the validity of this test, the researcher compared the subjects' performance in full-course placement test with their performance in TOEFL. The concurrent validity was 0.88.The reliability of the test was calculated through KR-21 method which turned out to be 0.77 From among the subjects who participated in the test, 60 students whose scores were close to the mean score (one SD above or below the mean) were selected and divided into two groups of 30 students to ensure the homogeneity of the subjects. They have similar socio-cultural and educational background and they have never been to any English speaking country before. Their ages range from 22 to 26. The 60 students that were randomly assigned to two groups of 30 were tested on different translation test forms to show the different degree of effectiveness of shifts instruction on their translation ability. It is worth noting that both groups were taught by the same teacher.

The given tests were productive in nature, and were held in the same instructional and environmental condition. The tests were consisted of six paragraphs and seventeen sentences to be translated by the students. The subjects were supposed to translate the paragraphs and the sentences and determine the kinds of shifts in their translations. The subjects had to answer them in a specified period of time, subjects weren't allowed to use dictionary.

To construct this test, the researcher prepared a table of specifications of the course book in order to contribute to the content validity. Moreover, the test was piloted with 30 similar learners and was reviewed and rewritten.

It should be mentioned that the ratings of the pre-test and post-test were carried out by two raters. The correlation coefficient was calculated to determine inter-rater reliability (r=0.89) for the ratings of the tests . To increase inter rater reliability, the researcher predetermined the correct translation and specified all kinds of shifts in the given test.

The researcher will do her work by studying two groups of university students with the same instructor, different classes and two different ways of instruction. One way is explicit and the other is implicit instruction of shifts as one of translation procedures.

 The researcher divided these 60 students into two groups of 30 students. The subjects were selected randomly. One group as experimental group that received explicit instruction on shifts as one of the translation procedure, while the second group as comparison group received implicit instruction on shifts. Before the commencement of the instruction, the Pre-Test was administered for both groups. Then the teacher began the period of training. It lasted ten weeks, one session per week lasting about two hours. The teacher used two textbooks for teaching shifts including Principles and Methodology of translation written by Hossein Mollanazar (1376) and Translation (An advanced resource book) written by Basil Hatim & Jeremy Munday (2004),at the end of the treatment, the posttest was administrated for both groups.

The results of the Pre-Test and Post-Test scores were designed to answer the research questions. To be sure that at the beginning of the treatment the subjects had the same knowledge regarding shifts and

translation, the researcher compared the means of experimental and comparison group in the pre-test. To see whether the explicit instruction was beneficial, the researcher compared the mean of the pre-test with the mean of the post-test of the experimental group. To see whether the implicit instruction was beneficial, the researcher compared the mean score of the pre- test with the same mean score of the post-test of the comparison group. To see the superiority of explicit or implicit instruction, the researcher compared the mean scores of the post-test of experiment group with that of the comparison group. To see whether the differences between the means of the two groups were significant or not, the researcher ran T-tests.

The subjects' scores in full course placement test range from 74 to 80. All subjects are at the same level. (upper intermediate). They are homogeneous regarding language background. As it was mentioned the rating of the pre-test and post-test were carried out by two raters. The correlation coefficient was calculated to determine inter-rater reliability for the rating of the tests. The correlation coefficient for pre-test was 0.89 and for post-test 0.98. It shows that they are highly correlated and reliable.

SUMMARY

The objective of the present study was to examine the effectiveness of explicit and implicit instructions for teaching shifts as one of procedures of translation. In this study, the researcher was intended to know to whether explicit and/or implicit instruction of shifts as a procedure of translation can be effective on translation ability or not.

According to the study , all null hypotheses were rejected and it was concluded that both explicit and implicit instruction were effective for teaching shifts. In addition, it was concluded that an explicit instruction could yield a better result than an implicit instruction. The present study, in general, supports the results of most studies in which the explicit instruction was more effective than the implicit instruction. As to the comparison of the two instructions, the explicit instruction is better than the implicit instruction for teaching shifts. The implicit instruction is an effective method for instruction of shifts, but it is not as good as the explicit one. The result of this research is in line with other researches like Wildner-Bassett (1984), House (1996), Tateyama *et al.,* (1997) .

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