

# The Translation Problems and Strategies faced by the Students during their Linguistic Fieldworks

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## ABSTRACT:

*There has been growing interest in the use of qualitative methods in translation research. Qualitative-translation research analysis is not an easy task as it involves knowledge of different approaches, techniques, and command of the appropriate languages (the source language and the target language). This paper presents a discussion and exploration of some of the key processes and concepts involved in conducting translation from English language to L1 language by the 0 and other selected internal and external validators and analyzes Translation students' reaction to the use of translation as a L2-L1 learning practice. Classroom-Based research that lasted for one (1) semester was conducted with 36 students who were taught based on translation as an L2-L1 learning practice technique. Following this period, the students were asked for their perceptions of translation experiences through a survey questionnaire as well as interview questions adapted from Liao (2006). The results of the study show that the students have had positive ideas regarding translation not only as a subject but as a practice rather. More specifically, they believe that the use of translation helps them to comprehend and analyze linguistic features both on L2 and L1. The bilingual translation strategies used which were sought from local translators was described as an important strategy in the L2-L1 translation process. The study concludes that translation tasks could promote students' receptive skills and productive skills in the translation learning process.*

## Keywords:

*Bontok language, Chau's Cultural Model of Translation, Eisner's Consensual Validation, Kankanaey language, Levinsojn's framework, Nida's Functional Equivalence Theory*

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## INTRODUCTION

### Background of the Study

*Do we really know how to translate and what we translate? ... Are we to accept naked ideas as the means of crossing from one language to another? Translators know they cross over but do not know by what sort of bridge. They often re-cross by a different bridge to check up again. Sometimes they fall over the parapet into limbo.*

*(Firth 1957:p.187)*

Discourse is more than just a string of grammatical sentences, and different languages use different strategies for such things as prominence, propositional relations, tracking participants, etc. In the translation of the text, it is especially important to take these factors into consideration. English language to mother tongue translation is an option of transforming the information from L2 (Source language) into L1 (Target language) appropriately, efficiently, and comprehensibly. Reasonably, it consists of two stages: obtain and comprehend the meaning of the source language-English, and reorganize it into target language-“Bontok and

Kankanaey Languages”. On the process like this, it was mentioned by Bell (1991) in his book on translation that the “translator possessed a sound knowledge of linguistics, semantics, and language user's cultures”. There are fundamental differences between English and the mother tongue that poses problems on the process of translation especially on an L2-L1 basis.

How to translate the Mountain Province State Polytechnic College's (MPSPC) Vision, Mission, Goals, and Objectives (VMGO) has become a typical topic in translation study not only because of the AACCUP team's basic recommendation but due to the examination of the linguistic features of the sentences and the complex intertextual relations and sources which distinguish the translator's statements which highlights the paper's objective. Using a hermeneutic textual approach, this paper analyzed the syntactical structure of the MPSPC, Teacher Education Department (TED) and Graduate School (GS) program's VMGO before the translation process. It is the researchers hope to be helpful to the college's

dream of becoming a university and their significant contribution to the mandate of the Commission on Higher Education (CHED). First, what are the MPSPC VMGO's linguistic features and translation problems and difficulties? Second, what are the beliefs of Translation students in MPSPC who learned through translation as an L2-L1 learning practice?, and lastly, what translation-related strategies do Translation students use in learning English and Mother Tongue? The research team anchored this paper to some previous researches related to translation issues before delving into the process of translation anchored to Nida's Functional Equivalence Theory (FET) before submission to the renowned selected bilingual translators of Bontok and Kankanaey. This study also attempts to apply translation teaching and learning practice in the classroom and reveals how the L2-L1 translation application could influence students' views about the use of translation for this purpose.

To be more accurate, translation is both an art and a science that justifies all the translator's appreciation and research. Secondly, the research team figured out two kinds of relationship which are the relation of translation theory and its practice and the relation between culture and language. These relationships are of great importance to the understanding of this paper.

Edwin (1993) mentioned in his book *Contemporary Translation Theories* about a famous American scholar Hemoles who gives his perspective in the book the name and nature of translation studies and according to him:

*"...in a broader sense, the ultimate goal of a translation theorist is definitely to establish an adequate and comprehensive theory, contain enough components to explain and predict the phenomenon related to translation pieces."*

As translation is the transformation of two diverse languages, the English language, and the Bontok and Kankanaey language, it is no hesitation and uncertainty involved with the culture. Language and meaning are thoroughly associated with culture.

The present discussion encompasses the ideas and concepts of source and affirmation to translational data from several renowned translators of the focus text from English and mother tongue, with special emphasis on the influence of Theories in Translation.

## Conceptual and Theoretical Framework

The present study adopted Levinsohn's framework (1992, 2004). Levinsohn's approach is eclectic, making use of "the insights of different linguists and different linguistic theories to the extent that they are helpful" (Levinsohn, 1992, p.8). Levinsohn's approach is also functional; it is "an attempt to discover and describe what linguistic structures are used for: the functions they serve, the factors that condition their use" (Dooley, 1989-p.1, as cited in Levinsohn, 1992).

Levinsohn (2004) suggests various features to study for comparative discourse: information structure, discourse organization, constituent order, and prominence, backgrounding and highlighting devices, connectives, boundary features, and determiners. Among these, the present study concentrates on the information structure and prominence.

Relevant to Levinsohn's framework are hermeneutic theories of Nida's Functional Equivalence Theory (FET); Chau's Cultural Model of Translation (CMT); and Consensual Validation (CV) of Eisner (1991).

In investigating the linguistic structures of the MPSPC's VGMO for the translation from English (L2) to Bontok language (L1), the following theories displayed in the form of a diagram (see Figure 1) were covered to establish the theoretical framework and the conceptual framework of the study:

### **Functional Equivalence Theory (FET).**

The theory was put forward by Nida and is different from most of the early theories that focus on the verbal comparison between the second language and target language. It is believed that "the relationship of the target language receptors to the target language text should be roughly equivalent to the relationship between the original receptors and the original text." (Nida, 1993).

The word *equivalence* in qualitative discourse is a circumstantial term as it has different implications in different circumstances. To cite the article of Rhegmi, et al., (2010), they mentioned that some authors have conceptualized equivalence to establish validity in meaning or interpretation in two different categories: the semantic equivalence, where the meanings are similar in two cultures or

languages after being translated; and content equivalence, which refers to the extent to which a construct holds similar meanings and relevance in two different cultures or languages.

**Cultural Model of Translation (CMT).** Language and culture are clearly the two dominant perspectives that make translation indispensable and complicated. As the world contains many different languages, interlingual communication, i.e. communication between people belonging to different languages cannot be achieved unless the linguistic obstacles are somehow overcome. Therefore, language, or differences in languages, is the main reason for translation. Translation from SL to TL is important in order to make the interlingual communication possible.

To translate efficiently from the English language into one's own language, the translator has to put himself or herself in the place of his/her reader and start to identify the problems. He must identify the situations where there is cultural overlap and try to bridge the gap caused by the cultural distance between the two languages.

Every language carries its own genius. In other words, each language contains certain distinctive characteristics that distinguish it from other languages. As cited from Kashoob (1995), this appears in the level of word-building, capacities, techniques for linking clauses into sentences, markers of discourse, style, text types such as poetry, proverbs, advertisement, argumentative text, expository text, legal text, etc. All these aspects of language stem from the richness of language in both structure and vocabularies determined by the cultural focus of that language.

**Consensual Validation (CV).** Eisner (1991) discusses the credibility of qualitative research through his contributions to the following concepts such as structural corroboration, consensual validation, and referential adequacy. He recommends that to demonstrate credibility, the weight of evidence should be persuasive with the application of consensual validation he seeks the opinion of others, and according to Eisner, this refers to the agreement among others that the description, interpretation, evaluation, and thematic of an educational situation are right.

Overall, the theoretical framework and conceptual framework captured how the strategies in translating the focus texts - institutional VMGO as well as other departments' VMGO define, organize, and communicate the social and cultural expectations embedded in the text and with an end-view of educating readers and enculturating them to the target discourse community.

The paradigm of the study presents translation theories and concepts as described by the three popular proponents in translation (center box) under Levinsohn's framework. As resources, these were used as an anchor on for the linguistic analysis on the features and characteristics, difficulties, and stylistic features of the VMGO text that make it possible and relevant for L2-L1 translation before its approval by the internal validators.

The research team used the term validation to emphasize a process to solicit "judgments of the trustworthiness or goodness" (Angen, 2000) of the translated data.

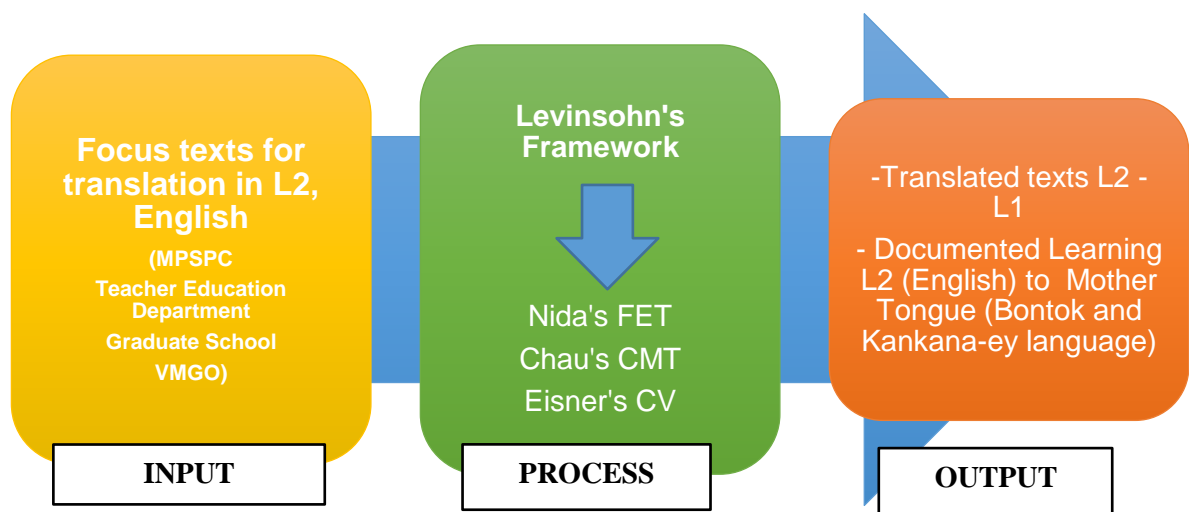


Fig 1: Paradigm of the study

Objectives:

This study's main objective is to translate the institutional and other selected program's VMGO from English to Mother Tongue (Bontok & Kankanaey) anchored in the theories of translation proposed by Nida (2003), Chao (1984), and Eisner (1991). It is also aimed to analyze Translation respondents' reactions to the use of translation as an L2-L1 learning practice.

The research questions are as follows:

1. What are the reasons for the difficulties and problems encountered by students in translating VMGO from Second Language (L2) to First Language (L1)?
2. What translation-related strategies do translation students use in learning L2-L1?

### Scope and Delimitation

This study focused on the analysis of Translation students' reactions to the use of translation as an L2-L1 learning practice.

### Review of Literature

Discourse analysis is the analysis of written and spoken texts that goes beyond the sentence level. Discourse analysis is a vast and somewhat ambiguous field because it has its roots not only in linguistics but also in social sciences and philosophy (Schiffrin, 1987). Walrod (1988, p. 11) proposes an even more general term, "normative discourse," analyzed as having a backbone of evaluations, prescriptions, and justification. Normative discourse includes all prescriptive discourse, evaluative discourse, and any discourse that aims to persuade.

Traditional models of translation are often source-text oriented. Toury (1980, 1991, as cited in Connor, 1996, p. 121) criticizes them for not providing "a framework for describing existing translations against the background of the target language and culture." Translators in recent years have proposed that communicating the meaning of an original text done by translating it into a natural form of the receptor language. The acceptability of the text by the target audience is an important issue to both contrastive rhetoric and translation studies (Connor, 1996). Translation helps in the interaction among people of different languages. It is an activity one carries out very regularly. Sometimes, one is aware of his involvement in a practical way of translating one's language in the English

language and vice versa. In this course, the translation involves two languages: English and Mother Tongue (vice versa). Both languages are of great universal importance and should be mastered for effective communication and translation for the K-12 curriculum. Even English is considered the most widely spoken language in the world, in the Philippines, it is the second language. Its mastery is, therefore, an obligation for a person. As for Mother Tongue, it is the first language. And very importantly, one has either opted to master it; hence the need for one to write and speak it appreciably well. Oftentimes, people with different linguistic communities have difficulties interacting with each other except for the fact when the language that can't be understood is translated to the English language for mutual linguistic intelligibility.

The process of translation can become very time consuming and resource-intensive, especially if a large quantity of data is collected and analyzed (Halai, 2007). A study conducted by Emmel (1998) suggests that the only way to ensure accuracy in the translation process is to use different researchers to check source texts and transcriptions. For example, when someone was given the task of translating and transcribing, whereas another is given the task of editing the transcripts with reference to the original texts. Sometimes thoughts, perceptions, and approaches might not always translate exactly from one language to another. It is even possible that in some cases there is an obvious inconsistency between appreciating the meanings, on the other side, and a yearning to attain conceptual equivalence, on the other hand, which might present a real encounter to the beginner. In such cases, the whole research team might wish to deliberate a particular section of the transcripts to arrive at the closest meaning (Emmel, 1998). It is important, therefore, as mentioned by Greene and Coulson (1995), that "when translating, the research team be aware of and understand the linguistic or social context within which utterances are made".

The translation is a very important course as a subject in the English Curriculum for pre-service teachers. The subject offers an excellent opportunity for the students to study other languages for the Mother Tongue teaching in relevance for the MTB-MLE Curriculum Framework.



METHODOLOGY

Locale and Respondents of the Study

The study was undertaken at MPSPC Bontoc Campus, 2<sup>nd</sup> Semester, SY 2018-2019. Thirty –six (36) students who were enrolled on the Translation Subject were taken as participants of the study.

Research Design

This research is qualitative-narrative-translation in design that explores the difficulties and strategies experienced by the students during their linguistic fieldworks. This text highlights the analysis using Nida (2003) and Chau’s (1984) translation methods and approaches on their focused texts which are their school’s VMGO before it was translated to the target language – L1 (the Bontok and Kankanaey language) and to represent the different viewpoints of selected translators and their richness in translating the texts from L2 to L1. In addition, qualitative research was selected for it supports a “research paradigm in which the subject is also co-researcher, being actively and openly involved,” bringing their own worldviews, paradigms, or set of beliefs (Reason & Rowan, 1981). Narrative research on the other hand, as cited from the book of Creswell (2013) has many forms, uses a variety of analytic practices, and is rooted in different social and humanities disciplines. As a method, it begins with the experiences as expressed in lived and told stories of individuals.

To establish the credibility of a study, the researchers chose consensual validation (CV) as conceptualized by Eisner (1991) seeking the opinion of others through interpretation, evaluation, and thematic of an educational situation.

Source of Data

The data were based on the approved institution and its selected programs’ VMGO stated below and analyzed from questionnaires and interviews.

MPSPC VGMO

**Vision:** A preferred university of developmental culture and inclusive growth.

**Mission:** It shall produce globally competitive leaders molded from a tradition of excellence in instruction, research, instructive governance, sustainable entrepreneurship and an environment

that assumes major responsibility in the cultural vitality and well-being of the community.

Goals:

- a. To attain and sustain quality and excellence;
- b. To promote relevance and responsiveness;
- c. To broaden access and equity;
- d. To enhance efficiency and effectiveness;
- e. To develop harmony within the college, and with stakeholders and benefactors;

TEACHER EDUCATION DEPARTMENT

Goal:

Teacher education aims to produce effective and efficient graduates equipped with professional qualities necessary to the philosophy, art, and science of the teaching-learning process.

Specific Objectives of Elementary Education

- a. To promote relevant and quality programs towards the attainment of a well-balanced curriculum;
- b. To produce teachers who can develop learners with desirable sound moral and cultural values from which springs a strong sense of national pride, discipline and commitment; and,
- c. To equip graduates of the Elementary Education Program with desirable skills, knowledge, and values vital to the attainment of the ideals of foundation education.

Specific Objectives of Secondary Education

- a. To promote relevant and quality programs towards the attainment of a well-balanced curriculum;
- b. To produce teachers who can develop learners with desirable sound moral and cultural values from which springs a strong sense of national pride, discipline and commitment; and
- c. To equip graduates of the Secondary Education Program with specialized skills and knowledge of the major

fields of specialization necessary in intensifying foundational skills and knowledge.

**MPSPC GRADUATE SCHOOL**

**Mission:**

To provide relevant graduate education to be qualified individuals seeking advancement in the professional fields responsive to the development thrusts of the region and the country as a whole.

**Objectives:**

- a. To strive for the accreditation of the different programs offered;
- b. To provide graduate school education responsive to the needs of the time;
- c. To enhance the development of a highly qualified faculty in their specific areas of discipline;
- d. To produce quality graduates who are able to do scholarly works;
- e. To establish and maintain highly functional support services responsive to the needs or demands of the first decade of the new millennium;
- f. To generate and implement research findings;
- g. To produce scholarly publishable researchers;
- h. To undertake extension services that shall impact on surrounding communities' immediate beyond;
- i. To generate income for various projects and needs of graduate school; and
- j. To produce ready-made and readily available lectures for the faculty and materials for the students and interested person.

**Instrumentation**

Interview guide was the tool used in gathering the data. The interview guide was based on Interview Guidelines presented by Liao (2006). In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data (Ary, Jacobs, & Sorensen, 2010). To gather the data, the research team studied the VMGO and did a discourse and textual analysis to discuss

informatively which is the textual property that focuses on the content, message in a text as a language event; and intertextuality, that determines the textual material.

The translations were based on the theories proposed by the two linguists consisting of the linguistic analysis of the syntactical and semantic features of VMGO's sentences and words anchored in Nida's (2003) FET. The other theory consists of the models of translation proposed by Chau's (1984) CMT. The subject of validation is substantive that it is anchored on Eisner's CV concept for understanding the translation derived from other translations.

**Data Gathering Procedures**

On doing the linguistic analysis, the sentences and the words were syntactically and semantically analyzed to examine the features and characteristics of the VMGO before translations start.

On the process of linguistic analysis and translation, reasons on the difficulties of the complex English sentences which proceeding from cultural factors, different language family, and different language style were analyzed specifically on the contents of language disparity between the L2 and L1, covering from words translation, translation unit, sentence order, and translation of linking words. Also, the research team took a touch on the two different language structures based on Chau's model of translation. Besides, some knowledge about translation theory was replaceable.

After linguistic features and characteristics analysis, a month was allocated for the translation practice outside the classroom where 36 students enrolled in Translation (Engl. 130) were required to use the VGMO for the translation process as part of their activities. After the process of the translation done with some selected translators, the research team underwent an informal peer-reviewing or debriefing to provide an intensive review of the collected translated words. After the informal sessions, the selected reviewers have to incorporate all revisions, comments, and suggestions before validation. As Khan and Manderson (1992) noted, maintaining accuracy when representing people's views and perspectives when using [translation approaches] is important but challenging, particularly when the [translation] project is

conducted in one language and then analyzed and synthesized in another. Therefore, the interpretation or understanding of meaning is fundamental in the [linguistic] analysis as it often deals with the concept of “culture in making meaningful action” (Alasuutari, 1992). Jootun, McGhee, and Marland (2009) therefore have suggested that researchers in such meaning-making process [during translation] need to engage with meanings and discourses to come up with accurate and valid translations.

After incorporating all the comments, suggestions, and revisions, translation drafts were presented to some renowned translators for a series of validation strategies. Likewise, a separate focus group discussion was also conducted for the community folks to verify the translated outputs. (see Figures where validation strategies were conducted).

Data Analysis

To answer the given problems, models of translating were employed. It was based on hermeneutic translation theories which regard translating as solely a linguistic operation. The distinctive feature of the chosen models is its association of translating with the grammatical transfer. Within such a perspective, language is viewed as grammar, and translating is no more than substituting the grammar and vocabulary of one language for the grammar and vocabulary of another. The document to be analyzed in this paper is the MPSPC, TED, and GS program’s VMGO. Out of the many available translations, a random

sample of different chosen translations from selected translators (including students’ output) are central for the analysis and discussion anchored in the Theories proposed by Nida (2003) and Chau (1984) as well as the concept of Eisner’s (1991) CV for the validation strategies on the translated data.

RESULTS AND DISCUSSIONS

*Problem No. 1. What are the reasons for the difficulties and problems encountered in translating VMGO from L2 to L1 language?*

**The Reasons for Difficulties in Translating the Syntax and Semantics of VMGO from L2 to L1 Language**

There are factors associated with the process of translation which involve the culture, the thinking style, and language. These gaps have displayed in a sort of aspect. Firstly, translators who apply thinking style always based their translations on their experience linking with others to develop interpersonal relationships. The Bontok and the Kankanaey mother tongue are among the chosen dialects in the course of translation because they are widely used in MPSPC, and yet, their locations are situated within Central Bontoc and Tadian in Mountain Province. These languages possess some similarities in words and sentence structures that are used in writing. However, even though they belong to the same language family, each formed its own cultural tradition if translated into the English language. In L2, there are full of changes while in L1, there are full of repetition. (See Table 1)

Table 1. Cultural translation of VMGO’s English words

English Word (L2)	Bontok Language (L1)	Kankanaey Language (L1)
Of	Ay	Di
University	Ushkila-an	En-adalan
Developmental	Meng-nga-nan	Katingtingan/ Kasik-sik-nan
And	Ya	Ken
In	Isnan	Issan

Secondly, the difficulties of L1 translation lie not only in the complex structure but also in the abstract expression. Through intricate analysis, long sentence and subordinate clauses in the VMGO can be changed to short sentence and sub-clause or vice versa. The problem of structure can be smoothly

done and readily solved. But when encountered with abstract expression, the translator must have a thorough grasp of the original meaning and then make a specific output in L2 translation, which is a real challenge to translators of the L1 to L2. (See Table 2)

Table 2. Complex sentence translation of VMGO to L2

English long sentence	Translation
<b>Mission:</b> It shall produce globally competitive leaders molded from a tradition of excellence in instruction, research, instructive governance, sustainable entrepreneurship and an environment that assumes major responsibility in the cultural vitality and well-being of the community.	<b>Bontok Translation</b> <i>Nan Ma-ang-nen/Nan ma-i-kkan:</i> <i>Masapor waday pafar-e-na is naka-uskwila ay maka- ap-apo ay makilafan isnan nenkala-ing ay ap-apo isnan fatawa, ma-engngan isnan ekhad ay omno ay ad-achar, na-a-na-a-nag, en-negosyo ya nan sumya ay mangik-kan isnan fiang na sinan ekhad si fiag ay enkhawisan nan omili.</i> <b>Sagada Kankanaey Translation</b> <i>Nan ma-i-kkan:</i> <i>Masapol umipabala is ganagwis ay mangidadaolo/ mangipangpango ay naisagana isnan kasigudan ya nabalor ay panag-isulo, panang-adal isnan usto ay ikkan, mangsupolta isnan tapin di getkena isnan kad-ana ya mangikken isnan wedweda ay gumawisan di ili.</i> <b>Kankanaey Translation</b> <i>Nan Kasapulan Ay Ikkan Di Oskilaan</i> <i>Masapol menpagradwar si oskila ay anet to menbalin si ap-apon di ili ya teken ay ili gapo sinan kinawadaan d laing na sinan kangam-in. Laing na ay mangsulbar san amin ay problema ay mapaspasamak sinan lubong, nalaing ay mangidaulo sinan umili, ammo na ay mangbanor sinan ligat d biag et anet to nawadwad nan ikkana ay men anap si pagsayaatan, ya ammo na ay mang ikkan sinan responsibilidad na akas esang ay umili.</i>

Third, some translators focus only on the word-for-word translation method which is on the translation of each word on its surface meaning. The meanings of the specific English words in the VMGO are known by extra time, but translating it to L1 depends on reasoning. In the cultural sense, an English word has difficult meaning but people provide meaning for them. Thus giving an assertion

that language, in practical application, is flexible where one extends the meaning and usage of a word to make it possible even there are some English words used in the VMGO that have no corresponding translations in the target language both in literal and pragmatic implication. This process of extension is what a translator has to comprehend. (See Table 3.)

Table 3. Word-for-word translation from L1 to L2

English Word	Bontok Translation	Kankanaey Translation
Programs	<i>Programa</i>	<i>Programa</i>
Discipline	<i>Disiplina</i>	<i>Disiplina</i>
Values	<i>Khawis ay ukhali</i>	<i>Agyud ay ugali</i>



In conclusion, problems still arise in the L1 translation of the English words used in VMGO. These problems do appear generally because some translators disregard the functional equivalence between the L1 to L2 translation. Nida’s FET is the best choice for these translation processes. The use of FET can reduce mistakes in translation and accomplish the unity in function and form between the L2 and the target languages (L1).

**The Problems Encountered in Translating the VGMO from L2 to L1**

In doing a translation, translators came across many kinds of problems: the linguistics problem and the problem of meaning. This is true to what Soemarno (1990) stated that the first difficulty faced by any translator is the difficulty caused by

linguistic problems including the meaning of the message.

The linguistic problems here include the structure of what is to be translated. Every language has its own system. One language may have different systems as compared to other language. The difference often causes difficulties and even may create misunderstanding if in translating them if translators do not know the system or structure of the source language.

*a. Contextual Meaning*

Contextual meaning is the relationship between the utterances and the situation where the utterances are used (Kridalaksana in Nababan, 2003: 49). In other words, the contextual meaning is a meaning that is correlated with the situation where the language is used. (See Table 4)

**Table 4. VMGO translations with contextual meaning problems**

<i>English Words</i>	<i>Translation</i>
A preferred	<i>Nan pinili ay uskilaan</i>
Developmental	<i>katingtingan/kasiksikinan ya</i>
	<i>katingtingan/natingting</i>
Growth	<i>panaka siken, masiknan</i>
Produce	<i>men ipabala si</i>

*b. Socio-Cultural Meaning*

Socio-cultural meaning is the meaning which is closely related to the social situation, and

cultural background of the language users. (See Table 5)

**Table 5. VMGO translations with Socio-cultural meaning problems**

<i>English Words</i>	<i>Translation</i>
Excellence	<i>kangatuan, kagawisan, ka-agyudan</i>
In instruction	<i>ay sulsulo/panagsuro/panag-sulo</i>
Well-being	<i>men gawisan, gawis/agyud ay</i>
	<i>kataguan/mataguan</i>
Cultural vitality and	<i>adi ka am-amas ay kultura ya</i>
Major responsibility	<i>kaimportantean ay akem</i>
Attain and sustain	<i>Magun-od ya mennaynay</i>

**Problem No. 2. What translation-related strategies do Translation students use in learning L2-L1?**

**Translation Related Strategies**

Teachers can facilitate learning through guided translation tasks. To gather the translation-

related strategies of all the 36 students enrolled in English 130 (SY 2018-2019), a survey questionnaire was administered to them identifying their approval or disapproval concerning the matter about translation. The results are shown in Table 7.

Table 7. Student’s strategies about translation.

Strategies item description	Frequency	Rank
1. I seek the help of local translators to assist myself learn English – Mother tongue translation.	36	1
2. After I did my own translation process, I asked permission from a local translator to check if my translation is correct.	33	2
3. I use English-Kankanaey and English-Bontok dictionaries to help myself translate such terms	29	3
4. When reading an English text, I first translate it into my own dialect to help me understand its meaning.	24	4
5. I memorize the meaning of new English-Mother tongue vocabulary words by remembering their L1 translation for future use	23	5
6. I use the strategies I learned from the translation class	21	6

Following the survey questionnaires administered to the 36 students in the English 130 class, the participants were requested to tick the given items identifying how frequently they resorted to using translation as a learning strategy. As obvious in Table 1, learners used translation strategies for reading and vocabulary development skills. The strategies used by participants supplement, are consistent and have a positive correlation with their beliefs. Seeking help from a local translator (ranked 1) was replaced by reading skills and vocabulary advantage using bilingual translations demonstrating the effect of translation on self-study in which the learner is dependent and that the inclusion of a local translator helps the learner enhance translation skills.

It is therefore understood that most of the students used translation to learn L2-L1 vocabulary words, phrases, and sentences. It was also observed that students believed that translation as a process in the teaching-learning situation, particularly in mother tongue teaching, is more effective in learning vocabulary. The students indicated that they first translated a text into what was instructed to them inside the classroom and then tried to understand its meaning and seek help from a local translator since they want to be fully satisfied with their correct translation processes. As was discussed earlier that translation enhances students’ cognitive skills making them more able to evoke and remember the meanings on their mind and more accomplished of placing the equivalence in production as specified in their beliefs.

In different sessions conducted to the respondents, some students were asked to comment on the effects of the learning through translation after the application process. The first question was how they feel about using L2-L1 translation of the MPSPC’s VMGO. Some students posited.

Student A:  
“...I thought the translation process is an easy task that I can just be translating a term from L2 to L1. From my knowledge under the subject, I found out that there are strategies applied to get the exact translation of just a single term. I unconsciously learn a lot such as structure, form, vocabulary most of which are in the linguistic features first where reading, in particular, is very important. It does not hinder the ability to learn translation because if I can translate an English text into Bontok, it means that I know English well.” (Interview by the researcher, Engl. 130-Translation class 2018, MPSPC, Bontoc, Mountain Province).

Student B:  
“The absence of quality strategies in translation has a direct impact on the level of quality of students’ translation achievement. Lack of knowledge in translation affects both the communicative skills in aiming for a better understanding of Mother Tongue teaching. (Interview by the researcher, Engl. 130-Translation class 2018, MPSPC, Bontoc, Mountain Province).

Student C:

*“I love translation, I used to apply it in song composition where the trend right now is on Kankanaey songs in our place. Through translation, I learned a lot from it. I will start to analyze its linguistic features first before applying processes in translation. I like to explore hidden and deeper translations of a very simple English term.”* (Interview by the researcher, Engl. 130-Translation class 2018, MPSPC, Bontoc, Mountain Province).

The students posited personal analysis of translation mentioning such positive effects in communication skills. Obviously, it appears expectedly for them that translation is considered as an agreeable activity. It was concluded that they also motivated their personal sensible learning understanding the sense in a target structure, as a mark of their curiosity in seeking new structures independently. The positive comments elicited above were ranked as important ones during the interview session. However, there are also comments which are considered as negatively implied that need to be considered also. Some students commented.

Student D:

*How can I enrich my translation strategies in translating L2-L1 for the better attainment of something if for the fact that I am not from this local area? The task seems difficult to me so I would rather join the others who are from here (Bontoc) to just comply with the requirements of the subject. Otherwise, I will fail* (interview by the researcher, Engl. 130-Translation class, 2018, MPSPC, Bontoc, Mountain Province.)

For the research team, in particular, the translation of qualitative research data was a challenge. However, with careful consideration, the process of translation widened the academic audience for any piece of research without risking its validity. For the students involved in this study, they liked and learned linguistic features and characteristics through translation activities as they have definite to have learnt the target input by matching or mismatching with those in their own mother tongue language. Gill and Guzman (2010, 126) observe:

*The translation is a point of contact between peoples, and since it is rare that two peoples have the same access to power, the translator is in the privileged position as a mediator, to make explicit the differences between cultures, expose injustices or contribute to diversity in the world.*

CONCLUSION

Before focusing on issues related to English and non-English translation, they acknowledged the option that all interpretations in research and the research process embraced an element of cross-cultural translation. While it is vital to make a differentiation between the Grammar-Translation Method and use of translation theories and concepts as an L2-L1 learning practice in translation settings, this study made emphasis on the benefits of translation for L2-L1 learning by putting the translation students perceptions and strategies ahead. There is enough evidence that these activities were not designed with the aim of preparing the best translators as a profession, but to create better translation language learning via English to L1 (Mother tongue) translation. The findings of the research presented that students, at the beginning steps of learning in particular, tend to base their translations naturally from the linguistic features and characteristics of what is to be translated to determine whether their comprehension is fully satisfying not only in the classroom but also in communication skills outside the classroom. Translation allowed students to compare and contrast the L2 and target language in different dialects playing a positive role in students’ intellectual and social strategies.

This paper concludes key issues (problems and difficulties) that ascended for the research team when conducting translation, and suggested strategies that will support them in their research analysis on linguistic features and characteristics. They felt more endorsed in the learning process noticing the equivalent of the target structure in their mother tongue and practicing those in communication. Students of Translation class indicating that translation enabled them to interact with some local translators who gave them insights into the effectiveness of translation in communicative teaching and learning environment. They were in favor of feeling more involved in L2-

L1 learning without anxiety, developing interpersonal abilities, and managing their independent study skills which are among the milestones of language teaching.

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