DR. BABASAHEB AMBEDKAR
OPEN UNIVERSITY

BAOU
Education for All

NAAC ACCREDITED
A++
GRADE 3.55/4

Diploma in
Translations Studies

DTS-02

Translation: Process and Methodology

Adaptation
Rewriting
English
Transcreation
अनुवदति
Translation
भाषा
ભાષા
Refrection
हिन्दी
ट्रांसपोर्ट
अनुवाद
ગુજરાતી
Langunge
સાહિત્ય

Message for the Students

Dr. Babasaheb Ambedkar Open University is the only state Open University, established by the Government of Gujarat by the Act No. 14 of 1994 passed by the Gujarat State Legislature; in the memory of the creator of Indian Constitution and Bharat Ratna Dr. Babasaheb Bhimrao Ambedkar. We stand at the seventh position in terms of establishment of the Open Universities in the country. The University provides more than 70 courses including various Certificates, Diplomas, UG, PG, as well as Doctoral degree, to strengthen Higher Education across the state.

On the occasion of the birth anniversary of Babasaheb Ambedkar, the Gujarat government secured a quiet place with the latest convenience for University, and erected a building with all the modern amenities named 'Jyotirmay' Parisar. The Board of Management of the University has greatly contributed to the making of the University and will continue to this by all the means.

Education is the perceived capital investment. Education can contribute more to improving the quality of the people. Here I remember the educational philosophy laid down by Shri. Swami Vivekananda:

"We want the education by which, the character is formed, strength of mind is increased, the intellect is expand and by which one can stand on one's own feet".

In order to provide students with qualitative, skill and life oriented education at their threshold, Dr. Babasaheb Ambedkar Open University is dedicated to this very manifestation of education. The university is incessantly working to provide higher education to the wider mass across the state of Gujarat and prepare them to face day to day challenges and lead their lives with all the capacity for the upliftment of the society in general and the nation in particular.

The university, following the core motto 'स्वध्याय: परमम्तप:' does believe in offering enriched curriculum to the student. The university has come up with lucid material for the better understanding of the students in their concerned subjects. With this, the university has widened scope for those students who are not able to continue with their education in regular/conventional mode. In every subject a dedicated team for Self Learning Material, comprising of Programme advisory committee members, content writers and content and language reviewers, has been formed to cater the needs of the students.

Matching with the pace of the digital world, the university has its own digital platform Omkar-e to provide education through ICT. Very soon, the University going to offer new online Certificate and Diploma programmes on various subjects like Yoga, Naturopathy, and Indian Classical Dance etc. would be available as elective also.

With all these efforts, Dr. Babasaheb Ambedkar Open University is in the process of being core centre of Knowledge and Education and we invite you to join hands to this pious *Yajna* and bring the dreams of Dr. Babasaheb Ambedkar of Harmonious Society come true.

Prof. (Dr.) Ami Upadhyay

Vice Chancellor

Dr. Babasaheb Ambedkar Open University

Ahmedabad

Dr. Babasaheb Ambedkar Open University
(Established by Government of Gujarat)

Diploma in Translation Studies

Paper-02

Translation: Process and Methodology

| UNIT-1 | PROCESS OF TRANSLATION |

:: STRUCTURE ::

1.0 OBJECTIVES

1.1 INTRODUCTION

1.2 PROCESS OF TRANSLATION

1.3 LET US SUM UP

1.4 SUGGESTED READING

1.0 OBJECTIVES

This unit will help the learners:

- To understand the process of translation
- To learn about various models of translation process given by different scholars
- To understand the difficulty involved in translation and to be able find ways by understanding the process of translation
- To understand the idea of equivalence as a part of translation process
- To understand translation shifts and its role in the process of translation
- To be able to translate a text from one language to another

1.1 INTRODUCTION

Translation plays a pivotal role to connect different cultures of the world. Cross-cultural communication is possible only through translation. In today's time of globalization, translation has become even more relevant. It is through translation, the whole world is connected and carrying out its everyday affairs.

"Translation matters because it's the best way for those of us who can't read in other languages to learn about the rest of the world. We know much of the world through a strictly political prism; literature provides access to the lives of people in other cultures and countries." – Susan Harris, (Susan Harris, 2020)

As Susan Harris mentions, Translation helps one expand one's understanding of other cultures. It frees one from the limited access to knowledge, ideas and cultural practices. Translation enables us for accessing knowledge of diverse fields not available in the language/s we know.

From Horace and Cicero's ideas on translation i.e., word-to-word and sense-to-sense till today a lot of has been said and argued about translation. Many scholars have expressed their views about the process of translation, types of translation, methods of translation and the role translation plays in shaping and reshaping the literature and culture of a community and nation.

Recently translation studies has emerged as a distinct discipline. The discipline studies the process of translation, types and methods of translation, theories of

translation, history of translation and the impact a translated text leaves on other areas of life.

1.2 PROCESS OF TRANSLATION

The process of translation has been studied by many scholars from time to time. The process of translation has been defined from different angles. The process has been defined from the angle of translation as a tool for learning second languages by some scholars while some others have defined translation process with reference to the translation of literary texts.

According to Susan Bassnett expresses her views as "…translation is perceived as an intrinsic part of the foreign language teaching process." (Bassnett, 2002) She is of the opinion that translation has not been studied sufficiently for its own sake.

Translation, in general, can be seen as an activity of conveying meaning of a source text (ST) in target language (TL).

Jeremy Munday defines the process of translation as follows:

The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target language or TT) in a different verbal language (the target language or TL).

The above process of translation is also knowns as translation proper or inter-linguistic translation and is one of the three categories of translation given by Roman Jakobson.

Many other scholars have attempted to define the term translation and its process. One of the prominent scholar Peter Newmark defines translation as follows.

Translation is rendering the text into another language in the way that the author intended the text.

Understanding the process of translation helps to understand the mental operations underlying a translated text. Translation is a mental activity in which a meaning of given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language into their equivalents in another language. Translation is an act through which the content of a text is transferred from the source language into the target language (Foster, 1958). The language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL). The translator needs to have good knowledge of both the source and the target language, in addition to a high linguistic sensitivity as he should transmit the writer's intention, original thoughts and opinions in the translated version as precisely and faithfully as possible. While translating, a translator discovers the meaning of a text behind the forms in the source language (SL) and reproduces the same meaning in the target language (TL) with the forms and structures available in the target language.

According to Catford (1995), translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). He further says that translation, as a process, is always uni-directional.

Nida and Taber says, "translating consists in reproducing in the receptor language the closest natural equivalent of the course-language message, first in terms of meaning and secondly in terms of style.

1.2.1 STEPS INVOLVED IN THE PROCESS OF TRANSLATION

Translation is a complex process where a translator needs to pass through several stages of the translation process. Attempts have been made by many scholars to explain the process of translation. Irina Pinchuk says that translation is a process of finding a target language equivalent for a source language utterance.

1.2.2 LARSON'S PROCESS OF TRANSLATION

Mildred L Larson has described the process of translation vividly in her book *Meaning-Based Translation*.

As the diagram shows, there are two major steps in the process of translation: 1) Discovering the meaning and 2) re-expressing the meaning.
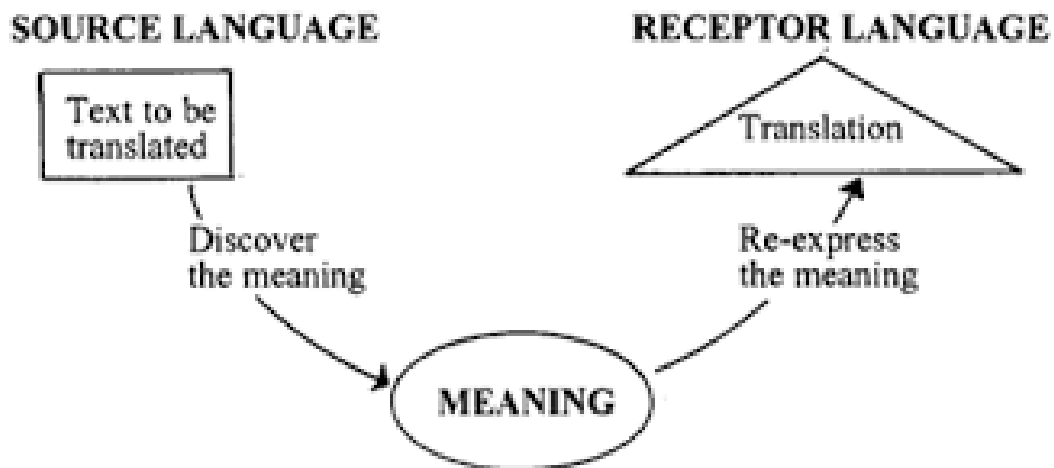
1. The translator first decides a source text to be translated.
2. The translator discovers the meaning of the message in the source text.
3. Once the meaning is discovered (the invariant core), the translator tries to relate it to the target language.
4. Then, the translator re-expresses the meaning in the target language.
5. And the product that is produced is translation.

Larson's emphasis is on the meaning of the text i.e., the meaning should be conveyed effectively even if the form, style, and other aspects are to be changed.

1.2.3   EUGENE NIDA'S MODEL OF TRANSLATION

Eugene Nida's model of translation process illustrates the stages involved in the process of translation.

```
SOURCE LANGUAGE                    RECEPTOR LANGUAGE
     TEXT                              TRANSLATION
       |                                   ^
       |                                   |
       v                                   |
   ANALYSIS                          RESTRUCTURING
       |                                   |
       v                                   |
              TRANSFER
       +-------------------------------->
```
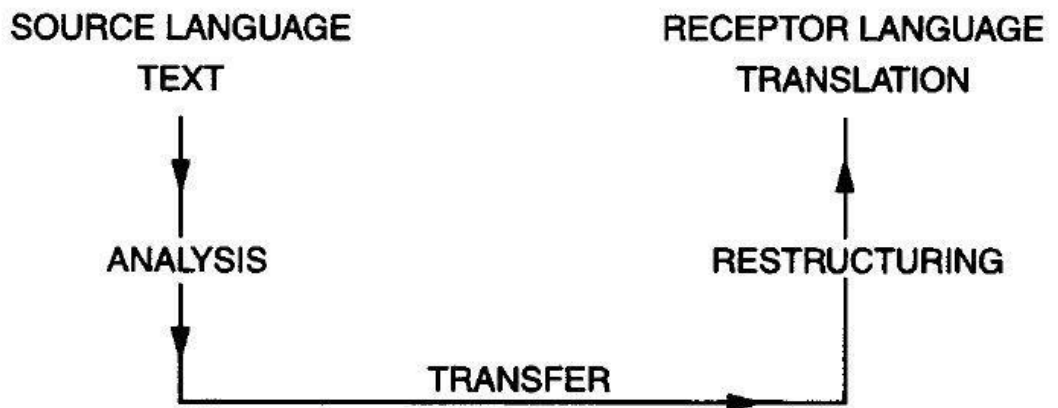
The above shown process of translation involves the following steps.

1. Analysis (Decoding)

- Grammatical meaning
- Referential meaning
- Connotational meaning
- Socio-cultural meaning

2. Transfer

3. Restructuring (Recoding)

1.2.3.1 ANALYSIS (DECODING):

A translator goes through a process of analysing (decoding), transfer and restructuring (recoding). A translator performs three distinct roles during the act of translation.

1) A reader of the original (source) text
2) A bilingual, in trying to keep the context of the text intact and finding the exact expression in the other language
3) A writer of the translated text

Nida says that the first step of translation is the analysis of the source text. The analysis of the source text can also be called decoding the source text. In other words, a translator first decodes the original text in order to interpret and understand the message as a reader, transfers this message into its structurally clear forms of a text in the target language as an effective writer.

As a decoder, the translator needs to arrive at the coded message of the source text. The translator first reads, interprets, and comprehends the text to be translated. While decoding or analysing a source text, the translator needs to understand at least the four aspects of the source text.

1) Grammatical meaning: refers to the meaning of a linguistic structure. It emphasises the relationship between different units of a language. A translator needs to see what the grammatical structure of a sentence in the source language conveys and if retaining the same structure will carry the same meaning in the target language.
2) Referential meaning: the referential meaning emphasizes the relationship between language and the entities, events etc. which are external to the language. A word can have different meanings. Sometimes a word may

mean altogether something different from its dictionary meaning. For comprehending the source text properly, a translator needs to go beyond the dictionary meaning and see the meaning that is produced by the reference of the text.

3) Connotative meaning: words have two layers of meaning: 1) denotative and 2) connotative. Denotation is the direct or the specific meaning of a word while connotation is the secondary, suggested or associated meaning of a word. A translator needs to identify the suggested meaning in the source text and transfer it in the target text.

4) Socio-cultural meaning: The socio-cultural meaning refers to the relationship between the language and social-cultural assumptions which lie behind any use and usage of a verbal expression.

   Edward Sapir claims that 'language is a guide to social reality. And further declares that 'no language can exist unless it is steeped in the context of culture; and no culture can exist which does not have at its center, the structure of natural language. Hence, Susan Bassnett concludes that the translator who treats a text in isolation from the socio-cultural background at his peri.

After analysing the source text and its meaning, the analysed material is transferred from language A to language B and then the third stage of restructuring takes place. In the process of restructuring, the transferred material is restricted in order to make the final message fully acceptable in the receptor language.

1.2.3.2 TRANSFER:

Transfer refers to the transmission of the decoded message of the source text into the target language. A translator requires to be competent in both the source and the target languages.

For understanding the process of transference, the following points of language should be paid attention.

1. There is ordinarily no full equivalence in two languages. Even the apparent synonym does not yield complete equivalence. Each unit of a language contains within itself a set of non-transferable associations and connotations. There is no direct relationship between the grammatical and the lexical units of a source language and a target language.

2. The grammatical and the lexical structure of each language carries with it its own particular meaning.

   The above two facts of a language make it difficult for a translator to simply carry-over or implant source language meaning into the target language text. In such a case, what a translator can do is:

1) To convey the invariant core of the source language text in the target language.
2) To create communicative values of the source language in the target language text.

1.2.3.3 RESTRUCTURING (RECODING):

Restructuring (recoding) means creation of a text in the TL with a meaning similar to that of the original text. The translator here plays the role of a writer and

creates a text in the target language. Since the creation of the exact source language text into target language is impossible, recoding is directed to approximate the source language text.

- **Example for Nida's Model of Translation Process**

Say for example, the English word *hello,* is to be translated in French. *Hello* in English is a friendly greeting when people meet. In French, two equivalent words are available: *ca va?* and *hallo*. As a translator you need to understand first the context in which the word hello in English is uttered and then accordingly choose a word from the two options available in French. As in French, two different greeting terms are used. One term is used while greeting someone over phone and another term is used while meeting someone in person. So, the translator needs to look first find the invariant core of the source text then transfer it to the target language.

"In the case of *hello* the invariant is the *notion of greeting.* But at the same time the translator has had to consider other criteria, e.g. the existence of the *oui/si* rule in French, the stylistic function of stringing affirmatives, the *social context of* greeting—whether telephonic or face to face, the class position and status of the speakers and the resultant *weight* of a colloquial greeting in different societies. All such factors are involved in the translation even of the most apparently straightforward word." (Bassnett) This illustration shows the complexity involved in translation. Translation is not just linguistic activity but many extra linguistic factors are at play which the translator needs to identify and transfer it properly in the target text.

1.2.3.3 EQUIVALENCE IN THE PROCESS OF TRANSLATION

While rendering a source language text in the target language, one of the important tasks a translator faces is finding equivalence.

In the process of translation, a translator needs to find equivalence of the source text in the target language. Finding equivalence is even challenging for culture bound words, idioms, and usages. Jakobson is of the opinion that there is ordinarily no full equivalence between two code units. However, to tackle the issue of equivalence, many other scholars have come up with their ideas. Eugene Nida speaks of two types of equivalence.

Formal equivalence: Focuses on the message itself, in both, form and style. Nida calls such a translation a 'gloss translation'.

Dynamic equivalence: It is based on the principle of *equivalent effect*, i.e. the relation between message and receiver is transferred in the target language with the same degree.

With reference to equivalence, other scholars like Peter Newmark talks about semantic and communicative translation. The translator, while translating a text from one language to another, shall try to find the closest equivalence, known by different types or names, of the source verbal codes in the target verbal codes.

1.2.3.5 TRANSLATION SHIFTS:

While translating, a translator also needs to take translation shifts for conveying the source text meaning effectively in the target language. Translation

shift is changing of form when it is translated from the source language into the target language. According to Catford, shift means departure from formal correspondence in the process of going from SL to TL. He divides translation shifts into two major parts. 1) level shift and 2) category shift. The concept of shift in translation and its types shall be discussed further in the relevant unit.

1.3 LET US SUM UP

Translation is a complex process of meaning making. A translator shall first read the text to be translated thoroughly and then attempt translation. We can say that a translator needs to take the following steps while attempting translation of any text.

1) A translator must be good in both the languages: the source language and the target language.
2) A translator needs to read the source text several times.
3) A translator should try to see the deeper meaning in the text and see if any cultural connotations associated in the text.
4) Accept the untranslatability of the SL phrase in the TL on the linguistic level.
5) Accept the lack of similar cultural conventions in the TL.
6) Define the purpose of translating a text.
7) Look for the format of the text, point of views, tone, symbols, dictions, figures of speech and overt and covert allusions.
8) Consider the range of TL phrases available, having regard for the presentation of class, status, age, sex of the speaker, his/her relationship to the listeners and the context of their meeting in the SL.
9) Make strategies for translating idioms, usages, and specific phrases of the source text.
10) Translate the first draft. Replace the invariant core of the SL phrases in its two referential systems (the particular system of the text and the system of culture out of which the text has sprung) in the TL.
11) While translating, take care of the translation shifts a translator needs to make.
12) Review the first draft of the translation with the original text.
13) Revise and finalize the translation.

❖ **CHECK YOUR PROGRESS**

1) Pick up any short text in your mother tongue and translate it into English. Note down the steps you need to take while translating the text.
2) Explain Larson's model of translation.
3) What is the model of translation proposed by Nida.
4) What care does a translator need to take about equivalence and translation shifts? Illustrate with examples.

1.4 SUGGESTED READING

1 "Creating a Bridge: A Conversation with Susan Harris, Editorial Director of 'Words without Borders.'" *Los Angeles Review of Books*, 12 Mar. 2020, https://lareviewofbooks.org/article/creating-a-bridge-a-conversation-with-susan-harris-editorial-director-of-words-without-borders/.
2 Bassnett, Susan. *Translation Studies*. Routledge, 2002.

3 MUNDAY, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2008.

4 Jakobson, Roman. "On Linguistic Aspects of Translation." *On Translation*, 1959, pp. 232–239., https://doi.org/10.4159/harvard.9780674731615.c18.

5 Catford, John Cunnison. *A Linguistic Theory of Translation: A Essay in Applied Linguistics*. Oxford University Press, 1967.

6 Larson, Mildred L. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. University Press of America, 1998.

****

:: STRUCTURE ::

2.0 OBJECTIVES

2.1 INTRODUCTION

2.2 METHODS OF TRANSLATION

2.3 NEWMARK'S FLATTENED V DIAGRAM

2.4 LET US SUM UP

2.5 SUGGESTED READINGS

2.0 OBJECTIVES

This unit will help the learners:

- To have historical understanding about the development of methods, approaches of translation
- To be familiar with various methods of translation
- To be able to select a suitable methods of translation while attempting translation

2.1 INTRODUCTION

Translation is carrying over the meaning of a source text into a target language. While translating a text, a translator shall follow the steps of the process of translation. As discussed in the previous unit, the process of translation has been illustrated differently by different scholars. However, the steps involved in the process of translation are more or less the same i.e., reading and analysing the source text and then transferring the meaning in the target language by restructuring the source text.

Translation is a complex meaning making process where more than just following the steps of the process, other aspects also need to be considered. A translator needs to understand the type of the text to be translated and must be clear about the purpose of translating a text. A translator should also have in mind the target reader for whom the text is to be translated. Depending upon the type of text, the purpose, and the target audience a translator needs to decide a methods to translate a source text.

2.3 METHODS OF TRANSLATION

Since the ancient discourse on translation, various methods have been proposed, discussed and debated. In the west, since Roman era, scholars and translators Cicero and Horace have shared their views on translation and proposed methods of translation like word-for-word and sense-for-sense. On the other parts of the word like India, China and Middle-East countries also translation activities were going on in abundant and various scholars have come up with methods to

address the difficulties faced by the translators while translating a text. From time to time, various translators, and scholars of translation from various parts of the world have come up with a range of methods of translation.

2.2.1 WORD-FOR-WORD AND SENSE-FOR-SENSE

Newmark, a scholar of translation, says that the discussion on word-for-word and sense-for-sense methods of translation belongs to the pre-linguistic period of translation. Susan Bassnett says that this discussion on the word-for-word and sense-for-sense emerges again and again with different degrees of emphasis in accordance with differing concepts of language and communication. It is believed that Roman translators and scholars Cicero and Horace have made the distinction between word-for-word and sense-for-sense methods of translation.

Word-for-word is a method of translation where in translation is done word by word. Each word of the source text in replaced by the suitable equivalence in the target language. No addition of new words and structures as well is no omission of any word or structure is permissible. It is also called interlinear translation, with the TL immediately below the SL words. The source language word order is preserved, and the words are translated one by one. A substitution of each word in the source language is made from the target language and the order of words remains the same as in the source language. In this mode of translation no word should be left untranslated and no word which does not occur in the original text should be included in the translated text even if it distorts the meaning and the communicative quality of the text.

जो विद्यार्थी लेख समय पे जमा करायेगे उनको पुरस्कार दिया जाएगा।

Who students article time on submit those award given will be.
The above translation of the statement form Hindi to English is done through the method of word-for-word. It is clear that such translation distorts the meaning of the source text hence it not generally preferred to convey the meaning in the target language. This method of translation is used for understanding the structure of a complex sentence of a source language and the target language. It is also used to read the source text and a target text side by side. Thus, word-for-word method of translation is mostly used as a tool for second language teaching. This method is also used for the translation of religious or classical text to understand the word order of the source text.

This method has its own purpose. It is specifically used as a tool of learning a second language. It should not be seen as bad or inappropriate method against other methods of translation as those might be suitable for different purpose while the above method is suitable for the said purpose.

In the ancient discussion on the methods of translation, the scholars Cicero and Horace themselves have made clear that they would use the method of sense-for-sense for translating certain type of texts. Cicero mentions his approach of translation in his translation of the speeches of the Attic.

And I did not translate them as an interpreter, but as an orator, keeping the same ideas and forms, or as one might say, the 'figures' of thought, but in language which conforms to our usage. And in so doing, I did not hold it necessary to render word for word, but I preserve the general style and force of the language.

As the above passage shows, sense-for-sense translation is intended to produce the style and force of the source language in the target language. The translation should have a communicative quality. Cicero favours sense-for-sense depending upon the type of text to be translated and the purpose of translation.

After Cicero, many other translators have also talked about the methods of translation they used and many of them have favoured sense-for-sense translation depending on the purpose and type of the text to be translated. St Jerome has also expressed his views on translation for his Latin revision and translation of Christian Bible.

Now I not only admit but freely announce that in translating from Greek – except of course in the case of Holy Scripture, where even the syntax contains a mystery - I rendered not word-for-word, but sense-for-sense.

As it is evident in the above quote, St Jarome, scholar and translator, rejects the word-for-word approach because, by following so closely the form of the ST, it produces an absurd translation, distorting the sense of the original. He favours sense-for-sense but only for non-Holy Scripture. It was quite risky for the translators to render the religious text with sense-for-sense method. However, many scholars have favoured this method of translation for its communicative effect on the target audience.

The debate on word-for-word and sense-for-sense has also took place in the other parts of the world. Like European countries, translation activities were happening on the other parts of the world and intensive discussions on which method is suitable for which type of text has taken place. For example, as Jeremy Munday, a scholar of translation says, the discussion found its place in the rich translation tradition of the Arab world, which created the great centre of translation in Baghdad in the Abbsid period (750-1250). The translations were primarily centred from Greek to Arabic.

Mona Baker describes the two translation methods that were adopted during that period:
The first method was highly literal and consisted of translating each Greek word with an equivalent Arabic word and, where none existed, borrowing the Greek word into Arabic.

According to Baker, this word-for-word proved to be unsuccessful and had to be revised using the second, sense-for-sense method:

The second method consisted of translating sense-for-sense, creating fluent texts which conveyed the meaning of the original without distorting the target language.

The above views on the methods of translation in Arab world shows that translation activities have been happenig in the various parts of the world and the discussion on the suitability of a method has also been a part of the translation traditions.

2.2.2 LITERAL TRANSLATION

The above methods of translation are standing on the two different poles and in between them, emerges the literal VS. free approach of translation. As it is discussed above, sticking strictly to source text, and rendering it word by word

distorts the meaning of the text. The translator here captures the meaning of the source text and tries to convey it in the target text using closest words and structures of the target language.

No two languages are similar ever hence the said method is not useful except for specific purpose. While on the other hand, sense-for-sense is seen as going away from the source text which also sometimes seen as injustice to the source text. The middle way to the poles apart is Literal Translation. It is a method where the translator does not remain stick to source text as in word-for-word and also doesn't move away far from source text. Here the source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly.

This method is used when two languages are close to one another and their manner of organizing words and meanings may be similar. Literal translation is possible between such languages. For example, translation between Hindi and Gujarati.

जो विद्यार्थी लेख समय पे जमा करायेगे उनको पुरस्कार दिया जाएगा।

જે વિદ્યાર્થી લેખ સમયસર જમા કરાવશે તેઓને પુરસ્કાર આપવામાં આવશે.

Since the Gujarati and Hindi are close to each other and the manner of organizing words and meaning is almost similar hence literal translation is possible of the above given Hindi sentence into Gujarati. Here the structure and the meaning of Hindi could be retained in the translated sentence in Gujarati.

Literal translation is also used for translation of information-based texts even among the dissimilar languages. Translation of scientific and technical text can be done through this method of translation. The aim of the texts from humanities, social sciences or sciences is primarily to convey information in the target language. While translating such texts, a translator cannot roam in the realm of imagination but should remain close to the source text as much as possible so that the information of ST is not distorted. In short, this method is useful when we want to remain faithful to the writer's original meaning, and as close as possible to the source text.

2.2.3 FREE TRANSLATION

As we have seen earlier, the choice of the method of translation depends on the several aspects like the type of text to be translated, the purpose of translation, the relationship between source language and target language and who the translator is. While Literal translation is fit for certain types of text, Free translation is preferred for another set of texts. Literal translation is preferred for informative texts of humanities, social sciences and sciences while Free translation is preferred to translate opinion based texts and the texts which are imaginative in nature.

In Free Translation, there is hardly any relationship between the form of the original text and its translation. The emphasis is on capturing the sense of the original text and conveying it effectively in the target text. Newmark defines Free translation as,

Free translation reproduces the matter without manner, or the content without the form of the original. Usually it is a paraphrase much longer than the

original, a so-called intralingual translation, often prolix and pretentious, and not translation at all.

Literal translation is suitable for information-based texts and Free translation is suitable for those texts which evoke emotional response in the reader. Free translation is more suitable for literary texts while Literal translation generally suits scientific and technical texts.

Free translation also becomes more desirable in texts of creative literature because the meaning of such texts is not fixed. The text might be interpreted differently by different readers. In such a case where the meaning of the original text is not fixed and when a text evokes different emotional response to different reader, Free translation is the suitable method. Free translation also takes liberty with the length of the original text, either omitting or adding words and structures in the translated text.

In short, a text where fidelity to the author's meaning is important, the translator prefers Literal translation and the texts where the reader's response is a primary concern, Free translation is suitable.

Free translation has not been a practice of European countries only but it has been in practice in the other parts of the world as well. We have references to the dilemma of the Buddhist translators: 'whether to make a free, polished and shortened version adapted to the taste of the Chinese public, or a faithful, literal, repetitious and therefore unreadable translation.' In response to the said dilemma, various methods of translation have evolved down the line. One such method which was in practice in the ancient time of China is known as *yiyi*. The method of *yiyi* can be roughly called Free translation.

2.2.4 FAITHFUL TRANSLATION

Faithful Translation means the translator intends to convey the author's intention of the text as faithfully as possible into the target language. A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from the source language norms) in the translation. It attempts to be completely faithful to the intentions and the text realization of the source language writer. Basically, it's translation method with a focus on the source text.

The meaning of the faithfulness has also changed from time to time and translator to translator. Some scholars are of the opinion that faithful translation is being faithful to the words while others say that it is being faithful to the spirit of the text. Depending on the interpretation of the term 'faithful', the translation would take shape of word-for-word or sense-for-sense.

An investigation of Wyatt's translation of Petrarch shows a faithfulness not to individual words or sentence structure but to a notion of the meaning of the poem in its relationship to its reader. In other words, the poem is perceived as an artefact of a particular cultural system, and the only faithful translation can be to give it a similar function in the target cultural system.

2.2.5   SEMANTIC TRANSLATION

Semantic translation is only slightly different from the faithful translation. Semantic means meaning of a word or a unit of words. Hence, it is a method of translation where the meaning of the source text is the complete focus. Moreover, it also takes into account the aesthetic value of the source text. The efforts are made to convey the linguistic beauty of the source text in the target text. The distinction between faithful and semantic translation is that the first is uncompromising and dogmatic while the second is more flexible, admits the creative exceptions to complete fidelity and allows for the translator's intuitive empathy with original. In other words, the translator can take liberty in the style of conveying the core ideas of the source text into the target text.

2.2.6   ADAPTATION

It is a process of transforming a source text into a different cultural context. This involves changing cultural reference when a situation in the source culture does not exist in the target culture. It is used mainly for plays. Newmark says that it is the freest form of translation. The themes, characters, plots are usually preserved. The source language culture is converted to the target language culture and the text is rewritten. Nowadays, the adaptations are quite popular in form of movies. A literary text is adopted for a movie where in the main story and the value of the source text are preserved and the language, characters, setting, and other aspects are converted as suitable to the target culture.

2.2.7   IDIOMATIC TRANSLATION

Idiomatic translation is meaning-based translation which make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. It produces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Some other scholars call it natural translation.

2.2.8   COMMUNICATIVE TRANSLATION

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensive to the readership. Such translation is done keeping is mind the target readers. The text is rendered in such a way that facilitates communication between the readers and the text.

2.3 NEWMARK'S FLATTENED V DIAGRAM

The above methods have primarily been taken from the Peter Newman's *A Textbook of Translation*. Newman divides the methods into two categories and puts it in the flattened V diagram as shown below.

SL emphasis	TL emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

In the above diagram, Newmark puts some of the methods of translation in the category of source language emphasis and other methods in the category with target language emphasis.

2.4 LET US SUM UP

These are some of the methods of translation. As it has been said earlier, a particular method of translation may be used depending on the type of text to be translated, the purpose of translation, the connection between source and target language, and who the translator is. Sometimes a single method may not be sufficient for translating a text. In such a case, multiple methods shall be used to meet the goal of the translation.

It is to be noted that there is very thin line between the methods and types of translation. Some scholars consider some of the methods to be types of translation while some other consider some of the types of translation to be methods. Hence, it is possible that some of the above mentioned methods may appear in the next unit as types of translation.

❖ **CHECK YOUR PROGRESS**

1) Explain the relevance and importance of methods in translation.

2) Illustrate the methods of word-for-word and sense-for-sense.
3) Discuss the methods with an emphasis on source text.
4) Explain the methods of translation with an emphasis on the target text.

2.5 SUGGESTED READINGS

1   Bassnett, Susan. *Translation Studies*. Routledge, 2002.
2   MUNDAY, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2008.
3   Larson, Mildred L. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. University Press of America, 1998.
4   Newmark, Peter. *A Textbook of Translation*. Shang Hai Wai Yu Jiao Yu Chu Ban She, 2009.
5   Baker, Mona, and Gabriela Saldanha. *Routledge Encyclopedia of Translation Studies*. Routledge, 2021.
6   Mundhe, Jyoti, and Shubhada Deshpande. *Translation Studies: Theoryand Practice*. Diretor, Institute of Distance and Open Learning, University of Mumbai,Vidyanagari, Mumbai - 400 098.

7   "Unit 1 Translation Its Nature and Types - Egyankosh.ac.ind."
     Egyankosh.ac.in,   IGNOU,
     https://egyankosh.ac.in/bitstream/123456789/14110/1/Unit-1.pdf.

****

7   "Unit 1 Translation Its Nature and Types - Egyankosh.ac.ind."
     Egyankosh.ac.in,

| UNIT-3 | TYPES OF TRANSLATION |

:: STRUCTURE ::

3.0 OBJECTIVES

3.1 INTRODUCTION

3.2 TYPES OF TRANSLATION

3.3 LET US SUM UP

3.4 SUGGESTED READING

3.0 OBJECTIVES

This unit will help the learners:

- To be familiar with major types of translation
- To be able to analyse translated texts after having understanding of the types of translation
- To be able to select suitable type/s of translation depending on various parameters
- To be able to translate from one language to another

3.1 INTRODUCTION

Translation is an act of putting across the meaning of the original text. The nature of the act of translating a text from one language to another depends on several aspects like the type of the text to be translated (literary, non-literary), the purpose of translation, the relationship between the source language and the target language, and who the translator is. In short, translation would not be a simple act of conveying meaning of the source text in the target text. Therefore, translation practices have been defined differently by different scholars. These different practices of translation may be called types of translation.

3.2 TYPES OF TRANSLATION

From time to time, translators and scholars have identify certain types of translation. This typology of translation helps the translators and scholars to understand the process of translation and to take right decisions for effective translation.

3.2.1 DRYDEN'S TYPES OF TRANSLATION

In the seventeenth century in Europe, a translator named Cawley translated *Pindaric Odes*. In his translation, as he himself mentioned it, he took all the liberty to modify the original and make it suitable to the target readers. He said that he has 'taken, left out and added what I please' to the Odes. He terms his free method of translation as *imitation*.

In a reaction to the very free approach by Cawley, John Dryden, a notable poet, critic, and translator, gave three types of translation in the preface to his translation of Ovid's *Epistles*.

3.2.1.1 Metaphrase : word by word and line by line translation, which corresponds to literal translation;

3.2.1.2 Paraphrase: translation with latitude, where the author is kept in view by the translator, so as never to be lost, but his words are not so strictly followed as his sense; this involves changing whole phrases and more or less corresponds to faithful or sense-for-sense translation;

3.2.1.3 Imitation: forsaking both words and sense; this corresponds to Cowley's very free translation and is more or less adaptation.

Out of the above three types of translation, Dryden prefers paraphrase, advising that metaphrase and imitation be avoided.

3.2.2 ADAPTATION

As Dryden points out, adaptation is a type of very free translation where both words and sense are forsaken. Most of us would agree that a successful translation is one that looks or sounds like an original piece of work. And adaptation is intended to do the same. Adaptation aims at re-creating the source text in the target language. In Newmark's words
This is the freest form of translation. It is used mainly for plays and poetry; the themes, characters and plots are usually preserved, the source language culture is converted to the target language culture and text is rewritten.

Mon Baker in her *Routledge Encyclopaedia of Translation Studies* defines adaptation as, Adaptation may be understood as a set of translative interventions which result in a text that is not generally accepted as a translation but is nevertheless recognized as representing a source text.

Adaptation is also identified as appropriation, domestication, imitation, rewriting and so on. Adaption has remained a vague term not defined and studied well by the scholars. One of the reasons for this is that many scholars do not consider adaptation to be translation or part of translation. The best-known definition is that of Vinay and Darbelnet,

Adaptation is a procedure which can be used whenever the context referred to in the original text does not exist in the culture of the target text, thereby necessitating some form of re-creation.

Adaptation is mostly associated with:

1) The genre of drama. In fact, it is in the translation of drama where adaptations are preferred more. With reference to drama, Santoyo defines adaptation as,
    A form of 'naturalizing' the play for a new milieu (audience), the aim being to achieve the same effect that the work originally had, but with an audience from different cultural background.
2) Adaptation can be defined as converting a text in the target language in the most suitable form to the target audience. Hence adaptation is also used for advertising.
3) Today, adaptation is much popular as audio-visual (movie) translations. Adaptation of text for a screen is very popular nowadays. In such an adaptation the text is presented to the target in such a way that the audience will feel the adaptation being the original itself. Sometime, the text would not be as popular as the adaptation of the text would be. Adaptation helps a text to have wider reception.

4) Adaptation is also preferred for the translation of children's literature as children's literature requires re-creation of the message according to the social and linguistic needs of the target readers.

3.2.3 JAKOBSON'S TYPES OF TRANSLATION

Roman Jakobson distinguishes three types of translation in his scholarly article 'On Linguistic Aspects of Translation'. As the title suggests, the types are based on the change of language/medium while transferring meaning from source language to the target language.

3.2.3.1 Intralingual: Intralingual translation, or rewording is an interpretation of verbal signs by means of other sings in the same language. For example, a couplet of a poem is rewritten/paraphrased in the same language.

3.2.3.2 Interlingual: Interlingual or translation proper is an interpretation of verbal signs by means of some other language. For example, translation of a novel from English to Hindi. This type of translation is the standard translation wherein the meaning is transferred from SL to TL and in the discourse on translation, the references are mostly to this type of translation.

3.2.3.3 Intersemiotic: Intersemiotic or transmutation is an interpretation of verbal signs by means of sings of nonverbal sing system. The medium of transfer of the meaning from the source to the target is changed. For example, a short story is conveyed through a movie.

3.2.4 CATFORD'S TYPES OF TRANSLATION:

Catford makes three categories of the types of translation in his book *A Linguistic Theory of Translation*.

3.2.4.1 Types based on Extent:

Full translation:

In full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by the target language.

Partial translation:

In partial translation, some parts of the source language text are left untranslated. They are simply transferred to and incorporated in the TL text. In literary translation it is common for some SL lexical items to be treated in this way. This may be so because either they are regarded as untranslatable or for the deliberate purpose of introducing 'local colour' of the source text in the target text.

3.2.4.2 Types based on Levels:

Total translation:

Total translation is what is most usually meant by 'translation'; that is, translation in which all levels of the SL text are replaced by TL material. In this translation, SL grammar and lexis are replaced by equivalent TL grammar and lexis.

Restricted translation:

It is replacement of SL textual material by equivalent TL textual material, at only one level. It is restricted in the sense that the translation is performed only at a specific level like grammatical or lexical. Grammatical level means replacement of SL grammar by equivalent TL grammar, but with no replacement of lexis. While lexis level means replacement of SL lexis by equivalent TL lexis but with no replacement of grammar.

3.2.4.3 Types based on Ranks:

Rank-bound translation:

Translation in which the selection of TL equivalents is deliberately confined to one rank (or a few ranks, low in the rank scale) in the hierarchy of grammatical units. In this type of translation, an attempt is made always to select TL equivalents at the same rank, e.g. word. Machine translation can be regarded as rank-bound translation at word or morpheme rank; that is, they set up word-for-word or morpheme-to-morpheme equivalences. Word-for-word is also an example of rank-bound translation at word-rank.

Unbound translation:

In this type of translation, the equivalences shift freely up and down the rank scale. Unlike word-to-word or literal translation, free translation is always unbounded translation.

Catford discusses these various types of translation under three categories as discussed above. Like Catford, another scholar Savoury identifies the following types of translation.

3.2.5   SAVORY'S TYPES OF TRANSLATION

3.2.5.1 Perfect Translation: This a type of translation of all purely informative statements encountered by the travellers or are used by the advertisers. The translation is direct, unemotional, and made in plain words to which no intense associations are attached.

3.2.5.2 Adequate Translation: all the translations made for the general reader who may use them without giving a thought to the fact that what he/she is reading was not originally written in his/her own language. The matter of the text is emphasized than the manner. In most cases of this types of translation the readers may know little or nothing of the language of the original. Translation of literary text may be called adequate translation.

3.2.5.3 Composite Translation: The translation of prose into prose, poetry into prose and poetry into poetry. All translations of literature also come under this category. The translator neglecting the commercial value of the translation, spends a very long time on his/her work. A great quality of translation is focused at all levels. It is primarily attempted by the translator who has enjoyed reading of some passage or poem and felt the urge to render it in another language he/she knows. Such translation is undertaken to share one's joy with others.

3.2.5.4 Scientific and Technical Translation: In this type of translation, the prime purpose is to transfer the information in the target language. The matter is important than the manner.

3.2.6 NEWMARK'S TYPES OF TRANSLATION

Newmark's ideas on translation in his *Approaches to Translation* (1981) and *A Textbook of Translation* (1988) have been used widely to understand various aspects of translation. He distinguishes between semantic translation and communicative translation.

3.2.6.1 Communicative Translation:

As Newmark defines, communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. This translation emphases on the target language.
Communicative translation resembles with Nida's dynamic equivalence in terms of the effect it creates on the TT reader.

3.2.6.2 Semantic Translation:

It attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original. This type of translation emphasezes on the source language.

Semantic translation has similarities with Nida's formal equivalence.
Comparison of Newmark's semantic and communicative translation as given in *Introducing Translation Studies* by Jeremy Munday.

Parameter	Semantic Translation	Communicative Translation
Transmitter/Addressee focus	Focus on the thought process of the transmitter as an individual; should only help TT reader with connotations if they are a crucial part of message	Subjective, TT reader focused, oriented towards a specific language and culture
Culture	Remains within the SL culture	Transfers foreign elements into the TL culture
Time and origin	Not fixed in any time or local space; translation needs to be done anew with every generation	Ephemeral and rooted in its own contemporary context
Relation to ST	Always 'inferior' to ST; 'loss' of meaning	May be 'better' than the ST; 'gain' of force and clarity even if loss of semantic content
Use of form of SL	If ST language norms deviate, then this must be replicated in TT; 'loyalty' to ST author	Respect to the form of the SL, but overriding 'loyalty' to TL norms
Form of TL	More complex, awkward, detailed, concentrated; tendency to overtranslate	Smoother, simpler, clearer, more direct, more conventional; tendency to undertranslate
Appropriateness	For serious literature, autobiography, 'personal effusion', any important political (or other) statement	For the vast majority of texts, e.g. non-literary writing, technical and informative texts, publicity, standardized types, popular fiction
Criterion for evaluation	Accuracy of reproduction of the significance of ST	Accuracy of communication of ST message in TT

3.2.7 LARSON'S TYPES OF TRANSLATION:

According to Larson (1984), there are two kinds of translation, one is form based and the other is meaning based translation. Form-based translation attempts to follow the form of source language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the form of the receptor language. Such translation is called idiomatic translation.

3.2.7.1 Literal Translation:

Literal translation is form-based translation. The form of the source language is transferred in the target language. The literal translation gives priority to the form of the source language whether that is words, clause, or sentence and it makes the result of the translation sound unnatural and has a little communication value. Such translation often sounds 'bad' translation as the translator mostly replaces a word for word. Such translation causes the combination of the words in the target language unnatural and it usually makes the readers confused.

Larson points out that, "if the two languages are related, the literal translation can often be understood, since the general grammatical form of the language may be similar."

3.2.7.2 Idiomatic Translation:

This second type of translation falls under the category of meaning-based translation. Larson says, "Idiomatic translation is meaning-based translation which makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language." The translator here uses the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. The idiomatic translation does not sound like a translation to the reader of the target language. It sounds as if the text has originally been written in the target language.

The above types are for our understanding of translation process better. Otherwise, usually, a translator uses mixture of literal and idiomatic translation and by doing so the end product sounds more natural.

3.2.8 TYPES BASED ON PRODUCT LENGTH

3.2.8.1 Gist Translation/Conceptual Translation:

This type of translation is called Gist translation or Conceptual translation. Conceptual translation is on the other extreme of the word-for-word translation. It is based on the principle that the concept or the message is more important than the words. As such, a translator lay more emphasis on the communication of the message rather than the translation of each and every word in the text. Sometimes, it so happens that even after translating each and every word of the original, it fails to communicate the message. Hence, the focus here is conveying the message in the target language.

Conceptual translation is generally a shorter translation. It is shorter in structural length than the message in the original text. As such conceptual translation is generally used when instructions are to be given to people who cannot read them in the original language as the instruction given to the passengers of public transportation.

कृपया बस में सिगरेट, बीड़ी वगैरा न पियें।

A: Please do not smoke cigarettes, bidis, etc. in the bus.
B: No Smoking

In the above example, A is the example of literal translation while B is an example of Gist or Conceptual translation.

3.2.8.2 Elaborate Translation:

Generally, the translated text is longer than the original text. It happens so because of the peculiar characteristics of languages and differences in cultural background, a translated text consumes more words and sentences to communicate the same message which would be shorter in the original text.

The elaboration or expansion happens because a translator has to make explicit or state clearly certain things of the source language which are implicit or understood in the source language context. Many a times, a translator needs to give background or context source language text to the readers of the target text.

The elaboration or expansion happens at two levels. One is lexical expansion, and the other is syntactic or sentence expansion.

3.3   LET US SUM UP

The above given are some of the types of translation. There are many scholars who have given types of translation on different bases like language, type of the text to be translated, process of translation, purpose of translation etc. Other than discussed above there are many other types of translation discussed by various scholars. Susan Basnett talks of Horizontal and Vertical translation. Jeremy mentions Direct translation and Oblique translation. Other types are Back-translation, Abridged translation, Machine translation etc. We have kept the discussion limited to the above discussed types of the translation. Those who are interested can explore it further.

❖ CHECK YOUR PROGRESS

1) Discuss the types of translation given by Dryden.
2) Elaborate adaptation as a type of translation.
3) Differentiate and explain Semantic translation and Idiomatic translation.
4) Explain the types of translation given by Catford.
5) Explain with examples: Intralingual, Interlingual, and Intersemiotic.

3.4   SUGGESTED READING

1. Vinay, Jean Paul, and Jean Darbelnet. *Comparative Stylistics of French and English: A Methodology for Translation*. Translated by Juan C Sager and Marie-Jose Hamel, Benjamins Translation Library, 1995.

2. Larson, Mildred L. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. University Press of America, 1998.

3. Newmark, Peter. *A Textbook of Translation*. Shang Hai Wai Yu Jiao Yu Chu Ban She, 2009.

4. MUNDAY, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2008.

5. Roman, J. (1959) On Linguistic Aspects of Translation. In Venuti, L., Ed., The Translation Studies Reader, Routledge, London, 113-118.

6. Baker, Mona, and Gabriela Saldanha. *Routledge Encyclopedia of Translation Studies*. Routledge, 2021.

7. "Unit 1 Translation Its Nature and Types - Egyankosh.ac.ind."
Egyankosh.ac.in IGNOU,
https://egyankosh.ac.in/bitstream/123456789/14110/1/Unit-1.pdf.

****

UNIT-4　TRANSLITERATION AND TRANSCRIPTION

:: STRUCTURE ::

4.0 OBJECTIVE

The students will receive training that focuses on the more hands-on components of translation as part of this unit's overall mission. Translation is not something that can be done simply by being fluent in two languages; rather, it involves a wide range of talents. The purpose of this lesson is to provide students a better understanding of how the translation process works so that they can improve their skills in this area. Students can improve their skills as translators and their ability to understand translated texts by engaging in practical translation activities. Students are expected to have at least a fundamental familiarity with translation as a process prior to beginning this section of the curriculum.

4.1 INTRODUCTION

The process of translation also results in a finished output called translation. Therefore, Translation Studies encompasses not only the process of translation or method of translation, but also the definition of translation and the role of a translated text as a product in the literary system of a specific language, culture, or nation. It is impossible to prescribe a process or method of translation in every case. In the process of translation, translators frequently come up with new translation methods or

modify existing translation methods to better suit their needs. Having said that, there are a few fundamental techniques that are suggestive to translators, particularly for their training. The methodologies of translation also provide the translators, trainees, and students of Translation Studies with a notion of what the field of study entails. Engaging with translation approaches demonstrates that translation is an applied subject, and such activities almost always contribute to improved comprehension of a material that has been translated. Methodologies are not just for learning how to translate; rather, they are for learning everything there is to know about the translation process. In this section, we are going to talk about two extremely significant translation procedures, and those ways are transliteration and transcription. Both of these approaches are not considered to be traditional methods of translation; yet, they are both extremely important in a variety of diverse translation procedures.

4.2 WHAT IS TRANSLITERATION?

Transliteration is the change of script of one language into another language, it is the conversion of alphabets of a word of a particular language into alphabets of another language. The below table shows the transliteration of the alphabet from Gujarati into Devnagari and English.

Gujarati Alphabet	Devanagari alphabet	Transliteration in Roman script
ક	क	ka
ખ	ख	kha
ગ	ग	ga
ઘ	घ	gha
ડ	ङः	~ga
ચ	च	cha
છ	छ	Cha
જ	ज	ja
ઝ	झ	jha
ઞ	ञ	~ja
ટ	ट	Ta
ઠ	ठ	Tha

ડ	ड	Da
ઢ	ढ	Dha
ણ	ण	Na
ત	त	ta
થ	थ	tha
દ	द	da
ધ	ध	dha
ન	न	na
પ	प	paa
ફ	फ	pha
બ	ब	ba
ભ	भ	bha
મ	म	ma
ય	य	ya
ર	र	ra
લ	ल	la
વ	व	va
શ	श	sha
ષ	ष	Sha
સ	स	sa
હ	ह	ha
ળ	ळ	La
ક્ષ	क्ष	kSha
જ્ઞ	ज्ञ	j~j a

Like the above mentioned table we can transliterate words from Gujarati into Roman script. The examples are as follows -

માતા Mātā

પિતા Pitā

રાષ્ટ્ર Rāṣṭra

The signs used above or below the letters in Roman script are known as diacritic marks. These diacritic marks are used to show the perfect or closest pronunciation of a letter or word from one language in Roman script. These diacritic marks are universally known. They are made based on pronunciation or sound or phonetics as technically called in linguistics. When we transliterate any word from any Indian or non-English language into English or Roman script, it is always better to use diacritic which was designed by IPA or International Phonetic Association in the 19th century, and diacritic marks are also called phonetic notation. Diacritic marks help us to understand how to pronounce a word, where to put stress and how the tone should be while we are uttering a word of a particular language. Letter and diacritic marks both make an International Phonetic Alphabet. International Phonetic Alphabets help any speaker from any language to pronounce and understand any letter of any language. IPA enables letters to represent a standardized form of representation of speech sound in written form.

When we want to write something in any Indian language but in Roman script, we employ a process called transliteration. This is the language of ordinary communication in social media. We do not use the International Phonetic Alphabet or diacritics because we use such transliteration for exchanging our thoughts with other members of the same speech community. Instead, we primarily use pronunciation-based spelling, which means that phonetically based spellings are made without the use of notation.

Look at the given example,

Transliteration- Aaj mujhe tumhari bahut yaad aa rahi hai.
Original in Hindi - आज मुझे तुम्हारी याद आ रही है
English translation- Today I am missing you.

Transliteration- mane thodun Gujaraatee aavade chhe
Original - મને થોડું ગુજરાતી આવડે છે
English translation - I know a little Gujarati.

The initial sentence of each of the examples given above is written in Roman script, however, the other sentences are either in Hindi or Gujarati, depending on which example you looked at. The original text is shown in the second sentence of each sample set. This text can only be comprehended by individuals who are fluent in the respective languages. The third sentences are the English translation of the equivalent sentences in Gujarati and Hindi. This is an approximate translation of the sentences from Gujarati to English.

In his paper titled "The Politics and Poetics of Transliteration in the Works of Olga Broumas and George Economou," Fragopoulos explores the topic of transliteration from a variety of perspectives. He was a supporter of the concept that was put forth by "the act of thinking and conceiving in one's first language but expressing the substance thought or conceived in one's second language in such a way that the expressions used in the second language contain some salient linguistic and rhetorical implants from the first language." He believed this to be true. In this sense, transliteration is equivalent to what is referred to as "semantic translation" in contemporary theories of translation, as opposed to "communicative translation," which is the more common term (Fragopoulos 142). He continued by saying, "Therefore, transliteration is not simply the representation of one language's sounds in the characters of another. It also accounts for the literary and metaphorical implications that arise from the process, which ensures that a culture's ideas, theories, and concepts are made tangible within a variety of social and cultural contexts." (Fragopoulos 142)

There is more than one way of transliterating a word from one language into another. The sound of 'a' and 'o' in pronunciation is used interchangeably many times when someone transliterates a word from any Indian language into English. Therefore, there is no single rule for transliterating words. Transliteration is also widely practised by common people who are not academics or translators. In case of the migrant labour from one state into another or from one nation into another transliterating the names are important and the destination country of migrant labour uses those names in their own way of pronunciation. As India is a multilingual country, many Indians are transliterators, especially those who know the roman alphabet and write their name in the roman alphabet.

4.3 WHY DO WE NEED TRANSLITERATION?

The process of transliteration is similar to that of translation; however, its primary purpose is to make it possible to hear how a word is pronounced in a particular language. Whenever a language pair does not have an adequate number of specialists to translate from the Source Language (SL) to the Target Language (TL), translators will typically employ a medium language that is understood by speakers of

both the SL and TL. For instance, let us imagine that a translation workshop is taking place between Gujarati and Bengali and that a classic collection of poems written in Gujarati by Narmad is supposed to be translated in that workshop, but no one in the workshop knows both the Gujarati and Bengali. However, the participants in the workshop know either Gujarati or Bengali, and they all know either Hindi or English. Because of this particular circumstance, the participants do not have any of Narmad's writings that have been translated into English, and the translators wish to maintain the rhyme structure of the Source Text (ST) in the Target Text that they produce (TT). In order to accomplish this goal, translators need to be familiar with the type of rhyme that ST possesses and should be aware that translating Gujarati into English may not be of assistance to translators who are fluent in both Bengali and English. There is a great distance between English and any Indian language; in fact, any two Indian languages are far more closely related to one another than they are to English. English is a language that is so distant from any Indian language. Transliteration is the way that translators can adapt that is proven to be the most effective. It's possible that a group of participants who are familiar with the poetic language of Gujarati might transliterate the writings into Roman or Devnagari for the translators who will be translating them into Bengali. Now, the translators who are translating the texts into Bengali are able to quickly comprehend the pattern of rhyme that was followed in the ST. Accordingly, they are able to make rhymes in the TT, which is the text that has been translated into Bengali. Because there are not many persons in the translation industry in India who are able to translate between two Indian languages in a comfortable manner, the use of transliteration as a means to gain access to ST is extremely significant in India.

The process of transliteration is a form of communication in and of itself. Not only is transliteration a technique or stage to gain access to the ST, but it also possesses its own autonomy and authority in the process of meaning generation. In the course of daily contact between speakers of different European languages, transliteration is treated more seriously. Europe is home to a wide variety of languages and communities of speakers of those languages. They place a strong emphasis on linguistic nationalism in all aspects of their existence, including politics, society, and culture. As a result of the fact that each nation in Europe was founded as a linguistic state, they each practise their own brand of linguistic nationalism, which fuels their pride in their native tongue, and as monolingual nations, they publish all of their official documents in their mother tongue. For these reasons, each of their languages carries the same weight as the others. When communication takes place between two powerful languages, linguistic perfection is also claimed by each linguistic group, and the poor use of language may be perceived to be a source of humiliation and insincerity to the expression. But in India, where the languages are mostly limited within the states and the majority of the languages do not have status as official languages, and also where Hindi and English are considered to be the most

useful official languages, other Indian languages are neglected with imperfect expression and application, and the most common example of this can be found in newspaper advertisements. In addition, transliteration is a method that can be utilised to represent a language in the same manner in which it is utilised within its own linguistic system, whether it be utilised within a linguistic nation, linguistic state, or linguistic community. Transliteration, in this sense, confers democratic significance and respect upon the languages it represents.

The music industry makes frequent use of transliteration. Any singer who has achieved fame in Bollywood is able to sing in more than two Indian languages, and the script they employ is either Roman or the language with which they are most comfortable. It is a frequent practice to convert the script of one Indian language into the script of the language spoken by the performer or into the Roman script while attempting to transliterate the text of a musical composition.

❖ **CHECK YOUR PROGRESS 1**

Several statements regarding transliteration are included down below. Indicate if they are true or incorrect based on the information provided.

i)   Transliteration occurs rarely in our day to day lives. _____

ii)   Diacritic marks are the names given to the markings that are placed either above or below the letters in Roman script. _____

iii)   Common folks, who are defined as anyone who is not an academic nor a translator, will never use transliteration. _____

iv)   Transliteration can also be interpreted as semantic translation. _____

v)   All of the official documents of the countries that make up Europe are only published in English because they are monolingual countries. _____

vi)   In India, all the languages enjoy official status. _____

4.4 TRANSLITERATION AS A STRATEGY

The transcription of several Indian words into English text is a common practice in many English translations of literature originally written in other languages. Transliteration is always used for proper nouns, although many other terms are also transliterated and written in italics most of the time. This is a political viewpoint taken by the translator, who also desires for some words from the ST to be

transmitted into the TT. When reporting on certain types of news, the English-language newspaper The Telegraph, which is published in Kolkata, frequently employs Bengali sentences that are written in italics and in transliteration and then translates the text that is written next to it. Due to the fact that English is not considered to be a single language but rather a school of languages, doing so is analogous to asserting your own linguistic stance as well as pride and nativization of English. It is a well-known fact that there are numerous varieties of the English language spoken in India, such as Hindi English, Bengali English, Telugu English, and so on.

When a source text (ST) has many such culture-specific words, which, if translated, can be lost in translation, translators in those cases keep the ST word or phrase as it is in the TT and put footnotes or a glossary for that. This is because in many cases, we can observe that an ST has many such culture-specific words. When this occurs, the translator is not restricted in any way to expressing the word in a single word; rather, he or she is given the opportunity to elaborate on the meaning of the word as it is presented in the ST. In turn, the readers of the TT are aware that they are receiving the most accurate representation of the meaning of the words presented in the ST in the TT. This is how a TT learns new words, and you never know when one of those terms can become part of the TT lexicon as a loan word!

In contrast to transcription, which is the process of turning spoken words into written characters, transliteration is the act of writing a foreign language in its original script. The vast majority of transliteration systems, on the other hand, will map the letters of the source script to letters pronounced in a similar manner in the destination script for any given pair of languages. If the correspondences between the letters and sounds in the two languages are similar, then transliteration and transcription might be practically indistinguishable from one another. There exist transliteration and translation techniques that, when put into practice, only transcribe the remaining section of the original script and only transliterate a subset of that script.

The National Library of Kolkata is responsible for the development of a romanization technique that is widely utilised for the transcription of Indic language dictionaries and grammatical literature. The transliteration method used by the Library of Congress in the United States is quite comparable to one of the versions of ISO 15919 that are currently available. The International Alphabetic System for Transliteration, which is utilised in the process of transliterating Sanskrit, has been expanded to create this system.

❖ **CHECK YOUR PROGRESS 2**

Match the phrases on the left to their corresponding counterparts on the right.

	Column A		Column B
i)	Culture-specific words	a)	Romanization technique
ii)	International Alphabetic System for Transliteration	b)	written in italics
iii)	transliteration	c)	transliterating Sanskrit
iv)	The National Library of Kolkata	d)	May be lost in translation
v)	Newspaper transliterations	e)	foreign language in its original script.

4.5 WHAT IS TRANSCRIPTION?

Transcription is a verbatim representation of a spoken text. Often in English movies, we observe transcription of dialogues in the place of subtitles and in this case transcription plays a role in translation. As there are many Englishes across the globe and one linguistic community is not always able to understand the language completely. Therefore English transcription helps the audience across the globe to understand the English uttered as dialogues in a particular film. Transcription is such a common practice in everyday life that we do not think about it differently. When a teacher delivers a lecture in a class and a sincere student takes notes, the student tries to transcribe the lecture as faithfully as possible. Journalists when covering any news, or lecture of renowned persons, take transcription of their lectures as much as possible by them.

Transcription is very much common practice in academic research in the Humanities and Social Sciences. Ethnographic researchers often take field notes and testimonies of people from fields in the form of transcription. Any kind of oral text is turned into written text through transcription and later turning it into printed text.

Transcription is also necessary for language documentation when linguists go for their field research. Exact linguistic notes through transcription help a researcher to get the authentic information. Transcription and taking mere notes are not similar. The transcription must be exact written documentation of words uttered by a person. Transcribers also need to be trained in the particular language in which s/he is taking

transcription. Language is a very complex phenomenon and the speech community has sole authority over the language. A transcriber needs proper training in that particular language to understand stress, pronunciation and tone of the speech, mere knowing of the language may not help the transcriber.

Listening to audio, video, or live speech and then writing it down in text form using the same language that the original speaker used is what is meant by the term **transcription**. To summarise what transcription entails in a single sentence: putting down exactly what is heard. Therefore, there is a significant gap between the processes of transcription and translation in the field of language.

While simply recording a statement, transcribers use standard orthography and note down exactly what is being spoken. For example, if a speaker uses contractions like "that's", then the transcriber will also write "that's" and not "that is.'' Moreover, the transcriber also uses complete words to write down the numerals.

Ninety-four
One-hundred four
The transcription of a spoken language can be beneficial to a wide variety of subjects, such as sociolinguistics, conversation analysis, dialectology, corpus linguistics, corpus lexicography, language technology, and qualitative social studies.

In the discipline of linguistics, the term "transcription" refers to the act of turning spoken language into written form in a methodical manner. Text written in a different writing system or utterances (speech or sign language) might serve as the foundation for the analysis. It is not the same thing to transcribe anything as it is to translate something because translation involves conveying the meaning of the original text into another language. If anyone knows those symbols can read any language of the world if it is transcripted. Transcription makes interlingual studies easier, it offers readability of any language to anyone. In linguistic transcription is known as phonetic transcription, which is a visual representation of utterances or speech by given symbols. These symbols are known as International Phonetic Alphabets or IPA symbols. When it comes to documenting spoken languages, it is one of the most helpful tools that linguists have at their disposal. Because spoken language is transitory and linguists only have two instruments for documenting it—transcription and dictionaries—having this capacity is essential in the study of linguistics. The first step is the digital recording, next comes the annotation, and last comes the transcription.

For example, English words like 'call' and 'cell' are transcribed as /kɔl/ and /sel/ respectively. Even though both the lexical items begin with the same letter, that is [c] but in each instances they are pronounced in different ways. Each symbol only

denotes one sound which enables and aids linguists and language teachers to decode
and differentiate between two sounds in a language. Following are some International
Phonetic Alphabet (IPA) symbols with respective examples.

IPA symbol	example	Gloss
ʃ	ʃeip	shape
ʈ	smɑːrʈ	smart
ɟ	ɟəuk	joke
ŋ	bæŋk	bank
k	kəum	comb

❖ **CHECK YOUR PROGRESS 3**

Complete this sentence using the terms that are listed below.

tone	stress
testimonies	written
numerals	transcription
one	

i. _____ refers to the act of turning spoken language into written form in a
methodical manner.
ii. Moreover, the transcriber also uses complete words to write down the _____.
iii. Each symbol only denotes one _____ .
iv. Transcription must be exact _____ documentation of words uttered by a
person.
v. A transcriber needs proper training in that particular language to understand
_____, pronunciation and _____ of the speech
vi. Ethnographic researchers often take field notes and _____ of the people from
fields in the form of transcription

4.6 WHY DO WE NEED TRANSCRIPTION?

Transcription is very much essential as a method to translate any oral text into
written form. Learning transcription is important for linguists and translators for a
number of reasons, one of which is due to the fact that languages from all over the
world use a variety of scripts that are nearly impossible to comprehend for anyone
who wishes to learn any language or read a text written in any language. Anyone who
is familiar with the International Phonetic Alphabet (IPA) will be able to understand

the content of a text that has been transcribed if a linear gloss has been appended to the text. This will eliminate the need for the individual to become proficient in the written form of the language.

Oral and performative texts, especially folk genres are most inherited by the communities or the groups from one generation to another or from Guru to the disciples. Transcription offers authentic versions of the speech as uttered or performed by someone or group or community.

4.7 TRANSLITERATION AND COLLABORATIVE TRANSLATION

In collaborative translation, transliteration is a very crucial tool to have at your disposal. Through a method known as collaborative translation, Nabaneeta Dev Sen, a well-known Bengali author as well as a comparativist, was able to translate Kannada vacana from Kannada into Bengali. As she was translating poetry and songs from Kannada into English, she did not have direct access to that language, so she used transliteration as a means to comprehend the metre and rhyme of the source text. This was necessary because she was translating from Kannada into English. When translating lyrical text, it is essential to adhere as closely as possible to the rhyme and metre structure of the Source Text. Not only will this allow the nature of the Source Text to be conveyed, but it will also provide the readers of the Target Text with the pleasure of reading the Target Text. First, Nabaneeta Dev Sen conferred with a knowledgeable individual who was fluent in the Kannada language and the Vacana. Next, she inquired about the pronunciation of each Kannada word that was included in the Vacana. By doing so, she was able to obtain an understanding of the metre, rhythm, and pronunciation, which assisted her in determining the word length and rhyme in Bengali. Because Dev Sen was not fluent in Kannada, she required the assistance of a specialist in order to convert each word into Roman letters. Then, with the help of the specialist, she determined the English translation of each Kannada word that was included in a particular vacana.

4.8 LET US SUM UP

This section begins with a discussion on the significance of acquiring knowledge regarding translation methodology and actual translation in general. Following this, a definition of transliteration and transcription is presented, along with sufficient examples drawn from a variety of sources. Both transliteration and transcription are utilised in the process of translation; however, both also have applications outside of the realm of translation. The students will have their attention drawn to this feature of transliteration and transcription during the course of this lesson. The significance of transliteration and transcribing in general academic practises across disciplines and in writing, as well as the significance of these two

approaches in the setting of a multilingual nation like India, are also discussed over the course of this unit.

4.9 KEYWORDS

Variety -   Specific form of language

Diacritics-   Symbols used on certain letters of alphabets
Collaborative   A method of translation that requires group effort
translation-
Source Text (ST)-   Text written in source language
Target Text (TT)-   Text which is translated from source text
Multilingual-   Involving many languages

1.10 SUGGESTED READINGS

1. "The Politics and Poetics of Transliteration in the Works of Olga Broumas and George Economou", by George Fragopoulos, MELUS, Vol. 39, No. 4, Gender, Transnationalism, and Ethnic American Identity (WINTER 2014), pp. 140-161
2. http://learnmarathiwithkaushik.com/courses/alphabets-in-gujarati-script/

****

:: STRUCTURE ::

5.0 OBJECTIVES

The objective of this unit is to enable learners with the basic necessary skills of translating a text. As we often mention, translation is not only a skill of two different languages and transferring meaning between them, but it involves many other small but significant tools and techniques. This unit talks about a few of those techniques, like how to prepare or use the glossaries, dictionaries etc. and how to use digital devices for making a translation more adequate. This unit will make the students understand the task of the translators and also the process of translating.

5.1 INTRODUCTION

Often translation is blamed as not being faithful to the Source Text, or we are often skeptical about the 'authenticity' of translation. This approach has been there since the very beginning of colonial modernity when we came across translation between Europe and Asia. However, in India in pre-modern times translators were not bothered about the authenticity of translated texts. Translation in pre-modern India was always assumed as a creative work and this is how translated texts were celebrated. Translation of the Ramayana and the Mahabharata into various Indian languages is always assumed as the original text. The main problem a translator faces while translating a text, is the problem of equivalent terms. It happens with both the literary and scientific texts. Therefore, when we see school textbooks in any Indian language, we can observe that authors create equivalent terms for the terms used in English in science or social science textbooks. Usually in school text books for the convenience of beginners authors put the English term into brackets and they localise the word into the language they write the book. But for advanced students or books for adults or knowledge texts, the author puts all those terms as a glossary at the end

of the book. We can also find dictionaries of different knowledge in different languages, like a dictionary of mathematical terms, dictionary of physics, or life sciences or so. Therefore, to have access to a knowledge book, a dictionary and a glossary is very much needed, without these tools we cannot have proper understanding of the subjects.

5.2 WHAT IS A GLOSSARY?

A glossary is an alphabetical list of terms that are specific to a particular field, together with their definitions. Glossaries are compilations of terms that are relevant to the subject matter of the book that they are included in, and they are often found at the very end of a textbook or chapter. As a result, a glossary explaining legal terminology that is foreign to common speech might be included in a legal text. The term "glossary" originates from the Greek word glossa, which can be translated as either "tongue" or "language."

Glossaries are an important part of a translated work when the text contains lots of technical terms or cultural specific words. Literary translations, like translation of novels, poetry, plays, stories from one language into another carries many such words which are culturally or socially defined. Many words are defined or understood by certain speech communities only, like the proverbs or metaphors used in any particular language. Literature, any literary text, written in any language, holds the beauty of the complexities of language a speech community commonly uses. But translating those from one language into another is not an easy task. The main problem one translator faces in this case is a problem of equivalences.

The problem of equivalence is the problem of getting a similar word in both the SL in TL. If the words in both the SL and TL have similar meanings, the weight of the word, and cultural and social use of the word may not be the same.

An annotated meaning of that particular word in the footnote or endnote is required. Annotated meaning in a footnote may interrupt the smooth reading of a text therefore translators and publishers prefer end notes. Glossary or annotated meaning or explanation of a list of words usually put at the end of the book, dissertation or any paper. Glossary is not about a single word but it is about a list of words used in a particular book, dissertation or paper. In the case of translation it is a glossary of words used in the translated text.

A glossary demonstrates that a translator is sincere in their work and sympathises with the readers by assisting them in becoming as familiar with the ST culture as they can through the translated material. Even if a glossary is attached to a text, it is a distinct body of knowledge. It deals with the definitions, meanings, and examples of words written in a language other than the one in which the text is written. As a result, compiling a glossary is not a simple or common process that a translator is born knowing how to do; instead, it must be acquired. The alphabetical sequence is followed when compiling a glossary.

The reader should find content-specific terminology easier to understand after consulting a glossary, which is the purpose of the document. Readers can feel overwhelmed by the high quantity of unfamiliar terminology that is specialised to the industry. Because of this, authors will often add definitions of terminology relating to the subject matter in a glossary.

Not only is a glossary necessary for a work that has been translated, but a glossary may also be necessary for a text that has been authored in any language. There is a potential requirement for a straightforward glossary in the textbooks used in schools as well as first-reader books. Any book that imparts knowledge, whether on science, technology, or other emerging fields of study, should include a glossary at the back of the book. Even literary texts published in non-standard language may need to have a glossary contained to benefit a wider audience of readers of that language.

Glossaries always localise a foreign word. The English word "Literature" is "Sahitya " in modern Indian languages and the latter is a Sanskrit word. Similarly, Poetry as Kavita, Epic as Mahakavya, and Novel as Upanyas or Kadambari in Marathi. With the use of glossary and creating new terms through translation of a foreign word, we can enrich our language or the target language. Glossaries help us not only to find similar words in Target Language but also to create new words in the Target Language.

A dictionary of terminology is an essential component of any theoretical book, book of philosophy, or religious text. Students of English literature may be familiar with the well-known book titled Glossary of Literary Terms, which M. H. Abrams wrote.

5.3 COMMUNITY, TRANSLATION AND GLOSSARY AND DICTIONARY AS TRANSLATION TOOLS

In this section, we will talk about various workshops organised by Calcutta Comparatists 1919, an academic trust and the Department of Comparative Indian Language and Literature, University of Calcutta, where we can see significant use of glossaries and dictionaries of the languages involved in the translation process. We have three workshops on translation as case studies here. The readers will have a more comprehensive understanding of translation technologies that are distinct from those traditionally used with the help of this section.

5.3.1 TRANSLATION OF MARGINAL AND TRIBAL LITERATURE AND USE OF GLOSSARIES AND DICTIONARIES

Cases	Name of the Workshop	Source and Target Languages	Genre	Method of Collaboration
Case Study-1	Translating Subarnaraikhik	Subarnaraikhik into English	Poems	Digital Ethnography

Case Study-2	Translating Sundarban	Bengali and Sadri into English	Poems, Memoire, Fictions	Visiting Collaboration
Case Study-3	Translating Shershabadia	Shershabadia into English	Poems	On-Site Organic Collaboration

5.3.2 TRANSLATING SUBARNARAIKHIK

The word Subarnaraikhik refers to a mosaic language that is spoken by people who reside along the banks of the Subarnarekha River, which flows through Jharkhand, Odisha, and West Bengal. This language's vocabulary includes words from Bengali, Santali, Kurukh, Hindi, and Odia. The vocabulary and grammatical characteristics of the language are heavily influenced by the distribution graph area where the river runs.

Digital ethnography is used in the workshop to overcome Covid-19-related limitations and continue the experiment. Authors, literary critics, poets, and translators from the concerned region were invited to the online workshop, where they interacted on cloud infrastructure. Translators listen to regional tunes, hear poets speak in their native tongues, read from parallel corpora created in Bengali, English, and Subarnaraikhik, and visit archaeological sites virtually to learn about their significance to the local culture. In an effort to replicate the place, the workshop used both human and digital resources.

Poets, commentators, and translators all recite the poetry aloud while describing cultural words and customs to the audience. This is how translators can better understand the language's texts, culture, and lexicon. With the assistance of locals from the community and region, translators immediately translated the poetry from Subarnaraikhik into English while interacting in Bengali. The workshop's poets and critics recited the translated texts and gave their approval.

In this workshop, we found that, as no dictionary is available in the Subarnaraikhik and Bengali or English, we should prepare parallel corpora of the words found in original poems. Therefore, the language experts and poets along with the translators, sit together in a digital platform to find out the words unknown to the translators. They prepare a list of the words and write the exact meaning of the words in Bengali or English along with the cultural and social significance of the words. This is how the act of translation also became easier for the translators as they found glossaries made immediately in the workshop with the help of the experts and poets of the language. Therefore, not only the translation but a new scope of better communication between Subarnaraikhik and Bengali and English has been established through the entire project. As I mentioned, the Subarnaraikhik language is mixed and its vocabulary has words from many languages, so it is only sometimes possible to understand a poem written by a poet for all the speakers of the Subarnaraikhik language. Subarnaraikhik language of the art of Odisha is not completely understandable by the Subarnaraikhik speakers of Bengal or Jharkhand. Therefore, the translation of those poems first requires a glossary. The gradual involvement with such translation projects may help the experts to build a bilingual or trilingual dictionary of the language.

5.3.3 TRANSLATING SUNDARBAN

We have observed an insufficient amount of literature translated into other languages from Sundarban region of West Bengal delta region close to the Bay of Bengal. This region comprises more than a hundred islands, and almost fifty percent of the islands are not appropriate for human living. We tried to bring the relationship between human beings and nature, the condition of the environment, natural calamities, forest and the life of the people of Sundarban through the translation of their literatures into English.

Sundarban, extended between India and Bangladesh, observed interesting demography in the last two centuries. Many people from different parts of the western and southern parts of West Bengal migrated to Sundarban in the previous two centuries. Refugees from East Bengal and East Pakistan settled in various islands of Sundarban in the decades after Partition and Bangladesh Liberation War. The life and literature of Sundarban also unfold different narratives of these two historical-political affairs that impacted and interrupted the lives of the people.

On the other hand, recent natural calamities, cyclones in Sundarban, make many people migrate from Sundarban to other places. Although the Sundarban was once assumed as a destination land, many now consider it left. Moreover, global warming and the increase in sea level also made many islands sink into the water, causing a severe threat to people's habitat.

Due to many migrations of people from Sundarban in the last few decades, the indigenous cultures, such as performances, oral traditions, etc., are under serious threat, and many cultural forms have already disappeared.

The literature of Sundarban reflects all these realities of history, culture, memory and environmental concerns. Therefore, the literature of Sundarban, unlike other literary categories, is more organic and located in dialogues with many different knowledge systems. Sundarban comprises people from different races and languages, especially the Adivasis.

The literary canon of Bengali literature often ignores the region's literary diversity. Geo-cultural spaces are imprinted into literary texts of a particular area. Therefore, greater linguistic identity always carries strong subversive voices of microcosmic existence in literary narratives within a greater literary identity. Therefore, we did not have many glossaries and dictionaries of the words people of Sundarban use in their everyday life. Therefore, we found that first, we need to have a glossary or dictionary for translating the literature of the region. Though the literature from this region is written in Bengali, it is the Bengali language of the region and that is known as "Sundari Language", in the name of the region. Hence, most of the words and their meaning, social and cultural significance, and relation of each word with the environment was not known by the Bengali translators. Hence, it was impossible to proceed with the STs for translating into English without consulting the glossaries. Interestingly, in all three books, one is *Thakur Thakur Dayra Kala*, English translation of that book is published as *Oh Priest Give Me the Seeded Banana*, edited

by Mrinmoy Pramanick, and published by Hawakal Publishers in January 2023. The ST in Bengali has a glossary which is from Bengali of Sundarban to Bengali literary language of so-called standard Bengali. The other two texts are a memoir and the other one is a novel in the Sadri language, all hold a glossary of words used in the texts. Source Text authors did so because they knew the texts written in the local language of Sundarban are not always accessible by the readers of other regions of Bengal. Especially, the terms used for various cultural contexts and social contexts specific to Sundarban. Sadri is an Adivasi language. Therefore, the language is known to the community only, though Sadri spoken in Bengal has many loan words from Bengali and Sadri spoken in Jharkhand has many loan words from Jharkhandi. The novel is written in Sadri language but in Bengali script as with the help of glossary a Bengali reader can read the novel. When we translate those texts, we take help of the glossary and translate those texts into English.

5.3.4 TRANSLATING SHERSHABADIA

Shershabadia, is a language spoken in different parts of West Bengal, Bihar and Bangladesh, especially the districts of Murshidabad, Malda and Dinajpur of West Bengal and Eastern and Northeastern Bihar. This language may not be considered an unknown language to the Bengali speakers, but one cannot ensure her access to this language completely. This may be regarded as a variant of Bangla, with close similarity, but one needs continuous engagement with the language to have complete access. This language is significantly different from the official variant of Bangla. A group of Muslims and Hindus of West Bengal and Bihar speak Shershabadia and claim themselves as Shershabadia Muslims or Shershabadia Hindus. They trace their history back to the time of the Sher Shah of the Mughal era. Shershabadia community established Shershabadia Development Board because of an emerging threat they feel being a minority in terms of language and culture. To combat this linguistic crisis, Shershabadia speakers started to form their cultural identity as a representative culture in Bengal and Bihar by collecting and publishing their songs, folk tales and poems. They also publish a little magazine called "Shershabader Kagach" (Magazine of Shershabad), to rewrite their history and record their cultural elements.

In a translation workshop organised by the Calcutta Comparatists 1919 and Samsi College, Malda of West Bengal, expert Abdul Wahab prepared a short dictionary of words commonly used by the Shershabadi people. They did not have a dictionary earlier, and they found a dictionary is essential to extend their linguistic property among many other people who do not have direct access to the language. Therefore, Wahab prepared the dictionary and used that dictionary in the translation workshop. The translators who were there to translate Shershabadia poems, songs, proverbs, plays and short stories used that dictionary to understand unknown words and they easily translated the texts into English. With the help of the dictionary, they translated the texts, which is how the voice of Shershabadia people extended into other languages. Hence, making a dictionary not only helps in the translation process but also helps the community to build their identity and record their literature through translation and help other non-native speakers by allowing them to have access to the language.

5.3.5 GLOSSARIES AND DICTIONARIES AS TOOLS IN COLLABORATIVE TRANSLATION

These above said workshops, what we refer to as case studies for presenting how glossaries and dictionaries practically help in the translation process, followed a methodology of Collaborative Translation. A group of translators sat with the authors and scholars as a team, and they were expected to prepare the translated texts in conversation with others. These collaborative translations were face-to-face translations; during the workshop days, participants prepared the preliminary draft of the translation, and they submitted the final version of the texts after the workshop.

As the texts reflect a rich heritage of region-specific culture, the translation seems exciting and challenging. The entire task of translation needed to have certain policies. The primary guidelines for the translators are as follows, though the translator takes their own decisions in discussion with fellow translators as per the nature of the particular text. Imageries, cultural terms, festivals, games, particular terms or loaded words of Source Language kept in the text and close translation of those words provided within brackets or just beside the term in the same sentence. We avoided footnotes and put endnotes at the end of the chapter. Glossary is given at the end of the entire book. The longer chapter of the novel was translated by more than one translator, and all the translators read the entire chapter and the entire novel to understand the nature of the text.

As we have a responsibility to the Source Language and Source Text, translated text should be assumed not only as a literary text but also as a knowledge text, which means the text offers knowledge beyond literary knowledge. Hence, as much as the glossary is possible will be put in the translated text. The literature of Sundarbans is an example of the everyday close relationship of nature and humans, the jungle, animals, entire flora and fauna of the land conveyed through translation as well. It was impossible to replace the rustic language of Sundarban with English, so bringing rusticity in the target language is not required. Translators were requested to avoid discursive language and academic terms while translating genres like poems, stories, novels etc. Poems were supposed to sound like English poems when they are translated into English, and should not be loaded with excessive endnotes. Footnotes were only allowed for poems but not for any other texts. All other texts carried endnotes. Most of the texts we selected carry a significant number of songs. Translators transliterated the songs in the Roman alphabet and translated those into a first bracket. Translators were suggested to consult the word lists and dictionaries provided during the workshop. Translators were suggested to consult as much as possible with the experts to get adequate knowledge about the source land. The kinship terms were not changed, and English equivalences of those terms were provided in the glossary. The kinship terms and culture-specific terms were written in italics. Variety of crops, fruits transliterated and English equivalents provided in a first bracket, only once for the entire text.

Most significantly, the authors, poets and experts presented in the workshops acted as storytellers and shared their insider stories of the regions for two and three days with the participants. Google maps and images of the greater regions with the

stories helped the participants to re-imagine the places and locate their texts to be translated in that imaginary land of narratives. In the case of on-site translation, collaboration appeared more organic as the participants stayed with the people of the community and translated the texts.

When the translators translated the texts from Sadri or Subarnaraikhik or Shershabadia, they prepared a Bengali version of the texts to be translated, as the workshop experiment was with the translators who have access to the Bangla language. From those Bengali versions, they prepare the final English version of the texts. But in many cases we translated directly from Shershabadia and Subarnaraikhik languages.

5.4 SIGNIFICANCE OF A DICTIONARY

When attempting to understand the meaning of an unknown word, whether it be in one's native tongue or another language entirely, a dictionary is an invaluable resource. As a consequence of this, the dictionary serves as an essential resource for those learning foreign languages as well as translators. A dictionary is a type of reference book containing an alphabetical list of terms and information on each word, such as the word's meaning, pronunciation, and place of origin. A dictionary presents its entries for words and the meanings of those words in alphabetical order.

There are general dictionaries of English and other languages, as well as subject dictionaries in various fields, such as medicine, the legal system, and business. It is also a typical practice for publishers to design dictionaries that are directed firmly at a particular population, whether it be beginning readers, educators, or advanced students. A dictionary that only uses one language to describe and discuss its entries, the dictionary is called a monolingual dictionary. Translations like this can be found in bilingual dictionaries. Today's dictionaries typically include various helpful features, including phonetic transcriptions, hyphenation, synonyms, antonyms, and etymologies that enable the readers with metalinguistic information about the word.

In today's digital world, we have Google dictionaries besides physical dictionaries. While we translate from foreign language and try to find equivalent words in any Indian language we may consult Google dictionaries of different Indian languages for that particular word and accordingly use the same word in the target Indian language or create a new word in the target Indian language keeping the parity of the similar word of the foreign word found in other Indian languages.

Many times we find a word used with a different meaning in colloquial use, but a dictionary may have the original meaning with its rationale. In the case of translation, as it is a serious task for all the speakers of a language, no local meaning of the word can be used in a translated text, always should find the original meaning or appropriate meaning of the word and for that, we need a dictionary.

A dictionary is also needed for subject-specific knowledge and preparing the school text book. National Translation Mission, of the Central Institute of Indian Languages engages themselves to prepare knowledge texts and dictionaries in various

Indian languages for the benefit of a wider audience. The translation process needs dictionaries of various knowledge and through the translation of various knowledge we enrich our dictionaries of particular subjects or language.

5.5 HOW TO MAKE A DICTIONARY AND GLOSSARY

Making dictionaries is only sometimes a big task. Many scholars or researchers often prepare their dictionaries of their concerned subject to make their skill better. There is a list of words available in google called Academic Word List, which helps the students to enrich their academic language. For making a dictionary of a particular subject, one needs to observe a standard dictionary very carefully with continuous close reading. Each word with its root should be clear to make a dictionary. The context of each word, multiple use of a particular word, connotations and denotations of a word, an extension of the meaning of a word, or limited meaning of a word in use than the meaning it had in an earlier generation, should be studied carefully for making a dictionary. The social and cultural meaning of a word and the use of that particular word from one geographic region to another of the same language also should be noted while preparing a dictionary. Suppose, Translation Studies is an emerging discipline in India, and we have a scope to prepare a dictionary of Translation Studies for the benefit of the students and scholars working on Indian translations. Equivalent words of "translation", like "Anuvad", "Tarjuma" etc. from across the languages can be taken and briefly explained in a dictionary, the terms used in various theoretical texts of Translation Studies can be gathered and briefly defined, and this is how we can prepare a dictionary of Translation Studies which will be mainly targeted to the Indian scholars.

The dictionary and glossary are both prepared in alphabetical words. The glossary is always placed at the end of the book and it is always meant for serious readers of the book, hence, an author should be very careful when preparing the glossary. Before preparing a glossary one needs to closely read the dictionary whether an equivalent word of that particular foreign word is already present in the language concerned. Glossary is not only about finding the equivalent word of a foreign word but it is also about an explanation of use of that particular word. Therefore, understanding of the text and particular context of use of the word is very much important. Making a glossary means helping others, or the readers to have appropriate reading of the word and the context of it. In that sense, the person who is making the glossary is actually directing the reader in a certain direction. When we translate and feel a word needs a gloss, we can put that word in italics, to mark it as unique, and then we can gloss it in the glossary. Glossary also allows us to put a native word as it is in translation and the native word shows from which linguistic, cultural or national root the text has emerged. Suppose the translation of a Gujarati novel *Karan Ghelo*, into English, may have many words which are originally Gujarati, and later translators can explain those words in glossary. And the existence of the original Gujarati word in italics in the main text shows that the text is coming from Gujarati into English and there is no particular equivalent word. And one day that word may be placed into an English dictionary, lathicharge and many such words.

Introducing a discipline or a subject in higher education requires a dictionary of it for the learners. Any marginal language can only be taught fruitfully if the students and teachers have access to dictionaries. And the translators cannot proceed without help.

5.6 LET US SUM UP

This section discusses a few of the most essential tools and approaches of translation, many of which are frequently overlooked by readers of translated materials in classroom teaching or even by translators and critics of translated writings. These readers and translators include students. Not only can teaching practical translation help students become better translators, but it also helps students acquire abilities that allow them to better appreciate the material that has been translated. Most of the writings and study work that we come across on literary translation are because translation is predominantly taught in literary and linguistic fields. However, there are translations of knowledge texts, and we engage with those translations of knowledge texts from the beginning of our student life. However, we are not aware of how beautiful the work of translation is, nor are we aware of how many tools and techniques are used by authors and translators to prepare textbooks in the social sciences, humanities, and natural sciences. This section discusses all of these translation strategies, complete with examples, and discusses various digital translation technologies.

❖ **CHECK YOUR PROGRESS**

1. What is the use of glossary in translation?
2. What is the use of a dictionary in the translation process?
3. What is collaborative translation?
4. How do glossaries and dictionaries help to localise foreign words?
5. Do you think that the use of glossaries and dictionaries should be part of a translation training programme? - Elaborate your argument.
6. How do you make a dictionary and glossary which may be useful for the students of Translation Studies?
7. How can a dictionary be helpful while translating from or into a marginal language?

5.7 SUGGESTED READINGS

1. The Role of Dictionaries in Translation Performance: A Case of English to Persian Translation by Reza Jelveh and Dariush Nejadansari.
   https://silo.tips/download/the-role-of-dictionaries-in-translation-performance-a-case-of-english-to-persian

2. The Pivotal Role of Dictionary in Translation by Dnyan Deshmukh
   https://www.researchgate.net/publication/profile/Dnyan-Deshmukh

3. The Role of the Interlingual Dictionary in Translation: A Case Study Using Arabic-English as Model by AL-TAHIR HAFIZ, https://prod.kau.edu.sa/centers/spc/jkau/Doc/Edu/15/14.pdf

4. Electronic Dictionaries in Translation Classrooms in Saudi Arabia by Prof. Reima Saad Al-Jarf, https://files.eric.ed.gov/fulltext/ED613066.pdf

5. CHAPTER 4. Specialised Translation Dictionaries for Learners by Sandro Nielsen, https://www.degruyter.com/document/doi/10.1515/9783110231335.1.69/pdf

6. Intertranslations - Blog. https://www.intertranslations.co.uk/the-importance-of-a-translation-glossary/

7. Globalization partners International, https://www.globalizationpartners.com/2021/03/25/importance-of-glossary-for-translation-services/

8. https://lokalise.com/blog/localization-and-translation-glossary-terms/

****

WORD, WORD FORMATION AND TECHNICAL TERMINOLOGY

:: STRUCTURE ::

6.0 OBJECTIVES

In this Unit, we shall

- Learn about the concept of word and word-creation
- Study the processes in which words are formed
- Analyse how words are related to meaning
- Know the concept of Technical Terminology

6.1 INTRODUCTION

We all know many words and use them effortlessly without thinking about their nature, how they are formed, what their origin is, and how their meaning differs according to context. In the present unit we will study the meaning of a word, what are the different forms of words and also try to understand how new words are formed through different linguistic processes. We will learn about the root or base of a word that is a lexeme and what are morphemes and their types.

Apart from this we will learn about Technical Terminology. The terms used, their meanings and how they are related to Translation.

6.2 WORD, WORD-FORMS AND LEXEME

According to Cambridge Dictionary, "Word is the single unit of language that has meaning and can be spoken or written". As per Merriam Webster Dictionary, "Word is a speech sound or a series of speech sounds that symbolizes and communicates meaning without being divisible into smaller units capable of independent use". It means that a word is a unit of language which conveys meaning. However, we all notice that words have different forms. For example - *see, sees, seeing, saw, seen* are different word-forms of SEE. All these word forms

are the realizations of SEE which is the core of all the given words. In linguistics this core of different word-forms is called 'lexeme'. Lexemes are the vocabulary items listed in a dictionary. Given below are a few more examples of Lexemes and their word-forms.

Word-Forms	LEXEME
Writes, writing, wrote, written	WRITE
Plays, playing, played	PLAY
Sleeps, sleeping, slept	SLEEP
Works, working, worked	WORK
Teaches, teaching, taught	TEACH

6.3 WORD-FORMS AND MORPHEME

In linguistics, the term **morpheme** is used to refer to the smallest, indivisible unit of semantic or grammatical function; it may be a word, like "place" "talk", "walk" or an article like "a" or "an" or an element of a word, like *re-* and *-ed* in "reappeared." The word "talked" is represented by two morphemes, "talk" and the past-tense morpheme, here indicated by *-ed*. Similarly, the word walking has two morphemes, "walk" and the suffix –ing, indicating the present continuous tense, that the action is being carried out. Thus we see that morpheme could be a word or a part like prefix, suffix or infix which convey certain meaning.

By definition, a morpheme cannot be broken into smaller units which are either meaningful by themselves or mark a grammatical function like singular or plural nuber in noun or –s, -es, -ing, or -ed which indicate tense of a verb.

Sometimes the same morpheme can have variants, for example the ending *-s,* indicating plural in "cats," "dogs," the *-es* in "dishes," and the *-en* of "oxen" are all allomorphs of the plural morpheme. The variants of a morpheme are called allomorphs and the branch of linguistics that deals with the study of the structure of words is called morphology.

How to recognize a morpheme?

The question whether a group of sounds represents a morpheme or not can be answered by looking at the following words:

Unwell, unjust, unfit, uneven, unhappy, uncle and under

A close observation of the above words would show that "un" in all the cases except uncle and under, is a prefix used to denote the negative sense of the words "well", "just", "fit", "even" and "happy" but in the words "uncle" and "under" *–cle* and *–der* do not have any meaning of their own therefore, in these words *un-* cannot be considered as a morpheme. In all other cases it is considered as a morpheme because it carries a sense.

Let's have a look at the following words:

Writer, Printer, Director, Actor, Actress, Closeness, Kindness, Freedom, Stardom

We note that all the words have two morphemes – one is the root word and the other is a suffix. In these cases – er, - or, -ress, - ness, and – dom are suffixes which indicate the noun form as in printer ie. a person as in writer, director, actor and actress; or the quality as in close-ness, kind-ness or a particular state or status as in free-dom and star-dom.

Thus the only criteria, to consider any part of a word as a morpheme is that, it has some meaning or grammatical function.

6.4 PROCESSES OF WORD FORMATION

Word Formation Process also called *Morphological Process* is a means by which new words are produced either by modification of existing words or by complete innovation, which in turn become a part of the language.

Types of Word Formation Processes

Different types of word formation processes are employed to create new words. However, all word formation processes basically bring either inflectional or derivational changes. Therefore, inflection (also called inflexion) and derivation are the two core processes of word formation. Inflection differs from derivation to the following extent:

6.4.1 INFLECTION AND DERIVATION

Inflection	Derivation
Produces grammatical variants of the same word.	Produces a new word on the basis of an existing word.
Modifies a word to express different grammatical categories such as tense, mood, voice, aspect, person, number, gender and case.	Changes the word class (also called parts of speech; form class; lexical class; syntactic category).
Does not change the meaning of a word. For example: determine→ determines, determining, determined.	Modifies the meaning of the root. For example: modern → modernize (to make modern).

The major word formation processes include but are not limited to the following:

AFFIXATION

It is a word formation process wherein an affix is attached to a root (also called *stem; base)* to form a new word. A root is a free morpheme (also

called *unbound morpheme*) that can appear alone. On the other hand, an Affix is a bound morpheme which never occurs by itself, but is always attached to some free morpheme and can be either inflectional or derivational. An Inflectional affix modifies the form/grammatical category of a word, i.e., tense, person, number, gender, case, etc. For example: *rat → rats.* On the contrary, a derivational affix modifies the parts of speech of the root, while leaving the grammatical category unchanged. In this way, there is a change of meaning of the root. For example: *write* (v) → *writer* (n)*.

In English there are two types of affixations:

1. **Prefixation**: In this morphological process words are formed by adding an affix to the front of a root. The type of affix used in this process is referred to as prefix. For example: *un + tidy → untidy*
2. **Suffixation**: In this morphological process words are formed by adding an affix to the end of a root. The type of affix used in this process is referred to as suffix. For example: *fear + less → fearless*

Inflection is the change in the form of a word in English, usually the addition of endings to mark such distinctions as tense, person, number, gender, mood, voice, and case.

English inflection indicates noun plural (*cat, cats*),
noun case (*girl, girl's, girls'*),
third person singular present tense (*I, you, we, they buy; he buys*),
past tense (*we walk, we walked*),
aspect (*I have called, I am calling*), and
comparatives (*big, bigger, biggest*).
Remnants of the earlier inflectional system of Old English may also be found (*e.g., he, him, his*).
Changes within the stem, or main word part, are another type of inflection, as in *sing, sang, sung.*

A number of languages, especially non-Indo-European ones, inflect with prefixes and infixes, word parts added before a main part or within the main part. Inflection differs from derivation in that it does not change the part of speech. Derivation uses prefixes and suffixes (*e.g., in-, -tion*) to form new words (*e.g., inform, deletion*), which can then take inflections.

6.4.2 CONVERSION

This refers to the change of function or parts of speech of a word without adding an affix. Conversion is also called *zero derivation* or *null derivation* since the functional change is brought about by supplementing an invisible affix. Sometimes it is also called *functional shift.* Typically conversion is made from "noun to verb" and from "verb to noun". Less frequently, conversion is also done from "adjective to verb" and "adjective to noun". For instance:

- Someone has to chair the meeting (Chair – Noun to verb conversion)
- I saw your missed call. (Call – to call (v) to Noun)
- She bagged this year's prize (Bag (n) to verb)

6.4.3 ACRONYMS AND ABBREVIATIONS

Acronyms are words that are formed with the initial letters or each of the major parts of a word or a longer phrase. With a few exceptions, acronyms are usually capitalized. Some linguists confuse acronyms with initialisms, which are also abbreviations formed in the similar manner as the former. In essence, there is a sharp difference between the two. In language, an acronym is pronounced as a single word rather than just a sequence of individual letters, which is characteristic of initialisms.

Examples of Acronyms:

- United Nations Educational, Scientific and Cultural Organization → UNESCO
- Light Amplification by Stimulated Emission of Radiation → Laser
- International Criminal Police Organization → Interpol
- Personal Identification Number → PIN

Examples of Initialisms or Abbreviation:

- Personal Computer → PC
- Asian Development Bank → ADB
- Liquid Crystal Display → LCD
- ATM → Automated Teller Machine

6.4.4 COMPOUNDING

Compounding is a morphological process in which two or more than two words are combined together to create a single word, having a single idea and function. In English, there are compound nouns, compound adjectives, and compound verbs. Customarily compound words are spelt as a single word, or as two or more hyphenated words, and even as two or more separate words. It is to be noted that the meaning of the individual words is retained in the compound word. For example:

- Life + style → Lifestyle
- Text + Book → Textbook
- Note + Book → Notebook
- Mother + in + law → Mother-in-law
- Shopping + mall → Shopping mall

There are no specific rules for hyphenated compounds. Generally, some new and original compound nouns are hyphenated, but the hyphen is ignored when they become more familiar. However, there are some compound adjectives that

are always hyphenated. For instance: state-of-the-art. The hyphen is often retained when two vowels come together, such as: Co-operation. Hyphens are often used to tell the ages of people and things, for example: 10-year-old. The general rule is that words are combined with hyphens to avoid confusion.

6.4.5 BLENDING

Blending (also called *portmanteau*) is a morphological process in which the parts of two or more words are combined together to form a new word. Usually, the parts consist of the beginning of one word and the end of the other word(s). Typically, the meaning of the blended word reverberates with the meanings of the original words. For example:

- breakfast + lunch → brunch
- motor+hotel → motel
- mock + cocktail → mocktail
- smoke + fog → smog
- information + entertainment → infotainment

However, blending should not be confused with compounding, which combines two words without truncation of parts of the roots of the blended words.

6.4.6 BACKFORMATION

Back-formation is a morphological process in which a new word is created by extracting affixes from another word. In this way, it is the reverse of affixation, in which affixes are added. Back-formation is also different from clipping since it brings a change in the parts of speech or the word's meaning. For example: the noun *insertion* has been back-formed into verb *insert* by removing the suffix *ion*. Some other examples are:

- Babysit from Babysitter
- Emote from Emotion
- Liaise from Liaison
- Enthuse from Enthusiasm

6.4.7 CLIPPING

As the name suggests, clipping is the word formation process in which a word is reduced to a shorter form. With a sharp contrast to back-formation, clipping keeps the original word meaning intact. These words are very common in everyday speech. For instance: *lab* is the clipped form of *laboratory*. There are four types of clippings:

1. **Back clipping**: (also called *final clipping*; *apocope*) it involves the truncation of end of a word as in *ad* from *advertisement*.
2. **Fore-clipping**: (also called *initial clipping*; *apheresis*) it is the removal of the beginning of a word as in *phone* from *telephone*.

3. **Middle clipping**: (also *medial clipping*; *syncope*) it is the extraction of the
    beginning and end of a word as in *flu* from *influenza*.
4. **Complex clipping**: is removing multiple parts from multiple words as
    in *cablegram* from *cabletelegram*.

6.4.8   BORROWING AND CLAQUE

Borrowing is the term used to denote words that have been taken from other
languages. There are two types of borrowings.

1. **Loan-word**: By this process, a word is borrowed from another language
    without translating it into the target language. For example: the phrase *Suo
    motu*, meaning "on its own motion," is a Latin legal term, approximately
    equivalent to the term *sua sponte*. It is used where a government agency
    acts on its own cognizance, as in "the Commission took suo motu control
    over the matter."

2. **Loan-translation or Calque**: It is a morphological process wherein a word
    or phrase from another language is borrowed by literally translating it into
    the target language. For example: the phrase *point of view* has been
    translated into English from the French phrase *point de vue*.

6.4.9   REDUPLICATION

Reduplication (alsocalled *cloning*; *doubling*; *duplication*; *repetition*; *tautonym*) is a
word formation process in which a new word is created by repeating all or part of
a root or a stem, often with a change of vowel or initial consonant. Reduplication
is not a major means of creating lexemes in English, but it is perhaps the most
unusual one. Based on their usage, the techniques of reduplication could be
classified in the following manner:

1. Repetition without Change: bye-bye, tick-tick
2. Rhyming Reduplication: ding-dong, super-duper, bow-wow
3. Repetition with Change of Vowel: tiptop, chitchat, flip-flop, ping-pong,
    dilly-dally, wishy-washy
4. Repetition with Change of Initial Consonant: teeny-weeny

6.4.10 COINAGE OR INVENTION

It is a morphological process by which new words are invented. Sometimes
popular trademark names of various products are adopted by people so extensively
that they ultimately become the everyday words of language. For example:
- Xerox -Is an abbreviation of Xerox Holdings Corporation, an American
  company which sells print and digital document product but over a period
  of time, the word 'Xerox' is generally used for photocopying both in noun
  as well as in verb form.
- Vaseline is a brand of petroleum jelly produced by Unilever company; in
  Portugal, the Unilever products are called Vaselina while in Brazil and
  some Spanish-speaking countries, they are called Vasenol.

- Surf - although it the name of a particular washing powder, in many parts of India, 'surf' is has become a common name for any washing powder. Similarly,
- Colgate is the brand name of a particular toothpaste but it is used as a common name by some people for any toothpaste.

Further, some words are being coined due to rapid cultural changes and the spread of information technology, mass media, internet, etc. For example:

- *Google*
- *Blog*
- *Hotspot*
- *Facebook*
- *Tablet*
- *Tweet*
- *Smartphone*

6.5 TECHNICAL TERMINOLOGY

Terminology is the body or collection of specialized words called 'technical terms' used with specific meanings in a particular subject of study, profession etc. For example technical terms used fields such as in business, economics, physical or biological sciences, media and so on. Terminology is a discipline that systematically studies the "labelling or designating of concepts" particular to one or more subject fields or domains of human activity. It does this through the research and analysis of terms in context for the purpose of documenting and promoting consistent usage.

Each and every subject has its own terminology which consists of terms. Terms are words with a specific meaning used in a particular subject which is mostly fixed. These words may have a different meaning when they are used in another context or another field of knowledge. For example let us look at the following words:

- **Bank :**
  Bank originally meant to depend on eg. *I bank on you for all my important works.*
  Bank could mean a river bank eg. *He was strolling on the bank of the river.*

  Bank in case of physics is used for 'banking of a road' meaning rising of curved mountainous roads on one side in order to counter the centrifugal force so that vehicles are saved from falling off.

  In the field of economics 'Bank' we all know is a financial institution which takes care of our money and gives different types of loans

- **Deposit:**
  General meaning - A layer of a substance:
  Eg. *The flood left a thick deposit of mud on the floor.*
      The region has lots of gas and coal deposits
  In Banking sector – Deposit is an amount of money paid into an account
  She deposited money in her account

- **Interest :**
  General meaning – the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something
  Example - *I have always had interest in astronomy.*

  He never seems to show any interest in his children's education.
  Because to too many twists and turns, I lost interest in the T.V. series

  In the Banking sector – the money that is charged by a bank or other financial institution for borrowing money
  Example – *The interest rate on Housing Loan has increased.*

  Or money that we earn from keeping our money in an account in a bank
  Example – *You should deposit money in a savings account so that it will earn interest.*

- **Goal**

  General meaning: an aim or purpose
  Ex. *Our goal is to make India a self-reliant country.*
      My goal is to learn Indian classical music.

  In Sports – Goal is an area on a playing field that usually has two posts with a net fixed behind them, where players try to send the ball in order to score points in sports such as Football and Hockey. A point scored is also called a goal.

  Ex. *He kicked/ headed the ball into/towards the goal.*
  Brazil won the tournament by three goals to one.

Terms are linguistic designations assigned to concepts and Terminology is concerned with the naming of concepts in specialized domains of knowledge. Terms refer to discrete conceptual entities, properties, activities or relations that constitute knowledge in a particular domain.

6.6 LET US SUM UP

To sum up, we see that the words we use in our day to day life are the products of complex processes of word formation leading to creation of newer words as per the requirements of the changing world especially in view of the advancements of information technology, the use of internet, the ever-growing 'latest' software, updated versions of various electronic equipments like phones, tablets, laptops along with developments in other fields like the OTT platforms, live-streaming etc. We have also learnt 'term' and terminology and its relation with Translation.

6.7 KEY WORDS

Word-Forms –	Refers to different forms in which a word is inflected to indicate grammatical functions
Lexeme –	The root, stem or the base of a word which cannot be further divided
Morpheme -	The smallest unit of a word which carries meaning

Word Formation –	The processes through new words are formed
Term –	A word which is used to define a concept
Terminology –	A collection of terms used in a particular domain of field of knowledge

6.8 SUGGESTED READINGS

1   Baker, Mona and Gabriela Saldanha. *The Encyclopaedia of Translation Studies.* 2nd ed. New York, Routledge, 2009.

2   Bauer, Laurie, et al. *The Oxford Reference Guide to English Morphology*. United Kingdom, Oxford University Press, 2015.

3   Lieber, Rochelle. *Introducing Morphology*. India, Cambridge University Press, 2021.

4   Plag, Ingo. *Word Formation in English.* United Kingdom, Cambridge University Press, 2003.

5   Roelcke, Thorsten. "25.Technical Terminology". *Languages for Special Purposes: An International Handbook*, edited by John Humbley, Gerhard Budin and Christer Laurén, Berlin, Boston: De Gruyter Mouton, 2018, pp. 489-508. https://doi.org/10.1515/9783110228014-025

6   Yule, George. *The Study of Language*. 2nd ed. Cambridge: CUP, 1996.

7   Bassnett, Susan. *Translation Studies.*

8   Britannica, The Editors of Encyclopaedia. "inflection". Encyclopedia Britannica, 16 Oct. 2016, https://www.britannica.com/topic/inflection. Accessed 9 January 2023.

9   Britannica, The Editors of Encyclopaedia. "morpheme". Encyclopedia Britannica, 1 Feb. 2018, https://www.britannica.com/topic/morpheme. Accessed 9 January 2023.

10   "English Word Formation Processes." Really Learn English. 2016. Really-Learn-English.com. 14 July 2016 <http://www.really-learn-english.com/word-formation-processes.html>.

****

| **MACHINE TRANSLATION: CONCEPT, DEVELOPMENT AND CHALLENGES**

:: STRUCTURE ::

7.0 OBJECTIVES

In this Unit, we shall

- Learn about the concept of Machine Translation
- Study the types of Machine Translation
- Familiarise with the approaches to machine translation
- Know the rules based on which machine translation systems are developed

7.1 INTRODUCTION

This unit deals with a specialised type of translation which is carried out either fully or partially by machine that is computer. When the task of translating a text is done completely by the computer without any human intervention, it called Fully Automatic Machine Translation or MT.

Machine Translation is often referred to by the abbreviation **MT**. It is an interdisciplinary area in which Computer Scientists work together with linguists. It is also considered as a sub-field of Computational Linguistics that investigates the use of software to translate text or speech from one language to another.

7.2 MACHINE TRANSLATION: UNDERSTANDING THE CONCEPT

Machine Translation (MT) is an interdisciplinary area which involves the use of computer programs to translate texts from one natural language into another automatically. It is usually subsumed under the category of computer-based

translation, together with computer-aided translation. MT has been the subject of research for more than half a century, ever since the invention of the electronic computer in the 1940s. Although high-quality, general-purpose MT is still a somewhat elusive goal, a number of systems have been in use in specific areas of human activity for some time, and new approaches are being explored which hold the promise of enhancing the output quality of MT systems substantially.

Basically, MT performs mechanical substitution of words in one language for words in another, but that alone rarely produces a good translation because recognition of whole phrases and their closest counterparts in the target language is needed. Not all words in one language have equivalent words in another language, and many words have more than one meaning.

Solving this problem with corpus statistical and neural techniques is a rapidly growing field that is leading to better translations, handling differences in linguistic typology, translation of idioms, and the isolation of anomalies.

Current machine translation software often allows for customization by domain or profession such as weather reports, improving output by limiting the scope of allowable substitutions. This technique is particularly effective in domains where formal or formulaic language is used. It follows that machine translation of government and legal documents more readily produces usable output than machine translation of conversation or less standardised text.

Improved output quality can also be achieved by human intervention: for example, some systems are able to translate more accurately if the user has unambiguously identified which words in the text are proper names. With the assistance of these techniques, MT has proven useful as a tool to assist human translators and, in a very limited number of cases, can even produce output that can be used as is (e.g., weather reports).

The progress and potential of machine translation have been much debated through its history, although in 1950s, a number of scholars, have questioned the possibility of achieving fully automatic machine translation of high quality.

7.3 DEVELOPMENT OF MACHINE TRANSLATION: AN OVERVIEW

The origins of machine translation can be traced back to the work of Al-Kindi, a ninth-century Arabic cryptographer who developed techniques for systemic language translation, including cryptanalysis, frequency analysis, probability and statistics, which are used in modern machine translation. The idea of machine translation later appeared in the 17th century. In 1629, Rene Descartes proposed a universal language, with equivalent ideas in different tongues sharing one symbol.

Stage – I (1940–1960)

The idea of using digital computers for translation of natural languages was proposed as early as 1946 by England's A. D. Booth and Warren Weaver at Rockefeller Foundation at the same time. "The memorandum written by Warren Weaver in 1949 is perhaps the single most influential publication in the earliest days of machine translation."

A demonstration was made in 1954 on the APEXC machine at Birkbeck College (University of London) of a rudimentary translation of English into French. Several papers on the topic were published at the time, and even articles in popular journals (for example an article by Cleave and Zacharov in the September 1955 issue of *Wireless World*). A similar application, also pioneered at Birkbeck College at the time, was reading and composing Braille texts by computer.

During 1950s the first researcher in the field, Yehoshua Bar-Hillel, began his research at MIT (1951). In 1954 a research team, led by Professor Michael Zarechnak made a public demonstration of its Georgetown-IBM experiment system in Georgetown University MT. I 1955 MT research programs popped up in Japan and Russia, and the first MT conference was held in London in 1956.

David G. Hays wrote about computer-assisted language processing as early as 1957. He was the project leader on computational linguistics at Rand from 1955 to 1968.

Stage – II (1960–1975)

Researchers continued to join the field as the Association for Machine Translation and Computational Linguistics was formed in the U.S. (1962) and the National Academy of Sciences formed the Automatic Language Processing Advisory Committee (ALPAC) to study MT (1964). Real progress was much slower, however, and after the ALPAC report (1966), which found that the ten-year-long research had failed to fulfill expectations, funding was greatly reduced.[14] According to a 1972 report by the Director of Defense Research and Engineering (DDR&E), the feasibility of large-scale MT was reestablished by the success of the Logos MT system in translating military manuals into Vietnamese during that conflict.

The French Textile Institute also used MT to translate abstracts from and into French, English, German and Spanish (1970); Brigham Young University started a project to translate Mormon texts by automated translation (1971).

Stage – III (1975 and beyond)

SYSTRAN, which pioneered the field under contracts from the U.S. government in the 1960s, was used by Xerox to translate technical manuals (1978). Beginning in the late 1980s, as computational power increased and became less expensive, more interest was shown in statistical models for machine translation. MT became more popular after the advent of computers.

SYSTRAN's first implementation system was implemented in 1988 by the online service of the French Portal Service called **Minitel.** Various computer based translation companies were also launched, including Trados (1984), which was the first to develop and market Translation Memory technology (1989), though this is not the same as MT. The first commercial MT system for Russian / English / German-Ukrainian was developed at Kharkov State University (1991).

MT on the web started with SYSTRAN offering free translation of small texts (1996) and then providing this via **AltaVista Babelfish**, which racked up 500,000 requests a day (1997). The second free translation service on the web was **Lernout & Hauspie's GlobaLink.** *Atlantic Magazine* wrote in 1998 that "Systran's

Babelfish and GlobaLink's Comprende" handled "Don't bank on it" with a "competent performance."

In 2003, Franz Josef (the future head of Translation Development AT Google) won DARPA's speed MT competition. More innovations during this time included MOSES, the open-source statistical MT engine (2007), a text/SMS translation service for mobiles in Japan (2008), and a mobile phone with built-in speech-to-speech translation functionality for English, Japanese and Chinese (2009). In 2012, Google announced that Google Translate translates roughly enough text to fill 1 million books in one day.

7.4 BASIS OF CLASSIFICATION OF MT SYSTEMS

Machine translation can be classified according to a number of criteria, such as:
1. degree of intervention by human translator,
2. whether the system provides generic or customized translation, and
3. what system architecture or approach is employed.

1. Depending on Degree of intervention by human translator

a. In unassisted or fully automatic MT, the translation engine translates whole texts without the intervention of human operators. These systems are sometimes referred to as 'batch' systems since the whole text is processed as one task. The raw output is known as 'informative translation' or 'translation for assimilation' (Hutchins 2001a) and is generally a 'quick and dirty' draft rendition of the original.
b. Assisted MT is generally classified into **human-assisted MT** (HAMT) and machine-assisted human translation (MAHT). In human-assisted MT (HAMT), also known as interactive MT, human translators intervene to resolve problems of ambiguity in the source text or to select the most appropriate target language word or phrase for output.
c. In **machine-assisted human translation** (MAHT), computer programs are used to help human translators carry out the translation. An increasingly popular form of MAHT is computer-aided translation (CAT).

2. Generic MT systems are general-purpose systems that translate texts in any subject area or domain. They can be used, for example, to get the gist of the information contained on a web page in a foreign language.
3. Customized or special-purpose systems are targeted at groups of users who work in specific areas or fields (domains). Customized MT is much more effective than generic MT.
4. In terms of the system's architecture, MT can be broadly categorized as **rule-based** or **corpus-based**.

7.5 CLASSIFICATION OF MT SYSTEM BASED ON ARCHITECTURE

As mentioned above in terms of the system's architecture, MT can be broadly categorized as **rule-based** or **corpus-based**.

7.5.1 **RULE-BASED MT (RBMT)** is essentially based on various kinds of linguistic rules. Two major paths are taken in the development of such systems:
1. the direct approach and
2. the indirect approach.

1. Direct approach

Systems developed before the 1980s largely adopted the **direct approach**. These systems work between pairs of languages on the basis of bilingual dictionary entries and morphological analysis. They translate the source text word by word, without much detailed analysis of the syntactic structures of the input text or of the correlation of meaning between words, and then make some rudimentary adjustments to the target text in accordance with the morphological and syntactic rules of the target language. This is the most primitive kind of approach to MT, but some commercial systems still use it.

2. Indirect approach

During the 1980s, the **indirect approach**, which is more sophisticated in architecture, became the dominant framework in MT design. Translation engines using this approach analyse the syntactic structure of a text, usually creating an intermediary, abstract representation of the meaning of the original, and generating from it the target language text. The parsing process involves successive programs for identifying word structure (morphology) and sentence structure (syntax) and for resolving problems of ambiguity (semantics). According to the nature of the intermediary representation, two specific indirect approaches can be distinguished: the transfer-based approach and the interlingua approach.

a. **Transfer-based Approach** MT consists of three basic stages: (i) parsing an input sentence into a formal meaning representation which still retains the deep-structure characteristics of the source text; (ii) 'transferring', i.e. converting, the ST formal representation into one which carries the deepstructure characteristics of the target language, and (iii) generating a target sentence from the transferred meaning representation. Most of today's major commercial mainframe systems, including METAL, SYSTRAN, and Logos, adopt this approach. Two widely known research projects, Eurotra (funded by the Commission of the European Communities) and Ariane (at GETA in Grenoble), also used this approach (Hutchins 1999).

b. In **Interlingua Approach MT**, the abstract representation of the meaning of the original is created using an 'interlingua' or pivot language, i.e. an (ideally) source/target language-independent representation, from which target texts in several different languages can potentially be produced. Translation thus consists of two basic stages: an **analyser** 'transforms' the source text into the interlingua and a **generator** 'transforms' the interlingua representation into the target language.

The most obvious advantage of this approach is that, for translations involving more than one language pair, no transfer component has to be created for each language pair. The interlingua is used to provide a semantic representation for the source language which has been abstracted from the syntax of the language. However, finding language-independent ways of representing semantic meaning is an extremely difficult task which generally involves either making arbitrary decisions as to what specific language (natural, artificial, or logical) conceptualizations should be taken as the basis, or multiplying the distinctions found in any of the languages concerned, with the result that a vast amount of information is required.

The tremendous difficulties involved in finding language-neutral ways of representing semantic meaning led some researchers to argue that interlingua MT may not be a viable option within the rulebased MT paradigm; but successful interlingual systems do exist, the best known being the **Fujitsu system in Japan.**

c. A variant of interlingual MT is **knowledge-based MT** (KBMT), which produces semantically accurate translations but typically needs, for the purpose of disambiguation, massive acquisition of various kinds of knowledge, especially non-linguistic information related to the domains of the texts to be translated and general knowledge about the real world. This knowledge is usually encoded using painstaking manual methods. Examples of KBMT systems include **Caterpillar** (Carnegie Mellon University) and **ULTRA** (New Mexico State University).

7.5.2 CORPUS-BASED MT (CBMT)

In the 1990s, researchers began to explore the possibility of exploiting corpora of already translated texts for automatic translation. Corpus-based MT can be classified into two categories:

1. statistical MT and
2. example-based MT.

In **statistical machine translation** (SMT), words and phrases (word sequences) in a bilingual parallel corpus are aligned as the basis for a 'translation model' of word–word and phrase–phrase frequencies. Translation involves the selection, for each input word, of the most probable words in the target language, and the determination of the most probable sequence of the selected words on the basis of a monolingual 'language model' (Hutchins 2006). Since the translation engine works on the basis of corpora, building quality bilingual text corpora is essential to the success of SMT. Where such corpora are available, impressive results can be achieved when translating texts of a similar kind to those in the training corpus.

Example-based MT (EBMT) systems also use bilingual parallel corpora as their main knowledge base, at runtime. In this case, translation is produced by comparing the input with a corpus of typical translated examples, extracting the closest matches and using them as a model for the target text.

Translation is thus completed in three stages:

a. matching, which involves finding matches for the input in the parallel corpus;
b. alignment, which involves identifying which parts of the corresponding translation are to be re-used, and
c. recombination, which involves putting together those parts of the examples to be used in a legitimate (or grammatical) way. The process is similar to that used in translation memory (TM).

Both EBMT and TM involve matching the input against a database of real examples and identifying the closest matches. The main difference between the two is that the TM system identifies the corresponding translation fragments but it is up to the human translator to recombine them to generate the target text, while in EBMT the entire process of identifying corresponding translation fragments and recombining them to generate the target text is carried out automatically by the MT engine. This approach is said to be more like the way humans go about translating since the target text is produced basically by analogy, and the process can be viewed as an instance of case-based reasoning (the process of solving new problems based on the solutions of similar past problems). EBMT is also claimed to result in more stylish, less literal translations, since fundamentally it is not based on structural analysis of the input by computer programs.

7.5.3 DISTINCTION BETWEEN   RULE-BASED MT (RBMT) AND CORPUS-BASED MT (CBMT)

Both Rule-based MT and Corpus-based MT represent the two major avenues of research into MT. The most obvious distinction between the two is that RBMT is characterized by an effort to interpret on various linguistic levels – the meaning of the original, while CBMT is concerned essentially not with interpreting the original but with finding out the best matching patterns for source text and target text segments on the basis of an aligned corpus of translation examples.

Within the RBMT paradigm, direct, transfer and interlingual methodologies differ in the depth of their analysis of the source language and the extent to which they attempt to reach a language independent representation of meaning or communicative intent in the source and target languages. The Vauquois triangle (Vauquois 1968; cited in Dorr *et al.* 2006) illustrates these levels of analysis. Starting with the shallowest level at the bottom, direct transfer is achieved at word level.

In syntactic and semantic transfer approaches, the translation is based on representations of the source sentence structure and meaning, respectively. Finally, at the interlingual level, the notion of transfer is replaced with a single underlying representation – the interlingua that represents both the source and target texts simultaneously.

The interlingual method typically involves the deepest analysis of the source language. Moving up the triangle reduces the amount of work required to traverse the gap between languages, at the cost of increasing the required amount

of analysis (to convert the source input into a suitable pre-transfer representation) and synthesis (to convert the post-transfer representation into the final target surface form. (Dorr *et al.* 2006)

7.5.4   SPECIAL-PURPOSE MT SYSTEMS

As far as users are concerned, the most popular MT systems of today are special-purpose systems, speech translation systems, and online translation systems. Current general-purpose MT systems cannot translate all texts reliably. **Post-editing** is indispensable if the MT output is intended for dissemination (see Hutchins 1999 for a description of the four major uses of MT). Post-editing involves human translators consulting the source texts and hence can be time-consuming and expensive (Allen 2003). Another way of improving a system's output quality is to design the system to deal with only one particular domain (sub-domain) and/or to **pre-edit** the source material (input text) using 'regularized', controlled vocabulary and syntax to make it compatible with the expectations of the MT system. MT systems working with such sub-languages or domain-specific languages (specialized languages of sub-domains) and/ or controlled or restricted languages (specially simplified versions of a natural language) to minimize incorrect machine output and reduce editing hours are known as '**special-purpose systems**' or '**customer-specific systems**' (see Kittredge 2003 and Nyberg *et al.* 2003 for a discussion of sub-languages and controlled languages in MT). Special-purpose systems are particularly effective in domains where formulaic or technical language is typically used, e.g. product specifications, maintenance manuals, government bulletins, legal documents, etc. In some cases such systems can produce output that can be used without post-editing. For example, METEO, which was designed for translating Canadian meteorological bulletins between English and French, has been in use at the Canadian Meteorological Center in Dorval, Montreal since 1977 without any significant human intervention whatsoever (Arnold *et al.*1995).

7.5.5   SPEECH TRANSLATION SYSTEMS

Made feasible by speech technology in the 1980s, speech translation synthesizes speech recognition, speech generation and MT technologies. It has probably been the most innovative area of computer-based translation research and experienced rapid development since the 1990s. JANUS, a system under development by Carnegie Mellon University's Language Technologies Institute (LTI) in collaboration with other research partners of the C-STAR consortium, addresses speech translation of spontaneous conversational dialogs in multiple languages using primarily an interlingua-based approach. The current focus of the project is on the travel domain (Language Technologies Institute at Carnegie Mellon University 2004).

7.5.6   ONLINE TRANSLATION SYSTEMS

With the fast growth of the Internet, more and more MT vendors are collaborating with Internet service/content providers to offer on-demand online translation services, with human post-editing as optional extras. In the mid-1990s, CompuServe began to offer on-line translation of emails and SYSTRAN made its systems available online for text and webpage translation in AltaVista's Babel

Fish service. Today, most Internet portals, including Google and Yahoo, offer free online MT services. The demand for online translation has given a huge impetus to the development of MT systems. For example, the need for the translation of Internet content has prompted most stand-alone PC-based MT software developers to incorporate in their products the function of translating webpages and email messages.

Moreover, by providing a vast number of customers and potential customers with easy access to multiple translation engines on a free or trial-use basis, MT developers are able to engage an unprecedented number of people in the testing and evaluation of MT systems, which will certainly help improve the systems' quality over time and promote the need for research and development in the field.

7.6 CHALLENGES FACED BY MT

The slow improvement of the output quality of MT is rooted in problems inherent to language
as a form of human communication. Some of these are problems also faced by human translators, while others are specific to MT.
Broadly speaking, translation requires at least two categories of knowledge:

(i) linguistic, i.e. grammatical, semantic and pragmatic knowledge; and
(ii) extra-linguistic, including knowledge of the subject matter and knowledge about the real world, or common-sense knowledge.

For instance, when asked whether 36 or 63 is greater or smaller than 1, human beings will readily give the answer 'greater' without actually performing the calculation: they resolve the question by using their real-world knowledge – in this case, basic arithmetic knowledge about what an operation of multiplying positive integers will yield; a computer, however, needs to perform the calculation before giving an answer.

Depending on whether primarily linguistic or primarily non-linguistic knowledge is required for their resolution, problems in MT can be categorized into linguistic and extra-linguistic ones. The treatment of extra-linguistic problems is more difficult than that of linguistic problems because extra-linguistic knowledge is much harder to codify.

Linguistic problems encountered in MT are primarily caused by the inherent ambiguities of natural languages and by the lexical and structural mismatches between different languages.

Word Sense Ambiguity and Mutli-word expressions are the most important challenges for the machine translation systems. Apart from these the common linguistic problems pertaining to literary translation like those of figures speech, especially the rhyming scheme of poetry continue to challenge the developers of MT systems.

7.7 LET US SUM UP

To sum up, we see that the Machine Translation and Machine-aided translation has developed over the last six decades to such an extent that now it has become a widely known phenomenon especially in view of globalization and the developments in the field of Information Technology has lead to great advancement.

Apart from specialised translation systems general translations machine like Google translate have improved a lot. In most of the cases they now give better output and have proved to be of great help for the translators. They not only save time and energy but also make it more convenient for communication across the world.

7.8 KEY WORDS

Machine Translation – translation done completely by machine

Machine-aided Translation - translation done with the assistance of machine

HAMT – Human-aided Machine Translation

MAHT – Machine-aided Human Translation

RBMT – Rule Based Machine Translation

CBMT – Corpus Based Machine Translation

KBMT – Knowledge Based Machine Translation

SMT – Statistical MT

EBMT – Example Based MT

7.9 SUGGESTED READINGS

1. Allen, Jeffrey (2003) 'Post-editing', in Harold Somers (ed.) *Computers and Translation: A Translator's Guide*, Amsterdam: John Benjamins, 297–317.

2. Arnold, Doug, Lorna Balkan, Siety Meijer, R. Lee Humphreys and Louisa Sadler (1995) *Machine Translation: An Introductory Guide*, London: Blackwells. http://www.essex.ac.uk/ linguistics/clmt/MTbook/ (accessed 28 November 2007).

3. Baker, Mona and Gabriela Saldanha. *The Encyclopaedia of Translation Studies.* 2nd ed. New York, Routledge, 2009.

4. Dorr, Bonnie, Eduard Hovy and Lori Levin (2006) 'Machine Translation: Interlingual Methods', in Keith Brown (ed.) *Encyclopedia of Language and Linguistics*, 2nd edition, Amsterdam: Elsevier ftp://ftp.cfar.umd.edu/ pub/bonnie/Interlingual-MT-Dorr-Hovy-Levin.pdf (accessed 10 October 2007).

5. Hutchins (2006) 'Computer-based Translation in Europe and North America, and Its Future Prospects', *JAPIO 2006 Yearbook, Tokyo: Japan Patent Information Organization*, 170–74. Also available from http://www.hutchinsweb. me.uk/JAPIO-2006.pdf (accessed 28 January 2007).

6. Hutchins and Harold L. Somers (1992) *An Introduction to Machine Translation*, London: Academic Press.

7. Kittredge, Richard I. (2003) 'Sublanguages and Controlled Languages', in Ruslan Mitkov (ed.) *Oxford Handbook of Computational Linguistics*, Oxford: Oxford University Press, 430–47.

8. Somers, Harold (1999) 'Review Article: Example-based Machine Translation', *Machine Translation* 14: 113–57.

****

UNIT-8 | VETTING, EVALUATION AND REVIEW OF TRANSLATION

:: STRUCTURE ::

8.0   OBJECTIVES

8.1   INTRODUCTION

8.2   VETTING

8.3   EVALUATION

8.4   DIFFERENCE BETWEEN VETTING AND EVALUATION

8.5   LET'S SUM UP

8.6   KEY WORDS

8.7   SUGGESTED READING

8.0 OBJECTIVES

In this Unit, we shall

- Understand how to Vet and evaluate translations,
- Understand the difference between Vetting and evaluation
- Follow the correct procedures and techniques of Vetting and evaluation
- Produce a precise translation in terms of minimum structural and factual variations, expressed in grammatically correct language.

8.1 INTRODUCTION

Translation allows ideas and information to spread across cultures. One of the most awkward and wonderful truth about translation is that there is no one translation of any utterance of considerable length. Let's look at an example of greatest translation mistakes that illustrate how disastrous a mistranslation can be: In 1956, Soviet premier Nikita Khrushchev was interpreted as saying "We will bury you" to Western ambassadors at a reception at the Polish embassy in Moscow. The phrase hit the headlines across magazine covers and newspapers, further straining relations between the Soviet Union and the West. Since it was at the height of the Cold War, the statement was perceived to be a serious threat of a nuclear attack against the United States. Although the words were meant to be a stark warning, the threat was not as ominous at the translation would lead the United States to believe. Instead of the more literal translation that was made, the phrase actually was intended to mean, "We will outlast you" or "We will live to see you buried."

This incident teaches us a lesson that mistranslation can have adverse effects beyond the imagination of the original speaker/author and translator. Mistranslation in a literary text may not have a disastrous effect, but mistranslation

in a newspaper, or legal or medical documents may cause an atom bomb to fall. Thus, it is also important that once the translation is done, the translators check and recheck the translation carefully in order to ensure that the translated text is free of ambiguity. At this stage, the translator should not only correct grammatical errors, but also review the entire translation against the original file checking terminology, style, spelling, punctuation marks. The translator should also compare the source and the target texts and ensure that target text flows smoothly.

8.2 VETTING

Ex.1 I am doing an experiment on artificial rain.

હું કરી રહ્યો છું પ્રયોગ ઉપર કૃત્રિમ વર્ષા.

Ex.2 Free Eye Checkup Camp

મફત આંખનો નિદાન કેમ્પ

Ex.3 A Facebook post has gone mad recently.

એક ફેસબુક પોસ્ટ હમણાં ગાંડી થઇ છે.

From the first translation it appears as if I am doing an artificial rain on an experiment. From the second translation it seems as if the eyes are free and not the checkup. In the third, it sounds as if Facebook post, a non-living thing, has *really* gone mad.

Correct translation should be:

1. હું કૃત્રિમ વર્ષા પર પ્રયોગ કરી રહ્યો છું.

2. નિઃશુલ્ક નેત્રનિદાન કેમ્પ/ આંખનો નિશુલ્ક નિદાન કેમ્પ

3. એક ફેસબુક પોસ્ટ આજકાલ ઘણી ચર્ચામાં છે.

Ex.4 Goodbye Liz Truss, welcome Rishi Sunak!

આવજો લીઝ ટ્રસ, આવો રિશી સુનક!

In the above sentence goodbye and welcome are the two keywords. Wishing someone 'goodbye' has the implication of telling the person to go. Saying hello implies cordiality, welcome and invitation to come in. Thus, a better translation would be:

અલવિદા લીઝ ટ્રસ, પધારો રિશી સુનક!

Ex.5 Nirav Modi succeeded in escaping India.

નીરવ મોદી ભારત છોડીને ભાગવામાં સફળ થયો.

The translation seems to eulogize the escape of Nirav Modi. On the contrary the meaning is

નીરવ મોદી ભારતમાંથી ફરાર થયો / નીરવ મોદી ભારતમાંથી ભાગી છૂટ્યો.

Ex.6 Work is under progress.

કામ પ્રગતિમાં છે.

In this example, it's better to write કામ ચાલુ છે.

Ex.7 Apple of an eye

આંખનું સફરજન

In this Example, Apple has nothing to do here as this is an idiomatic expression. If you say that someone is the apple of your eye, you mean that the person is very important to you and you are extremely fond of that person. For example, Krishna was the apple of his mother Yashoda's eye. Thus, the meaning of this phrase is 'આંખનું રતન'.

As we can see, such translations distort the meaning of the original and result from a lack of understanding of the source language sentence and context.

8.3 EVALUATION

To evaluate a translation means to judge or assess a finished work. When we evaluate, we talk about the merits and demerits of a translation on the basis of its significance, value and quality after carefully studying its positive and negative features as a whole. Evaluation is central to translation. The goal is not to determine why the translator made a certain mistake, but rather its effects on the text and its intended meaning.

A checklist given below can help evaluate a translation:

1. Did the translator comprehend the source text, and is that expertise conveyed in the translated text?
2. Does the translation flow naturally in the target language or would a different choice of words be better?
3. Is the translation correct for the intended audience? Did the translator use the correct dialect and localized language?
4. Is the text consistent? Were words and phrases consistent throughout the translation?
5. How accurate is the translated text? Are there any typographical, spelling or grammar mistakes?
6. Were the numbers and/or measurements translated correctly? Are the conversions accurate?
7. Are names, trademarks and other non-translatable words preserved from the source text?
8. Was proper punctuation used for the target language?

8.4 DIFFERENCE BETWEEN VETTING AND EVALUATION

As we have seen, we evaluate a text before and after Vetting in order to access its merits and demerits. But when we get down to making changes in the interests of factual and linguistic accuracy, what we are doing is Vetting. In

Vetting, we revise and correct whereas in evaluation we simply assess. After translation, evaluating the passage briefly is the first stage. Then we may Vet the passage and evaluate and edit it before finalization.

Who does the Vetting?

a) **Peer Vetting**: Generally, it would be someone other than the translator so that s/he may be more objective.

b) **Collaborative Vetting**: it is done in collaboration with the translator who may have specific reasons for choosing a particular word or expression. In any case, if the Vetter feels that the grammatical structure of a sentence is incorrect or a wrong synonym is used s/he has the full freedom to make the necessary changes.

c) **Self-Vetting**: Sometimes a translator, after a sufficient lapse of time can Vet his/her own translation.

d) **Expert Vetting**: Vetting may first be done by a subject expert and finally by a language expert.

What about Evaluation?

The evaluator and Vetter may be the same person or they may be different. For example, a translation may be evaluated by one person and passed on to another for Vetting.

Why do we need to vet and evaluate?

Translations need to be Vetted and evaluated for any potential mistakes, errors, or typos. Any translation poses a challenge: is the message accurate and consistent? The process of evaluation ensures the quality of translation.

A good evaluator reads the SL text carefully and sympathetically, and compares it with the original. The evaluator can either make necessary changes in the TT or suggest the translator to do so. And if the translation is completely faulty, unfinished and illegible, it is not worth either Vetting or evaluating. It can be discarded and a fresh translation can be issued to some more competent translator.

❖ **EXERCISE I**

We have given you the first paragraph of a short story in English as well as its 3 translated versions. Evaluate the translated passages and Vet them. Finally prepare your own version. After you have done that, turn to the discussion in Answers to Exercises.

English Text

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well-nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace.

(Short Story: After Twenty Year, Writer: O. Henry)

First Gujarati translation

એ વિશાળ સડક પર પોલીસમેન ગર્વીલી ડાંફો ભરતો ચાલ્યો જતો હતો. તેનું આમ ડાંફો ભરતા ચાલવું એ તદ્દન સ્વાભાવિક હતું અને એમાં ડંફાશનો અંશમાત્ર પણ નહોતો કારણકે એને એને એ રીતે ચાલતો જોનાર પણ અત્યારે ક્યાં હતા? આમ તો અત્યારે રાતનાં માંડ દસ વાગ્યા હતા પણ સુસવાટાભેર વાતા કાતિલ પવન અને વરસાદનાં જોરે લોકોને વહેલા ઘરભેગા થવા મજબૂર કરી દીધા હતા. એટલે, હાથમાં પકડેલા દંડૂકાને છટાભેર ફેરવતા લોકવિહોણી અને સાવ સૂમસામ થઇ ગયેલી સડક પર રાત્રે ચાલ્યે જતો આ પડછંદ પોલીસમેન જાણે શાંતિ અને સલામતીના મૂર્તિમંત દેવદૂત સમો ભાસતો હતો.

(Translator: Ishan Bhavsar, published in Jay Vasavda's book 'Ye Dosti: Book of Friendship, pg. 188-89; Also available at http://ishanbhavsar.blogspot.com/2023/01/after-twenty-years.html)

Second Gujarati Translation

સ્ફૂર્તિપૂર્વક એક પોલીસ અધિકારી પ્રભાવશાળી રીતે પેટ્રોલિંગ કરતાં રાજમાર્ગ તરફ જઈ રહ્યો હતો. આ દેખાડો પ્રદર્શન માટે નહોતો, સ્વાભાવિક હતો. એ સમયે ત્યાં લોકોની ચિક્કાર ભીડ પણ નહોતી. રાતના દસ વાગ્યા હતા. વરસાદથી ભીંજાયેલ અને ઠંડી હવાની થપાટોએ રસ્તાને નિર્જન બનાવી દીધો હતો.

ઘરના દરવાજાઓને તપાસતો હતો. પોતાના ડંડાને કોઈ કલાત્મકતાનો નમૂનો રજૂ કરતો હોય તેમ ઘુમાવતો હતો અને શાંત નિર્જન રસ્તા પર કોઈ કોઈ વાર પોતાની નજર ફેરવી લેતો એ ઓફિસર પોતાના ખડતલ શરીર અને રૂઆબના કારણે શાંતિ-રક્ષકની જીવતી જાગતિ પ્રતિમા સમર્થ દૈદિપ્યમાન થઈ રહ્યો હતો.

(Translator: Team Chabuk, https://www.thechabuk.com/o-henary-classic-short-story-after-twenty-years-gujarati-translation/)

Third Gujarati Translation

એક પોલીસ ઓફીસર સડક ઉપર ખુબ જ તેજીથી ચાલતો હતો. રાતના ૧૦ વાગ્યા હશે. પણ ઓછા વરસાદ અને ઠંડી હવાના લીધે રસ્તા ઉપર ખુબજ ઓછા

લોકો દેખાતા હતા. રસ્તાની એક બાજુ એક ખૂણામાં એક વખાર હતી . જ્યારે ઓફિસર એ વખાર પાસે પહોચ્યાં તો એના દરવાજા ઉપર એને એક વ્યક્તિને ઉભેલી જોઈ. એ વ્યક્તિ એ મોઢામાં સળગાવ્યા વગરની સિગારેટરે દબાવેલ હતી. અને તે થોડુક નમીને ઉભેલો હતો. પોલીસ ઓફિસર એ વ્યક્તિ પાસે જઈ પ્રશ્નાર્થવાળી આંખોથી જોતો રહ્યો.

(Translator: Tanu Kadri,
https://gujarati.matrubharti.com/book/read/content/19928698/after-twenty-years-5)

Your Own Version

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

❖ **EXERCISE II**

We have already set some guidelines and tests for evaluating a translation. Now we will give you an exercise where two translations of the same text are given. You try to underline and analyse the different shades of meaning and their effect on the readers. Let us now read the following passage carefully. But before we do that let us consider the following guidelines:

1) Underline the difficult/idiomatic words/phrases in the Gujarati text.
2) Compare their translation in the two given English Translations.
3) Check if the meaning or the matter is well transferred in the TL texts.
4) See if the manner or the style of the original is well taken care of in the TL text.
5) See if the effect of the translation on the readers of TL is the same as that on SL text.
6) Give your own version of the translation and check how it differs from the given translations.

Gujarati Text

પાછલી રાત્રિનું ભૂરૂં આકાશ, માનવજીવનમાં અનેક સુખદ યાદગીરી ચમકી રહે તેમ, નાનામોટા તારાઓથી ચમકી રહ્યું હતું. ઠંડા પવનના સુસવાટાથી પોતાના જૂના અને ફાટેલા ઝભ્ભાને શરીરે વધારે ને વધારે લપેટી લેતો એક વૃદ્ધ ડોસો શહેરના મધ્યભાગમાં થઇ ને જતો હતો. સ્વાધીન અવસ્થા ભોગવતાં કેટલાક ઘરોમાંથી આ વખતે ઘંટીનો મધુર લાગતો અવાજ , કોઇક વહેલાં ઊઠનારનાં પગરખાંનો છેટેથી સંભળાતો શબ્દ કે કોઇ અકાળે જાગેલા પક્ષીનો સ્વર : એ સિવાય શહેર તદ્દન શાંત હતું. લોકો મીઠી નિદ્રામાં ઘોરતા હતા, અને શિયાળાની ઠંડીથી રાત્રિ વધારે ગાઢ બનતી હતી. કહે નહિ છતાં કતલ કરી નાખે એવી મીઠા મનુષ્યના સ્વભાવ જેવી શિયાળાની ઠંડી કાતિલ હથીયારની માફક પોતાનો કાબૂ સર્વત્ર ફેલાવી રહી હતી. વૃદ્ધ ડોસો ધ્રૂજતો ને શાંત રીતે ડગમગ ચાલતો હતો, શહેરના દરવાજા બહાર થઇ, એક સીધી સડક પર આવી પહોંચ્યો, ને ધીમે ધીમે પોતાની જૂની ડાંગના ટેકાથી આગળ વધ્યો.

(વાર્તા: પોસ્ટ ઓફીસ, વાર્તાલેખક: ધૂમકેતુ.

ReadGujarati.com https://rdgujarati.wordpress.com/2006/04/12/post-office/)

English Translation 1

In the grey sky of early dawn stars still glowed, as happy memories light up a life that is nearing its close. An old man was walking through the town, now and again drawing his tattered clothes tighter to shield his body from the cold and biting wind. From some houses came the sound of grinding mills, and the sweet voices of women singing at their work, and the sounds helped him along his lonely way. Except for the occasional bark of a dog, the distant steps of a workman going early to work, or the screech of a bird disturbed before its time, the whole town was wrapped in deathly silence. Most of its inhabitants were still in the arms of sleep, the sleep which grew more and more profound on account of the intense winter cold; for the cold used sleep to extend its sway over all things even as a false friend lulls his chosen victim with caressing smiles. The old man, shivering at times but fixed of purpose, plodded on till he came out of the town-gate on to a straight road. Along this he now went at a somewhat slower pace, supporting himself on his old staff.

('The Letter' by Dhumaketu; https://www.studypage.in/reading/the-letter-by-dhumaketu)

English Translation 2

The hazy dawn sky was glittering with the previous night's stars – big and small – like happy memories shimmering in a person's life. Wrapping is old, tattered shirt tighter around his body to protect against the blasting wind, an old man was making his way through the centre of the city. At this time, the unrestrained, rhythmic sounds of mills grinding, along with the delicate voices of

women, could be heard from many homes. The odd dog's bark, some early riser's footsteps heard from a distance, or some prematurely awakened bird's tone – except for these, the city was entirely silent. People were snoring in sweet slumber and the night was more dense thanks to the cold of winter. Bearing the pleasing temperament of a man who can kill without uttering a word, the cold was spreading its tentacles all over, like a deadly weapon. Shivering and tottering quietly, the old man exited the city's gates to reach a straight path and, slowly-slowly, continued walking with the support of his old stick.

('The Post Office' by Dhumketu. Trans. Jenny Bhatt. Ratno Dholi: The Best Stories of Dhumketu)

Your Translation

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

8.5 LET US SUM UP

Translation isn't a natural process, so any languages that need to be translated should be taken by experienced translators who is well-versed in both source language (ST) and target language (TL). From the various theories of translation that we have studied earlier in this course, we can say that the aim of translation is to produce the same meaning or message in a target language as intended by the author of the source text (ST). We also know that this notion of 'sameness' is often understood in translation theory as 'equivalence relation' between the source and target texts. Achieving equivalence in source language and target language is difficult because every language has a unique defined structure and a set of rules for representing concepts. As a result, translators are required to add, omit, and rearrange source text words to effectively render in into target language. Thus, we can say that Vetting and reviewing translation plays an essential role in translation process.

In this Unit, we have discussed

- The process of Vetting a translated text to check that the target text is grammatically correct and has no typos, misspellings, missing punctuation marks, or even untranslated segments from the source text.

- The process of evaluation/review to judge or assess a translated text objectively and to ensure that the target text serves the same purpose as intended by the source text.

8.6 KEY WORDS

Vetting	Derives from the verb *to vet* meaning to check and screen. Therefore, when we vet a given translation, we are supposed to make sure that we check the text carefully against all possible mistakes, deletions/additions, variations and structural oddities, so that it is acceptable to common readers, as well as critics and experts.
Evaluation/Review	To *evaluate* or to *review* a translation means to judge or assess a finished work. When we evaluate, we talk about the merits and demerits of a translation on the basis of its significance, value and quality after carefully studying its positive and negative features as a whole.

8.7 SUGGESTED READING

1. Newmark, Peter. About Translation. Multilingual Matters, 2001.
2. Bassnett, Susan, and Peter Bush, eds. The Translator As Writer. Continnum, 2006.
3. Munday, Jeremy, et al. Introducing Translation Studies: Theory and Applications. 5th ed., Routledge, 2022.
4. Weissbort, Daniel, and Astradur Eysteinsson. Translation – Theory and Practice: A Historical Reader. OUP, 2006.

❖ **ANSWERS**

As we have seen in general, the translations differ because some translators are more concerned about the structural and semantic correspondence while other sacrifice the correspondence and try to stick to the words of the original and produce literal translations**.**

(1) The policeman on the beat moved up the avenue impressively.

Translation 1: એ વિશાળ સડક પર પોલીસમેન ગર્વીલી ડાંફો ભરતો ચાલ્યો જતો હતો.

Translation 2: સ્ફૂર્તિપૂર્વક એક પોલીસ અધિકારી પ્રભાવશાળી રીતે પેટ્રોલિંગ કરતાં રાજમાર્ગ તરફ જઈ રહ્યો હતો

Translation 3: એક પોલીસ ઓફીસર સડક ઉપર ખુબ જ તેજીથી ચાલતો હતો.

All the three translators have used different words to create a picture of a policeman on the street. Each of these translations present this kind of mental picture before the readers in its unique way. All the three variants – ગર્વીલી/સ્ફૂર્તિપૂર્વક/ તેજીથી attempt to convey the intention of the writer. Note that while the source text sentence contains 'impressively' as adjective for the

policeman, and all the three translations have single word adverb **as** ગર્વીલી/સ્ફૂર્તિપૂર્વક/ તેજીથી. The Gujarati equivalent word for the English word 'impressive' is પ્રભાવશાળી. Neither of the translators has used this word. સ્ફૂર્તિપૂર્વક and તેજીથી in Translation 2 and 3 are equivalent to 'swiftly' or 'quickly' instead of 'impressively'. ગર્વીલી in Translation 1 can be considered nearest equivalent.

(2) The impressiveness was habitual and not for show, for spectators were few.

Translation 1: તેનું આમ ડાંફો ભરતા ચાલવું એ તદ્દન સ્વાભાવિક હતું અને એમાં ડંફાશનો અંશમાત્ર પણ નહોતો કારણકે એને એને એ રીતે ચાલતો જોનાર પણ અત્યારે ક્યાં હતા?

Translation 2: આ દેખાડો પ્રદર્શન માટે નહોતો, સ્વાભાવિક હતો. એ સમયે ત્યાં લોકોની ચિક્કાર ભીડ પણ નહોતી.

Translation 3: The translators should be aware that words create an effect in the mind of the readers. ડાંફો and ડંફાશ in Translation 1 create some kind of cadence effect. The ST sentence is declarative, but the TT sentence is interrogative. The translator seems to have transformed the sentence with the purpose to heighten the effect of the sentence in TL.

While the translator in Translation 2 takes the liberty to break up the sentence into two, the sentence is entirely omitted in Translation 3 for reasons unknown. In fact, if you go through all the three translations, you will see that Translation 1 and Translation 2 more or less follow the ST, that is to say these translations remain faithful to the ST, Translation 3 is free adaptation of the ST.

These variations in the translation are mainly for 4 reasons.

1) Conceptual interpretation of the same text changes with different translators.
2) The same word is interpreted and substituted differently by different translators.
3) Dimensions of the same meaning depending on their sensibilities change with translators.
4) Manner of expression of the same meaning changes according to the linguistic background of different translators.

❖ **EXERCISE II**

The grey sky of the previous night was twinkling with small stars, like many happy memories flashed through human life. An old man was walking through the centre of the city, wrapping his old and tattered robe more and more around his body due to the whisper of the cold wind. At this time, the melodious

sound of a bell from a few houses enjoying a state of independence, the sound of the shoes of an early riser or the sound of a bird waking up prematurely can be heard from a distance, and apart from that, the city was quite quiet. People were under the sweet sleep, and the night was getting thicker with winter cold. The winter cold like a sweet human nature that kills even without a word, was tightening its grip like a murderous weapon. The old man, trembling and staggered quietly, went out of the city gates, came to a straight road, and slowly moved on with the support of his old stick.

****

QUALITIES, RESPONSIBILITIES AND EXPECTATIONS OF TRANSLATOR

:: STRUCTURE ::

9.0 OBJECTIVES

In this Unit, we shall

- Understand the importance of quality of translation and apply basic methods to judge quality
- Comprehend the responsibilities of translators
- Understand the expectations of translator On completion of this Unit, you should be able to
- Describe the importance of quality of translation and apply basic methods to judge quality
- Enlist the responsibilities of translators
- Explain the expectations of translator

9.1 INTRODUCTION

We have seen in previous chapters that translation acts as a platform where cultures are blended, enriched and disseminated to one another. Translation is a process of decoding and encoding text to produce an approximate equivalence between two different languages. A number of problems can surface during the translation process. Considering the wide range of applications and prospects of translation not only in academics and literature, but in global politics, commerece and industry, there is an ever-growing need in the market for competent translators. It is therefore highly imperative for translators to study what are the qualities, responsibilities and expectations of a translator. The qualities, responsibilities and expectations of a translator, along with some common translation problems and its troubleshooting through basic methods, are discussed in this Unit.

9.2 QUALITIES OF TRANSLATOR

Translation can be defined as the process of converting text from one language to another. It has the ability to work as a bridge among several cultural bodies. In today's world, you don't need to go through any hassle in order to get a document or text translated from one language to another. These days you can find

professional translation services on the internet, which offer their services at a suitable price, or you can translate manually or even take the help of online software such as Google Translate which translates entire documents and websites instantly. Although translation process can be easy and fast with software solutions, ensuring quality of translation is hard and time-consuming. You want your translation to be readable and understandable by the target audience. Thus, with regard to the quality of translation, the translators play important role in determining the quality of the translated text.

Translation theory scholar Peter Newmark addresses the question of 'what is a good translation?' thus:

A good translation fulfils its intention; in an informative text, it conveys the facts acceptably; in a vocative text, its success is measurable, at least in theory, and therefore the effectiveness of an advertising agency translator can be shown by results; in an authoritative or an expressive text, form is almost as important as content, there is often a tension between the expressive and the aesthetic functions of language and therefore a merely 'adequate' translation may be useful to explain what the text is about (cf. many Penguin Plain Prose translations), but a good translation has to be 'distinguished' and the translator exceptionally sensitive; for me, the exemplar is Andreas Mayor's translation of Proust's *Le Temps retrouve-'Time Regained'*.

He further writes,

In principle, it should be easier to assess a translation than an original text, since it is an imitation. The difficulty lies not so much in knowing or recognising what a good translation is, as in generalising with trite definitions that are little short of truisms, since there are as many types of translations as there are of texts. But the fact that there is a small element of uncertainty and subjectivity in any judgment about a translation eliminates neither the necessity nor the usefulness of translation criticism, as an aid for raising translation standards and for reaching more agreement about the nature of translation.

We can ask the question, why is translation quality important? It is important, because it is key to the success or failure of cross-language communication. In a business environment – where translation is not "an end but a means to an end"– we can say that translation quality is relevant in the market of translation since it is one of the features that defines the acceptability of certain translation products and the rejection of others.

The problem is how to distinguish the acceptable translation from the unacceptable ones and to determine what makes for a successful target text. A number of models and criteria are suggested by the scholars for the measurement of the quality of translations which are used in professional practice across the world. The names of the procedure of the measurement of the quality of translations vary according to the focus on the assessment procedure: the translator, the translation process, or the translation product. Translation studies scholar Julian House calls it *translation quality assessment* (TQA) while Nord uses the term *translation criticism*.

Good translation entails accurately communicating meaning from one language (the source) to another language (the target). It must convey the original

tone and intent of a message, while taking into account cultural and regional differences. High-quality translations should:

- Effectively communicate the original meaning to the target audience in a manner that is both readable and comprehensible.
- Follow all grammatical conventions and adhere to rules for line breaks, punctuation, alignment, and capitalization.
- Use proper conventions for addresses, dates, and measurements.
- Use accurate and consistent terminology; if a glossary is utilized, the translation must adhere to all terminology established in the glossary.
- Reflect the style of the source material.
- Adhere to current acceptable usage of the language and use the appropriate register for the target audience.
- Meet all of the client specifications.
- Take any cultural factors into consideration.

Ultimately, a translation should read as though it was written in the target language. A good translation should not add/omit information to the source content or modify the style, tone, or meaning of the original in any way.

An exception applies when dealing with marketing and advertising content. Web copy, advertising, and creative ideas do not always translate directly from one culture to another. Such content often requires transcreation, which entails adapting ideas and concepts to the target culture. It is sometimes necessary to make substantial changes to the original content in order to adapt the message so it resonates. The result is often a combination of newly developed content, translated content, and content that has been recreated.

❖ **CHECK YOUR PROGRESS 1**

Answer the following questions. Check your answers with those given at the end of the unit.

Q.1. What is a good translation? Describe in your own words.

Q.2. Why is translation quality important?

Q.3. Prepare a Translator's checklist for ensuring high-quality translation.

Q.4. What is Transcreation?

9.3 RESPONSIBILITIES OF TRANSLATOR

We can begin this section by looking at an example of a translation blunder that costs millions. You must have heard about HSBC Bank. Due to their global reach, HSBC has to speak the language of their patrons, and in 2009, this mega international bank had to spend $10 million as a result of a major translation mistake. As part of their multilingual marketing strategy, HSBC Bank worked to expand its "Assume Nothing" slogan to several other language. This is a great idea because HSBC prides itself on security and transparency with their customers. However, what wasn't wise was their failure to proofread the translated message to ensure it retained the original meaning. Unfortunately, instead of reading "Assume Nothing," many translated slogans of non-English speaking countries, it ended up reading as "Do Nothing." The implied meaning of the translated slogan implied that their financial managers do not take action for their customers, which

is obviously bad for their brand's image. In an effort to re-brand the campaign, HSBC spent $10 million to clean up the translation mistake. After spending such a large sum of money, they came up with a new slogan: "The World's Local Bank", which they managed to translate effectively and is still used in many markets today.

What the above example of translation blunder suggest is that translation blunders, no matter how hilarious they sound, can lead to severe financial loss and also damage the reputation of a company. This example also highlights the need to ensure translations are accurate and culturally sensitive. Although the translation problems are often not of such a grave nature, the translator's role and responsibilities remain crucial for quality translation as well as to prevent any conflict or blunders.

What makes the situation complex is that the profession of translator, unlike other professions, is an unregulated one. No official certification exists, and credentials such as college degrees in translation or standard accreditation are neither necessary for practicing the profession nor sufficient to assure the client that the translator has adequate qualifications to perform the job at hand. While the client often has to trust the translator's representation concerning his or her qualifications and the quality of the work delivered, the translator is just as often expected to deliver "merchandise" on credit and which cannot be repossessed, based on a simple phone call from a stranger located half a continent away!

Translation providers are typically individuals with little or no business or legal training or small businesses with limited resources, which have often grown from their owners' freelance practice. Translation users, on the other hand, often buy translations as they do buy other commodities, and, since translations are usually only a small fraction of their total purchases, they seldom have adequate procedures for dealing with special translation-related issues. In such situation, it is helpful to translators to understand their roles and responsibilities. Let's have a look on what kinds of work translators do.

- **Translation**

By definition, translation, the process of changing written material from one language to another, is a translator's core business activity. A few pointers here: unless you truly consider yourself to be a native speaker of two languages, you should be translating into your native language only, not into your second or third language. There are certainly exceptions to this, for example in small-diffusion languages where translators are hard to find. However if you work in English paired with Gujarati or Hindi or any other Indian language, stick to translating into your native language only. Translation is most often paid by the word, by the line, and less often by the hour. Make sure to clarify ahead of time whether your client will be paying you by the source or target word count.

- **Editing**

Translation-specific editing is a skill in its own right, which requires not just knowledge of the source and target language of the document to be edited, but also of the spelling, grammar and usage conventions of the target language. Editing (also sometimes called revising or vetting) is sometimes reserved for experienced translators, but if you enjoy editing it's worth offering it as an additional service. If

you would like to offer editing services, consider taking some courses in editing that are specific to your target language. Editing is paid either by the word or by the hour, which has its advantages and disadvantages. If you charge by the hour, you know that you will be paid for all the time you spend on the project. Charging by the word will make your client happy because they will get a fixed quote before you begin the project; the only danger of charging by the word is that you can end up with a poor hourly rate if the translation requires extensive revision.

- **Proofreading**

In the publishing industry, proofreading is usually defined as checking a proof copy of a document for publication, for example a brochure or magazine article that has already been laid out and is ready to be sent to print. In the translation industry, proofreading and editing are often used interchangeably, to mean revising a bilingual text. If a client hires you to "edit" or "proofread" a text, make sure to clarify whether the client wants you to revise the translation using both the source and target documents, or simply proofread the target document for target language errors.

- **Transcription**

Transcription, which involves making a written transcript of an audio (or sometimes video) recording, is another service that can be done from a home/ office. Although transcription work may not pay as much as translation, there is a strong market for transcription in English and in other languages. Some translators also offer "on the fly" transcription/translation, where the translator listens to an audio recording and instead of making a transcript in the source language, translates while listening to the audio. If you would like to offer transcription services and you will be working from an electronic file (as opposed to a CD or tape), it is helpful to have specialized playback software that allows you to control the audio file from your keyboard or using foot pedals.

- **On-Site Document Review**

Some translation clients, such as law firms, financial services companies, etc. may have cases or business dealings that require them to review large volumes of non-English documents in a short period of time. In these situations, on-site document review, where you as the translator would to go the client's office and summarize, either verbally or in writing, the content of those documents, can result in dramatic time and cost savings for these clients. After you have identified the general subject matter or content of the documents, the client can then decide which documents, if any, need to be translated. This type of work is normally billed by the hour; large corporations in major cities are probably the best potential clients for onsite document review.

- **Machine Translation Post-Editing**

Machine translation, translation that is done entirely by a computer, is becoming an increasingly important factor in the translation industry. Most people in the translation industry agree that the demand for the type of high-quality translation that human translators produce will always be greater than the supply of qualified human translators, so machine translation is not likely to replace human translators anytime soon. However, human translators are sometimes hired to post-edit

machine translations, meaning that the translation is first done by a computer, then corrected by a human translator.

- **Software Localization**

An additional sub-specialty within the translation and localization industry is software localization, the process of translating software user interfaces from one language to another. For example, when a large software company produces multilingual versions of its applications, every piece of text displayed by the software must be translated into the target language, and in many cases the graphics must be altered as well. Software localization involves both bilingual software developers and document translators specialized in information technology, since the software's user interface, help files, readme files, screen shots and incidental files (such as warranty information and packaging) must all be translated. Software localization is an enormous industry in its own right, largely because computer users throughout the world now expect their software to be in their own language, and will naturally be more interested in purchasing software or visiting websites that they can access in their own language. Therefore, the software localization industry is a source of a large amount of work for bilingual software developers and for translators, and is currently one of the fastest-growing sectors within the translation industry as a whole. In addition, localization breeds localization; a localized web browser automatically creates a need for localized websites; a localized piece of software demands a localized manual to go with it. Software localization is often completed using different tools than those that are used for document translation; some computer-assisted translation tools can cross over between these two types of translation, and some cannot. So, it is important to investigate what tools will be required if you would like to look for software localization work.

❖ **CHECK YOUR PROGRESS 2**

Answer the following questions. Check your answers with those given at the end of the unit.

Q.1. What qualifications are required for becoming a translator?
Q.2. Describe in detail any translation blunder you are familiar with.
Q.3. Discuss in detail the variety of tasks of a translator.

9.4 EXPECTATIONS OF TRANSLATOR

Literary and non-literary translations are important fields of translation. By literary translation we mean, the translation of the small percentage of published books which are actually worth reading and deserve to be reread. Let's first look at expectations of translators of the literary texts. If today, the first line of *Anna Karenina* – "Happy families are all alike; every unhappy family is unhappy in its own way" – is quoted in the English literary world as one of the finest first lines ever written, it wasn't written by Leo Tolstoy. It was written by Constance Garnett. Constance Garnett, who lived from 1861 to 1946 and translated, during fifty of those years, some 70 volumes of Russian prose into English. She was applauded by the literary stalwarts like Ezra Pound and Ernest Hemingway for a profound influence on early twentieth century American literature. This example of Constance Garnett highlights the importance of translation in building or damaging the popularity of creative writers. Jose Saramago, the Literature Noble

laureate once remarked, "writers make national literature while translators make universal literature."

In his book *The Art of Translation*, British playwright and translator Ranjit Bolt has presented what is essentially a practitioner's view on translation, especially literary translation. He has explained how he used to employ the metaphor of leaky pitcher to illustrate the task of the translator:

Translating, I maintained, was like taking a leaky pitcher (the target language) to a well (the original text, the host language) and trying to transport water (the original meaning, or content) in it to a bath or basin (the speakers and readers of the target language, or audiences, in my case). It was a better analogy than I at first realised, because of course the word "translation", coming, as it does, from the Latin word "transfero" actually contains within it the idea of carrying something across from one place, language, to another.

No matter how hard you tried, so I maintained, a certain quantity of the water – the original content, in other words – would inevitably be lost.

However, he realizes years later that this understanding of translation is misleading because it emphasizes that the meaning or content of the original must remain as intact as possible in translation.

If the author of the original text writes a rough-edged prose that deliberately disregards some conventional rules of grammar and syntax, to smoothen out the rough edges would mean altering the author's authentic voice. The translator must instead, stretch the possibilities of target language to accommodate that voice.

Walter Benjamin says, "The opportunity offered by translation is not a defensive one: to preserve, to embalm, the current state of the translator's own language. Rather, it is an opportunity to allow a foreign tongue to influence and modify the language into which a work is being translated."

Now, let's switch our discussion to non-literary translations which make up 95% of the whole translation market. In the world of commerce and industry, translation is considered a business service which is managed by professionals. Translation service is a highly collaborative process which often involves a number of players – project managers, translators, and the clients. The end product of the translation process is not simply the sheets of paper, but the skill acquired through years of language and studies and practice, as well as the time and efforts infused to produce a good translation. There are certain standards established by different professionals and business organizations for fair practice in goods and services. Similarly, translation industry also has certain standards or ethics which is known as *Translators' Code of Professional Conduct and Business Practices*. The concept of ethics and proper business practices means different things to the different players involving translators and translations. Let's look at them –

- **The Client's Expectations:**

To the client it means that the translator is qualified to perform the work he or she undertakes, that the work is performed conscientiously, possible problems arising during the performance of the work are openly discussed with him/her, and the finished translation is delivered on time in the form requested.

- **Project Manager/Reviewer's Expectation**:

    The project manager/reviewer is expected to choose the proper translator for the job, check the quality of the translation and furnish a finished product that conforms to the final customer's specifications.

- **Translator's Expectation:**

    To the translator it means that the customer's expectations are clearly spelled out from the outset and not changed without adequate compensation; that aid is given if requested and possible during the work and feedback given after delivery of the work. The translator expects to be paid as agreed upon, in a timely manner.

If the expectations of all the parties are clearly discussed before the work and strictly followed, then it will mutually benefit all of them and none would feel dissatisfied. What Shakespeare has said about love that "the course of true love never did run smooth'' is applicable to translation as well. The course of translation sometimes does not run smooth and problems surface during the translation.

It is observed that most of the disputes that occur between the translators and their clients are due to a knowledge gap between the client's expectations and the translator's perception of those expectations. Details often not clarified to a translator when a job is assigned can be as follows:

1. What is to be translated?

- o   Numerical tables?
- o   Untranslatables (names, addresses, trademarks, etc.)?
- o   Target-language text in source-language document?
- o   Bibliography (transliteration of foreign-language titles?)
- o   American/metric conversions?
- o   Repeated portions?

2. Formatting

What level of formatting is required? With today's word-processing software, formatting may range from unformatted text-only to quasi-typesetting.

Tables?

Figures (If captions to figures or tables are inserted?)

3. Quantification

Word, character, line or page count?
Source or target language?

What word-counting utility? (How is a "word" defined? Some utilities do not count numbers, others do not count one- or two-letter words)

How is non-translation keyboarding (numbers, proper names, target-language text in the source-language document) quantified and paid for?

4. Research, consultation

If the source text is not clear and rewriting is required, who pays for the extra cost involved?

5. Presentation/delivery

Hard copy, soft copy, CD/Pen Drive, E-mail/courier?

Deadline: Date of mailing or job at client's premises?

Payment: X days from delivery or invoice date

We reiterate that the more each of these issues is discussed and clarified *before* translation work is started, the better the chances are for a smooth, mutually satisfying relationship between translator and the client/s. Properly defined translation workflow can help streamline the entire translation process from the beginning to end.

❖ **CHECK YOUR PROGRESS 3**

   Answer the following questions. Check your answers with those given at the end of the unit.

Q.1. What are the possible issues that can come up during/after the translation if the translator is not properly briefed when a job is assigned?

Q.2. Explain in your words how the translation process is highly collaborative.

Q.3. What are the client's expectations when a translation work is assigned?

Q.4. Describe Project manager's expectations when a translation work is assigned.

Q.5. Write a note on translator's expectations.

9.5 LET US SUM UP

   Qualities, responsibilities and expectations of translator are discussed in this unit. Furthermore, basic methods to ensure quality of translation is also explained in this unit which would be useful to you as a guideline in conducting a quality check of any translation.

In this unit we have discussed

- the importance of quality of translation and basic methods to judge translation quality
- the responsibilities of translators
- the expectations of translator

9.6 KEY WORDS

Translation Quality Assessment (TQA):	It is a rapidly growing sub-field of translation studies. It focuses on analysing the relationships between the source text (st) and the target text (tt), ensuring high-quality translations that capture the original text's meaning, are correctly worded, error-free, and internally consistent.

Transcreation:	The term is a fusion of two words – *translation* and *creation*. It describes copywriting content in a source text tat needs to be made coherent, relevant etc; in a target language. Sometimes, transcreation is also called *creative translation* because content is not translated word for word. It is widely used in fields like advertisements, and films.

9.7 SUGGESTED READING

1. Newmark, Peter. *A Textbook of Translation*. Pearson Education, 2003.
2. Bittner, Hansjorg. *Evaluating the Evaluator: A Novel Perspective on Translation Quality Assessment*. Routledge, 2020.
3. Munday, Jeremy. *Evaluation in Translation: Critical Points of Translator Decision-making*. Routledge, 2012
4. Bellos, Davis. *Is That a Fish in Your Ear: Translation and the Meaning of Everything*. Faber and Faber, 2011.
5. McKay Corinne. *How to Succeed as a Freelance Translator*. 3rd Edition. Two Rat Press, 2015.
6. Bolt, Ranjit. *The Art of Translation*. Oberon Books, 2010.

****

યુનિવર્સિટી ગીત

સ્વાધ્યાયઃ પરમં તપઃ
સ્વાધ્યાયઃ પરમં તપઃ
સ્વાધ્યાયઃ પરમં તપઃ

શિક્ષણ, સંસ્કૃતિ, સદ્ભાવ, દિવ્યબોધનું ધામ
ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી નામ;
સૌને સૌની પાંખ મળે, ને સૌને સૌનું આભ,
દશે દિશામાં સ્મિત વહે હો દશે દિશે શુભ-લાભ.

અભણ રહી અજ્ઞાનના શાને, અંધકારને પીવો ?
કહે બુદ્ધ આંબેડકર કહે, તું થા તારો દીવો;
શારદીય અજવાળા પહોંચ્યાં ગુર્જર ગામે ગામ
ધ્રુવ તારકની જેમ ઝળહળે એકલવ્યની શાન.

સરસ્વતીના મયૂર તમારે ફળિયે આવી ગહેકે
અંધકારને હડસેલીને ઉજાસના ફૂલ મહેંકે;
બંધન નહીં કો સ્થાન સમયના જવું ન ઘરથી દૂર
ઘર આવી મા હરે શારદા દૈન્ય તિમિરના પૂર.

સંસ્કારોની સુગંધ મહેંકે, મન મંદિરને ધામે
સુખની ટપાલ પહોંચે સૌને પોતાને સરનામે;
સમાજ કેરે દરિયે હાંકી શિક્ષણ કેરું વહાણ,
આવો કરીયે આપણ સૌ
ભવ્ય રાષ્ટ્ર નિર્માણ...
દિવ્ય રાષ્ટ્ર નિર્માણ...
ભવ્ય રાષ્ટ્ર નિર્માણ