

Translation Competence of Pre-Service Teachers

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Abstract— Translation comes as a necessity to pre-service teachers in the elementary schools to prepare them in the development of learning materials for their pupils in the mother tongue. This paper identifies the lexical, syntactic and semantic competence of the pre-service teachers and their translation difficulties. An intervention to strengthen translation competence is also developed as an offshoot of the study.

Index Terms—Lexical, Mother Tongue, Pre-service Teachers, Translation Competence, Semantic, Syntactic

Introduction

The ultimate objective of globalization is unity through the creation of opportunities for interaction and integration among nations and cultures. To be global means every nation understands each other through the sharing of its beliefs and practices in politics, economics, education, and culture. One result of globalization is seen through the changes in economic and educational policies of nations in order to align these policies with those of the other countries.

In the Philippines, the implementation of K to 12 is a result of policy change in the educational system to equip the Filipino graduate with personal and professional competence at par with global standards. One of its salient features is

building proficiency through language popularly known as Mother Tongue-Based Multilingual Education (MTBMLE).

The use of the mother tongue as language of instruction (LOI) in the primary levels of education is based on the commendation by UNESCO in the 1951 UNESCO Conference.

The MTBMLE advocacy of UNESCO is backed by studies which monitored and evaluated its impact on the learners. Analysis of data from 22 developing countries and 160 language groups revealed that children who had access to instruction in their mother tongue were significantly more likely to be enrolled and attending school.

With these initial gains in the conduct of mother tongue-based primary education, teachers are encouraged to develop instructional materials written in the mother tongue for the pupils to use

and in relation to globalization, to make learners aware of the culture of other nations, teachers are encouraged to translate children stories in English to the mother tongue spoken by the pupils. Translating stories however is not easy. Thus, teachers need to undergo some training in translation and writing in the mother tongue. Translation skill is not limited to the task of translating from English to mother tongue but also from mother tongue to English for the bridge program. The bridge program or bridging aims to introduce the English language and other languages to the learners using a known concept in the MT. (Malone, 2000)

To make the elementary teacher preparatory education program responsive and relevant to the MTBMLE, the translation course is also needed as a requisite in the curriculum so that the future elementary teachers will be equipped with basic translation competence when they go out for practice teaching as well as when they are employed as professional teachers. While the TEIs revisit the elementary teacher preparatory program, the study proposes a language translation intervention which will help address the immediate need of elementary pre-service teachers and the college instructors.

Knowledge of and appreciation for the languages in Northern Philippines particularly Ibaloy, Kankanaey and midland Ilokano are also enhanced through this study.

Statement of the Problem

The research focused on the translation competence of the elementary pre-service teachers. Specifically, it answered the following questions:

1. What is the level of competence of the pre service teachers in the translation of materials
 - a. from the mother tongue to English and
 - b. from English to MTalong lexical, syntactic, semantic?
2. What difficulties are encountered by the respondents in the translation of the text
 - a. from MT to English and
 - b. from English to MTalong lexical, syntactic, semantic?
3. What translation training intervention can be developed to enhance the respondents' translation competence?

Research Design and Methodology

This study used the descriptive method to investigate the translation competence of the respondents. To attain its objective, the paper employed the mixed- method research design,

combining quantitative and qualitative methodologies. Specifically, the study made use of the concurrent triangulation approach. This approach uses data validation through the corroboration of different sources to come up with themes.

Quantitative data is in the form of scores, which were obtained through the use of the modified rubric developed by the American Translators Association (ATA) to rate the pre-test and the posttest.

Contextual analysis of two texts- one indigenous story written in Ilokano, Kankanaey and Ibaloy, and a Science selection on "What are Minerals?" for third grade pupils were used to identify translation difficulties.

On the other hand, qualitative data took the form of interview gathered through a focused group discussion to confirm the respondents' difficulties.

Population and Locale of the Study

The study was conducted at a Teacher Education Institute in Benguet, Philippines. Respondents were students enrolled in the Bachelor of Elementary Education (BEE) program, third year level, who have gained an understanding of the K to 12 program and a

certain degree of maturity as future teachers in terms of knowledge, skills and attitude.

Thirty respondents were randomly selected. All the students in the three BEE sections were identified according to the mother tongue (MT) each of them used since childhood. They are native speakers of one of the three local languages in Benguet, namely: Benguet Kankanaey, Ibaloy and Midland Ilokano. Only those students who spoke their mother tongue as their major language until the date of the conduct of the study were selected as respondents. The names of those who qualified as speakers of Midland Ilokano, Benguet Kankanaey or Ibaloy were listed alphabetically according to their MT and were numbered. Numbers were drawn randomly. The names of the respondents which correspond to the numbers drawn made up the roster of respondents.

Data Gathering Tools

The analytic rubric from the American Translators Association (ATA) was adopted to score the two translation tasks. The rubric consists of three criteria along three components of translation competence- lexical, syntactic, and semantic - which were identified in the study. The translation competence was classified as

standard strong acceptable, minimal, and deficient.

Focused-group discussion was used to confirm the respondents' translation difficulties. Respondents answered six general questions along lexical, syntactic and semantic components from MT to English and from English to MT.

Data Gathering Procedure

Permission to conduct the study in the TEI was sought. Then the researcher piloted the rubric for its validity and reliability. Five respondents for each of the three MT performed the translation tasks. These 15 respondents were not included among the 30 respondents identified for the study. Their tasks were rated by the researcher and two other language experts for each MT using the ATA rubric. The language experts are language instructors or translators whose L1 is one of the identified MT. The scores given by the evaluators were analyzed to ascertain the reliability and validity of the rubric.

To identify the level of translation competence, the respondents, ten for each MT-Ibaloy, Benguet Kankanaey, and midland Ilokano were given an indigenous story, "The Origin of Rice and Spring" which they translated from MT to English. Next, the respondents were

given the second text in Science on "What are Minerals?" which they translated from English to their MT. Both translation tasks were analyzed and scored by the researcher and the two language experts or translators for each MT using the translation rubric. To facilitate scoring, the language experts evaluated and scored each respondent's paper based on the rubric. To determine the translation difficulties of the respondents, the difficulties of the respondents along the lexical, syntactic and semantic components from MT to English and English to MT were listed. From the list, themes of the difficulties were identified.

After the translation tasks, the respondents were grouped by MT and were interviewed to validate their translation difficulties.

Based on the results of the analysis of the translated texts and the group interview, the training intervention was developed.

Treatment of Data

Three problems were identified to attain the aim of the research.

To answer the first problem on the respondents' level of translation competence, the score given to each individual paper along lexical, syntactic and semantic components from

the three language experts were recorded and subjected to inter-raters' reliability test. After the inter-raters' reliability was confirmed by the statistician, the mean scores of the pre-tests for each task, from MT to English and from English to MT, the two translation tasks were computed and analyzed. Below is a table showing the statistical limit for level of translation competence along lexical, syntactic and semantic components.

Statistical Limit for Level of Translation Competence

Statistical Limits	Scale	Descriptive Equivalent
4.2-5.0	5	Standard (S)
3.4-4.1	4	Strong (St)
2.6-3.3	3	Acceptable (A)
1.8-2.5	2	Deficient (D)
1.0-1.7	1	Minimal (M)

To answer the second problem, the translated tasks of the students were evaluated and the difficulties were grouped according to themes. The focused group discussion was used to confirm the difficulties.

The third problem was answered with the use of the ESA methodology to develop the translation training guide.

Level of Translation Competence

Translation competence is the ability to transfer the sense of a text from the source language to the target language with accuracy, clarity and

naturalness.

In this study, the respondents' translation competence was evaluated in two categories: from MT to English and from English to MT. The languages referred to as MT are Midland Ilokano, Benguet Kankanaey and Ibaloy.

Five categories of translation competence along lexical, syntactic and semantic levels were identified in this study namely standard, strong, acceptable, minimal and deficient.

Competence along the lexical component is manifested when terminology is appropriate for the topic in the target language and for the specified audience.

Along syntactic component, competence is indicated by adherence to the rules and conventions of target language mechanics such as spelling, grammar and punctuation.

Competence along the semantic component is gauged by these indicators namely: the translated text is fully usable for the purpose specified in the Translation Instructions; the meaning and sense of the source text have been fully and appropriately transferred to the translated text; the translation is natural; and wording is idiomatic and/or appropriate for the topic in the target language and for the specified audience.

Level of Translation Competence from MT to English

Lexical competence according to Diego Marconi (2003) is a translation competence that refers to the ability to apply words to the world. The mean score of the Midland Ilokano respondents and Benguet Kankanaey respondents is “Acceptable” (2.70) but the score is close to the lower statistical limit of 2.60. This means that the respondents from the said

Table 1
 Respondents’ Levels of Translation Competence from MT to English

Respondents	Level of Translation Competence from MT to English					
	Lexical		Syntactic		Semantic	
	Mean	DE	Mean	DE	Mean	DE
Midland Ilokano	2.70	A	2.20	D	2.90	A
Benguet Kankanaey	2.70	A	1.90	D	2.30	D
Ibaloy	2.40	D	1.10	M	1.10	M
AVG	2.60	A	1.73	M	2.10	D
Over All					2.14	D

language groups have average lexical competence, that is, they have the ability to recognize and use words in their mother tongue in the way that other speakers of their language use them. They exhibit understanding of the different relationships among families of words and the common collocations of words both in their mother tongue and English. However, since their level of lexical competence is close to the

lower limit of 2.60, the respondents still manifested the need to increase the level of their lexical competence. There were some words which the respondents were not able to translate correctly such as rock, spring, women, rice grains, and fainted.

Among the Midland Ilokano respondents, “dakkal nga bato” was translated as “big stone”. The connotation was correct but if the meaning is based on the story, it should be translated as a rock; “babai” was referred to as girl, person or ladies; “irik” was written as rice, and “naulaw” was translated as “stumbled” or “fell down”.

Kankanaey respondents also translated “dakdakke ay bato” as “big stone” which was not plausible in the story. “Nan-gamet” was translated as “grasp” instead of “got a handful”; “babai” was also translated as person, girl or lady.” “Danum” was also translated as “bottled water”.

On the other hand, Ibaloy respondents have a mean score described as “Deficient” (2.40). The translated texts contain five inappropriate or incorrect terms which obscured meaning. An example of a translation attempt that changed the meaning was the translation of “papadok”. Instead of translating it to spring

which was the most appropriate term in English, the equivalence given by some respondents was creek, river, or even bodies of water. Another term was “nginmat-a”. The term denotes the opening of the rock as if it had a mouth but it was translated as “cracked”. “Enshodag” means “poured” but it was translated as “spilled”. “Santakoyun” means “a handful” but palm is used instead.

The findings suggest the need for respondents to increase their “English word bank” to enable them to capture concepts from their MT to English.

One reason for the deficient level of lexical competence among speakers is lack of exposure to the target language. (Ayadi, 2010 and Bouziane, 2014) Although, tertiary institutions expect students to use academic English within school premises, the respondents claimed that they only use English when asked to perform certain but not all classroom or pedagogical tasks, thereby limiting their use of the English language resulting to a limited range of vocabulary.

The respondents claimed that not a good number of them participate in literary competitions such as essay writing, short story

writing, short story and poetry interpretation or other similar occasions which could serve as avenues for the development of their communication skills in general and their lexical competence in particular. The respondents also admitted that they only use English for academic purposes but not to socialize outside the school.

Other than lack of exposure to the target language which results to the deficient knowledge of the equivalence of a word from the source language to the target language, the absence of English equivalent is also identified as a factor that accounts for the students’ minimal level of lexical competence. There are culture-bound concepts that the respondents had difficulty translating since there are no English terms that can exactly capture them. One example from the story is this sentence, “Inikkan diay baket iti maysa a sako nga irik diay inmuna a babai....” The term “irik which refers to rice grains for planting or for pounding or for milling has no exact equivalent in English. Thus, the respondents end up borrowing words from other languages they thought were the equivalent.

Syntactic competence refers to the knowledge the speakers have about the possible syntactic combinations of their language. It consists of the

ability to judge which strings of words form grammatical sentences (Jaimes, 2006).

Findings show that Midland Ilokano respondents and Kankanaey respondents are “Deficient” along syntactic competence, as indicated by the mean scores of 2.20 and 1.90 respectively. Being “Deficient” in the syntactic component means that the translated text has few major errors and occasional minor errors in target language mechanics. As for the Ibaloy respondents, their syntactic competence is “Minimal” (1.10) wherein translated text contains several major and minor errors in target language mechanics.

The three groups of respondents committed similar syntactic errors such as errors in agreement of subject and verb, errors in the use of articles and in the appropriate use of verb tense and spelling. One line in the story which showed similar syntactic errors is the translation, “There was once a two ladies who were both blind.” The first error was the agreement of the logical subject, two ladies, and the verb was. The second error is on the use of the article “a” to refer to the two women. Misspelling of words such “thier”, “recieve” “handfull”, and “leaving (living)” were also observed. A common error in

the verb tense was found in the line, “They tried to stand but they cannot “wherein “cannot” should be “could not”. The Ibaloy respondents committed more syntactic errors than the other two groups.

When these syntactic errors were presented to the respondents, they claimed that they were aware that these were errors but they were not able to self-check or self-repair while translating or even after doing the translation task.

Self-repair is a metacognitive skill which was not activated by many of the respondents. The findings corroborate the study which highlights the importance of metacognition and the need to teach learners explicitly to monitor how they are working on a task. (Pierce, 2003)

Semantic competence is the ability to determine the meaning of a particular string of words (MIT, 2003) which includes textual competence or content-knowledge competence and grammatical competence.

The Ilokano respondents’ semantic competence is “Acceptable (2.90) which denotes that translated text transfers meaning in a manner sufficiently consistent with the Translation

Instructions; translation is fairly natural and it contains few unidiomatic or inappropriate wording that slightly affect meaning. On the other hand, the semantic competence of Kankanaey respondents' competence is "Deficient" (2.30) which indicates that the transfer of meaning is somewhat consistent with the Translation Instructions; translation is quite unnatural; it contains some errors that obscure or change meaning and translated text contains some obvious unidiomatic or inappropriate wording. The Ibaloy respondents' semantic competence is "Minimal" (1.10) which meant that meaning was transferred in a manner inconsistent with the Translation Instructions; translation lacked the natural flow of text in the target language; it contained frequent and/or serious transfer errors that obscured or changed meaning and it contained excessive and/or disruptive unidiomatic or inappropriate wording.

The translation done by the Ilokano respondents exhibited the influence of dynamic equivalence.

Hoffman (2009) explains that dynamic equivalence seeks to translate "The same" meaning which means "the same affect"; the realm of translation is the phrase. This concept is

often used in the translation of the Bible. Bible translators try to find English phrases that produce the "same affect" as the original Hebrew or Greek.

In the Ilokano translation, "*Kasapulan mi ti danum*" was not translated "Need we water" which was word-for-word. The respondents considered the arrangement of words in the English text which is "We need water". On the other hand, Kankanaey respondents translated the sentence uttered by the old woman "Alaem na ta biyagen dakayu inggana si matmatago kayo" literally into "Get this for it will make you live as long as you're living". Among Kankanaey folks, this remark is an example of exaggeration for dramatic effect. A possible appropriate translation of this sentence is "Take this for it will sustain you for life."

In the Ibaloy text, the response, "Wara komay shanom tep na-ekewak", is an expression of a desire for continuous provision of water for drinking which is literally translated "If there could be water for I'm thirsty".

In Ilokano culture which is also true in the Kankanaey and Ibaloy cultures, a meal consists of food and a drink. This cultural knowledge

provides a clue to how the sentence ought to be translated. It should have been “We need water because there’s no water in the place where we came from.”

The limited translation competence of the respondents has other implications. One was the respondents’ failure to consider the translation instruction. The intended readers are Grade 3 pupils who need to be given sufficient information in the text for them to understand the story.

Lack of awareness of the culture of the target language also explains the semantic error. The importance of understanding the culture of the target language is reiterated in the statement, “Learning how to use language involves both learning the culture and learning how to express intentions in congruence with the culture”. (Bruner, 1986)

Idiomaticity, which is characterized as the native like selection of expressions, is also another reason for weak transfer. (Warren, 2005) In the current study, the translated texts of the respondents from mother tongue to English do not sound natural when read. To successfully communicate in English, non-native speakers must be knowledgeable of the sound, the

structure and other features of the English language so that they can communicate with ease and naturalness.

Based on the preceding discussions, the level of translation competence of the respondents along the three language components in translating the text from MT to English slightly differ due to factors which vary among the groups.

Level of Translation Competence from English to MT

This category identifies English as the source language and the three mother tongues (MTs) as the target languages. The task is to translate a Science text entitled, “What are Minerals?” in English to MT.

Respondents of both Benguet Kankanaey and Ibaloy languages have “Minimal” (1.50 and 1.30 respectively) level of lexical competence. The findings are explained by the observation that several terms in English were borrowed by Ibaloy and Kankanaey respondents despite the presence of equivalent words in the MT. Some English words which were borrowed are “nerves” for “*urat*”(K)/“*ulat*”(Ib), “lungs” for “*bala*”(K and Ib), “to transmit” for “*man-iwaras*”(K), minerals for “*da din*

mineral”(K)”*sota mineral*”(Ib). Some English terms were borrowed and inflected such as “*mancause*”, “*panregulate*”, “*regulatina*”, “*manstore*” and “*mantransmit*”.

Table 2
 Respondents’ Levels of Translation Competence from MT to English

Respondents	Level of Translation Competence from English to MT					
	Lexical		Syntactic		Semantic	
	Mean	D	Mean	D	Mean	D
Midland Ilokano	2.90	A	2.90	A	2.90	A
Benguet Kankanaey	1.50	M	2.90	A	2.30	D
Ibaloy	1.30	M	1.20	M	2.70	A
AVG	1.90	D	2.33	D	2.63	A
Over all					2.28	D

Borrowing, which has become prevalent in the North, is explained by the predisposition of many to use the English equivalent of terms in day to day conversation. To say, “Manlako ak kud si eggs” (May I buy some eggs) is normally uttered rather than “Manlako ak kud si itlog”. The influence of the American occupation here in terms of using the English equivalent of words remained and is passed on to the young generation. But borrowing is not only limited to the English terms. Many Ilokano (I) and Filipino (F) words have been borrowed by the Kankanaey and Ibaloy speakers. Some words from various

linguistics groups which were used by the Benguet Kankanaey and Ibaloy respondents are “*kaspangarigan*”(I) for example, “*partis*”(I) for parts, “*importante*” (I/F)for important *tulang*(I) for bones, and “*mamintinar*”(I)for to maintain. Some terms in MT are not the equivalent in English such as “*angin*” or “*shagem*” for oxygen, “*produksiyon*” for produce, “*nasustansiya*” for nutrients, “*man-angaw*” for mental retardation.

Along lexical competence, the Ilokano respondents show “Acceptable” level of competence. Based on their personal information sheet, most of them reside within Baguio and La Trinidad where access to media in English is easy. This finding corroborates the study of Bahrani& Tam (2011) which claims that there is significant impact of TV and Radio programs on the speaking proficiency of the students. Although this study focuses on the respondents’ speaking proficiency, it affirms the claim that the exposure of L2 learners to English via the TV and the radio programs significantly influences not only speaking well but writing, as well.

The level of translation competence of the respondents from English to Mother Tongue along syntax particularly the Midland Ilokano

and the Kankanaey respondents is at the “Acceptable” level (2.90) which means that the translated text contains three to five minor errors in target language mechanics. Common punctuation errors committed by the Midland Ilokano and the Kankanaey respondents are misplaced commas and inappropriate use of hyphen. The omission of articles is also observed in both groups. The Midland Ilokano respondents omitted articles such as “dagiti”, “ti”, and “iti”. The Kankanaey respondents also overlooked the need for articles such as “da din”, and “din”.

In contrast, the Ibaloy respondents’ syntactic competence is at “Minimal” level (1.20). The translated text contains major and minor errors such as faulty grammatical structure, misspelling, and punctuation errors as shown in the examples that follow. The Ibaloy translation of the sentence, “It can also lead to hypothyroidism and mental retardation in children whose mothers may have iron deficiency during pregnancy”, was “*Waray mental retardation uno hypothyroidism shi aanak jen kulang e iron to nunta nanang ni masakog*. It should have been translated as “*Mebedin pay ja mantoshong shi hypothyroidism*

tan mental retardation niaanak nu kulang e iodine nen nanang sha nunta indukon to ira”.

The initial line, “It can also lead”, was lost in translation. The line expressed a possibility of having the health problem. Without it, the meaning was changed to certainty. The last line, “*nunta nanang nimasikog*”, simply means “when the mother is pregnant” but it did not explicitly express that the condition is possible when the mother lacks iodine at the time of conceiving the child. This latter translation, “*nu kulang e iodine nen nanang sha nunta indukon to ira*”, expressed accurately the thought.

Misspelled words occur more frequently in the translated texts of the Ibaloy respondents than in the output of the Ilokano and Kankanaey respondents. Examples of words which were frequently misspelled are *djet* for “jet”, *djen* for *jen*, *hadja* for *haja*, *eredjay* for *erejay*, *enxe* for *anshi*, the words *aeche*, *ishe*, *ishey* which are supposed to be spelled as *aychi* or *ayshi*. The respondents claimed that they were aware of the presence of the [j] sound but they did not know that it is spelled with the single consonant ‘j’ not a consonant blend ‘dj’.

The presence of the consonant blends in English particularly dg such as in the words lodge,

ledge, badge influenced how they spell words in Ibaloy retaining the consonant c and replacing the consonant g to j. The other examples are misspelled due to the overgeneralization of the concept taught in the Filipino orthography which says *Kung ano ang bigkas ay siya rin ang baybay*. (How it is pronounced is how it is spelled.) Another reason for misspelling is explained by the influence of short messaging system (SMS) or popularly known as text messaging. Some words were written as text message such as *mwan* for *mowan* or *muwan*, *ckatoy* for *sikatoy*, *enxe* for *anshi* or *anchi*, *sustansha* for *sustansiya*, *masas* for *maasas*.

Many hyphenated words were not punctuated such as *pandaga* for *pandag-a*, *manubda* for *man-ubda*, *ebayan* for *ebay-an*. This error is explained by their lack of exposure to the orthography of the Ibaloy language.

It could be gleaned from the findings that knowledge of the grammar structure of the source language and target language is a requisite in translation.

The three groups of respondents' semantic competence is "Acceptable" (2.63). Their knowledge of the subject matter and their confidence in the use of their own mother tongue enabled them to translate relatively well the material for Grade 3 pupils. Why the respondents failed to reach a higher level of translation competence from English to mother tongue along semantic component is due to some factors such as the respondents' background knowledge and the like.

One concept which was not translated correctly is the clause, "it aids in the muscle contraction". The line refers

to one benefit that calcium gives to the body. Several respondents from the three language groups misconstrued muscle contraction as a health problem so the translation read as "...*agasan na ti muscle contraction*" (Ilokano) "...*man-agas si muscle contraction*" (Kankanaey) "...*mengekas ni muscle contraction*" (Ibaloy). This error highlights the necessity of a translator's background knowledge.

Generally, the translation competence of the respondents from MT to English and from English to MT is deficient. This means that although the respondents have a fair amount of words or lemmas both in their MT and in English and they have the ability to use the said words, this competence is not sufficient for them to do more complex translation tasks with varying contents.

In terms of lexical competence, the respondents showed limitations when translating texts from the mother tongue to English and from English to Mother Tongue. What explains the respondents' predicament is the lack of inferential and referential competence. Inferential competence is the ability to recognize what follows inferentially which means that a person having lexical competence demonstrates an ability to predict words in succession. (Marconi, 2003) Likewise, the respondents should also have referential competence which refers to the ability of the respondents to recognize occasion of use. The respondents should be able to reflect if the appropriate word is used in a particular context. In addition, limitation in the lexical component is also affected by two

dimensions of lexical competence as size and organization. Speakers with big or large vocabularies are more proficient in a wide range of language skills and tasks. (Yan-Yan, 2010)

Further, based on the results, the respondents exhibit the need to further enhance their word bank and vocabulary skills in both languages.

Concerning the syntactic component from MT to English and from English to MT, the respondents' translation competence ranges from acceptable to minimal but on the average, the competence is minimal. The results imply that knowledge of grammar rules is insufficient; it must concur with regular practice for it to become beneficial to the respondents. The findings corroborate the studies conducted along grammatical competence where the leading errors are on subject-verb agreement (Gamboa, 2003) and on the use of verb tenses. (Yan, 2007) With these results, the respondents need to deliberately monitor themselves in terms of their ability to construct grammatically correct structures particularly on the subject-verb agreement, appropriate verb tense and on other rules in target mechanics in order to improve their competence.

As regards the semantic competence from MT to English and from English to MT of the respondents in the three groups, the ability to transfer the meaning from the source text to the target text ranges from "Deficient" to "Acceptable". It means that the respondents still need to enhance their knowledge and understanding of the content, cultures of the two languages and the text type so that the

intended meaning is transferred. The ability to phrase correctly the words in the target language is also crucial to clarity of meaning.

In the study, there were sentences which were not clearly translated due to word-for-word translation. According to Bible Study Tools (2008), word-for-word translation which stems from the Formal Equivalence Theory has its advantages particularly in

"... actively studying the biblical text in an in-depth fashion." "...because those types of translations accurately preserve the details of the structure and language of the underlying biblical Greek and Biblical Hebrew text."

Hoffman(2009)also added,

"The same" means "the same meaning;" and the realm of translation is the word. Accordingly, formal-equivalence translators try to find English words that mean the same thing as the original Hebrew or Greek ones."

In this paper, the respondents showed the tendency to translate verbatim. Such tendency is affected by the respondents' script knowledge, knowledge of the language and text types. According to the schema theory these are integral to understanding the text(Hermosa, 2002). Another factor to consider is the lack of awareness of the function of translated texts. The purpose or function of the translation is based on the target text reader as reiterated by Vermeer and Reiss, the proponents of the Skopos theory (Jensen, 2009). With this purpose, the respondents were instructed to translate the text for Grade Three students; it is expected that they will select words which are not too difficult for this

readers. It is also expected that the respondents will apply their schema in constructing texts based on the principles of readability. Readability is defined by DuBay (2004) as what makes some texts easier to read than others; it also considers the level of the reader. An example is expository text entitled "What are minerals?" to be translated from English to MT for Grade 3 learners. One concept in the text which does not have an equivalent word in MT is "the clotting of the blood". Many respondents borrowed the English word "clotting" but it can be translated in their MT by describing what happens when blood clot. For example, in Ilokano, clotting can be translated as "ti panagtukel iti dara tapnu sumardeng iti panagdara".

Among the three groups of respondents, the Ilokano group is fairly consistent in showing "Acceptable" level of competence in MT to English and in English to MT along lexical, syntactic, and semantic components. This suggests that the Ilokano respondents can fairly use their first and second languages. Such consistency is explained by Bachman (1996) in his developmental paradigm which posits that a child first manifest competence consisting of fundamental constructs on the nature of human language. Subsequently, the child's perception of the language which he or she is exposed to starts to mold competence and the process continues in the same manner and more performance changing performance – he maintains that just as performance modifies and structures competence in the first language- so it modifies and restructures competence in the second language. The Kankanaey and the Ibaloy respondents

have also shown consistency in their translation competence except that their competence ranges within the "Deficient" and "Minimal" levels. The findings suggest that generally learners' competence in the target language does not develop at the same time. Confirming it is the study conducted among Chinese learners who went to America and immersed themselves to the target language. There was apparent improvement in the target language competence but not in the same level of competence (Jiang et. al., 2009).

Based on the aforementioned discussions, these conclusions are deduced. In translating materials from mother tongue to English, the respondents' lexical competence facilitated the translation task which means that a wide range of vocabulary in the source language and in the target language is indispensable. In addition, errors in grammar, mechanics and punctuation manifest inadequate syntactic knowledge. The lack of knowledge about idiomaticity of expressions and the nature of text type also affects the naturalness of translation of texts for the intended audience.

These conclusions also reverberate in the translation of English texts to MT. The need to enhance the respondents' word bank is of primary importance, the knowledge of source and target language mechanics is integral to translation; and compliance to translation instructions facilitates readability of translated text.

Translation Difficulties

This sub-section presents the translation difficulties from MT to English and from English to MT manifested by

the Midland Ilokano, Kankanaey, and Ibaloy respondents. According to Nord (2006), translation difficulty is a subjective obstacle that arises because of factors that influence the translator. A translation difficulty is manifested in translation errors which refer to offences against the function of the translation, the coherence of text, the text type or text form, linguistic conventions, culture and situation-specific conventions and conditions, and the language system. If the purpose of a translation is to achieve a particular function for the target addressee, anything that obstructs the achievement of this purpose is a translation error.

Translation Difficulties in MT to English

In translating the narrative, "The Origin of Rice and the Spring", the major difficulties exhibited by the respondents in the lexical level are the incorrect use of articles, use of inappropriate terms, misuse of relative pronouns and faulty use of prepositions. The incorrect use of the English articles particularly "a" was frequent. A study confirms this result which claims that among the eight common errors of ESL students, the incorrect use of article is identified (Fawcett, 2011).

Another difficulty is the respondents' limited vocabulary knowledge which is the main reason for the use of inappropriate words. The most frequently mistranslated word was "stone". In the MT, the word used is "dakkal a bato"(I), "dakdake ay bato"(K), "shakel ay bato"(Ib). Some respondents across MT translated it in English as "stone" or "big stone" while some wrote "rock". The respondents

should have taken the clue from the sentence "...a lady came out (from the rock)..." It should have made the respondents figure out that the most appropriate term is rock not stone. The ability to relate a word to the external world is called referential competence (Giolito, n. d.). In this particular example, the knowledge of the nature of the legend, and the plausible setting for a magical event to happen, that is, the coming out of a lady from an object which must be huge enough to contain the lady, should lead the translator to choose rock as the best translation.

Another example was the translation of "sangarakem" by the Ilokano respondents. The result shows that the word is seldom or never used as evidenced by the few who translated "sangarakem" as "handful". The others translated it as "grasp of rice", "palm of rice" and others avoided it by phrasing it differently. One reason for this is unfamiliarity with the lexicon. It shows that many people in Benguet adopted Ilokano as a lingua franca but their Ilokano vocabulary remains limited. According to the Ilokano respondents, they have the tendency to add Filipino and English words as they speak Ilokano.

The faulty use of pronouns is manifested in the usage of the pronoun "it" and the inappropriate use of the conjunction "that". As shown in the table, almost all respondents automatically used "it" to refer to one thing or many things such as the rice grains and the bottle of water. On the other hand, "that" is the commonly used to refer to people instead

of the subordinate conjunction “who”. The sentence “There were two blind women that have no food” shows the error.

The correct use of English prepositions is evidently a common problem to the respondents. This difficulty is also observed among ESL adult students according to Graham and Walsh (2005). Some prepositions were used idiomatically which means that the word plus the preposition connotes another meaning that cannot be understood simply by looking at the words separately. It is culture-bound so only the native speakers and those who are exposed to the idioms can understand and use them correctly. An example from the story is the line “keep it to “themselves”. It is an English idiom which means to keep something secret. Some respondents translated it “keep it within themselves” which made the line erroneous.

In the syntactic level, many respondents have difficulties in the shift in verb tense, faulty subject-verb agreement or concord, faulty use of the conjunction “if” and other faulty sentence constructions. Shift in tense was one difficulty commonly observed. In translating the story from MT to English, respondents from the three groups were not consistent in using the past tense or the historical present tense. Some respondents from the three groups combined the use of perfect tenses with the simple tenses.

Faulty subject-verb agreement was evident in the translated tasks. An explanation for the tendency to shift the tense of the verb is the difference of the structure of the source language and the target language. Moreover, the respondents claimed that they were not conscious of the

grammaticality of the text. The use of “if” is problematic in sentences such as “She ask one of them if what she need”; “The old woman asked for the other woman if what she wants”; “The old woman ask if what do they want.” As a conjunction, “if” is commonly used in conditional clauses. But in the aforementioned sentences, “if” does not express condition. Based on the translated texts, the respondents translated literally the original sentences which resulted to the occurrence of two conjunctions alongside each other. The following sentence in Ilokano exemplified the case. “*Sinaludsod na no anya ti kasapulan da*”. The suggested translation was “She asked what they needed.” But the literal translation was “*Sinaludsod na* (She asked)*no* (if) *anya*(what) *ti kasapulan da* (they need). The phrase *no anya*(I), *mongana*(K), *no ngantoy*(Ib) in the MT is translated word for word by the respondents. This error was also observed by the researcher among college students in their written and spoken language tasks.

Other faulty sentence constructions were identified in the pre-test. This sentence “They thought that it was bad if they will consume all of the old woman had given them.” shows some errors. The intended sentence is “They realized that it was wrong for them to consume all that was given by the old woman.”

The errors along the syntactic components show the respondents’ lack of automaticity in applying English grammar rules. Automaticity comes with practice according to Logan (1997) in his research on the relationship of reading and automaticity. Purposeful reading and writing varied

kinds of text enable learners to improve their translation competence as they become more keenly aware of the target language structure.

In the semantic level, some meanings in the source text were not retained in the target text due to the respondents' unnaturalness of expression or inability to convey the correct meaning in English.

From the Ilokano respondents, one example of a line in the text they were asked to translate was, "...gapu ta mabuteng danga nu matay da kethaan da nga maikkan iti nasayaat a panakaitabon." A correct translation for this was "They are afraid that they won't be given a proper burial when they die" but it was translated, "...they are afraid that they will die for not having a proper burial."

In this example, the structure of the sentence and the use of the preposition "for" instead of the if-clause resulted to the erroneous translation. Another example was the Kankanaey respondent's translation of the line, "Nannandan da si adawi". A correct translation of the line was "They walked very far". The respondent's translation was "They walked a mile". The inappropriate equivalence is shown in the translation of "adawi" to "mile".

From the Ibaloy respondents, one line which was not translated appropriately is "Idi ebayag ja enshey kenen sha..." A correct translation was, "When they had no food for several days..." But the respondent's translation was, "For how many years they had nothing to eat..." Here, the respondent employed exaggeration which is characteristic of legends but the story should still be plausible. It is possible

not to eat "for several days" but not "for years". The translated texts presented a different meaning from the original text by misstating the intended meaning or giving a different sense. This difficulty is often a result of not translating for meaning and for not considering the purpose of translation.

Another reason for the respondents' inability to translate correctly was the lack of collocational knowledge. Collocation is made up of two or more words that are commonly used together in English. Problems in writing and in speaking are traced to inability to use collocations. Some examples of lines show collocation problems such as, "This where drinking water came from". Drinking water is a concept in this century which could not be used in the story about the origin of water. "They travelled to faraway places" is another erroneous translation because the intention is to express that the women travelled far but not "faraway places".

The need for collocational knowledge is affirmed by Yazdandoost, AmalSaleh, and Kafipour (n.d) in their study which mentioned several language experts who confirmed through their own researches that knowledge of collocations and their appropriate use improve a learner's ability to communicate effectively.

Translation Difficulties in English to MT

The respondents' difficulties in translating the text from English to MT proved to differ from their difficulties in translating the text from MT to English.

Translation difficulties in English to MT along lexical level identified in the output of the respondents of the three mother tongues were pluralization, misuse of articles, reliance on borrowing, and use of inappropriate terms.

According to the orthographies of Kankanaey and Ilokano, generally, to make a noun plural, the first syllable of the word is repeated. Sometimes, words repeat the first group of consonant + vowel + consonant (CVC) of a word. Some examples in Ilokano are “tultulang for tulang” (bone), “nannanang” for “nanang” (mother), “ngipngipen” (tooth). For borrowed words like mineral, muscle and cell, an article in the MT is used before the borrowed word like “dagiti mineral” and “dagiti muscle”. The plural form of the English word is not used or borrowed such as “ti” minerals, “da din” cells, “dagiti” processes. (Komisyon Ng Wikang Filipino, 2014)

The respondents’ difficulties in English to MT in the syntactic level are found in weak sentence structure, capitalization, spelling, and omission of articles. In the translated tasks of the respondents, the sentences were translated verbatim following the structure of the source language. An example is the sentence, “It is another important mineral needed by the body to maintain strong bones and teeth, to help transmit nerve impulses, and to aid in muscle contraction.” The Ilokano translation was, “Maysa pay nga kailangan tapno mamintain iti tulang tayonga napigsa ken ti ngipin para mangtulong nga mang-transmit ti nerve impulses ken mangtulong iti muscle contraction.”

The source text expresses a series of three functions of calcium which is not transferred into the target text because the comma between the first two functions is not retained. It is replaced by the word “para” which changes the meaning of the sentence.

The difference in the syntax of the two languages also results to weak construction. The example is based on the task of the Kankanaey respondents. The source text is, “If the body lacks iodine, the body cannot produce thyroid hormones.” The translation is, “Mo din awak et at-atik di iodine na adi makaipabela si thyroid hormones.” The translation does not sound natural due to the word for word translation. It fails to focus on the inability of the body to produce thyroid hormones which makes it a weak construction. A clear and natural translation is, “Adi makaipabela si adu ay thyroid hormone din awak mo at-atik di iodine na.” Following the syntax of the source language also results to erroneous meaning as shown in the translated text of the Ibaloy respondents. The phrase in the source text is, “More than 99% of the body’s calcium is found in the bones....” It is translated as “Esulok jen 99% ne bakdang eh calcium...” which changed the meaning of the source text because it failed to indicate possession in translating “body’s calcium”. To eliminate this difficulty, the phrase is written as “Esulok ja 99% ni calcium e warad ma pukel tan sangi....” The phrase “body’s calcium” does not need to be written verbatim because the preceding sentence already introduced the topic about the calcium in the human body.

Other translation difficulties which were identified in the translated texts are capitalization, spelling and omission of indefinite articles. These difficulties can be corrected with the exposure of the respondents to the orthography of their MT and to more translation tasks.

Difficulties in the semantic level were also observed in translating the meaning from English to MT. These are too much borrowing of words in other languages, failure to borrow the appropriate term, and literal translation which leads to unclear meaning and incorrect meaning. These difficulties are shown in table 8. As indicated, the respondents from the three groups opted to borrow because of the absence of equivalent words in the MT. According to the interview with Mrs. Monica E. Depayso, 84, a retired elementary teacher from the Ibaloy and Kankanaey Indigenous groups, the borrowing of English words started during the American regime when the previous generations began to add English words to the MT; some did it because the Ibaloy and Kankanaey languages do not have the exact words to express some ideas or occurrences which can be expressed clearly in English. This claim agrees with Edward Sapir's (1921) study that borrowing foreign words is a natural consequence of colonization and that the language of a people that is looked upon as a center of culture exerts stronger influence on other languages spoken in its vicinity than to be influenced by the MT. (Bartleby. com, 2000)

At present, borrowing has become automatic with the younger generation to the extent that the English words became the root words and the MT words became the

prefixes such as mangregulate, mangmaintain, and mangcheck; MT words such as "na" became the suffix in regulatena where the English word "regulate" + "na" are combined to form "regulatenna" which means, "It will regulate".

Another difficulty which was observed in the translation task is the failure to borrow the English term which became a common term in the locality. In this text, the deficiency caused by lack of iodine is goiter, the enlargement of the thyroid. Instead of the word-for-word translation, the respondents could have easily identified the health problem as goiter. The purpose of the text is to inform Grade 3 pupils about the benefits of minerals and the problems caused by mineral deficiencies so the term "goiter" should be introduced at this grade level. Not using the term goiter indicates that the respondents do not have this in their schema; therefore, to be able to translate more accurately, the respondents need to monitor their mastery of the subject matter and their awareness of common terms for concepts, ideas and things in the community. Becoming more adept with these concepts in the source and target languages will also solve the problems with vague or incorrect meanings.

Overall, the following are concluded from the analysis of the translation tasks in translating MT to English and English to MT.

As regards the translation difficulties in MT to English, extensive exposure to the target language as a determinant of lexical competence is needed to improve translation competence along lexical component. Sentence construction

depends heavily on correct and constant practice; and transfer of meaning is hindered by limited lexical and syntactic competence.

On the other hand, in the English to MT translation, the respondents' weak vocabulary in L1 and L2 leads to code-switching. Moreover, their knowledge of MT orthography and target language mechanics also affected the translation task. Good translation from target text to source text involves strong reading comprehension.

Language Translation Training Program

To improve the translation competence of the respondents, a translation training intervention is developed. The training makes use of session guides which requires a facilitator to oversee the respondents as they do their tasks. Each session guide follows the ESA methodology. ESA builds students' language competence through the three-step procedure: Engage, Study and Activate (Harmer, 2007). The method allows for flexibility of teachers to use varied strategies which engage learners to focus on the concepts and skills.

In this study, the ESA method was used because ESA stresses more on engagement of learners (Harmer, 2007) which is deemed necessary for novice translators. In a sense, the respondents were novice because they have never experienced translating a material for instruction before this training.

An important feature of this training guide is the set of reflective questions provided for every session which is based on the metacognitive theory of learning. Shreve (2010) names some translation scholars who consider highly-

developed monitoring skills as a determining factor of translation expertise. In the training, the respondents are encouraged to monitor and regulate their own performance through the reflection questions.

Another feature is the inclusion of background knowledge on the MT as a language of instruction (LOI) and its orthography, translation theories and text types. This feature is based on the identified difficulties of the respondents. Such a feature is likewise based on the findings of Cintrão (2010) that many students and beginners have a limited idea of translation which directly affects their performance. They have a narrow mental schema on translation which results to weak translation. Cintrão mentions two studies, that of Toury's (1995) study which proved that beginners translate words in isolation and in its meaning in the source text, and the work of Jääskeläinen (1989) which identified the tendency of beginners not to take the functionality of the language and the new context in which the translation will be placed into account.

Six Session Guides (SG) are designed to address the basic needs of the respondents as shown in their pre-test.

Session Guide 1

On Mother Tongue- Based Education

SG 1 presents the mother tongue and its role in the cognitive and affective development of the young learners. Using the principles of constructivism, SG 1 makes use of learning through peer strategies and reflective thinking. It also provides activities on verb tenses.

Session Guide 2

A Look at Language Translation

This SG introduces the importance of Translation. It also included some exercises on vocabulary, on idioms and on the simple tenses. It includes a reflective activity.

Session Guide 3

The Theories of Equivalence and Relevance

Essential to the preparation of translators is the learners' knowledge and understanding of some theories in translation. The theories on Formal Equivalence, Dynamic Equivalence, and Relevance are presented as reading articles. Included in the SG are some exercises applying these theories.

Session Guide 4

The Orthographies of Three Benguet Languages

To write effectively in one's MT requires a knowledge and understanding of the MT orthography. In this session, the learners are tested on how familiar they are with their mother tongue. Writing and editing skills are also enhanced in this session.

Session Guide 5

The Narrative and the Expository Texts

The learners need to be exposed to the different text types and to pay attention to their specific differences. This SG highlights the importance of knowing the features of the text type, and the importance of knowing the intention or purpose of the text. It includes exercises in verb tense and transition markers.

Session Guide 6

Characteristics of Good Translation

This SG responds to the need of focused practice in translating particularly along the lexical, syntactic and semantic components. A short article for translation from MT to English is provided with a possible translation. Then the final task is to translate a text on a science topic for Grade 3. Reflective questions are provided for the respondents to monitor themselves as they do the task.

Conclusion

In translating materials from mother tongue to English, respondents' lexical competence facilitated translation tasks; limited syntactic knowledge resulted to non-observance of some grammar rules, and translations were natural when knowledge of idioms and other words appropriate for the intended audience was not limited.

In the translation of English texts to MT, translators' limited word bank had to be enhanced; knowledge of source and target language mechanics was integral to translation; and compliance to translation instructions facilitated readability of translated text.

In relation to difficulties in translating MT to English, extensive exposure to the target language as a determinant of lexical competence was needed to improve translation competence along lexical component; sentence construction depended heavily on correct and constant practice; and transfer of meaning was hindered by limited lexical and syntactic competence.

From English to MT translation, respondents' weak vocabulary in L1 and L2 led to code-switching; limited knowledge of MT orthography and target language mechanics affected translation task and good translation from target text to source text involved strong reading comprehension;

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