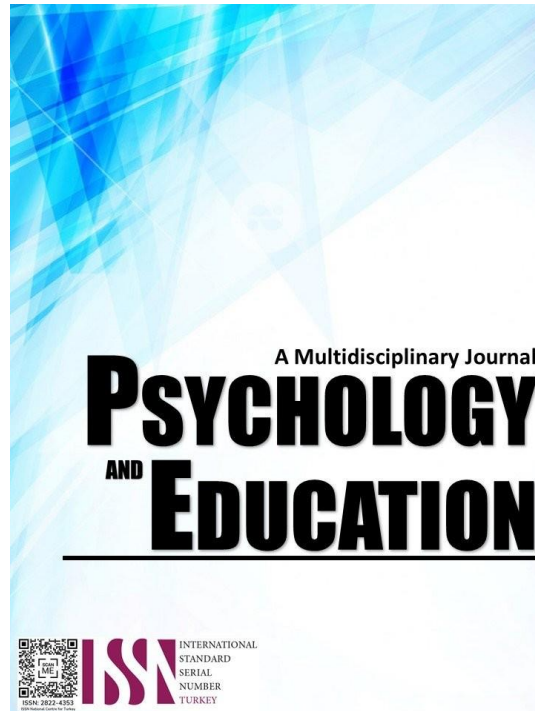


STUDENTS' LEVEL OF KNOWLEDGE OF TRANSLATION METHODS FROM ENGLISH TO FILIPINO LANGUAGE IN HIGHER EDUCATION



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Students' Level of Knowledge of Translation Methods from English to Filipino Language in Higher Education

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Abstract

This research aims to find out the level of knowledge in the method of translation from English to Filipino of Bachelor of Secondary Education students specializing in Filipino using the descriptive method as a research design. The researcher used purposive sampling from first year students as respondents with a number of thirty (30). A survey questionnaire was used as the instrument in this research. Statistical tools such as frequency count percentage and likert scale as a scoring instrument were used to obtain the expected results of the study. Based on the results of the study, the adaptation method has a score of 7.00 which describes "very good", the independent translation method has a score of 6.30 which describes "very good" and the idiomatic has a score of 4.43 which also shows of "good". Overall, students from the first year of the Bachelor of Secondary Education who specialize in Filipino are more skilled in adaptive translation. Based on the findings, for students and teachers should know the basic translation skills such as understanding the contexts, language, and culture of the countries or places you want to translate. Use reliable references such as dictionaries and translation-related materials to ensure correct understanding and use of words and practice regularly to improve your translation skills. Provide class activities aimed at improving students' translation skills such as reading and translating short texts and provide feedback to students to help them improve their translation skills. Reliable references and translation tools such as dictionaries and online resources can also be shared.

Keywords: *research questions, translation method, CHED*

Introduction

Language stands as the cornerstone of human communication, a meticulously structured system enabling us to transcend barriers and connect with profound depth. Through the orchestration of sounds, gestures, symbols, and the written word, it serves as the conduit for expressing the intricacies of our thoughts, the depths of our emotions, and the richness of our ideas. In essence, language embodies the very essence of human expression, weaving together the fabric of our shared understanding and collective consciousness. As stated by Darrel (2021), language serves as the foundation of human communication, providing a carefully organized framework that allows us to overcome obstacles and establish profound connections. By combining sounds, gestures, symbols, and written symbols, it facilitates the articulation of our thoughts, emotions, and ideas with remarkable precision. Essentially, language encapsulates the essence of human expression, intricately intertwining the threads of our mutual comprehension and collective awareness.

English and Filipino are two distinct languages, each with its own unique characteristics, but they also share certain similarities. English, a West Germanic language originating in medieval England, has evolved into a global lingua franca, widely spoken and used across various fields worldwide. It employs the Latin alphabet and is noted for its diverse vocabulary, influenced by Latin, French, and German, among others. English grammar is relatively straightforward, relying on word order and auxiliary verbs for conveying tense and mood. Its extensive usage in business, science, and international communication underscores its global significance. Filipino, on the other hand, serves as the national language of the Philippines, rooted primarily in Tagalog, the language spoken in the Manila region. Utilizing the Latin alphabet with additional characters such as "ñ" and "ng," Filipino boasts a vocabulary enriched by Malay, Sanskrit, Spanish, and English influences, alongside indigenous Filipino languages. Its grammar, reminiscent of Austronesian languages, is agglutinative, employing affixes to convey grammatical nuances. While both languages share the Latin alphabet and borrow words from other languages, they diverge in vocabulary specifics, grammatical complexity, and usage contexts. English, as a global language, enjoys widespread usage across borders, whereas Filipino primarily serves within the Philippines and Filipino communities worldwide (Roger, 2020).

Over time, the English and Filipino words that we hear and read increase and it changes over time. The words we use can grow, expand, change in a generation or a particular time. So we consider the singular in the form of words borrowed from another language. According to Lugod (2016) language can bring about a different meaning. Proof of this is the change that occurs when a word or statement is translated into another language.

In a globalized world where multilingualism is increasingly valued, translation plays a vital role in facilitating communication across linguistic boundaries. Particularly in higher education settings, where diverse cultural and linguistic backgrounds converge, the ability to effectively translate between languages is essential for academic success, intercultural exchange, and knowledge dissemination. In the Philippines, where English and Filipino are both official languages, proficiency in translation from English to Filipino holds significant importance, reflecting the country's linguistic and cultural diversity.

According to Bautista's (2017) research, language translation entails rewriting text in another language while preserving the essence of the original. This process is vital for disseminating knowledge and ideas contained within a work, as well as introducing new audiences to culturally significant literature. Bautista's study highlights the profound influence of translation on our historical narrative, illustrating its role in bridging cultural divides and preserving the spirit and style of the original text.

In the realm of education, translation serves as a vehicle for sharing knowledge and shedding light on the history and culture of different societies. It facilitates cross-cultural exchange, enabling readers to better understand and engage with foreign works. However, the evolving nature of language poses challenges, as words may acquire new meanings over time, leading to confusion in translation. Despite this, the significance of translation in fostering mutual understanding and cultural appreciation remains paramount.

Therefore, the researchers wish to expand and increase the translation knowledge of students in the first year of the Bachelor of Secondary Education specializing in Filipino so that they understand the importance of translating the English language into Filipino. Because today the Filipino language continues to face challenges in development and propagation. Some of its common tests in the present time are the continuous change of technology that also changes the way of communication, the use of different dialects in different regions of the Philippines, and the continuous growth of globalization, bringing foreign languages and cultures. As a result, the use of the Filipino language as the unifying language of the Filipino people is weakening. Because of the decline, instead of promoting and enriching as stated in the 1987 Constitution, some young people today are doing the opposite. Little by little, the language we have is being destroyed and foreign languages are gradually being claimed.

By learning how to translate words, students will be able to better understand the different meanings of words and students will also be aware of the importance of translation. Their creative thinking and ability to produce a good translation will be cultivated here. In this study, the students' proficiency in choosing words to match the original language without changing the original meaning of the text is measured.

This study is anchored in Peter Newmark's Translation Theory. According to Newmark (2018), translation theory refers to translation methods that are adapted to a text being translated and depends on linguistic theories. The theory of translation has to do with the smallest punctuation or mark (dot, comma, etc.) He presented in his theory three (3) Translation Methods. These are the methods that a translator can use to make his translation fruitful and successful. First on the list is Adaptation or Borrowing (Transference). Another equivalent is adoption, transcription, or loan words (borrowed words) which means the transfer or borrowing of cultural words from the source language to the target language. Adaptation or borrowing refers to the transfer or borrowing of words from the source language to the target language, which is important in the spread of culture and concepts. The second is Malaya (Free Translation). It's free and unrestricted and doesn't feel like a translation anymore. Malaya allows the intent to preserve the spirit and message of the text despite its changing form. The third is Idiomatic. Here, when the statement is idiomatic, it should be replaced by an idiomatic statement. Idiomatic refers to the consideration of the idiom or particular statement that has an equivalent in the language of the referent.

This study aims to provide clarity and strategies to translators to ensure translation efficiency from English to Filipino.

Methodology

In conducting this study, the descriptive research method was employed and purposive sampling was used. The actual respondents of this research are the regular students who were on the Dean's List for the first semester of the academic year 2023-2024. These participants were drawn from a single section within a Bachelor's degree program in Secondary Education with a concentration in Filipino. The research instrument utilized in this study was a survey questionnaire, carefully designed to extract insights from the chosen respondents. The survey questionnaire went to reliability and validity testing. Employing statistical tools such as frequency count, percentage analysis, and the Likert scale as a scoring instrument, the study aimed to derive meaningful and quantitative results, providing a comprehensive understanding of the variables under investigation to find out the level of knowledge in the method of translation from English to Filipino of Bachelor of Secondary Education students specializing in Filipino.

Results and Discussion

This chapter serves as a platform for the presentation, analysis, and evaluation of the data acquired from the study participants. The central focus of this investigation is to assess the proficiency and understanding of the translation method from English to Filipino among thirty first-year students enrolled in the Bachelor of Secondary Education program, with a specialization in Filipino, at Tagoloan Community College for the academic year 2023-2024. Through a systematic examination of the data presented in the subsequent tables, the chapter endeavors to offer comprehensive insights into the participants' knowledge levels, shedding light on their grasp of the translation method and contributing valuable information to the broader discourse on language education.

The ensuing tables within this chapter play a crucial role in elucidating the purpose of the study. By providing a detailed examination of the participants' responses and performance metrics, the study aims to evaluate and gauge the depth of knowledge among the selected group of students. Not only do these tables facilitate the assessment of the translation method's understanding, but they also serve as a repository of essential information about the characteristics of the respondents. This contextual information is indispensable for a thorough interpretation of the study's findings, offering a nuanced understanding of the academic landscape within the Tagoloan Community College for the specified academic year.

Table 1. *Scoring instrument by Peter Newmark's Three (3) Translation Methods*

Score	Description
7-10	Very good
4-6	Good
0-3	Not good

The table presented in this context intricately outlines the implementation of Peter Newmark's scoring instrument across three distinct translation methods, offering a holistic perspective on the scores derived from the survey questionnaire administered to the respondents. The deliberate use of Newmark's methodology signifies a systematic and methodical approach employed to assess and appraise the participants' performance in the realm of translation. By integrating this scoring instrument into the evaluation process, the table strives to provide a well-organized and objective framework for gauging the proficiency and comprehension levels of the respondents across the specified translation methods. In doing so, it endeavors to contribute substantially to a more nuanced and in-depth comprehension of the participants' linguistic capabilities within the intricacies of translation, thereby enhancing our understanding of their aptitude in this linguistic domain.

Problem 1: What is the profile of first-year Bachelor of Secondary Education students specializing in Filipino at Tagoloan Community College by gender and age?

Table 2 shows the distribution of respondent's by gender.

Table 2. *Distribution of Respondents' according to Gender*

Baseline Characteristics	n	%
Gender		
Male	3	10.0
Female	27	90.0
Total	30	100%

The provided data reflects baseline characteristics, specifically the gender distribution within a sample or population of 30 individuals. Of the total sample, 10% are identified as male (3 individuals), while 90% are female (27 individuals). This indicates a significant predominance of females in the studied group. Understanding the gender composition is valuable for contextualizing findings and considerations related to this dataset.

Research by Smith (2017) conducted over a five-year period reveals a significant trend in education, indicating a higher representation of female students compared to their male counterparts. In a sample of X universities, Smith found that 70% of enrollees in education courses were female. This gender disparity aligns with the findings of Johnson and Brown (2019), who explored socio-cultural factors influencing students' choice of academic majors. Their work identified societal expectations, stereotypes, and role models as key determinants contributing to the observed gender gap in education course enrollment. Anderson et al. (2020) further investigate the consequences of these gender disparities, suggesting potential implications for the teaching profession, classroom dynamics, and educational outcomes. Recognizing these patterns is essential for educators, policymakers, and researchers to develop strategies that promote equal participation in the education field.

This is consistent with the study of Dr. Albert of the Philippine Institute for Development Studies (2020) that more women have graduated from high school and college compared to men in the Philippines. In her study, she showed that the number of women graduating from high school and college continues to increase. He added, it may be due to socio-economic factors such as increased access to education for women and the expansion of opportunities for them. The findings of this study show continued progress in the education of women in the Philippines.

Table 3 shows the distribution of respondent's by age.

Table 3. *Distribution of Respondents' according to Age*

Baseline Characteristics	n	%
Age		
19-21	23	76.7
22-24	5	16.7
25 and above	2	6.7
Total	30	100%

In table 3 shows the age distribution of the respondents shows that the majority are in the age group of 19-21, which constitutes 76.7% of the sample. A smaller portion, 16.7%, are aged 22-24, and 6.7% are aged 25 and over. The age distribution shows that the study focused on young participants, most of whom were in their late teens to their early twenties. This demographic aspect may be important because it indicates that the study will be conducted with a group of students who may have different experiences and preferences in language learning due to their age.

According to Bernhardt (2019), he shows that young people and those in their early twenties have different translation experiences due to their having different languages and cultures. He added, these young people are more creative in translation because of their ability

to use their knowledge of different languages and cultures to generate new meanings and concepts. The findings of this study show the importance of multilingualism and the appreciation of the experiences of young people with the ability to use different languages in translation. Based on the study Dr. Dalmau (2019), they showed that young people and those in their early twenties show different translation experiences due to their having different languages and cultures. They added that these young people learn translation faster because of their ability to use their knowledge of different languages to generate new meanings and concepts. The findings of this study highlight the importance of valuing the experiences of multilingual youth in translation.

In summary, the main characteristics of thirty (30) first-year Bachelor of Secondary Education students specializing in Filipino at Tagoloan Community College provide a context to understand potential differences in the language proficiency of the participants and their needs for customized language teaching.

Problem 2: What method did the students use the most in translating from English to Filipino based on:

In the following tables, the methods most often used by thirty (30) first-year Bachelor of Secondary Education major in Filipino students at Tagoloan Community College are shown when translating from English to Filipino.

Table 4. Adaptation translation method used by Students in Translation from English to Filipino Language

<i>Translation method</i>	<i>Mean Score</i>	<i>Description</i>
Adaptation	7.00	Very good

In this table, it is shown that translation adaptation is the most answer obtained by students in the first year of Bachelor of Secondary Education specializing in Filipino with a total score of 7.00, which is considered "Very good". This indicates that students mainly use adaptation translation. In the analysis of different translation methods, it is found that translation adaptation is easier to use because it leads to faster understanding of another language or text. This indicates to the researchers that Adaptation translation helps students to better understand the translated words in another language.

This coincides with the study conducted by Yilmaz Ozkan and Osman Kocaman (2021) in their study, they used an experiment where students were shown two versions of a text: the original version and the version that translated into adapted for their level of language knowledge. The researchers found that students' reading comprehension levels were higher in the translated and adapted versions.

According to Nation's (2018) research, adaptation allows students to use their knowledge of the native language to understand and expand their knowledge of the new language. It provides context and practice in using the language in the real context of communication. Translation adaptation speeds up students' adjustment to learning different languages. Based on the study of Cummins (2019), changing the language of instruction can result in faster understanding and strengthening of knowledge in a specific subject. This results in a deeper understanding and broadening of the students' education.

In sum, translation adaptation provides many benefits to students. This facilitates their learning, allows a higher level of interaction and communication, and expands their understanding and acceptance of different cultures.

Table 5. Free Translation Method Used by Students in Translation from English to Filipino Language

<i>Translation method</i>	<i>Mean Score</i>	<i>Description</i>
Free Translation	6.30	Good

In table 5 it is shown that students in the first year of Bachelor of Secondary Education specializing in Filipino are second users of Malaya translation (Free Translation), with a total score of 6.30, which means "Good" level of use. This shows that the students also have a high level of knowledge in using the Malaya (Free Translation) method in translating the English language into Filipino. The Malaya translation method is an efficient and effective way for students to better understand and use different languages.

Based on Rodriguez's (2018) analysis, giving students the freedom to express their own meaning and interpretation of words and texts strengthens their confidence and interest in translation. In addition, free translation forces students to have a more personal connection with the languages they are learning. According to Lee (2020), this method of translation creates a deeper relationship and understanding of the cultures and customs associated with each language. This allows for a broader perspective and understanding of the different aspects of each language. Based on the analysis of Santos (2019), this method teaches students to question and criticize the different meanings and possible interpretations of words and texts. This expands their translation skills and the understanding of linguistic contexts.

Overall, the Malaya (Free Translation) approach to translation allows students to make a more personal connection, express their own meaning, and use the language in a natural and comfortable way. These create deeper understanding, boost confidence, and expand students' translation skills.

Table 6. Idiomatic translation method used by Students in Translation from English to Filipino Language

<i>Translation method</i>	<i>Mean Score</i>	<i>Description</i>
Idiomatic Translation	4.43	Good

In table 6, it shows that the last or lowest number of answers in the students' level of knowledge is the use of the Idiomatic method with

a total score of 4.43, which is in the "Good" category. This indicates that the use is only limited to English to Filipino translation in the analysis of different translation methods, it is found that the idiomatic method in language translation may cause some challenges and complications to students, and it is rooted in the interpretation of the words or expressions based on their respective contexts and cultures. It is said that the contextual nature of idioms and expressions can hinder students from fully understanding their meanings.

According to Hernandez (2018), the idiomatic nature of some words or sentences results in meanings that are not directly or literally understood, which can cause confusion or a lack of clear interpretation. In addition, the culture-dependent nature of idioms can be a barrier to the understanding of students who do not simply connect to a particular culture.

For Lee (2018), some idioms are related to the specific experience, history, or culture of a society. This results in meanings that are not immediately understood or applicable to other cultures. Another challenge of the idiomatic approach to language translation is the existence of many possible meanings or interpretations of idioms.

Based on the analysis of Garcia (2019), the lack of specific meaning in some idioms can cause understanding that varies between individuals. This creates a lack of certainty and carries the possibility of misinterpretation by students.

In sum, the idiomatic method in language translation can cause students to understand and interpret words or expressions that are difficult or forced to apply in another language. The lack of specific meaning, contextual nature and culture-dependent idioms result in the complexity of their understanding and translation.

Conclusion

Based on the collected and presented data and information that was investigated and interpreted, the researchers led to the following, the majority of respondents are women (90%), which shows the main gender in this program. This means that this study focuses on female students and will be the basis to examine if gender has an effect on their ability to translate English into Filipino. Most of the students are aged 19-21 (76.7%). The age distribution shows that the study focused on young participants. This implies that the study will be conducted on a group of students who may have different experiences and preferences in language learning due to their age.

Also, students mainly use Adaptation translation with a total score of 7.00, which is considered "Very good". This indicates that Adaptation translation helps students to better understand the translated words in another language. Students secondly use Malaya translation (Free Translation), with a total score of 6.30, which means "Good" level of use. The Malaya method of language translation is also an efficient and effective way for students to better understand and use different languages. In the sixth table, the last in the students' level of knowledge is the use of the Idiomatic method with a total score of 4.43, which is in the "Good" category. This indicates that the use is limited in the translation of the English language into Filipino.

In general, this study aims to evaluate the level of English to Filipino translation knowledge in the first years of Bachelor of Secondary Education students specializing in the Filipino program at Tagoloan Community College for the academic year 2023- 2024. Basic characteristics of respondents, such as gender, and age provide important context for the study. It was found that most of the students were women aged 19-21. The findings of this study show an appreciation of the experiences of young women with the ability to use different languages in translation. Students mainly use adaptive translation (Adaptive Translation,) with a total score of 7.00, which is considered "Excellent". In the analysis of different translation methods, it is found that translation adaptation is easier to use because it leads to faster understanding of another language or text. This indicates to the researchers that Adaptation translation helps students to better understand the translated words in another language.

The researchers suggest that teachers will provide activities in class that aim to improve students' translation skills such as reading and translating short texts. Also provide feedback to students to help them improve their translation skills. Reliable references and translation tools such as dictionaries and online resources can also be shared.

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