The Case for Using Translations at Victoria University

Dr Fiona Henderson

Critical Intersections: the 12th Biennial Conference of the Association for Academic Language and Learning, University of Wollongong 25-27th November 2015
Questions

• What’s important to learn?
• Are content & language developed at same rate?
• Should threshold concepts be taught in L1?
• Which translation theory is followed?

Example

• Delphi technique for translation of my academic support role
STUDENT LEARNING SERVICES

STUDENT LEARNING UNIT (SLU)

Welcome to SLU - CHINESE VERSION

学习辅导

欢迎您到学生学习辅导站 (SLU) 。学习辅导站是维多利亚大学学生学习服务部的一个分支结构。学习辅导站举办研讨会和各种学习辅导班 (墨尔本校区) 并为学生提供学习资料，帮助他们顺利完成学业。这个网站会根据使用者的反馈作出改动。请使用你的维多利亚大学学生账号登陆本站，这将会与指导老师，图书馆以及其他的的学生建立联系很重要。本站有多种方式可以提供服务，以下是一些可以链接的网站：

- 学习辅导中的学习研讨会 (Workshops)
- 大学新生选择新生辅导计划
- 常问的问题 (FAQs)
- 学习辅导中的学习辅导 (Oral Presentation)
- 一般学习辅导，比如什么是讲座 (Lecture)，什么是辅导 (Tutorial)，以及其它形式
- 一般学习辅导 (Writing Assignments)
- 如何提高学习效率
- 研究生与国际学生
- 学生辅导 (Mentoring)
- 学术导师 (Academic Advising)
- 学术辅导 (Academic Support)

境外学生可以通过电子邮件获得学习辅导与指导

此项电子服务可以辅助您与位于墨尔本的维多利亚大学学习辅导的某位学习顾问建立联系。你可以利用此项服务来回答有关语言与学术技能的问题，发送你的作业草稿，和老师沟通。请你在使用此项服务之前仔细阅读如下信息：

获得辅导老师的答复可能需要至多48小时等待。研究生辅导的答复时间可以与辅导老师商量。答复你的邮件的并不总是同一导师。

请按照提出的要求，比如：要求评论语法，要求评论是否切题，要求评论文章结构。

请务必提供你提交的作业要求。

请提供你的维多利亚大学学生编号，你所在的大学名称以及你课程的课程名称。

请提供一份作业，以便于辅导老师批改你的作业。有时候你可能需要将作业的草稿。

辅导老师的答复不是替你做作业，检查拼写或是填写你留下来的空白。

在遇到各种各样的学习问题时，你可以到这里来寻求帮助。如果是一个难题，请点击对应的按钮，选择你感兴趣的主题。

如果有任何语言和学习的问题可以和我们一起联系。

SLS LINKS:

Student Learning Unit
Concurrent Assistance
English Language Institute
SLS Staff Support
SLS Staff Contacts

CONTACT US
Phone SLR: +61 3 9919 4744
Email: Student Learning Unit
Fiona Henderson
Utilising Academic Support & Development

- 1:1 appointments with a learning advisor
- Drop in sessions
- Workshops linked to units of study
- Assistance/advice on embedding numeracy development

Student Learning Unit

- 1:1 appointments with a learning advisor
- PG Writing Circles
- Generic Resource development
- Deliver PhD Core Research unit

Numeracy Maths & Physics

Students Supporting Student Learning

- Trident (engineering)
- Rovers
- Student Writing Mentors
- PASS (Peer assisted student sessions)
- PATs (Peer assisted Tutorials) (1 program in CSES)

College facing ASD teams
First Year Curriculum Principles

- Kift (2009) ALTC Fellowship
- Developmental and transitions approach

• Knowing (or having strategies to find out)
  - Where students are at
  - Where they need to be
  - How to get them there

• There is no one-size fits all solution
• Every College and course differs
  - Discipline areas
  - Different ways of knowing
  - Professional outcomes
  - Student cohorts
Student Peer Mentoring

• Chinese student peer mentors facilitate a Chinese-only PAT for Accounting Information Systems

• Chinese student peer mentors facilitate online (Wechat) for Accounting for Decision Making students in Beijing

• Chinese students in Melb sharing learning approaches via skype with Chinese students in Henan (peer learning; offshore transition strategy)
ACADEMIC LITERACY PROJECT
An investigation into academic literacy for Chinese students

STUDENT RESOURCES

INTRODUCING ACADEMIC LITERACY RESOURCES

Click here to access one of the five multimedia resources:

1. *The Road to Academic Literacy* (Video) » Download » Feedback
2. *Richard & Kim Encounter Academic Literacy* (Video) » Download » Feedback
3. *Behind Closed Doors* with Grumpy Lecturer - *Episode #1: Improving Your Assignment* (Video) » Download » Feedback
4. *April’s Journey* (Video) » Download » Feedback
5. *Battle Royale* with Grumpy Lecturer, PhD (Comic Strip Serial) » Download » Feedback

FAQs

About the resources

1. *The Road to Academic Literacy* (Video) - Key theoretical concepts and interactive examples

   Two students step into the world of Academia and learn that success at university involves advanced principles such as critical thinking, creativity, and academic honesty that they must master across their studies to gain satisfactory employment.

   There are 3 parts: Video (26 mins), Interactive Questions (5 mins), Video - Questions (30 mins).

2. *Richard & Kim Encounter Academic Literacy* (Video) – Proactive principles with student dialogue

   To connect the theoretical to the everyday, two real life students encounter *The Road to Academic Literacy* alongside us. Their skepticism and indifference mirrors our own feelings, allowing another point of identification and the ability to address these feelings head on.

   There are 3 chapters of approximate 10 mins each, best viewed on separate occasions to avoid overload and build serial interest.

3. *Behind Closed Doors* with Grumpy Lecturer - *Episode #1: Improving Your Assignment* (Video) – Technical / Practical Instruction / Interactive Feedback
中秋月圆时分，喜马拉雅山高处的一座古老庭院变成了“战场”。穿越时空，来自全球各地的赛手们到这里与具有超强
从雪堆与樱桃树中间走进来两个人，而另外一个却离开了。让“战斗”打响吧！
Postgraduate learning in media & communication

Pre-Sessional Program Resources

Pre-sessional resources for Australian learning support lecturers in Learning

Aimed at learning support lecturers in Teaching and Learning Centres, these resources are designed for a pre-sessional international students, with a focus on Chinese students beginning study in media and communication.

The program is spread over five days. It can be run as a five day program prior to the semester, or spread out as a part of a semester. Sessions have been designed to run in the numbered sequence shown in the table below.

Note that the Day 1 introductory sessions are unique to the pre-sessional program. Sessions for Days 2-5 are also intended for media and communication lecturers.
Equity?
Translation to learn

• What is the issue with students writing in their L1 then using a software translator then finessing the language?

• How much are we valuing language over content?

• Is there a case for valuing content over language?
Translation theories

• Most TT is:
  – Product-orientated – focuses the translation
  – Function-orientated – examines the context and purpose of the translation
  – Process-orientated – analyses the psychology of translation and process

• Usually elements of all three

• People have been arguing for centuries about
  – literal v. free v. faithful translation
  – word-for-word v. sense-for-sense
Antoine Berman (1984)
‘the Experience of the Foreign’

• Berman’s ‘negative analytic’ of translation focuses on:
  – Rationalization
  – Clarification
  – Expansion
  – Ennoblement
  – Qualitative impoverishment
  – Quantitative impoverishment

– The destruction of rhythms
– The destruction of underlying networks of signification
– The destruction of linguistic patterns
– The destruction of vernacular networks or their exoticization
– The destruction of expressions and idioms
– The effacement of the superimposition of languages
Issues with TL orientated texts

• What can be done to avoid too much standardization?
• How can one avoid social or cultural bias?
• What does it mean to truly represent the original?