

INTRALINGUAL TRANSLATION LITERACY IN WRITING RESEARCH PAPER

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Abstract

University students often have to make research paper or theses. Most of the time they depend on the English-written materials to complete these tasks. For that reason, their translation skills need to be really high to avoid mistakes in mistranslation. In paper written in the students' L1, interlingual translation is conducted extensively. However, for students of English departments, they have to conduct the translation intralingually, especially when they have to summarize or paraphrase a certain reading materials. In such context, the translation skills required to do the intralingual translation is as high as, if not higher than, the skills to perform interlingual translation. For that reason, universities need to determine the intralingual translation skills necessary to be taught in academic writing class, i.e. the class in which research paper writing is taught. This research aims to identify the intralingual translation skills that need to be learned by the students to be able to successfully write a research paper. The identification aims to gather written data from the students in order to make informed decisions on the suggestions for future teaching of academic writing subjects.

Keywords: *Intralingual translation, research paper, translation literacy*

Introduction

The word intralingual translation refers to ‘an interpretation of verbal signs by means of other signs of the same language’, or, rewording (Jakobson, 1959). Along with his other two categorizations, interlingual and intersemiotic translation, the former tend to be overlooked in fields of research. This has been confirmed by Zethsen (2009) who states that it is almost impossible to find relevant literature relating to intralingual translation, and equally difficult to find detailed empirical research on it.

To continue discussing and doing an in-depth analysis on intralingual translation, the seminal essay by Jakobson in 1959/2000 needs to be highlighted. As a starting point of many research of the same nature, there is a need to point out the definition and the typology of translation that he proposes, they are:

- Intralingual translation, as explained above;
- Interlingual translation, otherwise known as translation proper, which is an interpretation of verbal signs by means of some other language, and;
- Intersemiotic translation, or transmutation, which is an interpretation of verbal signs by means of signs of nonverbal sign systems.

(Jakobson 1959/2000: 114)

As interlingual translation, or translation proper deals with finding equivalence, intralingual translation, or rewording is about finding a synonym. One interesting take from Zethsen's article (2009) points out that finding synonyms is a every bit as difficult as finding

an equivalence since neither equivalence nor synonym to other language or the same language is absolute. Further, she adds that the issues they (intra- and interlingual translation) share are similar in order.

As for the use of intralingual translation, it has seen many advantages in the transfer of expert-to-layman communication (Zethsen, 2009), and the topic of this research, the writing of academic article in the foreign language for non-english speaking students. The latter becomes the object because it is a necessary activity to be performed in any higher education settings as in the author's country, and because it is also the area in which plagiarism is often found. If not dealt with accordingly, this problem will become a habit and it will damage the credibility of the researches and researchers of this country, and the institution, to be specific.

Some researches on the similar topic have been conducted; albeit they are of different focus. One research in Lithuania focused on the attitude of the learners toward reading, writing, and translation. Another focus on the skills of rephrasing and one research from the same country as the researcher, which is Indonesia, analyses the problem of translating academic texts. These researches are similar to the author's research in the sense that they are looking for methods to improve translation proficiency, deals with the skills of rephrasing, and translating academic texts or its problem. However, the biggest difference is the source language used in the research by these researches. The three researches referred to in this paper view translation in the context of interlingual; it is a translation from one language in the source text, to another in the target text. This research, on the other hand, observes the intralingual aspects of translation of academic texts. Having known the biggest difference between the research, the followings are further elaboration of these similar studies.

The first study by Kavaliauskienė (2010) in Lithuania addresses the issues of students' attitude toward reading, writing, and translation, as well as self evaluation on the proficiency of those skills. The result shows that, to improve proficiency in reading, writing and translation, first, there is a need to improve the students reading rates. Secondly, the author suggest a training on the metacognitive strategies to improve the students read-to-write skills. Finally, in relation to translation, there is a need to improve translation proficiency from L1 to L2 through code switching training. From this study, one important aspect which are closely related to study is in the author's suggestion to conduct a code-switching activity. In Kavaliauskienė's study, students are paired to conduct a back translation with the following procedure:

- Different short and not too linguistically complex texts are selected;
- Students in pairs translate the passages from L2 into L1;
- Then pairs exchange their versions of translations and different pairs re-translate the passages back into L2.
- Finally translations from L2 into L1 and back into L2 are examined and compared with the original texts.

(Kavaliauskienė, 2010)

Another study by Kovacs (2019) focuses on translation training in its relation with academic texts. Kovacs mentions that academic texts translation not only requires extensive knowledge and experience of a translator, but also needs to be in accordance to the field's accurate, standardized, normative language form. Kovacs' study aims to assess the skills and factors which cause the difficulties in writing and translating academic texts. These skills/factors include the skill of paraphrasing, use of academic style, and proof-reading. In the paraphrasing aspect, three items characterize the assessment, they are:

- The use of synonyms
- Word class alteration
- Word order changes

From the research, the author focus on the conclusion closely related to this paper, namely in regards to the paraphrasing performance of the students. Kovacs concludes that the (lack of) performance in rephrasing was determined by the linguistics knowledge of the students. From the conclusion, it can be summarized that there is a need to improve the students language knowledge before they can paraphrase or rephrase successfully.

In another research, Napu and Hasan (2019) also conducted an analysis of translation problem in students' academic essay. They made use of Mathieu (2003) translation issues' theory to analyze the linguistics and non-linguistics problems found in students' essay translation. Their research found that linguistic aspects, such as grammatical problems, lexical choice, rhetorical, and pragmatic problems become the main issues in the students essay. The theory by Mathieu on the translation problems can be categorized into five, namely word choice problem, grammatical problem, rhetorical problem, pragmatic problem, and cultural issues. While grammatical and word choice problems are self-explanatory, rhetorical problem is said to be related to the inability to comprehend figurative language. Pragmatic problem deals with the interpretation of intended meaning while cultural issues is related to the difference in culture of the two languages involved in the translation.

From these three studies, the author concludes that intralingual translation, and its relation to the writing of research paper, is about rewording or paraphrasing, which consists of elements such as synonyms, word order, word choices, and their alteration, with problems such as grammatical, rhetorical, and pragmatical problem, as well as the problem with the culture/s embedded in the languages involved. In addition, trainings to overcome this problem does not always refer to the intrinsic elements of the language itself, but also on the habitual practice of the aimed skills and improvement of students literacy and language knowledge.

Methods

On this paper, the analysis was conducted on the students' thesis proposal. Students are asked to submit their proposal and one or two references that they use in their research paper. Their paper is analysed using Kovacs' elements of paraphrasing, and Mathieu's theory on the problems of translation. There are two research paper which will become the sample in this research. The paper is chosen based on the students previous performances on the subjects of academic writing, the gender of the students, and the representation of the population. The discussions is presented in tables for easier viewing. The students real name is not revealed in the discussion for privacy purposes. They will simply be labeled as J and F. The discussion is written in this order:

Sample of the citation —————> Conclusion—>Discussion —>Suggested Training

Findings and Discussions

Student J

Here are the reference and its citation in the students' paper:

Table 1. Student J's Citation and its reference

Student J's paper	Reference
<i>"Comedy is used to introduce social issues to the audience and give the audience a memory related with the social issue."</i>	<i>"...humor is a well-established tactic, given its ability to cut through message clutter, capture audience attention, and improve the audience's ability to remember the messages."</i>
<i>"Comedy encourages the audience to take positive actions regarding the social issues."</i>	<i>"Learning more is not necessarily a precursor to developing a favorable attitude or taking action."</i>
<i>"Comedy helps people learn about social issues in a light manner through humor."</i>	<i>"Comedy offers a way for audiences to engage in complex social and civic issues by simplifying and making them accessible."</i>
<i>"Comedy helps people to put themselves in other's shoes which will give the audience a new way of thinking and making sense of the world."</i>	<i>"Comedy can influence individuals' real-world perspectives about unfamiliar people and often divisive social issues or cultural norms by allowing them into personal worlds in non-threatening ways."</i>
<i>"People tend to share comedy content with others. The act of sharing will result in the amplification of the message. Therefore, the message related with social issues that is delivered by comedy can reach many people."</i>	<i>"Sharing a funny media product is a way to express individual values and identities, and to commemorate shared cultural moments – and in so doing, allows comedy to exert influence."</i>

To conclude, based on the categorization of both Kovacs and Mathieu, student J has partially been successful in conducting an intralingual translation. This partial success can be seen from the practice of using synonyms and rephrasing demonstrated by said student. The author did not find word order changes in the paper written by student J. Notable synonym which can be found in student J's paper is in the word 'humor' which was often altered into 'comedy'. In terms of rephrasing, the citation almost show no signs of the original written in the reference. In other word, student J has written the concept in the reference using her own words.

However, in relation to Mathieu's concept of translation problem, the paper written by student J shows several issues. The first issue is on the word choice, particularly, in terms of collocation. One example of this is in the phrase 'give the audience a memory'. A simple google search shows that the word 'memory' does not collocate with the word 'give'. The similar can also be seen in the phrase 'share comedy.' The second issue is with the questionable addition in the citation. In the second row of table 1, we can see that in the reference, the phrase used is 'take action'. However, in the citation, it is changed into 'take positive action'. This, in the author's opinion, is not appropriate since the action stimulated by the comedy can also be one that is bad.

From this, the author can suggest in practicing collocation and accurate rendition (namely without any addition or reduction in intralingual translation training, especially when translation academic texts.

Student F

Here are the reference and its citation in the students' paper:

Table 2. Student F’s Citation and its reference

Student F’s paper	Reference
<p><i>“The absence of copula and auxiliary for contractible forms of is and are (e.g. She nice for ‘She’s nice’ or They acting silly for ‘They’re acting silly’) has been one of the most often described structures of AAVE.</i></p>	<p><i>“The absence of copula and auxiliary for contractible forms of is and are (e.g. She nice for ‘She’s nice’ or They acting silly for ‘They’re acting silly’) has been one of the most often described structures of AAVE.”</i></p>
<p><i>“Invariant be, <u>also known as non-finite be</u> is the most <u>prominent</u> grammatical trait of AAVE.”</i></p>	<p><i>“Invariant be in sentences such as Sometimes they be playing games, <u>also referred to as non-finite be</u>, habitual be, and be, is <u>probably the most salient grammatical trait of AAVE</u>, to the point of becoming a stereotype.”</i></p>
<p><i>“The use of done with the past tense of a verb, as in “They done used all the good ones,” is a structural <u>feature</u> of AAVE that is shared with Southern European American vernacular English varieties.”</i></p>	<p><i>“The use of done with the past tense of the verb, as in They done used all the good ones, is a persistent structural <u>trait</u> of AAVE that is shared with Southern European American vernacular varieties of English.”</i></p>
<p><i>“In sentences <u>like</u> “My ice cream be done melted by the time we get there,” AAVE <u>may use</u> the words be and done together to <u>indicate</u> a resultative or future conditional state”</i></p>	<p><i>“AAVE <u>may also show</u> a combination of be and done together in sentences <u>such as</u> My ice cream be done melted by the time we get there, <u>marking</u> a resultative or a future conditional state”</i></p>
<p><i>“The narrative use of the auxiliary had with a past or perfect form of the verb is to indicate a simple past tense action, as in “They had gone outside and then they had messed up the yard...”, <u>is one of AAVE’s more recent features.</u>“</i></p>	<p><i>“<u>One of the newer features of AAVE</u> is the narrative use of the auxiliary had with a past or perfect form of the verb (see the section on irregular verbs) to indicate a simple past tense action, as in They had went outside and then they had messed up the yard... .”</i></p>
<p><i>“The formation of negation in AAVE is <u>similar</u> to that of other vernacular varieties of English in the <u>United States and elsewhere.</u>”</i></p>	<p><i>“The formation of negation in AAVE is <u>not particularly distinct</u> from other vernacular varieties of English in the <u>US and beyond</u>”</i></p>

To conclude, Student F has also been partially successful in conducting an intralingual translation on his reference. This can be seen from the results which mostly utilize word order changes and synonyms. One example (the first) even shows that the reference is copy-pasted in a whole; there has been no effort to rephrase the sentence. However, the author decides to dismiss this example since it is not seen in the others.

As mentioned earlier, most parts of the citation only utilizes a change in word order and synonyms. A change in word order can be seen in example 4 and 5 of table 2. As for the synonyms usage, it is shown in example 2 to 6. The synonyms ostly correspond well with the original words, however, as with student J’s example, there is a collocational problem in the example made by student F. This problem can be seen in example number 4. In said example student F use the phrase ‘AAVE may use...’ to replace ‘AAVE may also show...’. In the author’s opinion, this is a problem since AAVE is not a subject that can use an active verb ‘use’.

For this reason, the author believe that, just like the case with student J, there is a need to focus intralingual translation training with collocational uses.

In addition, unlike student J's paper which uses her own words in citing the reference, student F simply change some words and order of the sentence. In other word, there is also a need to enrich the students knowledge on how to rephrase using their own words.

Conclusion

As can be seen the representation of the students' research paper, especially on the subject of intralingual translation or rephrasing, there are two methods employed by the students, deconstruction of the meaning to be written in their own words, and the highlights of keywords and structure to altered in terms of word order and word choices.

In the two methods, in terms of training to be given to the students in relation to intralingual translation, there is a need to train the students on the use of proper collocation. In addition, there should be an emphasize in the training to pay attention to the intended meaning in the original, and to avoid reduction or addition which may disturb said meaning. Finally, there is also a need to train the students on how to conduct a proper rephrase in conducting intralingual translation, as it is not enough to teach them with only the changing or word order or the use of synonyms.

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