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

欢迎登陆学生学习辅导站 (SLU), 学习辅导站是由麦考瑞大学学生学习服务部的一个分支部门，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。请使用你的墨大邮箱登录本门，这对你与指导老师、图书馆以外的其他学生建立联系很重要。本门有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服务 (Workshops)
- 大学新生学习辅导和注册辅导
- 常见的问题 (FAQs)
- 适当的学习辅导 (Office of Study Counsel)
- 一般学习技巧，如什么是讲授 (Lecture)，什么是辅导 (Tutorial)，以及各种技巧
- 发表论文 (Writing Academic Essays)
- 研究生与国际学生
- 资助辅导 (Mentoring)
- 培训 (Training Program)
- 墨尔本英语语言学院 (Melbourne Language Institute)

境外学生可以通过电子邮件获取学习辅导帮助。资助辅导站可以帮你与墨尔本的麦考瑞大学学习辅导部的某位学习辅导员建立联系。你可以利用此项服务，请先阅读有关读者与学术技能的问题。发出一份作业：请老师评阅。请你在使用此项服务前仔细阅读如下信息：

- 请在使用此服务前仔细阅读如下信息：
- 资助辅导老师的工作可能需要至多48小时。研究生辅导的答复时间可以与辅导老师商定。
- 答复你的邮件的并不是同一人老师。
- 拒绝提出的要求，比如：要求评论语法；要求评论是否切题；要求评论文章结构。
- 请务必提供任课教师的作业要求。
- 拒绝提供你的麦考瑞大学学生编号，你的所在的大学名称以及布置该项作业的讲座姓名。
- 辅导老师一次只能有一个小时的时间来批改你的作业，有时候就不能面面俱到。
- 辅导教师的职责不是替你做作业，检查拼写或是填写你留下来的空白。

在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，如果你遇到问题就点击相应的按钮，有特别的问题就点击相关的链接。
如果有任何语言科学习的问题可以和我们联系。
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

Numeracy Maths & Physics

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)

College facing ASD teams

Developmental Targeted Student-focused
First Year Curriculum Principles

College-facing ASD teams for First Year Champion Support

- 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 & Teaching 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 shorter program over a shorter period of time. 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 included 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?
Theory of Translation

- Contrastive Linguistics
- Pragmatics
- Discourse analysis
- Stylistics
- Literary Theory
- Cultural Studies
- Communication Studies
- General Linguistics
- Linguistic Philosophy
- Machine Translation
- Artificial Intelligence
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?