CLASSROOM SHARING EXPERIENCES: BUILDING STUDENTS' AWARENESS FOR PROBLEM SOLVING IN TRANSLATING POETRY

Sri Handayani[1]
Sri Harto[2]

[1]English Literature Department, Kebangsaan University
Address: Jl. Terusan Halimun 37 Bandung 40263, Indonesia
E-mail: handayani.uking@yahoo.com

[2]Department of English Education, Indonesia University of Education
Address: Jl. Dr. Setiabudhi 229 Bandung 40154, Indonesia
E-mail: harto@upi.edu

Abstrak

Penelitian ini bertujuan menggambarkan pengalaman mahasiswa untuk membangun kepedulian dalam mengatasi masalah khususnya pada penerjemahan puisi. Data penelitian dikumpulkan melalui kuesioner, wawancara dan observasi kelas yang melibatkan 85 orang mahasiswa semester enam dari dua kelas yang berbeda dan dua orang dosen pengampu mata kuliah Translating Literary Works di Program Studi Bahasa dan Sastra Inggris pada salah satu perguruan tinggi negeri di kota Bandung. Kuesioner dilengkapi oleh 55 mahasiswa dari 85 yang terlibat dalam penelitian. Wawancara dilakukan untuk melengkapi dan mengecek kebenaran informasi yang diperoleh melalui kuesioner. Selain itu, observasi kelas dilakukan di dua kelas paralel untuk melihat aktivitas belajar mengajar yang dilakukan oleh dua orang dosen dan mahasiswa dari dua kelas tersebut. Observasi difokuskan pada materi perkuliahan, metode dan teknik pengajaran yang diterapkan oleh dosen, masalah yang dihadapi dan teknik yang digunakan untuk menyelesaikan masalah dalam penerjemahan puisi. Data dianalisis berdasarkan beberapa teori penerjemahan yang relevan. Hasil penelitian menunjukkan bahwa pengalaman mahasiswa yang disampaikan di dalam kelas memberikan beberapa keuntungan bagi mereka karena berbagi pengalaman di dalam kelas mampu: (1) memotivasi mahasiswa untuk menyelesaikan pekerjaan penerjemahan secara lebih serius karena mereka dituntut untuk menyajikan hasil karya terjemahan di dalam kelas; (2) membangun rasa percaya diri mahasiswa dalam menerjemahkan karena hasil terjemahannya akan diberikan umpan balik; (3) melatih kemampuan mahasiswa menganalisis masalah untuk mencari jalan keluar yang sesuai; (4) memperkenalkan mahasiswa terhadap pengetahuan kritis bahasa sumber dan bahasa sasaran; dan (5) membangun kepedulian mahasiswa agar masalah yang muncul dalam proses penerjemahan yang sangat kompleks dapat diselesaikan.

Kata kunci: *berbagi pengalaman, kepedulian, penyelesaian masalah*

Abstract

This research was aimed at describing the classroom sharing experiences to build students' awareness dealing with the problem solving in translating poetry. The data were collected through questionnaire, interview and classroom observation involving 85 sixth semester students in two different classes and two lecturers of Translating Literary Works course at the English Language and Literature Studies in one state university in Bandung city. The questionnaire was completed by 55 (out of 85) students invited to fill in the questionnaire. Interview was done to complete and cross check the information derived from the questionnaire. Meanwhile, the observation was administered in the two parallel classes to observe the activities done by the two lecturers and students in the two classes. The observation was focused on the course materials, teaching methods and techniques applied by the lecturers, problems faced and techniques used to solve the problems by the students in translating poetry. The data were then analyzed based on some relevant theories of translation. The result of the research showed that the classroom sharing experiences gave some advantages to the students with several reasons: (1) motivating students to do their translation works more seriously since they had to present their translation works to the class; (2) developing the students' self-confidence in translating the tasks since their translation works were given some feedbacks; (3) training the students to analyze the problems to find out the most appropriate techniques to solve the problems; (4) introducing the students to have more critical knowledge of both source and target languages; and (5) building the students' awareness of how the problems appeared in a very complex translation process were solved.
Keywords: *awareness, problem solving, sharing experience*

INTRODUCTION

Translation is a process of transferring a written text from a source language to a target language (Hatim and Munday, 2004). The complex process of transferring the text requires a translator to have sufficient translation skills and competences in order to produce a high quality translation to meet the needs of the expected readers. In addition to the required skills and competences, the translator must have a good subject knowledge and cultural understanding of both the source and target languages of the translated texts.

In relation to translation competence, Albir and Alves (2009) define that translation competence is an individual ability to perform a translation task by using cognitive resources as declarative and procedural knowledge from a variety of cognitive domain involving some different phases from novice to expert. In addition, Newmark (1995 in Salas, 2000) distinguishes some essential characteristics that should be owned by translators: (1) reading comprehension in a foreign language; (2) knowledge of the subject; (3) sensitivity to language (both mother tongue and foreign language); and (4) competence to write the target language dexterously, clearly, economically and resourcefully.

In addition, in understanding the process of translation involves five translation competences, i.e. linguistic, cultural, textual, subject, research, and transfer (Schaffner, 2000; in Schaffner and Adab, 2000) that need to be taught to students during the teaching and learning process. Likewise, the translation competences are further explored in some knowledge including: (1) linguistic knowledge of the first and second

languages; (2) cultural knowledge of the source and target culture, including the knowledge of specialized subject domains; (3) textual knowledge of source and target textual conventions; and (4) translation knowledge on how to translate using the right strategies and procedures (Shreve, 1997, in Albir and Alves, 2009: 65-66).

In relation to the planning and assessment of the teaching program, Gile (1995:5) reiterates that translators must have some knowledge and technical skills requiring that the translators should have: (1) passive knowledge of their passive working language; (2) good command of active working language; (3) subject knowledge of the text or speeches; and (4) knowledge on how to translate (Gile, 1995:5).

In compliance with the production of a quality translation, the translators should be proficient to acquire relevant skills and competences to cope with their problems in translation. The research competence, for instance, is used by the translator to know how the problems found in the process of translation are solved (Schaffner, 2000 in Schaffner and Adab, 2000). This competence is important for the translator to convert the source text into the target text using the right tactics and strategies. Therefore, the translator is demanded to use appropriate translation techniques and methods.

In the real practices of the classroom teaching, for instance, Translating Literary Works was specifically designed to give students some relevant skills and experiences to work on their translation tasks based on the required competences. The skill acquisition of the translation competence can be done through some intensive practices and teaching activities which are divided into five stages: novice, advanced beginner, competence, proficiency, and expertise (Dreyfus and Dreyfus (1986) in Chesterman (2000).

The above idea can be administered through sharing the problems with the lecturer and the other students. Sharing with the other students on their experiences in doing translation works was aimed at discussing the problems they faced and ways to cope with their problems in dealing with their translation tasks. The purposes of the course are mainly to give basic concepts of translation studies and approaches to translation and build knowledge about the source text and knowledge how to produce the literary works into another language properly by considering some aspects included in the source texts and target texts. In order to reach the teaching objective, the lecturer is demanded to create a teaching activity that is considered effective and interesting.

Classroom sharing experience is one of the teaching techniques used by the lecturer to build students' awareness in terms of translation tactics and strategies. The materials of the class were focused on poetry translation generally considered as the most difficult, demanding, and rewarding form of translation (Connolly, 2001 in Baker, 2001). The difficult of the poetry translation can be seen from its language, content, form, and nature of the tasks. It is reasonable since the language of poetry tends to be connotational rather than denotational in which content and form are closely linked. Hence, in order to arouse the emotion and feeling, the beauty of words play an important role to compose poetic language (Gentzler, 2001 in Baker, 2001). It has also different forms from prose and drama since it has a specific pattern of rhyme. The pattern of rhyme usually causes the difficulties to the translators to take account of content, form, sounds and their associations to the poetry being translated.

Considering the nature and characteristics of poetry, the poetry translation is therefore a translation of one own interpretation. It is relevant with

Frawley (1984a: 49) in Connolly (2001) in Baker (2001:173) who states that translation is first of all an act of reading, and just as there is no single way of reading a poem, there is no one interpretation and translation of it. In line with some relevant descriptions above, this research is aimed at exploring classroom sharing experiences to build the students' awareness for problem solving in translating poetry.

METHODS

The research was focused on building the students' awareness for problem solving in translating poetry through classroom sharing experiences. The data of the research were collected from two classes of Translating Literary Works at the English Language and Literature Studies in one state university in Bandung city. The questionnaire, interview and classroom observation were used in this research. There were 55 students and two lecturers involved in this research as participants. The questionnaire was distributed to 85 students and 55 of them completed the questionnaire. The interview was purposively administered to selected students and two lecturers to find out the missing information and to cross check the data obtained from the questionnaire. Meanwhile, the observation was done in the classroom during the semester in order to observe the activities done by the lecturers and students in both classes. The observation was focused on the course materials, teaching methods applied by the lecturers, problems faced and techniques used by the students in translating poetry. The data were then administered and analyzed to see the problems faced by the students and how the lecturers built the students' awareness for problem solving in translating poetry.

RESULTS AND DISCUSSIONS

Translation is related to the transfer of one language to another. In the process of transfer, there are some problems faced by both novice and professional translators in producing the target text to result in quality translation. In order to solve some problems in the translation, translators are required to have some sufficient skills and competences. These skills and competences, however, are not instantly acquired by the translators. They need some experiences and continuous translation practices. Therefore, the translation competences, i.e. linguistic, cultural, textual, subject, research, and transfer are considered important to be taught by the lecturer in the translation teaching and learning processes.

In line with these competences, the class was designed to give the students' skills and experiences of translation based on these competences. The competences were built by sharing experiences of the problems faced and encountered by students in doing their translation tasks. The activities of sharing done in the classroom was considered as a creative activity since it gave at least three advantages to the students: giving students some direct learning experiences from the other students, training the students to analyze texts and their problems, and introducing the students to decision making for the solutions of their problems in the translation process. In order to accomplish the advantages of the sharing activity, the classroom sharing experience was practiced by the students in five activities: doing translation tasks as home assignments, sharing on students' experiences in poetic language, giving critical remarks on the students' translation works, dealing with problems of poetic language, and building students' awareness for problem solving.

Doing Translation Tasks as Home Assignments

Translation tasks assigned to students in the classroom can be done by the students at home as their assignments. The materials of the students' tasks were poetries initially collected by the students and then selected by the lecturer. The procedures of collecting and selecting the materials were described in the following. The students shared their interest for the materials in the translation practices. The interests shared by the students were then discussed together with the lecturer in the class. Then, the students' interest agreed in the class discussion was used as guidelines to select the materials. The students were then asked to find out interesting poetries and collected them in the following week. After the poetries were collected by the students, the lecturer selected them based on some criteria, i.e. complexity of text, specific form of text, and purpose of teaching formulated in every session. Then, the poetries selected by the lecturer were used as the materials for students' translation tasks during the semester. Finally, the students did the translation tasks at home as home assignments which would be discussed in the next class session.

There were at least four advantages of giving translation tasks done at home as assignments and selected source texts given to the students. First, the students had more times to translate the poetry. It gave the opportunity for the students to explore some translation theories and strategies when they found the translation problems. In this process, the students were expected to explore some translation theories and strategies explained by the lecturer based on the case they found.

Second, the students could revise their translation works. The revision activity done by the students were purposed to result in the appropriate words, sentence structure, and form of poetry. In the process of revision, the students could read the poetry again and again to find the closest meaning in every word and tried some techniques considered to be the most appropriate. The reading activity was to understand the source text and target text deeply and compare the meaning both texts. As consideration, the process of revision trained the students to understand that the process of translation could not be finished at once since there were some stages in translation process to produce a quality translation.

Third, assignment at home could build the students' self-confidence. The process of doing the translation task was done carefully and seriously to result in better translation of poetry since the words chosen in the target text were based on a deep consideration of context and the cases faced by them. Therefore, the students would have a good confidence when they shared their translation works in front of the class and explained how they handled the problems faced in their process of translation.

Fourth, the home assignment gave meaningful learning experiences for the students based on their interest. The experiences of the students in finding the meaning of difficult words and the appropriate sentence structures, choosing the appropriate target words and handling problems in different cases, and giving the students opportunity to learn something from the real actions. These ideas were relevant to what was shared by the lecturer during an interview session as indicated in the following:

[1] The students are directed to select their own poetries and this is the philosophy that I believe to be the case that learning cannot be dictated. We may force the students to read this and that, but they finally realize the meaningful learning experiences are the ones that make sense to them. The ones that make sense to the students are shown through their interests.

It means that learning was not only something coming from the theories but also from meaningful practices. The meaningful practices were based on the students' interest that could be the best knowledge for the students derived from the process of learning. Therefore, the students' interest and translation practices were accommodated by the lecturer in the teaching and learning process in the classroom.

Sharing on the Students' Experiences in Poetic Language

Sharing experiences in the classroom were aimed at sharing translation experiences including difficulties, problems, techniques used and theories of translation underlining the reason of decision making in solving problems in doing translation task. In the translating Literary Works class, it included five main activities: (1) voluntarily selecting students who were supposed to do the presentation; (2) presenting the students' translation work; (3) loudly reading the students' translation works in front of the other fellow-students; (4) sharing the students' experiences including activities, problems, and techniques used by the students in the process of translating; and (5) pointing out one of the students to take part in the discussion in the case that there was not any students to take any turn.

The activity of sharing experiences was aimed at introducing the students to the critical knowledge of both source language and target language. The critical knowledge were built from the procedural aspect of translation decisions revealed on the basis of different interaction of mental process in comparing the students' translation works accompanied by immediate correction or error analysis and sharing of experiences. The data showed that sharing of students' experiences had built the students to be more critical in solving the problems and analyzing the text. It revealed that the students who felt the advantages of sharing of the students' experiences. One of the students said the importance of real experiences in the following:

[2] 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.

In accordance with the student's statement, it indicated that the experiences derived from the class sharing helped the students in (1) understanding the translation theories; (2) learning from other students on what they know, explore, and do in their process of translation; (3) strengthening the theories that have been learned before; (4) regarding the other students as reviewers in the classroom; and (5) providing feedback to the other students who were doing their presentation.

Viewing the advantages of the activities done in the students' sharing experiences, the lecturer expected that the real-life situation of translation process happened in the classes motivated the

students to be critical in analyzing both the source and target texts and handling the problems faced by the students appropriately.

Giving Critical Remarks on the Students' Translation Works

Giving critical remarks on the students' translation works happened in the discussion session. The discussion session was begun after one student presented the translation works and problems they faced. In this discussion, the other fellow-students together with the lecturer made some critical remarks on the students' translation works,

commented on the translation techniques used, and handled the problems in appropriate ways. The critical remarks in the classroom were, therefore, essential activities to give some criticism to the students' translation works including commenting, debating on the appropriate word and giving some solution to the problems. The description of the following case was one example of giving critical remarks in the classroom discussion when some students translated the word 'everyone' in different ways. The word "everyone" was found in the fourth stanza of the poetry entitled "If" by Jordan Lavis as clearly written below

[3]   If only I had the courage,
       To speak this words to you,
       <u>Everyone</u> is from the heart,
       And couldn't be more true.

The stanza in [3] indicates the differences of the Indonesian words of 'everyone' translated by some different students.

[4]   Everyone is from the heart

       Tiap katanya adalah dari hati
       Setiap manusia adalah dari hati
       Semua orang adalah keluar dari hati
       Setiap insan punya hati
       Rasa keluar dari hati
       Setiap bulir berasal dari hati
       Semuanya adalah dari hati
       Segalanya berasal dari hati
       Setiap tulus berasal dari hati
       Setiap kata keluar dari hati

The Indonesian versions in [4] indicates that there are ten different words resulted from the word 'everyone', namely, *tiap katanya, setiap manusia, semua orang, setiap insan, rasa, setiap bulir, semuanya, segalanya, setiap tulus,* and *setiap kata.* The differences of translation of the word 'everyone' in this

poem happened since the students considered that this word was difficult to understand. So it was not essay to find out the correlation between the word 'everyone' with its sentence. As stated by one of the students in class discussion that:

[5]   "The word was so difficult. I had already searched the meaning of everyone in the dictionary, but I thought that it didn't match with the sentence. Then, I tried to make the correlation between the sentence and I found that there was a phrase 'to speak this words to you' so that I decided that 'everyone' was referred to 'this words'. I translated 'everyone' into *'tiap katanya'*."

The discussion done by the students and the lecturer had resulted the decision that proper word for translating the word 'everyone' was *setiap kata*. The students' decision of translating the word 'everyone' into *setiap kata* was based on the reasons that (1) the stanza had two sentences, 'If only I had the courage to speak this words to you' and 'Everyone is from the heart and couldn't be more true'. The analysis done by the students and the lecturer indicated that every word in the sentences had its appropriate meaning. The writer shared the sentences because of its specific reasons. For example, the writer wanted to compose poetic sense from the phrases; and (2) 'everyone' was referred to 'this words'. The correlation between the first sentence and the second sentence showed that the second sentence was the continuation of the prior sentence. 'Everyone', therefore, had the same meaning with 'every word'. It was considered appropriate that the word 'everyone' was translated into *setiap kata*.

The analysis made by the students and the lecturer done in the case of "everyone' had trained the students how to choose the appropriate word in the translation process based on the analysis of texts. It showed that the practice of translation had given the students an understanding that it did not only introduce them with the transfer of one language into another language but also give the students some translation experiences based on the cases found in the process of translation.

Dealing with Problems in Poetic Language

Some problems of poetic language were identified when the students were doing practices of translating poetry. The data showed that the problems faced by the students included those related to unfamiliar words, poetic language, rhyme patterns, and sentence rules. Comparing to the other problems, problems related to poetic language was considered the most difficult one to solve since it needed appropriate words to arise the reader's emotion.

The students used different techniques in solving the problems. Some different techniques used by the students to solve the problems included: (1) translating words into some target words in complete sentences; (2) comparing the target words; (3) reversing the sentence patterns; and (4) composing the patterns of rhyme.

Translating some target words into a complete sentence was the most frequent technique used by the students. They searched the meaning of words in the dictionary and applied them one by one into complete sentences. Then, students reread the sentences many times to feel the sense effect of the words. The word considered poetic was then used to translate it. Some students regarded that this technique was effective and easier since they only chose the meaning of word in the dictionary and sensed it based on their feeling whether or not it was poetic.

However, some students considered the technique was not effective. Some of them used different

techniques reversing the sentence pattern to find the poetic effect of the words. The following case was the description how the students solved their problems in poetic language by reversing the sentence patterns in lines 3, 7, and 10 when translating a poetry entitled "Dreams, Whishes, and Tears" by Sir Shotgun.

[6] Line 3: I'd force myself to sleep all the time
Aku akan paksakan diriku untuk selalu tidur (standard pattern)
Kan kupaksakan diriku tuk slalu tidur (student's translation)

[7] Line 7: I'd wish for you to always love me
Aku akan mengharap agar engkau selalu cinta (standard pattern)
Kan kuharap agar ku slalu kau cinta (student's translation)

[8] Line 10: I'd write a love song for you
Aku akan menulis semua lagu cinta untukmu (standard pattern)
Kan kutulis semua lagu cinta untukmu (student's translation)

According to this student, *kan kupaksakan*, *kan kuharap*, and *kan kutulis* were regarded more poetic than those of *aku akan paksakan, aku akan mengharap,* and *aku akan menulis* seen from the literary words effect since these structures were considered to be standard patterns as they were used in the Indonesian standard language.

Different from the other students, there was one student who tried her poetic translation by composing her poetry in the specific rhyme. The following examples were taken from the second, third, and fourth stanzas of a poetry entitled "Dreams, Whishes, and Tears" by Sir Shotgun.

[9] Stanza 2:

If wishes were given to a lonely man	*Jika impian diberikan pada orang yang kesepian*
and I was given just two,	*Dan hanya dua yang diberikan padaku*
I'd wish for you to always love me	*Kan kuharap agar ku slalu kau cinta*
and the other I'd give to you	*Dan yang satu kuberikan padamu*

[10] Stanza 3:

If my tears could write a love song	*Jika impian diberikan pada orang yang kesepian*
I'd write a love song for you,	*Kan kutulis sebuah lagu cinta untukmu*
It would explain just how I feel inside	*Lagu itu dapat nyatakan perasaan di dalam*
and how much I love you too	*Dan seberapa banyak ku juga cintaimu*

[11] Stanza 4:

But, dreams are only dreams	*Tapi impian hanyalah sebuah impian*
and wishes seldom come true,	*Dan jarang harapan menjadi nyata*
My tears can't write a love song,	*Air mataku tidak bisa tulis lagu cinta*
but when they fall, they fall for you	*Tapi saat berlinang untuk mulah linangan airmata*

The underlined words of student's translation indicated that this poetry was translated in different forms of the original text where the original text did not use rhyme patterns. The rhyme patterns found in the second stanza in Indonesian version was a-u-a-u. Not only for the second stanza, this student also tried to apply the rhyme patterns in third and fourth stanzas that resulted rhyme patterns of a-u-a-u and a-a-a-a. The argument shared by the student is stated in the following:

[12] "The complexity of the words should actually be avoided in doing the translation. Composing the rhyme is actually complicated. However, the rhyme itself has made the poetry simpler. I refer to some words to avoid the complexity. However, I don't forget that translation is transferring L1 to L2 so we have to be loyal to the source text".

In this student's opinion, the student had done some analysis in her process of translating poetry. First, she found that the words of poetry were so complicated. In specific sentences, the words of poetry had different meanings from the lexical meaning stated in the dictionary since the writer of the poetry wanted to share a special message to the readers. Second, she, based on her analysis experiences, tried to make the sentences simpler than the original text. In order to make the poetry felt more poetic and simpler, she used rhyme pattern to solve her problems. She, however, didn't forget that loyalty to the source text when doing translation was also important to be considered. Therefore, she had carefully tried to chose the words used in her translation work.

The different problems and techniques used by the other students shared in the classroom were considered to have some benefits to give experiences to the students in the process of translation. The benefits derived from the students' sharing experiences included: (1) motivating students to do their translation works more seriously since they had to present their translation works to the class; (2) developing the students' self-confidence in translating the task since their translation works were given some feedbacks; (3) training the students ability to analyze the problems to find out the appropriate techniques to solve; (4) introducing the students to the critical knowledge of both the source and target languages; and (5) building the students' awareness of how the complex problems appeared in translation process were solved.

Building Students' Awareness for Problem Solving

Students' awareness was determined by the student's knowledge and ability to solve the problems faced in translation practices. The students' awareness of how the translation problems were solved was built through: (1) identifying the students' activities in analyzing errors of students' translation tasks; (2) checking the meaning of difficult words in dictionaries and searching online thesaurus; and (3) discussing the students' tasks and the lecturer's suggestions in the classroom as it was explained in prior sections.

The experiences of these activities done by the students had introduced the students to a critical thinking to translation. The critical thinking that had been developed from this activity was considered helpful for the students to build their awareness for problem solving in translation. This was reasonable since the students' ability in identifying and

analyzing the source and target texts could be developed through the process of translating poetry followed by an error analysis done together by the lecturer and the students in the classroom. The identification and analysis on the activities done were also considered important to strengthen the students' ability in problem solving. Therefore, the students' translation works would be of high quality since the students mastered the translation principles, methods and procedures.

CONCLUSION

Translation competences are more effectively acquired through some learning experiences and translation practices. The translation competences in the course of Translating of Literary Works were built through classroom sharing experiences in the translation of poetry. It provides the students with some real experiences which are important and meaningful for the students to be critical in analyzing and dealing with their problems in doing translation works. The classroom sharing experiences include some activities, i.e. doing translation tasks as home assignments, sharing on students' experiences in poetic language, giving critical remarks on the students' translation works, dealing with problems in poetic language, and building students' awareness in problems solving. The experiences derived from these activities include providing with some descriptions on the relevant problems, techniques used, and language and translation theories to deal with the problems. The advantages resulted from the classroom sharing experiences include: (1) motivating students to do their translation works more seriously; (2) developing the students' self-confidence in translating the tasks; (3) training the students to have some ability to analyze the problems through finding out the most appropriate techniques to solve the problems; (4)

introducing the students to have more critical knowledge of both the source and target languages; and (5) building the students' awareness of how to solve the problems found in the translation process. By these experiences, the students would be aware of what to do and how to deal with the problems in translation practices.

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