

# INCORPORATING ENVIRONMENT SUSTAINABILITY CONTENT IN TRANSLATION TEACHING THROUGH A TASK-BASED APPROACH

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## Abstract

Task-based teaching and learning is a boon approach in English classes nowadays to create a real practice for language use and provide a natural context for language study. This article exposes the use of task-based approach by incorporating environmental sustainability as content in translation practice. The tasks consist of three phases, pre-task, during-task, and post-task. Each phase is to enrich the student's experience in learning the novel terms along with the strategy for dealing with the difficult terms in the source text. The sample of the study is the students who participated in a translation course program from two universities. The total participants are 42 of 95 students who are available for this course session conducted in May 2022. Before pre-task, the students' preferences were collected to identify the students' interest and expectations of the heading course. In during-task, students are asked to take notes based on their interests. After the pre-task, students presented their own experiences in completing the task. At the end of the course session, a questionnaire was given to investigate the advantage of the learning approach and students' experience in the translation course. It was observed that students use the target language to communicate with peers in doing assignments. The student's confidence, which is the key to acquiring a language, increased in using specific terms. Combination of task-based learning with appropriate content that is relevant to personal lives such as environmental sustainability increases the student's motivation to learn and benefit from the translation activity.

**Keywords:** *approach; content; environment; learning; sustainability; task-based learning; teaching*

## 1. Introduction

Task-based learning is a language learning approach in which students are given interactive tasks to complete. In the learning process, students need to communicate. After the task is completed, then the lecturer discusses the assignment used (Nunan, 2004).

The task-based approach is commonly used in second language teaching and has been adopted in translation teaching as well (Alenezi, 2020). The use of task-based learning is a response to the recent shift in translation teaching from a teacher-centered tradition to a student-centered approach. It was found that task-based learning is effectively used in developing students' translation competence (Zheng, 2019).

Generally, the task-based approach is an effective learning method. It teaches language knowledge and training skills in performing tasks (Shabani & Ghasemi, 2014). Lecturers are teachers as well as guides. Similarly, learners are the main recipients and agents. Through task-based learning, students will master how to make full use of the topics they learn with the communicative ability to switch from the first language to the second language (Hismanoglu & Hismanoglu, 2011).

Based on the 2013 Curriculum Concept, it can be concluded that the competency of graduates of educational standards in Indonesia was intended to improve soft skills and hard skills together. These aspects of expertise include aspects of competence, such as personal property, morality, self-confidence, and responsibility in interacting effectively with the social environment, the natural environment, as well as with the world, and civilization. Therefore, environmental issues have relevance to language learning (Lustyantie, 2015). The implementation of environmental education has been investigated in various disciplines, but studies on how it is incorporated into the teaching of English are still limited. The importance of promoting personal responsibility and encouraging students to take action to save the environment is a benefit of including environmental issues in language learning (Metete, 2018).

By considering the reasons above, as English teachers, the researchers want to use a task-based learning model with the topic of environmental conservation as an approach to carry out translation exercises, provide useful input from the target language for students, improve their ability to communicate effectively, and to maximize student motivation.

## **2. Literature Review**

The success of the learning program is directly related to the applied learning model. A learning model is generally designed to improve one's learning achievement. Task-based teaching and learning is a method of presenting learning materials in which the teacher gives assignments so that students carry out learning activities.

### **2.1. The Role of Tasks in Language Learning**

Tasks are activities or actions carried out as a result of a process or language understanding. Assignments are given by the teacher to determine what task should be done by students to support learning success. Using various kinds of task in language teaching is intended to make language teaching more effective and efficient.

Task-based language teaching can make language learning in the classroom closer to natural learning and achieve a higher average increase in language acquisition because the method provides learners with a communicative goal. Moreover, interaction is needed to achieve the goal that ultimately facilitates language acquisition (Dailey, 2009).

Task-based learning and teaching place learners in real-world situations without too much intervention from the teacher. This approach arouses learners' enthusiasm to use the target language and to complete a task. In the teaching and learning process that applies the design of task-based learning, the teacher gives various kinds of tasks in the form of learning activities to communicate in the target language that is more concerned with meaning than form. These tasks emphasize the achievement of goals, namely communicative goals. Thus, students' attention is more focused on understanding the meaning so that tasks can be carried out properly which is marked by the learner's ability to use the language (Kong, 2012).

## 2.2 Stages of Task-Based Learning

David Nunan suggests that the stages of task-based learning are divided into 3 main stages. The first stage is pre-task, where the lecturer introduces the topic and gives clear instructions to students about what they should do in the task stage; it can also help them remember some words and phrases that might be useful for the task (Li, 2014).

The second stage is during-task or task cycle that consists of 1) tasks where students complete tasks in pairs or groups using their language skills and resources while the lecturer monitors and motivates them; 2) planning, where students prepare a short oral or written report about the process of completing the task; and 3) report, where students report to the class orally or read their written reports. Lecturers can give students some quick feedback.

The third stage is language focus, which consists of 1) analysis in which the lecturer selects the relevant parts of the students' recordings of their activities and students perform language analysis on them; and 2) practice, where the teacher selects language areas for students to practice based on their needs and what emerges from the task and report phases.

## 2.3 Advantage of Task Based in Language Teaching

The task-based approach in language learning offers several advantages because this approach allows students to transfer knowledge that they have obtained in a communication context (Ma'mun, 2018). Also, this approach encourages the students to become a user of the target language (Milarisa, 2019). The benefits of a task-based approach to learning are:

- a. Learning task-based helps the learner to interact spontaneously: for example, presentation and brainstorming require students to use language freely. This approach provides space for learners to try to use language that they know and the approach gives opportunities for students to pay attention and get benefit from peer expressions and thus can build their confidence level;
- b. Automaticity in learning is more defined to be efficient, accurate, and stable. Research in the area of cognitive psychology pays attention to understanding while doing the task.
- c. Experiential learning. This is intended to form an important concept base for task-based language learning.

## 2.4 Task Based Approach in Translation Teaching

Several studies have used a task-based approach to translation in various fields of translation. A recent development in translation teaching is the shift from a teacher-centered to a student-centered approach. Traditionally, the trainer is seen as an expert and has the authority to transfer the knowledge to students in his/her way. Thus the students are not active. Meanwhile, in the task-based teaching approach, the focus is on both. Thus students construct their knowledge through experience and reflection (Alenezi, 2020; Zheng, 2019; Li, 2014).

In addition, the focus is more on learning than teaching; emphasis is placed on developing students' critical and problem-solving abilities. Students interact with peers and lecturers. Lecturer facilitates. Students learn (construct knowledge) through interaction with peers, lecturers, and materials. Students take responsibility for their learning, which leads to a heightened sense of ownership and a strengthened motivation for learning. Authentic materials and contexts (or simulations) are adopted in teaching (Li, 2014).

On the other hand, both professional translators and translation institutions emphasize the disparity between the translation curriculum and market needs. Translator training should follow the workflow of translation projects in the industry, ensuring that student translators develop the capacity to learn independently, engage in reflective practice and develop relevant skills (Li, 2007).

Translation project covers a wide range of topics that it is impossible to fully introduce to students. Thus, it is important to develop students' ability to learn on their own. In line with this, a task-based approach can be used in teaching translation to facilitate student translator learning as well as to improve their translation competence (Zheng, 2019).

The studies above used based learning methods in language teaching and translation. The difference key in this study is that the topic of the translation exercise uses issues that are important for everyone nowadays, especially for students as an academicians. By including the environmental issues as the content of the translation exercise, this study enlarges the students' insight and awareness of the importance of environmental sustainability along with acquiring relevant terms in English. The results show that this method is suitable for fostering interest and motivation in students to learn foreign languages.

### **3. Research Method**

#### **3.1 Participants**

This research is part of a translation training attended by students of the Faculty of Economics and Engineering, AL-Azhar University, and the University of North Sumatra where the researchers teach English. As part of the translation training session, a based learning approach was implemented in May 2022 which was attended by 42 participants.

This study aims to evaluate the effectiveness of applying this method in translation in general and for students who are just starting to learn about translation. In addition, it also aims to determine the ability to use both the source language (SL) and the target language (TL), the ability to understand the text and enhance the knowledge of particular topics, and confidence to communicate.

#### **3.2 Translation Topics**

The topic of the translation exercise was determined through a survey of students' interest in global issues. The selection of topics was initiated by the instructor. The sources of exercise topics were obtained from the Top 8 Environmental Sustainability Issues We Need to Address which covered the topics of Climate Change, Natural Resource Use, Waste Production, Water Pollution, Deforestation, Overfishing, Ocean Acidification, and Air Pollution (Nrep.org, 2021). The participants are divided into eight groups that consist of 5 to 6 students.

#### **3.1 Approach**

The task-based learning teaching approach was based on the approach proposed by (Nunan, 2004) that consists of pre-task, during-task and language focus, and post-task and reflection. At the pre-task stage, the instructor introduces the topic or material to be taught to students by brainstorming. The instructor designs activities in the form of giving assignments that aim to provide opportunities for students to practice translation based on certain topics.

During the task, training participants are allowed to work together on the instructor's task of supervising so that each group can carry out tasks following established procedures. At the language focus stage, the instructor and students analyze the aspects of the language studied through the topics studied. At this stage of implementing task-based learning, it challenges students to present the results of assignments, answer questions from other colleagues, and express difficulties and solutions in completing assignments. At this stage, the instructor also asked questions and gave suggestions for improving the translation results. In the post-task and reflection stages, the researchers gave a questionnaire to find out the experience in working on tasks with a task-based learning approach.

## 4. Results and Discussion

### 4.1 Result

#### a. Pre task

At this stage, the instructor chooses a real task that is following the characteristics and abilities of the participants. The first stage to choose the form of project tasks is to consider the abilities and competencies of the trainees, the time required to complete and the expected outputs or results to be achieved. The assignment topics are shown in the following table:

Group	Translation Topic	Participants
A	Air Pollution	5 students
B	Climate change	6 students
C	Water Pollution	6 students
D	Deforestation	5 students
E	Natural Resource Use	5 students
F	Waste Production	5 students
G	Overfishing	5 students
H	Ocean Acidification	5 students

Table 1. Topics and Group Assignment

The chosen task is considered to be following the competencies and abilities of the trainees because the topic of environmental sustainability is a global consideration as the topics cover a wide range of topics, they are divided into smaller sub-topics. Each sub-topic is discussed by a group of 5 to 6 participants.

#### b. During-task

After determining assignments for students, the instructor must provide instructions on how students can complete these assignments and achieve the learning targets that have been set. At the during-task or task-cycle stage, the instructor designs the details of the activities. It consists of the purpose of the assignment, task limits, duration of work, how to do it, and the results of the task. At this stage, the researchers form a scheme of task activities as follows:

Instruction	Write a paper covering the topic of your assignment.	Source language: English Target language: Indonesian
Length	5 – 8 pages	
Duration	2 Weeks	

Additional	Compile a glossary of new terms you found in the topic.	Put it on the end of paper as appendix.
Preparing for Presentation at week 3 and 4	Each group will present their paper in the class. Choose one person to represent your group	2 – 3 questions will be asked by other group pof participants. All of the group members should be prepared to answer unexpected questions.

Tabel 2. Task and Activities

The activity assignment scheme was provided for groups to be followed in achieving the objectives of the assignment. After giving the task activity scheme, the students start to work in the group according to the assigned topic. The instructor allows each group to ask questions during the assignment. Therefore, each group was supervised in completing the task on time and on target.

**c. Language Focus**

This stage was carried out as the previous task is completed. The language focus stage aims to discuss 1) the results of the translation of the topics; 2) the presentation of the topic in the source language. It aims to determine the trainee's understanding of the topic, vocabulary, or terms related to the topic; 3) answering questions from other groups to see the extent to which participants understand the topic that shows how to communicate ideas. For this reason, at this stage, the process of English as a source language must be used as a tool to complete project tasks by combining sentence structure, grammar, and meaning in context (pragmatics).

**d. Post task and reflection**

After the class carried out all the task activity schemes in Weeks 3 and 4, the instructor gave a set of questionnaires to determine the participants' perceptions of the implementation of task-based learning. This stage aims to find out feedback from the use of this translation teaching approach. In addition, the instructor prepares a summary of the achievement of the translation assignment. Perceptions and learning outcomes of task-based learning are presented in the following figure:

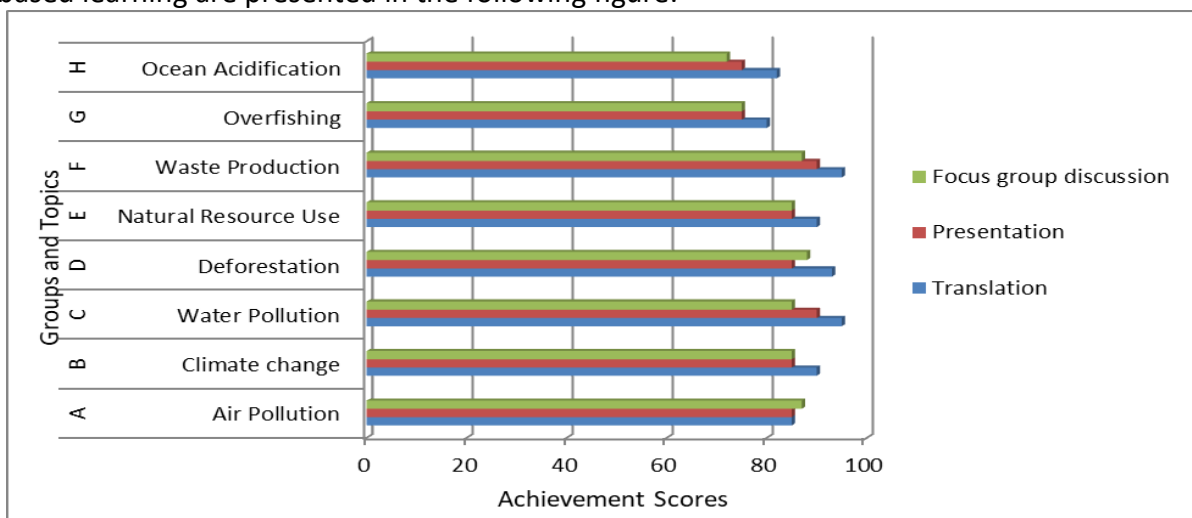


Figure 1. Translation Practice Achievements with a Task-Based Approach

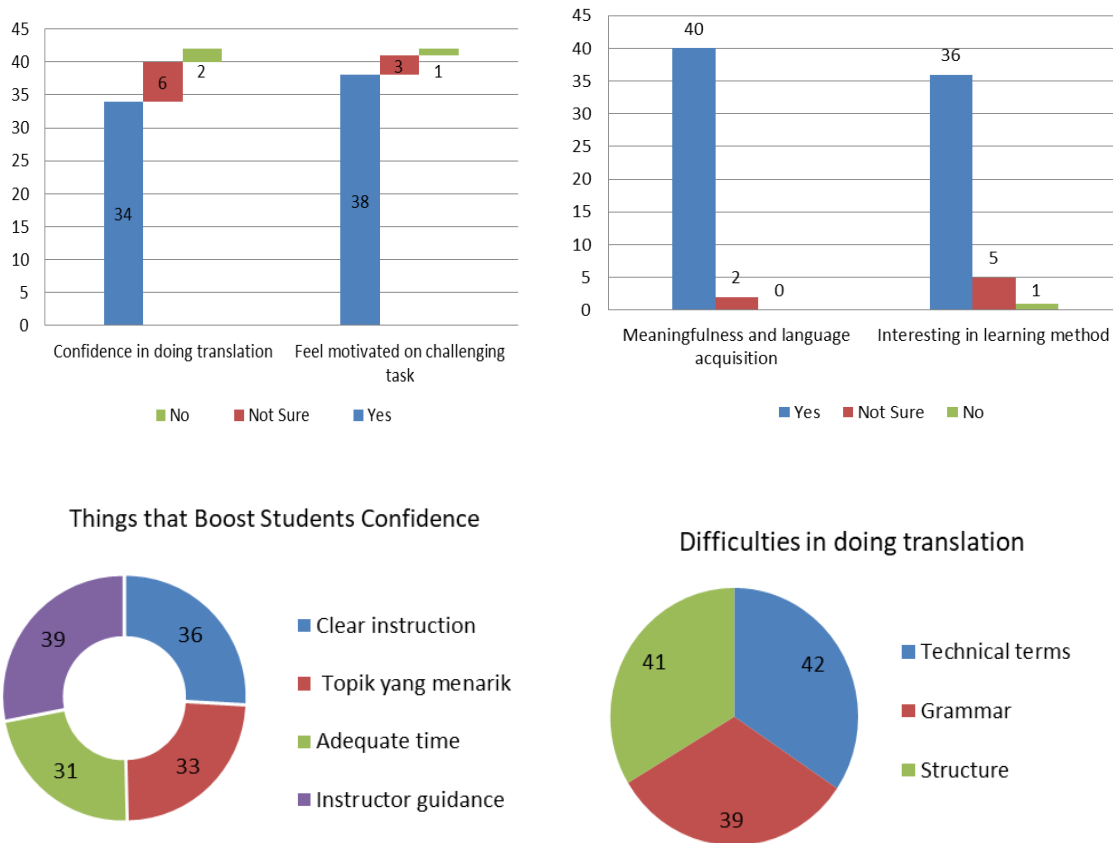


Figure 2. Participants' Perceptions of the Task-Based Learning Approach

#### 4.2 Discussion

The task-based approach to translation needs to go through 3 stages to work effectively. These stages are pre-task, during-task, and post-task.

In the Pre-task stage, the instructor gives instructions to the trainees to follow and checks the terms and conditions to successfully carry out the task. The trainees are also reminded of the strategies, methods, and translation techniques they have learned so that they are ready to use this knowledge in the translation process.

In line with Acioly-Régnier et al., (2015), following the terms and conditions of translation work, thinking about useful resources as instrumental competence, and reading thoroughly the text in the source language is a way to get a good understanding of the subject. It will enhance bilingual competence. Identifying the relevant terminology will enhance extra-linguistic competence while deciding which strategies and techniques to choose is enhancing strategic competence.

At the during-task stage, the instructor only acts as a facilitator. The trainees in groups work on tasks (bilingual, strategic, and psycho-physical competence), seek the necessary knowledge and resources (instrumental and extra-linguistic competence), and communicate for clarification (translation knowledge competence). Instructor involvement must be kept limited, thus the students can rely on themselves and develop their skills independently. In this training, the participants have a reasonable time of 2 weeks to complete the task, so that the trainee can use all the resources and knowledge to complete the task as well as possible. As suggested by (Ayupova, 2014), in the training process, translators should be given adequate time and attention.

Language focus. At this stage, the instructor manages the group and can provide feedback on their translation and the translation process. Participants reflect on their translation process by presenting in front of the class. Another group suggested asking 2 or 3 questions that will be answered by the assigned group member. The instructors asked 2 questions about the difficulties they faced and how they found their translation solutions. Competence in translation knowledge and cooperation to ensure consistency in the translation is needed to develop strategic competencies.

Analysis. The instructor recalls the intended learning objectives through the assignment and he discusses and analyzes parts of the assignment. Participants and instructors did a good analysis of some of the translations. If possible, the instructor advises the group to revise the translation.

Revision. The instructor highlighted the areas that needed improvement. The participants of the group need to improve the quality of work. The instructor can assist in the final assessment of the translation. The participants in the group revise and edit their translations based on feedback from the analysis. After that, the instructor made a final assessment of the assignment. In line with Rezvani & Vakilinejad (2014), an assessment of translation quality not only improves the quality of the translation but also improves the quality of training.

In Post-task and Reflection, the instructor reflects on the whole translation process from a pedagogical perspective and writes notes that are useful for future teaching. Students reflect on project management, implementation of translation plans, quality, and communication with clients as well as translation problems and what solutions and strategies they use (translation knowledge competence). Based on the results of the questionnaire, it was found that 36 out of 42 said that they liked the task-based learning method. As for the topic of translation, 40 out of 42 participants were interested in the assigned topic. In addition, 34 out of 42 participants said they were motivated in doing the translation task. This implies that the task-based learning approach is beneficial for the trainees. As proposed in Saputro et al., (2021), the use of task-based learning is suitable in language teaching.

## 5. Conclusion

During task-based learning, students complete tasks that are relevant and interesting to them. To complete the task, they need to use the target language they are learning to communicate with their peers. They use grammar or vocabulary about the language when communicating in doing assignments.

Task-based learning is suitable for group learning. Learning a language as a group is also a way of teaching the skills to collaborate with others. It also increases confidence in using language which is the key to acquiring a language. The existence of feedback in learning is a way to increase motivation to learn and communicate with others.

Students' understanding of language also deepens because it raises environmental issues that are close to real life. It can be said that the combination of task-based learning with appropriate content can create language learning that is relevant to the personal lives of students. Therefore, it is important to ask students about their preferences at the start of the course so their interest is incorporated into the assignment.



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## Appendix

## Translation Practice Achievements with a Task-Based Approach

Group	Sub topics	Active Participants	On time	Translation Result		Presentation	Focus group discussion
				Score	Primary error	Score	Score
A	Air Pollution	5 of 5 participants	Yes	85	pragmatics	85	87
B	Climate change	5 of 6 participants	Yes	90	structure	85	85
C	Water Pollution	6 of 6 participants	Yes	95	grammar	90	85
D	Deforestation	5 of 5 participants	Yes	93	grammar	85	88
E	Natural Resource Use	5 of 5 participants	Yes	90	grammar	85	85
F	Waste Production	5 of 5 participants	Yes	95	grammar	90	87
G	Overfishing	5 of 5 participants	Yes	80	Pragmatics and grammar	75	75
H	Ocean Acidification	4 of 5 participants	Yes	82	Pragmatics and grammar	75	72

## Questionnaire Items

Aspect of learning	Questions	Response		
		Yes	Not sure	No
Self-confidence	1. Are you confident in carrying out the task?	34	6	2
	2. Specify things that boost your confidence (Multiple answers)			
	a. Clear instructions	36		
	b. Interesting topic	33		
	c. Adequate time	31		
Motivation	d. Guidance from instructor	39		
	3. Your assignment is challenging	38	3	1
Meaningfulness and language acquisition	4. This assignment gives you new insight on enviromental issue	40	2	0
	5. Do you like this learning method?	36	5	1
Linguistics knowledge	6. This task improve your English vocabulary.	41	1	0
	7. What kind of difficulties did you face in translating the text? (Multiple answers)			
	a. Difficult technical terms	42		
	b. Grammar	39		
	c. Structure	41		
Total respondents = 42				