Poetry Translation
A Teaching Practice

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Abstract: This paper explored a practice of poetry translation teaching in the course of Translating Literary Works. Some procedures in the teaching were practiced orderly to achieve the formulated teaching outcomes. The participants were 55 of the fifth semester students at the English Language and Literature Studies in one prominent public university in Bandung, Indonesia. The procedures implemented in the teaching of the translation course were developed based on the theory of cooperative work procedures for translation (Salas, 2000), theory of teaching translation (Hewson and Martin, 1991), theory of principles and method of translation (Newmark, 1991), and the steps of translation teaching process (Duff, 1989). The students' responses to the activities practiced in the TLW class indicated that they were highly interested (96.40%) in the poetry translation, while the remaining students (3.60%) showed lower interest in it. There are at least nine categories of responses underlining the students' interest in poetry translation, i.e. in terms of its unique challenges, teaching and learning process, understanding development, types of presented materials, poetic language learning, students' expression, cultural related words, students' interest in literature, and true understanding of literary texts.

1 INTRODUCTION

Translation is generally defined as an activity of transferring a language from one source language (SL), a language of the text writer, to one or more target languages (TLs) of the targeted text readers. The activity of the language transfer is theoretically simple, but it is complicated in its real practice. The complexities of the translation processes are due to the mental processes constituted in the translators' skills and competences to produce the intended target language (s) (Neubert, 2000; in Schaffner and Adab, 2000). In addition, the complex cognitive processes of the translation activity are also shared by Albir and Alves (2009) indicating that translation process consists of interactive and non-linier nature encompassing controlled and uncontrolled processes covering, i.e. problem solving, decision making, and implementation of strategies.

Considering the complexities of the translation process which are very much dependent on their various phases, problems, and strategies (Bell, 2001; in Baker and Malmkjaer, 2001) to preserve the meaning and its required structures, the translators are still demanded to arrive in the intended final translation products (Basnett, 2002). In addition, the system of translation activity consists of complex procedures, i.e. analysis of the source text, the transfer into target language (s), and the text restructure to result in the intended quality translation products (Nida and Taber, 1969; in Hatim and Munday, 2004). These complexities of the translation processes require the translators to work professionally to culminate in the quality translation.

In order to achieve the professionalism of translators, they need to improve their skills and competences in translation through relevant education and trainings. Systematic formal teachings and continuous (in)-formal trainings provided by professional teachers and trainers may enhance the translators' performances in practicing their works. These teachings and trainings are mainly intended to improve the rapid growth of the students' passive and active knowledge of a foreign language (Gile, 1995). Then, the formal translation teachings and trainings can be effectively conducted by professionals in the academic institutional setting (Schaffner and Adab, 2000).

With regard to the required competences and experiences for the translators, therefore, the teaching of translation courses at the university level should be designed comprehensively. Some aspects of skills, science and arts, linguistics, theories, principles, and methods of translation are then considered important to be included in the teaching and training for translators (Newmark, 1991). The design of the translation teaching then would be more effective and accurate when it is formulated based on some research findings on the practices of translation teaching, i.e. poetry translation which is now given more attention by the students and it can attract their interest to study translation.

This paper aims to investigate the practice of translation teaching in order to attract the students' interest in translation through poetry translation.

2 REVIEW OF LITERATURE

2.1 Literary Translation

Literary translation concerned with any kinds of literary works such as poetry, prose and drama (Hermans, 2007; in Kuhiwczak and Littau, 2007; Lambert, 2001; in Baker and Malmkjaer, 2001). When it is practically viewed, as one of the literary translation, the poetry translation is generally considered the most difficult, demanding, and rewarding form of translation (Connolly, 2001; in Baker and Malmkjaer, 2001). The difficulties of poetry translation can be seen from the language, its content and forms, and the nature of the translation tasks.

In the process of teaching literary translation, in addition, practicing the literary translation can be an exciting and challenging activity for college students. This translation practice gives an opportunity for the students to explore the literary works in terms of the author's emotion. Since the texts of literary works relate to the author's emotion, the students should consider the accuracy or correctness of their expressions, choice of words and structure of their sentences to maintain the quality and the actual meaning shared by the author in doing the translation works. In relation to the excitement of the literary translation, some relevant experiences in the practices of Japanese literary translation class are shared by Porcaro, et al. (1999) reiterating that literary translation class is a unique, challenging and exciting practice for the students.

2.2 Translation Teaching

Teaching translation activity includes teacher's activities and students' activities in the classroom. The class activity may include the discussion about translation, switching from examples to generalizations and back to examples; the inspiration for the students to continue their activities, collect examples, and learn by themselves. The main purpose of teaching translation is providing the students with some relevant theories, experiences, and practices of translation (Schaffner and Adab, 2000). It also provides the students with some bases for writing skills, doing some discussion, and teaching some procedures and techniques of translation (Duff, 1989). In order to reach these activities, the teaching of translation should rely well on the students to have better access and clear indication of their progress, and better interactive relationship between the teacher and students in the translation teaching.

The objectives of teaching designed by the teacher will require necessary efforts for the teacher to achieve them. Creativities in the teaching of translation and the better organization of the class activities can be implemented through cooperative work procedures suggested by Salas (2000). The cooperative work procedures consist of some activities of teaching from the beginning to the end of the class, they are: (1) selecting materials based on the defined objectives for translation practice; (2) identifying the source text and its readership; (3) reading the whole text comprehensively; (4) reading the text deeply with the emphasis on the appearance of problems; (5) dividing text into segments based on the number of students' groups; (6) doing preliminary translation (i.e. familiar topics to students); (7) Consulting complementary literature (i.e. unfamiliar topics to students); (8) doing the second translation; (9) reading out students' own translation version; (10) following the reading of students' text attentively; (11) setting up all necessary conventions; (12) taking notes and discussing the in(convenience) of the contributions and comments arising from the analytical reading; (13) analysing the translation strategies and procedures; (14) handing in the final version of the revised and post edited segments; and (15) making the final revision, giving formative evaluation, making comments, and analysing failures and weaknesses.

In relation to the teaching practices, there are at least three main headings of class activities: preparation, in class activity, and comments (Duff, 1989). Preparation consists of preparing materials

required for the teaching and deciding the ways to teach the materials. Then, in class activity consists of explanation, discussion, translation practices, and provision of solutions of the problems faced by the students in translation practices. In comments, an evaluation of the former activities is done through the provision of the evaluation for the students' comprehension to the materials and the assessment of the students' translation products. As stated by Way (2000, in Schaffner and Adab, 2000) that some basic parameters are needed for the organization of the translation course and for the development of the students' translation competence. The basic parameters used to measure might be based on the professional market, students' profiles and expectations, course objectives, choice of fields and text typology.

2.3 Problems in Translation Teaching and Their Ways Out

The translation problems in this research refer to objective problems which are neither irrespective of their level of competences nor their technical conditions of work. The problems of translation are classified in four different problems: (1) the particular feature of source text; (2) the nature of translation task; (3) the differences in norm and convention between the source and target culture; and (4) the structural differences between source and target language (Nord, 1991). Then, Gile (1995) identifies that one of translators' efforts in doing translation task is in handling translation errors caused by some aspects, i.e. an adequate pre-existing knowledge as the consequence of the insufficient command of the source language; insufficient analysis in the comprehension phase; insufficient efforts in knowledge acquisition; and insufficient efforts in the reformulation loop. In addition, Li (2012) identifies six problems in the translation teaching in China: (1) insufficient translation teaching faculty; (2) insufficient class hour; (3) unreasonable translation textbook; (4) the absence of modern translation technology; (5) the negligence of translation ethics education; and (6) the students' lack of translation practices.

Meanwhile, the problems found in the translation literary text usually deal with cultural bound such as the cultural, social, and moral barriers (Haghighi, 1994; in Dollerup and Lindegaard, 1994). The translation problems both in general text and literary text have to be handled in appropriate ways. For example, in the process of translation, it can be solved by applying the appropriate model of translation

process (Gile, 1995) and selecting the relevant translation techniques and procedures (Newmark, 1982). In teaching translation setting, meanwhile, the translation problems can be avoided by implementing the appropriate procedures of teaching practices such as giving the students translation task based on their level of competences and selecting texts before teaching translation or translation training (Gile, 1995), Nintai, 1994; in Dollerup and Lindegaard, 1994), and Kelly, 2000; in Schaffner and Adab, 2000). Moreover, Li (2012) offers some solutions to the problems in the translation teaching in China, e.g. training sufficient translation faculty, providing sufficient class hour, compiling proper translation textbooks, introducing translation technology into the class, educating translation ethics to students and guiding the students to take part in more translation practices.

2.4 Teaching Practice Development

The teaching practice is developed based on the theory of cooperative work procedures for translation (Salas, 2000), theory of teaching translation (Hewson and Martin, 1991), theory of principles and methods of translation (Newmark, 1991), and the steps of translation teaching process (Duff, 1989). The procedures are divided into five main stages: (1) planning, (2) in class activity, (3) feedback (4) revising; and (5) students' reflective writing.

3 METHODS

This research applied a qualitative method with some percentages of the qualitative data to see the number of students interested in poetry translation. The data were collected from 55 fifth semester students at the English Language and Literature Studies in one prominent public university in Bandung, Indonesia taking the course of Translating Literary Works. The teaching practice implemented in the teaching practices of the translation class was developed based on the theory of cooperative work procedures for translation (Salas, 2000), theory of teaching translation (Hewson and Martin, 1991), theory of principles and methods of translation (Newmark, 1991), and the steps of translation teaching processes (Duff, 1989). The teaching practice was divided into five main stages: (1) planning, (2) in class activity, (3) giving feedback (4) revising; and (5) students' reflective writing.

4 FINDINGS AND DISCUSSIONS

4.1 Planning

Planning is an activity to prepare acting phase in teaching poetry translation. The activities at the planning stage done by the lecturers consisted of formulating the objectives of teaching, selecting and developing teaching materials, and implementing techniques used in the class, and planning evaluation for the students' works.

First, according to this practice, the objectives of teaching poetry translation were focused on (1) building students' understanding of literary translation theory by directing experiences from the students' translation practices to class discussion; (2) developing students' abilities in translating poetry by activities of presenting students' works and sharing the students' specific experiences in their translating practices, and (3) strengthening students' problems solving by developing students' creativities through applying some relevant translation techniques. The teaching objectives were then formulated into teaching outcomes that would be achieved in every session of the scheduled classes.

Next, the selection and development of teaching materials were the stages to decide the materials appropriate with the teaching formulated outcomes. The activity is commonly done in the first session of the class of translation. Tabling the description of material is then needed to identify the types of activities done in class activity. The following table is shown as the guidance for describing the material development.

Table 1: Description of material development.

No	Categories	Yes	No
1	The material covers the theory of translation in general	√	
2	The material covers the theory of literary translation	√	
3	The material is developed based on the teaching outcomes	√	
4	The poetries for translation practices are selected together by the lecturer and students	√	
5	The poetries selected are in different topics and forms	√	
6	The poetries that will be translated are interesting for the students	√	
7	The materials given to the students are appropriate with the level of their difficulty	√	

According to the table, the poetries that will be translated are selected by the lecturer and students. This activity is aimed at giving students the opportunity to decide the poetries they are interested in and the ones expected by the students. The lecturer, of course, selected the poetries to decide the appropriate level of difficulty and types of poetry that would be practiced. Topics of love and friend relationships are favourable for the students to practice.

4.2 In Class Activity

In class activity is considered as the main stage in the teaching practice. The activities of the practices in the class activity are divided into some steps, i.e. (1) establishing a common knowledge base; (2) applying a reading for effect; (3) conducting translation practices; (4) presenting and comparing the students' works; (5) sharing and discussing students' translation experiences; and (6) giving the feedbacks. The common knowledge given by the lecturer is useful for the students to do translation practices since it is about specific theories related with translation, principles and methods of doing translation to solve the problems faced by the students.

Then, reading for effect is reading activity of the source text to get the students' comprehension concerning the words and terms in specific text. Poetry is known as a difficult text to translate since it has different characteristics from the text in general. Viewing from the content, the message delivered in poetry writing is not only for the information. It consists of writer's emotion and aesthetic components. From the form, however, it has a specific form with its rhyme. In order to catch the feeling of emotion and special message of the poetry thoroughly the students should comprehend the poetry well. The reading for effect is then needed for the students to comprehend the meaning of words and grasp the special author's message. The beauty of poetry, therefore, can be properly translated.

Conducting translation practices, in addition, can be done by students individually or practiced in groups. The purpose of the translation practice was to apply translation theories in specific type of text and stimulate the students into actual translation competence development. Some dictionaries, both manual and digital dictionaries, are allowed to use in the practice of translation.

The following activity is presenting and comparing the students' works. This activity is purposed to introduce the students to the critical knowledge of the target language. Procedural aspects

of translation decisions made by students are revealed on the basis of the different interaction of mental process in comparing the students' translation works accompanied by immediate correction or error analysis and sharing experiences. In this activity, the students are reading their result of translation in front of the class. The other students have to notice it well and compare it to their own works. They sign differences of the translation of words, phrases or sentences by underlining, circling or colouring them. It should be emphasized that the differences of translation in some words, phrases or sentences of their translation works do not mean that they make some mistakes. The differences of the translation may be caused by the students' comprehension of text and the properness of choosing the word in target language. From these activities, it is expected that the experiences derived from the presentation activity help the students in understanding and strengthening translation theories they have learned and give the students opportunity to try to know and explore what other students do in their process of translation.

Finally, by the activities of presenting and sharing students' translation experiences, it is expected to give the retrospective practices. The real practices and problems faced in the translation process are shared and discussed. The discussion, hence, dominated by discussing on what problems found by the students, what solutions and techniques have been made and used and how they handle the problems.

4.3 Giving Feedback

Feedback was given by both the lecturer and the students. The feedbacks from the lecturer are in line with two terms based on process and product. According to the process, the feedbacks are purposed to (1) develop students' competences and production of translation; (2) build students' awareness of the difference of transfer strategies; and (3) train the students' ability to selected solutions to encounter translation problems. The criteria of the translation evaluation are needed to assist the students raising awareness of the decision making and revision stages of the production process.

In addition, the evaluation which was focused on a product was given emphasis on the students' translation works as the results of the students' translation practices. The main purpose of the evaluations was assessing the students' translation quality. In this practice, the assessment of translation quality is evaluated through the product of translation identified from the translation errors made by the

students in the translation of the texts. Some lecturers' corrections were given on the students' translation works based on the objectives of the formulated teaching. The criteria of evaluation are determined based on the criteria proposed by Salas (2000) such as comprehension, sense and ideas, lexico-semantic level, writing style and register, creative translation to translation problems, transfer and re-wording (use of translation procedures), and cohesion and coherence.

In the process of giving feedback, the lecturer plays an important role as a model and a facilitator. As models, lecturers have to give good examples to the students. They have to make an accurate decision in solving the problems in doing some translation works. They also have to be ready with some challenges made to provide the students with the best example of translation works. In addition, they have to be brave to translate some materials that have not been prepared earlier by the lecturer. It means that the lecturers have to show their expertise in front of the students in order to give the best translation techniques used for certain materials.

Meanwhile, feedbacks from the students were given in form of comments directed to their fellow students presenting their work by comparing their own translation with that of others. Comparing students' works then can motivate the other students to criticize the students' works and make some decision precisely related to method, technique, and word choices. Furthermore, they can be considered experts because they can give criticism by reviewing and analysing the other students' translation works.

4.4 Revising

According to the discussion in the class presentation and in the sharing of students' experiences, the students then revise their translation by deciding which of the meaning of words is appropriate to translate the words, phrases, and sentences. It is hoped, therefore, the error analysis done together by the lecturer and the students are expected to be able to improve the students' ability in identifying and analyzing the source texts, developing more reliable students' translation techniques and having some confidence in translating. Hence, they become more creative in solving the problems found in translation activities and giving them confidence in translating.

4.5 Students' Reflective Writing

Students' reflective writing is the final stage in this procedure. It is done in the last session of the meeting

class or workshop. In this activity, the students were asked to write down their experiences obtained from the class of the poetry translation. The reflective writing should contain of the translation theories learned, practices done, problems faced, solutions undertaken to handle the problems, and the translation product/s found to be the best practices. The reflective writing would remind the students to the activities of the whole semester when the lecturer described some important issues on translation studies, when the students wrote their experiences in doing some translation works, and even when there were some discussion sessions with the lecturer and the students, they would be reminded to those activities through the reflective writing. In other words, the reflective writing consists of what have been experienced and learned by the students during the semester. The experiences are commonly written in an academic portfolio.

4.6 Students' Responses to Poetry Translation

The students' responses to the class of poetry translation indicated that almost all of the students were very interested in the activities done in the class. It is shown that from the total number of students, 55, they were highly interested (96.4%) in the poetry translation and the remaining students (3.60%) showed lower interest in it. Table 2 indicated the percentages of students' responses to poetry translation.

Table 2: Percentages of students' responses to poetry translation.

Responses	Respondent	%
Interesting	53	96.40
Not interesting	2	3.60
Total	**55**	**100**

The following expressions are the responses given by the students. One response given by the student, Respondent 3 (R3), about the class activities is:

*Yang saya lihat dari kelas translating itu justru kita belajar dari pengalaman. Kita dibantu untuk saling sharing. Jadi, menurut saya, yang paling penting dari mata kuliah itu adalah bagaimana kita bisa ber-experience dengan apa yang terjadi di kelas tersebut. Kita belajar bukan hanya dari teori saja yang harus diingat, tetapi juga dari pengalaman (*R3).

I notice that the literary translation class has provided me with an opportunity to learn more from the real experiences. We are encouraged to share from one to another. In my opinion, the most important thing from taking the course is how to experience what is happening in the class. We learn not only theories of translation but also experiences to do some literary translation works (R3).

In addition, the other student, (Respondent 15), expressed her experiences that:

*Tugas-tugas translation yang diberikan dari dosen membantu saya untuk mengaplikasikan teori yang telah dijelaskan oleh dosen (*R15).

The translation assignments provided by the lecturers have given me adequate practices on the theoretical background that has been shared by the lecturer [in the classroom] (R15).

Meanwhile, R3, R20, R23, R24, R25, R28, R37, R39, R42, R45, R46, R47, R51, and R55 gave the responses to the techniques of translation as the following:

Dengan sering berlatih kita mendapatkan banyak manfaat, seperti kosa kata baru dan teknik-teknik menerjemahkan, belajar diksi, dan istilah baru (R3, R20, R23, R24, R25, R28, R37, R39, R42, R45, R46, R47, R51, R55).

The frequent translation practices have given us lots of benefits, i.e. new vocabularies, techniques of translation, diction, and new technical terms (R3, R20, R23, R24, R25, R28, R37, R39, R42, R45, R46, R47, R51, R55).

The students' responses to the teaching procedures done in the class of poetry translation can be categorized into nine categories of responses. The percentages of the nine categories are shown in Table 3 (Categories of Students' Responses to Poetry Translation).

Table 3: Categories of students' responses to poetry translation.

No	Category of Students' Responses	No. of Respondents	(%)
1	Class activities, i.e. reading the translated version of the poems, sharing experiences of their unique challenges	14	25.45
2	Teaching and learning processes are not monotonous, easily	9	16.36

No	Category of Students' Responses	No. of Respondents	(%)
	understood, and relevant with the syllabus		
3	The classes are good in developing understanding of doing quality translation	7	12.73
4	Types of materials presented in class are interesting, i.e. translating poems, short stories, and comic scripts	6	10.91
5	Learning how to make a poetic language in the target language of the poems	5	9.09
6	Students expressed their interest in studying translating literary works without stating their reasons.	4	7.27
7	Learning cultural bound words and the words relevant with the culture of other people's culture	4	7.27
8	Students are interested in studying the translating literary works since they actually like literature	3	5.46
9	True understanding of literary texts	3	5.46
	Total	**55**	**100**

5 CONCLUSIONS

Poetry translation can be an exciting and challenging activity for the students to practice translation. This translation practice gives an opportunity for the students to explore the beauty of works in terms of the author's emotion and to find out the forms of poetry and their ways in doing translation practices. Accuracy or correctness of expressions, adequate choice of words, and right structure of sentences are some of the important aspects to maintain the quality and the appropriateness of meaning as it is intended by the author. These positive aspects should be considered to come up with appropriate translation products. Therefore, poetry translation practices provided by the lecturer have directed the students to have valuable experiences which are favourable to them and make the lecturer appear to be more creative in the practices of translation teaching.

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