

TRANSLATION KNOWLEDGE FOR ALL

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THE PRESENTATION IN BRIEF

- This is not the usual Academic Paper that I am used to presenting. I will not be scaffolding my paper with theoretical frameworks in linguistics and applied linguistics.
 - A venture into the unknown...
- I shall present how my programme infused translation and interpretation into a field that is generally dominated by theoretical and applied linguistics on the one hand and literary and sociological studies on the other. But to do this I have to
- Frame the linguistic, demographic and economic profile of Singapore
- The evolving linguistic landscape in the last 50 years and the rise of English
- The need for translation in Singapore and its challenges

A SNAPSHOT OF SINGAPORE AT SG 50

- Multiracial and multi-cultural city state (Census of 2010)
- 74.1% Chinese descent
- 13.4% of Malay descent
- 9.2% of Indian descent, and
- 3.3% of other (including [Eurasian](#)) descent
- GDP (per capita - PPP) - \$82, 762 (per capita nominal) \$56,319

4 Official Languages, Malay, Chinese, Tamil and English

English is the working language and Malay is the national language

SINGAPORE TODAY



 URBAN
REDEVELOPMENT
AUTHORITY
2016-4111-0001-01

Kampong Jurong Tanjung Balai, Choa Chu Kang 1956



Picture from <http://picas.nhb.gov.sg/>

POST-INDEPENDENCE LANGUAGE POLICY

- ❖ Singapore's linguistic landscape before independence saw the primacy of English due to its colonial past. But the other major races had their own schools with diverse curriculum and different language of instruction.
- ❖ Singapore in the 1980s – Demise of the vernacular schools and by mid-1980s the closure of Nanyang University
- ❖ English became the main language and the mother tongue became the second language in schools
- ❖ English knowing bilingual (Pakir 1991)
- ❖ Ascendency of English resulted in a decline of the vernacular languages.
- ❖ The supremacy of English + commodification of language



Dear Fellow Singaporean,

SG50 Notes Folders

As part of the SG50 celebrations, every Singaporean household can collect two SG50 notes folders to keep the SG50 commemorative notes.

Collection Details

Date: 11 to 30 November 2015

Time: 2.00pm to 9.30pm

Venue: All Community Centres/Clubs

Serial No.: 00130174

Please present this card to collect two SG50 notes folders at any Community Centre/Club.

公众可凭本卡到任何一间民众联络所/民众俱乐部领取两套SG50纪念钞封套。

Sila serahkan kad ini untuk mendapatkan dua folder wang kertas SG50 di mana-mana Balai Rakyat/Kelab Masyarakat.

அன்புகூர்ந்து ஏதாவதொரு சமூக நிலையத்தில்/மன்றத்தில் இந்த அட்டையைக் காட்டி இரண்டு சிங்கை50 நோட்டு உறைகளைப் பெற்றுக்கொள்ளுங்கள்.

LINGUISTIC SCENERY IN SINGAPORE – A FOCUS ON MALAY

- -English is now preferred over Malay in most daily activities among the younger generation of higher educated Malays.
- -The frequency and predominance in the use of English amongst the Malays rises in tandem with the level of schooling
- The following slides will provide a picture of the evolving linguistic scenery from different angles of age and academic profile for the entire population with a particular focus on the Malay ethnic group

GENERAL HOUSEHOLD SURVEY 2005

Chart 3 Resident Population Aged 5 Years and Over
by Language Most Frequently Spoken at Home and Ethnic Group

Per Cent

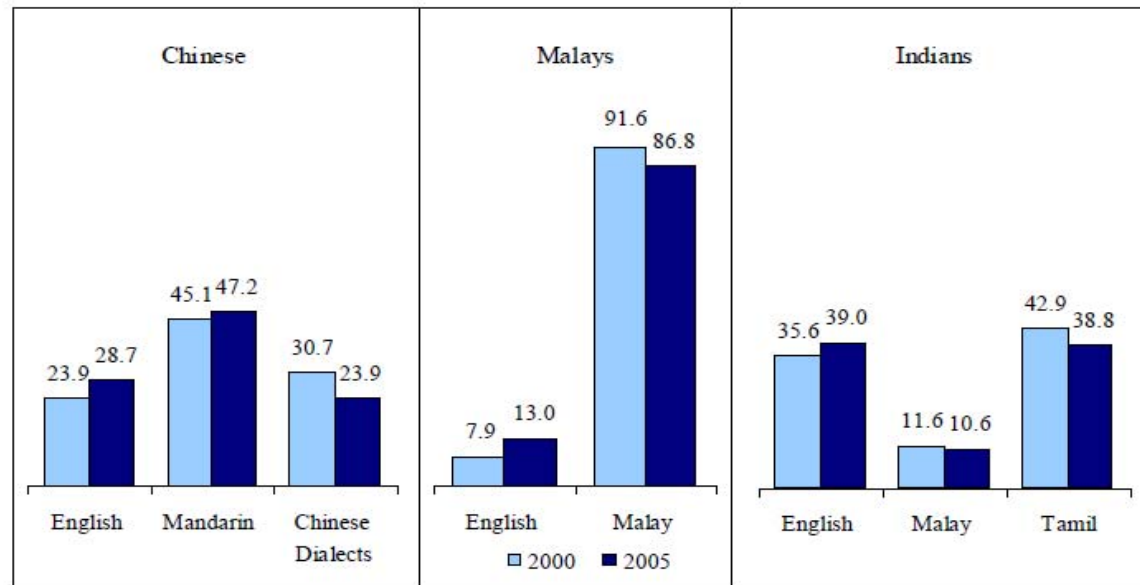


Table 6 Resident Non-Student Population Aged 15 Years and Over by Language Most Frequently Spoken at Home and Highest Qualification Attained

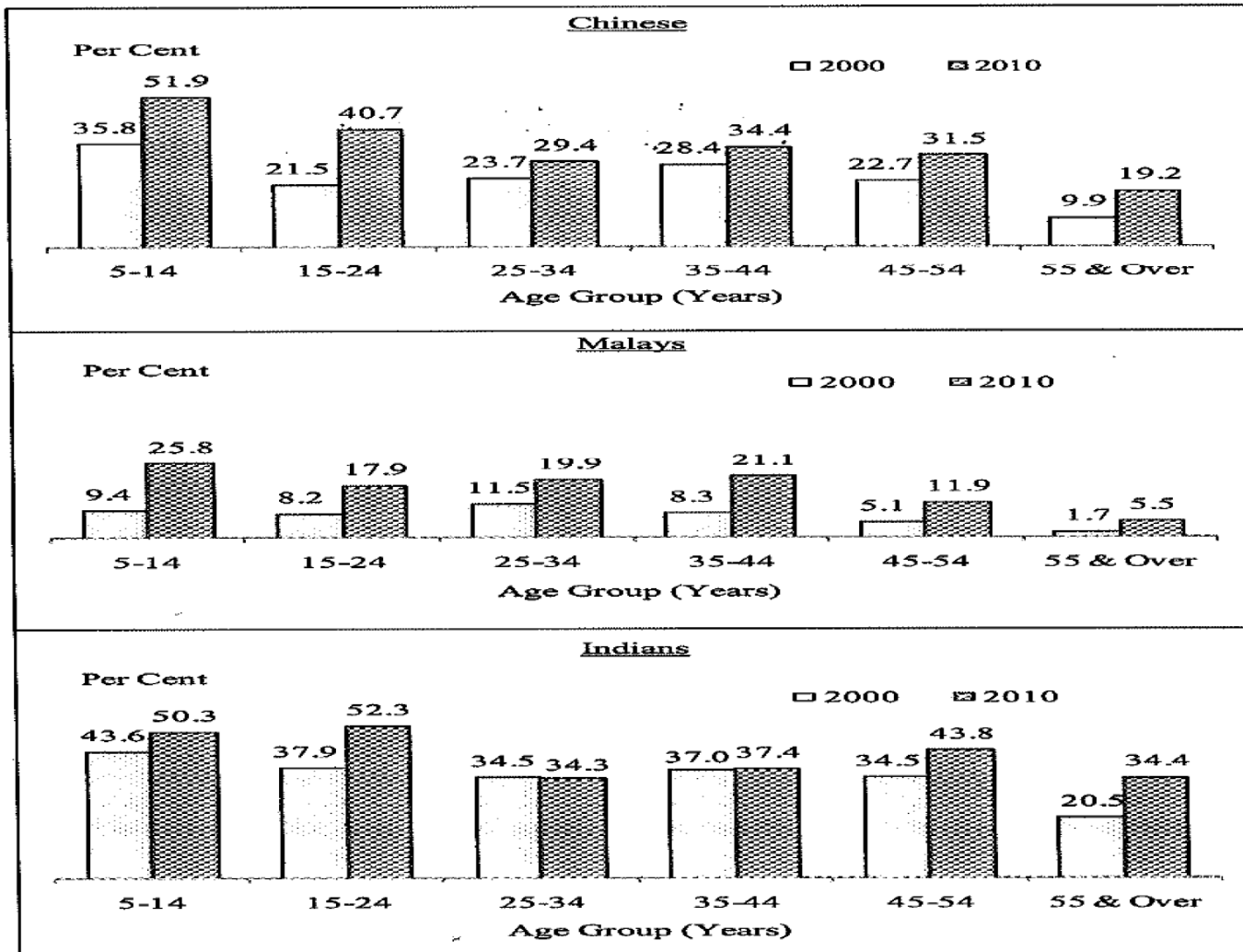
Per Cent

Ethnic Group/Language	Below Secondary		Secondary		Post-Secondary		University	
	2000	2005	2000	2005	2000	2005	2000	2005
Malays	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
English	1.9	3.3	9.4	12.6	15.7	19.9	38.1	46.0
Malay	97.5	96.5	90.2	87.2	84.0	79.7	60.5	51.9
Others	0.5	0.3	0.4	0.2	0.3	0.3	1.4	2.2

**Table 4 Resident Population Aged 5 Years and Over
by Language Most Frequently Spoken at Home**

Ethnic Group/Language	Per Cent	
	2000	2010
<u>Chinese</u>	100.0	100.0
English	23.9	32.6
Mandarin	45.1	47.7
Chinese Dialects	30.7	19.2
Others	0.4	0.4
<u>Malays</u>	100.0	100.0
English	7.9	17.0
Malay	91.6	82.7
Others	0.5	0.3
<u>Indians</u>	100.0	100.0
English	35.6	41.6
Malay	11.6	7.9
Tamil	42.9	36.7
Others	9.9	13.8

Chart 1 Proportion who Spoke English Most Frequently at Home Among Resident Population Aged 5 Years and Over by Ethnic Group and Age Group



WHAT KIND OF ENGLISH (ON SINGAPORE ENGLISH) – HISTORICAL SNAPSHOTS

- 1 July 1993: Singlish was no longer allowed on television according to guidelines set by the Singapore Broadcasting Corporation.
- SBC had their own set of definitions regarding different varieties of English found in S'pore:
- Standard English: grammatically correct and pronounced in the *correct* way i.e. RP
- Local English: grammatically correct but spoken in a recognisably Singaporean accent
- Singlish: ungrammatical English spoken by those with a poor command of English

ON SINGAPORE ENGLISH – HISTORICAL SNAPSHOTS

- The Sunday Review, 26 July 1999
- English as it is broken...Straits Times Roundtable Conference featuring 5 panelists from both the private and public sector
- It was generally agreed that the standards of English, both spoken and written had deteriorated in the past two decades.
- "Just as bad money drives out good money, so will bad English drive out good English through the process of osmosis"
Prof Koh Tai Ann, Dean, School of Arts, National Institute of Education.

ON SINGAPORE ENGLISH – HISTORICAL SNAPSHOTS

- The debate dragged on until PM Goh's 1999 National Day Rally Speech where he announced the government's intention to launch a *Speak Good English Campaign* in the year 2000.
- Debate culminated in then (late) SM Lee's very serious warning (The Sunday Times, 12 September 1999): "Singlish is a handicap we would not want to wish on Singaporeans"

THE RISE OF ENGLISH AND ITS EFFECT ON MALAY

- -There is a concomitant general decline in Malay
- In fact Kamsiah & Bibi 1994 notes that "With the exception of Malay school teachers, media personnel, journalists and those who use Malay on their jobs, for most Malays, Malay is used more for social and cultural/religious purposes. (Kamsiah and Bibi 1994:185-186)."
- Familiarity of Malay in the academic and work domain remains low and this impacts on translator training and translation.

MALAY LANGUAGE STUDIES - SINGAPORE

- National Institute of Education, Nanyang Technological University has a programme to train Malay Language teachers
- National University of Singapore has a long established Department of Malay Studies which focuses on training on Literature and current day sociological issues.
- UniSIM (Singapore's only private university) has a programme in Malay Language and Literature and we provide our students with a wide exposure in the area of Malay Linguistics, Literature, Pedagogy and an added slant on translation and interpretation.

WHAT WE DO AT UNISIM, MALAY LANG & LITT

- The objective of *Compulsory Core Courses* is to ensure that students attain a high standard of competence in core areas of Malay Linguistics and Literature. There is a focus on applied linguistics in that students must use their knowledge in Malay theoretical linguistics in Language Teaching, Translation and Interpretation. There is also an edge on knowledge in Indonesian literature and comparative linguistics.
- The elective courses are divided into 3 strands and allow students to focus on areas that are of interest to them namely:
 - Pedagogy of Malay
 - Advanced topics in Malay Linguistics
 - Advanced topics in Malay Literature

BAML Courses

Compulsory courses (80 CU)

MLL101 Introduction to Malay Linguistics
MLL103 Introduction to Malay Literature
MLL105 Introduction to Translation
MLL107 Structure of the Malay Language
MLL109 Malay Civilisation, Philosophy and Thought
MLL111 Pedagogical Approaches to Language Teaching
MLL201 Malay Grammar
MLL207 Comparative Study of Bahasa Melayu and Bahasa Indonesia
MLL213 Modern Indonesian Literature
MLL215 Malay Prose and Poetry
MLL217 Malay Films
MLL219 Islam and the Malays
MLL307 Two-Way Translation
MLL313 Topics in Interpretation
MLL315 Consecutive Interpretation
MLL317 Malay Literature in Singapore

Elective courses (30 CU)

MLL203 Teaching Listening and Speaking in the Malay Classroom
MLL205 Teaching Reading and Writing in the Malay Language Classroom
MLL209 Teaching of Language in Malay Literature
MLL301 Malay Phonetics and Phonology
MLL303 Materials Designing for the Malay Language Classroom
MLL305 Testing and Assessment in Language Teaching
MLL311 Jawi and Malay Literature
MLL351 Approaches to Malay Language Research
MLL257 Literature for Children
MLL352 Classical Malay Literature

Note:

Courses in **bold** are new to the curriculum.

A FOCUS ON TRANSLATION: MLL 105E INTRODUCTION TO TRANSLATION

- The course introduces concepts and issues in translation, leading to approaches, methods, and techniques and, finally, to practical sessions of translating texts of different genres. The topics include (a) the development of translation, (b) the translation process (c) approaches to translation (c) the role of linguistics in translation: text and discourse; pragmatics and communication (d) translator competence: knowledge, skills, and attitudes. In a series of practical sessions, students will be exposed to a range of translation problems and methods available for resolving them.

MLL 307E TWO WAY TRANSLATION (ENGLISH – MALAY)

- Two-Way Translation aims to provide sufficient practice in translation on a wide range of topics. Students will be exposed to a variety of texts to practice on in real time situations. The key genres that will be highlighted will include general language texts, specialized texts e.g. finance /scientific/ legal and literary texts. Students will discuss quality control in translation and the analysis of equivalence at word, sentence and text levels.

AN EXAMPLE OF OUR LEARNING OUTCOMES

Knowledge & Understanding (Theory Component)

- Apply levels of meaning: primary vs secondary; denotative vs connotative are important in the translation process. (B3)
- Appraise the implications of text types and appropriate translation approaches affect the translation process. (B4)
- Analyse word plays, puns and genre specific register in source language texts. (B4)

Key Skills (Practical Component)

- (Compose) Translate appropriately (B5)
- Formulate translation choice made (B5)
- Employ the appropriate procedures in the translation process (B3)

B3: 2

B4: 2

B5: 2

A FOCUS ON INTERPRETATION: MLL 313E TOPICS IN INTERPRETATION

- The aims of this course are to familiarize students with the key concepts and theoretical aspects of interpreting, and provide the related practical sessions on each aspect covered. Students will be exposed to topics in the interpreting process, pre-requisites to interpreting, the role of the interpreter, quality assessment, and the coping tactics in interpretation.

MLL 315 CONSECUTIVE INTERPRETING

- This course will examine the theory relating to Consecutive Interpretation and take students through interpreting practice in the lab. Building upon MLL313 Topics in Interpreting, the Course will cover topics such as *theorie du sens*, the mental tasks involved in CI, short and long-term memories, note-taking as a memory aid, sight translation, and the application of CI in real life. In the lab practice sessions, students will learn to deliver consecutive interpretation through exercises in analysis and comprehension, note-taking, and reconstitution

AN EXAMPLE OF OUR TOPICS

- Consecutive Interpretation and its Application
- Theories of Interpretation with Focus on Consecutive Interpreting
- *Theorie du Sens*
- Short-Term and Long-Term Memories
- Practical Sight Translation I
- Practical Sight Translation II
- Note-Taking Skills
- Register in Interpretation
- Practical Consecutive Interpretation I
- Practical Consecutive Interpretation II

THE TRANSLATION MARKET IN SINGAPORE

- Government bodies
- Related administrative branches of the government (e.g. supreme court / parliament)
- Key features of the audience:
- Fragmented, small numbers and differing needs.
- Background: Graduate or diploma holders, many are trained in the field of mass communication or a general arts degree.
- Hence knowledge of linguistics is anticipated to be rudimentary or basic.

HOW WE PITCH OUR COURSES/WORKSHOPS FOR THE GENERAL PUBLIC

- **The nature and scope of translation**
- What is translation?
- The development of translation Fields of Linguistics
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- **Linguistics for Translators**
- The formal and functional characteristics of language
- Word and sentence level meaning
-
- **Semantic and communicative translation**
- Semantic translation
- Communicative translation
-
- Translation Activities
- **General Texts**
- **Specialized Translation 1**
- **Specialized Translation 2**
- **Literary Translation**