BUILDING TRANSLATION NONCOGNITIVE AND SOCIAL SKILLS WITH PROJECT-BASED LEARNING: PROPOSAL AND STUDENTS' OPINION

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ABSTRACT

There are many different translation theories and translation teaching theories. Knowledge of existing translation teaching methods or approaches will enrich teachers' horizons, which will provide them with methods or approaches suitable to the situation. Professional skills that are essential for success in the workplace include technical skills, cognitive skills, noncognitive skills, and social skills. These skills theoretically could be built in the classrooms using appropriate translation teaching approaches, methods, designs, and procedures. However, there are not many discussions and publications on the development of teaching procedures that facilitate the building of noncognitive and social skills. This paper reports the implementation of project-based learning based on the empowerment approach to translation practicum courses at a private university in Indonesia to build noncognitive and social skills. The class creates groups of 5 students, and each adopts real translation companies' project management process. Thus, students, in turn, act as project managers, translators, and editors. The translation material is sought from the campus or outside sources. Based on the questionnaire collected from the students, it can be concluded that this class procedure improves students' skills in negotiation, and teamwork, the testimony of one of the students, this approach improves students' noncognitive and social skills.

Keywords: translation teaching, teaching approach, empowerment approach, professional confidence

1. INTRODUCTION

The Translation course in Indonesia is usually offered in the undergraduate/bachelor level of foreign language (English) department for two or three semesters. This course is usually compulsory in the first of the three semesters, but the subsequent ones are electives. There are only a few masters' programs in Translation Studies and the bigger portion of the curriculum contents of this masters' program is usually theoretical in nature, such as the theory of translation, genre analysis, selected topics in translation/editing, etc. Some more practical course is also offered, e.g. foreign language – Indonesian translation in the master's program at UI. Making professional translators is not expressly stated (PPS Unud 2013; FIB UI 2013). The purpose of teaching in general is to equip the students with competence in translation theory, to do research and even prepare them for further studies (2013). The second type of translation subject, whose content is translation skill, will try to teach how to translate texts. The students are trained to translate, not to discuss in full length why somebody's translation is appropriate or not. It is right that entrepreneurship can be present in both types, but the bigger change is with the later type.

This article discusses ideas on translation teaching that aims at developing students' skills in translating texts and how entrepreneurship spirit can be nurtured in the students by creating an ongoing atmosphere that fosters the love and appreciation of translation.

2. METHOD

Translation teaching approaches in general

There is no one and only valid translation theory, there is no one and only valid method of teaching translation (Davies 2004). Knowledge of existing translation teaching methods or approaches will enrich teachers' horizons which in its turn will provide them with methods or approaches suitable to the situation. As we go through the literature on translation teaching, we can find several approaches to translation teaching, namely: (a) product-oriented approach, (b) process-oriented approach, (c) skill-oriented approach, (d) function-oriented approach, (e) empowerment approach, and (f) interactive approach.

Product-oriented approach to translation teaching involves the judgment of the students' translation at the end of the session or unit of lesson. This also includes the oldest approach in translation teaching, i.e. *performance magistrale*. The scenario in *performance magistrale* (Kiraly 2005) is usually the teacher has the students practice translation at home and brings the result to the class to be discussed. The teacher corrects their work sentence by sentence. With this method, the teacher demonstrates his/her superior and he/she attempts to transfer his/her knowledge into the student's mind. The main orientation is producing the best product possible based on the teacher's personal expertise and judgment. Thus, during the class session, error analysis is essential and at the end quality assessment is important as feedback for the students.

In line with this, Nababan (2007, 2) states that the basic approach in translation teaching remains the same from the Ancient Egypt time up to now. Translation teaching is done with the teacher gives out a source text to the students and then without any briefing and notes asks them to translate the text in the class or at home. Then, the target text is discussed in great depth and details by the whole class to find out what is lacking in the translation.

In this method, the students actually do trial-and-error efforts. Therefore, this approach is also called "trial-and-error" approach too. The drawback is, when employed with no combination with other methods, it fails to produce translators who are flexible, good team workers, and problem solvers. Unfortunately, together with creativity and independence, flexibility, team work and problem-solving skills are essential in today's language industry. As usually the instruction is "read and translate the text" this approach is called "read and translate" by Davies (2005).

The second approach is process-oriented approach. The focus of the classroom teaching is not on the result, but on the process of translation, on the experience the students gain during the process in selecting, judging and applying good translation principles, methods and procedures (Gile 1995, 10-11). Therefore, according to King-kui (in Hung 2002) this approach has the advantage of focusing on the problem the students encountered in translating and how to tackle them. The other advantage is students learn to implement Translation strategies faster. Therefore, process-oriented approach can be used in early stages and product-oriented approach can be employed at later stages to fine tune the strategies, principles, etc.

Process-oriented approach is based on the think-aloud protocols (TAPs), a research tools used to find out what is going on in the mind when a translator translates. With this protocol, the translator reports everything that goes on in his mind as he translates. Thus, his strategies that he uses and the reason for choosing it can be known. Finally, people would know which strategies are suitable for which types of problem. Fraser (1996 in Guassard-Kunz 2003) found out that the mental processes and translation strategies employed by professional translators and students are different.

In translation teaching, students are not asked to report orally everything he thinks, but to report in written form of what he does in his translation, what problems he encounters, and what strategy chosen to deal with the problems. In the class, class discussion led by the teacher discusses the suitability of the strategy for the problems.

Olivia Fox (in Schäffner and Adab, 2000) proposes diary writing. In this method, learners are asked to keep a record or diary, of how they did their translation, what problems they encountered, how they solved them and what the reasoning for the solution was. This diary should accompany each translated text submission to the teacher. Then, the students would comment on the process in a discussion with the teachers and fellow students. A very similar procedure is also suggested by Gile (1995).

Gile (1995) develops sequential model of translation, which is divided into tow phases: (a) comprehension and (b) reformulation. This model is helpful to identify in which translation phase an error occurred. In the comprehension phase, the student reads the ST segment and formulates a meaning hypothesis based on his knowledge. When the meaning hypothesis is reached, it must be tested for plausibility. This means that the translator examines critically the idea or information he believes that the translation unit expresses to see whether the idea is reasonable or not. If it is found not reasonable, new meaning hypotheses must be generated and checked for plausibility until a satisfactory one is found. In the reformulation phase, the confirmed meaning hypothesis is verbalized in the target text (TT) using knowledge of the target language (TL) as well as extra-linguistic knowledge. A fidelity check will ensure that the TT version complies with the source text (ST) unit, that no information has been omitted in the translation, and that no unwarranted information has been added in the TT. The students must make sure that the translation unit is written in correct language usage and appropriate style in line with the text type or convention. This process can be repeated again and again until the students achieve satisfactory a TT. The students are supposed to report the problems faced and solution taken (along with the reason) in translating to the teacher for class discussion. Thus, in the class, the teacher can understand in which process the students have gone wrong and need help.

According to Gile (1995) his sequential model of translation and the process-oriented approach to translation are useful at the beginning of translator training because teachers need only to comment on the processes concerned. Consequently, the teacher can maintain the motivation of the students. However, as the drawback, it is said that process-oriented teaching cannot ensure that students reach a high level of expertise. For the fine-tuning results, product-orientation will be needed.

Another model of process-oriented approach is proposed by Jakobsen (1994, in Gaussard-Kunz 2003). He states that rather than lecturing and correcting translation mistakes and having students perform translation tasks at home, translation teachers and their students should be active at the same time and, therefore, the target text are in the process of being created together. Here, teachers are no longer just instructors and assessors but collaborators in a translating task, suggesting strategies or relevant tools while the text is being produced. With this model, problem solving reports are not necessary as translation problems are dealt with immediately while they are still fresh in the students' minds. The first advantage is it emphasizes the team-work aspect of translation, which is very important in real life. The second, students' flow of work is not disturbed.

A kind of combination of product and process-oriented approaches is function-oriented approach advocated by Christiane Nord. In short, this approach is based on the idea that translational action is communicative action between individuals or even between cultures. The function of the target text in the target culture is the most important consideration in translating; therefore, the teaching that is based on this idea guides the students step-by-step through translation process until an adequate TT is produced in line with the translation instruction (popularly called translation brief) which contains the specification as to whom and in what time the translation is produced.

According Goussard-Kunz (2003), this functional approach encourages translation teachers to move away from equivalence-based principles and take a wider view on the effect of the translation. Further, she says that this facilitates a more profession-and-practice oriented translator training. This is also found motivating for students as they view the activity as close to real-life translation situation.

Function oriented translation process revolves around interpretation of translation brief, analysis of source text, strategy planning and target text production. The translation process starts after the initiator has made the translation brief (determined target situation, target function, etc.). Then the translator analyzes and interprets the source text, plans the translation strategy, and finally produces the translation which matches the translation brief.

Therefore, teaching translation based on this translation approach should train students to do this process. Consequently, the teaching should use authentic texts taken from recent publication and topical issues. Such text is called real texts-in-situation (Nord, 1991). Another expert, Jakobsen (1994) also suggests the use of what he terms as "warm texts", Texts needed for genuine communication purposes.

The fourth approach is skill-oriented approach. In this approach, the teacher addresses certain translation strategy or skill at a time. Usually, the classroom scenario includes the discussion on the appropriate skills for certain problem and has the students do exercises on that. Teachers may have

different opinion about what skills (or competence) should a professional translator have. Their belief about these skills or competence will color the content of the syllabus. A good source of idea on the translation skill is Baker (1992).

The fifth approach is called empowerment approach proposed by Kiraly (2005). This approach revolves around 'authentic project-work'. Authentic project work here refers to the translation work completed collaboratively by students for real clients. The goal is, according to Kiraly (2005), to help students achieve a semi-professional level of autonomy and expertise through authentic experience as they have to manage the entirely translation process, starting from terminology and information management, project management, and team work management. At the end, they will be assessed by the client representative (teacher).

Empowerment approach seems relevant to Translation Practicum course as the course draws on students' skills and knowledge developed during the previous courses (Translation I and II). Empowerment approach, as detailed above, is closely related to project-based learning.

PBL is an active, student-centered method of teaching that emphasizes student autonomy, productive inquiry, goal-setting, collaboration, communication, and reflection within the practical context (Kokotsaki, Menzies, and Wiggins, 2016). Kiraly (2005) states that project work would bring along radical changes in students' relationships with their teachers, their fellow students, and the professional community, their understanding of the learning, and teaching process and their own self-concept as developing professionals. The students do not only think of linguistic equivalence within a sentence level, they would be forced to consider a lot of real-world factors including time pressure, professional responsibility, and self-assessment. This would be a great credit from entrepreneurship point of view.

Finally, interactive approach proposed by Davies (2004) is similar with Kiraly's empowerment approach, but it emphasizes the students' participation in the classroom and the dialog between students and teacher. It is contrasted to her "read and translate" approach. The other difference from empowerment approach lies in the use of textual materials assigned. In an empowerment approach, the text should be original text assigned by original client. In interactive approach the text can be prepared by the teacher or given by real client.

3. RESULT AND DISCUSSION
Translation professional skills

According to the Meriem-Webster Dictionary as published in merriem-webster.com there are several definitions of the word professional, and one of them (definition c) is taken as the basis for discussion here: *(1)* characterized by or conforming to the technical or ethical standards of a profession *(2)* exhibiting a courteous, conscientious, and generally businesslike manner in the workplace. Applied to the term professional translator, point (1) refers to competence and ethical standard as a translator and point (2) refers to doing translation for a financial compensation. Thus, professional translator is a translator who has a translation competence, adopts professional ethic of translator, and translates for financial return.

Translation professional competence refers to specialized knowledge that is essential for carrying out translation tasks. It encompasses a range of knowledge, skills, and activities that are relevant to a translator's professional practice, including market-related actions, professional ethics, and the ability to use various sources of information and databases (Aubakirova, 2016). The EMT competencies framework, which is designed for professional translators, comprises three key areas: language competence, thematic competence, and intercultural competence (Esfandiari, M. R., Rahimi, F. & Vaezian, H. (2017). Translation competence is an adaptive, co-creative, mediatory, and advisory process that requires the ability to re-conceptualize the translation task. A large-scale survey of professional translators has found that 21st-century translator competence should be re-conceptualized to focus on adaptive, co-creative, mediatory, and advisory skills (Massey, 2018). However, there is limited information available about the adaptive skills, adaptive to different contexts and audiences.

As translation students will work in the translation industry, they should possess employment skills that cover more than usually translation competence does. There are four major skills essential for employment success (Deming, 2017): (a) cognitive skills, such as the capacity for analytical thought

and problem-solving, (b) technical skills, including meaning transfer skills and mastery of skills to use computer assisted translation tools, (c) non-cognitive skills, such as character qualities like reliability and open-mindedness to new things, and (d) social skills, including communication, sensitivity, and the capacity for teamwork. While cognitive and technical skills have been valued the most in the labor market, according to Deming (2017) non-cognitive and social skills are increasingly significant as jobs become more complicated and call for more interpersonal interaction. However, so far there is a very limited number of publications on how to facilitate the building of the noncognitive and social skills. This article is a proposal of a teaching method to build those skills.

Equipping the students with these skills can be done if the curriculum, the classroom activities and laboratory activities are appropriately prepared and the teacher is ready to do that. The following is my proposal for a set of translation course.

The Proposed approach, design and procedure

Referring to Davies (2004), a good course design should contain synchronized approach, design, and procedure. Approach is the theories or belief about the nature of the subject, i.e. translation. The approach chosen here is empowerment approach. This is based on the belief that translation teaching shall empower the students to be a professional translator. This belief can be traced back to the constructionist view of education.

Design refers to the actual classroom dynamics (content selection, aim sequencing, students and teachers' role, and even classroom setting). For the design, there is one main design for the three translation courses. The courses should be given at least three semesters; the first is a prerequisite for the latter. These three courses are actually one whole translation course. The first course (say, Translation I) would contain basic principles in translation and translation skills training. This is basically a "skill-oriented approach". The students' roles are trainees and the teachers' role is a trainer. The second course (Translation II) would contain exercises in translating various types of text using an integrated approach, where the teacher is the facilitator. This is basically a "function-oriented approach". The classroom procedures for Translation I and Translation II are not described here since there are good books containing such teaching scenarios or procedures, for example, *Multiple Voices in the Translation Classrooms* by Davies (ed.) (2004) for Translation I and *Text Analysis in Translation: Theory, Methodology, and Didactic Application of a Model on Translation-oriented Text Analysis* by Nord (2005).

The third course can be called Translation III, Translation Practicum, or Translation Field Work. Here is project-based learning is employed. The procedure for this translation course is different from the previous courses. The activity in this last translation course can be one or some of the following:
-　students do projects from real clients
-　students do an apprenticeship program with a regular report to the teacher
-　students run a student translation agency at the university

The most important characteristic of this course is providing the students with translation projects (from real clients) with a professional-like situation under the distant or close supervision of the teachers.

See Figure 1 for a clearer idea of the classroom procedure for this course. Like any other project-based learning, this teaching requires students to work in a group of four with the following roles. Student 1 is the project manager, student 2 is the editor, and Students 3 and 4 are the translators. The teacher is the client's representative. The teacher receives the translation work from the real client or supervises the students to obtain real translation work from the campus or other parties. The project manager (student 1) is responsible for obtaining translation work, organizing a meeting to discuss the translation project and meeting the deadline. The project manager (PM) asks the editor to be the secretary of each meeting and make a minute of the meeting. The roles are rotated with every new translation work so that every student can develop his/her potential in all roles. This working procedure will nurture students' cooperative skills (teamwork), professional responsibility, creativity (especially in looking for clients if the ones are not provided by the teacher and in solving the problem), and skill is project management. These all are important aspects of a professional translator's life.

For a better picture of the actual flow of work of the students see Figure 1 below. From the figure, it can be seen that the teacher assigns the group translation work. Then, the PM assigns the translator to translate the text. The translators (students 3 and 4) submit the translation result to the editor (student 2), who will check and discuss the revision with the translators. Upon finishing the revision, the editor submits the result to the PM who will in turn submits it to the client representative (teacher).
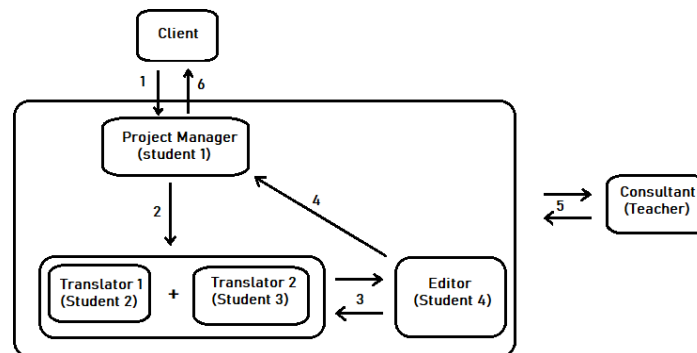

Figure 1. Flow of translation work in Translation III (adapted from Hariyanto (2013)

As a client representative, the teacher checks the quality of the translation based on the following error categories: (a) language, (b) terminology, and (c) accuracy. These error categories are selected as these are the three out of four major categories across translation quality metrics available nowadays. The fourth category "style" is not used as there is the least consensus around what constitutes stylistic error (Obrien 2012). To compensate for the "style" category, the element of naturalness is included in the language category. Under the language error category,y there is wrong grammar/syntax, inappropriate punctuation/spelling, and no naturalness/fluency. The terminology includes a lack of adherence to the client's glossary, a lack of adherence to field-specific terminology and a lack of consistency if term use. In the der accuracy error category there is wrong meaning, omission of meaning, the addition of meaning, and wrong cross-reference.

The severity of each category is defined as follows. An error is called 'minor' if they are noticeable but do not have a negative impact on meaning and will not confuse or mislead the readers. A 'major' error is one which has a negative impact on meaning. Finally, 'critical' errors are the ones that have major effects on meaning and product usability, company liability, consumer/readers' health, safety and behaviour and understanding (Obrien 2012). The score of the students is based on the total error penalty. For practical purposes, the penalty for critical error is 10, major 5, and minor 1. This translation quality is checked to assure the quality and score of the student's work. After being checked by the teacher, the translation is given back to the group for revision before finally being sent to the client.

For the translation process score, the teacher can evaluate it based on his/her observation of the meeting and activities in the classroom and minutes of the group meeting. This is the difficult part because students do the translation work mostly outside of the classroom.

Students' reactions

Using a questionnaire, the writer collected students' opinions on the improvement of their noncognitive and social skills. The items social skills and noncognitive skills are derived from Deming (2017). The table below shows the result.

Table 1. Students' opinion on the improvement of noncognitive and social skills.

Noncognitive Skills	Yes	N	%
Reliability	17	20	0,85
Open-mindedness	15	20	0,75
Decision making	12	20	0,6
Motivation to succeed	13	20	0,65

Social skills	Yes	N	%
Communicate	15	20	0,75
sensitive to other's problem	14	20	0,7
Teamwork	17	20	0,85

From the table above it can be seen that the reliability and teamwork skills of 85% of the students, open-mindedness and communication skills of 75% of the students also improved. Sensitivity to others' problems of 70% of them improved also. However, decision-making skills is reported improved by only 60%.

This result, especially the one on teamwork is in line with the result of the study by Hariyanto (2021) who found that project-based learning improves, among others, professionalism, creativity and innovation, adaptability and emotional intelligence, communication, intrinsic motivation, extra effort, teamwork, ethics/integrity, creativity and innovation, self-awareness, change management, and leadership skills. Decision-making improved the last may be caused by the fact that only 4 students out of 20 assumed the role of managers.

An interview was done with one of the manager students to reveal what he thought he learned from the project-based learning. He thought that he like the procedure as it prepares the students for future work. This can be seen from the transcription below.

Transcription 1:

I found the experience in that class really helpful for making sense of what the translation business looks like. I learnt how to build an "image" of a good translator, set the service standards, promote the service, work with deadlines, and many more. I was immersed between the translation theory and practice at the same time that having learnt the theory was not enough if you think it is your passion; you need to have hands-on experience about it. However, jumping to the practice means that you need to master the theory. Theory here includes everything I had learnt in the previous class (translation course was in one year sequence with two credits for each semester), such as the principles of translation, how to translate words or sentences, what strategy of translation do you use when dealing with certain texts, what tools do you need, and even how to communicate effectively with the client. At this end, I think the "practice class" was kind of a bridge for students to have exposure on the business of translation itself. Moreover, I liked the idea of having students worked together as a group (consisting of two or three people) since it was the first experience for all of us to be at the real translation service. So it was good to have people that we enjoy to working with. We planned the job together, found solution for any troubles emerged, and the interesting part was sharing the profit. Although it was not that profitable, it made me realize that translator is not cheap, people really need to appreciate us as a professional who deserves proper rate for the job.

Motivation to succeed is also one that is improved from the procedure. See the following transcription.
Transcription 2:

What I liked the most from the class was the experience to look for clients. Because the lecturer set number of clients we should have during the semester, we literally hunted clients everywhere through any medium of advertisements. It was a challenging yet enjoyable task, which made me think that there is almost no competition between translators in this kind of business. Everyone has different offer with different skills, specialties, and tools. There are thousands of people out there who need exactly different services too.

The communication skills improvement can be derived from this transcption.
Transcription 3:

Beyond the process of this class, I had a chance to build networking with various professional translators and organizations. Even I should say that this networking was more helpful for me in becoming professional translator than the class itself. I met amazing people who are willing to share their experience and story, lift and nurture young translators like me. I got involved in many of

translation events like workshop, seminar, gathering which all of them were touching on improving our skills, services, and networks.

However, the students also noted one possible negative side as follows.
Transcription 4.

I feel like the lecturer was not that knowledgeable to mediate or navigate the process since he was not on the job market himself, nor had he ever been one. I would say it would be interesting to have a lecturer for that particular class who has the "market" experience, the one who are running the business himself, so that he has a lot to share.

4. CONCLUSION

Translation I and Translation II as described above is the period where the teacher models and trains the students with a high degree of help, guidance, and facilitation. The approach used in Translation I is basically a "skill-oriented approach". Translation II basically adopts a "function-oriented approach". This is basically a "skill-oriented approach". In Translation III, the one with the empowerment approach, the teacher lets the students work on their own with minimal help. This sequence is like a scaffolding strategy, where at the end of the course series, students can work independently. In addition to this scaffolding strategy, students are also provided with a professional-like environment where they have to develop professional and entrepreneurship attitudes.

Finally, there is a note from the field. This idea has been tried out in a private university in Malang, Indonesia. There are some lessons learnt from the field. First, the teacher was not a professional translator, so he did not have good networking with professional translators and/or clients. As a result, no translations from publishers and companies are received. However, the PMs managed to get the translation work from other students. The materials are in the form of research abstracts and articles.

Second, the student's non-cognitive and social skills improve with the implementation of a project-based learning procedure in the translation practicum class.

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