

Implementing News Paper-Based Learning in a Bangladeshi Translation Class: a Mixed-Methods Study

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ABSTRACT

The present study aimed to investigate the effectiveness of newspaper-based learning in the Bangladeshi context in an English-Bengali translation class. Therefore, a newspaper-based translation treatment was implemented to improve translation competence in a class of 52 students at higher secondary level ESL students in Bangladesh. This research was framed within the mix-method study. It was qualitatively investigated how students' attitudes toward the treatment differed before and after the treatment and how newspaper was practically implemented. The improvement of students' critical thinking, their attitudes toward their teamwork performance, and their translation quality were quantitatively examined. The data regarding the students' attitudes were obtained through semi-structured interviews, and their translation quality were examined through a pretest and posttest-treatment model. The findings of the study indicated that the students' attitudes toward the treatment were generally positive.

Keywords: Newspaper, ESL, Translation, Mixed methods research

INTRODUCTION

In the present multicultural and bilingual philosophies, the strong existence of English language is an essential topic (Al-Sobhi & Preece, 2018). Translation is an essential method to change word and it also helps to translate the meanings, thoughts, feelings of individuals from source language into target language. Moreover, it is significant as it supports in spreading facts, science, and knowledge when definite translation organizations and people explain such areas of knowledge from source language into other target languages (Torres-Simón and Pym, 2017). Translators always tries to produce more than one language in order to connection society together lingually, traditionally, and socially. The use of English was limited in Bangladesh due to a strong feeling of nationalism among the Bangladeshi people (Rahman & Pandian, 2018). For academic study and testing, students may now pick between Bangla and English books. They offer English language departments and institutions as well. Students at these educational institutions are now encouraged to speak

English in class and outside of class with as many people as possible in order to become proficient speakers and communicators before entering the competitive job market. As a result, English is now highly valued in the educational community. (Ali and colleagues, 2018). In recent years, some experimental research on translation skill and advancement has been published (PACTE, 2017c; Göpferich, 2009).

The connection between language learning and translation seems commonly satisfying. (Mellinger, 2017). While there are many degree curricula in languages such as French, Spanish, German, and the like, there are only a handful of schools that offer such programs in the U.S. (Mellinger & Gasca-Jiménez, 2019). This suggests that the importance of language learning is broadly recognized, but that of translation is not (Torres-Simón and Pym, 2017). Nowadays, the relationship between language teaching and translation often referred to as "not entirely positive" and "difficult" (Gasca-Jiménez, 2017), remains a topic of interest. Some authors argue for the benefits of integrating translation as a

pedagogical tool or a “fifth skill” in the second language classroom (Colina & Lafford, 2017). Most of the language classes are considered to advance the four language competencies: compulsory for second language acquisition (SLA), while a fifth, translation, has been neglected (Torres-Simón and Pym, 2017; Colina, & Lafford, 2017).

In Bangladesh, almost (98.8%) people speaking ‘Bangla’ or ‘Bengali’ (BBS, 2020). So, it is not easy for them to translate from Bengali to English. In particular the most challenging task for Bangladeshi learners is translation. Maximum translation teachers are aware of informing their students to the circumstance that meaning is embedded in context, that language can occasionally be limiting, and that particular language equivalents sometimes do not exist (Ali et al., 2018). English and Bengali being two very different languages in many ways, translating between these is mainly problematic for students. With the development of global migration throughout the globe, Bangladesh's educational system has seen significant changes. Some universities have recently established language institutes. Where English language classes are offered to students, translation studies are usually overlooked (Chowdhury and Kabir, 2014). Translation is highly essential in today's society, particularly in the academic field, which employs a lot of foreign-language literature, such as English, which is sometimes an impediment for students who don't speak the language well. Because technology knowledge is continually evolving, numerous apps and websites may be utilised as learning material. According to Zakky (2018), a learning medium may be defined as “anything that can transfer or channel messages from a planned source in such a way that the receiver can carry out the learning process quickly and effectively.” As a result, one of the media-based uses of translation is the use of newspapers to develop translation abilities from Bangla to English.

LITERATURE REVIEW

According to Cook (2007) translation into the second language is more difficult for non-native translators. Some earlier studies provide contradictory outcomes regarding the investigation of English translation among language learners. Shah, Aajiz, & Idris (2018) study authenticates that undergraduate choose English through composition to translation.

reading, listening, speaking, and writing. Historically speaking, these are the areas that have been classified as core skills

Likewise, other scholars show that writing directly in English supports undergraduates advanced their language writing competence more efficiently associated with their exercise of translating from source language to target language (Lin et al. 2017). Re-entering translation skills into the target language has established. Thus, the competence is essential than those required for translating into the mother tongue (Campbell, 1998). According to Cook (2007) bilinguals are not essentially competent translators and knowledge of dual languages.

While other researchers state that it is not sufficient to assurance translation competence. The productivity of translation into “English as a second language” as a distinct kind of lingua franca differs with the translator ‘s skill, which is accomplished of moving to native learners’ competence (Campbell (1998). Thus, he recommended that translation skill into the additional language can be advanced in some points. Encouraged by the Campbell ‘s model, Chowdhury and Kabir, (2014), examine the written competence of native Bengali-translators and native English- translators created on their control of some different structures in their translation from Bengali into English. Some empirical studies indicate that although translation is often a tough and challenging task for students to carry out, it does not necessarily mean that it cannot be fun and interesting. Particularly in the language classroom where teachers are allowed to create, adapt, and modify various translation activities with teacher to help learners to cultural communicative competency, problem-solving skills, and teamwork

Translators often need to expand and complement their internal cultural knowledge. It is an essential part in our life and the most miscellaneous resources of social communication. The present situation of globalization and general migration, the necessity of translation is growing owing to the continuous extension of skill, knowledge, philosophy, technology and so on (Sales, Pinto, and Fernández-Ramos, 2018). The challenging of mistranslation from Bengali to English affects intercultural communication. These complications consist of a lack of educational understanding for the target

language, over confidence on. Machine translation (MT) without human editing and a consciousness of domain-specific restrictions, and a requirement for superior specialised responsibility (Sales, Pinto, and Fernández-Ramos, 2018). Most of the students are expected to face difficulties in translation to the differences between two languages when they translate cultural and lexical items.

Culture refers to a person's whole spectrum of actions, features, and experiences that emerge spontaneously from his spirit or awareness. Every community has its own set of customs, value judgments, and categorization systems, which may be highly dissimilar at times and overlap at other times. According to Sun (2003), translators must be aware of the expectations of the target culture. When outsiders read a translation, a good translation highlights both the target language and culture. It looks to them to be normal and comprehensible. Identifying a language's cultural sensitivity may help to enhance overall translation quality. Misunderstandings and even offences might occur if the cultural background is mistranslated. According to Chowdhury and Kabir (2014), translation reflects the value of a culture's society. For example, "He who travels far knows much" in Bengali is "যিনি অনেক বেশি ভ্রমণ করেন তিনি জানেন (Yin ianka bi bhramaakarnatinijnna)," which does not identify "he" at the beginning of the phrase and uses an additional one word to represent the collective value in Bengali culture as opposed to the individual value in American society. Translation, according to Yu (2013), does not just apply to languages but also to cultures. Das, Shaheen, Shrestha, Rahman, and Khan (2014) used a vivid assessment of the phrase "I love you" in English to demonstrate cultural disparities. This research aimed to demonstrate the value of cultural context by demonstrating that understanding a culture is the key to knowing when, to whom, and how to express "I love you." Because Americans say "I love you" so often, outsiders may be confused about the sentiment; hence, employing equal love terms in Bengali is essential. In Bangladesh, for example, "I love you" is seldom said explicitly. In Bangladesh, saying "আমিতোমায়ভালোবাসি (mi tmabhbsi)" which means "I love you" is typically considered superficial and frivolous. Bengalis, on the other hand, use indirect techniques to say, "I love you," which involves

doing things for the person you love rather than telling them. As a result, we should avoid immediately translating "I love you" into Bangladeshi culture since love emotions in Bangladesh are more oblique. (Akan et al 2018, Akan et al 2018).

Similarly, some Bangladeshi researchers (Chowdhury & Farooqui, 2011; Islam, 2015; Akan, et al 2018) state that the grammatical rules of Bengali language never follow the English Structures. For example, in English, Sub+Verb+object (I Eat Rice) is the sentence structure while, in Bengali, Sub+Object+verb (আমিভাতখাই, Āmibhātakhā'i) is the sentence structure. Mistranslations occur for a variety of causes, according to the literature. Mistranslations, uncertainty, and misunderstandings are caused by variances in Bengali and English grammar norms, a lack of cultural knowledge, and the use of MT tools without expert translator revisions. Due to a lack of understanding of cultural differences, significant misinterpretations might occur. When translating with cultural awareness in mind, one should avoid translating word-for-word and instead focus on the effect of cultural differences. Professional Bengali and American English translators should be well-versed in both Bengali and American cultures. Understanding these cultural variations might help you communicate more effectively (Chowdhury & Farooqui, 2011; Islam, 2015; Akan, et al 2018).

RESEARCH METHODOLOGY

Understanding frequent Bengali to English mistranslation difficulties, identifying reasons and developing solutions for minimising Banglish, and raising awareness of the translator's obligation to produce excellent translations were the goals of the study. The researcher investigated techniques to enhance Bengali to English translation quality by returning to the study objectives and expanding on the literature review. The qualitative and quantitative research techniques employed in this study are both qualitative and quantitative. Semi-structured interviews with teachers were done as part of the qualitative methodology. Because the goal of the study is to better understand how to enhance translation quality, a semi-structured interview was used. Furthermore, the interview questions were distributed evenly to each candidate, ensuring that the session stayed on track and on time. Because

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Bangladeshi students and teachers do not use email for professional reasons and prefer face-to-face contact, all interviews were done in person rather than over email or Skype. A pretest and posttest experiment with upper secondary pupils was undertaken using the

quantitative approaches. The test was used to assess participants' English competence before to therapy and to split them into two groups for the research based on their Bengali-to-English. Figure 1.1 shows the pretest-posttest design to collect the data:

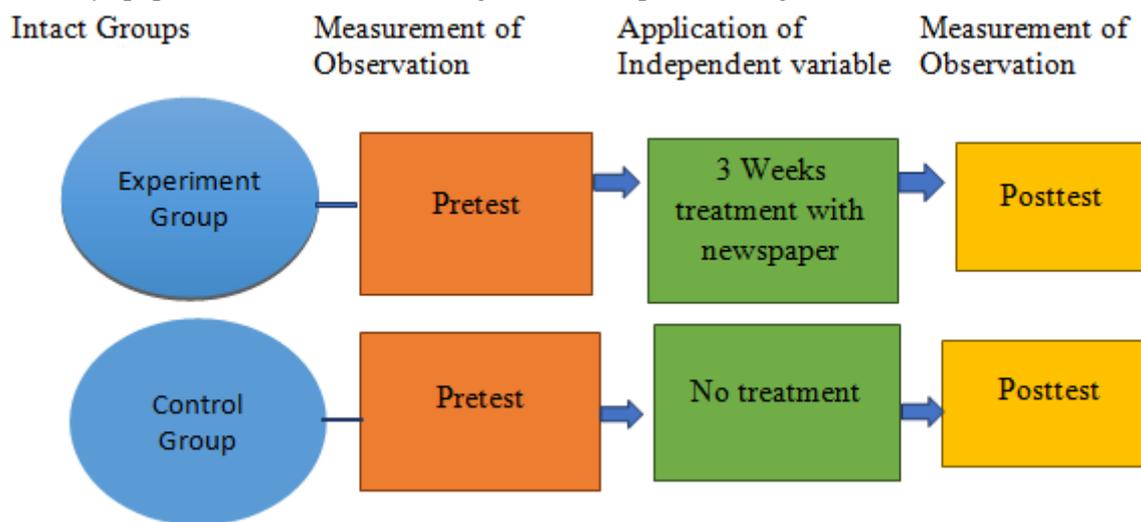


Figure 1.1. Experimental pretest-posttest design

This research looked at professional translation, namely local Bengali college students studying English and translation, as well as Bengali college teachers in Bangladesh. It concentrated on a few specific issues that early research and the literature identified as translation quality issues. Banglish, a lack of cultural awareness, and conventional teaching methods were among the issues. The participants in this study were Anandobas Mia Monsur Academy upper secondary pupils, according to the researcher's observations. Random sampling was utilised in this study of 11th grade students at Anandobas Mia Monsur Academy. A random sample of 52 upper secondary pupils was chosen at random from a total of 104 students to meet the study's goal. The study's key participants were chosen from among 104 students who were randomly allocated and participated in the testing session. The collected data was analysed by using SPSS. The scores will be analysed using descriptive statistics to determine trends in the data. The descriptive statistics included the mean and standard deviation scores on each of the pretests and posttests as measured on the genre-based instrument.

RESULTS

The findings of the above-mentioned post-test, as well as interviews, are presented in the following parts. The competency test results for the experimental and control classes are shown in Table 1.1. The experimental class received a substantially higher average score of 82.4 (100 total) after the 4-week newspaper-based learning model, which was not very commonly witnessed in a typical exam in an English Translation course using conventional teaching approach. As shown in Table 1.1, the control class's average score is 77.8, which is lower than the experimental classes. It is reasonable to assume that the newspaper-based learning paradigm has improved the students' translation skills. Furthermore, the experimental class's standard deviation of 7.716 clearly illustrates that the disparity between individual learners in the experimental class is considerably decreased, compared to the control class's standard deviation of 11.364. It is evidence that the carefully crafted project translation activities in this new learning paradigm are more successful in engaging more students in productive learning in and out of class.

Table 1.1. Translation competence posttest result

N	Mean	Standard Deviation	
Experimental group	36	82.4	7.716
Control group	36	77.8	11.364

The interview was conducted with the participants to gain more deep understandings on how they respond to the use of newspaper in learning translation. The data collected from the interview would help to see the reflection for the intervention implemented based on pupils' perspective. Table 1.2 shows the analysis of the data gained from the interview conducted from each participant. The data collected was used to identify the perception

of the participants towards the use of newspaper in learning the rules of translation. Each participant was asked same questions and the interview was recorded for me to analyse the data. Based on the data collected, generally the researcher observe that all the participants gave the positive feedback on the use of newspaper in learning the rules of translation from Bengali to English.

Table1.2. *The Analysis of the Interview Conducted to Four Participants*

Participants	Answers given by the participants
	Does the use of newspaper that you used in the English classroom help you to improve and understand the rules of translation from Bengali to English? Why?
A	I think it will be useful for Bangladeshi students. Bangla is their mother tongue while English is not. Therefore, they encountered fewer linguistic errors in their Bengali-translated texts than in their English-translated documents. The students can understand the sentence structures during translation class.
B	I think the students can understand in the lexical classes that the seniors' grammar errors cover on include prepositions, articles, verbs, determiners, pronouns, and quantifiers. They will be able to detect in 04 ways: misuse, omission, addition, and misplacement.
C	I believe that most of the students encounter linguistic errors on clause structure are made by wrong tense choices. So, they can understand and improve tense knowledge by using newspaper.
D	I think that the majority of the students of Bangladesh face difficulties that they created inappropriate/nonparallel combinations of two clauses and chose inappropriate subject/coordinating conjunction/misuse of punctuation. By using newspaper, they will identify the correct parts of speech and punctuation.

DISCUSSION

The data and facts gathered and evaluated in this research together demonstrated the favourable significance of newspaper-based learning approach in increasing students' classroom involvement, desire to learn, and translation ability. Traditional approach is undeniably successful in teaching fundamental information and skills of a course since it allows for direct interaction learning between professors and students in the classroom. Traditional teaching methods, on the other hand, have resulted in a number of issues, including a lack of initiative in the classroom, a lack of enthusiasm in translation, a depressed classroom environment, inadequate competence in actual translation projects, and low instructional efficiency and effectiveness. The nature of translation has necessitated that translation teachers place a greater emphasis on the translation process, which is difficult to do using conventional methodology, which presents translations as a product-oriented instructional environment. Teachers withdraw from the centre of the classroom to the

position of main support-provider for students' learning in the newspaper-based learning paradigm. The instructor is the knowledge-provider in the video clips before class, the problem-solver, and the chief-coordinator between the client groups and translator groups in an English Translation class based on newspaper learning. Simultaneously, pupils are seen as the focal point of learning activities. They actively engage in pre-class online study and see in-class time as a valuable chance to solve difficulties and clear up uncertainties about translation by communicating with their colleagues and the instructor. Statistics on the students' performance in this research reveal that there is no need to be concerned about their ability to self-learn without the direct supervision of instructors. Newspaper-based learning technique has shown to be an effective solution to address the issues raised by conventional teaching methods by giving a variety of tools and more controlled time for translation students in and out of class to concentrate on the translation process.

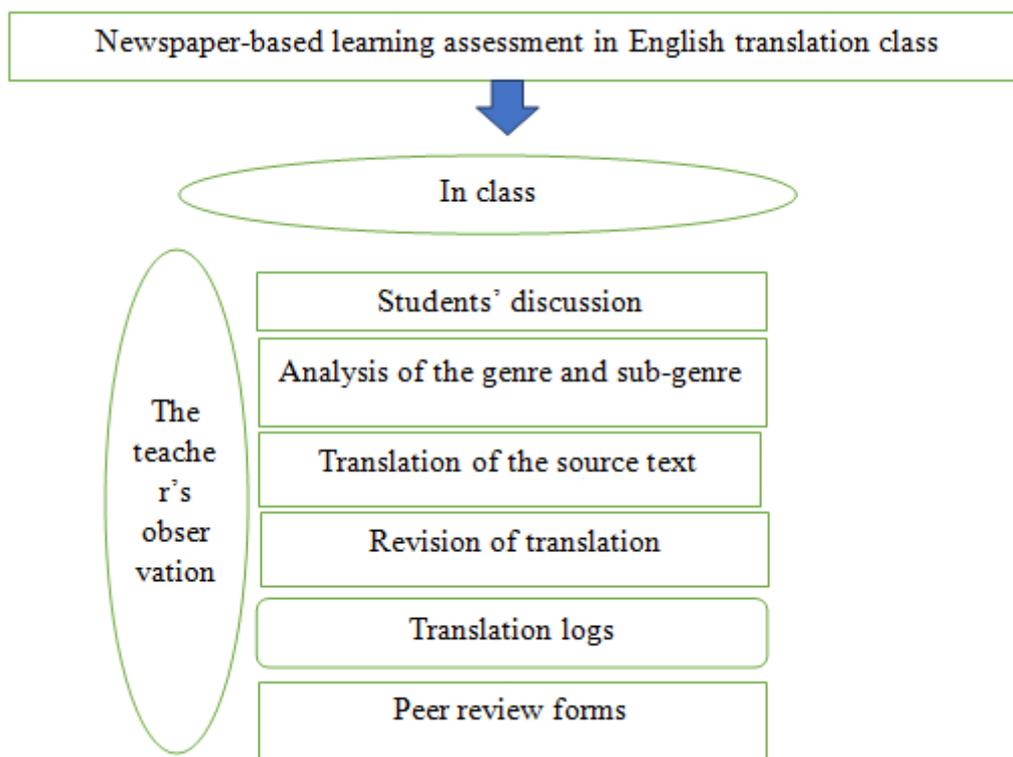


Figure 1.1. Newspaper-based learning assessment in English translation class

CONCLUSION

The newspaper-based learning methodology has been statistically proven to be effective in English Translation class not only because it has significantly improved students' learning efficiency and translation competence, but also because it responds to the nature of translation by emphasising students' translation process rather than the translation product. Meanwhile, it must be conceded that the conventional lecture-centered and product-oriented manner of delivering fundamental information and skills to students continues to be successful. Last but not least, this empirical research has supplied statistical evidence that in the newspaper-learning based English Translation class, a new process-oriented evaluation model must be adopted. The researcher sees that the findings of Hang & Hang (2015) support the spirit of her study, which is helping students to independently improve their translation competence with the help of newspaper-based tools. Therefore, this study encourages students to use more genre and sub-genre to support their translation practices at home. The researcher hopes that other students will find their curiosities and motivations also to try the tool. Furthermore, it would be great for teachers and lecturers who have experience correcting students' errors and understanding

their competence, to carry out studies on the effectiveness of various internet-assisted translation tools and introduce them to their students.

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