The Case for Using Translations at Victoria University

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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

欢迎您登陆学生学习辅导站 (SLU)。学习辅导站是维多利亚大学学习服务部的一个分支机
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。请使用者的维多利亚大学邮箱登陆
网站，这对与指导老师、图书馆以及其他的学生建立联系很重要。您在多种方式可以提供服务，以下是一些可以连接的网站：

- 学习辅导中的学习辅导内容 (Workshops)
- 大学新生 (学生服务学习辅导)
- 常见的信息 (FAQs)
- 观光旅游等国际学生讲座 (Oral Presentation)
- 一般学习技巧，比如什么是讲座 (Lecture)，什么是辅导 (Tutorial)，以及全面技巧
- 写作文 (Writing, Essay Writing)
- 新生辅导 (Advising)
- 研究生 (Postgraduate)
- 学术辅导 (Mentoring)
- 适应期 (Orientation)

学校的学生可以联系维多利亚大学学术辅导，详情请参考使用指南。

邮箱学生可以通过电子邮件获得学习辅导帮助与辅导。

此项电子邮件服务可以帮助你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。
你可以利用此服务来：

- 提供有关语言和学术技能问题的解答和建议

请你在使用此项服务前仔细阅读以下的提示：

- 辅导老师的回答可能需要至多48小时回答
- 辅导辅导的答复时间可以与辅导老师商量
- 答案你的邮件的并不总是同一位老师
- 请注意提出的要求，比如：要求评论语法；要求评论是否切题；要求评论文结构
- 您必须提供任课教师的作业要求。

请提供您的维多利亚大学学生编号，你的所在地区名称以及必修课程的讲授姓名。您在收到回复后，可以于某位老师讨论你的作业，有时候就不能面面观到。

如果你遇到各种各样的学习问题时别忘了你可以到这里来寻求帮助，如果是一
般的问题就点击绿色的按钮，如果辅导的问题就点击相关的搜索。

如果有任何语言和学习的问题，请你和我们联系。
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

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

Numeracy Maths & Physics

College facing ASD teams
- Developmental
- Targeted
- Student-focused
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

College-facing ASD teams for First Year Champion Support
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 approximately 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 program for 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 pre-sessional program. 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 important for media and communication lecturers.

给老师和学生们的简要信息

跨文化交流基础
中式思维学习与西式思维学习
合作性和互动性的教学策略
中国研究生在使用英语中出现的问题
发展语言发音、讨论和批判性思维能力
批判性思维和创造性思维
了解你的中国学生：给澳大利亚学者的一个快速参考指南
关于参加讲座讨论
研究生阶段的海外学习
中国学术环境中的语言和表达
指导中国研究学者
理解语言的概念以及它如何影响中国学生在澳大利亚大学里的交流活动
为什么中国学生在英语语言学习上表现良好
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

• 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?