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TRANSLATION

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TRANSLATION

FOREWORD

Welcome to the exploration of language, culture, and the intricate art of translation. In this book, we embark on a journey that delves into the multifaceted realm of translation, shedding light on its importance, challenges, and the intellectual prowess it demands.

Translation is far more than a mere act of rendering words from one language to another. It is a bridge that connects diverse cultures, enabling communication and understanding across linguistic boundaries. Within these pages, we navigate through various dimensions of translation, unraveling its complexity and significance in today's globalized world.

Our first stop brings us to the concept of enhancing translator intercultural competence. In an era where cultural sensitivity is paramount, translators serve as cultural mediators, deciphering not just words but also the underlying nuances embedded within different cultures. As we delve into this topic, we uncover the skills and knowledge essential for effective cross-cultural communication, emphasizing the indispensable role of empathy and cultural awareness in the translation process.

Next, we venture into the diverse modes of interpreting, exploring the dynamic techniques employed in bridging the gap between languages in real-time communication. Whether it be simultaneous, consecutive, or sight translation, each mode presents its own set of challenges and demands, highlighting the interpreter's adaptability and quick thinking under pressure.

Turning our attention to the realm of education, we examine the role of translation in language teaching, pondering the resurgence of Grammar Translation (GT) in

English Language Teaching (ELT). In an age dominated by communicative approaches, we revisit the merits of a more traditional method, questioning its efficacy in language acquisition and cultural understanding.

Finally, we delve into the psychology of translation, where critical and creative thinking intertwine to shape the translator's cognitive processes. From decoding linguistic structures to crafting nuanced interpretations, translators engage in a delicate dance of analytical reasoning and imaginative expression, enriching texts with layers of meaning while preserving the integrity of the original message.

As we embark on this intellectual odyssey, may this book serve as a guiding light for scholars, practitioners, and enthusiasts alike, fostering a deeper appreciation for the intricate art of translation and its profound impact on our interconnected world.

Curup, February 12, 2024

Authors

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CHAPTER 1
ENHANCING TRANSLATOR INTERCULTURAL COMPETENCE

A. INTRODUCTION

Translators and interpreters must be culturally competent for each of the target audiences they work with and have a thorough understanding of cultural context awareness and sensitivity to convey source language information to the target language audience. Abd also create a translation that is more accurate and represents the original intent and takes into account the meaning of the target language. The translation enables smooth communication between different cultures by transferring information from one language to another. However due to differences between different languages and cultures translation can also lead to misunderstandings or cultural conflicts

Communication between other linguistic communities and the spread of new knowledge have always been made possible via translation. The significance of translating. The first men created communication using signs, sounds, and mimics before they eventually developed speech and writing. This evolution occurred between more or less distant groups in various locations and at various times. As a result, language families (languages with similar roots) were more likely to develop Language translation can be done in many different ways. It seems that substituting one word for another and seeing the results is the simplest method. Unfortunately, it's not quite that easy. Who hasn't attempted to use an online automatic translator to translate a text? Those that have may attest that the outcome isn't always clear. A machine

will never be able to portray the nuances and feelings of a text written by a person, no matter how brilliantly coded it is the lack of the human element justifies the requirement for a translation. People can learn about different cultures through translation. Through translation, ideas, meanings, and thoughts can be communicated. We learn the fundamentals, customs, and values of various cultures as well as their collective knowledge. A great amount of knowledge that would otherwise be hidden and un-accessible to the rest of the world is made available through translation. In today's globalized society, language translation is crucial. More people are connected than ever, and texting is a key component of this. Language has a crucial part in everything from the United Nations General Assembly to the translation of medical reports. Language is translated into a legible form while maintaining its original meaning. More than ever, the value of translation is essential. The necessity of translation is evident in daily life. We deal with translation every day, despite not giving it much thought. This is the situation, for instance, when building furniture. It is crucial to have an instruction manual available in the language you employ in this situation. This enables you to put it together fast and effectively while utilizing all the information and suggestions provided by the manufacturer. Purchasing a piece of furniture only to be unable to put it together because you don't understand the assembly instructions could be irritating.

B. DEFINITION

Intercultural communication refers to communication between people from two different cultures. Intercultural communication is a symbolic interpretive transaction and contextual process through

which people from different cultures create shared meaning And the other definition of intercultural communication includes verbal and nonverbal forms of communication. For example an American businessman might practice cross-cultural communication with his Bangladeshi counterpart Intercultural communication is generally defined as communication between people of different cultures including racial ethnic and socioeconomic differences. Human communication consists of verbal and nonverbal messages (language and gestures) that are shaped by gender social class and culture The main purpose of intercultural communication is to increase the understanding of cross-cultural communication phenomena. Three different areas of research can be distinguished in this field: specific cultures general cultures and cross-cultural interactions.

Translation is converting a particular linguistic discourse's meaning from one language to another mentally. It involves converting linguistic concepts from one language into their equivalents in the other. According to Foster (1958), translation is the process through which a text's substance is translated from its original language into the target language. The source language (SL) is the one that has to be translated, whereas the target language (TL) is the one that needs to be reached The translator should convey the author's intention, original views, and opinions in the translated version as accurately and faithfully as possible, therefore he or she needs to be well-versed in both the source and the target languages Translation has been viewed in various ways due to its popularity. The term "translation" (P.1), according to Ghazala (1995), "is generally used to refer to all the process and methods used to convey the meaning of the source language in to the target language" (P.1). The focus of Ghazala's definition is

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on the idea that meaning is a crucial component of translation. Therefore, meaning is translated in connection to grammar, style, and sounds (Ghazala, 1995). This is because it is crucial to comprehend the meaning of the source text in order to have the proper counterpart in the target text both a process and a product, translation. Translation, according to Catford (1995), is the process of swapping out text in one language (SL) with equivalent text in another language (TL) (p. 20). With regard to being an activity, this definition demonstrates that translation is a process performed by humans throughout time when complex statements in a language are changed into simpler ones (rewording and paraphrasing). Additionally, it is possible to translate words from one language into another. On the other hand, translation is a product since, when the translated writings reach us, they introduce us to other diverse cultures, to ancient societies, and to civilized life (Yowell and Mutfah, 1999).

C. TRANSLATOR INTERCULTURAL COMPETENCE

In today's globalized world, the role of translators extends beyond language proficiency. Translators are cultural mediators, responsible for bridging the gap between languages and cultures. To fulfill this role effectively, translators must possess strong intercultural competence. Intercultural competence refers to the ability to understand, appreciate, and navigate cultural differences in communication.

Intercultural competence is crucial for translators to ensure accurate and culturally appropriate translations. It enables them to go beyond the surface-level understanding of languages and delve into the cultural nuances that shape communication. By understanding the cultural context, translators can accurately convey the intended meaning

and avoidmisunderstandings or misinterpretations.

Cultural differences can significantly impact the meaning and interpretation of texts. Translators with intercultural competence can navigate these differences and make informed decisions about word choices, idiomatic expressions, and cultural references. This ensures that the translated text resonates with the target audience and maintains the intended impact.

Moreover, intercultural competence plays a vital role in maintaining ethical standards in translation. Translators must be aware of cultural sensitivities, taboos, and norms to ensure that their translations do not offend or misrepresent the target culture. By continuously developing their intercultural competence, translators can navigate these challenges and produce translations that are respectful and culturally sensitive.

D. ENHANCING TRANSLATOR INTERCULTURAL COMPETENCE

1. Significance of Intercultural Competence in Translation

Intercultural competence plays a crucial role in translation, especially in today's globalized world where interactions between different cultures are increasingly common [2]. Translators are often required to navigate complex cultural nuances and effectively convey meaning across languages and cultures [2]. Without a strong foundation in intercultural competence, translators may struggle to accurately convey the intended message and may inadvertently introduce cultural biases or misunderstandings [2]. Therefore, it is essential to enhance translator

intercultural competence to ensure accurate and culturally sensitive translations.

2. Recent Developments and the Need for Enhanced Intercultural Competence

Recent developments, such as increased linguistic, ethnic, and cultural hybridity in societies, have added new layers of complexity to intercultural language work, including translation [2]. Translators, as well as source-text writers and target readers, are increasingly characterized by fluid identities and diverse cultural affinities [2]. This calls for translators to possess a comprehensive understanding of different cultures and the ability to navigate the complexities of intercultural communication.

3. The Role of Pedagogical Translation in Developing Intercultural Communicative Competence.

Pedagogical translation, which has been neglected in language teaching for many years, can play a significant role in developing intercultural communicative competence [1]. The traditional grammar-translation method focused on the mechanical aspects of translation, but with the emergence of sociocultural learning theories and the concept of intercultural competence, there has been a shift towards a more holistic approach [1]. Pedagogical translation can help learners develop a deeper understanding of the cultural contexts embedded in language and enhance their ability to navigate intercultural communication challenges.

a) Teaching Intercultural Competence in Translator

Training

Intercultural competence should be an integral part of translator training programs [2]. As translators are expected to work in culturally diverse environments, it is crucial to equip them with the necessary skills and knowledge to effectively navigate intercultural challenges [2]. This can be achieved through curriculum design that incorporates intercultural competence development, empathy training, and exposure to diverse cultural contexts [2]. By providing comprehensive training in intercultural competence, translator training programs can produce highly skilled professionals who are capable of producing accurate and culturally sensitive translations.

b) **Developing Intercultural Competences and Creativity for Successful Intercultural Communication**

Effective intercultural communication requires the development of both intercultural competences and creativity [3]. While previous research has focused on identifying barriers to effective communication, there is a need for more in-depth research on the combination of intercultural and creativity competences [3]. By integrating creativity into intercultural communication, translators can find innovative solutions to overcome cultural barriers and ensure effective communication across cultures [3].

c) **The Relationship between Acculturation Attitude and Translation Quality**

Acculturation attitude, which refers to a

translator's reaction to adapting to new language and cultural communities, can be a predictor of intercultural competence and translation quality [4]. Intercultural competence, defined as the ability to interact effectively with linguistically and culturally different individuals, is crucial for producing high-quality translations [4]. By understanding the relationship between acculturation attitude and translation quality, translators can strive to develop a positive attitude towards cultural adaptation and enhance their intercultural competence.

d) Development of Intercultural Communicative Competence in Teaching English to Future Interpreters

Intercultural communicative competence is a vital skill for future interpreters, as it enables them to effectively navigate intercultural interactions while using a foreign language [5]. While intercultural competency provides a foundation for intercultural communication, it is important to distinguish between the two and recognize the specific skill set required for intercultural communicative competence [5]. By incorporating intercultural communicative competence into interpreter training programs, future interpreters can develop the necessary skills to excel in their profession.

e) Promoting Intercultural Competence in the Foreign Language Classroom

Intercultural competence is essential for effective communication in the foreign language classroom [6]. Poor development of intercultural

competence can hinder communication between learners and lead to misunderstandings [6]. Therefore, it is important to provide teachers and learners with methodological tools that can help them develop intercultural competence and overcome communication problems [6]. By promoting intercultural competence in the foreign language classroom, learners can enhance their ability to communicate effectively in diverse cultural contexts.

Enhancing translator intercultural competence is crucial in today's globalized world. Recent developments and the increasing complexity of intercultural language work highlight the need for comprehensive approaches to intercultural competence development. Pedagogical translation, curriculum design in translator training programs, and the integration of intercultural competences and creativity are all important aspects to consider. additionally, recognizing the connection between the quality of translation and the acculturation attitude and encouraging intercultural competency in foreign language classrooms, can contribute to the overall enhancement of translator intercultural competence.

E. UNDERSTANDING INTERCULTURAL COMPETENCE IN TRANSLATION

In today's globalized world, intercultural competence plays a crucial role in translation. Translators are often required to navigate complex cultural nuances and effectively convey meaning across languages and cultures. Without a strong foundation in intercultural. competence, translators may struggle to

accurately convey the intended message and may inadvertently introduce cultural biases or misunderstandings. Therefore, it is essential to understand and enhance intercultural competence in the field of translation.

1. **Definition and Components of Intercultural Competence**

Intercultural competence refers to the ability to interact effectively and appropriately with individuals from different cultural backgrounds. It involves a combination of knowledge, skills, attitudes, and awareness that enable individuals to navigate intercultural interactions successfully. Byram's model of intercultural competence provides a comprehensive framework for understanding its components.

According to Byram, intercultural competence consists of three components: knowledge, skills, and attitudes. Knowledge refers to understanding cultural differences, including beliefs, values, customs, and communication styles. Skills involve the ability to interpret and interact in culturally appropriate ways, such as adapting language use and nonverbal communication. Attitudes encompass openness, curiosity, empathy, and respect towards other cultures.

2. **The Role of Empathy in Intercultural Communication**

Empathy is a crucial aspect of intercultural communication and plays a significant role in developing intercultural competence. Empathy involves the ability to understand and share the feelings, thoughts, and perspectives of others. In the context of translation, empathy allows translators to put

themselves in the shoes of the source text writer and target readers, enabling them to better understand the cultural context and effectively convey the intended message.

Empathy helps translators overcome cultural biases and assumptions by fostering a genuine curiosity and openness towards different cultures. It allows them to approach translation with sensitivity and respect, ensuring that the translated text accurately reflectsthe cultural nuances and intentions of the original text. By cultivating empathy, translators can bridge cultural gaps and facilitate effective communication between different language communities.

F. ENHANCING INTERCULTURAL COMPETENCE IN TRANSLATION

To enhance intercultural competence in translation, various strategies can be employed. Translator training programs should incorporate intercultural competence development as an integral part of their curriculum. This can be achieved through courses that focus on cultural studies, cross-cultural communication, and intercultural sensitivity.

Exposure to diverse cultural contexts is also crucial for developing intercultural competence. Translators should have opportunities to engage with different cultures through travel, immersion programs, or virtual exchanges. This exposure allows them to gain firsthand experience and insights into different cultural perspectives, enhancing their ability to navigate intercultural communication challenges.

Furthermore, empathy training should be integrated into translator training programs. This can involve activities that promote perspective-taking, cultural

empathy, and self- reflection. By cultivating empathy, translators can develop a deeper understanding of cultural nuances and effectively convey meaning across languages and cultures.

In conclusion, understanding and enhancing intercultural competence is essential in the field of translation. Intercultural competence enables translators to navigate complex cultural nuances and effectively convey meaning across languages and cultures. By developing knowledge, skills, attitudes, and empathy, translators can bridge cultural gaps and ensure accurate and culturally sensitive translations. Translator training programs should incorporate intercultural competence development, exposure to diverse culturalcontexts, and empathy training to produce highly skilled professionals capable of navigating intercultural communication challenges.

1. Integrating Intercultural Competence in Translator Training Curricula

Integrating intercultural competence in translator training curricula is crucial in preparing translators for the demands of today's globalized world. Current approaches to translator training often focus on language skills and translation techniques, but they may overlook the importance of intercultural communication and understanding. By incorporating intercultural communication concepts into translator training, students can develop the necessary skills to navigate cultural differences and effectively communicate across languages.

One approach to integrating intercultural communication concepts in translator training is through the use of technology. The use of computer-

assisted translation (CAT) tools and machine translation has become increasingly prevalent in the translation industry. Translator training programs need to reflect these technological developments to prepare students for the demands of the field (Bilic, 2020). The Online Computer-Assisted Translation Classroom is an example of an innovative approach that teaches students how to use the latest translation technology through hands-on remote software use (Bilic, 2020). By incorporating technology into translator training, students can gain practical experience and develop the skills needed to work in a fast-paced translation industry.

In addition to technological advancements, translator training should also address the ethical and cultural aspects of translation. Legal translation and interpreting, forexample, require translators to navigate complex ethical principles such as equivalence and neutrality (Ruano, 2015). Transformative pedagogies can be used to analyze and exemplifythe significance of these principles in legal interpreting and translation (Ruano, 2015). By critically examining these principles, students can develop a deeper understanding of the ethical considerations involved in translation and interpreting.

Furthermore, self-assessment of intercultural communication skills can contribute to identifying training needs and monitoring skills development in the field of medicine (Hudelson et al., 2011). Physicians working with multicultural populations need to be able to effectively communicate and collaborate with patients from diverse backgrounds. By self-assessing

their intercultural communication skills, physicians can identify areas for improvement and receive targeted training to enhance their competence in this area (Hudelson et al., 2011).

Task-based teaching (TBT) is another approach that can be adopted in translator training to enhance intercultural competence. TBT, originally developed in the field of second language instruction, can be adjusted and applied in the translation classroom (Li, 2013). The use of task cycles, including stages such as pretask, task, reporting, analysis, revising, and reflection, can provide students with practical experience and opportunities to develop their intercultural communication skills (Li, 2013).

Translation projects can also be used as a student engagement learning approach to enhance intercultural communication and understanding (Ping, 2015). By translating texts from one language to another, students can gain insights into different cultures and develop their intercultural competence (Ping, 2015). This approach aligns with the social constructivist approach to translator education, which emphasizes the integration of knowledge, skills, and theories with real practice (Ping, 2015).

In conclusion, integrating intercultural competence in translator training curricula is essential for preparing translators to work in today's globalized world. By incorporating intercultural communication concepts, technology, ethical considerations, and self-assessment into translator training, students can develop the necessary skills to navigate cultural differences and effectively communicate across

languages. These approaches provide practical and hands-on experiences that enhance students' intercultural competence and prepare them for the challenges of the translation industry.

2. Current Approaches to Translator Training

Translator training plays a crucial role in preparing individuals for the complex task of translation. This essay explores current approaches to translator training, with a focus on incorporating intercultural communication concepts, practical application, and the challenges faced in this field. The references selected provide valuable insights into these areas, offering perspectives on transformative theorizing in legal translation, intercultural competence, online computer-assisted translation classrooms, task-based teaching, and the development of intercultural communicative competence. Ruano (2015) discusses the importance of transformative theorizing in legal translation. This approach challenges deontological principles and emphasizes the need for pedagogical proposals that resist marketization and commodification forces in contemporary university education. It advocates for the inclusion of sociological approaches in translator training and critical reconsideration of Western expectations in different contexts.

3. Incorporating Intercultural Communication Concepts

Intercultural communication concepts are essential in translator training to develop intercultural competence. Root & Ngampornchai (2012) highlight the application of intercultural communication courses

in training for education abroad experiences. These courses address cognitive, affective, and behavioral skills, enhancing communication efforts of education abroad students. Tomozeiu et al. (2016) argue for the explicit introduction about intercultural competence of translator training curricula, emphasizing and importance for intercultural knowledge, skills, attitude, and flexibility.

4. Practical Application and Challenges

Practical application and challenges in translator training are addressed in several references. Bilić Bilic (2020) discusses the need to reflect current technological developments in translation technology in university-level translator training. The Online Computer-Assisted Translation Classroom is proposed as an innovative approach to teaching students how to use the latest translation technology. Li (2013) proposes the adoption of task-based teaching in business translator training, with adjustments made to the methodology to suit the translation classroom. These approaches involve stages such as pretask, task, reporting, analysis, revising, and reflection.

Challenges in translator training are also explored. Belenkova et al. (2017) analyze the usefulness and efficiency of educational resources for the training of language mediators, contrasting the new content focused technology with the conventional methodology . Malyuga et al. (2018) investigate the lingua-cultural competence of translators specializing in intercultural business communication, highlighting the importance of addressing accuracy versus readability and identifying the skills necessary for training student translators.

Translator training is a multifaceted field that requires the incorporation of intercultural communication concepts, practical application, and addressing various challenges. The references selected provide valuable insights into transformative theorizing in legal translation, intercultural competence, online computer-assisted translation classrooms, task-based teaching, and the development of intercultural communicative competence. These approaches contribute to the enhancement of translator training programs, ensuring that future translators are well-prepared to navigate the complexities of the translation industry.

G. EDUCATIONAL SOJOURNS: IMMERSION FOR INTERCULTURAL UNDERSTANDING

Educational sojourns, such as study abroad programs, offer a unique opportunity for individuals to immerse themselves in a different culture and gain firsthand exposure to cultural practices and norms. This essay explores the benefits of educational sojourns for translators, highlighting the importance of intercultural understanding in the field. The references selected provide valuable insights into the social ties of international students, the impact of study abroad experiences on intercultural competence, and the challenges faced in developing deeper levels of intercultural understanding.

1. The Benefits of Educational Sojourns for Translators

Educational sojourns provide numerous benefits for translators, enabling them to develop intercultural competence and enhance their translation skills. Schartner [8] discusses the social ties of

international postgraduate students at a British university, highlighting the importance of building relationships with individuals from different cultural backgrounds. These social interactions contribute to the development of intercultural understanding, which is crucial for translators to accurately convey cultural nuances in their translations.

Gaining firsthand exposure to cultural practices and norms is another significant benefit of educational sojourns for translators. Root and Ngampornchai [9] explore the impact of study abroad experiences on intercultural competence. While immersion into a different culture alone may not necessarily increase intercultural competence, firsthand exposure to cultural practices and norms allows translators to gain a deeper understanding of the cultural context in which their translations will be used. This firsthand experience enhances their ability to accurately convey cultural nuances and effectively communicate with individuals from different cultural backgrounds.

2. Gaining Firsthand Exposure to Cultural Practices and Norms

Educational sojourns provide translators with the opportunity to gain firsthand exposure to cultural practices and norms, which is essential for developing intercultural understanding. Immersion in a different culture allows translators to observe and experience cultural practices and norms firsthand, enabling them to better understand the cultural context in which their translations will be used.

By living and interacting with individuals from different cultural backgrounds, translators can gain insights into the values, beliefs, and customs of a

particular culture. This firsthand exposure helps them to accurately convey cultural nuances in their translations, ensuring that the intended meaning is effectively communicated to the target audience. Additionally, translators can develop a sensitivity to cultural differences, allowing them to adapt their translations to suit the cultural expectations and preferences of the target audience.

Furthermore, firsthand exposure to cultural practices and norms enables translators to develop a deeper understanding of the cultural context in which their translations will be used. This understanding is crucial for accurately conveying the intended meaning and ensuring that the translation is culturally appropriate. Translators who have firsthand experience with a particular culture are better equipped to navigate the complexities of cultural differences and effectively bridge the gap between languages and cultures.

3. Challenges in Developing Intercultural Understanding:

While educational sojourns offer significant benefits for translators in terms of intercultural understanding, there are also challenges that need to be addressed. Root and Ngampornchai [9] highlight that immersion into a different culture alone may not necessarily increase intercultural competence. Developing deeper levels of intercultural understanding requires more than just exposure to a different culture; it requires a conscious effort to engage with and reflect on the cultural experiences.

Translators may face challenges in fully understanding and adapting to a different culture,

especially if they are not proficient in the language of the host country. Language barriers can hinder effective communication and limit the extent to which translators can immerse themselves in the cultural practices and norms. Overcoming these challenges requires dedication, perseverance, and a willingness to learn and adapt.

So, Educational sojourns provide translators with invaluable opportunities to develop intercultural understanding and enhance their translation skills. By gaining firsthand exposure to cultural practices and norms, translators can accurately convey cultural nuances in their translations and effectively communicate with individuals from different cultural backgrounds. However, developing deeper levels of intercultural understanding requires more than just immersion into a different culture; it requires a conscious effort to engage with and reflect on the cultural experiences. Translators must be willing to overcome challenges, such as language barriers, and actively seek to understand and adapt to the cultural context in which their translations will be used. By doing so, translators can become more effective in bridging the gap between languages and cultures, ultimately contributing to the promotion of intercultural understanding inthe field of translation.

H. TRANSLATION-BASED LEARNING: FOSTERING INTERCULTURAL COMMUNICATIVE COMPETENCE

1. The Role of Translation in Language Teaching

Translation has long been recognized as a valuable tool in language teaching. It serves as a bridge between languages, allowing learners to understand

and communicate across different linguistic and cultural contexts. In recent years, there has been a growing emphasis on the role of translation in fostering intercultural communicative competence.

Integrating translation activities into language teaching provides learners with opportunities to engage with authentic texts and develop their language skills in a meaningful way. By translating texts from one language to another, learners not only enhance their understanding of the source language but also gain insights into the target culture. This process allows learners to explore cultural practices, norms, and perspectives, thereby fostering intercultural understanding.

Translation-based learning can be implemented in various ways. For example, learners can be assigned translation tasks that require them to analyze and transfer meaning from one language to another. These tasks can range from simple sentence-level translations to more complex text-based translations. By engaging in these activities, learners develop their language proficiency, critical thinking skills, and cultural awareness.

Furthermore, translation can be used as a tool for promoting learner autonomy and self-reflection. Learners can be encouraged to reflect on the cultural implications of their translations and consider alternative translations that may better convey the intended meaning. This process not only enhances their language skills but also encourages them to think critically about cultural differences and the impact of language on communication.

In addition to its role in language teaching, translation also plays a significantrole in cross-cultural

knowledge transfer within multinational corporations (MNEs) (Wei- he & Chin, 2015). In a globalized business environment, MNEs often operate in diverse cultural contexts, requiring effective communication and knowledge sharing across boundaries (Wei-he & Chin, 2015). Translation serves as a means of overcoming language barriers and facilitating cross-cultural understanding within these organizations (Wei-he & Chin, 2015).

2. Overcoming Cultural Boundaries through Translation Activities

Translation activities can help learners overcome cultural boundaries by providing them with firsthand exposure to different cultural practices and norms. By engaging with authentic texts from different cultures, learners gain insights into the values, beliefs, and perspectives of other communities. This exposure allows them to develop empathy, tolerance, and respect for cultural diversity.

Translation activities can also help learners develop intercultural communicative competence, which is the ability to effectively communicate and interact with people from different cultural backgrounds. Through translation, learners learn to navigate cultural differences and adapt their language use to suit the target culture. They develop an understanding of the cultural nuances and conventions that shape communication in different contexts.

Moreover, translation activities can promote critical thinking and reflection on cultural stereotypes and biases. Learners are encouraged to question their own assumptions and challenge preconceived notions about other cultures. This process fosters a more

nuanced understanding of cultural diversity and helps learners develop a more inclusive and open-minded approach to intercultural communication.

However, it is important to note that translation alone is not sufficient to develop intercultural communicative competence. It should be complemented with other pedagogical approaches that promote cultural sensitivity, such as intercultural exchanges, multicultural literature, and authentic cultural experiences. These approaches provide learners with a holistic understanding of culture and enhance their ability to navigate intercultural communication challenges.

Translation-based learning is a valuable approach to fostering intercultural communicative competence. By integrating translation activities into language teaching, learners gain firsthand exposure to different cultural practices and norms. They develop language proficiency, critical thinking skills, and cultural awareness, enabling them to effectively communicate and interact with people from diverse cultural backgrounds. However, it is important to supplement translation activities with other pedagogical approaches to ensure a comprehensive and well-rounded development of intercultural communicative competence.

I. INTERCULTURAL PROFICIENCY IN INTERPRETER EDUCATION

Instruction of translators must continuously adjust to the ever-changing reality. Contributions is high, because of training need itself depends on capacity of a programs to meet the special needs of future translators. In fact, as a translator training programs do not meet today's

challenges and are inadequately prepared students graduating from the translation curriculum can lose their jobs because of individuals with no formal training in language but with extensive understanding and consciousness different questions (Tymoczko 2009). As the language learning increases English language skills and many companies hire translators without training, the translator's profession may be in danger. Observing translation practice shows how difficult it has become to train a translator. Such ideas because community translations are growing in popularity, in collaboration Businesses and volunteer translators alike benefit from the contributions of community members. Some businesses (like Waze and Khan Academy) continue to opt for this approach even though the cost of translating large volumes of text may be similar to that of hiring a professional translator.

The days of English translators functioning as merely cultural mediators are long gone. They are no longer at ease in an environment with set guidelines, assigned genres, or dependable standards; instead, they must be open to accepting and identifying "hybrid texts" (Taviano 2010 Taviano 2013), which are a result of negotiations between different cultures and languages, arising from overlapping rhetorical and discursive norms created and directed at an international community where the traditional distinction between source text and target text/culture are no longer applicable". This was long the time when we entered the world of many European Englishes (eg Euro-English, British English, ELF, EU-English, etc.). Furthermore, translation courses hardly ever translate and analyze texts written by non-English speakers. Holmes (2013). Nonetheless, 72.5% of the source texts that the European Commission's Directorate General

for Translation translated were written in English, as of 2009. and a large number of them are written by non-native English speakers who use English as a Lingua Franca (ELF), rather than by native English speakers (as noted by Holmes 2013). Previously, when Translation was far easier then than it is now to know the language and a certain English-speaking country or countries. These days, it is insufficient.

This article focuses on intercultural translation training. The following provides a summary of some methods for acquiring translation knowledge and discusses the importance of intercultural competency in translator education. Following the presentation of the survey results, a discussion of English students' opinions of the translator's job is held.

J. PROFICIENCY IN TRANSLATION

The idea of "translation competence" entered the academic discourse in the 1990s (see, for example, Hewson and Martin 1991; Pym 1992; Kiraly 1995; Hatim and Mason 1997). and several researchers defined it as a building consisting of several components. For example, Kiraly (1995) centered on the translation and psycholinguistics process. He gives a mental image of the translator as "an information processing system where translation results from the interaction of the intuitive and the controlled. processes that use linguistic and non-linguistic information. The following are the steps involved in translating: sources of information (translation process, secondary and secondary cultures and languages, long-term memory – knowledge of the world ", etc. input of reference books, etc.) and outside resources (source text); intuitive workspace (a subconscious process in which information from the source text is synthesized and processed together

with The duration of the translator retrieved information with memory and outside resources)—the outcome of the process of intuition is twofold: the initial translation elements and the problems that can continue to either one of two forms of supervision—purpose track language or text—or a controlled processing center. Included in Kiraly's (1995) model are:

a) The translator's awareness of possible situational factors specific translation task (translation expectations built from the contexts of the situation);

b) Translation-related knowledge possessed by the translator, inclusive for example 1st and 2nd language skills (syntactic, lexicosmantic, sociolinguistic and textual), cultural knowledge of first and second language cultures and professional knowledge; knowledge of the subject studied; and

c) The capacity of the translators to initiate appropriate intuitive and controlled psycholinguistic processes to form the bilingual text and to verify its suitability for translating the source text (translation-related skills). (page 108)

In this model, the focus is on both the translator and his skills and translation process. The following model focuses on skills as a translator instead of a translation process. Translation professionals, according to Neubert (2000), are "multi-historians in an era of specialization" whose "mindset is a combination of everything worth communicating about from one linguistic culture to another" (p. 3) explain translation proficiency as the responsibility to ensure that the translator is able to cope with The expectations made of the translator. mental

apparatus according to the assignments related to the process of translation. She is getting a divorce following contextual features that "cover various individual components on the translation of knowledge and skills" (p. 4 He starts off by describing complexity, which is followed by heterogeneity. A translator needs to be able to perform a wide range of skills, many of which are uncommon to learn (for example, translating into special languages calls for a high degree of proficiency in a language pair). By its very nature, the translation is imprecise; the translator's familiarity with the subjects they can Coverage is rarely all-inclusive , but one useful skill is being able to enlarge on a topic to attain averages and proficient reader/receiver skills. Translators must continuously learn new things, read texts, and feel the pulse of the languages they are working in. Translation knowledge is open (ibid.). The ability to manage or supervise creativity is another aspect of competence in translation. Since translators' main responsibility is to "get the word out," they must be creative in order to translate elements that they cannot find in the target language. The second quality that is closely related to the first is the capacity to handle challenging situations. Historicity: the translation's past and extent of change (effect of local conditions requiring change) are finite Components of the Neubert Cognitive Orientations Inventory; he emphasizes it much more All you need in a translator's toolkit is language skills.

Multi-component models of translation competence conceptual deficits are opposed by Pym (2003) because they are only partially derived from institutional interests and are unable to remain relevant in the face of market demand. He goes on to say that multi-component smodels "accept complexity without being critical." meaning that they have separate purposes and means (p. 494). His

simplistic model prioritizes theory over declarative knowledge and technical proficiency. The model includes the capacity to "create more than one feasible set relevant source text (ST) target text" and "to select only one valid target text (TT) series, quickly and rightly' (Pym 2003: 489).

So far, the most comprehensive model seems to be the process model Acquisition and Evaluation of Translation Competence (PACTE), which was founded in 1997 and which undertook to define translator qualifications and its acquisition process is based on empirical research. That's what they're investigating translation skills from two perspectives: translation process and translation product According to the PACTE group, translation expertise is – in its simplest form – the information system necessary for translation. It can be defined as a competence, mostly as procedures, because it contains several interconnected sub-competencies with one particularly important strategic component. Translation competence in the PACTE model is a multi-component structure consisting of the following sub-competencies: bilingual, non-linguistic, instrumental, strategic, translational information and psychophysiological components. The models mentioned above are only a few selected from among many proposals presented by various researchers. All of them focus on the skills of the translator practical skills related to their translation process, including language skills knowledge, world knowledge, cultural knowledge and personal characteristics. An interesting factor here is the intercultural competence of the translators.

K. INTERCULTURAL COMPETENCE

Intercultural competence (IC) is not a new concept, and it seems to be although mostly not directly, in some

models of multicomponent translation skills. A translator is often referred to as a mediator between cultures and languages, and translation as intercultural communication (e.g. Katan 2009). Get ready for upcoming assignments, trainee interpreterswill learn about the cultures of different English-speaking countries - their history, traditions, values, beliefs, attitudes, stereotypes. etc. Acquiring this cultural competence is no longer enough, of course, because globalization and high contacts between different cultures make the work of translators equally difficult thanks to what Blommaert (2010, 2013) noted. extreme diversity, hybridity of societies. It really isn't necessary when looking at Europe to be an expert on ethnic, cultural and linguistic hybridity.

English as a lingua franca is not a single language with clearly defined rules for its use and structure, it is rather a hybrid, fluid, dynamic language. which is in constant negotiation and interaction with other languages and cultures – would not exist without this interaction. According to Jenkins (2011) to be A competent user of ELF is not enough to know the forms of any native language; rather, a successful ELF user has "acquired pragmatic skills need to adapt the use of English to the needs of the current language French situation" (p. 932).

What does this mean for training translators? In 2013, Taviano emphasized that "it is time for researchers and specialists in the field of translation, acknowledges the special position Today's translation training for English language(s) and […] therefore requires something completely different based on assumptions that inform the teaching of any other language" (p. 156). Apartment students must acquire standard English language skills aware of the diversity of ELF and needs strategies, skills and knowledge deal with them As professional translators,

they need sensitivity and awareness diversity is recognized by the fluid nature of ELF and the value of codified culture in the texts they can come to translate. In addition, awareness of your culture it should not be ignored in translator training. Students may need awareness raising understand what they don't know about their culture and learn from it a much broader, much deeper understanding (Kelly 2005; Witte 2008; Olk 2009). Potential translators should be aware of the worldviews and cultures expressed by their mother tongue and the other languages in the repertoire with which they intend to work.

The question of the nature of translators of cross-cultural qualifications The question is how it is included in the teaching and how it is evaluated is still under discussion. Katan (2009), who calls translators mediators of culture sees intercultural competence as "the ability to perceive and deal with differences" (page 284). Tomozeiu et al. (2016) suggest that an interculturally competent translator is "a person who demonstrates a high level of intercultural knowledge, skills, attitudes and flexibility during their professional work" (p. 256).

If we look at the models of translation skills discussed in the previous paragraph, we see that although IC is present, it is included quite implicitly in the models. to put it bluntly. For example, IC is not mentioned separately in the PACTE model any of the five sub-competencies – implicitly IC can be said to be present in bilingual partial competence and non-linguistic partial competence. However the authors do not emphasize the mediation process of languages and cultures. Similarly, in the model proposed by Pym and Neubert, the IC is not considered separately.

One of the biggest intercultural translation

communication projects is The project Promoting Intercultural Competence in Translators (PICT), which aims the goal was to offer a tool that would facilitate and encourage translators degree programs in translation systematically include IC teaching The results are based on empirical research - a survey on interculturality Between translation teachers and students from seven European countries. The results showed a high awareness of the importance However, both IC groupshad participants from all countries Difference between IC level and content as assessed by students and teachers attended the courses. There can be two reasons for this (eg Tomozeiu, Kokinen and D'Arcangelo 2016) - lack of precise definition and The limits of IC and its implicitness in courses. Many other teachers reported including the development of IC expertise with text translations as students indicating IC development in the classroom. Maybe because of absence open-minded intercultural education students did not realizethis. Very few teachers took part of the study stated that they offer separate intercultural communication modules to students.

Another PICT observation related to students' understanding of culture - they tend to associate it most with the "traditional" approach in cultural studies, ie. with institutions, geography, politics, current events, etc. As Koskinen (2015) notes. - The hidden curriculum of translator training tends to overemphasize the national cultures and can easily sink into dualistic worldviews and stereotypes" (p. 181). Although there are many benefits to knowing national cultures, It is insufficient since it only fosters the student's cultural competency rather than their intercultural competency.

However, a comprehensive understanding of what intercultural competence of translators means, the student's

level of intercultural competence, and the skills and abilities that need to be taught and developed appears to be the crucial component. Young translators with varying experiences, backgrounds, and levels of expertise come from different European nations. Poland is still a very multicultural nation, so compared to their peers from Germany or France, Polish students may require more training in intercultural competencies and awareness of intercultural differences. The research discussed in this article is the first step toward understanding the stereotypes that students bring to the translation profession, the abilities, knowledge, and skills required for a successful translation, as well as the challenges that translators must overcome.

L. THE RESEARCH

The study's objective was to ascertain how aware students enrolled in programs that provide them the option to select a department other than translation are of intercultural competency as a component of their professional skill set as translators. The target audience consisted of language instructors at Poland's University of Lodz. One or two language courses are offered by the university, so it was determined that these There are two kinds of programs that can offer more details regarding the potential effects of multilingualism on the requirement for intercultural awareness. Since beliefs were the primary focus of the study rather than translation experience, participants in translation courses were chosen from the first and second years of the bachelor's program, if translation courses were not yet offered techniques and supplies

The decision to use an open-ended questionnaire in the respondents' native Polish language was driven by the

study's goal. A brief biography and three main questions were included in the questionnaire:

a) A interpreter may be a individual who….
b) What abilities/ information / competences ought to a great translation proccess?
c) What problems do you think translators could encounter while working? Following the lectures, the surveys were distributed, and participants were encouraged to take the time and provide as much information as they could.

1. **Participant**

Two groups of people participated in the analysis: first-year English majors in the BA program (E Gather) and second-language majors (T Bunch; French, German, and Russian in addition to English; second-year BA program). Each group comprised thirty individuals, with respective ages of 19.4 and 21.6. A significantly higher percentage (93% and 83%) stated they would like to work as interpreters in the future.

2. **Process**

The most commonly occurring phrases in the understudies' responses were first coded, and then the specific wordings that the understudies used were examined. Since intercultural communication and competence were the main concerns, the examination's primary point of view was the mention of culture and the environment in which it takes place.

M. FINDINGS AND INTERPRETATION

Regarding the beliefs about the definition of an interpreter, the vast majority of students in both groups believe that an interpreter is someone who interprets texts

written in one language to another (90% of two-language majors and 73% of English majors). They also mention the role of the translator as someone who facilitates and clarifies communication between speakers of two different dialects, and the E Gather is the organization that does this more frequently (30% as opposed to 13%). Additional qualifications for an interpreter include having a high degree of dialect proficiency and the ability to understand a variety of written and spoken forms of communication. As expressed by one of the respondents (all responses were interpreted as Clean by the analyst): Occasionally, respondents transcend beyond the phonetic viewpoints. For example, one respondent observes not so much the dialect as the culture:

He answers to questions concerning the translator's qualifications, expertise, and skills should be expected; for example, the translator must possess complete command of the language that was mentioned the most frequently. It's interesting to note that language proficiency was prioritized most frequently (by 90%) in the English main group, and marginally less in the bilingual group. 57%. The second most frequently mentioned factor was culture, with 53% of majors mentioning English language and 43% mentioning bilingual majors emphasize the value of understanding the target culture. Group T comprises of respondents who typically mention a greater number of other knowledge areas that they deem significant. These areas include general information (6 respondents in T group, 5 in E group), habits and politeness (8 in T group, 1 in E group), history (6 in T group, 7 in E group), politics (in T group 2), L1 skills are mentioned by three bilingual majors and one English major, and other aspects that are mentioned at random such as literary skills (2 respondents in E group, 1 in T group), pragmatic ability (1 respondent,

T group) Additional necessary skills or attributes were added by individual respondents. These included being able to communicate (four in the T group, one in the E group), having good memory (two in the T group, one in the E group), being open to different cultures (two in the T group, one in the E group), and, lastly, being reliable (one in the T group). as stated by one of the respondents from Group T. Additionally, from the E Group:

When respondents are asked about problems translators may encounter to offer different language answers, for example language shifts from the practical ones, such as language changes (8 in group E, 2 in group T), new vocabulary (4 in T group, 3 in E group), phony friends (1 in T group), uncommon words (1 in T-group), and outdated texts (2 in T-group), to the more realistic ones, such as stress and fatigue (5 in T group, 1 in E group), accountability and potential repercussions for straying (one for each member of the T group). Six respondents in each group mentioned cultural differences, making it the third most frequently mentioned issue. In group E, the most commonly mentioned issue was the first one in the T group, followed by language development and differences. But being aware of cultural differences often focuses on words and phrases.

N. THE RESPONDENT ONLY MAKES REFERENCE TO LANGUAGE USERS IN ONE INSTANCE

The study's findings imply that although students are aware of the need for intercultural competence, they are unaware of the cultural competence required for the translator profession. There appears to be a lot of "one language, one culture" thinking. One against two- - the language learning program doesn't seem to make a big difference -understandings and possible expectations.

Among all programs students have a keen understanding of the linguistic difficulties that translators may encounter in the workplace, as well as the necessity of improving their language proficiency and understanding through familiarity with the target culture.

In order to serve as cultural mediators, translators must possess a comprehensive understanding of what culture is and how intercultural communication is facilitated by their work. A strong foundation in intercultural competency and comprehension of IC-related abilities ought to be included in translator education programs. within Students in Poland, which is a largely mono cultural nation, require awareness of the importance of IC training and its systematic and explicit integration into translation curricula. According to the study's findings, students who are studying languages in universities are aware of the fundamental requirements and difficulties involved in translation, but they don't appear to be aware of the intricate issues that can arise. It is still necessary to help them comprehend these difficulties on a larger scale.

The extreme diversity of the translator in today's societies (Blommaert 2010, 2013) education is facing new challenges. The purpose of this paper is to examine Polish English language learners' perspectives on intercultural competency in translation training. Rather than talking about the translation The research here focuses on stereotypes about what a translator is and what abilities, knowledge, and credentials are available for programs that are provided to students. vital for the interpreter and the challenges he might face. Students' beliefs indicate that they are prepared for classes that help them think critically about their beliefs and expand their understanding of culture to include aspects of their own culture as well as

cultures from other cultures. How Students in Poland aspire to be It's possible that translators are oblivious to the cross-cultural difficulties involved. The field makes the case that students' intercultural competence must be strengthened and there needs to be an open, clear focus on intercultural communication. Keywords: intercultural competence, translation skills, translation school.

O. CONCLUSION

Intercultural communication refers to communication between people from two different cultures. Intercultural communication is a transactional and contextual symbolic process in which people from different cultures construct shared meanings. Additionally it improves our ability to communicate and collaborate across boundaries by encouraging empathic dialogue and active listening. Finally the ability to communicate effectively and ethically on a global scale is an increasingly important skill in our interconnected world.

1. The Importance of Continuous Development of Intercultural Competence in Translators

In today's globalized world, the role of translators goes beyond mere language proficiency. Translators are cultural mediators, responsible for bridging the gap between languages and cultures. To fulfill this role effectively, translators must possess strong intercultural competence. Intercultural competence refers to the ability to understand, appreciate, and navigate cultural differences in communication.

Continuous development of intercultural competence is crucial for translators to ensure accurate and culturally appropriate translations. It enables them

to go beyond the surface-level understanding of languages and delve into the cultural nuances that shape communication. By understanding the cultural context, translators can accurately convey the intended meaning and avoid misunderstandings or misinterpretations.

Intercultural competence also plays a vital role in maintaining ethical standards in translation. Translators must be aware of cultural sensitivities, taboos, and norms to ensure that their translations do not offend or misrepresent the target culture. By continuously developing their intercultural competence, translators can navigate these challenges and produce translations that are respectful and culturally sensitive.

To develop intercultural competence, translators can engage in various activities. These may include participating in intercultural exchanges, attending cultural events, and immersing themselves in the target culture. Additionally, translators can enhance their intercultural competence through continuous learning and professional development. This may involve staying updated on cultural trends, reading literature from different cultures, and seeking feedback from native speakers or cultural experts.

2. Bridging the Gap between Languages and Cultures in a Globalized World

In a globalized world where communication and interaction between different cultures are increasingly common, translators play a crucial role in bridging the gap between languages and cultures. They facilitate understanding and facilitate effective communication between individuals and communities

from diverse cultural backgrounds.

Translation serves as a powerful tool for overcoming language barriers and fostering intercultural understanding. Through translation, ideas, knowledge, and cultural practices can be shared and exchanged across borders. Translators act as cultural ambassadors, enabling individuals to access information and engage with different cultures.

In addition to language proficiency, translators must possess a deep understanding of the cultural context in which they work. They must be aware of cultural nuances, idiomatic expressions, and cultural references to ensure accurate and culturally appropriate translations. By bridging the gap between languages and cultures, translators facilitate effective communication and promote cultural exchange.

In a globalized world, the demand for translation services continues to grow. As businesses expand internationally, the need for translators who can navigate cultural differences and effectively communicate across cultures becomes increasingly important. Translators with strong intercultural competence are highly sought after, as they can help businesses navigate the complexities of global markets and ensure successful communication with diverse audiences.

In conclusion, the continuous development of intercultural competence is essential for translators in today's globalized world. It enables them to bridge the gap between languages and cultures, ensuring accurate and culturally sensitive translations. By understanding and appreciating cultural differences, translators can facilitate effective communication and promote intercultural understanding. As the demand for

translation services continues to grow, the importance of intercultural competence in translators cannot be overstated. Translators who possess strong intercultural competence are invaluable assets in facilitating communication and fostering cultural exchange in our interconnected world.

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CHAPTER 2
MODES OF INTERPRETING

A. INTRODUCTION

Communication between people who speak different languages and cultures must be facilitated by translation and interpreting. Hiring interpreters and translators is essential to communicating successfully and effectively in a world where communication is crucial.

Although there are resembles between interpreters and translators, they need different skill sets. Interpreters work orally to mediate languages, whereas translators deal with written communication. In terms of language competencies, reading comprehension, transfer, and target language growth are all required skills for translators. To produce material significantly faster and with limited access to external resources for aid, interpreters must maximize their working memory.

The verbal transmission of messages and styles from the source language to the target language is often defined as interpretation. As a result, the interpreter must do at least two things: comprehend the meaning of the source language and recreate that meaning in the target language. To comprehend the meaning of the source language, the interpreter must not only understand its rules (grammar), but also assess the context in which the source language is used.

When an interpreter must reconstruct the meaning he or she has absorbed from the source language into the target language, he or she must change his or her phrases to the target audience, translated material, translation objectives, and so on. In this paper, we will go through different modes of interpretation and how they are applied in different situations.

According to Brislin (1976:1), interpreting is a verbal translation in which the interpreter, as the mediator, translates the verbal message of the original language into the intended language for the addressee. While Pochhaker defines interpreting as a sort of oral translation in which the interpreter transforms the message of a source language statement into the intended language in a very short period of time. Because of the high amount of information of the message in the source language, the interpreter must have a good memory when transferring the information and focused on the exact same for the next entering message to be translated. In this case, the interpreter must divide his or her focus between paying attention to the source language and communicating in the intended language. It implies that an interpreter must have a good recall and be well-trained.

According to Pochhacker (2004: 18), interpretation modalities are classified as simultaneous, consecutive, relay, and whisper interpreting. Simultaneous interpreting is used in conferences and seminars with a large number of delegates. Whereas in simultaneous interpreting the source language utterance and the execution of a translation into the target the language is done almost at the identical time as the speaker of the origin language speaks, it normally begins four seconds after the speaker spoke his/her utterance in the language being interpreted. Interpreters typically operate in groups from a soundproof booth. The target language is delivered to the conference attendees or delegates via headsets. Simultaneous translation in sign language is also used, but it is not as common as it is presented on television.

Through the time more experts then expand modes of interpretation into more details types of interpreting. These type are discussed more in this paper.

B. OVERVIEW OF INTERPRETING

The intellectual activity of permitting oral and sign-language communication between two or more users of different languages, either simultaneously or sequentially, is known as language interpreting or interpretation. The action's descriptive words are interpreting and interpretation. In professional practice, interpreting is the act of facilitating interaction from one language format into the comparable or approximate equivalent, in another language form. The message as it is turned into voice, sign language, writing, non-manual signals, or another linguistic form is referred to as interpretation. This critical distinction is established to avoid misunderstanding.

A person who interprets is someone who in "real time" turns an idea or statement in a source language into an identical expression in a target language. The interpreter's duties is to express to the target-language listeners every semantic element (tone and register), as well as the message's goal and feelings, that the source-language speaker is delivering to them.

An interpreter must learn to gain some fundamental information and vocabulary relevant to the provided or assigned job in preparation. Of course, an interpreter's level of expertise will never be equivalent to that of a professional in any given topic. A professional interpreter, however, must have some expertise in all of the several subjects with which he interacts, and that knowledge must be adequate for understanding. In general, an interpreter's "extra linguistic inadequacy" invariably results in unclear, meaningless, or even incorrect interpretation. Given the appropriate "language proficiency," the higher the interpreter's knowledge of the topic, the more easily understanding happens, and the more accurate and understandable his "output" in the target language.

Interpreting is the intellectual activity of enabling oral and sign-language communication between two or more users of different languages, either simultaneously or sequentially. In terms of functionality, interpreting is the activity's descriptive words. Interpreting is the act of facilitating communication from one language form into its equivalent, or approximate equivalent, in another language form in professional practice. The actual outcome of this process, that is, the message as transformed into speech, sign language, writing, non-manual signals, or other linguistic form, is referred to as interpretation.

C. CURRENT TRENDS OF COMMUNITY INTERPRETING

Minimum credentials for community interpreters have been established by governments, legal systems, professional associations, organizations for advocacy, healthcare certification authorities, and coalitions. A growing body of research (e.g., NCIHC, 2011; IMIA, 2013; ISO, in press) shows that community interpreters should, at a minimum:

1. You must be at least 18 years old.
2. Have a high school diploma
3. Take a verified language proficiency exam and get relevant results.
4. Have an authorized interpreter education or training certificate.
5. To ensure acceptable interpretation skills, submit to testing or a portfolio assessment.

There is no consensus on whether volunteers or bilingual personnel who interpret as part of their job should do so. The reality is that they generally do. Furthermore, numerous bilingual employees now have

more training and qualifications in interpreting than many "expert" interpreters.

The fact that requirements for court interpreting are greater in many countries, including the United States, may have contributed to some of the conflicts over whether or not judicial interpreting is included in community interpreting. There is no simple answer to this question. Despite indicating in its introduction that legal interpreting is viewed as part of community interpretation in many countries, ISO 13611, the first worldwide standard in the field, excludes legal interpreting from the standard's body (ISO, in press).

Some nations are progressively regulating the profession in order to secure and encourage good standards in the sector. In Australia, for example, general (including community) interpreters have national certification; To be listed on the National Registry for Public Service Interpreters in the United Kingdom, training qualifications and a Diploma in Public Sector (community) Interpretation are required. The state of Washington requires interpreters for the public's social and healthcare services to be qualified and licensed, and regulations in other states may soon require comparable status for healthcare interpreters. Despite rising degrees of professionalization, most nations do not regulate the profession (Swift, 2012). In some countries, qualified interpreters have evolved exclusively in specific contexts, such as hospital and courts.

D. TRANSLATION VS INTERPRETING
1. Translation vs Interpreting

Working in the translation area entails properly deciphering the meaning of written text from a source language into the target language. One of the most

significant distinctions between translation and interpretation is that translators frequently employ a broader range of computer-assisted tools when working.

Translators can employ software, such as a translation memory and a termbase, to help them with the translation process and swiftly fill in the blanks. They may read text and refer to other written resources, such as parallel texts, to guarantee an appropriate translation. One major distinction between translation and interpretation is that translators work with written resources such as print or internet.

The primary goal of interpretation is to paraphrase the substance that the speaker is intending to communicate. An interpreter works with live dialogues, repeating the content but in a different language. This can include interpreting meetings, conferences, schedules, live television, and other events. Because interpretation is performed in real time, someone who can work under pressure and has great communication skills is required. Translation and interpretation are not synonymous.

a) Interpreting refers to the spoken transferring (oral language) of meaning between two languages, whereas translating refers to the written transference (written language).

b) Interpretation occurs in real time, in the physical, televised, or telephonic presence of those for whom the interpreter gives interpretation. Translation is the process of transferring meaning from one text (written or recorded) to another, with the translators having the time and tools (dictionaries, vocabulary lists, etc.) to produce a truthful, true, and reliable document. A widespread

misunderstanding about interpretation is that it is provided verbatim, or as a word-for-word syntactic translation of a speech. That would be impracticable since a literal, verbatim interpretation of a source-language communication would be incomprehensible to a target-language listener. That is, rather than the source-language grammar, what matters is the overall meaning, tone, and style in the target language.

c) Interpretation accuracy differs from translation accuracy. Translators have time to analyze and review each word and sentence before giving their work to the consumer. While interpreters strive for total accuracy at all times, elements of the original (source) speech may be omitted from the translation into the target language at any moment.

d) When interpreting, the interpreter does not have time to fine-tune their output. Translation allows translators to enhance their work.

2. Implications

a) Translators must be conversant with written language rules and proficient writers in the target language. Interpreters have to comprehend the aspects of oral language and be competent speakers, which includes successfully employing their voice.

b) Any additional information, such as terminological vocabulary, can be obtained through writing translation but must be obtained prior to interpreting.

c) Interpreters must make actions much more immediately than translators.

Despite their similarity, the phrases interpretation and translation refer to the oral and

written conveyance of meaning between two languages. Real-time interpretation occurs in the physical, broadcast, or telecommunications presence of the people for whom the interpreter gives interpretation. The transfer of meaning from text to text (written, recorded, or signed) with the translator given the time and resources (dictionaries, dictionaries, etc.) to produce a truthful, true, accurate document or voice artifact is known as translation.

3. What are the similarities between interpreters and translators?

While we've discussed the distinctions between translation and interpretation, there are some fundamental commonalities between the two. They both, for example, confront obstacles such as maintaining correctness and coping with sophisticated technical language. Furthermore, both translators and interpreters must keep up with cultural trends and linguistic evolution.

3. What about machine of interpreting?

Machine interpreting (also known as automated interpreting) is the process through which spoken words are converted into multiple languages. Machine interpreting has a function in particular industries where the interaction is more direct and involves the use of specific trade and commercial language or repeated terms and phrases.

Applications for machine interpretation can be installed on smartphones and tablets.

While the applications incorporate two types of speech recognition software and technologies There are still flaws in machine translation. in both, making this an untrustworthy form in terms of communication

Additional challenges such as thick accents, mispronunciations, and language barriers exist in an immigrant nation such as Australia. Regional accents reduce effectiveness. This technology is a good example of this.

In accordance with government policy on the usage of certified translators and interpreters should be preferred above machine interpretation.

E. MODES OF INTERPRETING

The style of interpretation is how messages are transformed and transmitted from one language to another. There is no optimum approach to interpret; rather, the method selected relies on the context and scenario for those engaged in the interpretation meeting. Interpretation evolves in response to the demands of the organization. Unlike translation, which focuses on written communication, interpretation focuses on spoken communication.

Simultaneous interpretation (SI), consecutive interpretation, and whispered interpretation are the three primary interpretation styles. However, current linguists believe that there are more interpretation modes than simultaneous interpretation, successive interpretation, and whispering interpretation.

F. SIMULTANEOUS INTERPRETING

In this type of interpretation, the interpreters use headphones to hear the content delivered in the source language, translate it, and speak into a recording device, while the target-language audiences receive everything over earphones. Interpreters often sit in a sound-proof booth for maximum concentration. This type of interpretation necessitates interpreting, listening to, and translating a speaker's comments into another language in real time.

Simultaneous interpretation is when the translator directly interprets what is on their mind within milliseconds of the main speaker speaking. Because the primary speaker speaks without interruption, both the audience and the main speaker need to understand quickly. Simultaneous interpretation is often utilized in large-scale commercial meetings and conferences, and government organizations also employ this method to interact effectively despite language hurdles. The United Nations, European Commission, European Parliament, and others are examples.

Simultaneous interpreting is the translation of one spoken language into another when running renditions are required alongside English language dialogue. The interpreter and the LEP (Limited English Proficiency) person communicate almost simultaneously. When done correctly, it is a true and exact translation of one language

to another, with no omissions or embellishments1, so that the parties can communicate swiftly.

When participants, most commonly defendants, are playing a passive role in court procedures such as arraignments, hearings, or trials, the simultaneous method is employed. The LEP speaker must hear what is being said but is not obligated to speak at that point in the proceedings. To protect the defendant's due process rights, everything said in open court must be explained to her at the same time. This allows the defendant to be fully present and participate actively in her defense.

1. **Keys to Effective Simultaneous Interpretation:**

The interpreter must accomplish several tasks at once while using simultaneous interpreting:

   a) Pay close attention to whoever is saying.
   b) Correctly translate from the source language to the destination language
   c) Be ready to switch languages quickly if the lep party is directly involved in the operation and consecutive interpreting is necessary.

2. **Problems occur with simultaneous interpreting**

While complex and difficult, simultaneous interpretation is achievable if a number of conditions are met. Interpreters must be fluent in the languages that they translate between, must prepare the issue to be addressed, must have access to as much meeting-related visual and aural information as possible, and must be given with appropriate technological equipment (Setton, 2005). Nonetheless, specific features of the input have been identified as trouble causes for simultaneous interpreters. These issue triggers do not appear to be limited to situations in which ordinary

language understanding is impaired; rather, they tend to develop primarily when multilingual understanding of languages and language production combine (Setton, 1999). They include, but they are not restricted to, input rapidity and density, number incorporation in source speech, complex grammatical structures, and speaker accents (Gile, 1995). The next discussion will concentrate on how these triggers may impede simultaneous interpreting but not traditional language comprehension.

G.   SIGHT INTERPRETING

The technique of turning written text in one language into spoken discourse in another is known as sight interpretation. It is a verbal or oral translation of written details into language of speech that helps the parties to understand what is written in other languages in the documents. When LEP defendants are given information printed in English, such as rights types, plea forms, and probation orders, sight translation is routinely employed in court. It's also used in court to present foreign-language documents including birth certificates, personal letters, and identity documents.

During the sight translation process, it may be useful to chop or parse the source into smaller meaning units to lessen the burden of information processing, facilitate comprehension, and speed up rendition into the destination language. Chunking or parsing allows sight translators to deal with long and difficult phrases more easily, especially when the syntax and concept formulation of the source and final languages differ significantly.

It is best practice to give the interpreter enough time to evaluate the document's contents before rendering it. The interpreter must:

a) Have a broad vocabulary and knowledge of the specific type of document presented;
b) Be able to quickly scan and understand the main points of the document; and
c) Accurately interpret the document into the same meaning in the target language.

What is the relationship between sight translation and interpreter training?

ST has long been associated with interpretation training as a strategy for quickly digesting the source text and dealing with content in chunks, with an oral output as its final product. ST is usually taught in the first few sessions of CI and SI curricula to familiarize students with the fundamental skills needed in an interpreting context (Ersozlu, 2005; Agrifoglio, 2004). Wan (2005) extends Gile's (2009) Effort Model for ST to include reading, retention, cooperation, and reproduction. Memory and coordination are also crucial components in CI and SI. Wan's experiment shows that students who receive a specific amount of ST training outperform those who do not receive ST training in information prioritization, message processing, delivery accuracy, and dealing with long phrases. According to Wan's research, ST training considerably benefits consecutive pupils and helps them acquire the aforementioned cognitive capacities.

Professionally, a good ST performance is predicated on two factors: knowledge of the original information and the ability to provide clear and fluent delivery. This skill set includes public speaking, reading ahead, analyzing the source text, parsing and chunking details, sentence fulfillment, paraphrasing skills, the ability to expand and

condense, register manipulating others, quickly generating the planned language version, domain expertise, and understanding cultural nuances (González et al., 2012; Lee, 2012; Wan, 2005). Many of the studies described below are aimed to help ST children improve these abilities.

H. CONSECUTIVE INTERPRETING

Taking organized notes is essential in consecutive interpretation. It is difficult for an interpreter to remember a whole notion without missing specifics, thus it is preferable to write it down as the speaker is speaking. When utilized during on-site events, successive interpretation is only possible if the interpreter is near to the presenter. The interpreter listens and keeps silent for a few words while the speaker speaks in their original language. As the interpreter frequently interrupts the original speaker's speech to give it in the target language, the original speaker must pause every few phrases.

The interpreter talks after the source-language the speaker has finished speaking. The speaker's message is divided into sections, and the interpreter sits or stands next to the speaker in the source language, taking and listening to comments as the speaker progresses through the message. When the speaker pauses or finishes speaking, the interpreter then displays the entire message in the target language.

As the interpreter and speaker must take turns throughout successive interpretation, the event time grows but audience involvement decreases. These are the main reasons why successive interpretation is losing ground to simultaneous interpretation.

To maintain audience curiosity in the face of hardship, consecutive interpreters rely significantly on their short-term memory. They will need a lot of practice

after reading their notes to present the topic clearly. Even though active listening is an important aspect of interpretation, it is not the same as talking with a buddy. A sequential interpreter's purpose when listening is to recall and recreate the meaning with the greatest precision possible - a feat that takes a lifetime to master.

In terms of interpreting directionality, contrary to SI, where interpreters commonly work unidirectionally (primarily into their native language or mother tongue), consecutive interpreters typically work in either direction between the two languages, especially in face-to-face dialogues. According to Takeda (2011), approximately 80% of CI practice among grads of an interpreting degree is bidirectional. Roberson, Russell, and Shaw (2012) conducted a study using North American sign-language interpreters working in legal settings in 1995.

Interpreters were discovered to use CI in a variety of legal contexts, including child protection, lawyer-client meetings, police interviews, and courtroom proceedings testimony, and that all of their work involved using both American Sign Language and spoken English, emphasizing the reciprocal character of their work. Exceptions include circumstances where participants bring their own interpreters and only translates from one language to the other, such as state-to-state negotiations.

To be a successful consecutive interpreter, the interpreter must be able to actively listen, analyze what the speaker is saying, create relevant notes that will jog his memory of the speech as he gives it back, and then be able to deliver the speech in his active language as if it were his own. The three primary acts are as follows:
a) Actively listen (understand)
b) Analyze (take detailed notes)
c) Reproduce (converse or communicate)

A variety of abilities are required, in addition to a grasp of the passive/foreign language.

A successive interpreter must first learn to 'listen actively'. This may seem obvious, but interpreters listen to other people in a completely distinct way (much as a psychotherapist has a unique method of listening to people talk) - because the aim of the listening is different. Interpreters are not listening to react or participate in the discussion; they are listening to recall and recreate what was said accurately and authentically in another language (while psychoanalysts are listening for clues as to their patient's mental condition).

To achieve this specialized talent, interpreters must first learn how to repeat a speech without taking notes. There are several instances of this type of speech in the Speech Repository under the category basic and beginners. They will only learn note-taking when they have mastered this.

Note-taking is part of the second phase of 'analysis,' and it requires the ability to prioritize information and distinguish between primary and secondary information, as well as the ability to clearly note down who said what, when something happened, the speaker's opinion, and so on. Although each interpreter will eventually develop her own note-taking strategy, note-taking procedures for CI have been published by interpreting practitioners and teachers. Rozan (1956) wrote the first such publication, a brochure on note-taking principles and symbols. a conference interpreter who taught at the University of Geneva. Rozan offered the following seven principles:

a) Take notes vertically (from top to bottom);
b) Shorten long phrases;
c) Illustrate connections between concepts;
d) Express negation;

e) Add emphasis (for adjectives such as "very" and "extremely"); and

f) Move from left to right (indenting).

Generally, regardless of the language combinations, it appears that most or all of these tactics are employed by experienced translators (Pöchhacker 2011) and are recommended by others (e.g. Jones 2002; Gillies 2005). The objective is for the remarks to be succinct and easy to remember while being delivered (Stern, 2011). The "effort for listening and analysis" (Gile [1995] 2009) should not be hampered by taking notes. The third and final stage of'reproducing' what you have heard demands a variety of talents, including the capacity to access short-term memory, interpret your notes, and communicate in an interesting manner, to mention a few. Stress management and voice care are other key components.

All of these many talents must be learned. Someone is not an interpreter just because she speaks more than one language; it is far more complicated than that. There are several universities that provide conference interpreting courses.

I. WHISPERED INTERPRETING

Whispered translating is also known as *chuchotage* (whispering in French). After interpreting the message in their brain, a whispered interpreter "whispers" it to the customer. The interpreter leans in close and speaks gently in the preferred language of the client. Whispered interpreting, like simultaneous interpretation, has the issue of immediate comprehension: you must listen, comprehend, translate, and deliver the speech all at the same time.

Whispered interpreting, also known as *chuchotage*, is a type of interpreting in which what is spoken in language

A is transformed into language B in real time, in the customer's ear, or in a low voice (for a max of two to three people). This is accomplished by the interpreter sitting or standing next to the client without interfering with the session. In this case, the listener's native language is generally distinct from that of the other participants. For murmured interpretation, no technological support is usually necessary.

1. **When Whispered Interpreting is used?**

   Do you know who goes next the presidents at major political events? Those are whispering interpreters. People who speak different languages are regularly present at meetings and events, and because they are not in the majority, they have their own interpreter who translates all of the material for them at the same time. The translator does not interrupt the flow of the conversation by repeating in another language, but rather whispers the interpretation to their client or a small group of guests. Furthermore, the method of whispered interpretation encourages solitude, which may be beneficial in some conversations.

   Whispered interpreting is appropriate for small meetings, conferences, field trips, trade fairs, press conferences, assessments, entrepreneurial events, and product demos.

   One of the main characteristics of whispered interpretation is the degree of difficulty involved. The language interpreter must successfully relay everything said to the receiver while without distracting with the main stream of dialogue.

This type of interpretation is frequently used in meetings if there are few persons who speak another language.

Most meetings are translated for one or two participants. Other methods of interpretation, such as sequential interpreting or liaison interpreting, are generally favored in small gatherings with more persons.

2. The challenge of Whispered Interpreting

The physiological angle that the interpreter must maintain in some circumstances in order to complete their task and the pronunciation challenges that speaking in whispers entails are two of the most significant issues associated with whispered interpreting.

The client asking for this type of interpretation should be aware that it requires close proximity to the interpreter, which may not be comfortable for everyone, as well as engaged listening to compensate for possible wrong pronunciations caused by the need to whisper, as previously mentioned. When an event does not proceed as planned, participants or attendees may begin parallel talks, or the space may be poorly insulated, allowing distracting outside noise to be heard. The background noise complicates the interpreter's job.

3. Skill of the interpreter

The skills demanded of a whispering interpreter or *chuchotage* interpreter are the identical as those necessary of any type of interpreter:

a) Great understanding of the two interpretation languages, as well as fluency in both. Due to the

large range of issues included in the interpretations, The interpreter must be fluent in the language they are interpreting as well as have a thorough awareness of the larger culture.

b) Quick thinking and the ability to improvise are required. The interpreter must be intellectually alert and adaptable.

c) Impartiality. Regardless of the theme of the event, the interpreter must remain neutral in the interaction between the participants.

d) The interpreter must comprehend and grasp oral expression techniques (diction, articulation, elocution, voice presentation, and so on), along with have a good voice and be able to talk in public.

e) The ability to analyze and summarize information. The interpreter must learn to swiftly analyze what the speaker says in order to catch the crucial details and summarize the broad principles in their interpretation, presenting the information to the event listeners as clearly and simple as possible.

f) Analyzing the information, retaining it, translating it, and whispering it to the individual in issue all take memory and concentrate.

As a conclusion overall, Whispered Interpretation is a type of simultaneous interpretation. It does away with the necessity for a technological system and any special equipment. It is often conducted by a single interpreter who sits next to the person for whom they are interpreting. To make this interpreting technique as simple as feasible, the audience must have a minimal number of persons who want translation (business negotiation, site visits, small meetings). Whispering interpretation is uncommon in compared to most other kinds of interpretation.

J. RELAY INTERPRETING
1. What is Relay Interpreting?

One of the numerous types of interpreting services is relay interpreting or indirectly interpreting. Its smooth execution conceals its use, especially in big conferences.

When using relay interpreting, an interpreter responds to the speaker and interprets the message into a language that the rest of the interpreting team understands. They then translate the message acquired into the language of each target group.

2. When Is Relay Interpreting Used?

Different conference participants typically utilize different languages. The most commonly utilized languages are English, Mandarin, Spanish, French, and German. This appears to be a simple task. Participants who speak unusual languages will, nonetheless, be present at some sessions. There are occasions when no translators are available for specific language pairs. The relay interpretation is frequently utilized in these two instances.

An American conference, for example, uses Portuguese, Mandarin, and English as its working languages. A Mandarin to Portuguese interpreter is difficult to locate in the United States. However, English to Portuguese then English to Mandarin interpreters would always be available. Thus, a relay team may be formed between the two interpreters.

The message will be translated into English for conference participants who speak Mandarin once the speaker begins speaking in that language. Instead of listening to the speaker who is speaking in Mandarin,

The Mandarin-English interpreter is being listened to by the second interpreter. He or she listens to the English interpretation and then translates it into Portuguese for those in the audience who speak Portuguese. The entire treatment takes place at once.

The explanation makes relay interpreting seem like a straightforward task. But in practice, the process is intricate. Excellent synchronization is essential to its operation. Similar difficulties arise with relay interpreting, particularly when putting up the necessary audio equipment and other equipment for simultaneous relay interpreting.

3. Types Of Relay Interpreting

Simultaneous interpreting immediately comes to mind when you mention relay interpreting. However, sequential relay interpretation can also be used to consecutive relay interpreting. Mandarin to English to Portuguese is an example of simultaneous translation.

Here's an illustration. In Madrid, a Thai guest is being treated in the hospital. The patient is illiterate in Spanish. However, interpreting services are available. So the doctor can speak in Spanish and have it translated into English at the same time. The statement is subsequently translated into Thai for the patient by the English to Thai interpreter. The patient can react in Thai, which will then be translated into English before being translated into Spanish.

When challenged to hire translators in many languages, many conference organizers are increasingly discovering the benefits of relay translation.

4. Understanding One Or Two About Languages

Majority languages like French, English, Mandarin, German, or Spanish are well known. However, Languages are classified into several groups.

There are languages that belong to a minority group:

a) Minority Languages

This is described as a language spoken by a tiny population in a nation. People who speak a minority language may be citizens of the nation, but they do so to preserve certain linguistic characteristics that are cultural, religious, or ethnic. German, for example, is the official language of Germany. However, minority languages such as North Frisian, Saterland Frisian, Danish, Romani, Lower Sorbian, and Upper Sorbian are also spoken throughout the country. While many countries acknowledge minority languages spoken in certain sections of each country, other governments frequently prohibit minority language use.

b) Indigenous Language

In a sense, they are minority languages as well, although the native tongue is used by all of the nation's ethnic groups. These groups spoke the language(s) before the current country's rulers arrived.

For example, before Britain invaded New Zealand, the indigenous people spoke Maori. Navajo, Western Apache, Dakota, Crow, Winnebago, Cherokee, Central Alaskan Yup'ik, O'odham language, Shoshone, Hopi, Choctaw, Alabama, Seminole, Cree, Cheyenne, Chippewa/Ojibwe, and Keres are among the

indigenous languages spoken in the United States.

c) Language of Limited Diffusion

Languages of limited dispersion, or LLD, may be unfamiliar to you. The language(s) in this category could be the nation's official language(s), but they could also be minority or indigenous languages. What distinguishes it is that the language is used by a smaller group of people and is rarely taught as a foreign language. Although Estonian is the official language, almost all of the population speaks English. The official language of Laos is Lao, while Hmong is a well-known minority language.

These phrases are significant since few colleges provide programs in most of these languages, making it difficult to find interpreters who speak these languages.

5. Looking Deeper Into Relay Interpreting And Its Applications

To further explain the process of relay interpreting, it means that a proxy language is used when the direct interpreters between two languages are not available. The event planner can engage the services of an Arabic-English interpreter and a German-English interpreter if the working languages for a conference, for instance, are Arabic, German, and English and an Arabic-German interpreter is not available. You can see that the common language is English, which in relay interpreting, is called the **pivot language**.

Relay interpreting may be used in big conferences with lots of different languages present, such UN conferences, but it can also be utilized at

smaller gatherings where there are no direct interpreters available for the working languages.

Additionally, sign language interpretation can be done using this method. American Sign Language (ASL), for instance, is employed in the United States. If a person who could not hear is from another country and he does not know ASL, they can communicate by using home signals or other types of informal sign language. An interpreter with normal hearing then translates information from the deaf interpreter into ASL, which is subsequently translated into English.

Additional tools are needed. The standard interpreting setup for simultaneous conference interpretations includes a transmitter, headset, and microphone for the interpreters, who are seated within booths. For conference attendees, headsets and receivers are available. The relay interpreting process requires an interpretation console. The console need to have the ability to both transmit and receive communications to other receivers and from other interpreters. Though relay interpreting is extremely efficient for multinational meetings with various working languages, it does have its own set of issues.

One of the most evident issues with relay interpretation is accuracy. In most cases, it is difficult to accurately express the complete meaning of the source. As a result, the more times the content is transformed into another language, the less accurate it becomes. It is critical to restrict the number of "relays" to prevent losing the original message's tone, connotation, and meaning.

Another issue that can arise when relay interpreting is used is communication delay. Because it is frequently utilized in simultaneous interpreting,

delays can increase if the message travels through numerous translations before being delivered.

Relay interpretation is not a recent development. It has been in use for many years. Relay interpretation was reportedly utilized by conquerors, traders, and explorers when they came with previously undiscovered individuals. Relay translating between Spanish and Maya, Nahuatl, and Totonac was used when Cortez explored Mexico..

When holding conferences nowadays, the United Nations follows this procedure and speaks in its six official languages. Relay interpreting is also used by the European Union, that has twenty four official languages, because it might be challenging to obtain interpreters for every language pair while holding conferences and meetings. If you're planning a large-scale EU meeting, just think about how many interpreters you'll need..

Relay interpretation is handled by qualified interpreters with years of expertise in various conference or meeting interpreting settings. Given that it requires excellent synchronization, it is not a simple project..

The usage of relay interpreting is rarely, if ever, noticed by conference participants because to its smooth operation. Even with regular simultaneous interpreting, the most they actually detect is a tiny delay, which is usual.

It is crucial to only engage with qualified translators or a qualified translation agency that has the necessary expertise and equipment for relay interpreting if you want to assure success and make sure there is no communication breakdown.

K. LIAISON INTERPRETING

Liaison interpreting is a type of interpreting that was initially developed by Hatim and Mason in 1997. They claim that the message that arrives allows the interpreter to complete the first incoming message, which has longer statements in terms of message delivery, which is almost identical to simultaneous. This type of interpreting, such as business interpreting, is typically performed in a meeting among two parties. Parties engaged in business transactions where both parties require an interpreter to act as a communication intermediary.

What should I do if I need to meet with a foreign company but don't understand their language? The solution is straightforward: you require a liaison interpreter.

1. What is liaison interpreting?

In liaison interpretation, an interpreter simultaneously interprets to and from the languages spoken in the dialogue, allowing participants who speak various languages to converse.

For example, if a Spanish company wants to meet with a German company to discuss a prospective merger, the Spanish company can hire a liaison interpreter for translating everything said during the conference into both Spanish and German to make sure everyone can understand each other.

Liaison interpreting is also known as unilateral interpretation or accompanied interpretation since it is bi-directional (typically sentence by sentence) and the interpreter "accompanies" an individual, a group of people, or a small group of people who do not speak an identical language.

2. How does liaison interpreting use?

Because it is bi-directional (typically sentence per phrase), liaison interpreting is also known as bilateral interpretation or accompanying interpretation, and the interpreter "accompanies" an individual, an ensemble of individuals, or a small group of people who do not speak the same language.

Short statements are made by speakers to contribute to the discourse. When one stops, the interpreter interprets the statement for the other attendees of the meeting into a different language. Once again being translated by the interpreter is the next speaker. The liaison interpreter creates a conversation between a group of individuals and interprets it by switching between two languages. Liaison interpreting, also known as bilateral interpreting, differs from sequential interpreting in that communication is fluid and dynamic.

Liaison interpreting is typically employed in brief business meetings, discussions, or interviews with a small number of people when all parties' contributions aren't particularly long and the interpreter is not required to take breaks to relax. The liaison interpreter needs as much information as possible to prepare for the interpretation, just like with any other type of interpretation.

3. When might I need liaison interpreting?

The most common type of interpretation in the private sector is liaison or bilateral interpretation, which is a highly useful tool for any business looking to communicate with a foreign organization since it eliminates the problem of language barriers. Additionally, this type of interpretation allows for

speedy and adaptable communication, which is useful not just in business meetings and negotiations, but also in a range of other scenarios.

Liaison interpreter is necessary for foreign people, for instance, during court proceedings, meetings with lawyers and barristers, as well as during medical and specialized consultations, when they enable physicians and their international patients to communicate effectively. Communication between a doctor and patient may be direct and flexible when liaison interpretation is used.

Most popular form of interpretation for those who are being accompanied is liaison interpreting. Examples include private businesses creating relationships with significant visitors who speak a foreign language, such as partners or clients, and employing the service to help travelers find their way through hotels and airports. Because of this, it is also known as accompanying interpretation.

Because these settings necessitate flexibility and, at times, unpredictability, liaison interpreting is the most commonly employed sort of interpreting for official trips, bilateral meetings between politicians, and diplomatic negotiations.

The liaison interpreter is an essential component in all of the situations described above, and they must be compassionate and people-oriented. Furthermore, the interpreter is devoted to maintaining complete secrecy and objectivity in their interpretations. This is one of the key features that an interpreter must possess in order to conduct their work professionally.

L. TRAVEL INTERPRETING

Do you know what it's like to be surrounded by

people speaking a language or having a culture you don't understand? If you've ever been to a foreign nation where the native tongue is not your own, you've probably experienced the frustrations and challenges that come with dealing with a language barrier. When you travel for work without the assistance of a local authority, these problems might be amplified. In this situation, it may be to your advantage to hire an escort interpreter or travel interpreter.

1. **Travel (Escort) Interpreting Explained**

In travel interpreting, the interpreter's job is to both translate verbatim what the client says into the target language and to interpret everything else that is spoken in that foreign language into the client's native tongue. In other words, the role of the travel interpreter is to ensure that the client and people around them are aware of all communications.

An escort interpreter, also known as a travel interpreter or an escorting interpreter, may act almost as a personal assistant for clients who are on business travels. These interpreters may go to a single meeting or a number of meetings with their customers.

Escort/travel interpreters do more than just translate; they also frequently serve as cultural mediators, handling everything from placing meal orders to negotiating multimillion dollar commercial agreements. This kind of interpretation is frequently utilized for greeting guests from abroad, interviews, sightseeing tours, event hosting, and other situations.

A person or a small of individuals may engage an escort interpreter. When you are having guests who speak a different language or when you are traveling to a place where there is a language barrier, you may decide to employ an escort interpreter.

Escort interpreting is often less formal than the other types of interpreting, and depending on the circumstance, it may be done using simultaneous or sequential interpreting. The purpose of the escort interpreter is to ensure that the client(s) and others with whom they are interacting comprehend all that is stated.

2. What To Look For In An Escort Interpreter

You should make sure that the escort interpreter you choose is an expert in the area language, culture, and sites before hiring them.

a) Language(S) Expert

Language proficiency is one thing; understanding regional dialects and idioms is quite another. Ensure that the escort interpreter you hire is not just multilingual but also proficient in both languages before making your hiring decision. A native speaker who was raised speaking both languages would be ideal for the position of escort interpreter. Escort interpreting necessitates a thorough understanding of vocabulary and complexity in both the original and intended languages. Understanding will be enhanced if both parties are aware of these factors. Travel interpreters should be able to translate idioms and metaphors as well as figures of speech.

b) Culture(S) Expert

Beyond language, every culture consists of a wide range of locally recognized subtleties. You need a translator for your escort who is familiar with both your culture and that of the target. To prevent any cultural

misunderstanding, a skilled escort interpreter has extensive experience living in both cultures and is able to fluidly translate cultural differences back and forth. In this capacity, a skilled escort interpreter may offer guidance and assist clients in navigating cultural differences in order to avoid humiliation or the loss of face which can result from cultural misconceptions.

Traveling interpreters must be well-versed in the local laws and customs. Knowing this will help you explain what the person who speaks another language intends along with what natives are conveying. Furthermore, it can avoid any uncertainty or issues when doing commercial transactions or performing other duties.

c) Location (S) Expert

It has to go without saying that when hiring an escort interpreter, you want one who is well-versed in the region to be visited. An excellent escort interpreter will not only be able to get you from the airport to your hotel and the meeting on time, but will also be able to suggest restaurants and even provide you with background knowledge on the area as you go.

A travel or escort interpreter should know how to securely navigate a region for their client. Your goal is to make your customer as comfortable as possible, which goes beyond simply utilizing your GPS to travel from the hotel to the airport. It is critical to be competent to discover excellent meeting places, propose places to eat, as well as propose places to visit.

d) Personality, Professionalism And Trust

When utilizing an escort interpreter, you frequently deal with them closely. Since you will be dependent on them to be your spokesperson when you travel, it is crucial to find an escort interpreter who is amiable, likable, and whom you trust. Additionally, you need an escort interpreter who acts professionally at all times.

Escort or travel interpreters may make your overseas travel successful and provide you the self-assurance and independence to operate in any area for business.

M. OVER-THE-PHONE INTERPRETING
1. What is Over-the-Phone Interpreting

A three-way call is used in the interpretation service known as over-the-phone interpretation (OPI). The interpreter facilitates communication between two people who speak different languages. The interpreter may be at a nearby building or workplace, or they may be apart.

Over-the-phone interpreters are required by many businesses and offices that get a lot of calls from people speaking different languages.

2. Over the Phone Interpreting Services

Services for interpretation on the phone can be used in a variety of contexts. To provide interpreting services, the interpreter makes use of the phone. You may bridge the communication gap between clients that have weak English ability by using OPI. The service is always accessible. Whenever you want language assistance, contact your provider to be put in

touch with an interpreter who is highly proficient in practically any language, from common to obscure.

One of the most economical language services since it doesn't require a complex setup is over-the-phone interpretation. It is possible for them to have a three-way choice of call if the interpreter and the two groups are dispersed. You can utilize a loudspeaker or a headset if you and your conversation partner are in the same room.

In other circumstances, privacy is required, so the individual remains alone in a room, conversing with the interpreter, who will deliver the information to the other side, who is in a different space or location.

OPI interprets in the consecutive mode. Before translating it to the other side, the interpreter pauses for the individual to complete the last part of what they must say.

Over-the-phone interpreting services are frequently used or provided by governments, internal divisions of corporations, for-profit and charity organizations.

OPI is frequently available in federal courtrooms in the United States. OPI services are also provided by many medical and hospital systems through the country. OPI has expanded its services beyond generic interpreting to include medical, pharmaceutical, technical, and legal services.

Telephone interpreting is a popular service among language service providers. Offices of market leaders can be found in Hong Kong, Spain, India, China, Norway, Canada, the United Kingdom, France, Sweden, the Netherlands, and the US.

3. How to access the OPI Services

A client contacts a language services supplier. After the specifics and agreement are worked out, the customer is given a phone number to call with an access code to quickly connect to an interpreter. Typically, the caller must enter the language code to guarantee that the interpreter who answers the phone is a native speaker of the language. This service is frequently automated.

Some institutions, such as emergency services, will, on the other hand, connect the caller to a customer service representative who will obtain information from the caller before connecting them to an interpreter. This way is more convenient when callers do not know the language code.

4. Over the Phone Interpretation

Translation, as you may know, is the process of converting written material from one language to another. Interpreting is used to improve oral communication. In terms of how what a person says is translated into the intended language, interpretation is similar to translation. The procedure ensures that the speaker's message is understood by the audience.

Both translation and interpreting are examples of language services. The mechanism of delivery, however, is not the same. Translation services are required if you require a written copy of the texts. You'll require interpreting offerings, one of which is over-the-phone interpreting, if you want somebody to deliver the message verbally. A written version of a "translation" of a spoken communication may only be obtained if it is recorded, transcribed, and printed.

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5. Advantages of an Over-the-Phone Interpretation Service

Language variety exists throughout the United States. Millions of adults in the United States speak a different tongue at home. Thousands of foreign languages are spoken in both urban and rural locations throughout the United States. Houston, Texas, for example, has a population that speaks approximately 145 languages. At the same moment, you're likely to hear roughly 200 different languages in metropolitan New York.

Many English-speaking businesses require multilingual interpreting services. However, having in-person interpreters present is difficult because businesses do not know which foreign languages they will encounter. Over-the-phone interpreting is a realistic option because it is available 24 hours a day, seven days a week in any language.

OPI service is more practical because experienced interpreters, as well as those with subject area experts, are available at any time, regardless of the the time zone you are in.

Signing up to an OPI program is inexpensive since you just pay when you use it. OPI services are often charged by the minute by an accredited language services provider.

An OPI service is appropriate for short interpreting assignments that require immediate interpretation assistance, such as establishing meetings or confirming arrangements with international colleagues and business partners.

6. How to Choose an telephone (OPI) Interpreters

As multilingual diversity becoming the norm in most enterprises, you need a dependable language services partner to enable effective communication. There are hundreds of providers on the market. What important is that you select the best OPI services for your needs. Here are some pointers to help you choose the finest OPI solution for you.

a) **Select a service provider with a large local network of interpreters.**

When compared to on-site interpreters, over-the-phone interpreting provides access to more languages. Find a service provider who has a large network of trained, specialist linguists. It is a fantastic choice for businesses since you can profit from local knowledge of your target market's dialects and culture.

b) **Choose one that provides on-demand service.**

It is critical to select a company who provides OPI on-demand, which means that an interpreter can be accessed whenever you require it. Look for a service provider who provides "hosted language IVR (Interactive Voice Response)," "click to call," and "real-time" support. These are your indicators of whether the company can give you with prompt service and assistance.

c) **Dependable and reliable provider**

Your organization should have a dependable OPI service that can answer quickly to any language need. Customers want to trust a firm, therefore you need a dependable service provider who can respond to their needs fast.

d) **Low-cost pricing system**

When selecting an over-the-phone interpretation service provider, make sure the organization charges by the minute. Because you will only use the aid as needed, that you should only be charged for the duration that you utilize it.

e) **It's just not about the phone**

Global gatherings have been regular with the introduction of technology. Microsoft Teams, Zoom, Google Hangout, and Skype have made it possible for anybody, wherever in the globe, to attend meetings.

Staying connected is no longer unusual; it is now expected, and you can join the discussion with only a few clicks.

In today's digital environment, the phone is essentially extinct as a meeting device. Even though it applies to any web-based platform, not just the *phoneosaurausrex*, it is still referred to as telephone interpretation.

In conclusion, over-the-phone interpreting is straightforward. You have two persons on the phone, each speaking a different language, and a neutral third person who speaks both languages to translate the dialogue.

If there are more than two persons, there may be a provision for each speaker to use a buzzer or some form of signal to indicate when they've completed speaking, similar to saying "over" on walkie-talkies.

N. CONCLUSION

This paper's chapters have presented an overview of the multidimensional field of interpreting. The readers

have been introduced and explained to various interpretation styles and circumstances, ethical considerations, along the road, there will be technical applications and other professional issues. It is obvious from the information supplied here that the discipline of interpreting is becoming more sophisticated and specialized.

This study presents the most prevalent use of translating modes, as we all know, there are a variety of methods or how the interpretation is carried out in real life. The modalities of application are based on the needs of clients who require an interpreter to act as a communication mediator. Based on literary research and analysis, it was revealed that the method of consecutive is used in intra-social interaction such as community interpretation (for a person seeking asylum, parent-teacher understanding, healthcare interpreting, court proceedings, and police investigations). Meanwhile, at international conferences attended by state delegates, the simultaneous approach is used.

In the beginning, this paper introduces about how translation differs from interpretation. To promote communications across cultures and languages, translation and interpreting are required. In today's society, it is necessary to use the services of interpreters and translators to interact efficiently and effectively. Although there are resembles between interpreters and translators, they need different skill sets. Interpreters work orally to mediate languages, whereas translators deal with written communication. Translation professionals must be fluent in reading understanding, advancement, and target language growth. Interpreters must optimize their working memory in order to produce material considerably faster and with limited access to external resources for assistance.

Moving on from the difference between translation and interpretation, the rest of the paper have discussed more about modes of interpreting. Simultaneous interpretation (SI), consecutive interpretation, and whispered interpretation are the three primary interpretation styles. However, current linguists believe that there are more interpretation modes than simultaneous interpretation, successive interpretation, and whispering interpretation.

There are eight modes or types of interpreting: *Simultaneous Interpretation, Sight Interpretation, Consecutive Interpreting, Whispered Interpreting, Relay Interpreting, Liaison Interpreting, Travel Interpreting and Over the phone (OPI) Interpreting*. Each of this interpretation has its own characteristics and differences.

The interpreter does consecutive interpreting after the original speaker of the original language stops speaking and the interpreter transmits the speaker's utterance. Typically, the speech is divided into portions, and the interpreter is seated or standing by the speaker, paying attention and taking notes as the speaker delivers the original language message. The interpreter in "short consecutive" relies on memory ability, as each segment is not too long to recall. While "long consecutive" note-taking is required for the original language to support the translation of the long passage, this is usually discussed with the client prior to the interpretation, depending on the topic, the density of the subject, and the goals.

In Simultaneous Interpreting, the interpreters use headphones to hear the content delivered in the source language, translate it, and speak into a recording device, while the target-language audiences receive everything over earphones. Interpreters often sit in a sound-proof booth for maximum concentration. This type of

interpretation necessitates interpreting, listening to, and translating a speaker's comments into another language in real time.

The technique of turning written text in one language into spoken discourse in another is known as sight interpretation. It is a verbal or oral translation of written details into language of speech that helps the parties to understand what is written in other languages in the documents. When LEP defendants are given information printed in English, such as rights types, plea forms, and probation orders, sight translation is routinely employed in court. It's also used in court to present foreign-language documents including birth certificates, personal letters, and identity documents.

The interpreter does whisper translating for some conference participants who cannot comprehend the language that is used by the person who spoke, and he or she sitting beside or right next to them and delivers what the speaker is saying in a whispering style.

Relay interpreting is used when numerous state delegates speak at an international conference in their respective national languages and with multiple target languages. In this case, the team of interpreters attempting to deliver the interpretation should have as many renditions of the target language as needed. For example, an Indonesian original message is translated into English by a group of translators before being translated into Japanese, Thai, Dutch, Korean, German, and other languages.

Liaison interpreting is a type of interpreting that was initially developed by Hatim and Mason in 1997. They claim that the message that arrives allows the interpreter to complete the first incoming message, which has longer statements in terms of message delivery, which is almost

identical to simultaneous. This type of interpreting, such as business interpreting, is typically performed in a meeting among two parties. Parties engaged in business transactions where both parties require an interpreter to act as a communication intermediary.

Being an escort interpreter needs extensive knowledge of the destination's language, culture, and locations. Your goal as a travel interpreter is to ensure that your client is at ease and knows what is being spoken around them.

In summary, each mode of interpreting is carried out based on the needs of the audience and how they would like the rendition to be carried out, as well as the type of event they have, such as parent-teacher meetings, medical interpreting (patient-doctor), contracts for business, seminars, workshops, and a global meeting attended by members of states.

All of these advances will provide us a better knowledge of the interpreting process, its impact on human interactions, how interpreting skills may be developed and maintained, and how interpreters can continue to improve and be rewarded in the profession. We hope that after reading one, couple, or all of the chapters in this paper, the reader has a better understanding of this fascinating subject.

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CHAPTER 3
THE ROLE OF TRANSLATION IN LANGUAGE TEACHING: BACK TO GT IN ELT?

A. INTRODUCTION

To keep up with the pace of life in today's world, people must be able to multitask and communicate effectively. Advanced language skills are required for almost all types of globaljobs; people who want to work or work for international companies feel obligated to learn a foreign language. Being a competent speaker of at least one foreign language has become an essential goal for almost everyone, ideally to be achieved while still in school. As a result, one of the most critical issues for schools is the provision of well-designed language instruction. They encourage their language teachers to adhere to the curriculum and syllabuses developed in accordance with current trends in foreign language teaching.

Those who wish to do so for a variety of reasons, whether in school or after graduation. They may study it for academic purposes, for work, to communicate with foreigners abroad, to teach others, or to translate for themselves and/or others. Universities have departments dedicated totraining students to become language teachers or professional translators and interpreters. Translation, from this perspective, can be viewed as a skill that can be used professionally as a person advances in their language proficiency. Furthermore, translation can be used to achieve or facilitate learning. Translation in foreign language teaching is the focus of this paper.

B. TEACHING OF ENGLISH LANGUAGE

The practice of translation has always existed, dating back to the birth of languages, when it was the only method used to facilitate communication. Translation has been the subject of heated debate and controversy, whether as a professional activity or as a component of language teaching and learning. The criticisms leveled against the use of translation in foreign language teaching stem from the shortcomings of the GTM (Grammar Translation Method), the dominant methodology in the field of language teaching until the twentieth century. Subsequent translation and foreign language teaching research has investigated the benefits of this tool in promoting foreign language learning. Despite researchers' growing interest in the utility of translation in foreign language teaching, there is little literature on how and when to use this pedagogical tool in regular foreign language courses.

1. Teaching of Language

At the beginning of the nineteenth century, foreign language instruction was accomplished by presenting the learner with simple sentences that contained the majority of the grammatical features of the target language. The native language was used to teach a foreign language at thetime. This was advocated by Karl Plotz (1819-81). His method was divided into two sections:

1) Sentences to be translated into and out of the target language; and 2) Translation rules and paradigms. This is where the Grammar Translation approach could be introduced.

Language teaching, with its emphasis on Soon after, the translation and grammar werequestioned, and a new approach was presented. Claude Marcel in 1867

argued for the abolition of translation and grammar rules, as well as the teaching of language through text comprehension. He proposed the through listening, then reading simple and familiar material, followed by speaking and writing.

In response to the grammar-translation method, Heness founded a private school in 1866 for the natural way of instructing in languages, instructing in a foreign tongue in the same way that a child learns its native tongue. François Gouin introduced in 1880 a physical activity was added as a new component to language education. Gouin's concept was novel at the time, but it was dismissed. Vietor's reaction to the grammar-translation method arrived at the same time. He suggested a fresh method for teaching languages that starts with spoken language and uses descriptive phonetics. In his approach, he uses gestures and pictures, as well as familiar words and phrases. Grammar was also taught, but in an inductive manner via text analysis. His technique was also known as the Reform Method or the Phonetic Method. The Direct Method may have originated from the methods of Gouin and Vietor.

New ways to teach languages emerged in the second half of the 1900s. Audio Lingual method is one of the new methods that has gained popularity and acceptance on a global scale. It appears to be the only well-developed method. The method's development was funded by the United States government. Many people were involved in the project. The project included linguists and psychologists as well as language teachers.

A number of other methods were developed not long after the audio-lingual method was introduced. As

innovative techniques, theories of language instruction or learning were created. Some of the new methods are Gattegno's Silent Way, Curran's Community Language Learning, Asher's Total Physical Response, Lozanov's Suggestopedia, and Communicative Language Teaching It's important to remember that most of these techniques were developed in America. Suggestopedia, for example, was developed in Eastern European countries, while Communicative Language Teaching was developed in England. At first glance, the new methods appear to be distinct from one another or from traditional methods. When compared to other methods, the underlying principles of have a lot in common. Alternatively, the new methods could have evolved from the traditional methods. The idea that having physical objects around encourages learning seems to be shared by programs like The Silent Way and Total Physical Response, for instance. Furthermore, the activities in Total Physical Response are difficult to differentiate from those in the Gouin method, which uses physical activities to present language materials. The unit method, which bases its syllabus on a vote of the language learners, cannot be separated from Community Language Learning, in which the language curriculum is generated by the students.

Language teaching methods date back several centuries. The roots of language teaching lie in grammar instruction in Latin and Greek. Later, teaching techniques were enhanced with the introduction of new techniques. Translation methods for teaching languages were popularly known as GTM stands for Grammar Translation Method. Latin was taught using the classical period's written language. It was also known as the Classical Method since it was primarily used to

teach classical languages like Latin and Greek. The GTM ignores genuine spoken communication and societal language contexts.

This technique, which emphasized mastering the target language for communication, was popular for many years before the Direct Method took over. New language teaching methods emerged in the latter half of the twentieth century, including the Audio-Lingual Method (ALM), the Silent Way, Community Language Learning (CLL), Total Physical Response (TPR), Suggestopedia, Communicative Language Teaching (CLT), and others. Several techniques might have been established solely on previous foreign language teaching experiences, without taking into account language teaching theories. Although some people refer to them as techniques, others might argue against such a classification. These techniques may either be a collection of teaching activities or just individual language teaching activities.Alternatively, they may not be techniques, but rather presumptions regarding language learning.

2. Foreign and Second Language Use of English

English as a foreign language, or EFL, is the study of English by non-native speakers who live in countries where English is not an official language or a second language. Since English is the most widely used "lingua franca," non-native speakers learn EFL to benefit from its advantages.

If you know about "English as a Foreign Language" (EFL), as you might have heard about "English as a Second Language" (ESL). Although these phrases are synonymous, they have different meanings.

Studying English in a nation where it is not the

primary or second language is known as English as a Foreign Language (EFL). Conversely, English as a Second Language (ESL) refers to learning English in a nation where most people do not speak it as their native tongue.

It's unclear what exactly distinguishes a foreign language from a second language, and in some situations, like in Indonesia, it's questionable. Additionally, how second languages are used varies greatly. For example, it can impact education, types of communication, and the distribution of prestige or power. After India gained its independence, schools transitioned from using English as the medium of instruction to using regional languages. Consequently, previously English-medium universities have been gradually becoming more Indianized.Barrer (2000).

The essential elements of EFL

a) A non-English native language is usually shared in EFL classrooms and communities.
b) Consequently, EFL teachers must find suitable English models for their students. This can be challenging because a lot of the instructors are either not native English speakers or native English speakers who don't know the local tongue.

The essential elements of ESL

a) Although all ESL students share a common language, their native tongues may differ.
b) While the majority of ESL instructors are fluent in the language, they possibly have difficulty meeting the unique learning needs of students from different backgrounds.

Since their independence, Indonesia has moved

from studying other languages as a first language to English as its primary foreign language. Eight or nine years are dedicated to teaching English, beginning in primary school (Year 4 or 5) and continuing through secondary school (Renandya, 2000). The main objective is to improve reading comprehension skills so that Indonesians can read English-language scientific publications (Bautista and Gonzales 2006).

While "EFL" stands for English as a Foreign Language and "ESL" for English as a Second Language, they are not the same, they have unique differences…. ESL countries are nations that use English as the primary language for education and government, even if English is not their native tongue.

However, EFL nations do not teach in English but teach it as a subject within educational institutions. Although it used to be seen as an ESL country, Malaysia is now more EFL-leaning. There are many different ways to teach English as a second or foreign language (Fernandez 2012).

ESL is learned in places where English is commonly used, while EFL is taught in non-English speaking environments. ESL and EFL teaching methods are substantially different. ESL is built on the idea that English is the language of both the community and the school, and that pupils have access to English patterns.

EFL is typically taught in settings where English is not the primary language spoken in the community or in the classroom. Getting English materials for their students is a difficult task for EFL instructors. Many classrooms and schools in North America are starting to resemble EFL environments rather than ESL ones because of the rising quantity of ESL students enrolled in these programs.

Dulay, Burt and Krashen's (1982) research indicates that second language learning involves acquiring a new language in a foreign language setting (for example, studying in a host language setting (e.g., studying German in Germany or English in Mexico) and in a foreign language. It refer to both foreign and host languages as a second language (L2) and teaching techniques apply to both situations (1982: 11). There are no significant differences between teaching English as a foreign language and teaching English as a second language. Target language (TL) refers to the language that is taught, regardless of whether it is in Malaysia or Indonesia.

Grammar rules are covered in English classes in Indonesia, with an emphasis on accuracy through error correction. For those learning English in Indonesia, where the language is not commonly spoken, accuracy is of utmost importance. This differs from English learners in countries like the United States or Malaysia, where the language is used in everyday life. People in these countries prioritize the ability to communicate fluently in their daily lives, therefore they learn English due to the language being prevalent in society. The process of acquiring the language may not be fully understood. According to language acquisition theory, In Indonesia, learning English is viewed more as a process of acquisition, but in Malaysia, it is an entirely different story. The distinction between English as a "foreign language" and as a "second language," while some may argue otherwise, cannot be denied when examining the different roles that English plays in Indonesia and Malaysia. In Malaysia, English is acquired through societal exposure, making it a second language. On the other hand, as English is not spoken in

daily life and is primarily learned in schools, language learners in Indonesia consider English to be a foreign language.

3. The Acquisition and Instruction of Languages

Learning language is something that starts when you are born and carries on throughout your life. Students learn language by using it to express themselves, form connections with loved ones, and comprehend their surroundings. Some students may speak more than one language when they come to school or learn another language in school. It is crucial to honor and develop each student's primary language. Experience in one language can help with learning other languages.

During early childhood, children learn language informally, well. Before comprehending explicit language regulations and protocols, individuals utilize language to develop and communicate fresh notions in exclusive approaches. Later, people learn language in different places and situations to achieve specific goals, for example gaining knowledge about a subject, getting involved in their community, or working towards a particular objective, carrying out work or leisure activities.

Language development is an ongoing process. By applying what they already know to increasingly sophisticated and complex new situations, students' language skills improve. In order to improve and broaden their language and comprehension, they reflect on their past knowledge. By acquiring new language structures and applying them in different situations, students become fluent and proficient in the language. Students who have access to rich language

environments can enjoy learning experiences that will inspire them to extend their knowledge, skills, strategies, and interests beyond school.

It is impossible to exaggerate the value of language in education. Teachers rely on language to facilitate learning. When students learn a new language, they work with language as both a study topic and an educational instrument. A new code, or new labels for the same ideas, is not the only goal language in language instruction. The opportunity to learn new ideas and fresh perspectives on the world is instead presented by the opportunity to acquire a new language and culture, provided that they are taught effectively. While there are theories regarding second language acquisition that provide insight into certain aspects of the process, no comprehensive or "complete" theory exists to guide instruction and learning activities. Teachers must understand their own theories about learning and compare them with current knowledge to ensure effective teaching. They must consider the implications of this when developing a shared concept of language and culture with their students. It's important to know how language and culture are related to interpreting and creating meaning.

For a variety of reasons, teaching English to speakers of other languages can be difficult. This has prompted scholars worldwide to research effective foreign language education. Hindi (2012) acknowledged that learning English as a second language or a foreign language is difficult for teachers of all experience levels. Study looked at how to teach EFL effectively. Mukattash (1983, p. 69) found that teachers' methods can prevent students from using

English for self-expression and reaching their communication goals. Research done in 1983 by Suleiman, Zughoul, and Mukattash confirm that Arab EFL learners experience difficulties due to the use of ineffective teaching methods. Aktas (2005) further supports these findings, asserting that using instructional methods in EFL learning leads to problems for Arab learners. It is possible that this is the result of EFL teachers in schools using the Grammar Translation approach excessively. Additionally, Alkhawaldeh (2010) found that Jordanian English language school teachers are not well-versed in the use of contemporary teaching techniques in the classroom, which negatively affects student performance.

What constitutes effective instruction can be influenced by culture. Some cultures believe that a good teacher should have full control over everything and know more than the students. Learning is one way and students are expected to absorb everything they learn. In other cultures, good teaching involves giving learners the freedom to think for themselves and actively participate in their learning. Therefore, knowledge is constructed collaboratively by teachers and students. In language teaching, teaching goes beyond using learned skills and knowledge (Richards, 2010). Teachers must consider the learning context, their students' needs, values and beliefs when managing the class, all of which inform their teaching decisions. For instance, teaching 'Daily Routines' to children and adults requires different material content. Teaching a class in a formal environment presents unique difficulties and a different atmosphere than a casual setting.

So, what does it take to be a great language

teacher? A great language teacher must have extensive and varied knowledge encompassing the language itself, classroom management, pedagogy, course design, material design, and assessment. Such knowledge facilitates thoughtful selections such as approach/method, syllabus type, and lesson content. Proficiency is another consideration, although not the sole factor. Many people wrongly believe that having excellent language skills automatically makes you a great teacher. While having good language abilities is essential to offer pupils a solid linguistic role design, effective instruction and explanations, as well as accurate feedback, teaching a language involves much more than that. However, teaching requires more than just language proficiency. Perhaps a good way to describe a language teacher is that they must constantly learn throughout their life to be good at their job.

C. TRANSLATION
1. The Translation Context

According to Newmark's, the process of conveying a text's intended meaning into a different language is called translation. According to Barzegar (2008), the act of attempting to translate a written statement or message from one language to another is called translation. Latter is proposed by Nida and Taber (1974:12) that "translation consists in reproducing in the receiving language the closest natural equivalent of the source-language message, first in meaning and second in style".

Transmitting a message is the main goal of translation. A translator needs to make appropriate grammatical and lexical changes in order to translate the text's meaning. Linguist Machali (2009:26) of the

University of New South Wales (UNSW) defines translation as an attempt toreplace the original text with an equivalent in the target language that conveys the meaning intended by the author.

The term "translation" describes cognitive processes that occur in the translator's mind. Since the translator's eye cannot see this cognitive process, it is also known as the "black box" (Nababan, 2003:19). This procedure is evident in the way the translator opens and uses a dictionary, writes, reads, and so forth.

Translation deals with moral and factual truth. To convey this truth effectively, the reader must understand it, which is the goal and purpose of translation. Whether the information should be easily understood or require some effort depends on the means and occasions (Newmark, 1991, p. 1). Translation isn't only the way we can access literature written in languages we don't understand. It also has a crucial role in building meaningful connections with people we otherwise wouldn't be able to connect with. Translation helps us learn, see things in a new lightand find value in unfamiliar things (Grossman, 2010, pp. x-ix).

In some situations, 'translation' means the action of converting written or spoken words from one language into another. However, in other circumstances it describes the result of that action, which is a written text in a different language. In this study, when we talk about "translation," we mean both the deliberate and involuntary translation that students do as they learn a language, as well as the resulting translated texts produced by learners who employ the strategy of translation. In the first type, students translate mentally while they read, write, listen,or speak. They also absorb

the interpretations and translations made by their teachers. Students translate texts and exercises that they have created as part of the second type, and they also interpret spoken texts or dialogues.

2. Spoken and Written Translation

It is noteworthy that verbal and written translations are both possible. People often differentiate between translating written texts, which they call "translation," and translating spoken texts, which they call "interpreting." However, for the purposes of this study, "translation" refers to both written and spoken translation. Translation activities include all tasks associated with translating or interpreting. 'Translation' is often used as a general term in language-education literature and Translation Studies, and this is not uncommon or unwarranted, Pym et al. (2011: 94). As "translation" in the classroom does not always refer to a profession, there is no need to distinguish between the terms even though "translation" and "interpreting" are typically used to highlight the differences between the two professions.

Understanding the cultures, beliefs, knowledge, and thoughts of languages-speaking peoples requires translation. It is possible to translate verbally or in writing. Translation theory studies and descriptive translation studies are two subcategories of translation studies. The translation process and the translation work are the two primary foci of translation studies.

Certain methods or approaches are needed for translation-related tasks. Procedures for evaluating and categorizing translation equivalents in various languages are part of translation techniques. These techniques can be used for various language units. In

translation activities, it is not crucial to focus on the techniques used by translators. The key for a translator is to choose the right technique to achieve the translation objective. The primary objective of the translation is to facilitate communication between the writer of the original language and the reader of the target language through the intermediary translator.

3. An Introduction to Translation in the Teaching of English

"Translation has been alienated for too long," Widdowson asserts this in his paper "Defining Issues in English Language Teaching" (2003: 160). It hasn't existed from institutional discussions, but recently, there have been advocates to reintroduce the topic. More and more researchers are turning their focus to the application of translation in instruction of foreign languages, including Pym et al. (2013), Widdowson (2003), Cook (2010), House (2009), Duff(1989), and Stern (1992). Years prior, linguists believed that L2-dominant classrooms were essential and that L1 use and translation should be avoided. They offered a variety of arguments without supporting data, and they did not present any scientific proof of the detrimental effects of translation on language learning. Carreres (2006: 1) explains that despite much progress in translation teaching in the last ten years, there is still a need for more research to provide a solid empirical base for our methods.

The majority of disagreement arises from the personal views of scholars rather than scientific study. Nonetheless, there have lately been convincing justifications supporting the application of translation in teaching foreign languages. This is particularly

applicable in situations like mono-lingual lessons. Sad 2006; Pym et al. 2013 said that researchers from a range of backgrounds are examining the matter in detail and conducting practical investigations. According to Stibbard (1998: 69), there seems to be a shift in how people view teaching foreign languages through translation. The research may change people's thoughts about translation. The studies might have changed the perspectives of a lot of teachers and inspired more researchers to look into the problem in their research or projects.

Return of translation is a hotly debated issue because various educators, analysts, and industry authorities interpret a "return" differently. For instance, certain individuals believe that a revival of translation implies a resurrection of the Method of Grammar-Translation. Nevertheless, Instead of sticking with the Grammar-Translation Method, leading authorities advise adopting an interactive and communicative strategy that incorporates translation exercises into contemporary language teaching techniques. (Cook 2010; Kerr 2014; Duff 1989). Translation can be employed in foreign language instruction without depending on the widely criticized Grammar-Translation Method's techniques, as demonstrated by the exercises and approaches proposed in these works. The advocates have provided a range of useful assignments and methods that, while incorporating translation at specific points, are also compatible with contemporary approaches to teaching foreign languages. Cook (2010) and Kerr (2014) Developed primarily for classrooms with a single language spoken, these materials are flexible and suitable for various levels of study.

4. Theorizing about Using Translation in EFL Classrooms

Most researchers who argue against translation in language teaching are actually referring to the traditional GTM method. This teaching approach first appeared at the close of the 1800s, primarily for teaching languages like Latin and Greek. Later, it was also applied to teaching contemporary languages. Up until the end of the 20th century, it was widely accepted in China and Europe (Adamson, 2004, cited in Hall & Cook, 2013). GTM prioritized communicative and fluency over grammar rules, which were taught by translating them into the learner's native tongue. Moreover, proponents of this approach considered translation as a means of assessment to gauge comprehension of the grammatical concepts taught in the classroom. The purpose of translating decontextualized sentences was not to enhance learners' communicative abilities in the target language; rather, it was to demonstrate grammar rules.

Throughout history, translation has been referred to by various names as a language learning activity in foreign language classrooms. These names range from generic ones like "school translation," "pedagogical translation," and "academic translation," to more recent ones like "the act of translation," which are part of the current post-communicative, cognitive paradigm (Machida, 2011). The field of English language teaching (ELT) is continuously evolving due to the introduction of new technologies. These include specialized software, online platforms, virtual forums, and paper-based and electronic handheld resources. All of these tools can be used to support the "act of translating" in the teaching/learning process.

Language learners could be more negatively impacted by translation than positively impacted by it, according to proponents of communicative and audiovisual learning approaches. Currently, there are many researchers reporting negative attitudes regarding the integration of translation in ELT. Carreres (2006) and Malmkjaer (2010), for example, see translation as an unrealistic exercise that ought to be eliminated from the language curriculum in both private language schools and secondary schools. They contend that because translation creates a mental association between the mother tongue and the target language, it is an ineffective tool for teaching foreign languages.

Whether or not these arguments are compelling, educators and professionals in the field have long given them serious consideration. The validity of these arguments, according to Malmkjaer (1998), depends on the circumstances surrounding the use of translation in the classroom. Furthermore, a number of factors that argue against the use of translation have been taken into account by some current approaches that support a monolingual approach to foreign languages, including the multiplicity of mother tongues in some foreign language classes, the students' lack of proficiency in their native tongue, and the existence of monolingual textbooks that are published and sold globally. Furthermore, the emphasis has shifted from developing students' abilities to translate written texts and appreciate literature in its original language to developing students' communicative competence in monolingual contexts and their ability to speak like native speakers.

According to Bowen, D. & M. (1987), the reason

translation was seen unfavorably in the 1970s was the primary objective of foreign language instruction was to expose students to the language in order to help them become more fluent speakers. Furthermore, there are those who think that translating takes a lot of time and requires the right tools to be used. Translation has been called uninspiring, difficult, irrelevant, dull, and pointless. (Duff, 1989, p. 3).

Due to language barriers, translation can result in a coordinate bilingual learner—someone who acquires two languages in distinct contexts, like home and school, where the vocabulary of the two languages is part of separate, independent concepts—or a compound bilingual—someone who learns two languages in the same environment, gaining a concept with two verbal. This may initiate long-lasting habits or help them develop. It not only gives the impression that the meaning of a foreign language is identical to that of the target language, but it also directs the learner's attention away from the language's communicative purposes and toward its formal features.

Stibbard (1994) asserts that interpreting foreign language instruction in one's native tongue lessens students' exposure to and usage of English. In a similar vein, Atkinson (1987) advises educators to think about using a 95% English to 5% mother tongue ratio as a reasonable and appropriate use of languages in foreign language classrooms.

Since translation only concentrates on reading and writing while ignoring speaking and listening skills, it has drawn a lot of criticism for failing to balance the development of all four skills. Cunningham (2000) asserts that although many students exhibit positive attitudes toward translation, the lack of

research on the subject and the unfavorable opinion of language teaching professionals have clearly discouraged teachers from utilizing it or studying it. This is a result of their confidence when they use their home tongue to learn the foreign language in a moderately comfortable manner.

Although translating texts for language learners is frequently criticized, scholars now view it as an important teaching tool for EFL classrooms. Translation was previously deemed inadequate and obstructive to language acquisition. In the past, students were given incomplete texts to translate. The texts that the students encountered and the purpose of the translation assignments eluded them. Interpretation was regarded as an examination to check learners' comprehension and improve their translation proficiency later. However, The Grammar-Translation Method was not entirely sufficient because of the way it employed translation. The rise of the "new brave world" in the mid-19th century, where technology and commerce ruled, increased the necessity in order to interact and act as a mediator between different social and cultural groups. This opened the door for an alternative translation viewpoint.

The use of translating back and forth between one's native language and teaching English to non-native speakers in the classroom results in "negative transfer." This is when learning is influenced by both the target language's and any previously learned language's similarities and differences, happening at the level of words, sentences or speech. Odlin (2003, p.13) states that transfer is the outcome of "similarities and differences between the target language and any other language that has been previously acquired". Negative

language transfer in this case must be handled by the teacher by clearly comparing the two languages with the students. When analyzing grammatical structures, this approach is useful and identifying common errors among the students. In this way, correcting these mistakes in the language classroom will help students become proficient writers in the target language.

5. Function of Translation

Veselý (1974/1975, p. 217) asserts that educators must recognize that translation has two meanings – it can be a form of communication in everyday situations (like interpreting or translating literature), or it can be a teaching technique in schools. According to Vesely (1974/1975, p. 22-24), there are three primary purposes of translation:

a) Teachers may find it simpler to explain the new lexical and grammatical items after translation. When presentations, using translation is usually the cheapest way to communicate, especially when dealing with complex grammar or vocabulary that learners may struggle to comprehend without using their first language equivalent. Veselý recommends using an exact translation here.

b) Once you learn new things, it's important to practice them. Translation can be a useful way to practice in certain situations. However, it should never be the sole or even the dominant approach. It ought to be supported by non-translation-using activities.

c) The translation can also be used to assess students' knowledge. Educators have two options for creating this kind of exercise: they can create one themselves or select a text that includes the lessons they are

currently teaching in class. It can serve as feedback for educators as well as students.

6. Benefit Using Translation in the Classroom

Translation activities used to be seen as tedious and unhelpful, and only occasionally featured in lessons. However, opinions have gradually changed in recent years, and translation is now finding a renewed place in ELT. Despite this, according to Duff (1989, p. 5), many teachers still reject it or only use it for testing purposes.

But there are people who consider applying translation activities in the English language classroom has potential. To fully understand the issue, it's critical to weigh the perspectives of linguists who advocate and oppose this approach. Štulajterová (1998/1999, p.92) gives a quicksummary of the justifications for the use of translation activities. It can assist learners in recognizing variances comparing the language they are learning to their mother tongue.

a) Translation activities can aid language learners in recognizing disparities between theirnative language as well as the language target.
b) Students benefit from translation exercises by learning about the limitations of languageand what can be expressed in both.
c) Time is saved.
d) It enhances students' vocabulary.
e) The basis it offers for creativity, excitement, and adventure.
f) It teaches people how to use vocabularies.
g) The context teaches students how to interpret words.
h) Pairs, groups, or even teams would benefit from

the opportunity to work together.
i) Translating can cover enjoyable and entertaining subjects.
j) Learners are taught to speak and write in the language they are learning.
k) Translator is a vital job.

7. Reactions to the Idea of Teaching Translation in Schools

There is a translation significant positive impact in language classrooms. However, critics can raise strong arguments that must not be ignored.

Two groups of objections exist: negative effects on both students and teachers. The followingdetails are included in the first group (Kaye, 2009):

a) It is expected of children to translate in their original tongue, which is criticized by teachers who see the disruptive and unproductive nature of using L1 in foreign languageinstruction.
b) Depending on each learner's unique abilities and age, it might not be suitable for all ofthem.
c) Translation can appear challenging and uninteresting to learners.
d) It can be a demanding task, requiring consideration of both the style and the literal translation, tone and idiomatic expressions.

There are several drawbacks that Kaye (2009) lists for educators.

a) Including the fact that creating translation activities can be laborious and time-consuming.
b) To ensure success, the classroom must be motivated enough.
c) When translating, using L1 could disrupt the classroom's English-speaking

environment.

d) Writing and reading abilities are intended to be improved.

e) It takes a lot of time and requires teachers who are very proficient translators

Some experts raise similar concerns, and some of them aim to challenge these ideas. For instance, Owen (2002)24 agrees that the lack of two other abilities could hinder effective translation, making it unresponsive and uninvolved. Yet, he suggests that interpretation, which involves listening and speaking aspects, could be the basis of translating work. Atkinson (1993, p. 54) concurs with this viewpoint since, according to him, certain translations can be accomplished orally.

Atkinson (1993, p. 54) disagrees with the notion that translations must always be drab and uninteresting. He maintains that any activity can become dull, depending on its preparation. Therefore, if teachers exercise their creativity, they can devise a stimulating activity that brings adventure and excitement. Nonetheless, this point has already been established in earlier subchapters when the advantages of translation were examined. On the flip side, it can be challenging to exercise creativity when working with translated texts, and only a limited number of educators possess such skills (Štulajterová, 1998/1999, p. 92). Although both sides have valid points, it appears that translation has gained a stronger foothold in classroom methodology in recent times.

8. Exploring the Reluctance to Translate in ELT

The translation component of the grammar-

translation method resembled what Vienne (1994) called translation in a void, which was the standard teaching methodology used in university courses on foreign languages and literatures up until the late 1970s and early 1980s. Sometimes the texts assigned for translation were incomplete, and students did not know their origin, content, or purpose. The students were only aware that the teacher wished to evaluate their language proficiency and translation abilities. Likewise, the training of translation skills, in addition to competence in the relevant languages, had frequently been overlooked, as Nord (1997: 8) correctly noticed.

Since the late 1970s, it has been understood that translation is a sophisticated process involving a variety of behaviors and abilities connected to various cognitive processes that constitute the foundation of a translator's intelligence. As Wills (1996: 161) and MalmKjaer et al. (1998: 7) explain, this is the opinion of a large number of professionals in the field today. From the late 1970s onwards, translation has been recognized as an intricate process that involves a range of actions and abilities, which are linked to different cognitive functions and form the basis of a translator's intelligence. This new perspective surely affected how translation is used in language classrooms.

We will consider how all these abilities, talents and cognitive elements work when producing text. Don't you think that translating is basically producing text? A translator has a deadline to produce text in a Target Language (TL) that satisfies particular spatiotemporal requirements, according to a functionalist theoretical framework. Specifically, the Source Text (ST), written in the Source Language (SL), must serve as the foundation for the Target Text (TT).

Aside from these, the TT and ST never quite have the same goals, readership, or spatiotemporal context. To finish, the translator works on the project by participating in at least five different activities: anticipating, resource exploitation, cooperation, revision, and translation (all of which incorporate other activities that are typically seen as essential to language learning activities). The activities don't seem to have to happen in a specific order, at least not in theory. Translators can improve their work by using both information sources—the TT and the ST (Mackenzie, 1994). The context of the TT, including who needs it, why, when, and for whom, is another thing they take into account.

This assignment entails gathering materials such as dictionaries, source texts, analogous translations, and potential cooperative efforts with other translators. Analyzing the texts that were gathered during preparation is known as resource exploitation. Together with resource exploitation, translation frequently results in a few problems that are eventually resolved through collaboration between translators and other experts. For possible future discussions with the customer, record the issues and chosen solutions. The text's final draft is the outcome of editing. Although translator trainers and language teachers have differing opinions, this is where we can imagine a productive connection between teaching translation as a professional skill and utilizing translation in language learning.

Reading, writing, speaking, and listening are all necessary for translation proficiency; none of these abilities are sufficient on their own. Students must use all four techniques when translating. Students may

practice these while translating when they translate language.

It is not possible for translation to drastically depart from other language skills if it depends on them. Translation is not a waste of time in language learning, for this reason. Because translation activities cover most or all of the four major skills considered necessary for classroom practice, they can be as natural as any other assignment in the classroom. As Vienne (1998) points out that students learning language can benefit in many ways from the activities involved in analyzing situations and researching and using resources. In order to secure and share information, as well as to get along with other participants in the activity, students must use all of their languages. They provide an authentic foundation for practical verbal and written language creation and comprehension. Ideally, it's best to talk, ask questions, read and write in the foreign language. However, it's acknowledged that even activities carried out in one's first language can be helpful, as long as they relate to foreign language or culture.

Translation is useful not only for preparing future translators but also for language learners, who can benefit from applying their linguistic abilities in as many scenarios as possible. There are several reasons for this. Firstly, many language experts, even those not working in translation, may find a basic understanding of the translation process beneficial for professions they may enter. Malmkjaer, 1998: 9, it is possible that language learners will need to work as professional translators if they do not land the job they had originally imagined. Thirdly, generalization precedes specialization in university education these days, and there's nothing wrong with a little preparation for

specialized knowledge later on.

D. THE GRAMMAR TRANSLATION METHOD (GTM)
1. The Origins of the Grammar Translation Method

Teaching grammar in Latin and Greek was the original problem with language instruction. The primary goal of the methods employed at the time was to help people speak, read, and write Latin. Each process was connected to the widely known Grammar Method. After the invention of printing, it became easier to reproduce Classics from Greece and Latin. As a result, the Grammar Method's effectiveness in teaching languages had declined. There existed many efforts to enhance language teaching. Meidenger (1783) recommended translating into the target language using grammar rules. Karl Plotz (1819-1881) also improved teaching by dividing it in half sections: Principles and frameworks, as well as practice translating both into and out of the target language. The approach involved memorizing grammar rules, labelling words according to their grammatical function, and applying these rules through sentence translation. The teaching technique mentioned above has eventually acquired the name 'Grammar Translation Method (GTM).'

Latin was originally studied through written classics, so the Grammar Translation Method (GTM) neglected the language's genuine spoken communication and social situations. Additionally, hopes were held that by studying the target language's grammar, the benefit to students gain proficiency in their mother tongue's grammar (Larsen Freeman, 2000: 11). Individuals acquired foreign languages primarily as well read literature written in those languages. Students were given exercises to practice reading and

writing. A teaching method in the USA, the GTM was extensively utilized during the 1890s. It was also known as the Classical Method, which originated from teaching classical languages such as Latin and Greek.

2. The Grammar Translation Method Principles

Proficiency in reading literature written in the target language is a primary motivation for pursuing the GTM approach to foreign language acquisition. Knowing the language's syntax and vocabulary will help you accomplish this. Additionally, it's believed that learning a foreign language offers beneficial mental exercise, helpful within developing students' minds.

GTM method primarily centers around translating grammatical elements, memorizing language expressions, learning policies, and exploring word forms. Even though, by Anthony's definition, the GTM is more frequently perceived as a technique than a method, since it does not encompass a comprehensive language teaching plan, it still has language teaching principles. The GTM's guiding concepts are as follows:

a) Grammar rules are clearly explained and examined. Exercises involving translation are used to reinforce grammar concepts learned through deductive methods.
b) The two primary skills to work on are writing and reading.
c) Speaking and listening skills are often overlooked.
d) The only way to guarantee that students produce correct foreign language forms is through teacher correction.
e) Capturing the ability to understand written texts in a foreign language is the goal of learning it.

f) Learning proper grammar in a foreign language is crucial for learnes to understand thetarget language as written.
g) Bilingual word lists are used to teach vocabulary.
h) Teaching is done in the student's mother tongue.
i) An important application for translation exercises is provided.

Educating in English involves teaching grammar and translation via a combination of activities. Initially, teaching concentrates on rules, terminology, paradigms, and translation in English. After explaining the rules to the class in their mother tongue, the teacher incorporates everyday words into the grammatical explanations. Units are utilized to commit grammar rules to memory. The instructor presents new vocabulary to the students along with definitions. Students practice using the provided words to apply the rules. They need to remember the grammatical regulations of the language being learned. The pupils will be required to memorize lists of vocabulary. Generally, the selected texts for translation are straightforward classics, to assist pupils in comprehending the literature in the target language.

The language materials are organized according to English grammar. Usually, teaching materials are arranged predicated on simplicity among the guidelines, with the grammar reference guide progressing through easier to more challenging rules. Even though you read texts that have been translated into your mother tongue from the target language, discussions are held in the native language. The language that is being targeted is rarely used for instruction. Vocabulary acquisition in the language of

target primarily relies on translation taken directly from the original.

It is not taught to language learners to communicate in the target language. They have lacking the time to create their own sentences in class, and receive little oral practice. The main weakness of this method is the emphasis on achieving correct grammar at the expense of free speech production. The teaching style also impacts how students' learning is evaluated. Testing learners usually involves translation, and sometimes an exam on grammar.

3. Grammar Translation Method Procedures

Despite the introduction of many new methods over time, For English instruction, some teachers continue to adhere to the GTM. The main characteristics of the GTM were described by Prator and Murcia (quoted in Brown, 1987: 75).

a) Spoken English is mostly used when teaching lessons; native tongue is used most ofthe time.
b) Word lists alone are frequently used to teach vocabulary.
c) There are thorough explanations of grammar given.
d) Grammar provides guidelines for combining words, with instruction often emphasizingword form and inflection.
e) Beginning early, difficult classical texts are read.
f) The content of texts is rarely examined because they are seen as grammaticalexamination exercises.
g) Frequently, the sole workouts involve converting isolated phrases into the original language from the target language.

h) Not much consideration attention to pronunciation.
i) Accuracy takes precedence over fluency.

The GTM doesn't have a set of steps for the qualities listed. As long as their approaches follow the GTM's guidelines, language instructors are free to create their own. The method described below, which is based on Larsen-Freeman's (2000: 15–17) adaptation, teaches the target language through the GTM:

a) The lesson involves reading a text in the language of target, followed through translating that to mother tongue of the students. The vocabulary used in the text is simplified, with common words and phrases, making it easier for those with limited language skills to understand. Sentences are kept short and straightforward, with a logical structure to present information in a clear sequence. The active voice is used wherever possible, and verb phrases are preferred over noun phrases. The text is grammatically correct and free of mistakes.

b) The lesson involves reading a text in the target language, followed by translating it to the students' native language.

c) The instructor asks questions in the students' native tongue about their doubts. Students ask questions, and the teacher responds using their native language.

d) Students answer questions about what they've read.

e) From the language they are studying to their mother tongue, students translate new words.

f) Learners acquire a grammatical rule, then apply

it by using the new words in a givenexample.
g) Students learn words.
h) Students are asked to identify the grammatical rule by the teacher.
i) The instructor then tasks them with stating the rule, which they memorize thereafter.
j) By giving accurate responses, mistakes are fixed.

4. An Illustration of How to Plan a GTM Lesson

a) Select curriculum: basic present tense

The instructor shows Simple Present Tense method and clarifies the meaning and significance in British English. Also, the teacher highlights differences from theIndonesian terminology.

b) Method: Subject + Predicate + Object

The instructor gives instances, then, translates them too. Depending on how well the students understand, he or she may ask them to translate sentences randomly or give them time to write out the translations quietly. It is important for the teacher to ensure the accuracy of the students' responses. *e.g.:*

- The kids like doll (*anak-anak suka boneka*).
- We play volleyball today (*kami bermain bola voli hari ini*).
- They learn natural science (*mereka belajar IPA*).

The instructor clarifies with the students that when subject is she, he, or it, the verb in the predicate needs to be modified by adding 'es', 'ies', or 'es' contingent upon the verb. The instructor provides verb examples that require such modifications. *e.g.:*

- She likes cycling (*dia suka bersepeda*). With

s, the verb is added.

- My brother goes to Jakarta (*kakak saya pergi ke Jakarta*). With **es**, the verb isadded.
- The bird flies close to the ground (*burung itu terbang mendekati tanah*). With **ies**, the verb is added

The instructor offers a task that concerns altering verbs. Learners complete the gaps with correct verb forms. The conversation is carried out in the native language. When needed, learners work singularly or in pairs to finish the task before the teacher inspects their progress. The teacher offers assistance and suggestions where necessary. The conversation is carried out in the native language. *e.g.:*

- Her cousin … (buy) meatball.
- She … (make) a birthday party cake.
- My son … (eat) his lunch.
- They … (jump) slowly.
- I … (drive) motorcycle to school

Next, the teacher will provide a list of common words and their translations so that students can practice forming simple present tense sentences. An example matrix may be used like this. **Word list**

Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive Pronouns
I	Me	My …	Mine	Myself

You	You	Your …	Yours	Yourself
He	Him	His …	His	Himself
She	Her	Her …	Hers	Herself
We	Us	Our …	Ours	Ourselves
They	Them	Their …	Theirs	Themselves
It	It	Its …	Its	Itself

English	Indonesian
Go	Pergi
Bring	Membawa
Drink	Minum
Eat	Makan
Sit	Duduk
Listen	Mendengarkan
Climb	Memanjat

Ubah kalimat ini ke dalam Bahasa Inggris.

1. Ayah saya mengendarai mobil.
2. Dia memakai seragam putih biru.
3. Kami membawa banyak buku.
4. Paman dia menanam jagung.
5. Kamu memakai banyak parfum.

The teacher might ask pupils to convert English sentences into Indonesian. Next, they can move on to a clear reading passage to translate. Students don't have any class time to devise their phrases and devote even

less time to teaching language skills. The culture of the vernacular is sometimes communicated through the reading.

Despite its age, the GTM method remains in widespread use in Indonesia, particularly in rural schools. Some English teachers prefer to use GTM over newer methods due to its ease of use when presenting language materials and evaluating the language teaching process. Classroom control is not an issue, as language educators can instruct 40 students are arranged in rows andare being taught English.

Grammatical units are taught to the class as part of the assessment process for language acquisition, and exam scores are calculated based on correctly answered questions. Several educators hold the belief that their instruction should focus on exam preparation, with the anticipation that their pupils will perform strongly during a grammar-focused test. This is understandable because many language tests do not assess communication skills, thus, they are not motivated to learn more than rote memorization, translation, and grammar (Brown, 1987: 75).

It is a widely used method because it enables teachers with basic English skills to teach the language. English proficiency is not required for these teacher, who instruct students in their first language using the GTM approach. English is taught like any other subject in educationalinstitution. The emphasis of the course is on translation and grammar, so students are not expected to communicate in the language. Together with English grammar, translation is taught.

By focusing on accuracy first and then prioritizing fluency, a combination of the GTM and a simplified communicative approach possibly a viable a

fix for Indonesia's issue with teaching English as a second language. To feel confident in using English for communication, Indonesian learners still require a solid grasp of English grammar. Emphasize improving fluency after students have practiced English grammar enough for accuracy. Continue with the typical GTM process, followed by an activity that promotes communicative English use. To enhance fluency after learning the present tense pattern, students can work in groups or pairs, taking turns to discuss their daily activities as prompted by the teacher.

Although the GTM is sometimes seen as outdated, it is said to have achieved remarkable success (Macmillan: 2002). Millions of people have attained high proficiency in foreign languages, often without interacting with native speakers. This triumph could be attributed to the merging within the GTM as well a modified a communication approach variant. Through the use of the Communicative Approach, language learners can enhance their communicative abilities by starting with the Grammar Translation Method (GTM). While the Communicative Approach places a higher priority on the fluency of the target language learned through GTM, GTM can be used as a technique to facilitate precision in the target language.

As the name implies, the primary feature of the GTM is to teach the rules of grammar and how to apply them when translating from one language to another. The key features of the technique are: formal grammar is the focus of instruction. Combining the Translation Method with the Grammar Method creates the GTM. Vocabulary is acquired by translating words from your native language directly. Which texts you choose will affect the specific vocabulary learned.

Learning commences with basic rules, isolated words, paradigms and translations. Once those fundamentals have been mastered, simpler classic texts may be translated. Vocabulary is categorized and should be memorized in word lists. Pronunciation is not a focal point of the teaching process. Grammar rules are usually learned as individual units and often come with example sentences.

Fluency in English isn't highly necessary for language teachers as they teach English to students within their mother tongue using GTM. The subjects in which English is taught are same way as other school subjects. Therefore, language learning is assessed by providing grammatical item tests in the classroom, scores are also determined by correct responses. Just like they would for a grammar test, language learners. Translating from the target language into the learner's native tongue or the other way around can be used to test them.

Multiple generations of students who are proficient in the grammar of the target language have been produced by the GTM but struggle to hold basic conversations. Even though this method is considered ineffective in communicative language teaching, some parts of Indonesia still utilize it. This approach is presumed to enhance the writing skills of students. For learners whodo well with regulations, frameworks, and error correction, GTMs can be difficult to use way to learn. However, for those who do not thrive in this kind of environment, a language class taught through this method can seem tedious. For many language learners, combining the GTM's methods with the Communicative Approach may be the best course of action. Along with developing a solid, accurate

foundation in the grammar of the language they are studying, they will also learn how to communicate in that language.

6. Advantages and Disadvantages of Grammar Translation Method (GTM) in ELT

The Advantages are:

a) Emphasis on Grammar: The GTM method prioritizes teaching grammar rules, which can aid students in comprehending the language's structure better.

b) Reading and Translation Skills: GTM is a useful tool for enhancing students' reading and translation abilities. The GTM method is beneficial in expanding students' vocabulary. It facilitates students in comprehending and appreciating literature and other texts in the target language.

c) Building Vocabulary: This method promotes learning new words through translation, which can aid in strengthening your vocabulary base.

d) Logical and Structured: GTM offers an organized and methodical method for acquiring language proficiency, especially for languages with intricate grammar structures.

e) Cultural Insight: Translating texts from a foreign language can provide students with knowledge and an understanding of the culture and history of the community that speaks that language.

The Disadvantages are:

a) Limited Emphasis on Communication: The GTM approach does not put much emphasis on developing speaking and listening skills, which are essential for effective communication in a foreign

language.

b) Lack of Naturalness: Often, this method employs artificial or contrived sentences and texts that may not reflect the language as it is naturally spoken in real-life situations.

c) Unnatural Language Use: Students may learn to translate sentences literally, resulting in awkward and unnatural language use. This can hinder their ability to communicate effectively and speak fluently.

d) Lack of Interest and Engagement: GTM can be dull and monotonous for students, as it often involves repetitive exercises and memorization of grammar and vocabulary rules.

e) Limited Practical Application: Teaching through translation may not adequately prepare students for using a language in real-life situations, where spontaneous communication is essential.

f) Ineffective for Developing Proficiency: The Grammar Translation Method (GTM) is not effective for developing language proficiency because it does not prioritize the ability to communicate effectively, which is crucial for real-world language use.

g) Inadequate for Language Learning: The GTM approach does not conform to modern language acquisition theories, which stress the importance of immersion, communication, and contextual meaning for learning a language.

E. CONCLUSION

Translation's function in language instruction has evolved as well as depends largely on teaching methodology and context. It's no longer synonymous with

GTM stands for Grammar-Translation Method, but that can have a place in language teaching when used judiciously andin combination with other teaching techniques. Modern language teaching methods often emphasize communicative skills and contextual learning, and while translation may not be the primary focus, it can still be a valuable tool when used in a balanced and thoughtful way.

Translation in ELT has not regained the prominence it once had, but it remains a valuable tool when used appropriately. It can assist learners in bridging the gap between their native tongueand the language of instruction, thereby facilitating comprehension and learning. The key is touse translation strategically and avoid over-reliance on it, especially in communicative language teaching contexts where the emphasis is on using the language for real communication.

Translation can have a place in ELT, but its role has shifted from a primary teaching method to a supplementary tool. A balanced approach, considering the objectives of the students and the educational setting, is crucial when deciding whether and how to use translating while teaching languages. To help students become accurate and fluent in the target language, it's critical to strike a balance.

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CHAPTER 4
PSYCHOLOGY OF TRANSLATION
"CRITICAL AND CREATIVE THINKING"

A. INTRODUCTION

Three main stages are considered to be involved in the translation process: the analysis of the source text prior to translation, the actual translation, and the editing and self-evaluation phases. The goal of the chapter is to demonstrate that while the second stage of the translation process—the actual translation—is predicated on creative thinking, the first and third stages are grounded in critical thinking.

Since critical thinking is vital in and of itself and helps students develop mature creative thinking, which is essential for translating problems, teaching critical thinking should be a required component of professional training for translators. This chapter examines the issue of training translation quality assessment, discusses the distinction between critical and creative thinking, and treats the psychological mechanisms underlying these processes as cognitive processes. It also emphasizes the importance of critical thinking in helping translators become more aware of their work and, in turn, enhance the caliber of their interpretations.

"The growth of translation studies as a separate discipline is a success story of the 1980s," note Susan Bassnett and André Lefevere (Venuti 1995: vii). Rosemary Arrojo responds to this remark by saying that "if translation studies had not been dramatically. Had non-essentialist ideas about language and culture not had an impact, it would not have emerged as "the a 1980s success tale" (1998: 47). This claim holds more weight in the first ten years of the twenty-first century and the 1990s, since this is the

precise time when the "non-essentialist ideas of language and culture," as poststructuralist scholars conceptualized them, have had a greater influence on translation research.

In fact, poststructuralist circles have largely contributed to the creative concepts that have strengthened translation throughout this time. Their contributions have significantly altered translation theory and influenced other fields like postcolonial studies and feminist. Research to develop their own beliefs about translation. Considering these advancements. During this time, numerous translation programs have opened up across the globe, a growing interest in translation studies, as well as "a flood of scholarly publishing" (Venuti 2000: 333), which taken as a whole have resulted in the field's increasing empowerment. As even such Common notions of translation include "translation as (re)writing" and "(in)visibility of translation." The significance of translation is demonstrated by phrases like "authorial role of the translator," "interventionist translation," "translation as resistance," "foreignizing translation," "identity-forming power of translation," "translator as agent," and "translation as transformation and meaning production."

These translation-related advancements have undoubtedly brought about significant paradigm shifts, and as such, they merit in-depth research. As a result, I plan to give a historical summary of a few of this creative thinking's threads, with an emphasis on tendencies) in translation theory that are poststructuralist. The arrival of the cultural shift, also known as In the first part of the 1990s, poststructuralist) in translation studies, translation started to be often regarded as a cultural political tactic that could be useful in enacting Venuti 2000: 338. Change. Naturally, this resulted in a rivalry between Descriptive Translation Studies and Cultural Studies, however it

appears that in recent years, this rivalry has become more synthetic.

Since technology is becoming a standard tool and an essential component of the translation industry, translators need to be highly proficient in technology in order to thrive in their profession. Prior research has indicated that college students' translation skill was independently influenced by critical thinking, academic self-efficacy, and cultural intelligence. The psychological process that underlies the impact of these notable elements on the technological competence of student translators has not yet been thoroughly investigated. Thus, the purpose of this study was to investigate how college students' critical thinking, academic self-efficacy, cultural intelligence, and translation technological competence interact in a systematic way.

Given the aforementioned qualities that a translator must possess in order to translate well, how can one become a competent translation? The troublesome area, ambiguity, deep meaning, and topic of the text while it is being translated. According to MacCarty (1999, referenced in Munday, 2001, p. 183), says that "the sciences of philosophy and psychology play a leading role in the study of the process of translating and interpreting."Critical thinking is the subject of a current study in philosophy and psychology.

B. DEFENITION
1. Critical Thinking in Translation

The methodical Translation criticism is the study, evaluation, and interpretation of different aspects of translated writings. It's a field of study. that is multidisciplinary and closely associated with criticism of literature and translation theory. Included

are evaluations of published translations and annotations of student translations. As the global economy grows and communication becomes more widely available, translation becomes an ever-more-important part of cross-cultural interactions. To satisfy the increasing demand from society and promote the translation industry's sustainable growth, it is imperative to cultivate a workforce of skilled and experienced translators.

Traditional manual translation is so inefficient and expensive that it can no longer meet modern demands, researchers and educators have worked hard to identify and develop translation competencies. Of these, translation technology competence is one that is gaining increasing attention. On the other hand, machine translation has entered a new phase thanks to the ongoing developments in computer science and information technology, especially the advances in the use of artificial intelligence in natural language processing.

The language service sector is observing how translation technologies are becoming an essential part of their operational procedures. The need for translators to possess adequate related technology competencies is a result of the industrial change. However, There is not enough information available about this specific translation. technology competencies that contemporary translators ought to possess. In order to fill this research vacuum, the current study suggests methodical and useful components of student translators' translation technology competency—a significant prospective workforce for translation companies.

In addition, because translation skills require social, emotional, behavioral, and cognitive processes, translator psychology is relevant to these tasks. Beyond conventional language tasks, researchers have looked into translation as a complex cognitive process. Cognitive psychology, which studies the mysterious processes of the human mind that cannot be directly examined, is involved in both the translation process and the professional and skill development of translators. Nonetheless, the academic community has not done much to investigate the psychological aspects that influence the translation technology proficiency of student translators. In the meantime, the majority of the research that has already been done has focused on how certain cognitive psychology constructs—like critical thinking, self-efficacy, cultural intelligence, etc.—directly affect translation performance or competence. It hasn't looked into or identified the psychological mechanism that underlies the particular technology competence.

It encompasses the capacity for introspective and autonomous thought. The following are some abilities of a critical thinker:

a) Recognize the rational relationships between concepts.
b) Recognize, formulate, and assess arguments.
c) Find logical fallacies and frequent contradictions.
d) Solve problems systematically.
e) Determine the concepts' significance and relevance.
f) Consider how one might defend their own morals and views.

Getting information is not the sole phase in the process of critical thinking. Even someone with extensive knowledge and a strong memory could struggle with critical thinking. Critical thinkers may infer conclusions from what they already know, use knowledge to solve problems, and seek out relevant sources of information to stay informed.

Argumentativeness or criticism of others are not synonymous with critical thinking. Critical thinking skills are helpful for cooperative problem solving, constructive activities, and identifying mistakes and faulty reasoning. We may strengthen our arguments, advance our theories, and gain new knowledge by using critical thinking. Critical thinking can also be applied to improve social structures and work processes. Some people claim that because critical thinking necessitates adhering to logic and rationality principles, but creativity may entail defying them, critical thinking stifles creativity. This is a false impression. Challenging conventional wisdom, thinking "beyond the box," and adopting unconventional strategies are all perfectly acceptable forms of critical thinking. To the contrary, critical thinking is a necessary component of creativity since it allows us to assess and refine our original concepts.

2. The Critical Thinking's Significance

Domain-general thinking skills include critical thinking. It matters not what we choose to do, but rather how well we can reason. Critical thinking is obviously vital if you work in education, research, finance, management, or the legal field. However, critical thinking abilities are not limited to one field of study. Strong problem-solving and cognitive abilities

are advantages in any line of work. Critical thinking is very important in the new knowledge economy. Technology and information are the engines of the global knowledge economy. One needs to be able to adapt to changes in a timely and efficient manner. The modern economy demands more and more adaptable intellectual abilities, as well as the capacity to evaluate data and incorporate knowledge from a variety of sources to solve issues. Such thinking abilities are encouraged by strong critical thinking, which is crucial in the rapidly evolving workplace.

Critical thinking enhances language and presentation skills. Our ability to communicate our ideas can be enhanced by thinking methodically and clearly. Understanding the logical organization of texts through critical thinking enhances comprehension skills. Critical thinking promotes creativity. It takes more than simply fresh thoughts to solve an issue in a creative way. Additionally, the fresh concepts that are emerging ought to be practical and pertinent to the current project. The ability to critically think through new ideas, pick the best ones, and make appropriate modifications is essential. Critical thinking is crucial for self-reflection. We must defend and consider our values and choices if we are to have meaningful lives and arrange our lives appropriately. The instruments for this process of self-evaluation are provided by critical thinking.

Critical thinking is crucial for self-reflection. We must defend and consider our values and choices if we are to have meaningful lives and arrange our lives appropriately. The instruments for this process of self-evaluation are provided by critical thinking. Good critical thinking is the foundation of science and

democracy. In order to confirm theories and conduct experiments, science demands the critical application of reason. In order for a liberal democracy to work well, its citizens must be able to overcome prejudice and bias and make judgments about appropriate governance based on critical thinking about social issues. Critical thinking is a metacognitive skill. This indicates that it is a higher order cognitive skill including the process of thinking about thinking. It's important for us to understand sound reasoning concepts and to critically evaluate the way we think. Furthermore, we frequently have to work hard to better ourselves, be impartial, and steer clear of prejudices. This is a famously difficult task. Though everyone is capable of thinking, it frequently takes extensive training to think effectively. The ability to think critically is comparable to being proficient in many other areas. Theory, practice, and attitude are the three key elements.

3. Improving Our Thinking Skills
a) Theory

The right principles of reasoning must be followed if we are to think correctly. Understanding theory entails understanding these guidelines. These are the fundamental ideas of critical thinking, including the rules of logic, scientific reasoning techniques, etc. Additionally, if we wish to reason correctly, it would be helpful to know a little about what not to do. This implies that we ought to be somewhat aware of the common errors that people make. To begin with, some familiarity with common fallacies is necessary. Second, persistent Scientists studying human reasoning have discovered biases and constraints. Comprehending

these empirical findings will help us recognize possible issues.

b) **Practice**

But understanding the fundamentals that separate sound thinking from flawed reasoning is insufficient. In the classroom, we might cover swimming techniques and fundamental concepts like the idea that breathing underwater is not advised. However, we might not be able to swim until we can put this theoretical understanding into practice on a regular basis. Similar to this, internalizing theoretical concepts is essential for developing strong critical thinking abilities so that we can put them to use in real-world situations. This can be accomplished in at least two methods. One is to engage in several high-quality workouts. These activities include engaging in talks and debates with others in our daily lives, where the concepts of critical thinking can be applied, in addition to practicing in the classroom or obtaining tutorials. The second approach involves giving the concepts we have learned more careful thought. The human mind forms connections between ideas in order to store and comprehend information.

c) **Attitude**

Proficiency in critical thinking demands more than simply practice and knowledge. Improvements may only be achieved by persistent practice if one possesses the proper motivation and mindset. Though they are not unusual, the following mindsets hinder critical thinking:

- I would rather have the answers provided to me than have to figure them out on my own.
- I prefer to make decisions based purely on instinct rather than giving them a lot of thought.
- I don't generally go back and look over my errors.
- I dislike receiving criticism.

We must acknowledge the value of considering the motivations behind our beliefs and actions if we are to become better thinkers. In addition, we ought to be prepared to have discussions, abandon preconceived notions, and work with difficult language and abstract ideas. A psychological exam called the California Critical Thinking Disposition Inventory is used to determine a person's propensity for critical thought. The following seven distinct thinking patterns are measured by it, and it's helpful to consider how much each one fits with our own thought process:

- Truth-Seeking: Do you make an effort to comprehend reality as it is? Are you eager to learn the real story?
- Open-Mindedness: To what extent are you willing to consider novel concepts even if your gut tells you otherwise? Do you listen to new ideas fairly?
- Analyticity: Do you make an effort to comprehend the causes of things? Do you weigh the advantages and disadvantages of your choices before acting?
- Systematicity: Do you think in a methodical manner? Do you divide a difficult issue into manageable chunks?

- Reasoning Confidence: Do you consistently show respect for others? To what extent do you trust your own judgment? Do you have any justification for your assurance? Is there a way for you to assess your own thinking?
- Curiosity: Do you enjoy learning new things and tackling challenging puzzles? Will you search for a solution until you locate it?
- Judgement Maturity: Do you draw conclusions too quickly? Do you make an effort to view things from several angles? Do you consider the experiences of others?
- Lastly, as was already noted, scientists have found that a wide range of cognitive biases can readily influence human reasoning.

For instance, people frequently have an excessive amount of faith in their own skills and pay undue attention to data that confirms their preconceived notions. These biases in our attitudes toward our own thinking are something we should be aware of.

d) Defining Critical Thinking

Critical thinking is defined in a variety of ways. Listed below are a few of the most well-known ones. You may have noticed that they're all emphasizing the value of reason and clarity. We'll examine a few popular definitions here, arranged chronologically.

- John Dewey, an American philosopher from the early 20th century, is often credited with popularizing the idea that critical thinking is important in education. However, Dewey did not use the word "critical thinking" very much.

Rather, he promoted the value of what he termed "reflective thinking" in his 1910 book How We Think: [when] a belief's foundation is consciously searched after and its suitability for supporting the belief is assessed. This technique is known as reflective thought, and it has real educational value on its own. Reflective thought is the active, continuous, and meticulous examination of any belief or purported body of knowledge in light of its premises and its logical progression. However, Dewey does use the phrase "critical thinking" specifically in one instance in How We Think: The fundamental component of critical thinking is the suspension of judgment, and the fundamental element of this suspense is the investigation to ascertain the nature of the issue prior to attempting to address it. More than anything else, this turns merely proposed conclusions into proof and tests the inference.

- One well-known psychological assessment of critical thinking skills is the Watson-Glaser Critical Thinking Appraisal (1980). Critical thinking is defined by the test's creators as: a combination of abilities, knowledge, and attitudes. This composite consists of the following: (1) inquiry-based attitudes that involve the capacity to identify problems and the understanding that claims generally require evidence to be supported; (2) understanding of the nature of legitimate deductions, abstractions, and generalizations, where the relevance or accuracy of various types of evidence is determined logically; and (3)

proficiency in using and putting the aforementioned knowledge and attitudes to use.

- Pilosopher and professor Robert Ennis provided a widely recognized and significant description of critical thinking in his 1987 article "A Taxonomy of Critical Thinking Dispositions and Abilities": Reasonable, introspective thought directed toward making decisions about what to believe or do is known as critical thinking.

- The philosophers Michael Scriven and Richard Paul wrote the following definition in 1987 for the National Council for Excellence in Critical Thinking (link), a US-based institution that promotes critical thinking:

The process of actively and skillfully conceiving, applying, analyzing, synthesizing, and/or evaluating knowledge obtained from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action is known as critical thinking. It is an intellectual discipline. It is ideal form is founded on universal intellectual values—clarity, accuracy, precision, consistency, relevance, solid arguments, strong reasoning, depth, breadth, and fairness—that cut across subject area divisions. It comprises analyzing the mental models or components that are implicit in any reasoning process, such as the goal, the topic or problem at hand, underlying presuppositions, central concepts, and empirical support;

e) **Two Features of Critical Thinking**

- How? Not What? : The focus of critical thinking is on how or why you believe what you believe, not on what you believe. The majority of classes, including those in chemistry or biology, teach you what to think about certain topics. Critical thinking, on the other hand, is not very concerned with the actual nature of the world. Instead, critical thinking will educate you on how to think and generate opinions. It is concerned with whether you have solid justifications for your views and is curious about the kind of reasoning you employ to arrive at them. This leads us to the second crucial aspect of critical thinking: this isn't a course on the psychology of reasoning.

- Ought Not Is (or Normative Not Descriptive): Normative and descriptive theories are not the same thing. Descriptive theories, like the ones found in physics, paint a picture of how the real world functions and acts. Normative theories, on the other hand, offer an idealized view of the world, as those found in political or ethical philosophy. Normative theories inquire how something should be, as opposed to why something is the way it is. Our curiosity in normative theories that guide our reasoning and thinking will be piqued in this course. As such, we will be more interested in how we ought to reason.

4. **Creative thinking in psychology**

Creative thinking is the process of using one's mind to come up with a novel idea or solve an issue.

Innovative technology, societal concepts, scientific theories, creative works of art, and more are the results of creative thinking. The definition of creative translation is the process of translating a text into a different language while retaining its essential meaning. It may only entail a few word or sentence changes, or the entire content may need to be redone. Although this may seem obvious, preparation is really anything that gets your creative juices flowing. At this stage, it helps to clarify the issue or concept and gather any relevant background data or specifics to support your subsequent creative ideas. Brainstorming is a crucial strategy at this point. It's crucial to gather inspiration and any supplies you might need to make your project or concept a reality. This will make you more prepared to move forward with the creative process.

After all that preparation, incubation entails unconscious thoughts and just necessitates a break. If you don't cognitively realize that your brain is working during the day, you might be shocked by what else comes up. Maybe your environment will inspire you and you'll be able to use it for inspiration in your creative endeavour. When you think about creativity, you probably immediately think of art. But there are other uses for creativity besides painting. Paintings are artistic, yes, but creativity is much more than just drawing or painting on a canvas. An artist can depict a concept, an emotion, or a tale in a number of ways by using creative thinking abilities. Creative thinking abilities include, but are not limited to, critical thinking, vivid imagination, multi-perspective viewing, curiosity, and an open mind. All of these abilities are critical

because they create space for fresh perspectives and new relationships to form.

5. Creative Thinking Techniques: Goal Setting

Setting specific objectives for yourself is crucial. If you were attempting to get better at cooking, you wouldn't strive to get better at playing the guitar. Setting standards for ourselves before we begin the creative process helps keep us responsible. Questions like "What am I trying to accomplish?" and "What are my strengths/weaknesses?" are possible ones to ask yourself. You can make a list of the measures you need to follow to achieve your goals once you have defined your own. If you are passionate about the road you are taking, chances are good that you will eventually reach your destination with the appropriate amount of willpower.

6. Getting Inspired

Finding inspiration is important for creativity. While you want to be an original, you might be able to pick up on some tactics that other people have used to spark your new, creative ideas. When you have a clear goal in mind, finding inspiration from other people should be fairly easy. If your goal is to start a small business in candle-making, you might want to research tactics, tips, and tricks that other people have used to make the process easier for you. By doing this you can incorporate your own ideas but still gain inspiration from the techniques that other people use.

The ability to find inspiration is crucial for creativity. Even though you desire to be unique, you could be able to leverage certain strategies that other people have employed to generate fresh, imaginative

ideas. It should be quite simple to obtain inspiration from other individuals when you have a clear aim in mind. If your objective is to launch a small candle-making business, you may want to look at strategies, advice, and shortcuts that other people have taken to help streamline the process. This allows you to apply your own concepts while drawing inspiration from other people's methods.

7. Brainstorming as a Creative Thinking Technique

Though it can appear apparent, brainstorming is a fantastic method to be receptive to fresh thoughts. Writing down ideas and random thoughts that occur to you during the day is the most effective method for brainstorming. You may be astonished at the benefits that come from writing continuously for five minutes. Even conversing with others can help you come up with ideas. They might be able to provide insightful guidance. Mood boards are yet another fantastic tool for ideation and goal alignment.

8. Creative Thinking Techniques and Self-Analysis

Make a note of your progress while you try to think of fresh, original ideas. Take note of how far you've come from your initial goal-listing session. It can be challenging, but it is possible to have an open mind while you criticize yourself. You can observe what is and isn't working and how far you've come by monitoring your progress! You can then try other things if something isn't working. Perhaps it's time to reconsider your goals or veer from the course you originally thought would be best. Being able to swiftly

adjust to new changes will help you become even more innovative.

Globally, creative translation is employed to interact with regional audiences in global marketplaces. An expert translator uses creative writing, cutting-edge strategies, and a thorough comprehension of the subtle cultural differences in your market to make sure your campaigns connect with your target audience. However, how can advertisements and messaging have the same impact, tone, and feeling as they do in your mother tongue? Are foreign audiences able to relate to your marketing materials in the same manner that domestic audiences do? You need to think outside the box if you want audiences in every nation you aim for to react well to your ads. Here is all the information you need to get started with creative translation if you're not sure where to begin: Literal translation is definitely something you've heard of, where words from one language are replaced with words from another. The main goals of this kind of translation are to faithfully translate the original text in the intended language while avoiding errors additionally omissions. Within the commercial world, it is uncommon unless you are working with legal translation, which cannot have any mistakes or ambiguities. Creative translation, sometimes known as content transcreation, does not exactly replicate the original text. Rather, it concentrates on creating similarly engaging copy in the target language by using the original text as a point of reference. To create the same tone and meaning as the original text, it frequently employs creative idioms and terminology in the target language.

The definition of creative translation is the process of translating a text into a different language

while retaining the essential ideas and meaning of the original work. It may only entail a few word or sentence changes, or the entire content may need to be redone. When trans-creating material, one can inquire, "Who is the target audience? What message is intended for them by the business and the source text? To draw in the target audience in the same way that it would have in the source language is the aim of creative marketing translation. To suit the local market, this may entail modifying the text, adding new vocabulary, or perhaps rewriting it entirely. If you translate your content literally for use in marketing materials, it may come out as stiff, strange, or even improper.

Creativity and translation go hand in hand. If you don't provide some originality to your translations, the text will probably come off as weird, perplexing, and occasionally even offensive. Uncertain about whether to translate a text literally or in a more imaginative way? The following are some justifications for translating creatively:

a) Capture the rhythm of the original text

Translations of poems, songs, and ads into other languages need to be done creatively because they are not just collecting words, but also re-creating musicality and aesthetic. These media frequently include wordplay, rhythmic elements, or alliteration that must be translated into the target language. Even while the final product may not seem exactly like the original, the same effect will be achieved.

Wanted to translate its snappy German catchphrase, "Haribo macht Kinder froh und Erwachsene ebenso," into English. This is an example of creative translation. However, it's not

always easy to say in English that "Haribo makes children happy, and adults as well," when translated literally. With a similar concept and an equally upbeat beat, they creatively translated it to "Kids and grown-ups love it so, the happy world of Haribo." Just as the original German version was popular at home, this tagline also gained popularity among English speakers.

b) Consider your target audience's culture

Cultural quirks and social mores differ from nation to nation. You will need to modify your translations for each market if you are translating commercial or marketing materials across national borders.Your marketing material should be translated into a potent message that takes grammatical construction, cultural context, and language connotations into account for a successful worldwide marketing campaign. It may be appropriate to claim that your product provides protection in one area while promoting freedom in another. These intricacies are taken up by a creative marketing translation, which then turns them into an appropriate translation that speaks to your target audience.

Translating your content locally guarantees that your intended audience will understand it. You don't want to blow the first impression because poor creative marketing translation erodes consumer confidence in your company, which hurts sales in the long run. To make sure you understand your target audience and what they are interested in, it is crucial to conduct sufficient international audience research. An example of a

creative translation is the McDonald's tagline, "I'm lovin' it," which is frequently translated into Spanish as "Me encanta" in their global advertising. However, "love" is not a word that is used casually in China; instead, it is reserved for very special occasions. "I just like it" is how the slogan is translated into Chinese. When it comes to drawing in and keeping clients, these minor adjustments have a significant impact.

c) **The source text contains invented language**

Films, novels, songs, and even ads occasionally use original language to captivate viewers and capture them in a novel way. In these cases, translators have to choose how to translate invented terms into a foreign language while maintaining their meaning. In order to convey to the reader the meaning of the original word, this is frequently accomplished by inventing a new word in the translated language.

An example of creative translation The children's poetry "Jabberwocky" by Lewis Carroll is a piece of gibberish written in English. Though many of the poem's terms aren't in English, they nonetheless make sense. In the English translation, the word "Mimsy" is used, which could be a combination of the words wretched and flimsy. In the Spanish translation of the poem, the word "misébil" was developed by a translator. The translator blended the Spanish terms miserable and débil, which means "weak" in English, to create "misébil." This word has the same connotation as "Mimsy" in English even if it isn't quite the same.

d) Make the text more *relevant* to your target audience

It's sometimes necessary to consider the target audience and whether anything is relevant to them when translating marketing content. Even though the translation seems reasonable, it's possible that you're discussing topics unrelated to them or uninteresting to them. Usually, this is accomplished by giving additional context or locally pertinent examples. An example of creative translation is this: each month, we compose an article for Sanicat about a certain subject and translate it into multiple languages for their website. One article in particular discussed the benefits of eating pumpkin for cats. We translated it from English, where it was originally written, into Dutch. We selected other vegetable varieties that are more often consumed in the Netherlands because pumpkin is not a popular food there.

e) Creative translation isn't as easy as you might think

Translation may not be a strength for all translators. Excellent copywriting abilities are necessary for content translation, in addition to the language skills a translator typically needs. Translating creatively and faithfully to the original material might be rather different from one another. It would be simpler to translate anything directly or to create something entirely new, like a writer does.

In order to translate a text that flows well, takes cultural quirks into account, and maintains the tone and meaning of the original work, creative translators must master difficult procedures. Reading the source content, translating it, performing multiple bilingual checks, and then making a few monolingual adjustments are the first steps in the process. To create a translation that sounds natural, translators use a variety of techniques, including modulation, compensation, and adaptation.

f) Collaborating with professional creative translators

Giving creative translators a detailed brief and continuing a tight working relationship are essential to ensuring they produce their finest work. When producing insightful translations that appeal to your target audience, they will refer to your marketing content translation brief. You have multiple translation alternatives from creative translators. To further assist you in understanding the distinctions between the selections, they will also provide back translations and an explanation of the cultural ramifications. Maintaining open lines of communication with your translator can help you build a strong working relationship and enable you to run global marketing campaigns that are successful.

C. DISCUSSION

Since technology is becoming a standard tool and an essential component of the translation industry, translators need to be highly proficient in technology in order to thrive in their profession. Prior research has indicated that college students' translation skill was independently influenced by critical thinking, academic self-efficacy, and cultural intelligence. The psychological process that underlies the impact of these notable elements on the technological competence of student translators has not yet been thoroughly investigated. Thus, the purpose of this study was to investigate how college students' critical thinking, academic self-efficacy, cultural intelligence, and translation technological competence interact in a systematic way.

A cognitive capacity that allows one to assess the degree of TT's sufficiency in connection to ST and the specific conditions of the given translation instance, as well as analyze the ST from several viewpoints, including linguistic, extralinguistic, and pragmatic factors.

An empirical methodology was used in this study to gather data from 663 seniors at seven Chinese institutions. The online survey asked participants to complete the Critical Thinking Disposition Scale (CTDS), General Academic Self-Efficacious Scale (GASE), Short Form Cultural Intelligence Questionnaire (SFCQ), and Translation Technology Competence Scale (TTCS). In order to test the proposed hypotheses by evaluating relationships between observed and latent variables, the quantitative data were investigated using descriptive statistics with SPSS 27, covariance-based structural equation modeling with AMOS 24, and the bootstrap method with PROCESS 3.5 to look at the mediating effects.

Cultural intelligence, academic self-efficacy, and critical thinking were all highly significant indicators of students' proficiency with translation technologies. Furthermore, the association between critical thinking and student translators' technological competence was mediated by both independent and chain mediators, namely academic self-efficacy and cultural intelligence.

The mental tricks and cognitive processes translators use to translate text from one language to another are explored in the field of translation psychology. Two essential components are involved in this domain: critical and creative thinking. The mental tricks and cognitive processes translators use to translate text from one language to another are explored in the field of translation psychology. Two essential components are involved in this domain: critical and creative thinking.

1. **Critical Thinking In Translation**
   a) **Analysis and Evaluation**

   To understand the nuances, context, and intended meaning of the source material, translators carefully study it. They assess components including goal, tone, and style in addition to taking sociolinguistic and cultural ramifications into account.

   b) **Problem-Solving**

   Idiomatic terms, imprecise phrasing, and cultural references that might not have a direct equivalent provide difficulties for translators frequently. They can overcome these challenges and come up with workable ways to effectively deliver the desired message by using critical thinking.

   c) **Deconstruction of Source Text**

   Translators can understand the underlying structure, syntax, and semantics of a text by carefully examining its source. This procedure helps to provide accurate translations that make sense in the given context.

   d) **Quality Assurance**

   When reading and editing translations, critical thinking is essential. Translators need to evaluate their work critically, pointing out and fixing grammatical, stylistic, and consistency mistakes.

2. **Creative Thinking in Translation**
   a) **Language Adaptation**

   In order to translate text from one language to another while maintaining its original meaning and impact, translators frequently need to come

up with innovative solutions. This could entail restructuring, rephrasing, or the use of synonyms.

b) **Cultural Sensitivity**

When communicating culturally distinct ideas or allusions that might not have a clear translation in the language of target, creative thinking is necessary. Interpreters may have to provide explanations or locate alternatives that are acceptable for the target culture.

c) **Stylistic Choices**

To guarantee that the translated material appeals to the intended audience, translators choose the appropriate tone, register, and style. This calls for originality in the word and phrase choices that convey the same subtleties as the original text.

d) **Maintaining Flow and Cohesion**

It is imperative for translators to guarantee that the translated material exhibits natural flow and coherence. This can call for rearranging sentences or changing the punctuation.

e) **Transcreation**

In many situations, transcreation requires innovative thinking, particularly in marketing and advertising. This entails not just translating the content but also changing it such that the intended audience experiences the same feelings and reactions. Producing translations of the highest caliber requires striking a balance between analytical and creative thought. The source text must be carefully examined, understood, and imaginatively altered by translators to satisfy the linguistic, cultural, and contextual needs of the intended audience. At its foundation, effective

translation is the dynamic interaction between critical and creative thought.

D. METHODS

An empirical methodology was used in this study to gather data from 663 seniors at seven Chinese institutions. The online survey asked participants to complete the Critical Thinking Disposition Scale (CTDS), General Academic Self-Efficacious Scale (GASE), Short Form Cultural Intelligence Questionnaire (SFCQ), and Translation Technology Competence Scale (TTCS). In order to test the proposed hypotheses by evaluating relationships between observed and latent variables, the quantitative data were investigated using descriptive statistics with SPSS 27, covariance-based structural equation modeling with AMOS 24, and the bootstrap method with PROCESS 3.5 to look at the mediating effects.

Results: Students' proficiency with translation technology was significantly predicted by critical thinking, academic self-efficacy, and cultural intelligence. Furthermore, the association between critical thinking and student translators' technological competence was mediated by both independent and chain mediators, namely academic self-efficacy and cultural intelligence.

1. Social cognitive theory and behaviorism: Similiarities and Differencies

Theories of psychology learning that look at how people change over time include behaviorism and social cognitive theory. Both ideas make an effort to clarify how behavior grows stronger or weaker when learning occurs. Each of psychology's behavioral and social cognitive perspectives has its own methodology and underlying assumptions. The two approaches are

not exactly the same. While there are certain parallels between them, there are also some significant differences. Whereas Social Cognitive Theory considers the cognitive processes and social cues that also have an impact on conduct, behaviorism only considers the environmental elements that shape behavior.

Behaviorism and social cognitive theory are two learning theories in psychology that examine how individuals change over time. Both theories attempt to explain how learning takes place and how a habit is subsequently strengthened or weakened. Behaviorism and social cognitive theory emerged in psychology as alternatives to prevailing schools of thought; the former did so in the early 1900s, and the latter did so in the 1970s. There is a great deal of conceptual overlap between the two schools of thought, and the ideas they produce are equally important for their practical applications, scientific advancement, and societal progress. Despite having a similar concept, their methods and underlying assumptions are very different. These two perspectives have different experimental designs that are used in various modern contexts. In this section, we examine behaviorism and social cognitive theory in more detail, highlighting their key distinctions.

2. Behavioral Strategy

a) Skinner

A psychological viewpoint called behaviorism, or the behavioral approach, is concerned with observable behaviors and the connection between stimuli and reactions. It highlights how the environment shapes and regulates behavior. The following are some essential ideas and tenets of the behavioral approach:

- Only takes into account how the environment affects conduct
- Puts an emphasis on stimulus-response behaviors, classical and operant training, and behavior.
- Establishes links between inputs and outputs
- Ignores hormonal and physiologic inclinations that may influence behavior
- Loosely structured and solely reliant on the dynamic interactions between individuals, their behaviors, and their surroundings.
- Employed to control behavior in the classroom.

An animal or human can learn to make a connection between two unrelated stimuli through how classical conditioning works, sometimes referred to as Pavlovian conditioning or responder conditioning. Sufficient proof for this can be found in the contentious "Little Albert" research by John Watson and the dog studies by Ivan Pavlov. The operant conditioning hypothesis, often known as Skinnerian conditioning, postulates that cues that elicit a desired response from the environment are how both humans and animals pick up new behaviors. Reward and penalty systems have the potential to either promote or inhibit behavior. Skinner used pigeons and rats in his experiments to show the benefits of operant training.

b) Using a social cognitive approach

The phrase "social cognitive" refers to the interplay between cognitive processes (such as perception, memory, and problem-solving) and social effects on human behavior. It covers how people interpret, evaluate, and draw conclusions from other people's social actions. This point of view highlights how crucial social relationships and cognitive functions are to understanding and explaining human behavior. Important subjects in social cognitive theory include modeling, self-efficacy (belief in one's capacity to achieve goals), observational learning, and the influence of social environments on behavior. The theory, developed by psychologists such as Albert Bandura, highlights the dynamic interactions between behavioral, contextual, and cognitive factors that influence behavior.

- Takes into account the thought processes that influence behavior
- Places emphasis on triadic reciprocal learning, reciprocal determinism, and self-efficacy.
- Investigates how people alter their behavior at multiple levels of the social ecology model.
- Sees individuals as active agents who are both able to affect and be affected by their surroundings.
- Views people as active agents who can both affect and be affected by their environment.
- Used to describe a broad range of human behavior, including both positive and negative social behaviors like drug addiction, violence, and mental health problems.

Despite being regarded as a behaviorist, Bandura rejects the accepted behaviorist explanation of how habits are formed. According to his theory, humans acquire new habits through imitating others. Whether these actions are repeated relies on a mix of environmental and cognitive factors. Bandura also introduces the concept of self-efficacy, which is the belief in one's own ability to plan ahead and act in response to external circumstances. Triadic reciprocal determinism is the method via which learning occurs because individual traits, behavioral outcomes, and environmental circumstances all influence one another.

In the early 20th century, behaviorism emerged as a challenge to established schools of psychological thinking, whereas social cognitive theory emerged during the 1970s. The two schools

of thought share a large deal of conceptual overlap, and the ideas' usefulness in real-world situations, contributions to scientific advancement, and societal benefits are all equally significant. Despite having a similar theme, their methods and underlying assumptions are very different from one another. These two concepts make use of distinct experimental techniques that are applied in various contexts. Here, we examine behaviorism and social cognitive theory in further detail and draw attention to their key distinctions.

In classical conditioning, generalization refers to the propensity of a novel stimulus that has resemblance to the first conditioned stimulus to elicit a comparable response. According to behaviorism, behavioral explanations should be based on observable occurrences rather than mental processes.

c) **What is Social-Cognitive Theory?**

Social cognitive theory was created by Albert Bandura as the culmination of his research on social learning theory in his 1986 book Social Foundations of Thought and Action: A Social Cognitive Theory. It differs from other social learning theorists or behaviorists in that it places a greater emphasis on cognitive factors. Even though Bandura is considered a behaviorist, he does not agree with the conventional behaviorist theory about habit formation. His idea states that people pick up new habits from watching other people. The probability of these behaviors being repeated is determined by the interaction of cognitive and environmental factors. Additionally, Bandura

presents the idea of self-efficacy, which is the conviction in one's own capacity to organize and respond appropriately to a given circumstance.

The famous Bobo Doll experiments by Bandura demonstrated observational learning, demonstrating that most children will likely emulate a model's actions whether or not they get an incentive. They are more inclined to copy a behavior when they witness it being modeled and rewarded. It goes without saying that the youngsters' good behavior will continue if they receive rewards for it.

d) Defining Behaviorism?

The behavioral perspective and the psychological approach in behaviorism are based on the idea that people's behavior is gradually shaped by their environment. Behaviorism was present in psychological works as early as the late 19th century, and many theorists have contributed to this body of knowledge. However, it was not until John Watson's Psychology as the Behaviorist Views, published in 1913, and the work of Ivan Pavlov and B.F. Skinner, that behaviorism became a major force in psychology. Watson is credited with a large quantity of important research and is usually regarded as the movement's founding father in the United States, despite the controversy surrounding his methodology.

The behaviorist school of psychology places more emphasis on observable behavior than on abstract ideas and feelings. According to behaviorists, this is primarily done to further psychology's development as a natural science.

According to behaviorism, any behavior can be acquired through either operant or classical conditioning. It asserts that every activity is the result of a stimulus and a corresponding response. Through the method of responder conditioning, often known as Pavlovian conditioning or classical conditioning, an animal or human can learn to establish a relationship between two unrelated stimuli. John Watson's controversial "Little Albert" study and Ivan Pavlov's work on dogs offer ample evidence for this. According to the theory of operant conditioning, sometimes referred to as Skinnerian conditioning, both humans and animals learn new actions by linking them to situations that cause them to evoke a desirable response. Systems of rewards and penalties can either increase or discourage behavior. In his research, Skinner employed pigeons and rats to demonstrate the efficacy of operant conditioning.

Behavioral theories are widely used in therapeutic situations, especially in the therapy of mental disorders such as depression and anxiety, despite their inability to provide a coherent explanation for human behavior. It can outperform cognitive, psychoanalytic, and even humanistic methods. Children learn social norms by seeing and imitating their peers, instructors, and parents. This is a cornerstone of social cognition theory, which has been slightly modified since Bandura's initial research. Bandura himself called attention to the phenomenon known as modeling, which is when people imitate the actions of someone they look up to or see in the media.

There are two well-known theories in psychology that make an effort to explain human behavior and learning: behaviorism and social cognitive theory. While there are certain parallels between them, there are also some significant differences. Whereas Social Cognitive Theory considers the mental operations and social cues that additionally have an impact on conduct, behaviorism only considers the environmental elements that shape behavior. Furthermore, learning is seen by behaviorism as a process of changing behavior through rewards and penalties, whereas learning is seen by social cognitive theory as a more complicated process involving modifications to attitudes and ways of thinking.

Positive Reinforcement

Behavior:
Student asks a good question

Consequence:
Teacher praises student

Future behavior:
Student asks more good questions

Negative Reinforcement

Behavior:
Student turns homework in on time

Consequence:
Teacher stops criticizing student

Future behavior:
Student increasingly turns homework in on time

Punishment

Behavior:
Student interrupts teacher

Consequence:
Teacher verbally reprimands student

Future behavior:
Student stops interrupting teacher

3. Social Cognitive Approaches to Learning

The social, cognitive, and behavioral dimensions all impact learning, based on the social cognitive theory. The reciprocal determinism paradigm is composed of three main components: behavior, person/cognitive, and environment. It is believed that people acquire new habits by imitating the behaviors

of others. Behavior that is rewarded is more likely to be repeated, whereas behavior that is punished is less likely to be repeated.

The theory of Cognitive Social Learning (Bandura, 1977, 1986). It is believed that people acquire new habits by imitating the behaviors of others. Rewarding conduct makes it more likely to occur again, while punishing behavior decreases the likelihood of repetition. In the 1960s, social cognitive theory was created as a substitute hypothesis to explain behavior in people. According to the Social Cognitive Theory (SCT), interactions with other people and the environment around an individual help shape and teach human behavior. According to SCT, a person makes behavioral decisions influenced by both internal and external elements, including their surroundings, their choice of model, and their prior experiences. When it comes to how humans learn, SCT contends that motivation to accomplish a particular goal drives behavior selection rather than conditioning. A school-age child's conditioned response is to raise their hand when the teacher calls on them. However, a child of school age may construct a tower out of blocks.

a) Albert Bandura and Social Learning

Albert Bandura is considered the "father" of social cognitive learning theory. Bandura disagreed with behaviorists such as B.F. Skinner, who maintained that behaviors were conditioned. According to behaviorists, all human behavior is the result of learned reactions. The theory of operant conditioning, which asserts that behavior is a conditioned response based on the behavior's potential for positive or negative reward, was born

out of these concepts. To test this theory, Skinner employed a lab rat and the Skinner Box, which had a low voltage electrical floor. In order to prevent a terrible disaster, the rat would pull a lever within the box. The rat would quickly approach the lever to stop the unpleasant event from happening after several exposures, proving that behaviors were conditioned. In contrast to B.F. Skinner, Bandura thought that an individual's behavior was a decision they made. According to Bandura, a human learns behaviors, and when presented with a scenario, that individual chooses a behavior to get the intended result. In the Bobo Doll (1963) experiment, researchers struck and punched the doll to show violent behavior toward it.

b) Rules of Social Cognitive Theory

Under SCT, behavior is not a conditioned reaction, hence behavior development is influenced by a number of circumstances.

- Sex
- Race and ethnicity
- Social standing based on economic standing is known as socio-economic status.

The habits and models that people choose to follow are influenced by their gender, ethnicity, and socioeconomic background. For instance, middle-class Indian girls from Dehli, India, will choose different behaviors and role models than middle-class Caucasian girls from Massachusetts, USA. Because of these reasons, it is impossible for researchers and theorists to pinpoint particular universal behaviors that every person will embrace.

c) **Criticism of Social Cognitive Theory**

While social cognitive theory (SCT) explains how people adopt and develop complex behaviors, it does not address how people create their thoughts and emotions. An individual's conduct should be influenced and modified by changes in the environment, but this isn't always the case. The hypothesis ignores biological variables that could affect a person's capacity for behavior or learning. Although emotions play a part in self-efficacy beliefs, emotions are not taken into account when learning and executing behaviors, according to Bandura.

Albert Bandura is the "father" of social cognitive theory. According to the Social Cognitive Theory (SCT), interactions with other people and the environment around an individual help shape and teach human behavior. SCT contends that a human chooses an action in order to attain the intended result, in contrast to behaviorists who hold that behavior is the product of a conditioned response. Albert Bandura showed in the Bobo Doll experiment that modeled behaviors are imitated in order to get the intended result. In SCT, self-efficacy, observational learning, and the mediating process all play significant roles.

Though there appears to be some debate in the field of translation studies on the connection between the caliber of translation and critical thinking skills, there haven't been many in-depth empirical studies on the subject. The goal of the current study was to investigate the connection between translation and critical thinking. This study

looked at the relationship between 60 students' critical thinking skills and the quality of their translations. The researcher performed two regression studies to look at the connection between students' CT and translation quality. The egression's conclusions were concluded that the translation quality of the students could be considerably predicted by their CT. The factors' strong association with one another implies that translating is a cognitive process, reconsidering and actively evaluating oneself. To be precise, The CT ability appears to be in charge of the procedure. right from the start, when the translator reads the ST from the beginning to the end, which is the creation of the TT, the final product. It is true that a translator with critical thinking skills can look closely at the consequences of her/his decisions. This Translator makes relevant decisions and determines on how to apply her/his range of skills.

Deeper than the text's surface and to reflect carefully, to get a summary of a text and identify its contents and reasons. Thus, she able to quickly assess, evaluate understand, and make choices. When translating, it's crucial to understand Messages are transferred from the linguistic and literary frameworks from the original culture into the literary and linguistic systems of the intended audience. If he or she is adept at using the techniques needed and stay away from the unnecessary tactics, she/he will be effective in obtaining a smooth translation in in the audience's favor.

E. CONCLUSION

The results offer significant understanding of the ways in which psychological elements, such as critical thinking, academic self-efficacy, and cultural intelligence, might influence students' proficiency with translation technology. The results of this study will be useful in informing future investigations and methodologies aimed at figuring out how to best utilize these psychological aspects to help students succeed when using translation technologies. There are two well-known theories in psychology that make an effort to explain human behavior and learning: behaviorism and social cognitive theory. While there are certain parallels between them, there are also some significant differences. The three reciprocal factors that determine an individual's behavior are the fundamental tenets of social cognitive theory. These are environment, behavior, and individual traits.Such creative thinking has sparked a discussion between poststructuralist and descriptive translation studies theorists, as well as those in the field of cultural studies, resulting in what Venuti (2003) refers to as "a double marginalization" of translation. However, more recently

Approaches that are hybrid, multidisciplinary, and eclectic have become popular. It seems that the There is a growing consensus that "multidisciplinary" is essential and "encourages combining and fusion while giving up on pointless conflicts that devalue research (Calzada Pérez 2003: 20). Furthermore, a more constructive, reflective, and self-critical understanding has started to take center stage in the work and thought of translation experts, suggesting a more encouraging prospects for translation. In terms of the individual artist, the society or domain in which the novelty is valued as something significant and enriching in the realm of art and aesthetics, or both, novelty is what

matters in creativity. Translation is, in a sense, a really creative process.

Another excellent example of inventiveness is hiring. Using flexibility within the parameters provided calls for more imagination than just penning a piece of writing. Numerous words are being interpreted each day. Translation studies have been a distinct field of study in the course work. Many aspiring professionals now rely on this industry for their bread and spread. This course is being opted for by hundreds of students. In the modern era, when the globe has evolved into a world community.

Albert Bandura is the "father" of social cognitive theory. According to the Social Cognitive Theory (SCT), interactions with other people and the environment around an individual help shape and teach human behavior. SCT contends that a human chooses an action in order to attain the intended result, in contrast to behaviorists who hold that behavior is the product of a conditioned response. Albert Bandura showed in the Bobo Doll experiment that modeled behaviors are imitated in order to get the intended result. In SCT, self-efficacy, observational learning, and the mediating process all play significant roles.

Four phases comprise the Mediating Process: Attention, Retention, Reproduction, and Motivation. Every one of these stages must be completed by an individual in order to acquire a behavior. The process of seeing a model's behavior and choosing to imitate it is known as observational learning. An individual will choose a model during the model selection process based on which they identify and from which they hope to adopt habits. According to Bandura, a model could be a media outlet, a sibling, a friend, or an authority person.

Self-efficacy is the conviction that one can carry out an action or activity. According to serve as role models for one another. SCT has been utilized in the medical field to create public Bandura, verbal persuasion, vicarious experiences, mastery experiences, and psychological-affective states all contribute to the construction of an individual's self-efficacy. Self-efficacy beliefs are important because they influence explaining why they embrace particular behaviors because, if they think they can succeed at a task, they will try to repeat the action. Social Cognitive Theory is often used in educational settings as well as the medical industry. SCT serves as the cornerstone for curriculum development and instructional courses in schools. In the classroom, teachers serve as role models for their pupils; during the learning process, students also commonly health initiatives that set an example of healthy behavior.

Parts of an individual's knowledge development can be directly linked to seeing others within the context of social interactions, experiences, and outside media influences, according to the social cognitive theory (SCT), which is utilized in psychology, education, and communication. Albert Bandura developed this idea as a continuation of his social learning theory.[1] According to the hypothesis, when people watch a model engage in an activity and experience the results, they retain the timeline and utilize it as a reference for their own actions. Seeing a model in action might also encourage someone to practice a habit they have previously mastered.[2][3] The spectator may decide to copy the behavior being modeled, depending on whether the activity results in rewards or punishments.

The results offer significant understanding of the ways in which psychological elements, such as critical

thinking, academic self-efficacy, and cultural intelligence, might influence students' proficiency with translation technology. The results of this study will be useful in informing future investigations and methodologies aimed at figuring out how to best utilize these psychological aspects to help students succeed when using translation technologies.

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