

Diploma in Translations Studies

DTS-04

Socio-Cultural Contexts of Translation

Adaptation **Rewriting** English **Transcreation**
अनुवदति भाषा
Translation
भाषा अनुसर्जन Refraction
अनुवाद हिन्दी
गुजराती अनुसर्जन Langunge भाषांतर

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

Diploma in Translation Studies

Paper-04

Socio-Cultural Contexts of Translation

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1.0 OBJECTIVES

In this Unit, we will learn to understand

- the importance of multilingualism in translation
- the importance of multicultural space in India
- the role of translation in Indian Literature
- the role of translation in multilingual society

1.1 INTRODUCTION

One day a mother mouse and a baby mouse were walking outside. Suddenly a cat appeared and was about to jump on them. The mother said, “Bow-wow.” The cat got frightened and ran away. The mother then turned to the baby and said: “See the advantage of knowing an extra language.” Surely knowing an extra language has many advantages but everybody cannot have that privilege and that is why translations are useful as well as essential.

Translation is an activity of enormous importance in the modern world and it is a subject of interest not only for linguists, professionals, translators and language teachers, but also for electronic engineers and mathematicians as well. In the present context of national development, translation is considered to be an important component of language learning. As the world has become a ‘global village’ and ‘Internet’ has facilitated the communication system, the role of translation has become crucial. At the national level, translation helps in bringing about national integration. At the international level, it helps in developing good relations among neighbouring countries. In a way, translation helps the people in their effort at nation building and establishing national identity.

In a multi-lingual and multi-cultural country like Indian, translation is of paramount importance for exchange of ideas and thoughts among people belonging to different regions, languages and culture. The importance of translation lies in the fact that translation brings the readers, writers and critics of one nation into contact with those of others, not only in the field of literature; but in all areas of human development: science and philosophy, medicine, political science, law and religion, to name but a few. With the “indeterminacy of meaning”

of a “text” (Das, 7), the need for translation in the modern world is now greater than ever before.

Translation allows different cultures to connect, interact, and enrich one another. In the Indian situation, the role of translation is very significant as it is the home to people speaking 22 recognized languages and hundreds of mother tongues and dialects.

India is a linguistic galaxy of unparalleled richness. Few contexts could be better suited than the Indian for a discussion of the processes of translation within a spectacular stellar setting. How does one common ‘idea of India’ make itself available to a Bengali, Gujarati, Tamil or a Marathi in any way save that of translation? Translation provides a cognitive map of India’s linguistic world in all its interrelatedness as well as estrangement. All texts and all readers are both monolingual and multilingual. A text, obviously written literally in one language in a given manifestation faces a multi lingual reader and thus reaches out to a much larger base, unifying experiences and opinions as it expands.

❖ **CHECK YOUR PROGRESS 1**

1. Write a brief note on the importance of translation.

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2. Briefly define multilingualism.

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1.2 INDIA AS A MULTICULTURAL SPACE

Translation plays a significant role, explicit or implicit, deliberate or spontaneous in the inter-lingual, intercultural communication between the people of India, as well in the construction of multilingual, multicultural Indian Literature. It negotiates the power relations between various cultural formations and different linguistic mediums as a means of communication and as a language of translation, contributing to the egalitarian process by countering the hierarchical relationships between languages and cultures, reclaiming disappearing texts and cultures, and releasing knowledge from the control of a few. The paper addresses

these complex interconnected issues of Indian Literature, multiculturalism and translation.

India is a multicultural space accommodating many races, castes, languages, religions and cultures. These exist paradoxically as distinct and, at the same time, interconnected, even overlapping, identities, at multiple levels. India can be described as a nation of nations, a land of many India, variously imagined by these communities/collectivities through various cultural forms and expressions. Out of this scenario emerge multilingual forms of Indian literature, and in this translation plays a role that can be explicit or implicit, deliberate or spontaneous. The aim of this discussion is to discuss how translation participates in these complex interrelations and negotiates the power relationships between these various socio-cultural forces and different linguistic mediums, such as the choice of *bhashas* vis-a-vis English as the language of translation.

Role of Translation in Indian Literature

Indian literature is an expression of the vital plurality and productive diversity of our nation. Community-states in India have no well-defined boundaries; they cross each other's frontiers. In many cases, languages are not confined to the geographical boundaries of particular states; languages contain many variations and dialects and share a number of features. States have a mixed population speaking different languages. When members of these communities communicate with each other, they often have to speak different mixed varieties of languages, so people inside their state as well as outside are constantly engaged in translation. India, thus, is a land of "translating consciousness" (Devy, 135)

A literary trend in a particular language can go beyond the boundaries of the given language to establish historical, thematic, and stylistic correspondence with literatures in other Indian languages. The Bhakti Poetry movement at one time spread across the regional and linguistic barriers of the country. There are writers who speak and write in many languages and readers who understand and enjoy literatures in more than one language. In a single text there can be multilingual situations, or polyphony, or the use of many languages. In the plays of Kalidas Sanskrit, Prakrit, and Magadhi were used with ease and naturalness and the audience could understand and enjoy the linguistic shifts within a single work. Literary creations have been appropriated and transformed into new incarnations in geographically and temporarily distant spaces. Texts have been transcreated, translated, adapted, imitated, and sometimes, interpreted and circulated in new literary constructs. Following the decline of Sanskrit as the central language of creative expression the languages of various regions of India emerged as the mediums of knowledge, and literature. Knowledge that until then had been confined to a few individuals was liberated, to be made available to common people. Translation played a significant role in the diversification and dissemination of knowledge and also in the evolution and enrichment of Indian languages and literatures. A number of Sanskrit texts were translated into regional languages, and 120 Indian Literature, took different interpretations and forms. The linguistic and cultural heterogeneity of Indian society as both a reality and the norm was recognized and established. Translation helps expose Indian writers writing in one language to the styles, techniques and experimentations in the literatures of other languages, so that they can use these creatively in their own writings. New trends in literature have been facilitated by translation activities.

1.3 ROLE OF TRANSLATION IN MULTILINGUAL SOCIETY

The role of translation can hardly be over-emphasized in a multilingual country like India with 22 languages recognized in the eighth schedule of the constitution, 15 different scripts, hundreds of mother-tongues and thousands of dialects. One can very well say that India's is a translating consciousness and the very circumstances of their real existence and the conditions of their every day communication have turned Indians bilingual if not multilingual. One can even add without exaggeration that India would not have been a nation without translation and we keep translating almost unconsciously from our mother-tongues when we converse with people who use a language different from ours.

Our first writers too were translators. Indian literature is founded on the free translations and adaptations of epics like Ramayana and Mahabharata. Up to the nineteenth century our literature consisted only of translations, adaptations, interpretations and retellings. Translations of literary works as well as knowledge-texts discourses on medicine, astronomy, metallurgy, travel, ship-building, architecture, philosophy, religion and poetics from Sanskrit, Pali, Prakrit, Persian and Arabic had kept our cultural scene vibrant and enriched our awareness of the world for long. Most of our ancient writers were multilingual: Kalidasa's Shakuntala has Sanskrit and Prakrit; poets like Vidyapati, Kabir, Meerabai, Guru Nanak, Namdev and others each composed their songs and poems in more than one language.

Importance of multilingualism:

There are so many languages in this world and in daily bases people use in its daily life. Researcher says there are over 7,000 languages spoken in the world today. English is known as an international language and so many people speak it and few are learning English due to achieve a specific goals in our lives. They learn English as a second or foreign language. Psychologist says speaking more than one languages increase your cognitive ability such as problem solving, creativity and memory. Those person are multilingual they enjoyed many benefits in our lives because they easily adjust in another culture, find good jobs and easily communicate from others and express our feelings and message according to our own wills. Multilingualism is not a problem it's a gift those gave to many benefits in daily life. Learning a language keeps the brain active and fresh. Language training makes the brain stronger and more efficient.

Importance of multilingualism in translation:

Multilingualism is also play a specific role in translation. Translation is not purely on inter-linguistic process. It is more complex because replacing of source text language with target language text is not easy because it is transferring of language and our culture from one to another. Translation performs a fundamental role in our understanding of the other culture. Translation helps to understanding the other culture norms and values. With the help of translation we know the other culture development issues. With the help of translation we know that how global and human rights issue can be conveyed and communicated.

Remarkable progress has been made in Translation Studies since mid-sixties. It continues to grow in spite of the new theories of languages and the

question of translatability of 'literal texts' raised by theoreticians in our time. The need for translation is palpable than ever before because we thrive in a multilingual and multi-cultural society. Interaction among people from different linguistic groups and cultures is highly necessary. Translation fulfils the ultimate goal of putting across the view of the cross-cultural people in a multi-lingual society. Thus, translation has carved a niche for itself in the highly-sophisticated techno-electronic age and as a discipline it is firmly rooted in practical application.

Multilingualism helps in deepening one's connection to other cultures. Language is the most direct connection to other cultures. Being able to communicate in another language exposes us to and fosters an appreciation for the traditions, religions, arts, and history of the people associated with that language. Greater understanding, in turn, promotes greater tolerance, empathy, and acceptance of others—with studies showing that children who have studied another language are more open toward and express more positive attitudes toward the culture associated with that language. Translation plays a significant role in deepening one's connection to other cultures.

Translation plays a role as a cross-cultural communication agent. Translation is not only a linguistic act; it's also a cultural one, an act of communication across cultures. Translation always involves both language and culture simply because the two cannot be separated. Language is culturally embedded: it both expresses and shapes cultural reality, and the meaning of linguistic items can only be understood when considered together with the cultural context in which the linguistic items are used. Translators should pay great attention to differences in kind and degree of conventionalization in the source and target cultures when transferring a text from one culture to another. One of the main characteristics of translation is its 'double-bind situation', where the translator has to link the source text in its cultural context to the target communicative-cultural condition.

House believes that the local situational context has to do with the question of who wrote the text, when and why, who is to read it now and for what purpose. And these different questions are reflected in how the text is written, interpreted, translated, and read. The context of the situation is then itself embedded in the larger cultural world. The translator who finds the correct answer to these questions is successful in cross-cultural communication.

Translation is a process of replacing a text in one language by a text in another language. A text is never just a sum of its parts, and when words and sentences are used in communication, they combine to make meaning in different ways. Therefore, it is the whole text to be translated, rather than separate sentences or words. A communicative text will carry its cultural features while moving from one language to another. The translator should be familiar with SL and TL cultures, know the purpose of the communication and the audience for correct and on-time decision making to do his/her translation as effective cross-cultural communication. We ought to keep in mind that, due to differences, there is no exact translation between any two languages. What one can hope for is an approximation. The more similar the systems and cultures of the two languages are, the more efficient the translation in cross-cultural communication.

It is absolutely necessary for effective and empathetic communication between different cultures. Translation, therefore, is critical for social harmony and peace. Translation is also the only medium through which people come to know different works that expand their knowledge.

In the context of post-colonial era, new perspectives on translation are presented. New terms emerging to describe translation as an intercultural activity in post-colonial contexts tend to ascribe a positive value to translation. Translation scholars speak of *renewal*, *transcreation* and *vitality* instead of loss and assimilation. In "Philosophy of Translation: Subordination or Subordinating: Translating Technical Texts from Sanskrit-Now and Then", Kapil Kapoor examines renewal of codes in cultural communities through translation. He claims that texts tend to freeze given cultural codes in a community, so that their meaning lose relevance in a given community. Translation undoes this process, by modernising the text. (Shanta Ramakrishna ed. P.306)

❖ **CHECK YOUR PROGRESS 2**

1. Write a brief note on role of Multilingualism.

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2. Comment on the importance of multilingualism in translation.

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1.4 CONCLUSION

Translation as new writing or creative writing is the literary artefact born out of multiculturalism and globalization. K.Chellappan has rightly suggested that "this complex activity is not only an inter-language event but also a cross-cultural communication because all linguistic signs are part of a larger social system of values.

1.5 SUGGESTED READINGS

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:: STRUCTURE ::**2.0 OBJECTIVES****2.1 INTRODUCTION****2.2 INTRODUCTION****2.3 APPROACHES TO CULTURAL TRANSLATION****2.4 FOREIGNIZATION AND DOMESTICATION****2.5 TRANSLATION AND DIFFERENCE****2.6 CULTURAL TURN IN TRANSLATION:****2.7 LET US SUM-UP.****2.8 SUGGESTED READINGS**

2.0 OBJECTIVES

In this unit, we shall -

- Understand the significance of cultural context in translation.
- Discuss the close associations between language and culture.
- Get insights into the approaches
- Look at the shifts that took place in translation studies debates and why postcolonial scholars advocated difference and not exactness or likeness of cultures of the source and target texts.

2.9 INTRODUCTION

Translation has largely been perceived as an act of transaction between two languages. However, in recent years, the critics have drawn our attention to an idea that literary texts are constituted not only of language but also of cultures. Furthermore, due to the increased attention on bringing diversity and plurality to the fore, translation studies has seen a paradigmatic shift from translating merely linguistic aspects to translating cultures. In addition, translating linguistic signs also require attention to the cultural context, as languages are grounded in cultures.

2.2 IMPORTANCE OF CULTURAL ASPECTS IN TRANSLATION

The term culture is defined by Newmark as “a way of life and its manifestations that are peculiar to community that uses a particular language as means of expression” (1988:94). This definition clearly states that each language has culturally embedded features. Thus it becomes imperative to take into consideration the cultural context. It is to be noted that language is considered to be the heart within the body of culture (Bassnett:13). Thus, language and culture are intrinsically connected to each other and translator cannot evade significance of any of the two.

Cultural Aspects to Consider while Translating:

While translating a given text, the translator must be able to decide on the importance of its cultural context, what the phrase really means, not necessarily what it literally means, and convey that meaning in a way which makes sense not only in the target language but also in the context of the target culture. For example, English is SL and Hindi is TL for the translator. While, translating an English phrase “as white as snow” into target language culture (Hindi) as “barf jesa safed” would not produce the desired effect. It is possible that the target language readers do not get to see or witness snow in day-today life. Moreover, they are likely not to make distinction between ice or snow. Thus, translators in such case may choose more culturally appropriate phrase such as “roo (cotton) jesa safed).

There are many institutions and practices that exist in one culture and don't exist in other cultures. Moreover, belief system, customs, rituals, truth value also vary from culture to culture. For example, metaphors, sayings, proverbs ETC reflect culture of a specific group or a community using a particular language. While translating those metaphors, sayings or proverbs, the translators are required to take into consideration whether the sayings, metaphors or proverbs peculiar to SL would be intelligible to TL readers, as these culturally embedded entities are associated with words that have meanings in one language which are peculiar to that language and are difficult to be replicated in other languages. If translators come across such problems, they should accept the untranslatability of the SL phrase in the TL on the linguistic level. While deciding upon the translation strategies, they should accept the lack of a similar cultural convention in the TL. They should pay attention to the range of TL phrases available, taking into account the presentation of class, status, age, Caste, gender of the speaker, his relationship to the listeners and the context of their meeting in the SL.

2.3 APPROACHES TO CULTURAL TRANSLATION

We discussed the importance of cultural context while translating text from SL into TL. Now we shall discuss the possible approaches to translating cultural aspects peculiar to the languages. The traditional approaches in translation studies have emphasized equivalence which implies equal value of relationship between SL and TL. Equivalence asks for sameness on different levels between source text and target text. Some theorists lay emphasis on equivalence on form, some on the function whereas some emphasize equivalence in terms of sense or the effect. VINAY and DARBELNET propose the strategies for “oblique translation” which also implies liberal translation in order to replicate the effect of the source language text. their oblique translation strategies include ‘Transposition’ i.e. change of one part of speech for another without changing the sense; ‘Modulation’ i.e. change of the semantics and point of view of the source language; ‘Equivalence’ i.e. change of the same situation by using different stylistic or structural means, useful in translating idioms and proverbs, ‘Adaptation’ i.e. changing cultural references when a particular situation in the source culture does not exist in the target culture. Thus, these strategies suggest that it is difficult to establish linguistic and cultural equivalence between two languages. Hence, these strategies help render the message, situation, cultural context, function and the effect of the source text into the target text. for example if the SL French text contains a phrase “Ca va”, it is difficult to find its linguistically and culturally

equivalent phrase into English target text. *Ca va* in French is used in an informal situation and the close equivalent rhetorical phrases in English “how do you do” or “how are you?” are used in formal situation. Hence, to replicate the SL situation, the translator may choose the strategies of transposition or equivalence and translate the phrase “*ca va*” as “doing good?” or “fine?” to render the cultural context of the SL text appropriate for TL readers.

Eugene Nida draws our attention to formal and dynamic equivalence. The focus of formal equivalence according to Nida is on the message itself, in both form and content. In such a translation, one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept.’ Nida calls this type of translation a ‘gloss translation’, and its objective is to allow the reader to understand as much of the SL context as possible. Dynamic equivalence in Nida’s view, is based on equivalent effect. That is to say that the relationship between receiver and message should aim at being the same as that between the original receivers and the SL message. For example: if a translator is translating the Shakespearean sonnet line ‘Should I compare thee to a summer’s day?’ into Hindi, he or she can translate it in two ways. One possible translation in Hindi can be “*kya me tumahari tulna garmi ke din ke sath karni chahie?*” One can translate it in a different way like : “*kya tumahari tulna shardi ke din ke saath karani chahie?*”

The first translation is an example of formal equivalence and the second translation is an example of a dynamic equivalence. The first translation does not produce the exact relation between message and the receiver of the message of SL (English) in TL (Hindi). Summer in England implies pleasant or happy mood. Summer in India has connotations of barrenness. Hence, the first translation is not an appropriate translation in terms of cultural equivalence. In the second translation, changes have been made in order to produce the exact equivalent effect of the SL line and the attempt has been made to establish the exact relation between message and the reader of the SL into that of the TL. Thus, dynamic equivalence suggests to make changes into TL taking into consideration the cultural context of the SL as well TL. It should be noted that the translator according to Nida’s theory is under no obligation to reproduce the cultural underpinnings of the original. The translator attempts to reproduce the text in such a way that the Target Language reader can relate to it in a different cultural context. This does give considerable freedom to the translator.

2.4 FOREIGNIZATION AND DOMESTICATION

Another approach that addresses the issue of translation and culture is that of foreignization and domestication. According to Lawrence Venuti foreignization aims at retaining the culture-specific items of the source language and text. Domestication focuses on minimizing the cultural strangeness of the source text by substituting them with the domestic cultural norms that are in keeping with the target language culture and society. He posits that translators in order to make the translated text more fluent to the target language readers, render the foreign elements of the source text invisible by replacing them with the norms suitable to the target readers. if the target language readers are not familiar with the cultural norms of the source language, they grapple with it and it eventually disrupts the readability.

2.5 TRANSLATION AND DIFFERENCE

It is to be noted that critics like Lawrence Venuti have problematized the approaches that focus on achieving the same relation between the text and the readers in source text into the target text by modulation, dynamic equivalence or domestication. In Venuti's view, domestication does not allow foreign elements to be assimilated into translated text. He argues that it is the task of a translator to make the difference of source text visible in the target text by retaining the foreignness of the culture in which the source text is embedded. Foreignization thus helps target language and culture evolve and expand by introducing the norms and elements of the foreign culture. The readers may grapple with it, may encounter disruption. However, this disruption may help them imbibe new ideas, ideology or the norms and learn to embrace the difference. The assimilation of foreign elements thus helps enhance plurality.

2.6 CULTURAL TURN IN TRANSLATION

The developments that took place post nineteen seventy shifted their focus from linguistic aspects of translation to interaction between translation and culture, contexts, politics, histories and conventions. Bassnett and Lefevere used the term "cultural turn" to refer to the approach that studies translation in order to analyze translation in its cultural, political, and ideological context. With postcolonial studies gaining currency, the concept "cultural translation" has drawn attention of translation studies, culture studies, anthropology, and ethnography studies scholars and theorists. In anthropology, cultural translation implies translating and interpreting a particular group's or community's ways of interpreting the world and their place in it. In cultural studies, it implies how do negotiations take place when individuals, groups or communities are displaced from one into the another cultural context. In cultural translation, translation" moves beyond translations as restricted (written or spoken) texts; its concern is with general cultural processes rather than finite linguistic products. In cultural translation, there is no start text and no fixed target text. The focus is more on the process rather than on the product. The focus of cultural translation is on the movement of people, subjects rather than on the texts or the objects. It analyses the intermediary position of the translator, the cultural hybridity that is likely to characterize that position, the crosscultural movements that form the places where translators work, and the problematic nature of the cultural borders crossed by all translations.

2.7 LET US SUM-UP

In this unit, we tried to understand the relation between language and culture. We further tried to understand how language and culture are closely associated and understood the proposition that languages are culturally embedded. Translation is not merely a linguistic transfer of the text from SL into TL. Moreover, while translating, the translators have to pay attention to the contexts in which words or phrases or texts are grounded. We also discussed different approaches proposed by translation theorists who proposed different strategies to deal with untranslatability caused by the absence of equivalent concept, idea or the object in TL. We further discussed how debates in translation studies shifted from establishing cultural equivalence or cultural universalization to promoting plurality and difference in cultures. At the end, we made an attempt to understand the cultural turn in translation and how it encouraged interdisciplinarity.

❖ **CHECK YOUR PROGRESS**

• **STUDY ESSAY TYPE QUESTIONS:**

- Q1. Discuss the significance of cultural context in translation.
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- Q2. What are the challenges that the translators face while translating cultural aspects of the SL text?
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- Q3. Discuss different approaches to cultural translation proposed by translation studies scholars.
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- Q4. What is cultural turn in translation? Explain. Cite appropriate examples.
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• **OBJECTIVE TYPE QUESTIONS:**

- Q1. How are language and culture associated?
- Q2. What is cultural equivalence?
- Q3. Explain the term formal equivalence.
- Q4. What is dynamic equivalence?
- Q5. Is there any similarity between the concept of dynamic equivalence and domestication?
- Q6. How does foreignization influence the reading process?
- Q8. Why is context important for translation?
- Q9. Explain the concept of difference in translation.
- Q10. What is cultural turn in translation?
- Q11. How does foreignization help promote plurality and difference?

2.8 SUGGESTED READINGS

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3.0 OBJECTIVES

In this Unit, we shall

- Understand the relationship between Society and Translation
- Understand the need of translation in the society
- Overcome from the social barriers of translation

3.1 INTRODUCTION

In the twenty first century translation is one amongst the requirements of the society to determine intercultural communication harmoniously. Social context of translation plays very significant role to establish that harmony between two different socio-cultural texts. According to Derrida there are no longer stable meaning cores (deep structures), but “only contexts without any center of absolute anchoring” (320). Language is a necessary apparatus for socio-cultural development. This actually intends that at the center of correspondence is language. May be apart from Translation Studies other discipline may not represent the varieties of range of settings that are utilized, their significance for various examinations. Indeed, even external deconstruction system of conversation, considering its knowledge domain, Translation Studies has relied on methods - and connected settings-related to such different areas of explorations pragmatics, social and scholarly examinations among various others.

There is an outflow of social qualities and cultural convictions. Translation has likewise been portrayed as a way to cultivate change in social orders and societies. As

the "social turn" during the 1990s sees the object of translation concentrates as "text inserted inside its organization of both source and target social signs" (Bassnett and Lefevere 1990, p. 12), the humanistic turn of translation concentrates on convicts that translation is a social practice.

As per social science of translation, any translation is definitely bound up inside friendly settings in light of the fact that from one viewpoint, the demonstration of deciphering is obviously done by people in a social framework; and then again, the translation peculiarity is undeniably ensnared in friendly organizations, which enormously decide the choice, creation, and dissemination of translation, and, thus, the techniques embraced in the actual translation.

These methodologies are utilized to assist with investigating the systems basic translation in bigger social settings overall and the social idea of translation specifically. The new conceptualization of translation as a social practice has achieved an assortment of exploration fields which so far have been under-investigated, for example, foundations of interpreters' preparation, proficient establishments and their effect on translation works on, working circumstances, inquiries of morals in translation, political parts of translation, and some more.

3.2 NEED OF TRANSLATION IN VARIOUS AREAS OF SOCIETY

Translation could be a profitable job across the world with different sediments. In the 21st Century the world becomes a worldwide village and there is an irresistible demand for translation from one language to another. Due to the Indian economy's fast globalization, MNCs are moving quickly into the nation, resulting in an increased demand for translation services in industries like higher education, publishing, market research, tourism, and publishing houses. entertainment, public relations and mass communication, international organizations, embassies, diplomatic service, and now translation and interpretation services are provided by many organizations that also provide training and placement services for people working in the field of translation. All government ministries, including the Ministry of External Affairs (MEA), RBI, Agriculture, Science and Technology, Textile, and Education, among others, require junior and senior translators, subject experts, and assistant directors (for official languages). Language experts can also find work at private companies like Oracle, Samsung, Hyundai, and LG.

Translation has evolved from just mere words to the transformation of intentions and meanings. The level of experience might not limit you to alter the entire paragraph's formulation however retain the authentic meaning. Let's Discuss the role of translation in the society.

- **TRANSLATION IS AN INSTRUMENT OF DEMOCRATIZATION:**

By providing all languages equal significance and eliminating linguistic supremacy, it strengthens democracy. The speakers of the language or dialect can read and comprehend the literature and large body of information available in English when a text from one language, for instance English, is translated into it. Thus, when a work is translated into a regional language or dialect, the ideas, emotions, and feelings of the

original author in English are conveyed. This not only broadens the target demographic's knowledge base but also improves their confidence in them and their ability to perform everyday tasks. Most significantly, it provides a chance for the less fortunate,

- **THE MEDIA BUSINESS & NEWS COVERAGE**

Media enterprises use translation to convey different projects that were introduced in several dialects. Have you ever asked yourself is it conceivable that would be without interpretation? It feels ideal to get news from abroad, however it feels far improved to get it from your language and interpretation. Data is power, so we depend on interpretation to get what's going on near and about. Getting that understanding according to an alternate point of view drives out obliviousness. Other than opening up your comprehension, it is likewise a key to decisive reasoning and offers different parts of critical thinking.

- **TRAINING AREA**

Training is a social viewpoint that cuts across the lines when students get data all over the planet. An instrument for rich information reinforces conversations and choices. Coordination in nations with numerous unfamiliar tongues because of movement must be worked with interpretation. Take a gander at that trial where you end up in an unfamiliar nation where neither you nor your folks grasp the local language. Having books converted into your language can help in the change to the new climate. The interpretation might be obsolete with regards to language learning, it is as yet a show-stopper in language abilities.

- **BUSINESS & THE TRAVEL INDUSTRY**

Translation is the fuel of flourishing organizations across the globe. This implies absence of it could bring about an incapacitated economy. This basically intends that from small to large agreements and agreements are reliant upon interpretation. Translation and Interpretation is consequently required in the travel industry to make simple correspondence and understanding.

- **EDUCATION & OUTER UNDERTAKINGS OF A COUNTRY**

Education could be a social facet that cuts across the borders once learners get information from different corners of this world. it is a tool to enrich knowledge that enable one to acquire knowledge from multiple languages as well as societies. With the help of translation Integration in countries with several foreign languages and dialects can be possible through immigration. Having books translated into your language can help us to have transition to the new environment. The data ought to be conveyed such that brings common figuring out between the gatherings. Worldwide discoursed vigorously depend on interpretation for legitimate correspondence. At this point one must have a profound sense that interpretation is to be sure crucial in a general public. So, a lot is tied around it, and for that reason social context of translation is an incredible solution.

3.3 THE FUNCTION OF CONTEXT IN TRANSLATION

Language does not exist in isolation from situational and cultural settings. Language itself comprises co-text, often known as linguistic context. Language and context are inextricably linked and interdependent. Context is created and influenced by language choice. On the one hand, language, as a framework - its lexical items and syntactic categories - is linked with its cultural environment. On the other hand, the specific text and its component pieces are linked with their context of situation. To be specific, setting of culture is linked to kind, setting of situation is linked to register, and co-text is linked to the real conversation.

The setting of circumstances includes three perspectives: field, tenor and mode. Field refers to what is going on, to the concept of social activity that is taking place. It responds to questions such as what the member is involved in. Tenor refers to who is participating, to the idea of the members, their status, and jobs: what kind of job relationship acquire among the members, including extremely long-lasting and brief connections of some sort, both the kinds of discourse job that they are taking on in the exchange and the entire group of socially significant connections in which they are involved. Mode refers to the role that the language is playing and what the members expect the language to do for them in that: the representational association of the message, the status that it possesses, and its capability in the specific scenario, counting the channel and moreover the explanation method, what the text achieves in terms of classifications such as appealing, interpretive, instructive, and so on. The three components of situational context are commonly referred to as register.

Context of situation is strongly related to different texts. Accurate situational context asks for accurate text and in return, this accurate text creates accurate context. In the process of communication, the meaning system is mostly determined by the three aspects of situational context: ideational meaning by field, interpersonal meaning by tenor and textual meaning by mode (Baker, 2000: 9). Studies in register analysis are important to translators.

In the translation process, first, however the analysis of the linguistic feature of the SLT, its register can be identified and therefore the determination of its context of situation is possible. Second, in the production of the TLT, the proper words and expressions in the TL should be chosen in order to correspond the context of situation that can be re-established in the TLT.

In search of the equivalence of meaning is in fact seeking the equivalence of situational context. In translation, equivalence should not be based on one aspect of meaning (say ideational meaning); the translator must follow equivalence of three aspects of meaning all at once. Since the complete identity of situational context and meaning system between cultures is impossible, the complete equivalence is impossible in the same way. "Texts in various languages can be equivalent in many ways, such as context, semantics, syntax, lexis, and so on, and at different levels, such as word-for-word, phrase-for-phrase, sentence-for-sentence." This may have forfeited its dignity in the process.

The translator is bounded to take these register variables into consideration in the process of translation rather than make decisions randomly or according to his/her personal favour. This concept throws new lights to the age-old debate about the translator's priorities: "literal" versus "free", "form" versus "content", "formal" versus "dynamic" equivalence, "semantic" versus "communicative" translating, "domestication" versus "foreignization" and translator's "visibility" versus "invisibility".

To answer the above question, the translator must include cultural context, because what is crucial to translation is not just situational context but also cultural context. "Language is not only a significant but only a partial representation of culture." (Newmark 1991:73) It reflects our society's culture not just in its language choices, but also in its syntax and organisational style. In a single context universe, the author converses with readers of the source material who have the same cultural background as him/her, as a result, they can converse in a truly harmonious manner.

However, the act of translating frequently disrupts this balance. "Translation is disjointed, displaced communication." (Neubert, 1992:10) The original text is stripped of its context during translation, and the information it contains is encoded in a whole other language with a completely different context. The reader may be unable to match the author's expectations, resulting in an information gap. The translator's task is to bridge the communication gap and harmonise it.

According to Nida (1998:308), "biculturalism is even more crucial than bilingualism for really good translation." When cultural variables are incompatible with the target cultural context, the translator must employ a variety of ways to deal with this. Li Yunxing (2001:123) generalised many theories for cultural factor translation: (1) the go-ahead model, which transplants them directly to the target text; (2) the block model, which abandons them; (3) the annotation model, which provides adequate explanation on cultural factors; (4) the integration model, which integrates the expressing modes of both cultures to create a new language form; and (5) the adaptation model, which replaces expression in the source culture with expression in the target culture at the expense of cultural meaning.

To pick which model to use, the translator must first consider the sociological characteristics, which in turn determine the discourse parameters (the register variables), including the participants, the context, and the goal of translation. The sections that follow will provide further information explanation of two distinct translation processes with regard to situational circumstance (or register).

3.4 TRANSLATION AND ITS SOCIAL NATURE

3.4.1 THE SOCIAL IDEA OF TRANSLATION

The accomplishments that have been seen in the improvement of a translation that has human science drawn on by employing different methodologies inside translation studies are remarkable. The vast majority of these methodologies were stirred by the 'social turn' which thought about a large number of the issues grew later in additional unequivocally friendly settings and foregrounded doubts concerning

power, legislative issues, philosophy, morals, or individual agency. Over the course of translation studies, various definitions have been given to this subject. As a general rule, primary turns that have been distinguished by the scholars as far as translation studies is concerned can be recognized including the phonetic turn, the social turn, and the humanistic turn. Munday contends that translation “has moved from the investigation of words to text to sociocultural setting to the functioning acts of the actual interpreters” (Munday: 2016:27). This study coordinates a spotlight on the humanism of Translation with the goal that we will look at Translation as a social activity. By this demonstration, the social science of translation “focuses on the social idea of translation, targeting advancing correspondence among translation and society”. (Qingguang Wei: 2014:88).

It is worth focusing on that the social idea of translation has, for quite some time, been ignored considering the etymological methodologies which center around text, regarding translation as a straight activity and keen on tracking down to normality to place the importance in the source language into target language. Generally, it has been expected that translation is a lingual errand which disregards any friendly or social points of view. Along this logic, the mentality which can be followed through Catford’s (1965) meaning of translation is that translation is considered as the substitution of text-based materials in a single language for identical materials in another dialect. As per Gutt (2002), translation has been generally seen as an interpretive movement: the importance of translation stays in educating recipients regarding what another person has said, composed or thought. (Gutt: 2000: 166) According to a humanistic point of view, it is broadly contended that translation is a social action which can never be divisible from our general public gave that the goal of translation is to convey information and culture. As Gutt (2000) notices, the term translation at present is progressively utilized for correspondence that is an illustrative utilization of language. In addition, translation exercises are performed by people who continually exemplify a few social relations.

Alluding to human science of translation, any translation is bound up inside friendly settings in light of the fact that the demonstration of deciphering is done by people in a social framework and the translation peculiarity is embroiled in friendly foundations, which extraordinarily decide the determination, creation, and conveyance of translation, and, thus, the methodologies embraced in the actual translation. That is what Bassnett and Lefevere express when they say that “there is dependably a setting in which the translation happens, consistently a set of experiences from which a text arises and into which a text is rendered”. (1990:11)

3.4.2 TRANSLATION AND BELIEF SYSTEM

The previously mentioned shift in center from printed to logical in translation concentrates on features the basic pretended by specialists of translation in either molding philosophies or presenting new points of view through translation. By the means of supporting this, specialists of translation are seen as friendly entertainers who are vigorously engaged with the elements of translation creation. As interpreters have a place with a social and culture-bound climate, translation ought to be the consequence of different cycles of intervention and exchange of social contrasts.

It is contended that during the entire course of translation, the interpreter has a huge number of choices accessible for translation, for he ends up in struggle and choice checked circumstances during which he continually pursues decisions between options. In any case, any decision includes the interpreter as a problem solver and change (Ayachi: 1987:76). Therefore, philosophy directs Translation decisions and is profoundly compelling in the two interpreters' dynamic cycle and gathering of the objective texts.

By and large, philosophy, frequently in its appearance as power, has become progressively significant in translation studies. The idea of philosophy is as such bantered as it is uncovered with various subtleties and explored according to different hypothetical points of view, reflecting the singular creators' inclinations. Along these lines, philosophy supposedly establishes "and support relations of force which are methodically topsy-turvy" (Thompson: 1990: 7) and as the information, convictions and worth frameworks of the people and the general public where the singular has an influence (Van Dijk: 1998). Translation of texts are considered to be as emblematic structures, set specifically friendly, transient and geographic strategies (re) build meaning. This importance might possibly vary between either supporting existing beliefs systems or oppose them. Numerous researchers underline that there are diverse connections among translation and philosophy. Fawcett, for example, illustrates, "Translation, essentially due to its presence, has forever been philosophical" (1998:107). One might say that any translation is philosophical since the decision of a source text and the utilization of the deciphered text not entirely set in stone by the interest and goals of gatherings.

As indicated by Lefevere (2004), the two interpreters' determination of source texts and translation methodologies are simultaneously controlled and constrained by three components inside the abstract framework. The primary component could be called experts including pundits, commentators, instructors and interpreters. The subsequent one is benefactors outside the abstract framework like the powers (individual and foundations) that can further or obstruct the perusing, composing, and reworking of writing. The third component is the prevailing poetics which balance the connection between artistic gadgets and other social frameworks. Philosophy goes head to head with this large number of components and assumes a vital part in scholarly and, surprisingly, social-verifiable life. (2004:15). It is contended that we ought to dismiss universalist suppositions and spotlight rather on the social implanting of texts if the ideas of standards and poly-systems created by Toury (1995) are to be conveniently applied to grasping translation comparable to philosophy.

As opposed to searching for laws of translation, the thought is to demonstrate the way that 'sufficiency' and 'worthiness' can join in a translation to offer a scrutinize of the prevailing philosophy. Conservative's thought of standards is perceived as a critical idea in the investigation of translation as philosophy since the translation is pervaded with organization in the dynamic cycle, from the determination of texts to be meant the techniques utilized. In this manner, a translation is a piece of a complicated organization of relations laid out with texts in the source text culture, as well as any remaining texts, firsts and translation, in the objective culture. In general, philosophy assumes a crucial part in the translation practice, and it very well may be

followed in various levels and in various ways like text choice, translation procedure, subject of the text, and so forth. There are different approaches to decide philosophies in translation. For Hatim and Bricklayer, philosophy envelops “the unsaid presumptions, convictions and worth frameworks which are shared by and large by a social group” (Hatim & Munday: 2004: 102). They make a stipulation between what they call ‘the philosophy of Translation’ and ‘the Translation of belief system’. While the previous alludes to the fundamental direction picked by the interpreter working inside a social and social setting, in the translation of philosophy, they investigate the degree of intercession provided by an interpreter of delicate texts. ‘Intercession’ is characterized as “the degree to which interpreters mediate in the exchange cycle, taking care of their own insight and convictions into handling the text”. (103).

3.5 TRANSLATION AND THE ACTOR- NETWORK THEORY

The Actor- Network Theory is progressively consolidated in various fields of sociologies and most as of late in translation Studies. Actor- Network Theory is made by Bruno Latour and Michelle Callon as an endeavor to get a handle on the cycles of mechanical development and logical information creation (Latour: 1987). A type of constructivism dismisses the possibility of a social assurance of logical information. This hypothesis addresses the inconceivability of presence of entertainers outside the net. Geels (2005) is of the opinion that “any entertainer cannot act in the event that it does not take position in a greater setup that likewise acts together”. While Bourdieu (1984) hypothesizes that society must be made sense of by breaking down rehearses and relating them to their creators’ situations in the public eye as well as their own pattern in the field, Latour stresses that to comprehend a general public one should examine the way people and non-humans cooperate. Latour holds that the significant errand of social researchers is to give a stage to social entertainers to be heard. He concurs with Bourdieu in separating the subject/object dualism. However, Latour rejects both the possibility of a ‘view from wherever’ as well as Bourdieu’s case that logical objectivity can be accomplished by articulating social positions and positioning. For Latour, entertainers make specific types of information by uprightness of participating in the exercises related and relevant to their creation.

Actor- Network Theory is recognized from other organization speculations in that it contains not only individuals, however, articles and associations. These are altogether alluded to as entertainers, or now and again actants. As per this hypothesis, an entertainer is all that in some causal manner influences the creation of logical proclamations and speculations: Specialists of Translation are any generally independent substance ready to set off social development and change or change a situation by having an effect or showing an outcome (Milton and Bandia :2009: 1). In the most natural sounding way for Latour, “whatever changes a situation by having an effect is an entertainer- or on the other hand, in the event that it has no figuration yet, an actant” (Latour :2005: 71). Accepting that translation is a ceaselessly evolving process, Callon (1986) has separated translation into four principal stages:

1- Problematization, in which the central entertainer sets up a good foundation for itself as a required entry point between the bigger organization and the entertainers that it, tries to address.

2- Interessement, is the stage in which entertainers' inclinations are stirred and in which the conditions of their contribution in the entertainer network are arranged. As of now, the central entertainer additionally endeavors to 'decipher' the organization, or, to put it in an unexpected way, to persuade different entertainers that the trades it has characterized for them are adequate. The motivation behind the interessement stage is to build up the connections and the interests of entertainers corresponding to the problematization.

3- Enrolment is the third stage in which the entertainers acknowledge the jobs that have been characterized for them.

4- Activation of partners, a stage where the central entertainer keeps up with its urgent situation as well as the responsibility of the entertainers it professes to address. The reality deeply concerns with the entire world comprising of organizations, and that each association, cycle or practice can in this way be depicted in network terms. (Latour: 1997) In this manner, the principal motivation behind ANT is investigating how 'networks' advance, how 'affiliations' are settled and how 'associations' disintegrate. To put it plainly, ANT targets investigating the world and how people and non-people cooperate.

Embracing Latour's methodology in translation studies, translation is a heterogeneous organization wherein human and non-human entertainers collaborate with one another. As to interpreters, they are bound up in interpersonal organizations which permit them to be seen as socially developed and building subjects. In other words, translation exercises have never been acted in the 'vacuum' including the assurance of translation reason, inspiration of interpreters, sending off translation task and the permission of translation items into society.

3.6. THE IMPACT OF TRANSLATORS DURING THE GOLDEN AGE

Taking on humanistic methodology, interpreters are considered to be socially built and building subjects. They are engaged with the course of translation as a problem solver and to change it. Be that as it may, interpreters according to ANT are not by any means the only entertainer, they collaborate with other human and un-human entertainers engaged with a similar organization. Also, the extent of the The Actor- Network Theory is to campaign the connections between these entertainers and how they communicate with one another. In this segment, translation movement during the Abbasid Era in network terms will be presented. We manage translation practice as an action confined and impacted by encompassing variables. Other than we investigate interpreters' situation in the public arena during that period and their functioning circumstances.

Translation was the most unmistakable social action in the Abbasid period (750-1258) as it acquired extraordinary interest from the Caliphs.

An immense Translation development had been financed and upheld during that period from Greek and Persian, eminently subject to three of the early Abbasid Caliphs Al Mansour, Harun Rachid and al Mamoun. This prompted the formation of

what became known as the place of shrewdness in Baghdad in 217 AH/832 Promotion to act as a library and foundation of translation. This scholarly establishment pulled in notable researchers who were exceptionally participated in the translation development and many books from a wide cluster of disciplines were delivered into Arabic.

The Abbasid Caliph, Al-Mansur (Promotion 754 - 776) was the chief who supported the people who were able to deliver Arabic Translations of works in Greek, Syriac and Persian. He was especially keen on translating space science books into Arabic; notwithstanding, the rule of Al Mamoun (Promotion 813-833) saw the peak of this translation development. He put forth an exceptional attempt to enlist well known researchers to come to the 'Place of Shrewdness'. Also, he put away tremendous measures of cash and given motivators to interpreters so they set best in class information and talented up to get advanced. On the reasonable level, translators as entertainers assumed a critical part during the Abbasid time. They effectively added to the indication of this logical insurgency. Yet, they should not be viewed as the sole entertainer engaged with the Translation cycle. Conversely, the Abbasid Caliphs can be considered as the central entertainer in the laid out net. There would be no translation development without the Caliphs support. To show, translation became subject to Abbasids crafted by the country and not a singular undertaking. For example, it was not the interpreter's place to pick what to make a translation of and what not to decipher contingent upon his own advantage. The selection of texts to be deciphered was in many cases directed by the Caliph. Translation development arrived at its pinnacle thanks to the Abbasid rulers' adoration and their supporting of the translation development. For example, Hunayn Ibn Ishaq, quite possibly of the most extraordinary interpreter, was paid by Al Mamoun in gold matching the heaviness of the books he deciphered (Dough puncher, 1998 : 320). Truly, they did not remunerate the translators just for their gigantic work, yet they likewise gave high positions in the organization of the state to the polymaths.

Utilizing Bourdieu terms, Translation turned into a type of social capital (Bourdieu: 81). At the end of the day, for researchers and outstanding families to accomplish social and political portability, translation was one of the apparatuses through which they could keep their special situations with to the Caliphs (Al Khalili: 46) Then again translation helped Al Mamoun to acquire authenticity and more power in connection with the general population. He was known for his energy for learning and information. His picture as an erudite person, a benefactor of translation and the place of Shrewdness, and a member in philosophical discussion was very influential. This mirrors the intuitive connection between the organization substances. As it has been referenced before, advances possess a crucial spot in the ANT. Essentially, the development of new innovations connected with printing made a fruitful space for creating information through the translation of Greek, Persian and Indian legacy during the brilliant age. It is broadly contended that the rise of new innovations connected with printing remarkably the paper plants was a critical component for the sign of a logical upset under the Abbasid line. (Al khalili: 44).

Two principal procedures have been approached during that period. The first is ‘in exactly the same words’ while the second is ‘sense for sense’. Bread cook (1998) depicted the two Translation techniques:

[...] the principal strategy, related with Yuhanna Ibn al-Batriq and Ibn Naima al-Himsi, was exceptionally exacting and comprised of deciphering every Greek word with an identical Arabic word and, where none existed, acquiring the Greek word into Arabic. (Cook, 321)

She (1998) added:

...the subsequent strategy, related with Ibn Ishaq and al-Jawahari, comprised of interpreting sense for-sense, making familiar objective texts which conveyed the importance of the first without twisting the objective language. (Cook, 321)

Embracing the subsequent strategy, Middle Easterner interpreters did not just decipher the extraordinary works of Greek scholars yet in addition reconsidered, remarked and expanded them. The facts confirm that Bedouins interpreted the show-stoppers of Greek, Indian and Persian works for science and information, and entered through translation into a desultory relationship with the past. However, they safeguarded their Arabic personality and Islamic soul. Benisson contended that “the Muslim human advancement came to draw on the legacy of different countries yet showing its own different and shimmering Islamic soul” (Benisson: 2009: 3). Middle Easterners, once in a while, assumed the part of the creator as they created some distance from the first text and began to convey their own perspectives. (Hala Khalidi and al: 2015: 569-576) This apparently nourished the innovative part of Translation while moving different countries information.

Clearly, the new humanistic turn in translation studies has urged researchers and interpreters to investigate the connection between the specialists associated with the translation cycle, item and capability which can possibly impact the creation and gathering of Translations. Besides, the break of the human science of translation with solely text-focused approaches has urged researchers to move their consideration from translation as an etymological activity, to translation as the unmistakable result of intelligent social specialists and occasions. Obviously humanistic methodology Actor-Network Theory (ANT) has been embraced to unite the possibility that nothing exists in disconnection and that the importance of anything not entirely settled by its unique situation. With regards to the worldwide translation development which had been performed by Middle Easterners, one might say that during the Abbassid time frame, Bedouins fostered the translation interaction and made a compelling calling and they created and transformed it from the phase of individual interpreters to the institutional stage.

3.7 SOCIAL BARRIERS TO TRANSLATION

Translation is an important tool nowadays for the literary production by which the book of one language can be translated into another language. However, a literary translation would be a difficult task as a literary translator must also be skilled enough to translate feelings, cultural touches, humour and other delicate elements of a piece of

work. However, we can say for the translation that: “translation is to pour meaning from one vessel to another that is equivalent to the first”. The subject, Translation studies was not given much importance earlier but now people’s mentality seems to be changing. Octavio Paz abridges the case of ‘Translation Studies’ saying that “all texts are translations of translations of translations” as they are element of literary systems that are not only slide down from other system but also connected with them. Here, in this perspective, his views are similar with that of Terry Eagleton who supposed that, “every text is a set of determinate transformations of others”. Some scholars gave an example of criticism to clear the concept of translation as a creative writing. They are of the opinion that if criticism has become creative, because it not only interprets the text but also extend the meaning of it, then translation is creative for it re-creates an SL text in a new way in the target-language. Translation is a reader, an Translator and a creator-all in one. In ancient India translation was regarded as a new writing. Sri Aurobindo is quoted to have said that, “a translator is not necessarily bound to the original he chooses, he can make his own poem out of it, and that is what is generally done”.

Prema Nandkumar reminds us of the ancient Indian literary tradition and totally suggests that translation in this century was always given the status of new writing. Our literary tradition of writing commentaries on ‘The Upanishads’, ‘The Gita’ or the translation stories from the Ramayana and the Mahabharata enables us to take translation as a creative writing. Old classics in our country have undergone translations into several regional languages and in each case the translation has been regarded as new writing. For Example: ‘The Ramayana’ and ‘The Mahabharata’ have been turn into a number of regional languages in India and all these turns have been considered as ‘new writing’.

Nonetheless, there are obstructions that Translation should scale through to be successful, some of which are social and social. Social and social contrasts exist between and among countries. By and large as well, we find a nation having a few social/social varieties. These distinctions block, in without a doubt, viable Translation due to fluctuating originations of reality occasioned by dialects. This article looks at a portion of the boundaries that emerge throughout Translation because of social/social variables. Carrying these boundaries into the invasion of conversation will likewise act as an approach to staying away from them.

Culture uses colossal impact on man as it is the underpinning of his reality, since an individual is naturally introduced to a culture. Each people, group or country has its own native culture; this culture characterizes and shapes a group’s viewpoint about each fragment of life. For this reason, culture is viewed as “the lifestyle of a group, including their perspectives, values, convictions, expressions, sciences, methods of discernment and propensities for thought and movement” (Blackburn, 2009: 86). There is a social point to culture; each culture consequently takes into comprehension the social aspect and lives and co-operations of a group. In any case, a culture is drilled inside the vibe of an assortment of individuals. In this way, since there is a general public, there must be need of a social territory. To this end, social realities are pockets of the consciousness of a group’s lifestyle.

Social/Social Aspect to Translation since Translation is a human action, and people are social/social creatures, then Translation should have a social/social aspect. People impart in words and text; subsequently language is a mode of correspondence imagined by man to encourage amicable social relationship and concurrence. To this end, there is a requirement for dominance of language; and this includes not just the capacity to see right away, an endless number of completely new sentences, yet in addition the capacity to distinguish freak sentences and, every so often, to force an understanding on them. To Chomsky, subsequently, the focal reality to which any huge semantic hypothesis should address itself as under,

A mature speaker can produce a new sentence of his language on the appropriate occasion, and other speakers can understand it immediately, though it is equally new to them. Most of our linguistic experience, both as speakers and hearers, is with new sentences. (Chomsky, 1964: 50)

The social/social aspect to Translation additionally moves the capability of Translators to successful Translation and skill in view of the profundity of information on the language to be uncovered. This is on the grounds that, “interpreting includes two dialects, yet an exchange starting with one culture then onto the next” (Hervey and Higgins, 2007: 28). It hence follows that since Translation has a social/social point, as it has been laid out, it turns into an essential condition this social/social aspect to be contemplated and appropriately contextualized. Assuming this is finished, it becomes simpler for the boundaries that will thwart successful Translation to be eliminated; and this should be the focus.

3.8 ELIMINATING SOCIAL/SOCIAL HINDRANCES TO TRANSLATION

Since the words or texts to be deciphered are arranged or housed in a culture which has social importance, it becomes basic for the Translator to have sufficient information on the way of life through whose language of which he/she wants to work. Since language is a profoundly perplexing peculiarity created by staggeringly complex people, Shastri’s averment beneath turns out to be truly informative:

It is complicated at every one of the levels like sounds, words, semantics and pragmatics. Intricacy increments with the utilization of phrases, similitudes, precepts and the profoundly adapted language of writing on account of wonderful permit that the journalists take. Plus, the creator works captivated of motivation, which the Translator needs to make falsely. Subsequently, deciphering is more troublesome than the first composition (Shastri, 2012: ix)

The different levels of social rendering should be visible as focuses along a scale between the limits of exoticism and social transplantation. In deciphering names for instance (place-names and legitimate names) should the name be taken over unaltered from the ST to the TT, or could it at any point be adjusted to adjust to the phonic/realistic shows to the TL? We have a little issue as presented by Hervey and Higgins “how a name is spelled out might be completely up to the Translator, in the event that there is no settled point of reference for deciphering the name being referred to, or it might require keeping a guideline literal Translation made by before

Translators” (Hervey and Higgins, 2007: 29). A further option in deciphering names is social transplantation; this is the outrageous level of social rendering. SL names are supplanted by native TL names that are not their exacting counterparts, but rather have comparable social undertones. Social rendering isn't without its hazardous choice also.

3.9 LET US SUM UP

It has been expressed that there are social/social hindrances to Translation. These social/social hindrances encroach on successful Translation since the last option is a cooperative movement which includes the texts to be deciphered and the person who does the Translation. The article additionally battled that the word social is demolished by the word culture since social relations or activities occur inside a culture. Over the conversation through consistent examination, clearly compromise is an integral part of Translation. This has suggestions for successful or wonderful Translation which is by all accounts an exterior. The article reasons that control or split the difference in Translation uncovered a hole that remains exceptionally wide leaving, in its path, a serious weight on Translators not due to their ineptitude towards Translation in essence, but since of social varieties of words and language, consequently the proposal that the closer than Translation is to the first words or text even with equality, the better.

❖ CHECK YOUR PROGRESS

- 1) What is the function of social context in translation?
- 2) Translation “has moved from the investigation of words to text to sociocultural setting to the functioning acts of the actual interpreters” explain it in detail.
- 3) How has social activities influenced translation?
- 4) How can translation be an agent of social development? Explain with examples
- 5) How can translation help translators desirous of joining the tourism industry and Business and Commerce?
- 6) Discuss the role of translators with reference to The Actor Network Theory.
- 7) Discuss any three examples of social barriers in Translation.
- 8) Discuss How to overcome from the social barriers of translation.

:: STRUCTURE ::

- 4.0 OBJECTIVE**
- 4.1 INTRODUCTION**
- 4.2 PHRASE**
- 4.3 CLAUSE**
- 4.4 SENTENCE STRUCTURE**

4.0 OBJECTIVES:

In this unit we will learn to translate Phrases, Clauses and Sentences in English, Gujarati and Hindi languages

4.1 INTRODUCTION

While translating from one language into another one needs to take care of the grammar of both, the source and the target text languages. This is because every language has its own list rules and regulations as far as its grammar is concerned.

Coming to Phrase, Clause and Sentence Structure of the three languages, namely English, Gujarati and Hindi, each one has its own pattern and order. For

example:

English	Gujarati	Hindi
One and one/ makes/ two.	એકને એક /બે / થાઈ	एक और एक / दो / होते है
Subject / Verb / Object	Subject/Object/Verb	Subject/ Object/ Verb

While translating a text of one language into another, one should be aware of its pattern. In all the three languages there are three types of sentences –Simple, Compound and Complex. The three use phrase and clause as per the need. Let us first see the uses of phrase.

4.2 PHRASE

A Phrase is a group of words which makes sense but not a complete sense. Examine the following pairs:

English	Gujarati	Hindi
1a. The king was worried	1a. રાજા ચિંતાતુર હતો.	1.a. राजा चिंतातूर था।
b. The king was <u>full of worries</u>	b. રાજા ચિંતાથી આતુર હતો.	b. राजा चिंता से आतुर था ।
2a He was a man <u>of wealth</u>	2a. તે ધનવાન માણસ હતો.	2.a. वह धनवान आदमी था।
b. He was a man <u>of wealth</u>	b. તે ધનથી ભરપૂર માણસ હતો.	b. वह धन से भरा आदमी था।
3a.The Minister is a kind man	3a. મંત્રી દયાળુ માણસ હતો.	3a. मंत्री एक दयावान आदमी है।
b. The Minister is a man with kind nature	b. મંત્રી દયાથી ભરપૂર માણસ હતો.	b. मंत्री एक दयावान स्वभाव वाला आदमी था।
4a. It was midnight then	4a. ત્યારે મધ્યરાત્રિ હતી.	4a. तब मध्यरात्रि थी।
b. It was <u>middle of the night then</u>	b. ત્યારે રાત્રીનો મધ્ય પ્રહર હતો.	b. तब रात्री का मध्य प्रहर था।

The underlined groups of words in the above sentences are phrases.

There are three types of phrases: Adjective Phrase, Adverb Phrase and Noun Phrase.

4.2.1 ADJECTIVE PHRASE:

it plays the role of an Adjective and qualify the noun.

Let us try to translate a few sentences using Adjective phrase and study the difference:

English	Gujarati	Hindi
1a. She is a tall girl.	1a. તેણી લાંબી છોકરી છે.	1a. वह लंबी लड़की है।
b. She is a girl <u>with great height.</u>	b. તેણી વધુ ઊંચાઇ વાળી છોકરી છે.	b. वह ज्यादा लंबाई वाली लड़की है।
2a. Get me a blank page	2a. મને એક કોરો કાગળ આપો.	2a. मुझे एक कोरा कागज़ दीजिए ।
b. Get me a page <u>with no writing on it.</u>	b. મને એક લખાણ વિનાનો કાગળ આપો.	b. मुझे एक बिना कुछ लिखा हुआ कागज़ दीजिए ।
3a. We saw a deserted village	3a. અમે એક નિર્જન ગામ જોયું.	4a. हमने एक निर्जन गाँव देखा।
b. We saw a village <u>without any inhabitants</u>	b. અમે એક વસ્તી વિનાનું ગામ જોયું.	b. हमने एक बिना बस्तिवाला गाँव देखा ।
4a. A white tiger attacked the golden deer	4a. એક સફેદ વાઘે સોનેરી હરણ પર હુમલો કર્યો.	4a. एक श्वेत बाघने सुनहरे हिरण पर हमला किया।

b. A tiger <u>with white skin</u> attacked the golden deer	b. એક સફેદ ચર્મવાળા વાઘે સોનેરી ચર્મવાળા હરણ પર હુમલો કર્યો.	b. एक श्वेत चर्मवाले बाघने <u>सुनहरे चर्मवाले</u> हिरण पर हमला किया।
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• **OBSERVE THE DIFFERENCE:**

English structure is: Noun + Adjective Phrase

Gujarati and Hindi structure is: Adjective Phrase + Noun

While translating, one cannot ignore such differences

Exercise: Translate the following sentences into Gujarati and Hindi:

- Only person with great wealth can buy a house of such a beauty and grandeur.
- Those who brought us freedom were full of hope and free from fear.
- She is a person with a bad temper.
- Asking him for is of no use.
- It is difficult to be a person without fear.
- I have passed days and nights without sleep.
- We were given a plate made gold and a spoon made of silver.
- In his hands was a sword stained with blood.

4.2.2 ADVERB PHRASE:

It answers the questions like ‘how’, ‘when’, ‘where’, etc.

Let us try to translate a few sentences having Adverb Phrase:

English	Gujarati	Hindi
1a. They are doing their carelessly.	1a. તેઓ પોતાનું કામ બેદરકારીથી કરી રહ્યા છે.	1a. वे अपने काम लापरवाही से कर रहे हैं।
b. They are doing their work <u>without any care.</u>	b. તેઓ પોતાનું કામ કોઈ જાતની દરકાર વગર કરી રહ્યા છે.	B . वे अपने काम बिना कोई परवाह किए कर रहे हैं।
2a. She is reaching now.	1a. તેણી હમણાં જ પોહ્યે છે.	1a. वह अभी पोंहच जाएगी।
b. She is reaching <u>at this very moment</u>	b. તેણી આજ ક્ષણે પોહ્યે છે.	b. वह इसी क्षण पोंहच जाएगी।
3a. The aero plane had crashed here.	3a. વિમાન અહીં તૂટીયું હતું.	3a. हवायजहाज यहीं टूटा था।
b. The Aero plane had crashed <u>on this spot.</u>	b. વિમાન આ જગ્યા પર તૂટીયું હતું.	B . हवायजहाज इसी जगह पर टूटा था।

4a. The actors walked gracefully.	4a. કલાકારો ચિત્તાકર્ષક ચાલ્યા.	---
b. The actors walked <u>in a graceful style</u> .	b. કલાકારો <u>આકર્ષક શૈલીથી</u> ચાલ્યા.	---
5a. come soon.	5a. જલ્દી આવો.	5a. जल्दी आना।
b. Come <u>before very long</u>	b. <u>મોડું ના થાય તે પહેલાં</u> આવો.	b. <u>देर हो उससे पहले</u> आना।

Check the structure of the sentences. In Gujarati and Hindi sentences, as like Adverbs, the Adverb Phrase too precedes the verb. Whereas, in the English sentences mostly the Adverb and the Adverb Phrase follow the verb.

❖ CHECK YOUR PROGRESS. 1

Translate the following sentences into Gujarati and Hindi;

- Let us stop quarrelling from this very moment.
- No one would dare to answer him in an impolite manner.
- The tsunami washed out the city in a terrible manner.
- I saw them all there for certain.
- The Rajputs fought against Moughals in a brave manner.
- You shall win in the long run.
- The injured man shouted at the top of his voice.
- My teacher called me at that very moment.

4.2.3 NOUN PHRASE

It is a group of words that does the work of a Noun. It mostly answers the question 'what'.

Let us try to translate a few sentences with Noun Phrase into Gujarati and Hindi:

1. We hope <u>to stand first</u>	1. અમે પ્રથમ આવવાની આશા રાખીએ છીએ.	1. हम प्रथम आने की आशा रखते हैं।
2. Sita prefers <u>sitting in the sunlight</u> .	2. સીતા સૂર્યપ્રકાશમાં બેસવું પસંદ કરે છે.	2। सीता सूर्यप्रकाशमें बैठना पसंद करती है।
3. <u>Early to bed</u> is good habit.	3. પથારીમાં વહેલાં જાવું તે સારી આદત છે.	3. ---
4. I know <u>what to do</u> .	4. મને ખબર છે શું કરવું.	4. क्या करना मुझे पता है।
5. <u>To become a doctor</u> is my goal.	5. ડોક્ટર બનવું મારો ધ્યેય છે.	5. डॉक्टर बनाना मेरा ध्येय है।

Here too mostly the pattern changes.

Exercise: Translate the following sentences into Gujarati and Hindi:

- He performs like a born actor.
- I should like to watch the movie.
- Travelling in summer gives me no pleasure.
- She wanted to speak to the Prime Minister.
- The poor man intended to pay back all his debts.
- Your waking up till late night surprises me.
- Do you promise to stand by me?
- They deny stealing money.
- I don't remember anything.

4.3 CLAUSE

A group of words which forms part of a sentence, and contains a Subject and a Predicate is called a Clause.

Look at the words underlined:

- a) He has a pen which is made of real gold.

-તેની પાસે એક એવી પેન છે જે સોનાની બનેલી છે.

-उसके पास एक ऐसी कलम है जो सोने की बनी है।

- b) I think that you should come early.

-મને લાગે છે કે તમારે વહેલાં આવવું જોઈએ.

-मुझे लग रहा है की आपको जल्दी आना चाहिए।

-The underlined part is a group of words with one more verb having its own Subject and Predicate. It is a Clause.

4.3.1 ADJECTIVE CLAUSE:

A Clause which works as an Adjective to the Principal Clause is an Adjective Clause.

For example:

English	Gujarati	Hindi
1. The book <u>which is lying there</u> is mine.	1. જે પુસ્તક ત્યાં પડેલું છે તે માડું છે.	1. जो किताब वहा पड़ी है वह मेरी है।
2. <u>I</u> remember the house <u>where I was born</u> .	2. હું જ્યાં જન્મેલો તે ઘર મને યાદ છે.	2. मेरा जहां जन्म हुआ था वह घर मुझे याद है।

3. I tried to collect money <u>which was badly needed.</u>	3. મેં પૈસા ભેગા કરવાની કોશિશ કરી જે ખૂબ જરૂરી હતું.	3. --
4. He gives excuse <u>that sounds lame.</u>	4. તે એવા બહાના આપે છે જે પાંગળા લાગે છે.	4. --
5. <u>The one who digs falls</u>	5. જે ખાડો ખોદે તે પડે.	5. --

Gujarati sentences use words જે and તે in the Adjective Clause.

Now let us see the difference between Adjective Phrase and Adjective Clause:

a. The people on the terrace could not hear.

-અગાસી પરના લોકો સાંભળી શકતા નથી.

-છત પર લોકો સુન નહીં પાતે ।

b. The people who were stnding on the terrace could not hear.

-અગાસી પર ઉભેલા લોકો સાંભળીશકતાનથી

- છત પર ખડે લોકો સુન નહીં પાતે।

Keeping in mind the above example, try to translate the following:

a) You may purchase anything of your liking.

- You may purchase anything that may be of your liking

b) I have a bag filled with coins.

-I have bag which is filled with coins.

c) His explanation was not satisfactory.

-The explanation he gave was not satisfactory.

d) The life of successful people is generally built of hard work and strong willpower.

-The life lived by successful people is generally built by hard work and strong will power.

e) We all admire people of courage.

-We all admire people who are full of courage.

4.3.2 ADVERB CLAUSE

A group of words which has a subject and a predicate of its own and works like an Adverb is called Adverb Clause.

Let us try to translate a few sentences with Adverb Clause:

English	Gujarati	Hindi
1. <u>Where there is a will</u> , there is a way	1. <u>મન હોય તો</u> માળવે જવાય.	1. <u>जहाँ चाह</u> , वहाँ राह।
2. <u>when I was a child</u> , I believed so.	2. <u>હું જ્યારે બાળક હતો ત્યારે</u> એવું માનતો.	2. <u>में जब बच्चा था</u> , तब ऐसा मानता था।
3. <u>As you work</u> so you get the fruits.	3. <u>જેવું કામ કરશો તેવું</u> ફળ મળશે.	3. <u>जैसा कार्य</u> करोगे, वैसा फल पाओगे।
4. <u>if it rains</u> we shall not go out.	4. <u>જો વરસાદ થશે</u> , તો આપણે બાહર નહીં જઈએ.	4. <u>अगर बारिश हुई</u> , तो हम बाहर नहीं जाएंगे।
5. <u>because she is weak</u> , she shall not be able to oppose.	5. <u>કારણ કે તે નબળી છે</u> , તે વિરોધ નહીં કરી શકે .	5. <u>क्यूंकी वह निर्बल है</u> , वह विरोध नहीं कर पाएगी।

In Gujarati we get the pairs of words like *gyare-tyare*, *gyan-tyan*, *jem-tem*, *jo-to*, etc.

See the difference in translating sentences having Adverb Phrase and Adverb Clause:

Adverb Phrase	Adverb Clause
1. English: The price is high <u>for an old car</u> .	The price is high to buy <u>an old car</u> .
Gujarati: જૂની ગાડી માટે કિંમત ઘણી વધારે છે.	જૂની ગાડી ખરીદવા માટે કિંમત ઘણી વધારે છે.
Hindi: <u>पुरानी गड्डी के लिये</u> किंमत बहोत ज्यादा है।	<u>पुरानी गड्डी खरीदने के लिये</u> किंमत बहोत ज्यादा है।
2. English: I will go <u>with you</u>	I will go <u>wherever you go</u> .
Gujarati: હું <u>તમારી સાથે</u> આવીશ.	<u>તમે જ્યાં જશો ત્યાં</u> હું આવીશ.

Exercise: translate the following sentences into Gujarati and Hindi as per above

Examples:

- They fought like heroes.
- They fought as heroes do.
- On his uttering these words all stood up.
- When he uttered these words, all stood up.
- I selected him on your recommendation.

- I selected him because you recommended him.
- d) The family is poor but of noble birth.
- The family is poor though of noble birth.
- e) Due to ill health, he remained home.
- As he was not well, he remained home.
- e) I have not been well since I returned from Delhi.
- f) The Principal is such a good person, that we all respect him.
- g) She is not as intelligent as you think.
- h) It all happened as we had expected.
- i) Who knows the facts better than you do.

4.2.3 NOUN CLAUSE

A Noun Clause is a group of words which contains a Subject and a Predicate of its own, and works as a Noun of the Principal Clause.

Let us see a few examples and its translations:

English	Gujarati	Hindi
1. It was good that <u>you did not sit for the examination.</u>	સારું થયું કે તમે પરીક્ષામાં બેઠા નહીં.	अच्छा हुआ की <u>आप परीक्षा में नहीं बैठे।</u>
2. I expect that <u>you shall stand first.</u>	હું અપેક્ષા રાખું છું કે તમે પ્રથમ ક્રમાંક પર આવો.	मैं अपेक्षा करती हूँ की <u>आप प्रथम क्रमांक पर आए।</u>
3. <u>what he said</u> was a lie.	તેણે જે કહ્યું તે જૂઠાણું છે.	उसने जो कहा वह जूठ है।
4. I fear that <u>they may not agree.</u>	મને ડર છે કે તેઓ સહમત નહીં થાય.	मुझे डर है की वे सहमत नहीं होंगे।
5. We are happy that <u>you came.</u>	અમે ખુશ છીએ કે તમે આવ્યા	हम खुश है की <u>आप आए।</u>

Now let us see the difference between the sentences using Noun Phrase and Noun Clause: (in the below given table every 'a' Noun Phrase and every 'b' has a Noun Clause)

English	Gujarati	Hindi
1a) I hope to reach in time	a) હું સમયસર પહોંચવાની આશા રાખું છું.	a) मैं समय पर पहुँचने की आशा रखती हूँ।
b) I hope <u>that I shall reach in time.</u>	b) હું સમયસર પહોંચી શકું તેવી આશા રાખું છું.	b) मैं समय पर पहुँच पाऊँ ऐसी आशा रखती हूँ।

2a) Who can doubt the truth of this writing?	a) આ લખાણની સત્યતા પર કોણ શક કરી શકે ?	
b) Who can doubt that <u>this writing may not be true</u> ?	b) આ લખાણમાં સત્યતા નથી તેવી કોણ શંકા કરી શકે ?	
3a) We hoped for his success	a) અમે તેની સફળતાની આશા રાખતા હતા.	
b) We hoped that <u>he would succeed</u>	b) અમે તે સફળ થાય તેવી આશા રાખતા હતા.	

❖ **CHECK YOUR PROGRESS. 2**

Try to translate the following sentences:

- a) The young man told us the direction of the wind.
-The young man told us in which direction the wind blew.
- b) Everyone believed him guilty.
-Everyone believed that he was guilty.
- c) His departure was unexpected.
That he departed was unexpected.
- d) He confessed his crime.
-He confessed that he had committed the crime.
- e) He described how the soldier marched.
- f) There is no meaning in calling her.
- g) Why you are not here is a question.

4.4 SENTENCE STRUCTURE

Commonly all the languages have three sentence structures- Simple, Compound and Complex. At times there is also a compound-Complex sentence.

4.4.1 SIMPLE SENTENCE:

A Simple sentence has one Subject and one Predicate-

-My/ mother/ bought/ me/ a/ dress.

Attribute/ Subject/ Verb/ Indirect Object/ Attribute/ Direct Object

Let us see the same one in Gujarati:

મારી / માતાએ / મને / વસ્ત્ર / ખરીદી આપ્યું.

Attribute/ Subject/ indirect Obj. / Direct Object/ Verb

In English the word order of a Simple sentence is: Subject+ Verb+ Object,
whereas in Gujarati and Hindi it is: Subject+ Object+ Verb.

Now let us try to translate a few Simple sentences:

(1) a) Raju / bought/ few/ books/ for/ his/ sister/ today.
-Subject/ Verb/ Adj./ Obj. / Prep. / Attribute/ Obj. / Adverbial
Qualification

b) રાજુએ / પોતાની/ બહેન /માટે /આજે /થોડા પુસ્તકો /ખરીદ્યા.
-Sub. / Attribute/ Obj. / Prep. / Adv. Qual./ Obj. / Verb

c) राजुने अपनी बहन के लिये आज कुछ पुस्तके खरीदी।

(2) a) That old man / looks very happy since last one year.

b) તે વૃદ્ધ માણસ છેલ્લા એક વર્ષ થી ખૂબ ખુશ દેખાય છે.

c) वह बुजुर्ग आदमी पिछले एक साल से बहुत खुश दिखता है।

(3) a) His words / filled us with joy.

b) તેના શબ્દોએ અમને ખુશીથી ભરી દીધા.

c) उनके शब्दने हमें खुशी से भर दिया।

4.4.2 COMPOUND SENTENCE

A Compound sentence has more than one Main Verb. Hence, it has more than one Principal Clauses joined using Conjunctions. For example:

God/ created/ man/ and/ man /made/ religions.

-Sentence1/ Conjunction/ Sentence2

Both the sentences have their individual meanings and a together one more meaning when joined by a conjunction. Let us try to translate it into Gujarati:

ભગવાને માણસનું સર્જન કર્યું /અને/ માણસે ધર્મ બનાવ્યા.

भगवानने मनुष्य का सर्जन किया/ और /मानुषयने धर्म बनाया।

Like 'and', અને and और are conjunctions in Gujarati and Hindi. A Compound sentence can be of more than two Principal sentences too. In the following sentences the underlined words are the Conjunctions:

-He is intelligent, but lazy and naughty too.

-તે બુદ્ધિશાળી છે પરંતુ આળસુ અને તોફાની પણ છે.

- *vh budhhdhishali hai, parantu aalsi hai, aur shaitan bhi hai*

The above sentence has three Principal Clauses, with a common Subject (He).

Let us try to translate a few Compound sentences:

(1) He /is hardworking/, therefore/ he/ will succeed.

Sub.1/ Verb1 / Conjunction/Sub.2/ Verb2

-તે / મહેનતુ છે / તેથી / તે / સફળ થશે.

Sub.1/ Verb1/ Conjunction/ Sub.2/Verb2 Similarly Hindi sentence:

-वह महेनती है इसी कारण वह सफल होगा।

(2) Come/ quickly/, or else/ you/ will miss/ the/ scene.

Verb1/Adverb/Conjunction/Sub2/Verb2/Object

-જલ્દી/ આવો/ નહિતર/ તમે/ નજારો/ ચૂકી જાશો.

Adverb/Verb1/Conj./Sub.2/Obj./verb2

(3) We/ wanted to see /the movie/, but/ we/ did not have/ enough/ money.

Sub.1/ Verb1/ Object1/ Conj. /Sub.2/ Verb2/ Adjective/ Object

-અમારે / ચલચિત્ર / જોવું હતું, / પરંતુ / અમારી પાસે / પૈસા / નહોતાં.

Sub.1 / Obj.1/ Verb1/ /Conjunction/ Subject2/ Obj.2/ Verb2

(4) She/ was/ happy/ therefore/ she/ was singing/ and /dancing.

Sub.1/Verb1/Complement/Conjunction/Sub.2/verb2/Conj.2/verb3

-તેણી /ખુશ / હતી / તેથી / તે /ગાતી /અને /નાચતી હતી.

Sub.1/Comp./Verb1/Conj.1/Sub.2/Verb2/Conj.2/ Verb3

We have split the sentences so as to understand the positions of every category of the sentence.

4.4.3. COMPLEX SENTENCE:

A Complex Sentence has one Principal Clause and one or more Subordinate Clauses. Hence it may have more than one Main Verbs. For example:

-I am satisfied with/ what I have.

Principal Clause/ Noun Clause

Let us try to translate the same:

-મારી પાસે જે છે તેનાથી / મને સંતોષ છે.

Principal Clause/ Noun Clause

-मेर पास जो है /उस से में सन्तुष्ट हूँ।

Let us try to translate a few more Complex sentences:

(1) Do the work/that's the nearest- Principal Clause + Adjective Clause

-તે કામ કરો / જે સૌથી નજીક હોય .

वह काम करो /जो सबसे करीब हो।

(2) He told us/ that he had read Mahabharat/ when he was ten.

Principal Clause/ Noun Clause/ Adverb Clause

-તેણે અમને કહ્યુંકે / જ્યારે તે દસ વર્ષનો હતો ત્યારે / તેણે મહાભારત વાંચેલું હતું.

-उसने हमे कहा की /जब वह दस साल का था /तब उसने महाभारत पढ़ा था।

(3) Tell me/ where is your father. Principal Clause + Noun Clause

-તમારા પિતા ક્યાં છે / તે મને કહે.

आपके पिताजी कहाँ है /ये मुझे कहे। Noun Clause + Principal Clause

(4) God takes birth on the earth, /whenever the burden of sins increases on the earth

Principal Clause with Adverb Phrase + Adverb Clause

-જ્યારે જ્યારે પૃથ્વી પર પાપનો બોજ વધે છે/ ત્યારે ત્યારે ભગવાન પૃથ્વી પર જન્મ લે છે.

-जब जब पृथ्वी पर पाप का बोझ बढ़ता है, /तब तब भगवान पृथ्वी पर जन्म लेते है।

❖ **CHECK YOUR PROGRESS 3**

Translate the following sentences using the given Phrases and Clauses:

- a) To drive a car requires skill and practice.
- b) We called him Superman. (Simple)
- c) As my elder sister was called a scholar, I determined to surpass her in sports. (Complex)
- d) One earns to live, not to show. (Compound)
- e) She took her lunch and ate it all alone. (Compound)
- f) People elected him the Prime Minister of the country. (Simple)
- g) I have read Shakespeare much and other playwrights little. (Compound)
- h) Nothing can describe the fear I felt when I saw the house on fire. (Complex)
- i) History says that when Mira was given the glass of poison, she drank it with a smiling face. (Complex)
- j) Time and tide waits for none. (Simple)
- k) We like theater, play various instruments and enjoy singing. (Compound)
- l) I tried to convince him that his arguments were baseless. (Complex)
- m) Elders fear death as children fear dark. (Complex)
- n) Neither can he speak, nor can he hear. (Compound)
- o) One should take care of the self, once he crosses fifty. (Complex)

:: STRUCTURE ::

- 5.0 OBJECTIVE**
- 5.1 INTRODUCTION**
- 5.2 THE FACTORS INFLUENCING TRANSLATION PRACTICE**
- 5.3 EQUIVALENCE AND THE LOSS IN TRANSLATION**
- 5.4 GAIN IN TRANSLATION**
- 5.5 PROVIDES ACCESS TO DIFFERENT LITERATURES TO MONOLINGUAL READERS**
- 5.6 FACILITATES COMMUNICATION**
- 5.7 DISSEMINATES KNOWLEDGE:**
- 5.8 PRESERVES LANGUAGES AND LITERATURES**
- 5.9 EXPANDS LITERARY SPHERE**
- 5.10 ENHANCES BUSINESS**
- 5.11 SUGGESTED READINGS**

❖ CHECK YOUR PROGRESS

5.0 OBJECTIVE

In this Unit, we will learn to understand

- the debates on the loss and gain that translation practice and translated texts offer.
- that loss and gain of translation are contingent upon various factors and they are dependent upon the motifs that translators intend to serve through translation.

5.1 INTRODUCTION

An act of translation has been perceived as a secondary one. The translated works struggle in receiving due recognition, as they are subsumed by the hierarchical classification of original and translated works. The traditional debates in translation studies have focused more on the loss than on gain in translation. The loss and gain in translation are determined by various factors. In this chapter, we shall first try to understand these factors and then try to understand how these factors render the translated works to be perceived in different ways.

5.2 THE FACTORS INFLUENCING TRANSLATION PRACTICE

Translation practice and theories are contingent upon the relationship between relative autonomy of translation, equivalence and the function. Equivalence can be understood in terms of accuracy, "adequacy," "correctness,"

"correspondence," "fidelity," or "identity". The functionality of translation can be conceived as the effects produced by translated work. For instance, translation performs the function of communication, production of a response and so on. Functions of translation also include introduction of new literary movements, development and evolution of languages, introduction of social activism, catering to economic, social, political agenda. Let us attempt to understand the concept of equivalence and try to figure out how the insistence on achieving equivalence leads towards loss in translation.

5.3 EQUIVALENCE AND THE LOSS IN TRANSLATION

Translation is conceived of as rendering of source language text into target language text so as to ensure that the surface meaning in both SL and TL remain approximately similar and the structure of the SL in the TL remains closer to the SL. Moreover, the translator has to ensure that while ensuring the faithfulness to the source language text, the target language structures do not get distorted. The traditional approach to translation puts emphasis on ensuring faithfulness to the original. As per the approach, the translator while translating the text from source language into the target language should remain faithful to the form and content of the original text. The inability of transferring the meaning and the form of the original text into the translated text is perceived as the loss. According to Sapir, No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached.. Different translation theorists have come up with prescriptive models to mitigate the loss. Jakobson argues that since each unit contains a set of nontransferable associations and connotations, achieving complete equivalence in terms of synonymy or sameness is not possible. This assumption leads him to conclude that poetry is untranslatable. Jakobson suggests to translate the message of the source language into target language text by adopting strategies such as circumlocution. Jakobson gives the example of the Russian word *syr* (a food made of fermented pressed curds) which translates roughly into English as cottage cheese. In this case, Jakobson claims, "the translation is only an adequate interpretation of an alien code unit and equivalence is impossible". To make it clearer, let us look at another example. It is difficult to get the exact equivalent word for "*bhakhari*" which is consumed as staple food in many regions of India. Translating it as bread does not convey its cultural connotations. If we take into account the strategies suggested by Jakobson, we can translate the verbal sign "*bhakhari*" into other alternative verbal signs such as a round thick whole wheat *chapati* served with *sabzi* (curri) or by providing footnote or providing glossary. Thus, according to Jakobson one can choose to devise transposition as a technique to solve the daunting problem of translation. However, one can here notice the loss in terms of formal and stylistic features. Stylistic features are integral part of the literary genres and the translators while translating them into target language fear to lose the stylistic and ornamental aspects of the original Source language text. It is to be noted that paying attention to only the formal or stylistic aspects of a source language text does not resolve the problems of text. The decoding of the source language message and translating into the target language codes that convey the same message do not offer solution to the problem of untranslatability. As discussed above, each language constitutes different social reality and replicating the same is a difficult task. This problem can be understood through an example. Meanings or the messages encoded in the words are culturally and contextually embedded. They do not convey anything if

they are taken out of context. Moreover, the context is also culturally specific and borrowing the context of the source text in to target text is likely to create ambiguity for the target text readers. For example, the lines “if winter comes, can summer be far behind” will fail to produce the same impact of the source text into target language context where summer is harsh. Here, the translator is left with the option of translating the message in a befitting context that produces corresponding effect of the source language. So, in a context where summer is harsh, the above quoted line can be translated as “if summer comes, can winter be far behind.” In such translation, the translators are likely to be accused of unfaithfulness to the original. The changes in linguistic signs are capable of distorting the poetic effect. Thus, both the methods are likely to cause the loss either of the form or the meaning of the source text.

The recent developments in translation studies do not consider the problems of translation practice as loss. They are concerned with the shifts that take place during the process of translation. Moreover, the hierarchical binary opposition of the source text as original and translation as secondary has been challenged by many postcolonial translation theorists. Let us discuss the advantages that translation offers to different arinas.

5.4 GAIN IN TRANSLATION

Translation is considered to be performing the bridge building task across cultures. It is translation which brings cultures close to each other. Translator while translating a particular text may face challenges due to the absence of linguistically or culturally equivalent words or concepts. However, translation has played a crucial role in establishing contacts among different cultures at various historical junctures. We shall now try to understand the gains that translation offers to different institutions.

5.5 PROVIDES ACCESS TO DIFFERENT LITERATURES TO MONOLINGUAL READERS

Translation makes it possible for the readers to read literature written in languages which the readers are not familiar with. The monolingual readers usually have access to literature written in their respective mother tongues. Translation provides them with an access to the literature (fiction or nonfiction) written in foreign languages. For example. India is a multilingual country and is rich in terms of diversity. Literary texts are being written in different regional languages. If a Gujarati reader does not know Bangala, he or she can still read Gitanjali written by Ravindranath Tagore because it has been translated into Gujarati and several other languages. Thus, translation by providing access to literature written in different languages serves a great cause.

5.6 FACILITATES COMMUNICATION

Language is considered to be an important tool of communication. We use both linguistic and metalinguistic codes in order to communicate. In order to ensure an effective communication, the shared knowledge of linguistic codes is required. It is difficult to have effective communication between interlocuters who speak different languages. For example, consider a situation where there are two interlocuters. One speaks Marathi and the other speaker speaks Spanish. Both of them will find it difficult to communicate with each other. If there is an interpreter

who knows both the languages, he or she will facilitate communication between both of them. It is to be noted that an act of translation involves an act of interpretation. An act of interpretation is also an act of translation. Thus, translation by interpreting codes in different languages facilitates communication among people speaking different languages.

5.7 DISSEMINATES KNOWLEDGE

In today's globalized world, the cultural boundaries have become blur. The idea of plurality and diversity have gained currency. One can notice the cross cultural influence in all the societal, technological, cultural activities and so on. We in our day today life tend to describe a new object, event or a phenomenon to others. The traveler travels to different places and describes food, places, and costumes and so on of the places he or she visits. The cook books or food blogs come up with a detailed account of culinary practices being observed across cultures for target language readers or listeners. The nations across the globe benefit from the scientific and technological innovations done in different parts. It is to be noted that it is translation that comes into play and plays an instrumental role in disseminating ideas, concepts or knowledge pertaining to various arenas. Cultures evolve because of the exchange that take place among them through translation.

5.8 PRESERVES LANGUAGES AND LITERATURES

Literature holds a mirror to the society. It provides insights into socio-political and cultural aspects of a society, a community, an ethnic group and so on. Moreover, literature serves as an alternative historical document for many cultures which have not been documented in mainstream history. Some great literatures have been written in languages which have become obsolete or are on the verge of becoming obsolete. Translation becomes instrumental in preserving and in documenting cultures. It is through translation that folk songs, customs, rituals are disseminated and preserved. Moreover, translation keeps languages alive by promoting literature written in those languages.

5.9 EXPANDS LITERARY SPHERE

Many nations have witnessed that translation has expanded their literary sphere. The writers through translation are able to read literature written in different languages in different countries. It further shapes their creativity and impacts their writing styles. The stylistic aspects of a particular literature influences another literature and the convergence between the two give birth to a new literature. For instance, the genre novel was introduced to Indian literary sphere during nineteenth century through translation. The great novelists such as Bankimchandra Chattopadhyay, Saradchandra, Govardhanram Tripathi, O' Chandu Menon read and translated texts from other languages and they eventually produced novels in Indian modern languages. Thus, translation becomes crucial in evolving and expanding literary sphere of different nations.

5.10 ENHANCES BUSINESS

Translation facilitates and enhances business among different organizations. Translators translate the catalogues, manuals, contracts and thus ensure effective communication between companies, clients and consumers.

Moreover, translation plays a crucial role in enhancing diplomatic relations among nations.

Thus, there are numerous advantages that an act of translation offers us. The translators have to decide the strategies and techniques that are in keeping with the objectives their translation seek to serve. Translation builds bridge among cultures, enhances learning, disseminates knowledge, establishes cross-cultural contacts, evolves languages, expands literary sphere and so on.

❖ CHECK YOUR PROGRESS

1. What is equivalence?
2. Define the term circumlocution.
3. What are the problems that translators face while translating poetry.
4. Why it is difficult to find an equivalent word of a source text in target language?
5. What are the advantages that translation offers?

5.11 SUGGESTED READINGS

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:: STRUCTURE ::

- 6.0 OBJECTIVES**
- 6.1 INTRODUCTION**
- 6.2 TRANSLATION TOOLS IN EDUCATION**
- 6.3 TRANSLATION AND NON-FORMAL AND INFORMAL EDUCATION**
- 6.4 ROLE OF TRANSLATION IN THE STUDY OF LITERATURE**
- 6.5 SUMMING UP**
- 6.6 KEY WORDS**
- 6.7 FURTHER READING**

6.0 OBJECTIVES

In this unit you will learn:

- What are tools for translation in education
- How translation can help in formal education
- Usefulness of translation in informal and non-formal education
- What is academic translation
- How marketing translation is useful in academics

6.1 INTRODUCTION

The term education denotes many meanings, in a way education is a life-long process. But we would confine our discussion to limited areas of education – formal education, informal education and non-formal education; and how translation can be useful in that very context. We will also discuss role of translation tools in education.

The main goal of translation in the education system is to ensure that both teachers and students understand each other on multiple levels. The students should be able to understand the meaning, concept and context of the subject.

As Allan Duff says, teachers and students now use translation to learn, rather than learning translation. According to him translation activity from L1 to L2 enhances understanding of the subject. Use of translation in teaching –learning process is a natural means of teaching, especially a language. It can be used to teach as well as reinforce what is taught in form of practice. However best one tries not to use translation in language class room, the process of translation takes place, if not directly, then ambiguously. It is a fundamental process for learning a language. On top of it, translation helps learners to relate newly acquired

knowledge to whatever was learnt earlier. It develops language awareness and helps the learner to grasp similarities and differences between the languages. In a country like ours, where bilingualism or multilingualism is quite common, translation and habit of translating let the students to maintain respect for their mother tongue and retain their first language identity. In this context, it would be worth - while to study how translation can be helpful in the field of education.

We are already aware that translation, by its very nature is a communicative activity. Teaching-learning process will happen only when proper communication takes place. When one is not able to convey the meaning or grasp the meaning properly, activity like translation facilitate to understand the communication in the right possible context. When it comes to online communication or referring to online material for study, or gathering formal or informal information, translation is inevitable and relevant. However, for the sake of clarity of the topic, we would try to understand the significance and relation of translation and education in different situations. Before probing deeper into these areas, we will briefly discuss one of the most useful gifts in this field, made available to us by the phenomenon called globalisation – translation tools, and how best they can be utilized.

6.2 TRANSLATION TOOLS IN EDUCATION

By 2022 it was expected that the total internet users in India would grow to 735 million. Owing to the availability of smartphones and cost effective internet connectivity even in rural areas more and more people are turning to web based support for their translation requirements. The pandemic in recent past has further boosted this trend.

Besides learning a language, people across the globe feel a need to access the large corpus of knowledge/information available in languages other than theirs. Interestingly, the world of translation has been aided with a new tool in the last couple of decades. It is called Web-based machine translation (WBMT). The rising popularity of WBMT sites indicates how learners are depending more and more on it. At times students use such services to deal with their assignments and projects. These automatic online translators, which include Babel Fish, Google Translate, Microsoft Translator and FreeTranslation.com, just to name a few, were originally designed to give users a basic translation of Web pages or short texts written in another language. Initially they were focused on the translation of English texts into other languages. In recent years, however, WBMT has found a new user in the foreign language student.

Some of the ‘Translator for Education site’ provide free resources, tools, and how-to guides for live captioning and translation in the classroom. Such services and sites are very useful these days as many schools enrol students from diverse background. Teachers have to manage many types of learners, including students who are deaf or hard of hearing (DHH) who require assistive technology. Some of these ‘Translators’ help bridging these communication gaps and support classroom learning with live captioning and multilingual communication regarding routine teaching affairs.

With this background, we would study further about the interface between translation and education.

❖ CHECK YOUR PROGRESS 1

1. Why the use of web based translation support is gaining popularity?
2. Name some of the widely used WBMT.

6.2.1 TRANSLATION AND FORMAL EDUCATION:

Formal education refers to the structured and hierarchical education system that runs from the entry level of the schooling to the graduation, post-graduation or higher degrees. It also denotes specialised programmes or courses for professional, vocational and technical training. More often than not, it is imparted by qualified teachers, specially trained in the art of instructions. The teacher and the taught, both are aware of the task in front of them and engage themselves in the process of education.

Translation is particularly useful in classroom activities including teaching when the group of the students is diverse or bilingual. Teacher adopts translation to teach vocabulary, grammar and syntax. However, the teacher should be on guard and use translation activities judiciously. Overuse of translation may hinder the very objective of teaching – learning process. At the same time, rigid attitude of not using it at all, may result into restricted communication or lack of communication. The best approach is to try to integrate translation with different skills to achieve the objective of teaching in the classrooms.

The advantages of using translation in classrooms is enabling the student to understand the subject. It enriches their vocabulary, helps to perceive the concepts clearly and learn technical terms and jargons of the subjects. That apart, sagacious use of translation instils the sense of confidence in the students as they will not feel out of place or disadvantageous. The academic disciplines, highly technical, or areas of knowledge that requires understanding formulas, axioms or abstract ideas can be better dealt with the help of translation. The same way, students can express their ideas in a better way when translation activities are permitted in the classrooms. It is observed that if the learners can first understand something in their own language and then are taught the same ideas in the new language, the idea is etched in their memory.

Translation as an activity, can encourage learners to discuss the meaning and use of language more profoundly as they work through the process of understanding. It encourages the learners to search for equivalents in another language, helping them to acquire deeper understanding of the subject. It can be intra lingual or inter-lingual. Suppose a poem by Shakespeare or Geoffrey Chaucer is explained in English only, it is an example of intra lingual translation. On the other hand, when a teacher translates the poem into the language of medium of education/mother tongue, activity called inter-lingual translation takes place. In both the instances, translation is inevitable. In the country like India, where learners are bilingual or trilingual, translation is the easiest way of imparting education. Moreover, translation can be a support for the writing process, especially at lower levels. Research reveals that learners are able to acquire more information in their own L1, which they can then translate. In such situation translation becomes inescapable.

Similarly, at the level of higher education, open universities and organizations like NCERT need to translate their syllabus, policies and

programmes to make them accessible nationwide. This is another facet of translation in education. Many institutes and organizations in the field of research publish their journals or research paper in more than one languages. Even while preparing material for evaluation, like examination question paper, along with the native language, English translation of the questions has to be provided.

❖ CHECK YOUR PROGRESS 2

1. What is formal education?
2. What are the advantages of using translation in a formal classroom?
3. How translation is useful in formal education?

6.2.2 Translation and Learning a New Language:

Learning a new language can be a part of formal or informal education process. Nevertheless, it is discussed in this unit under the category of formal education for the sake of convenience.

Academicians often ask whether translation have a place in the modern language or literature classroom. The answer is, as long as translation is recognized as a distinct skill rather than a path to language acquisition it should be used as a learning tool to learn a new language. In fact, translation is the most used activity and tool to learn a new language. It facilitates the communication process by decoding the information received from L1 to L2 or vice versa. Translation, by its very nature helps to transmit or transfer appropriate meaning of a word or a sentence. It helps to identify meaning of new words, phrases, idioms, metaphors and other expressions, especially colloquial terms and culturally loaded linguistic items. As a group activity, discussion of differences, similarities and specificities helps the learner to appreciate strength and weaknesses of their mother tongue and the acquired target language/s. This way, as a tactic for learning a new language, whether local or regional or international, translation can be used as a valuable and effective tool for developing the proficiency and communicative skills among the learners. As one of the most effective strategies to learn any language in general translation can be used as a medium for developing the learners' communicative ability. In short, translation is a key element while learning a language.

❖ CHECK YOUR PROGRESS 3

1. How translation facilitates learning of new language?

6.2.3 TRANSLATION IN ELT

English is a language of international communication. In a globalised, multilingual world, English has carved a niche at an international level, and is earning dominance as a world language. In India, it is still the most common second language as it enjoys the status of an official languages in seven states and seven union territories. It is in a way an 'associate official language'. That apart, worldwide, it is one of the largely used language for internet, science and technology, social media and online entertainment platforms.

Translation was a significant part of ELT for a long time. However, during the last decade, it was replaced by communication methodologies. Once again in the field of pedagogy, it is accepted as a useful tool for communication. Many ELT theorists and educators are now reverting back to translation as a classroom

activity. It trains the learners to look for more appropriate expressions. It gives flexibility as well as accuracy of acquiring proficiency in English.

❖ CHECK YOU PROGRESS 4

1. Why translation is a useful tool in ELT?

6.2.4 Translation and Study of Comparative Literature:

Study of comparative literature can be a part of formal education or informal or non-formal education, depending on whether it is the part of academic curriculum or carried out voluntarily or independently by an individual. But that does not undermine the inevitability of translation in the study of comparative literature field.

Relationship between translation and Comparative Literature:

Study of comparative literature cannot happen without translation. The term comparative literature covers almost everything that exists in the field of literature, regardless of languages, times, genre or geographical area. Not only the literature of dominant languages, it takes into account literatures of all the countries and all the languages, along with folk literature and oral literature. In order to study the literature of less-spoken languages or minor languages, translation is the only option available.

In this context, the importance of translation studies in Comparative literature comes up. Through the translation, literature of the margin shifts to the core. By the means of the literature language, culture, history and world view of the respective people come into light; and all the languages, whether oral or written are treated with equal respect. Owing to comparative study, many languages and literary traditions have received a new lease of life. Linguistic diversity is preserved and new avenues of study are opened.

Obviously by translating any work of art, for example the works of Shakespeare, translator does not assimilate the language or compromises with the text, but s/he widens its frame and broadens the scope and reach. Through translation, people get access to literatures of various languages. By comparing, contrasting and pointing out the differences and similarities, their perspective is widened.

❖ CHECK YOUR PROGRESS 5

1. Discuss inevitability of translation in the field of comparative literature.

6.2.5 Translation for bilingual or LEP (Limited English Proficient) students and parents:

Translators and interpreters support the visual, aural, and oral learning of bilingual students and their parents. Many a times, the students and/or their parents are not comfortable with English. In a situation where the medium of education is English and all most all the activities including parents –teacher meetings are carried out in English, translators and interpreters are required for proper communication.

Common necessity for educational translation include school registration documents, textbooks and study material, question papers for examination and

assignments, syllabus, learning material, handbooks, documents containing institutes policies, rules and regulations among the others. Proper translation of all such documents is required for clear communication between teachers, students and parents.

❖ **CHECK YOUR PROGRESS 6**

1. What is the meaning of LEP students? What role do translators and interpreters play in the case of LEP students and parents?

6.3 TRANSLATION AND NON-FORMAL AND INFORMAL EDUCATION

If we consider education as a process of acquiring knowledge, it begins almost as soon as a child is born. Education, in its simplest sense means helping an individual to learn how to do things and make him/her understand what s/he has learnt. Informal education, in other words, is when you are not studying in any educational institutes or do not use any particular or prescribed method of learning. Informal education has no set curriculum, teaching plans and timetable. It is not pre-planned. It is a life-long process that happens to us naturally.

One of the best examples of informal education is a child learning his mother tongue. It can also be a parent teaching a child to do something. It can be anything, from how to ride a bicycle to prepare a cup of tea. Have you heard a poetry, written as a tribute to Chhatrapati Shivaji, titled as 'Shivaji nu Halradu' By Zaverchand Meghani? Is it not an instance of a mother, educating her son right from his days in cradle? Do you remember your parents or grandparents telling you stories or singing rhymes and songs to you? Was not that an educative action? If you are standing in a queue at a bank for the first time, or at a post office to book a parcel, those experiences are also a kind of informal education.

Precisely, informal education refers to a never ending learning process, whereby each individual acquires attitudes, values, skills and knowledge from various sources and influences in his or her own environment.

Unlike informal education, non-formal education is imparted consciously and deliberately. It includes adult education, adult literacy programme or school equivalency preparation. In non-formal education, an individual can learn literacy, other basic skills or job skills.

In this context, our concern is how translation can facilitate to acquire informal or non-formal education? You must have noticed that these types of education can be acquired from various sources such as media, family, friends, libraries, watching movies, traveling, just to mention a few. As we already know by now that translation is more than just changing the words from the source language to the target language. It builds the bridges between cultures, countries, societies, knowledge systems and languages.

If you are preparing for some competitive exams, information available in your mother tongue may not be enough. You refer to many books in different languages and prepare a note in your own preferred language. Translation as a natural process facilitate you to acquire information from various languages and process them into your own language. Similarly, when enough study material is

not available in your language, you search for it in other language and get it translated in your language through translating tools.

A vast country like India, where number of regional languages exists, translation is the only way to learn about the people and their literature, religions, cultures and life style. In such situation, intra lingual translation and inter lingual translation take place naturally. If you want to know or learn about the literature being produced in Indian languages or in the other parts of the world, it is possible only through the translation of those creative works of arts. Same would be case with other art forms.

❖ CHECK YOUR PROGRESS 7

1. How translation can be useful in informal education?

6.4 ROLE OF TRANSLATION IN THE STUDY OF LITERATURE

Translation plays a vital and pivotal role in the field of literature as the flavour of classic works can be experienced only by reading them. One cannot learn all the languages of the world for that purpose. Naturally, one can have access to world literature or literature written in a language other than one's own through translated texts only.

India, having unity in diversity with multilingual and multicultural aspects has recognized the significance of translation from the ancient time. Right from the Vedic time, the Vedas, Puranas, upnishadas and classics written in Sanskrit are translated, retold, adapted and transcribed in various languages of the country. You must be aware that Rabindranath Tagore was conferred a Nobel Prize in 1913. It would not have happened unless his poems in Bangla were not translated in English. We would not have read *Les Miserables* by Victor Hugo or *Goethe* would not have felt the ecstasy of reading *Shakuntalam*. Translation is like a window to the field of literature, through which a person can peek at the works of art in different languages.

Here, once again, we should remember that study of literature can fall under the category of formal or informal education, depending on the case.

❖ CHECK YOUR PROGRESS 8

1. 'Translation plays a vital and pivotal role in the field of literature' – do you agree with the statement? Give the reasons to support your answer.

6.5.1 ACADEMIC TRANSLATION

This is the type of translation is needed when degrees, course credits, thesis papers, among the others are required to be translated for validation for further study or recognition at global level. This is often needed for the admissions process for higher learning institutions. For example, when a student wants to apply for a world-class school of university in foreign country, his/her academic records, credentials and references need to be translated if they in a native language.

Likewise the output of researchers or work of the students pursuing doctoral research, and other academics also require translation if it is to be assessed by an international boards or similar academic bodies. In a country like India, unless the

outcome is written in English, translation is required for being the part of the process.

6.5.2 MARKETING TRANSLATION

In the wake of increasing competition for attracting international students, the universities and schools are engaged in marketing and branding to persuade new international students. They want translation for their websites, brochures, flyers, prospectus, students' handbooks, college magazines and other material prepared for advertising. Such translations require a localised or transcreated versions.

❖ CHECK YOUR PROGRESS 9

1. What is academic translation? Explain in your own words.
2. What do you understand by marketing translation?

6.5 SUMMING UP

In this unit you have studied that translation pervades almost all the areas of education.

- You have also learnt about different translation tools for education
- We discussed what is formal education and how translation is useful in the teaching learning process in formal classroom condition
- How translation is useful in learning a new language
- How translation play a significant role in ELT
- Inevitability of translation in the study of comparative literature
- How translators and interpreters can help LEP students and parents
- Relationship of translation and non-formal education
- Significance of translation in informal education

6.6 KEY WORDS

Translation, education	Formal education: formal education refers to the structured and hierarchical education system that runs from the entry level of the schooling to the graduation, post-graduation or higher degrees.
Informal education:	Informal education is a general term for education that can occur outside of a structured curriculum.
Non-formal education:	Non-formal education refers to planned, structured programmes and processes of personal and social education designed to improve a range of skills and competence outside the boundary of formal class room scenario.
Academic translation:	Any type of translation having to do with academics
Bilingual:	Having proficiency in two languages
Multilingual:	People who are able to use more than two languages for communication
Intra lingual translation:	Unlike translation proper, intra lingual translation is a rewriting or paraphrasing within the same language system.
Inter-lingual translation:	It is an interpretation of verbal signs by means of some other language

6.7 SUGGESTED READING

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:: STRUCTURE ::**7.1 OBJECTIVES****7.2 INTRODUCTION****7.3 TRANSLATION IN DISTANCE EDUCATION****7.4 LET US SUM UP****7.5 KEY WORDS****7.6 SUGGESTED READING**

7.1 OBJECTIVES

In this unit we will discuss

- What is distance education
- Different categories online course
- Translation in distance education

On completing this unit, you will be able to discuss

- Significance of translation in distance education
- How translation is used at administrative level in distance education
- How translation can help the learners
- Some of the key concepts pertaining to distance education
- Interface of translation and distance education

7.2 INTRODUCTION

What does distance education mean?

Distance Education in its simplest sense is a practice to design and offer access to learning when the source of information and the learners are not face to face, they are separated by time and distance, or both.”

As published on All India Council for Technical Education website : (<https://www.aicte-india.org/education/distance-education>)

Distance Education, or distance learning, is a field of education that focuses on the pedagogy and andragogy, technology, and instructional systems design that aims to deliver education to students who are not physically "on site". This emerging method of education is fast growing practice to avail education at different levels, of different kinds in universities and institutions across the globe. With the recent development in ICT and post- pandemic global world, distance learning is more in demand than ever before as it caters to the need of individualized attention and guidance to the students world-wide.

You are aware that however integrated and well structured, the formal system of education at any level requires the teachers or the instructors and the

learners face to face, in real time in a class room. Whereas, the distance education system does not require physical presence of a teacher or a taught. As you have offered this course, you are not supposed to attend any classes at any particular time and space. You study from the comfort of your home by using self-study materials prepared and provided to you for this very purpose. A meeting between a teacher and learners at a regular time is not required. The material replaces the teacher, or you may say that the role of a teacher is marginalized.

What you would have learnt in a face-to-face, formal education situation, you are learning the same content in a distance mode. Distance education, in this sense, supplements and complements the traditional way of formal education. Owing to the flexibility of learning, distance education meets the ever increasing demands of the individuals who wants to learn or upgrade themselves. One of the reasons behind its growing popularity and demand is it is free of formalities. Home study, off-campus study, external study, extra-mural study are quite synonymous to distance study.

Moreover, since, it is an education free from formalities, it is more accessible to different kinds or types of learners. Some call non-formal education non-traditional education. There are many terms used to represent or indicate individualised, off-campus study, learning and instruction. But these terms are often loosely used as synonymous of distance education or open education. It has both, potential and scope to grow, as it caters to the need of (1) those who could not get into conventional education, (2) who are denied the formal / conventional education, (3) who were forced to discontinue formal/conventional education, (4) who are in search of employment and want to increase the chances of getting a job, (5) who are employed but seeking better opportunities, (6) who want to upgrade their professional skills, (7) who are inquisitive and want to acquire vocational or professional training. In short, distance education has scope to meet the requirement of education at different levels.

Another reason that has made these Online Courses recognized is their being UGC-approved. UGC approved online degree courses in India have made people more inclined toward these courses. According to one estimate, there exist more than 150 centres for distance education run by institutes and universities affiliated to UGC, and this tally may go much higher when it comes to UGC approved centres.

Before we study translation in distance education, let us have a quick glance at different categories of distance learning. 1. Synchronous distance learning that involves live communication through various online or offline platforms, 2. Asynchronous distance learning having a sort of dead line for the learners to submit their assignments and projects, 3. Hybrid distance learning that combines both asynchronous and synchronous learning where learners are required to meet at a pre-determined time, 4. Electronic learning, also known as e-learning that provides study material electronically in the form of DVDs, CDs or on computers through various computer-based tools.

To sum up, within a distance learning scenario, a learner can opt for a certificate course, diploma course or degree course at graduate or post graduate level, depending on his/her choice and requirements.

❖ CHECK YOUR PROGRESS 1

1. What is the basic difference between formal / conventional education system and distance education?
2. Distance education is useful to which type of people?
3. What are the different categories of distance education?

7.3 TRANSLATION AND DISTANCE EDUCATION

7.3.1 TRANSLATION AT ORGANIZATION/ADMINISTRATIVE LEVEL

It would be worthwhile to have a look at the functioning of institutes of distance education. Some of the prestigious institutes or universities like Indira Gandhi National Open University (IGNOU), Indian Institute of Technology (Madras – Chennai), Amity University, Noida, JSS Academy of Higher Education and Research, Dr. D. Y. Patil Vidyapeeth, Bhartiya Vidyapeeth, Dr. Baba Saheb Ambedkar Open University, Manipal Academy of Higher Education, Yashwatrao C. Maharashtra Open University, National Institute of Open Schooling among the others are leading in the distance education field. However, the learners should keep in mind that these names are picked up randomly, and many more universities and institutes operate successfully in this field. These institutes or universities do not only offer different course but also provide free reading and course material. In order to reach out to their prospective clients, they need prospectus, brochures, flyers, advertisements which cannot be printed in just one language. They are required to prepare such documents in respective regional languages and also in Hindi and/or English. Simultaneously, any university or institute have their own website. They need to upload matter in English, whereas the same matter is needed in the regional language also. At this level, the administrators would not prefer to prepare the material again and again. That is not viable either. Under such circumstances translation is the easiest solution. For example, more often than not, a university will publish and propagate about the courses it offers in its website in English. However, when it has a regional centre/s in some area/s, the same content will be translated and publicized in the respective regional languages.

Let us have a look at a real instance. If you visit the website of National Institute of Open Schooling (NIOS), you will come across a link under the title ‘General Instructions for Worksheet’ from which you can download a bilingual PDF file. It is prepared in English and Hindi. Apart from academic, vocational and professional courses, this Institute imparts distance education of eleven different languages like Bengali, Assamese, Kannada, Nepali, Odia, Tamil, just to name a few. Interestingly, a document containing information about ‘Tutor Marked Assignment’ is required to be translated in all these eleven languages as it contains important information regarding how and when to submit the assignments. We have talked about just one document here. There would be a large number of such information which is to be produced in different languages. Same would be case of other universities and institutes.

At the next level, the institutes need to prepare self-learning material. In a university where the same course is offered in more than one languages, the same material should be provided to the learners of all the languages. The institute usually hire translators to carry out such tasks. At times they need to prepare

handbooks, guideline for the learners, curricular and syllabus in more than one language. Most of these institutes also have their YouTube channels and handles and radio streaming or podcasts. Many of their programmes at the secondary level are found to be bilingual – created in Hindi and English to add to its usefulness and viability. For the sake of clarity, let us have an example of Dr. Baba Saheb Ambedkar Open University, Gujarat. It provides a variety of certificate, diploma and degree programmes. It offers a certificate course in Food and Nutrition (CFN). If you have a look at self-learning material (SLM) of this course, you will realize that originally this course is perceived by Indira Gandhi National Open University framed in English. A team of translators have translated it in Gujarati. Their names are acknowledged in the SLM. This is just a single instance. Such practices saves lots of time, money and energy without compromising with the quality of the content. It surely reiterates significance of translation, doesn't it?

In this era of competition, the administrative quarters need to hire PROs and counsellors to establish relationship and guide the clients. They are often required to translate the information. Likewise the interpreters are also hired for localizing and facilitating the process at the regional level. The call centres of the institutes give options of communication in English, Hindi and one or more regional language. Most of the FAQ.s on their website and recorded script of the call centres are translated for the sake of convenience.

When it comes to evaluation, not only the institutes of correspondence courses and distance education, all most all the universities and other Boards of Secondary and Higher Secondary level, print their question papers in at least two languages. Here the concern person is supposed to translate the question paper very carefully and exactly. Moreover, during the examination, at times, learners with poor hand function and speech and hearing impairments may be provided amanuensis who can understand their communication including sign language, which is as you have already learnt, an example of inter-language translation.

❖ CHECK YOUR PROGRESS 2

1. How would an institute of university offering distance learning courses reach out to people? What role may translation play in it?
2. Why most of the institutes dealing with distance education publish their prospectus in more than one language?
3. Give an example of inter-lingual translation likely to occur in distance learning programmes.
4. Why would the institutes of distance learning need translators and interpreters?

7.3.2 TRANSLATION AND LEARNERS

We have already studied how translation is significant for the administrative quarters. The same way, we will now try to ascertain how translation is imperative for the students as well.

More often than not a learner who is not proficient in English feel alienated and powerless when it comes to self-learning; as most of the websites providing primary information, brochure and other print outs are not always bilingual but published in English. In such case, a student, struggling to make a right choice, needs to visit many websites or go through the brochures and get each of them

translated for proper understanding. S/he may do so with the help of online machine translators.

At next stage, the learner has to repeat the same exercise of getting the information regarding terms and conditions and other requirements of the course. Once, the registration is done, the learner need to refer to various reference books or search for the content online for deeper understanding of the subject. And again, once the learner is thorough with the content, would require to submit assignments. To comply with that, at times the self-learning material provided by the institute may not be enough. Again, a learner has to search different websites and refer to material in print media and get them translated in order to digest it. Material pertaining to most of the technical, professional and vocational courses would be available in English and other international languages. Similarly, the plight of a student aspiring to obtain an online diploma or degree from a foreign university, would be the same as discussed above. As deliberated earlier, many universities have e-learning platforms. If the videos or programmes are not bilingual or in the first language of the learner, s/he will depend on translation to perceive and digest it. Likewise, in case of online tutorials, the student may need to request the tutors to explain the subject bilingually. In an international scenario, where students from different language background are pursuing a special programme, they are provided by machine translating tools by the university to get the online sessions translated in their respective languages, either directly or in a form of subtitles. Such translating tools are in fact, a boon to the academic field. They are indispensable for the research-students, participating in an international seminars, conferences or workshops.

Naturally, the student who are not fluent in English (LEP) as their primary language, and having limited ability to read, write and speak English will depend largely on translation and would also require interpreters during the counselling sessions. This situation is not so common in India but in European countries, the number of such LEP students is usually quite large in prestigious institutes of distance learning. The same way, a student with disability may need a translator, who can translate from or into the sign language for him to communicate effectively in the examinations.

In short, in distance learning, a student would depend on translation to learn the course content, to widen the horizon of his/her learning by referring to different online or printed resources, to accomplish his/her assignments or term work and later for preparing his notes for the final exams.

❖ CHECK YOUR PROGRESS 3

1. Which are the instances when a student would require translation in a distance learning scenario?
2. How machine translation or translating tools can prove helpful to the students of distance learning courses?
3. How translation can help LEP students and parents and differently abled students?

7.4 LET US SUM UP

In this rush hour of life, attending school or college for 5 to 6 hours regularly has become a luxury for many. At times constraints of time and money play a major role for not getting into mainstream formal education system. Many individual, after getting absorbed in their vocations or professions would like to hone their skills and knowledge. For that reason many private and public institutes and university have introduced online certificate, diploma, degree and post diploma courses. However, their limited proficiency in international and major mainstream language become a barrier at times to join online or distance learning course.

As we know, translation permeates most academic fields and everyday communication practices. When used judiciously, it improves students' performance. For students and their parents from different cultural and linguistic backgrounds, translators and interpreters facilitate to build a bridge between these barriers of language and culture. Consequently, an atmosphere of better understanding and perception is fostered, resulting in improved student performance and lower drop out ratio.

7.5 KEY WORDS

Distance Education :	A type of process of learning that create and provide opportunity of learning when the source of education and the learner need not be face to face in real time.
Pedagogy :	The method and practice of teaching, especially as an academic subject or theoretical concept.
Self-study :	Acquiring knowledge of an academic subject without assistance from any tutor or teacher.
Formal education :	Formal education refers to the structured and hierarchical education system that runs from the entry level of the schooling to the graduation, post-graduation or higher degrees.
Non-formal education	Non-formal education refers to planned, structured programmes and processes of personal and social education designed to improve a range of skills and competence outside the boundary of formal class room scenario.
Conventional education :	Teacher/ instructor centred traditional education
Synchronous distance learning :	A type of distance education that connects the learners and the tutors/instructors via real time; using online platforms.
Asynchronous distance learning :	It takes place when the learners and the tutors/instructors interact in different time and place frames. The students in this system are able to complete their work at their own convenience.
Hybrid distance learning :	It is a combination of in-person and remote learning. It is also called blended learning.
LEP :	Limited English Proficient. Students who do not speak English as their primary language and who have a limited ability to read, speak write or understand English I LEP

7.6 FURTHER READING

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:: STRUCTURE ::**8.0 OBJECTIVES****8.1 INTRODUCTION****8.2 IMPORTANCE OF TRANSLATION****8.3 ROLE OF TRANSLATION IN INDIAN LITERATURE****8.4 ROLE OF TRANSLATION IN DEVELOPMENT OF LANGUAGE****8.5 CONCLUSION****8.6 SUGGESTED READINGS**

8.0 OBJECTIVES

After reading this unit carefully, you should be able to:

- explain the concept of the term ‘translation’
- assess the importance of translation
- highlight the role of translation in Indian Literature
- analyse the role of translation in the development of language

8.1 INTRODUCTION

We are all well versed with the term ‘Translation’; it means communication of meaning of an original language text by means of an equivalent target language. Translation has its origin in the early Mesopotamian civilization. There are various evidences which show the prevalence of translation in olden days. It's seen that Buddhist monks used to translate various Indian scriptures into Chinese language in ancient times. Later it was observed that ancient Greeks also translated various texts and scriptures into Roman. The need for translation came into picture with the advent of religious text and scriptures. With the growth of religions all across the globe there was an urge among the preachers to spread it across the world hence it required them to make their religious scriptures available in multiple languages. The most ancient religious text that was translated is the Old Testament. It was translated to Greek language in the 3rd century BC. Religion played a vital role in promoting translation. Saint Jerome, patron saint of translation created Latin Bible in 4th century AD.

Translation is an activity of enormous importance in the modern world and it is a subject of interest not only for linguists, professionals, translators and language teachers, but also for electronic engineers and mathematicians as well. In the present context of national development, translation is considered to be an important component of language learning. As the world has become a ‘global village’ and ‘Internet’ has facilitated the communication system, the role of

translation has become crucial. At the national level, translation helps in bringing about national integration. At the international level, it helps in developing good relations among neighbouring countries. In a way, translation helps the people in their effort at nation building and establishing national identity.

Now we come to the term ‘Translator’; a person who translates a particular text from one language to other language is a translator. Translators were present since the advent of the concept of ‘translation’. In the ancient times these translators were unnamed and they often used to keep their identities secret. This is because it was dangerous to work as a translator; it would even cost their life. William Tyndale, a famous translator was executed from Holland in 1536 because he translated the Bible into English. Chinese monk Xuan Zang was applauded for translating 74 volumes of Indian Buddhist into Chinese in 645 AD. Garnett was a famous Russian translator whose works included Chekhov, Tolstoy and Dostoyevsky. Some of the contemporary translators include Gregory Rabassa, Richard Pevear and Larissa Volokhonsky, Jorge Luis Borge, Edward George Seidensticker and many more. Jorge Luis Borge translated *The Happy Prince* by Oscar Wilde into Spanish for a Buenos Aires newspaper when he was just 9. Gregory Rabassa translated many works of renowned authors like Gabriel Garcia Marquez, Julia Cortazar, Jorge Anado and many more. Richard Pevear and Larissa Volokhonsky, the couple worked on updated translations of Russian literary classics. Some works include *Anna Karenina* and *The Brothers of Karamazov*. Oprah Winfrey choose Richard and Larissa version of *Anna Karenina* for her book club back in 2004.

With the Industrial Revolution machines were invented for translating texts. As a result, translation became easier and people now did not have to translate it manually. With the passage of time and advent of technology and especially internet, translation became easy for everyone. Internet has made it easy to access various documents and translate them whenever and wherever they want to. Many instant translation tools and application are available too. They do metaphase translation; they are able to translate various spoken words and texts into multiple languages by keeping into account the culture and the relevance of the receiver.

Translation can be used to aid learning, practise what has been learned, diagnose problems, and test proficiency. In any case, teachers can't stop students translating – it is such a fundamental basis for language learning. Translation is also useful skill in itself. And not just for professional translators and interpreters.

8.2 IMPORTANCE OF TRANSLATION

In this era of globalization, English is the most commonly spoken language. But there are some people who cannot speak English properly. For these kinds of people translation is important because we cannot overlook these people who do not speak this language or do not understand this language well. In a survey in 2006, 13% of EU citizens speak English as their native language while 38% of EU citizens say that they have the skill to have a conversation in English. Therefore, only 51% of EU citizens know English. Again in 2012 survey conducted by European Commission showed that only a quarter of Europeans were able to understand well enough to follow an English news broadcast.

ROLE OF TRANSLATION IN DEVELOPMENT OF LANGUAGE

Translation plays an important role in connecting the global economy. After globalization it is important for companies to have foreign associations, clients and customers. Although English is widely spoken yet people prefer to read about products and services or engage into contents in their native language. In this context, translation comes into picture. For small companies' translation plays a critical role because they need to establish a ground in the industry. In order to grab the attention of the global customers it is important for the companies to have translators. If their competitors are able to sell their products in foreign languages, then there are chances of them capturing the entire market and the small companies running in losses. Keeping in mind this scenario the small companies have developed multilingual interface. As a result, the clients won't face much difficulties browsing through the website. With more and more small companies opting for advertising their content in multiple languages the demand of translators are growing. Hence scope of translators working on various platforms for these small companies is surely to flourish.

Not only in the field of business but translation also has its importance in the field of education. In olden days' education was restricted to nearby schools, colleges and universities. But with advancement of time and the urge among people to learn new things, people are going to different parts of the world. Students who travel to different countries for education often for them language becomes a barrier. Although in most of the foreign universities and colleges English is the medium of teaching but it may happen that there are students who are not well versed with English; in order to make these students understand the subject a translator is required. Had education been limited to only books then it would not have been a problem because books are available in all languages but since it is not enough to have only "bookish" knowledge translation is important.

Translation also helps in connecting cultures across the world. In order to translate a particular text into the desired language it is important for a good translator to have a little knowledge about the background of the language they are translating to. This would help them to translate better; translation does not mean just changing a particular text into another language meaninglessly. A translated text should always have proper meaning.

❖ CHECK YOUR PROGRESS 1

1. Briefly explain the concept of the term 'translation'.

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2. Comment on the importance of translation.

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8.3 ROLE OF TRANSLATION IN INDIAN LITERATURE

India is a multi-lingual country which is divided into two broad language families the Indo –Aryan and the Dravidian. According to the Eighth schedule of the constitution of India, there are 22 languages, 15 different scripts, hundreds of mother tongues and thousands of dialects. Among the various Dravidian languages one of the most ancient languages is Tamil followed by Kannada, Telugu, Malayalam etc. In such a multilingual country the role of translation can hardly be over emphasized. It can be said that India keeps translating every day and every moment, which means we keep translating unconsciously from our mother tongues when speaking with people who use different languages from ours.

Translation played a very important role in developing Indian Literature. Up to the 19th century the Indian Literature consisted of only translation, adaptations, interpretations and retellings. Not only literary works but translation of texts based on astronomy, architecture, metallurgy, travel, religion and poems from various languages like Sanskrit, Pali, Prakrit, Persian, etc. helped to maintain the cultural part and enriched people with knowledge of the world. Sanskrit was the most dominant language of ancient northern India. Most of the ancient Indian writers were multilingual: Kalidasa’s *Shakuntala* in Sanskrit and Pali; poets like Guru Nanak, Kabir, Vidyapati, Namdev, etc. wrote poems and songs in more than one language.

In Kalidasa’s Sanskrit plays it has been observed that the lower caste women and other characters spoke Prakrit, Sauraseni and Magadhi. At that time, it was normal to change dialects in the course of the same text. As the medieval period dawned in India, the influence of Sanskrit declined. With foreign invasions during that period there was a change in the cultural and linguistic background of India. Persian became prevalent at that time. At that time the Mughal courts had scholars who were translators. *Baburnama*, an autobiography of Babur was originally written in a language called Chagatay which was translated by Humayun’s minister Bairam Khan. Translation of various texts during this time helped to introduce many new genres in Indian literature like *masnavi*, *qasida* and most importantly *ghazal*. Mirza Galib, one of the most eminent *ghazal* writers wrote in Persian and Urdu. Next came the colonial period; India was under the British rule. The British at first considered English as the superior language but soon they realized that it was important for them to learn the local languages in order to establish their influence. During this time reverse movement of translation occurred from India to England. Sir William Jones translated *Abhijnanasakuntalam* into English. Charles Wilkins first translated *Bhagavad Gita* into English. During this time the Bible also came to be translated into various regional languages of India. The translation of Bible helped to change the translation strategies of Indian

texts. For the first time the concept of fidelity to the original and notion of equivalence were introduced to Indian sensibility. Fidelity in translation became a concern for the first time, because it was felt that the word of God had to be conveyed accurately and with no improvisations or distortions. Translation helped to promote the growth of indigenous literature and knowledge by bringing into our languages the great wealth of other literatures and cultures. Through the translation of renowned works from other Indian languages as well as foreign ones, it enriched our Indian literatures. Thus it also raises the writing standards; this happened especially when works of great writers like Shakespeare, Homer, Dante, Vyasa, Valmiki, Kalidasa and Bhasa or more contemporary writers from Tolstoy, Dostoevsky, Kafka, Beckett, Lorca, Eliot and Thomas Mann to Gabriel Garcia Marquez, Mario Vargas Llosa, Orhan Pamuk, J. M. Coetzee, Pablo Neruda, Octavio Paz etc were translated. This brought about new trends in Indian Literature.

8.4 ROLE OF TRANSLATION IN DEVELOPMENT OF LANGUAGE

In order to teach someone any new language translation is taken as an obvious means. It has many advantages. It can be used as an aid of teaching, practice what has been learned, diagnose problems and many more. Translation is the fundamental basis of language learning. It is a useful skill too. We living in a multilingual society and globalized world come across translation almost every day: from families, friends, schools, hospitals, courts, clinics, business meetings etc. Apart from these it allows the learner to understand the differences and similarities between the existing and the new language.

Since time immemorial teachers, linguists and scholars have agreed that translation is a way of learning any foreign language. They considered it to be useful because -

- It enhances vocabulary of students
- Improves verbal skills
- To get an idea as to how languages work
- Know the proper usage of that language

Translation in foreign language classes are no longer considered ineffective way of learning. Students taught by this method are encouraged to practice reading, writing, grammar and speaking. But the main target of the students learning foreign language is to be able to speak fluently in that language. It has been observed while teaching students that they generally prefer the terms of foreign languages to be translated to them in such a language that they are strong in. For example: a student gets enrolled for French classes. When the student first starts learning the various French words, he prefers to have those French words translated to him in his native language or any other language he is comfortable with. This helps the student to learn better and it also helps the teacher to put forward his ideas more clearly in front of the student. Researchers say that translation is the fifth and most important social skill because it involves communication and understanding. Translation helps in developing language awareness. While translating, one gets a clear idea about the difference in grammar, structure, vocabulary of the foreign language and has to find a way to deal with it. The real usefulness of translation in foreign classes lies in comparing

the grammar, vocabulary, structure and various other points of language in the target language with their own native language. Translation can be used to develop three basic skills of any language development – accuracy, flexibility and clarity. The motive of translation is not only to produce professional translators but also to help learners enrich their knowledge on English language. In order to get the students voluntarily involved in the various activities related to translation, it is the responsibility of the teacher to make the activities interesting. By just distributing texts for translation will not work. The teacher needs to explain the students the reason behind the assignment. After this a text is to be given to the students for translation. Translation activities have two parts – post translation and pre translation. Pre translation activities involve reading, grammar and vocabulary. Post translation activities involve writing, reviewing and evaluating. Next the teacher should discuss the text to be translated with the students and point out the key words to them in order to make them understand better. These translation activities have better effect if they are performed in pairs or in small groups. In this way students can compare their translated texts and understand the difference between each one's text. It also encourages students to discuss and correct their mistakes; in this way they learn better and faster. This type of activities gives the beginners further practice of grammar, vocabulary and even style of writing. In this context translation of sentences needs special mention as it is the basics of translating texts; it can be used as a warm up activity. In a survey it has been observed that after performing these types of activities students are able to learn their target languages faster and effectively.

❖ **CHECK YOUR PROGRESS 2**

1. Write a brief note on role of translation in Indian literature.

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2. Comment on the role of translation in development of language.

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8.5 CONCLUSION

Translation is one of the most discussed topics among researchers, linguists and scholars. It contributes immensely in development of a particular language. The skills required to develop a language completely are-

- Vocabulary
- Grammar
- Style of writing
- Reading
- Writing skills
- Speaking skills

Translation brings all these under one roof. Translation is an effective tool for teaching not only in foreign language classes but also in other subjects in schools, colleges and universities. But it should also be kept in mind that translation should not be overused. It should be used at the correct times with the right kind of students.

❖ CHECK YOUR PROGRESS 3

1. Comment of the various skills required for developing a language.

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8.6 SUGGESTED READINGS

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2. G. N. Devy, “*Literary History and Translation: An Indian View*”
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:: STRUCTURE ::**9.0 OBJECTIVES****9.1 INTRODUCTION****9.2 NEED OF TRANSLATORS IN GOVERNMENT SECTORS****9.3 NEED FOR TRANSLATORS IN PRIVATE SECTORS****9.4 TRANSLATOR AS A FREELANCER****9.5 SALARY AND PAY –PACKAGE FOR TRANSLATORS****9.6 LET US SUM UP****9.7 KEY WORDS****9.8 SUGGESTED READING**

9.0 OBJECTIVES

Translation and interpretation offers many career options and provide you job opportunities. It would be worthwhile to know:

- Which sectors and fields have strong demands for translators /interpreters
- What is the scope for a translator in the market
- What are the skills and qualifications required to get a job opportunity as a translator
- Have an awareness of what it means to be a professional translator

9.1 INTRODUCTION

Translation has emerged as a major area of employment in the rapidly changing world as a result of globalization.

With the advancement of communication at global and local level, people worldwide are connected on social, educational and professional platforms. Under such situation, translation is a bridge that connects two countries, their languages, their cultures. That is why translation has an important role in the development of human civilization and culture.

As you are aware, the field of translation is very vast, having a continuous exchange of knowledge in hundreds of languages and thousands of subjects simultaneously. Whether it is translation of government documents, translation of foreign language books or dubbing of foreign films, translators are needed everywhere. If you have command over two or more languages, then you can make a good career in the field of translation. With the increasing presence of foreign companies in India, the demand for English-Hindi translation as well as translation in foreign languages has started increasing, in which there are many employment opportunities in both organized and unorganized sectors.

In short, if you are expert in translation art then there is no dearth of work for you. Today thousands of people are earning well by doing freelance translation work. Such translators are earning well from translation according to their capacity by associating with various translation agencies and media houses. Usually one to two rupees per word or 300 to 500 rupees per page is paid for such translation work. Good media/advertising/PR agencies pay up to Rs 5 per word depending on the nature of the work. For subtitling and dubbing work of films, translation work is paid on per minute or per hour basis at attractive rates. Hindi dubbing of foreign films as well as content from 'infotainment' channels like Discovery and National Geographic has opened up a huge market. Many websites are providing translation jobs for freelance translators from all over the world. Immense scope is observed for a translator in an organized and unorganized sector. We will learn about opportunities of employment for a translator in the government sector and private sectors.

9.2 NEED OF TRANSLATORS IN GOVERNMENT SECTOR

Translators are needed in almost all departments of the government who translate government documents. Under the Official Language Act in India, it is mandatory for all official documents to be in English and Hindi languages. Along with this, regional languages are also recognized in the state governments. A translator is required for the translation of all these documents.

Consequently, a huge demand for English-Hindi translators exists in various Ministries and Departments of the Central Government for the implementation of the Official Language Policy of the Central Government and compliance with various constitutional provisions. In this sequence, under the Department of Official Language, Ministry of Home Affairs, recruitment is done on the posts of Junior Translation Officer in the Central Secretariat Official Language Service Cadre. In this prestigious service, a translator can reach the rank of Director (Official Language) during his service. On the same lines, there is a separate cadre of translators under the Ministry of Defence. Also, recruitment is done for the posts of translators in editing and translation service in Lok Sabha, Rajya Sabha secretariats.

Additionally, there is also a post of interpreter in the parliament or assembly, whose job is to translate the words of the leader giving the speech simultaneously. This work is done in almost all Indian languages like speech is being given in English and at the same time one translator is speaking in Hindi and another translator is speaking in some other language.

Moreover, a translator has a very important role in government-run media houses Doordarshan and All India Radio. You must have seen that all the news broadcast on All India Radio and Doordarshan is not in any one language but in many languages. This work is also done by translators only.

All the banks of India employ translators to translate all the policies and rules related to commerce, apart from this, there are employment options for translators in the court, who translate legal matters.

Precisely, following Government sectors hire translators: UPSC, ICAR, Delhi Development Authority, BECIL, Supreme Court, Central Forensic Science Laboratory, and Staff Selection Commission among the others.

❖ CHECK YOUR PROGRESS 1

1. Why do you think the Official Language Act in India helps to create employment in the field of translation?
2. Why English-Hindi translators are the most sought after professionals in the Government sector?
3. Which Government sectors are major employment providers for translators?

9.3 NEED OF TRANSLATORS IN PRIVATE SECTORS

There are many areas in the private sector that require translators such as news and media, advertising, fields of marketing and sales, T.V. and movies, publishing houses, travel agencies, just to mention a few.

9.3.1 NEWS MEDIA – TRANSLATION JOBS IN MEDIA

It would not be incongruous to say that the field of news and media is incomplete without translation. Whether it is newspaper or TV, a translator is useful for sharing the news of the country and abroad to its people, although there is no doubt that a degree in journalism is also necessary to get employment in the media. Most of the news agencies employ only journalists and translators.

9.3.2 ADVERTISING INDUSTRY – TRANSLATION JOBS IN MARKETING AND ADVERTISING:

The globalised world has necessitated spreading information quickly and efficiently so the demand of translators has increased unprecedentedly in recent years. Companies dealing in the areas like information service, semiconductor industries, life insurance, health support and services, computer services and entertainment need to reach out to their international audience. At the same time they would tend to minimize their expenses to book more profit. Creating advertisement of each language of their target audience would not be time effective and cost effective. Therefore they prefer to hire translators to convert the content from one language to another. Nowadays, you must have noticed the same advertisement in many languages. Such tasks fetch quite lucrative packages for the translators.

9.3.3 FILM INDUSTRY – TRANSLATION JOBS IN MOVIES

Movie translation is also called movie localization service.

In the last several years, the trend of dubbing and remake is on a rise in the film industries. One can watch and enjoy a movie made in any regional, national or foreign language with ease owing to the subtitles or dubbing. In the process the script is adapted according to the preferences and sensibility of the local audience/target language audience. Likewise, a similar version can be produced in any language in the form of a remake. An immense scope of employment for a translator is being found in this field

9.3.4 PUBLISHING HOUSES - TRANSLATION JOBS IN PUBLISHING HOUSE

The author writes a book in one language and to make that book accessible to the people of another language, the publisher takes the help of a translator and

gets the book translated. This book can be in any language or on any subject. Here the job of the translator is to convert that book into another language.

9.3.5 JOBS AS TRANSLATORS IN TOURISM INDUSTRY

We have already studied in a previous unit that travel is becoming more accessible to people of almost all the strata of society. Tourism and hospitality industries have felt the need of translation services to communicate with their target customers in their native languages. Undoubtedly, communication should be clear and natural in the highly competitive travel and tourism segment of the global market. Tourism related sectors use websites, brochures, flyers, magazine advertisement and more to promote themselves. Travel agencies hire translators to translate these materials for their prospective clients.

9.3.6 TRANSLATION AGENCIES — TRANSLATION JOBS IN AGENCIES

Translation agency is a company or organization that provide services and human resource to translate speeches or any type of written documents into different languages. Mainly they offer translation of non-literary texts or documents pertaining to areas like law, medicine, technology, banking and finance, sales and marketing and advertising. There are many such translation agencies that hire translators.

❖ CHECK YOUR PROGRESS 2

1. Identify the major areas in private sector that need to hire translators.
2. Why are employment options for translators increasing in media and advertisement segment?
3. What type of work is a translator expected to do for film industry?
4. For what purposes a travel agency would hire a translator?

9.4 TRANSLATOR AS A FREELANCER

Translation is such a work that you can also do freelance. That is, sitting at your home, you can work for the agencies offering translation services. Online jobs are at times more lucrative. You can apply to work as a full time or part time professional translator. What you need to have is a personal computer, internet connection, a printer, may be a webcam, knowledge to handle machine translation apps, and certain applications suitable to your task.

We have already discussed scope of employment in private sectors, and some of the areas of opportunity may be overlapping. Nevertheless, for the sake of clarity, we will identify types of careers as a freelance translator. However, you should understand that these are the broad categories. One needs to explore at length for converting opportunity into a job profile.

9.4.1 HEALTH OR MEDICAL INTERPRETERS AND TRANSLATORS

One is required to work in a health care settings. It can be done independently or for some agency. One is supposed to become a bridge between a patient and the health care providers like doctors, nurses, para medical staff and medical technicians. In order to carry out this task, the translators and/or interpreters have adequate understanding of terminology and procedure related to the medical field in more than one languages. Their service is required by both, the

patients and medical staff. The translator is required to translate research articles, pharmaceutical information, brochures, reports about medical conditions, forms to be filled by the patients and any other documents of this type with precision and accuracy. They should be trained to maintain confidentiality of their work and high ethical standards.

As India is emerging as a spot for medical tourism, career opportunities for the translators and interpreters will also increase in coming days.

9.4.2 LITERARY TRANSLATORS

Literary translation means to carry literary text from one language into another. It can be a piece of creative writing, non-fiction like study books or material, articles from journals and magazines. It can also be a non-literal rendition of literary texts.

Literary translation can be carried out voluntarily or as a research project or commissioned work. The translator is supposed to accurately capture the tone, tenor and verve of the source language text into the target language. In the case of culture specific text, focus should be more on transfer of thematic details and linguistic complexities along with the context of the text.

Organisations like Sahitya Akademi, CIIL, Indira Gandhi National Centre for Arts, regional centres of Sahitya Akademi commission projects for translation to freelancers and linguists. One can explore their websites from time to time to avail an opportunity.

9.4.2 LEGAL AND JUDICIAL TRANSLATORS AND INTERPRETERS

Translators are required to translate text pertaining to legal matters such as court proceedings, hearing, trials, or judgments. They must possess language proficiency as well as adequate knowledge of legal terminology. Many legal professionals and lawyers employ translators to translate legal documents for representation at higher levels where regional language is not accepted or may not prove effective.

9.4.3 TRANSLATOR-CUM-COMMUNITY INTERPRETERS AND SIMULTANEOUS INTERPRETERS

This field had limited scope till the recent time but with the rise of public schools and international schools, as well as NGOs, it has become a vital field of employment opportunities. Their role is significant as more often than not, they are required to translate extempore during meetings, conferences, public meetings, business deals among the others. Understanding of local or regional language and proficiency in more than one major national languages and English is the prime necessity. Knowing more than one international languages and excellent communication skills can be added advantage for employment. It is the best paid language service industry.

9.4.4 CONFERENCE INTERPRETERS

Their task is similar to that of community interpreters. As the effect of globalisation penetrate deeper into each area of business and trade, significance of international meets, trade fairs and conferences have increase. They should have acquired proficiency in more than one international languages, along with proper command over a couple of major national languages.

9.4.5 LOCALIZERS

This category of translators translate texts and/or graphics used in various websites, products, brochures, manuals, material for promoting products or services for local users. They are required to give local hues and colours to the foreign matter and material to make a dent in the local market. For instance, a localizer would translate the text and graphics of an advertisement, originally created for a German company for sell of their Volkswagen cars in their country into English or Hindi to capture Indian market. The localizers should be able to grasp and understand the technical information, terminology specific to the product in the local/regional languages.

9.4.6 SIGN LANGUAGE INTERPRETERS:

They facilitate between people with hearing disability and their counterparts who do not know the sign language. The first and foremost requirement in this field is proper knowledge of the sign language. Although, in India the scope for employment in this area is limited, it can emerge as one of the upcoming area for employment.

❖ CHECK YOUR PROGRESS 3

1. As a freelance translator how can you avail an opportunity to translate literary texts?
2. How should a freelance translator equip his/her self to meet the requirements of translation?
3. Who can be hired as a legal or judicial translator?

9.5 SALARY AND PAY –PACKAGE FOR TRANSLATORS

The agencies providing translation service pay handsomely to the experienced translators and interpreters. More often than not, pay package is negotiable in such cases. Several surveys regarding salary of a translator, depending on the job profile reveal it to be approximately Rs. 22,000 to 25,000 per month in non-organised sectors. The private company may offer more depending on their requirement and expertise of the candidate. It would be interesting to know that highest paying cities in India for translators are Pune Noida, Delhi, Gurgaon, Hyderabad, Mumbai, Chennai, Bengaluru, and Kolkata among the others.

Salary of a translator/interpreter ranges between Rs. 9.0 lakhs to Rs. 11.5 lakhs per year in Government of India.

❖ CHECK YOUR PROGRESS 4

1. Which are the highest paying cities for translation service?
2. What are the prospectus in terms of money for a translator in Government sector?

9.6 LET US SUM UP

While studying this unit, you must have understood that:

- Interpreter and translators transfer information from one language/medium to another language/medium.
- They are required to work in settings such as court rooms, publishing houses, conference settings, meeting rooms, hospitals, courts, educational institutes and universities.
- They can work as a full time/part time employees or as a freelancer or on a contract.
- A good translator typically need to have a bachelor's degree in courses related to translation or translation studies or a diploma in the same field. In certain cases, a linguist with a fair command over more than two languages stand a good chance to be employed as a translator in private sectors.
- The salary may vary from sector to sector. For that a candidate needs to refer to the advertisement in the respective fields of their interests.

You should also know that Mandarin Chinese, French, German, Spanish, German, Arabic and Japanese are very much in demand. According to studies, employment opportunities in this field is projected to grow by 20% by 2030; which is much faster than many other areas of occupations.

9.7 KEY WORDS

Interpreters: A person who interprets, especially a professional whose job is translating and explaining any conversation or written documents from one language to another.

Simultaneous Interpreters (SI): an SI is a person who translates the messages from the source language to the target language in real time or extempore.

NGOs: Non-Government Organization

Localizers: A localizer is involved in a process of localization, where instead of direct translation, focus is placed more on bringing in local effects to cater to the taste of the target audience.

9.8 SUGGESTED READING

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યુનિવર્સિટી ગીત

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

શિક્ષણ, સંસ્કૃતિ, સદ્ભાવ, દિવ્યબોધનું ધામ
ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી નામ;
સૌને સૌની પાંખ મળે, ને સૌને સૌનું આત્મ,
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

