

## **INTEGRATION OF TRANSLATION FOR THE G.C.E ADVANCED LEVEL SYLLABUS OF GERMAN AS A FOREIGN LANGUAGE IN SRILANKA**

A.L.A.P.Kaushalya Menike<sup>1</sup>,N.S.D.Paranavitana<sup>2\*</sup>

<sup>1,2</sup>*Department of Languages, Sabaragamuwa University of Sri Lanka*

### **Abstract**

The integration of translation for German as a foreign language in Sri Lanka is in high demand. The German language is taught in many schools in Sri Lanka. Especially, it is included as a subject in the Advanced Level examination. As this syllabus is not included as a part of the translation and at the same moment it integrated a major question translation into the course of teaching German as a foreign language in GCE (advanced level) in Sri Lanka is timely. The aim of this study is to investigate the reasons for not integrating translation into the syllabus and to define that it is a major part to be included. The effectiveness of teaching translation in the classroom in order to make students comfortable and skilled at the Advanced Level Examination. An empirical survey at schools in Sri Lanka, where German is taught supports gathering the essential and practical based data and they were gathered by using questionnaires, observations, and discussions with teachers and students. Allied with them, interviews with some experts have been done regarding the possibilities, impossibilities, and suggestions for integrating translation into the syllabus. The results of this study show the necessity of integrating translation into the syllabus and the facts that should be taught. This study shows that the teachers have less guidance and training with regard to the effective and interesting teaching of translation applying GFL teaching methods. Furthermore, it shows that the limited time within a period in the classroom finds problematic for effective teaching of translation, finally offering guidance and a new critical way of looking at the effective teaching of translation methods for all German teachers in schools in Sri Lanka is detected.

***Keywords:*** *GCE A/L Sri Lanka, Methods of translation, Syllabus –German as a Foreign Language, Teaching translation*

---

*\*Corresponding author: Tel.: +94 (071) 826 4016; Email: nirosha@ssl.sab.ac.lk*

## **Introduction**

The term "translation" usually means transferring the meanings and conveying messages from one language to another. The source text is translated into the target language at various levels, from words and sentences to entire texts. In the process of translating, a person who tries to understand the unknown text would automatically translate it in their mind into their first language as a basis for understanding and/or producing it in the first or another language. Therefore, it is obvious that translation is important in foreign language learning because learners naturally use translation to facilitate understanding of the foreign language.

As for Sri Lanka, globalization has paved the path to the growth of tourism and international relations, and languages hence play a key role in transmitting information to and from nations around the globe. Many people with proficiency in a foreign language have become the most sought-after employees in the field where foreign relations take place. Hence, acquiring a foreign language has gained vital importance and is a trend in modern Sri Lanka due to its geographical location. Among the foreign languages in demand, German takes a leading role. As a result, during the last two decades, the German language has become a major elective among students of government and non-government educational institutions. Therefore, it is a timely requirement that the government includes translation into its curricula. With such a demand for learning German as a foreign language in Sri Lanka, a study into the importance and the role of translation in the German curricula in Sri Lanka deserves an investigation. This study aims to explore the position and integration of teaching translation to and from German, emphasize the dire need, and give feedback on its implementation.

The Sri Lankan GCE (advanced level) examination is competitive, and for many who are not selected for a state university, it is an educational exitpoint. Hence, it is rewarding to see the recognition that the Examination Department has given to translation by incorporating a German-to-English translation in the Sri Lankan GCE (advanced level) examination. Given the case, one could observe that there is no space given for the practice of translation in the Sri Lankan GCE (advanced level) curriculum. Therefore, the candidates sitting for the examination are almost, if not completely, untrained to do a proper translation. A close examination makes it clear that there is considerable weakness in practice or guidance for teaching or learning to translate a German text into their mother tongue and vice versa. The student should practice translating a text using basic translation strategies. If a translation occurs outside of these translation strategies and

fundamentals, the product is evidently unsuccessful. Even though the GCE (advanced level) examination expects a CEFR level A2 from the candidates, it is apparent that the teaching level does not adopt the system thoroughly so as for the students to understand the salient features of both languages. Teachers, on the contrary, lack the required linguistics knowledge to guide the learners. Some have false pre-conceived notions about translation while others do not conceive the advantages of exercising translation from the early stages. Quite a number of students have no experience in spontaneous translations, or the skills required to translate cultural contexts. Therefore, the question arises as to why this situation prevails in the present. An empirical study is required to examine the crux of the existing quarry of research.

Accordingly, this research was done to solve the problem of why translation is not integrated into the G.C.E Advanced Level Examination and how to integrate translation into the syllabus of German language and literature. Advanced Level examination as per the above research question, the objectives of this research were to identify the necessity of teaching and learning translation to the students who are waiting to translate a text into German and examine the possibilities of integrating translation into the syllabus of German as a Foreign Language.

### **Material and Methods**

The integration of translation into effective teaching and learning processes in teaching German as a foreign language at CEFR levels A1 and A2 in Sri Lanka should be investigated empirically. In order to examine the validity of the priory-built hypothesis background study and the competencies of the teachers were done. The fact that teaching is also done through translation methods was also observed.

Teachers who teach German in Advanced Level classes in Sri Lanka, only train students at a low level to only translate texts. Neither teaching nor learning translation strategies, how would the translation that students do in the exam be called accurate translation? Therefore, this research is a qualitative empirical work carried out in order to observe the reasons for the non-integration of translation in German as a foreign language at GCE A/L, order to teach it propagandistically, in order to examine how successful, the integration of innovative methods of translating in the teaching German as a foreign language in schools in Sri Lanka.

Since this research is qualitative empirical research, both self-collected and existing data are, of course, collected. Since this research on the integration

of translation into teaching German as a foreign language is effectively being explored among high school students in Sri Lanka, a sample of 22 high school German teachers and 270 German learners is examined. In the case of self-collected samples, self-collected data is collected. The result of the self-collected data is analyzed with the already existing data in order to achieve the end purpose. As already mentioned, both existing data and self-collected data are included in the research context. As with already existing data, data from printed literature such as monographs and articles are used, while at the same time data from observations, interviews, worksheets, and questionnaires is included in the self-collected data. Printed publications on the topic gained prominence in this research, providing the theoretical basis for teaching translation in the classroom.

### **Results and Discussion**

Through empirical data, the following facts were found for discussion:

- Identification of barriers and skills related to teaching translation in high school.
- The possibility of integrating translations into the course.
- The importance of translation lessons for the learners of German in the A/L class.

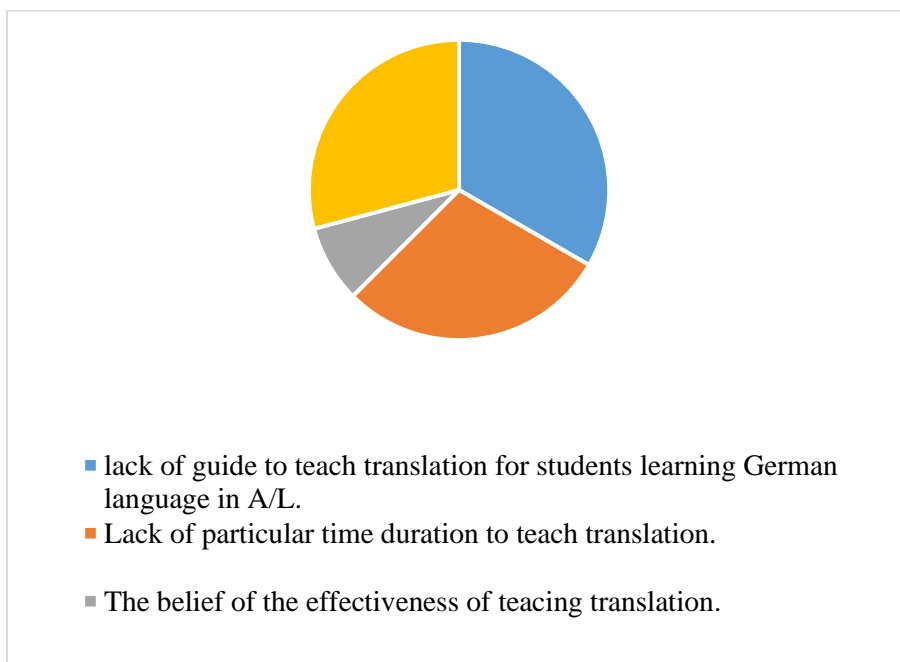
This study focuses more on the non-incorporation of translation into the curriculum through the observation of teachers and students to identify these deficiencies. In addition, the importance, possibility, and capability of integrating translations were clarified through interviews with the individuals concerned. In the area of identifying the different dimensions with regard to the translation of a German text by the students, a part from worksheets, live observation was carried out to confirm the information included in the interviews and discussions.

According to the result of the worksheet, the student's knowledge of translation was recorded. Since the range of the evaluation criteria is not higher than 50%, this proves that the students should be familiar with translation skills. There the question with the conclusion: negative effects of the non-integrated translation on the course of German as a Foreign Language in the Abitur in Sri Lanka, affirmative. However, some contributing causes related to teaching translation in the classroom have been explored using questionnaires and interviews. Responses were tested in observation alongside questions from questionnaires on learning and teaching translation. Sometimes contrasting areas are identified between the teacher questionnaire responses and the observation phase. Since observation is a

clear measuring cone within research, it has gained great importance as a result of this research. Discussions with teachers and students help to determine the respective causes. The discussions held with the experts also contributed to the appreciation of the research results.

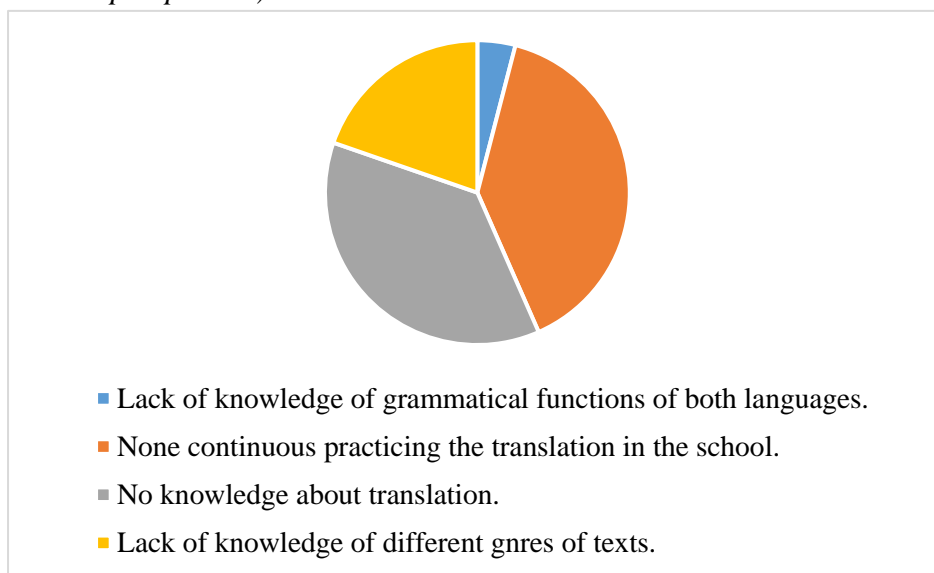
**Figure 1:**

*Reasons for not teaching Translation at German at schools. (Teachers perspective)*



**Figure 2:**

*Reasons for not learning to translate in German at Sri Lankan schools.  
(Students perspective)*



**Conclusion and Recommendations**

The conclusions are recommendations of the research that are directed at the curriculum, teachers teaching German as a Foreign Language in Advanced Level classes, and students learning German as a foreign language for Advanced Level examinations.

Consequently, the use of the method phases made sense, and the teacher should always be able to trust them. In this case, effective and interesting teaching of translation in the classroom is essential, and at the same time, the teacher should be more motivated and interested in teaching innovative methods so that the methodology of teaching translation in German as a foreign language becomes a success.

For Nord, (Nord, C., 1997., 165) it is important when discussing Translation lessons between translating as a form of practice in distinguishing foreign language teaching and translation to the aim of developing translation skills. In that opinion, the method of translation in foreign language teaching can be used in two ways. To develop productive skills, a translation of the mother tongue into the foreign language and to test reading comprehension from the foreign language into the mother tongue. With these two methods, she points out that translation contributes massively to foreign language teaching and

learning. Even its aspects have been recognized by many other researchers, who reused their research and articles via written translation terms for foreign language teaching. According to Königs (2000: 6), translation as a skill and as a form of practice can have different goals at FSU. He further points out that when compiling in the FSU, a distinction is usually made between translation as a separate capability. Translation as a form of exercise Accordingly, among other things, on the insight that translation competence cannot be achieved in foreign language teaching." But he is of the opinion that, if there is translation instruction in a foreign language classroom, continuous practice of translation tests and exercises should also be included. Butzkamm (1987: 63 in Ehnert/ Schleyer) is of the opinion that "the undisputed high status of translation in intellectual life should be enough to secure a place in school" and adds: "The training of the ability to translate should be an independent teaching goal". Krings (1995: 328 in Bausch/ Christ/ Krumm) is of the same opinion and emphasizes that "measuring translation in foreign language teaching makes sense as an independent learning objective because translation or interpreting skills are part an extracurricular, professional and private language contacts situations can be used." On the other hand, he emphasizes that translation in language acquisition "should not be the means of choice in practically no function" but should only be used selectively. Like Krings, many find Scholars who have researched the topic found that other forms of exercise (e.g., control questions, summaries, etc.) are more effective than translation.

Finally, the use of innovative teaching methods such as the correct application of the teaching translation, the use of new technologies, the use of interesting activities, the use of a good lesson plan, etc. is essential to integrating the combination with the translation into the course so that the students do the translation task in the GCE A/L exam comfortably and increase the dignity of the course.

## References

- A. Asgarian, G., 2015. How do English Translation Majors Use translation Strategies?. *Journal of Multilingual and Multicultural Development*, 36 (A survey of the Iranian EFL context), pp. 313-329.
- Lampirello, L., 2018. *Translation as a Tool to learn any Language*. [Sound Recording] (Polygot Conference).
- Laviosa, S., 2014. *Translation And Language Education*. 1st ed. s.l. :Taylor and Francis.

- Lay Hoon Ang, M. M., 2018. Students' beliefs on Translation strategy in Learning German Language. *Journal of Language Studies*, 18(1), pp. 69-86.
- Livera, P. A. u., 2013. *The literal Translation Hypothesis in Esp Teaching/ Learning Environment*, s.l.: Universidad de Valladolid.
- M., N. & Al-Musawi, 2014. Strategic use of Translation in Learning English as a Foreign Language. *SAGE*, 3(Comprehensive Psychology).
- Macdonald, C., 1993. *Using the target Language*. 3rd ed. Mary Glasgow: Cheltenham.
- Mogahed, M. M., 2011. To use or not to use Translation in Language Teaching. *Translation Journal*, 15(4), p. 57.
- Nord, C., 1997. *Translation as a Purposeful Activity*. 1st Hrsg. London: Routledge.