

**B.A. (Hons.) English
Semester-2**

ILT-MDC-201

**Translation: Socio-Cultural &
Linguistics Contexts**



Message for the Students

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



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

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

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

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

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

Prof. (Dr.) Ami Upadhyay

Vice Chancellor

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Ahmedabad

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ILT- MDC-201
Translation: Socio- Cultural &
Linguistics Contexts

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UNIT-1

LANGUAGE, NATURE & SCOPE IN TRANSLATION

:: STRUCTURE ::

1.0 OBJECTIVES

1.1 INTRODUCTION

1.2 DEFINITIONS

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1.4 NATURE OF TRANSLATION

1.5 SCOPE OF TRANSLATION

1.6 PROBLEMS OF TRANSLATION

1.7 LET US SUM UP

1.8 SUGGESTED READINGS

1.0 OBJECTIVES

- To understand the significance of translation
- To arrive at workable definitions
- To analyse the nature of translation
- To estimate the scope of translation
- To understand the types of translation

1.1 INTRODUCTION

Translation is significantly more important today than it was at the beginning of the previous century. Various factors have contributed to it, the latest being the possibility of machine translation and the various apps associated with it. AI is certainly the next step and its contribution cannot be ignored or challenged and, now the latest which is ChatGPT. However, translation has existed for very long and served various purposes in different ages and in different parts of the world. From royal edicts to travelogues, translations have played different roles.

In this unit, you will be introduced to a brief history of translation down the ages, basic definitions and then move on to its nature and scope as well as various types of translation. A bird's eye-view of machine-assisted translation will be given. The short self-assessment at the end of each unit is to ensure that you are moving along with the aims of the course.

1.2 DEFINITIONS

Let's begin this course with definitions of translation, before we begin to look at the nature of translation. The dictionary meaning of the word translation is: 1) "a rendering from one language into another, also the product of such rendering; a change to a different substance, form or appearance". (Merriam-

Webster dictionary) 2. “The activity or process of changing the words of one language into the words in another language that have the same meaning”. (Cambridge Dictionary) 3. “It is the communication of the meaning of a source language text by means of an equivalent target-language text”. (Wikipedia) 4. A countable noun which is “a piece of writing or speech that has been translated from a different language”. (Oxford) 5. “Translation is a mental activity in which the meaning of a given linguistic discourse is rendered from one language to another”. (Translation Journal Oct. 2017) 6. “Translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language”. (Ghazala) 7. “Translation is an act through which the content of a text is transferred from the source language into the target language”. (Foster) 8. “Translation is the replacement of textual material in one language by equivalent textual material in another language”. (Catford)

Translate comes from the Latin ‘translates’ which means ‘carry across’. Hence, the earliest meaning is carrying across from one language to another. Often it is used outside the scope of language e.g. ‘translate sales into dollars’. The meaning here is changing something from one form to another”.

The language to which translation is done is Target Language (TL) and the language from which it is done is Source Language (SL).

❖ CHECK YOUR PROGRESS 1:

State whether True or False:

- I. SL means the language into which a text is translated.
- II. ‘Translate’ comes from a Sanskrit word.
- III. ‘Translation’ can be used outside the scope of language.
- IV. Both meaning and sense are important in translation.
- V. The meaning of ‘translation’ is exchange.

1.3 EARLY HISTORY OF TRANSLATION

How old the idea of translation is, is a doubt that may have crossed your mind often. Here we will have a quick summary of translation in the earliest periods to the present. Translation probably existed even before we have any written records or proofs and hence an exact chronological study may be impossible. Also, often we have more proof from Western sources and hence may not have a clear picture of the history of translation in India.

Probably, the earliest traces of translation could be traced to the third millennium BCE where inscriptions have been found in two languages, where it is believed that people speaking different languages resided in the city of Babylon. Also, all official proclamations during the reign of King Hammurabi were made in all the languages spoken by the subjects. When international trade began to spread specially in the Eastern Mediterranean region, both Hebrew and Arabic existed side by side and scriptures too were translated. When Alexandria of Egypt became the intellectual and commercial capital of the ancient Mediterranean region, Greek too became an important language and hence translations to and from Greek

became common. Interestingly, an important translation of this period was discovered only in 1799: the Rosetta Stone. It is an ancient irregular shaped black granite Egyptian stone discovered by a French soldier on the banks of the Nile. It contains inscriptions in Greek and Egyptian languages and contains three writing systems--- hieroglyphics, demotic script (a cursive form of Greek hieroglyphics) and the Greek alphabet.

From the first century BCE, Greek works were translated into Latin, beginning with the translations by Cicero of Plato, Protagoras and others. Cicero believed in sense for sense: “If I render word for word, the result would sound uncouth”. Pliny, a Roman writer, is believed to have recommended the activity of translation as ideal for cultivating both perception and critical sense. Of course, he was then talking about translations between Greek and Latin. He emphasised the idea of ‘word for word’ rather than ‘sense for sense’. Also, translations of the Bible became common then, and were often commissioned by the Church.

The Middle Ages (5th to 15th century) saw translations of Greek classics into Arabic as well as translations from Arabic into Greek and Latin. Rulers like King Alfred who ruled the West Saxons during 871—99 believed that translations of books that everyone should know must be in the language that everyone can understand. And hence, he sponsored many translations. The Moorish invasion of Spain resulted in translations from Arabic and Syriac to Latin. An important translation was done in the 14th century when John Wycliffe (1330-84) translated the entire Bible into English. He was a noted Oxford theologian who protested against the authoritarian mediation of the Pope between the masses and God and that each man should have access to the Bible in the language that he understands.

The period of Renaissance gave an impetus to translations. There was a general impetus to learning and therefore translations of both scientific and religious texts were done. Often they were made possible by aristocratic interest and patronage. Reformation also led to increase in translations as now the common man too, as in Germany, now had access to the ‘holy scriptures’. In the seventeenth century, translations of classics into English from Greek, Latin and French were undertaken. In this period, we also see a growing interest in the process of translation. In the eighteenth century, a path-breaking work ‘The Principles of Translation’ by Alexander Fraser Tytler was published.

The nineteenth and the twentieth centuries saw the rapid spread of colonialism which led to large-scale translations in many parts of the world. Linguistic research became an important activity and translations were now considered an important aspect of communicative activity.

Let us conclude this section with a quick look at the concept of translation in India. Interestingly, the various Indian language words seem to suggest that the Indian concept of translation was totally different. We looked at translation more as a process of ‘transcreation’ (P.Lal) and hence it was more than a mere transference of meaning and could often be called a ‘retelling’. Hence some of the words in Indian languages are ‘anuvad’ or speak after, ‘bhashantar’ or linguistic transference, ‘vivartanam’ or change, ‘mozhimattam’ or change of script,

‘roopantar’ or change of form, ‘tarzuma’ or reproduction etc. Equivalence was never a major concern for Indian translators. The translator may have to forego the idea of fidelity because languages are culture-specific and the references and allusions would also be specific to the source language. Therefore, as Aurobindo suggests ‘sense for sense’ may be more appropriate than ‘word for word’ translation. As early as the early middle-Bengali period, (1300—1500), the Muslim Emperors of Bengal employed Sanskrit knowing Bengali scholars to translate the Ramayana and the Mahabharata into Bengali as they believed that these texts had a wonderful influence in moulding religious and family life. In the nineteenth century, Indian intellectuals like Raja Rammohan Roy and Ishwarchandra Vidyasagar translated or adapted works from Sanskrit into English. The perils of cross-cultural exchange were pointed out by A.K. Ramanujan in his translations of Sangam poetry into English. Devy points out that India’s ‘translating consciousness’ is because of the presence of bi-lingual production all through history.

❖ **CHECK YOUR PROGRESS 2:**

Fill in the blanks with appropriate words/ phrases.

- i) The word ‘tarzuma means _____.
- ii) Early Bible translations were commissioned by the _____.
- iii) Allusions would be specific to the _____.
- iv) _____ saw translations of Greek classics into Arabic.
- v) Aurobindo suggested that _____ would be more appropriate than _____.

1.4 NATURE OF TRANSLATION

Translation can be of the following types:

i) Word for word, literal translation which is important in translation of facts or scientific theories or of dictionaries; ii) Literary translation or translation of literary texts which is now considered as creative as the original text; iii) Free translation which is translating loosely from the original iv) Descriptive translation which could be done by a word-combination or through a descriptive sentence and often used in footnotes v) Back translation which is the translated text being translated back into the original language and can be used as a quality check vi) Machine translation (will be dealt with later in this unit).

As we look at the nature of translation, it is important to understand the role of the translator. Each translator should be able to answer these questions before he begins the actual translation. Who? What? Why? For whom? When? Where?

And then the skills that are essential: Knowledge of both SL and TL, Mastery of vocabulary and grammar, Cultural knowledge etc.

In looking at the types of possible translations, often the subject determines the type of translation: Informative for science, Expressive for poetry and Vocative for advertising.

Translation of poetry is an area which needs specialised skills. A thorough knowledge and an understanding of both SL and TL, the cultural contexts, the myths and symbols as well as figures of speech. The translator may have to decide on whether he wants to attempt phonemic, metrical, literal or interpretative translation. Each of these require a specific approach. Whether translation is a science or an art (craft) is a question that has always been asked and never been answered. Translation Studies as an academic branch in university language and literature departments is a growing trend.

❖ CHECK YOUR PROGRESS: 3

Answer in one or two sentences:

- i) What is back translation?
- ii) What is now introduced in university departments?
- iii) Where is Vocative translation required?
- iv) List the questions a translator should ask himself.
- v) Is translation a science or an art?

1.5 SCOPE OF TRANSLATION

Translation is an important activity and encompasses many disciplines today. The nature of translation would vary according to the subject as well as the purpose of translation. A rough estimate today puts the number of languages spoken in the world at about 7,000. With globalisation an indisputable reality of our times, dissemination of knowledge and cultural exchanges are of paramount importance. News from around the world as well as entertainment require translations into multiple languages. Pooling of knowledge as well as the growth of a global economy have increased the need for translations. For students in medical and engineering courses as well as subjects where information has to be constantly updated, translation plays a major role. In India, national integration is an important facet of the importance of translation. Hence, it is important to understand the various ways in which translation is approached today.

As early as the 17th century, John Dryden reduced all translation to three categories: i) Metaphrase or ‘word by word’ and ‘line by line’ translation which corresponds to the concept of ‘literal translation’;

- ii) Paraphrase or ‘translation with latitude’ where the translator keeps the author in view, whole phrases could be changed and this corresponds to ‘sense for sense’ translation;
- iii) Imitation which corresponds to very free translation and could even be called adaptation.

Though there have been many theories of translation since Dryden’s Age, his influence on these have been considerable. The debate has always been between the proponents of ‘word for word’ and those of ‘sense for sense’. Dolet’s five principles and Tytler’s three have been the corner-stone for many of these theories. Another debate has been over which one should be given precedence SL or TL. Tytler defines a good translation as: “That in which the merit of the original work is so completely transfused into another language so as to be distinctly

apprehended, and as strongly felt, by a native speaker of that country to which that language belongs as it is by those who speak the language of the original work”.

To some extent, the debate has always centred around faithfulness of content and faithfulness of form.

Equally important is Roman Jakobson’s three kinds of translation: intra-lingual or rewording, rephrasing, expanding or commenting within a language; inter-lingual or the traditional concept of translation from SL (or ST) to TL (or TT) or the shifting of meaning from one language to another; and inter-semiotic or the changing of a written text to a different form such as art or dance or music.

❖ CHECK YOUR PROGRESS 3

Write a paragraph on Dryden’s concept of translation.

1.5.1 MACHINE TRANSLATION

The term Machine Translation is often touted today as the ultimate tool for translation. It encompasses within its scope the varied types from minimum human input to nil human input. Technology for the purposes of translation began only after computers became available and affordable—from the 1970s. We must choose one from the various kinds available today depending on our needs: time, volume, cost, need for accuracy etc. Overall, the advantages are: i) is seamless, user-friendly and accessible; ii) increases productivity and accuracy; iii) streamlines scalable efficient solutions; iv) can reach multiple language users of diverse ranges. However, we must also look at the possible disadvantages: i) can be costly; ii) can merely substitute words with ignorance of the context e.g. ‘aam aadmi’ is translated as ‘mango people’; iii) correctness and conciseness may not be achieved; iv) poor understanding of source could lead to it being offensive reading.

Some of the types of translation technology widely used today are:

- i) CAT or Computer Assisted Translation where translation is created by humans and certain aspects of the process are facilitated by software CAT
- ii) MT or Machine Translation where translation is created by the computer and human intervention may be optional in pre-editing, post-editing etc.
- iii) TMS or Translation Management System where many parts of the human language translation process get automated.

We must however remember that technology cannot yet replace human endeavour in the translation of literature.

❖ CHECK YOUR PROGRESS 4.

Define: MT, CAT, TMS

1.6 PROBLEMS OF TRANSLATION

Before we conclude this Unit, let us look at some of the problems in translation.

i) Lost in translation:

Most linguists believe that this will depend on the similarity/relationship between ST and TT. Hence, we may include concepts like equivalence, decoding and recoding, paraphrasing, over-translation and under-translation, translation as interpretation. Most of them are not necessarily mutually exclusive. We may need to have a clear idea of linguistic theories too, in order to explicate the above-mentioned. Also, whether word for word or sense for sense is of prime importance to the translator. As both these are combined in a good translation, it may be of special significance to consider the varieties of meaning: linguistic, referential, connotative, denotative etc. Culture-specific understanding of the text can be another major hurdle.

ii) Untranslatability

Any attempt at translation throws up hurdles specifically related to culture like clothing, (saree, dhoti) food, (kheer, samosa) relationships (chacha, mama) religion (agni, teerth) etc.

Idiomatic expressions, verbal phrases and proverbs usually prove untranslatable.

❖ CHECK YOUR PROGRESS 5

List some examples of those mentioned above. (Try translating them to the best of your ability. Answers are not provided as they would depend on individual students—SL and TL.)

1.7 LET US SUM UP:

In this unit:

- You have learnt various definitions of translation;
- Traced the history of translation from ancient times to the 14th century;
- Looked at the difference in the Indian approach to translation;
- Analysed the nature of translation and its scope;
- Taken a quick glance at the concept of machine translation;
- Assessed the difficulties in translation.

1.8 SUGGESTED READINGS

- a. Jeremy Munday: Introducing Translation Studies: Theories and Application
- b. Mona Baker Ed. Critical Readings in Translation Studies
- c. Tejaswini Niranjana : Siting Translation
- d. L. Venuti : The Translation Studies Reader
- e. Warren, R. The Art of Translation

:: STRUCTURE ::**2.0 OBJECTIVES****2.1 INTRODUCTION****2.2 PHRASAL VERBS****2.3 IDIOMS****2.4 PROVERBS****2.5 SUMMING UP**

2.0 OBJECTIVES

In this Unit we will,

- explain the structure of the phrasal verbs and idioms.
- Understand the similarities and differences of phrasal verbs and idioms.
- Identify the structure of idioms and proverbs.
- Understand the similarities and differences of idioms and proverbs.
- Some examples from both the languages e.g English and Gujarati.

2.1 INTRODUCTION

Any writing appears flat and lifeless if it is simple and straightforward. The usage of Phrasal Verbs, Idioms and Proverbs add on linguistic richness to it. There are always confusion amongst phrases, phrasal verbs, idioms and proverbs. They are so close to each other that sometimes for nonnative learner it's difficult to differentiate amongst them. To understand them person should have enriching lingual and cultural experience of the second language. It is matter of practice and game of memorizing. Until and unless the person comes across them it's difficult to decode them comprehensively.

2.2 PHRASAL VERBS

In the earlier chapters students get an idea about phrases in general and it's various types like Noun phrase, Verb phrase, Infinitive phrase, Preposition phrase, Gerund phrase and Adverbial phrase etc. in detail. These phrases are simple group of words reflecting apparent meaning of partial sentence.

These phrases focus on certain grammatical part and that dominant part gives complete sense the sentence. However these simple phrases are entirely different from phrasal verbs. It's true that phrasal verbs also consist of more than two words but here these two or more words involved in making of phrasal verbs losses its own identity and come up with entirely new meaning most of the times. Sometimes they are transparent as they reflect closer meaning of the used words.

Let's refer the phrasal verb **get over** to understand it precisely. The verb get means to achieve or to acquire whereas over, as a preposition means something far above. But when we put them together they jointly denote as to recover or overcome. To define phrasal verbs, it can be a combination of verbs + preposition = look + for, Verb + preposition + preposition = put + up + with, Verb + adverb + preposition = take + advantage + of. These phrasal verbs sometimes refer one meaning and many a times they denote multiple meaning depending on the context. This structure may differ in other languages.

Phrasal verb	Meaning
Take back	Retract a statement
Take off	Begin to fly
Look after	Take care
Put out	Extinguish
Get nowhere	Make no progress
Look up	Admire as role model
Get out of	Receive benefits of something
Go along with	Agree with someone
Take up with	Become friend/ get mingle.

Following are equivalent Gujarati *vakynsh* for English phrasal verbs.

English	ગુજરાતી	हिंदी
Bring up	મોટા કરવા	लालन पालन करना
Blow up	ઉકળી ઉઠવું	ऊबलना
Break out	ફાટી નીકળવું	फैलना
Lag behind	પાછળ રહેવું	पीछे रहजाना
Give up	છોડી દેવું	छोड़ देना
Get lost	તેલ લેવા જા	दफा हो जाओ
Put down	ઉતારી પાળવું	निचा दिखाना
Back up	ટેકો આપવો	सहारा देना

Exercise: give Gujarati equivalent to the following phrasal verbs.

Phrasal verb	Meaning
Catch on	Become fashionable / boom or popular
Come over	To pay a visit
Look into	Investigate
Get away	Escape
Think of	Come to mind
Get away with	Escape punishment
Make over	Redo redecorate
Shut up	Stop
Fell behind	Slow in progress

Exercise: Give English equivalent to the following *vakyansh*.

ગુજરાતી વાક્યાંશ	Phrasal verb
ઘોઈ નાખવું	
આગળ આવવું	
દેખાડો કરવો	
છેડો ફાળવો	
ધાડ પાળવી	
ભાંગી પડવું	
ઠેકડી ઉડાડવી	
નજર ફેરવવી	
ભટકાઈ જાવું	
ઘોઈ નાખવું	

Exercise: Give English equivalent to the following *vakyansh*.

હિંદી વાક્યાંશ	phrasal verbs
ખડા રહના	
बीच में टोकना	
पीछे हटना	
उजागर होना	
बहार निकलना	
शामिल होना	
खोज निकालना	
करवट बदलना	
होश में आना	
उड़ान भरना	

PHRASAL VERBS CAN HAVE MULTIPLE MEANINGS.

1. Take off

Please take off your shoes outside the computer lab.(remove)

The flight took off before time because of the heavy rain.(depart from earth)

This drama was a take off on the political leader.(farcical or humorous imitation)

My boss took me off from assignment to work on the new one.(remove from job or position)

2. Try out

They have tried out a new method of research to get the vaccine for this disease. (experiment)

Shanaya tried out before the judges of Indian idol.(to give audition)

2.3 IDIOMS

Idioms are collection of words like phrases. But one should not run after the literal meaning of the used words. They are imbibe with figurative meaning altogether different from apparent meaning. The literal meaning of idiom seems farcical and absurd. For instance if person doesn't know figurative meaning of the idioms hit the sack, beat around the bush, keep ear to the ground, they might seem weird and stupid in their context. The reason is the words used in these references loses their respective meanings. There is a minor line between phrasal verbs, idioms and proverbs. The phrasal verbs are combination of verb and preposition or adverb whereas nouns and other words are added to them with figurative aspect in idiomatic expression. They are more like an advice. They are incomplete sentences. Idioms require to add on subject, tense, gender etc.

English	ગુજરાતી	Hindi
On cloud nine	સાતમા આસમાને	सातवे आसमान पे
Once in a blue moon	વરસના વચલે દિવસ	कभी कभार
At ones fingertips	આંગળી ના વેઢે	जुबाँ पर होना
An apple eye	આંખ નો તારા	आँखों का तारा
Add fuel to fire	બળતા માં ઘી હોમવું	आग में घी डालना
Thick in the head	બુદ્ધિનો બળદિયો	बुद्धि का बेल
It takes two to tango	તાલી એક હાથે ના વાગે	एक हाथ से नहीं बजती
Play it by ears	પડશે એવા દેવાશે	जो होगा वो देखा जायेगा
All Greek to me	કાળા અક્ષર કુહાડે માર્યા	काला अक्षर भेस बराबर

Exercise. Give the equivalent Gujarati idioms for the following.

1. A pain in the neck.
2. Pick somebody's brain.
3. In a deep water.
4. Keep under you hat.
5. Rack your brain.
6. Full of beans.
7. On the spur of the moment.
8. From the scratch.
9. Under one's breath.
10. Under the table.

Exercise: Give equivalent English idioms for the following.

1. પડદા પાછળ ના કલાકાર.
2. કાંદા કાઢી લેવા.
3. દાઢમાં રાખવું.
4. વાંદરા ને નસિરાણી બતાવી.
5. આભ ફાટવું.

6. લોઢા ના ચણા ચાવવા
7. ઊંઘ હરામ કરવી
8. દોરી તૂટવી
9. અંધારામાં રાખવું
10. દવા નીચે અંધારું.:

Exercise: Give equivalent English idioms for the following.

1. અંતરંગ મિત્ર.
2. કિતાબી કીડા.
3. પ્રકાશ મેં લાના.
4. ચુપ્પી તોડના .
5. કિસી ખી કિમ્મત પર .
6. પલ્લા છૂટના.
7. ખયાલી પુલાવ પકાના.
8. જુબાન બંધ રખના.
9. પાંસા પલટ દેના.
10. અપને મુંહ મિયા મિટ્ઠૂ

2.4 PROVERB

Proverb are based on worldly wisdom and loaded with moral values. They are independent and used as complete sentence. In any condition it's structure remains intact. To understand proverbs one has to get the under current ignoring apparent meaning. Many a times it's difficult to differentiate between idiom and proverb however the fact is proverbs can be an idiom whereas idiom is not always proverb.

Gujarati	English	Hindi
જેવું વાવો એવું લણો.	As you sow so you reap.	जैसा बोओगे वैसा काटोगे।
ટીપે ટીપે સરોવર બંધાય, કાંકરે કાંકરે પાડ બંધાય.	Rome was not built in a day.	हथेली पर दही नहीं जमती
ચળકે એટલું સોનું નઈ .	All that glitters is not gold.	हर चमकती चीज सोना नहीं होती।
જેવા સાથે તેવા .	Tit for tat.	जैसे को तैसा .।
નાચનારી ને આંગણું વાંકું.	A bad workman blames his tools.	नाच न जाने आँगन टेढ़ा ।
ડૂબતો માણસ તણખલું જાલે .	A drowning man will clutch at a straw.	डूबते को तिनके का सहारा।
દૂર થી ડુંગર રળિયામણા.	The grass is greener on the other side of fence.	दूर के ढोल सुहावने।
ન મામા કરતા કહેણો મામો સારો.	Among the blind one eye man is king.	अंधों में काना राजा ।
મન હોય તો માળવે જવાય .	Where there is a will there is a way.	जहां चाह , वहां राह।

અધૂરો ઘડો જજો છલકાય .	An empty vessel makes much noise.	अधजल गगरी छलकत जाय
ભસતા કુતરા ભાગ્યે જ કરડે .	Barking dog seldom bites.	जो गरजते हैं वो बरसते नहीं
શાંત જળ ઊંડા હોય .	Still water runs deep .	धीरा सो गँभीरा
પૈસો બોલે છે .	Money talks.	पैसा बोलता है
પૈસા ઝાડવે નથી ઉગતા.	Money doesn't grow on trees.	पैसे पेड़ पर नहीं उगते
હસે તેના ઘર વસે.	Laughter is the best medicine.	हास्य बेहतरीन दवा है
યથા રાજા તથા પ્રજા	Like people like priest.	जैसा राजा वैसी प्रजा
દિવાલો ને પણ કાન હોય.	Even walls have ears.	दीवारों के भी कान होते हैं

The cultural, historic, geographical and social traditions influence experiences of any civilisation by and large which help in forming of any language with peculiar expression unparalleled to any other languages, in that case trans-creation is only way out. Following are the proverbs which doesn't have equivalent expressions in English so one can have nearest translation for them.

Sr.No.	Gujarati	English
1	જગ્યા ત્યાર થી સવાર .	It's never too late to start doing the right thing.
2	ચોર પકડાય ચાટુ પકડાય, પણ ખોટા બોલું ના પકડાય.	You can catch a thief, you can catch a selfish person but you cannot catch a liar.
3	નાણું મળશે પણ ટાણું નઈ મળે .	Choose time over money
4	સોના જેવું સાસરું પણ પિયર જેવું નહિ .	The grooms house may be made of god, but her parent's home is priceless.
5	લાગે તો તીર નહિ તો તુક્કી .	If it's bang on the target, it was deliberate. If it didn't it was not.
6	ના બોલવામાં નવ ગુણ .	Silence is golden.
7	બોલે તેના બોર વેચાય.	One who speaks will be heard .
8	ઉતાવળે આંબા ના પાકે .	Fruits dont ripe in a hurry, one must wait .
9	લોભિયા હોય ત્યાં ધૂતારા ભૂખે ના મરે .	Where there is greed , a con man will always get his way.
10	જાજા હાથ રળિયામણા.	A helping hand is beautiful.
11	ઘરડા ગાડા વાળે.	The wisdom and experience of older people should always be respected.
12	આપ સમાન બળ નહિ.	Your own power is the only true power.

13	અક્કલ ઉધાર ના મળે.	Intellect cannot be borrowed.
14	એક પગ દૂધ માં ને એક પગ દહીં માં.	A person who wants to take advantage of both the opposite party.
15	કોઈ ધને મોટું, કોઈ મને મોટું .	One is rich by money, other is rich by mind.

Exercise: Translate the following English idioms into Gujarati and Hindi.

1. Bad news travels fast.
2. Better to wear out than to rust out.
3. Attack is the best form of defense.
4. Circumstances alter cases .
5. Blood is thicker than water.
6. Slow and steady wins the race.
7. Ignorance is bless.
8. Lend your money and lose your friend.
9. Make hay while sun shine.
10. A man is known by the company he keeps.
11. Necessity is the mother of invention.
12. A penny saved is penny earned.
13. Poverty is not crime.
14. Practice makes man perfect.
15. Prevention is better than cure.

Exercise: Translate the following Gujarati proverbs into English and Hindi.

1. લોહું લોઢા ને કાપે.
2. ગરજતાં વાદળ વરસતા નથી.
3. ઉજ્જડ વનમાં એરંડો પ્રધાન.
4. એક સાંધતા તેર તૂટે.
5. અજ્ઞાનતા અભિશાપ છે.
6. બાપ એવા બેટા વડ એવા ટેટા.
7. ફૂવા માં હોય તો અવેડામાં આવે.
8. ભેંસ ભાગોળે ને છાસ છાગોળે.
9. આધુરો ઘડો છલકાય ઘણો.
10. ઠોઠ નિશાળીયો ને વતેરના જાજા .
11. સમય બળવાન છે.
12. જેવો દેશ એવો વેશ.
13. વારા પછી વારો મેં પછી ગારો.
14. ફરે એ ચરે.
15. જેના અન્ન ભેળા એના મન ભેળા.

Exercise: Translate the following Hindi proverbs into English and Gujarati

1. अपनी डफली, अपना राग |
2. अपनी गली में कुत्ता भी शेर होता है |
3. अंत भला तो सब भला |
4. अपनी मर्यादा अपने हाथ |
5. हराम की कमाई , हराम में समाई |
6. इस हाँथ दे उस हाँथ ले |
7. घर का भेदी लंका ढावे |
8. गरीबी में आटा गिला |
9. दूध का दूध पानी का पानी |
10. धोबी का कुत्ता न घर का न घाट का |
11. परिश्रम कभी व्यर्थ नहीं जाता |
12. महँगा रोये एक बार सस्ता रोये बार - बार |
13. खाली दिमाग शैतान का घर |
14. मित्र वही जो समय पर काम आवे |
15. राम - राम जपना पराया माल अपना |

2.5 SUMMING UP

In this chapter students have understood phrasal verbs, idioms and proverbs in detail. They get a clear idea about its definition and structure. In this chapter they have explicitly explored these important aspects of language learning for its enhancement. They come to know that most of the times they may get equivalents in target language but every time it's not possible. They understood the fact that for better translation one should remember few things cannot be explained and translated, they need to be understood.

❖ CHECK YOUR PROGRESS

- Use the following Phrasal Verbs into sentences of your own and translate them into Gujarati

1. Put off.
2. Do without.
3. Get up.
4. Give away.
5. Took up.
6. Take after.

- Use the following *Vakyansh* into sentences of your own and translate them into English.

- 1 પડી ભાંગવું
- 2 બદલો મળવો .
- 3 દેખાડો કરવો.
- 4 ગણતરી માં લેવું .
- 5 લોથ વળી જવું .

6. ધસાય જવું.

- Use the following *Vakyansh* into sentences of your own and translate them into English.

1. गुस्सा करना
2. क्रोध करना
3. लालन पालन करना
4. आज्ञा का पालन करना
5. जल्दबाजी करना
6. धोखा देना

- Translate the following idioms in Gujarati.

1. Tongue in cheek.
2. Time will tell.
3. Time to run.
4. A piece of cake.
5. The tip of the iceberg.
6. Under the weather

- Translate the following idioms in English.

1. આધીપાછી કરવી.
2. રંગ પકડવી .
3. વરાળ કાઢવી .
4. ગળે પડવું
5. રંગ રાખવો .
6. ઉથેળીમાં રાખવું.

- Translate the following idioms into English.

1. रूठे हुए को मानना.
2. जीत हासिल करना.
3. बाल बाल बचना.
4. अपने पैरो पर कुहाड़ी मारना.
5. अपने पैरो पर खड़े होना.
6. तीतर बितर करना.

- Translate the following proverbs into Gujarati and Hindi.

1. Knowledge is power.
2. Fools ask questions that wise men cannot answer.
3. Water seeks its own level.
4. Birds of same feather flock together.
5. Charity begins at home.
6. Blood will have blood.

• **Translate the following Gujarati proverbs into English.**

1. અનુભવ એજ સાચો શક્ષિક છે.
2. છોરું કછોરું થાય , માવતર કમાવતર ના થાય .
3. અનુભવ એજ સાચો શક્ષિક છે .
4. સીદીભાઈ ને સીદકા વાળા.
5. રામરાખે એને કોણ ચાખે .
6. દયા ડાકણ ને ખાય

• **Translate the following proverbs into English.**

1. अपना सो अपना |
2. एक पंथ दो काज |
3. कर भला हो भला |
4. एक ही थाली के चट्टे बट्टे |
5. समझदार को इशारा काफी |
6. विद्या ददाति विनयं |

UNIT-3

PHRASE, CLAUSE AND SENTENCE STRUCTURE IN ENGLISH, HINDI AND GUJARATI

:: STRUCTURE ::

3.0 OBJECTIVES

3.1 INTRODUCTION

3.2 MEANING, DEFINITIONS AND USE OF PHRASES IN ENGLISH, HINDI AND GUJARATI

3.3 MEANING, DEFINITIONS AND USE OF CLAUSE IN ENGLISH, HINDI AND GUJARATI

3.4 USE OF VARIOUS TYPES OF SENTENCE STRUCTURES IN ENGLISH, HINDI AND GUJARATI

3.5 LET'S SUM UP

3.6 SUGGESTED READINGS

3.0 OBJECTIVES

After studying this unit, you should be able:

- Define phrase, clause and sentence structures.
- Understand the similarities and differences in the structures of various English, Hindi and Gujarati phrases and use them in your everyday life.
- Understand the similarities and differences in the structures of various clauses in English, Hindi and Gujarati and use them in everyday life.
- Understand the similarities and differences in the syntax/sentence structures of English, Hindi and Gujarati and use them daily.
- Apply your understanding, techniques and methods for translating different types of phrase, clause and sentence structures from English to Hindi or Gujarati and vice versa.

3.1 INTRODUCTION

To translate any sentence from English into Hindi/Gujarati and vice versa, we need to learn the sentence structures of the source language as well as the target language. Learning the similarities and differences between the sentences and the different parts or patterns of the sentences helps the translators translate them better. Phrases and Clauses are nothing but the different structures or patterns of the sentences though we need to accept that these structures of the different languages keep on changing in response to the intention of the speaker and the message to be conveyed. In this unit, we shall learn the different structures of phrases, clauses and sentences in the sense of how they are formed and how they function.

3.2 MEANING, DEFINITIONS AND USE OF PHRASE IN ENGLISH, HINDI AND GUJARATI

3.2.1 MEANING AND DEFINITION OF PHRASE

A phrase can be defined as any group of related words that does not have subject-predicate combination. The words together function as a single part of speech in which some act as nouns, some as verbs, some as adjectives or adverbs but can't stand alone as a sentence. In Hindi, it is known as 'पदबन्ध' or 'वाक्यांश' whereas in Gujarati it is known as 'પદ સમૂહ' or 'વાક્યાંશ'.

In simple words **a phrase** can be understood as a group of words that act as a part of speech but cannot stand alone as a sentence whereas **a clause** is a group of words that have a subject and a predicate.

Examples:

- (1) *I am watching you here standing alone* is a **clause** in which *standing alone* solely is a **phrase**.
- (2) *सबसे तेज दौड़ने वाला छात्र जीत गया* is a **clause** in which *सबसे तेज दौड़ने वाला छात्र* is a **phrase**.
- (3) 'લવિંગ કેરી લાકડીએ રામે સીતાને માર્યા જો.' is a clause in which 'લવિંગ કેરી લાકડીએ' is a **phrase**.

From the above examples, it can be inferred that a phrase can be a part of a clause.

❖ CHECK YOUR PROGRESS - 1

1. Give the definitions and meanings of (1) phrase (2) clause
2. What is the difference between a phrase and clause?
3. What is a phrase called in Hindi and Gujarati?
4. Write five examples of clauses. Indicate the phrases used in the clauses.

3.2.2 VARIOUS TYPES OF PHRASES

Following are the five major types of phrases.

- **Noun Phrase**
- **Prepositional Phrase**
- **Adjectival Phrase**
- **Verb Phrase**
- **Adverbial Phrase**
- **The Participial Phrase**
- **The Gerundial phrase**

3.2.2.1 NOUN PHRASE

A noun phrase is a group of words, usually a noun in addition to a modifier—such as an adjective, adverb, or article—those functions just as a noun. In simple language, a noun phrase serves the same purpose as a noun. It functions as the subject or object of the verb. It can also be the object of a preposition. Noun Phrase is known as ‘संज्ञा-पदबंध’ in Hindi, whereas in Gujarati, it is known as ‘સંજ્ઞા પદસમૂહ.’

Examples:

No.	English	Hindi	Gujarati
1	A girl	एक लड़की	એક છોકરી
2	Many of his relatives	उसके कई सारे रिस्तेदार	તેના ઘણા સંબંધીઓ
3	Some people	थोड़े लोग	કેટલાક લોકો
4	My four pet dogs	मेरे चार पालतू कुत्ते	મારા ચાર પાલતુ કૂતરાઓ
5	All the ladies	सारी ही महिलाएं	બધી જ મહિલાઓ
6	Both of my colleagues	मेरे दोनों साथियों	મારા બંને સાથીદારો
7	Brown Indian bread	रोटी	રોટલી
8	All these happy children	ये सभी खुश बच्चे	આ બધા ખુશ બાળકો
9	Most of those very naughty young adults	उनमें से अधिकांश बहुत शरारती युवा	તેમાંથી મોટાભાગના તોફાની યુવાનો

All the above examples can be used as either subject or object in a sentence. Articles, adjectives, or adverbs either follow all of them. Hence, they can be identified as Noun phrases. From the above examples, it can be inferred that using noun phrases followed by articles in English must be replaced by either (numerical mostly) equivalents, or they are omitted while translating in Hindi or Gujarati (Examples highlighted - 1 & 5).

❖ CHECK YOUR PROGRESS - 2

Translate the following Noun Phrases in Hindi or Gujarati.

1. A boy : _____
2. Many of your friends: _____
3. Some ladies: _____

4. Your table: _____
5. All these 7th standard intelligent kids: _____

3.2.2.2. PREPOSITIONAL PHRASE

A prepositional phrase is a noun phrase followed by an oblique case marker and a preposition. A prepositional phrase is made up of a preposition and a noun phrase.

Examples:

No.	English	Hindi	Gujarati
1	My friend from Junagadh came yesterday.	जूनागढ़ का मेरा दोस्त कल आया।	જૂનાગઢનો મારો મિત્ર કાલે આવ્યો.
2	The girl who had run away from home came back yesterday.	जो युवती घर से भाग गई थी वो कल वापस आ गई।	જે યુવતી ઘરેથી ભાગી ગઈ હતી તે ગઈકાલે પરત આવી.
3	At the end of the road	सड़क के अंत में	રસ્તાના અંતે
4	From the top to bottom	ऊपर से नीचे तक	ઉપરથી નીચે સુધી
5	At the beginning of wedding	शादी की शुरुआत में	લગ્નની શરૂઆતમાં

From the above examples, it can be inferred that in English, prepositions are used before nouns, while in Hindi or Gujarati, they are used as post-positions as they are followed by nouns or noun phrases to indicate their relationship with the respective nouns or pronouns used in the sentences.

❖ CHECK YOUR PROGRESS - 3

Translate the following Prepositional Phrases in Hindi or Gujarati.

- The old man sat **in a corner**. _____
- Her husband is that man **in the black T-shirt**. _____
- At the end of the ceremony _____
- On the top of the mountain. _____
- I felt happy after winning the competition. _____

3.2.2.3 ADJECTIVAL PHRASE

In simple words, a group of words functioning as an adjective is known as an adjectival phrase. Adjectival phrases are of two types: simple and complex. Simple adjectives may also be divided into basic and derived adjectives. The derived adjectives are derived from other word classes, such as nouns. Examples of basic

adjectives are good, long, clean etc. Derived adjectives are the ones which are derived from other grammatical items. For example, the adjective courageous is derived from courage, likewise beautiful from beauty etc.

While using more than one adjective in an English sentence, we have to follow the following order:

1st	2nd	3rd	4th	5th	6th	7th	8th
General Opinion	Specific Opinion	Size	Shape	Age	Colour	Nationality	Material

Examples:

No.	English	Hindi	Gujarati
1	Very well-structured lecture	बहुत अच्छा संरचित व्याख्यान	ખૂબ જ સારી રીતે સંરચિત વ્યાખ્યાન
2	Well-crafted painting	अच्छी तरह से बनाई गई चित्र	સારી રીતે રચાયેલ ચિત્ર
3	A highly sensitive matter	अति संवेदनशील मामला	એક ઉચ્ચ સંવેદનશીલ બાબત
4	Very beautifully woven blue Iranian carpets	बहुत खूबसूरती से बुना हुआ नीला ईरानी कार्पेट	ખૂબ જ સુંદર રીતે વણાયેલા વાદળી ઈરાની કાર્પેટ
5	He has a turban <u>made of silk</u> .	उसके पास रेशम की पगड़ी है।	તેની પાસે રેશમની બનેલી પાઘડી છે.

From the above examples, it can be inferred that in English, Adjectival Phrase is used at the end whereas in Hindi/Gujarati, it comes in between the sentence (Example - 5).

❖ CHECK YOUR PROGRESS - 4

Translate the following Adjectival Phrases in Hindi or Gujarati.

- Three notorious technically sound robbers _____
- An intelligent young student _____
- A little white wild elephant _____
- A much loving Indian couple _____
- A dozen of perfectly trained tutors _____

3.2.2.4 VERB PHRASE

A verb phrase consists of a main verb alone or a main verb with modal and/or auxiliary verbs.

The order of the different types (and meanings) of verbs in the verb phrase is shown in the table as 1–5, from left to right.

No.	1	2	3	4	5
Subject	modal verb	perfect <i>have</i>	continuous <i>be</i>	passive <i>be</i>	main verb
	must be followed by base form	must be followed by -ed form	must be followed by -ing form	must be followed by -ed form	
Jay		has		been	Promoted
He	could	have		been	Killed
The show			is		Starting

Examples:

No.	English	Hindi	Gujarati
1	He goes to school to study .	वह पढ़ने के लिए स्कूल जाता है।	તે ભણવા માટે શાળાએ જાય છે.
2	Neha goes to sleep after eating.	नेहा खाने के बाद सो जाती है।	નેહા જમ્યા પછી સુઈ જાય છે.
3	An apartment would have cost less than a hotel for four of us.	हम चार लोगों के लिए एक अपार्टमेंट की कीमत एक होटल से कम होती।	આપણા ચાર માટે એક એપાર્ટમેન્ટની કિંમત એક હોટલ કરતાં ઓછી પડશે.
4	The work should be completed by January 30.	30 जनवरी तक काम पूरा होना चाहिए।	30 જાન્યુઆરી સુધીમાં કામ પૂરું થઈ જવું જોઈએ.
5	He has been sleeping densely since 3 o' clock.	वह 3 बजे से गहरी नींदमें सो रहा है।	તે ૩ કલાકથી ગાઢ નિંદ્રામાં ઊઘીરહો છે.

In English, the main verb always comes last in the verb phrase, whereas in the case of Hindi or Gujarati, the main verb comes first, and then the other verbs join with the main verb to form a new sentence. From the above examples, it can be inferred that the constituents (all the words and phrases that make up a sentence are said to be

constituents of that sentence) in the verb phrase in English have independent existence (Example: 5 - have + been + sleeping) whereas the constituents in Hindi (सो रहा है) or Gujarati (ઊંઘીરહ્યો છે) occurs as a single word. We observe the auxiliaries or tense markers are incorporated in the main verbs here.

❖ CHECK YOUR PROGRESS - 5

Translate the following Verb Phrases in Hindi or Gujarati.

1. Jay will return from Junagadh at least by Monday. _____
2. I teach my students with passion. _____
3. I go to bed around 10 o'clock at night. _____
4. What are you reading these days? _____
5. Have you completed your office work _____

3.2.2.5 ADVERBIAL PHRASE:

A group of words functioning as an adverb is an adverbial phrase. It modifies a verb, adjective, adverb, or even a whole clause. Like adverbs, adverbial phrases can be used to describe how - manner (e.g., “with happiness”), where - **place** (e.g., “above the table”), when - **time** (e.g., “in the morning”), and why - **purpose** (e.g., “to buy groceries”).

Examples:

No	English	Hindi	Gujarati
1	He wakes up <u>early in the morning at 6 o'clock.</u>	वह सुबह 6 बजे जल्दी उठ जाते हैं।	તે સવારે 6 વાગે વહેલો ઉઠે છે.
2	People ran <u>as fast as they could to save themselves from fire.</u>	आग से बचने के लिए लोग जितनी तेजी से भाग सकते थे भागे।	આગથી બચવા લોકો શક્ય તેટલી ઝડપથી દોડ્યા.
3	He eats <u>very fast.</u>	वह बहुत तेजी से खाता है।	તે ખૂબ જ ઝડપથી ખાય છે.
4	<u>To become a better cricketer,</u> Jay practiced <u>three times a day.</u>	जय ने एक बेहतर क्रिकेटर बनने के लिए दिन में तीन बार अभ्यास किया।	વધુ સારો ક્રિકેટર બનવા માટે જય દિવસમાં ત્રણ વખત પ્રેક્ટિસ કરતો હતો.
5	They live <u>in a rented flat in the outskirts of this city.</u>	वे इसी शहर के बाहरी इलाके में किराए के फ्लैट में रहते हैं।	તેઓ આ શહેરની બહારના વિસ્તારમાં ભાડાના ફ્લેટમાં રહે છે.

From the above examples, it can be inferred that for adverb phrases, in Hindi and Gujarati, the word order differs from English. Many times adverb phrases are

used before the other parts of the sentence. While translating from English to Hindi/Gujarati or vice versa, we should remember that the adverb/adverbial phrase comes before the verb in Hindi/Gujarati whereas in English it comes after the verb.

❖ CHECK YOUR PROGRESS - 6

Translate the following Adverbial Phrases in Hindi or Gujarati.

1. He can complete the work very fast.
2. Those who eat an apple daily are generally healthy.
3. To stand first in the class, each student works very hard.
4. The kids are crying and eating.
5. Jay gave his speech without any hesitation.

3.2.2.6 THE PARTICIPIAL PHRASE

A participial phrase is a group of words or a phrase that begins with a past participle or present participle and is followed by its objects and modifiers. Participial phrases act as an adjective, an adverb or an adjective phrase in a sentence.

Examples:

No.	English	Hindi	Gujarati
1	Sniffing the fresh air, Jim realized he had found paradise.	ताजी हवा को सूँघते हुए, जिम ने महसूस किया कि उसे स्वर्ग मिल गया है।	તાજી હવા સુંઘતા, જિમને થયું કે તેને સ્વર્ગ મળી ગયું છે.
2	The soldiers, trapped by the enemy, threw down their guns.	शत्रु द्वारा फँसे सैनिकों ने अपनी बंदूकें नीचे फेंक दीं।	દુશ્મનો દ્વારા ફસાયેલા સૈનિકોએ તેમની બંદૂકો નીચે ફેંકી દીધી.
3	I found it difficult leaving home for the first time.	मुझे पहली बार घर से निकलना मुश्किल लगा।	મને પહેલી વાર ઘર છોડવું મુશ્કેલ લાગ્યું.
4	I spent the whole weekend sleeping in bedroom.	मैंने पूरा वीकेंड बेड-रूम में सोते हुए बिताया।	અઠવાડિયાના અંતે મળતા રજા ના બન્ને દિવસો મેં શયનખંડમાં સુતા સુતા જ પસાર કર્યા.
5	I love watching Tarak Mehta ka Ooltah Chashmah.	मुझे तारक मेहता का उल्टा चश्मा देखना बहुत पसंद है।	મને તારક મહેતા કા ઉલ્ટા ચશ્મા જોવું ખુબ જ ગમે છે.

From the above examples, we can infer that sentence structure slightly changes while translating phrases with participles. In example - 1, starting with the verb followed by the adjective, while getting translated puts the adjectives prior to the noun followed by the verb. Carefully observe the example - 4, in which two different techniques/strategies are used. In Hindi, words like bedroom and weekend are translated as it is as they are widely used and accepted by Hindi/Gujarati speakers many times for the domestication purpose whereas the

Hindi sentence is used for foreignization purpose. (For further knowledge, read Lawrence Venutti's ideas on Domestication and foreignization)

❖ CHECK YOUR PROGRESS - 7

Translate the following Participial Phrases in Hindi or Gujarati.

1. Having finished all the office work, I went upstairs to lie down for a while.
_____.
2. I am planning to marry a girl sitting on the last chair. _____.
3. The boy sitting on that table is my friend. _____.
5. I spent the whole day working on the upcoming project. _____.
6. Talking about the incident, the doctor said he was well aware of what exactly had happened. _____.

3.2.2.7 THE GERUNDIAL PHRASE

A gerund phrase initiates with the -ing form of a verb (riding, seeing, talking, etc.) with objects and modifiers which act as a noun (can function as subject or both)in a sentence, not as an adjective.

Examples:

No	English	Hindi	Gujarati
1	Riding the black stallion terrified Hugh.	કાલે ઘોડે કી સવારી કરતે હુએ હયૂગ ભયભીત હો ગયા।	કાળા ઘોડી પર સવાર મહેશ ગભરાઈ ગયો.
2	The police officer reported seeing the suspect.	પુલિસ અધિકારી ને સંદિગ્ધ કો દેખકર સૂચના દી।	પોલીસ અધિકારીએ શંકાસ્પદ વ્યક્તિને જોઈને જાણ કરી.
3	Calling Uncle Roberto is asking for trouble.	અંકલ રૉબર્ટો કો કૉલ કરના પરેશાની કે લિએ પૂછ રહા હૈ।	અંકલ રોબર્ટોને ફોન કરીને મુશ્કેલી પૂછી રહી છે.
4	The senator made his reputation by talking often and loudly.	સીનેટર ને અક્સર ઓર જોર-જોર સે બાત કરકે અપની પ્રતિષ્ઠા બનાઈ।	સેનેટરે વારંવાર અને મોટેથી વાત કરીને પોતાની પ્રતિષ્ઠા કરી.
5	Talking in a loud voice is not allowed here.	યહાં ઝંચી આવાજ મેં બાત કરના મના હૈ।	અહીં મોટા અવાજમાં વાત કરવાની મંજૂરી નથી.

While translating, one must remember that the verb + ing form in a gerundial phrase acts as a noun, whereas a participle phrase acts as an adjective.

❖ CHECK YOUR PROGRESS - 8

Translate the following Gerund Phrases in Hindi or Gujarati.

1. Complaining against others is not a solution.
2. Driving a car in a hilly area is quite dangerous.
3. Getting soaked in the first rain is not good for your health.
4. Traveling in A-1 class on a train is a luxurious experience.
5. Sitting by the beach and watching the waves is his favorite thing to do.

3.3 MEANING, DEFINITIONS AND USE OF OF CLAUSE IN ENGLISH, HINDI AND GUJARATI

3.3.1 MEANING:

A **clause** is a group of related words, but unlike a phrase, it has a subject and predicate, which is meaningful. According to the Oxford Dictionary, a clause is a group of words that includes a subject and a verb, and forms a sentence or part of a sentence.

Examples:

No.	English	Hindi	Gujarati
1	I write letters.	मैं खत लिखता हूँ।	હું પત્રો લખું છું.
2	Have you worked with them?	क्या आपने उनके साथ काम किया है?	શું તમે તેમની સાથે કામ કર્યું છે?
3	Raman won the prize!	रमन ने पुरस्कार जीता!	રમને ઇનામ જીત્યું!

3.3.2 VARIOUS TYPES OF CLAUSES

Broadly Clauses can be divided into two categories. They are independent clauses and dependent clauses. **Independent clause** has a subject with its predicate, expressing a complete thought and as an independent sentence. A **subordinate or dependent clause** does not express a complete thought, and therefore will not be a complete sentence. A subordinate clause standing alone is the most common type of sentence fragment.

Examples:

No.	English	Hindi	Gujarati
1	When Ram came(1), Sita was doing house chores(2).	जब राम आए तब सीता घर का काम कर रही थी।	જ્યારે રામ આવ્યા ત્યારે સીતા ઘરના કામકાજ કરતી હતી.
2	I came only after she had completed her tasks.	मैं उसने उसके कार्यों को पूरा किया उसके बाद ही आया था।	તેણીએ તેના કાર્યો પૂર્ણ કર્યા પછી જ હું આવ્યો.

In the above example -1, the second clause, Sita was doing house chores, is dependent on the first (independent) clause, Ram's arrival. An equivalent determiner can be used while translating it into Hindi or Gujarati (Example - 1). Even many times, the order of the clauses gets changed. For example, in example -2, in Gujarati, the sentence dependent clause is placed after, which was placed before in the English sentences.

3.3.2.1. Independent clause:

Generally, when the sentences which are grammatically complete statements standing alone are parts of the joint sentences, grammatically, they will be identified as main or independent clauses.

Two or more independent clauses can be joined using coordinating conjunctions (and, but, for, nor, or, so, and yet) , coordinating conjunctions (and, but, for, nor, or, so, and yet) or semicolons.

Example

No.	English	Hindi	Gujarati
1	Fernando left, and Erica brushed her long, raven hair.	फर्नांडो चला गया, और एरिका ने अपने लंबे, घने बालों को संवार दिया।	ફર્નાન્ડો ચાલ્યો ગયો, અને એરિકાએ તેના લાંબા, ઘટાદાર વાળ ઓળાવ્યા.

Above two independent clauses joined by 'and' can also function as two separate sentences.

3.3.2.2 DEPENDENT/SUBORDINATE CLAUSE:

As discussed earlier, the Dependent Clause is also known as a subordinate clause. It also has a subject and predicate but, unlike an independent clause, a subordinate clause cannot stand by itself. It generally depends on something else to express a complete thought or idea.

Subordinate clauses either take the help of relative pronouns (who, whom, that, which, what, whose) or of subordinating conjunctions (although, because, if, unless, when, etc.).

Example

No.	English	Hindi	Gujarati
1	He will not answer your single question unless you request him for it.	वह आपके एक भी प्रश्न का उत्तर तब तक नहीं देगा जब तक आप उससे इसके लिए अनुरोध नहीं करते।	જ્યાં સુધી તમે તેને વિનંતી કરશો નહીં ત્યાં સુધી તે તમારા એક પણ પ્રશ્નનો જવાબ આપશે નહીં.
2	Jay told Reena that he would take the lecture today.	जय ने रीना से कहा कि वह आज लेक्चर लेगा ।	જયે રીનાને કહ્યું કે તે આજે લેક્ચર લેશે.
3	He wrote to me that he would not be coming tomorrow.	उसने मुझे लिखा था कि वह कल नहीं आएगा ।	તેણે મને લખ્યું કે તે કાલે નહીં આવે.

From the above examples, we can infer that in English and Hindi/Gujarati, the subordinate clause is usually followed by an independent clause. We also need to note the difference that in English, if the past form of the verb is used in an independent clause, we must use the same form of the verb in a dependent clause, whereas the same is not the case in Hindi/Gujarati(Example:2&3)

❖ CHECK YOUR PROGRESS - 9

Identify dependent and independent clauses given below and translate them into Hindi or Gujarati.

1. I went out in the car that Jay gave me for my birthday.
2. The host was surprised when we arrived early at the party.
3. Since the movie doesn't start until 10:00 AM, we have time to explore the mall.
4. The villagers lived happily until the lion appeared.
5. The crew could see the whale, which had surfaced only 50m behind them.

3.4 VARIOUS TYPES OF SENTENCE STRUCTURES IN ENGLISH, HINDI AND GUJARATI

3.4.1 MEANING

A sentence does not mean putting any words together, but it is an arrangement of words inheriting meaning from it. Every language has its own order or pattern to organize/arrange the words to make meaning out of it. Here, we will focus on sentence structures in English, Hindi and Gujarati.

The standard definition of a sentence can be it is a group of words containing a subject and a predicate that expresses a complete thought. In linguistics, a sentence structure is called syntax.

Syntax(sentence structures) for English, Hindi and Gujarati is as follows:

English	Hindi	Gujarati
S +V (tr) + O	S + O + V (tr)	S + O + V(tr)

S = Subject

O = Object

V(tr) = Transitive Verb

Examples:

No.	English	Hindi	Gujarati
1	I play cricket	मैं क्रिकेट खेलता हूँ	હું ક્રિકેટ રમું છું
2	I am reading a book.	मैं एक किताब पढ़ रहा हूँ।	હું એક પુસ્તક વાંચી રહ્યો છું.
3	Manish ate an apple.	मनीष ने एक सेब खाया।	મનીષે એક સફરજન ખાધું.
4	They have completed their task.	उन्होंने अपना कार्य पूरा कर लिया है।	તેઓએ તેમનું કાર્ય પૂર્ણ કર્યું છે.
5	Naina has been working here since 2002.	नैना यहां 2002 से काम कर रही हैं।	નૈના અહીં 2002 થી કામ કરી રહી છે.

Notes: To find a subject in the sentence, we can ask the question to the action verb(the words that denote the actions). By asking a question by who/કોણ/કૌન, one will be able to find the subject in the sentence.

It should be noted that the sentence structure only differs from English to Hindi/Gujarati when a transitive verb is used. Whenever an intransitive verb is used,the sentence structure remains as it is i.e. **Subject + intransitive verb** In other words it can be said that when an object is used in a sentence, the sentence pattern in both languages changes, whereas when only the subject and verb is used the subject is followed by verb as indicated in below examples. Here it should be noted that transitive verbs can also act as intransitive verbs (Example:1).

Examples:

No.	English	Hindi	Gujarati
1	Jay came	जय आया	જય આવ્યો
2	He ran	वह भागा	તે દોડ્યો

For di-transitive (द्विकर्मक/દ્વિકર્મક) sentences, the following sentence structures are used in English, Hindi and Gujarati.

English	Hindi	Gujarati
S + V + O2 + O1 or S + V + O1 + O2	S + O2 + O1 + V	S + O2 + O1 + V

O1= Direct Object/IO O2=Indirect Object/DO
Remember:O2(IO)followed by O1(DO)

Examples:

No.	English	Hindi	Gujarati
1	I (S) gave (V) my pencil (O2) to him (O1). or I (S) gave (V) him (O1) my pencil (O2).	मैंने (S) अपनी पेंसिल (O2) उसे (O1) दे दी।	મેં (S) મારી પેન્સિલ (O2) તેને (O1) આપી(V).
2	He gave the books to me. or He gave me the books.	उसने मुझे किताबें दीं।	તેણે મને પુસ્તકો આપ્યા.

3.4.2 TYPES OF SENTENCES IN ENGLISH, HINDI AND GUJARATI (ON THE BASIS OF FORM)

In English, on the basis of structure, there are three types of sentence structures.

- (1) Simple sentence (2)Compound sentence (3)Complex sentence

Let's learn one by one in this unit.

3.4.2.1. SIMPLE SENTENCE

A simple sentence consists of just one clause, which generally has one subject and one finite verb. Study the following examples to understand simple sentences in English, Hindi and Gujarati:

Examples:

No.	English	Hindi	Gujarati
1	I play cricket	मैं क्रिकेट खेलता हूँ	હું ક્રિકેટ રમું છું
2	The dog barking at the door is my pet.	दरवाजे पर भौंकने वाला कुत्ता मेरा पालतू है।	દરવાજા પર ભસતો કૂતરો મારો પાલતુ છે.
3	She wants to go for dinner with you.	वह आपके साथ डिनर पर जाना चाहती है।	તે તમારી સાથે ડિનર પર જવા માંગે છે.
4	Birds live in <u>nests</u> .	पक्षी घोंसलों में रहते हैं	પક્ષીઓ <u>માળા</u> માં રહે છે
5	The boys are singing.	लड़के गा रहे हैं।	છોકરાઓ ગાઈ રહ્યા છે.

Many times while translating, certain plural words used in English change their forms while getting translated into Hindi or Gujarati (example - 4)

❖ **CHECK YOUR PROGRESS - 10**

Translate the following simple sentences in Hindi or Gujarati.

1. I can stay at your home after the party.
2. I can eat anytime, anywhere.
3. Walking down the road, she met me in the middle.
4. It is not advisable to do that task.
5. People should obey the rules of the road.

3.4.2.2 COMPOUND SENTENCE

A compound sentence is made up of two or more independent clauses. Compound sentences are generally made up by joining independent clauses with the help of coordinating conjunctions. Study the following examples to understand the structure of the compound sentence in English, Hindi and Gujarati:

Examples:

No.	English	Hindi	Gujarati
1	The mother sang and the kid danced.	मां ने गाया और बच्चे ने नृत्य किया।	માતાએ ગાયું અને બાળક નૃત્ય કર્યું.
2	You may watch TV or you can go out to play.	आप टीवी देख सकते हैं या आप खेलने के लिए बाहर जा सकते हैं।	તમે ટીવી જોઈ શકો છો અથવા તમે રમવા માટે બહાર જઈ શકો છો.

3	She didn't complete the task but still she went to the school.	उसने काम पूरा नहीं किया फिर भी वह स्कूल गई।	તેણીએ કાર્ય પૂર્ણ કર્યું ન હતું પરંતુ તેમ છતાં તે શાળામાં ગઈ હતી.
4	They didn't only break the door but also beat their owner.	उन्होंने न केवल दरवाजा तोड़ा बल्कि अपने मालिक को पीटा भी।	તેઓએ માત્ર દરવાજો જ ન તોડ્યો પરંતુ તેમના માલિકને પણ માર્યો ખરો.
5	He took the test several times but he couldn't pass.	उसने कई बार परीक्षा दी लेकिन वह पास नहीं हो सका।	તેણે ઘણી વખત પરીક્ષા આપી પરંતુ તે પાસ થઈ શક્યો નહીં.

❖ CHECK YOUR PROGRESS - 11

Translate the following compound sentences in Hindi or Gujarati.

1. He came and she left.
2. Jay teaches English whereas Ajay teaches Hindi.
3. Reena and Rayan are on the way to the grocery store.
4. I was writing a poem to her while my mother was cooking.
5. The child woke up early, but the mother made her sleep again.

3.4.2.3 COMPLEX SENTENCE

A complex sentence has a main clause and one or more dependent clauses. In a complex sentence we use a subordinating conjunction to connect the dependent clause to the main clause. Common examples of subordinating conjunctions are: as, when, while, because, since, after, before, although, though, if, whether, unless and until.

Examples:

NO	English	Hindi	Gujarati
1	We can never obtain peace in the outer world until we make peace with ourselves.	हम बाहरी दुनिया में तब तक शांति नहीं पा सकते जब तक हम खुद से शांति नहीं बना लेते।	જ્યાં સુધી આપણે આપણી જાત સાથે શાંતિ ન કરીએ ત્યાં સુધી આપણે બાહ્ય જગતમાં ક્યારેય શાંતિ મેળવી શકતા નથી.
2	Wise men speak because they have something to say. Fools speak because they have to say something.	बुद्धिमान लोग बोलते हैं क्योंकि उनके पास कहने के लिए कुछ होता है। मूर्ख बोलते हैं क्योंकि उन्हें कुछ कहना होता है।	શાણ માણસો બોલે છે કારણ કે તેમની પાસે કંઈક કહેવાનું હોય છે. મૂર્ખ બોલે છે કારણ કે તેમને કંઈક કહેવું છે.

3	Even though he's a moron, I supported him.	भले ही वह मूर्ख है, मैंने उसका समर्थन किया।	તે મૂર્ખ હોવા છતાં, મેં તેને ટેકો આપ્યો.
4	Shake it until it breaks.	इसे तब तक हिलाएं जब तक यह टूट न जाए।	તે તૂટે ત્યાં સુધી તેને હલાવો.
5	Even though it is still raining, it will work.	हालांकि अभी भी बारिश हो रही है, यह काम करेगा।	હજી વરસાદ ચાલુ છે તેમ છતાં કામ થઈ જશે.

❖ CHECK YOUR PROGRESS - 12

Translate the following complex sentences in Hindi or Gujarati.

1. When I was a teenager, I ate an apple a day.
2. Wash the dishes you used before you leave.
3. Mayur can eat four boiled eggs if she puts her mind to it.
4. Because I left work late, I just wanted to get home and relax.
5. As soon as I opened the door, and after I had kicked off my shoes, I had a sense that someone was in my house.

3.5 LET'S SUM UP

In this unit, we have learnt the definitions and meanings of phrases and clauses and sentence structures, their types and examples in English, Hindi and Gujarati. We also have learnt the key techniques to remember while translating them from English to Hindi/Gujarati and vice versa.

3.6 SUGGESTED READINGS

1. અનુવાદ (ATR - 01), ISBN - 81 - 7263 - 958 - 9, IGNOU
2. ગુજરાતી ભાષા - ઉદગમ, વિકાસ અને સ્વરૂપ - ડૉ. કાન્તિલાલ બી વ્યાસ
3. A simplified Grammar of Gujarati The Language and Vocabulary by REV. WM. ST CLAIR TISDALL

:: STRUCTURE ::

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- 4.3 PARAMETERS OF A REGISTER**
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4.0 OBJECTIVES

In this unit, we shall,

- discuss the concept of register
 - examine the role of register in translation
- On completing the unit, you should be able to
- appreciate register theory
 - understand the applicability of register in translation

4.1 INTRODUCTION

Language is utilised to satisfy the purpose of communication. The hallmark of a successful communication is characterised by a reasonable transmission of the content of the conversation. In order to achieve a successful communication, a speaker adapts a language and refashions it depending on the context and situation of usage. This is most commonly seen in professionals from every walk of life who have a set of lexical items (or words) and phrases that may only be understood by their peers. Some of these words are semantically predictable while others are semantically opaque. This calls our attention to understand the uniqueness of such set of words which are called registers which will be discussed in this unit.

4.2 WHAT IS A REGISTER?

Language is used in countless ways by human beings, like marketplace, school, political speech, or a meeting. Each of these situations uses specific varieties of language which differ in mood, tone, content, and pace. To put it more simply, consider a situation that consists of a group of adolescent friends. Their manner of

conversation among each other will differ greatly from a group of teachers or the speech of a political leader. Each aforementioned situation differs not only the context of linguistic content, but also in the choice of words, tenor, and tone. Labels like 'market language,' 'slang,' 'literary words,' 'colloquial language,' 'polite usage,' scientific words,' 'upper-class jargon' and many such more are used to describe or hint at many aspects of speaker and the environment of discourse. These labels give clues about the discourse like speaker and listener's social class, social setting (formal like school, church or informal like restaurant), genre of discourse (scientific, layperson or literary). These differences are clear not only in how people talk, but also in how they write. An individual is apprised of various registers throughout their lifetime. For instance, a student learns the technical terms of various grammatical classes in an English classroom and technical labels for various body parts in a biology classroom. These categories inform an individual of their usage based on the context which continues through adulthood and are called registers. A register is a term for the different ways a language can be used depending on the situation and the person using it.

In other words, a register is a group of linguistic features that are usually linked to a certain situation and defined by its field, mode, and tenor (Halliday & Hasan, *Cohesion in English*, 1976, p. 22). Field, mode, and tenor are the three parameters that Halliday proposes should be used to differentiate the characteristics of a register. In our subsequent discussion, we will go into further depth about them. First, let's take a look at the historical context of the development of register, as well as its significance and the role it plays in translation. Linguists have always placed more emphasis on the grammaticality of any complex structure than on its appropriateness. Nevertheless, in the study of systemic-functional linguistics, "correctness" can also be understood in the context of "situational context" and "cultural context." Ogden, Richards, and Malinowski (1923) were the ones who initially suggested doing this in order to investigate the fundamental facets of language use. The context of the situation refers to the type of setting in which the speaker is utilising the language, whereas the context of culture refers to the background of the speaker, including both their formal and informal experiences. Together, the previously mentioned contexts are applicable for the variables which are fundamental to decide the register of the language. Firth also placed significance on the sociological functions that language plays and placed an emphasis on the analysis of language occurrences that are positioned within their respective contexts. Firth, building on the work of his predecessors, was the first person to recognise the significance of the context of the situation and include it into language studies. In his own words, the label language may also be used to denote *...collectively to the myriads of personal uses or the millions of speech events in social life. Or, alternatively, we may use the word—speech* (Firth, 1950, p. 50). Firth refused to cut off language from the situation or the context in which it was used. Consecutively, this extended language's ties to the culture and human beings. As a direct consequence of this, the context of situation stated that each utterance is not sequestered event. Rather, it connects beautifully to the physical setting in which it is being utilised.

Halliday established the concept of register, which brought attention to the social dimension of language, by building on the arguments made by his forerunners. His Systemic Functional Linguistics incorporated the idea of register into its conceptual framework (SFL henceforth). Halliday defines register as "variation according to use," and he does so in the process of describing the

complex link that exists between language and the social consequences of language. Within the scope of Halliday's model, it was not only vital to know 'what' to speak but also 'how' to speak.

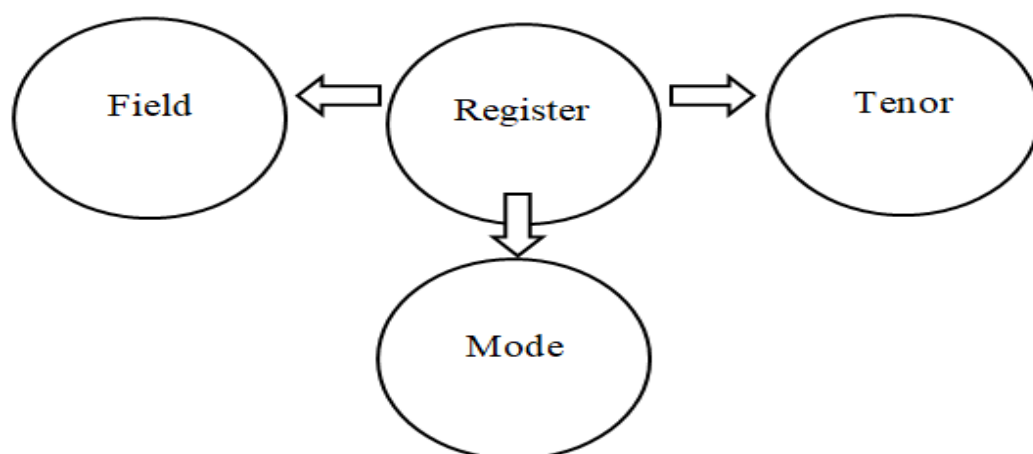
❖ CHECK YOUR PROGRESS 1

The sentences listed below consist of words which have a specialised use. Identify and underline the specialised word/s in those sentences.

1. Fructose is the ketose isomer of glucose.
2. Unmanned mission have continued to explore the space.
3. This agreement is not transferrable and may only be transferred upon a written consent provided by both parties.
4. Its freaking cold.
5. Would you be a dear and bring me a glass of water?
6. Globalisation leads to the integration of different societies, culture and regional economies.
7. Physical inactivity is a common cause of the rising prevalence of lifestyle diseases.
8. Yo! What's up?
9. Music has proven to be a therapeutic tool for anxiety.

4.3 PARAMETERS OF A REGISTER

As described earlier, field, mode, and tenor are three cornerstones of a register. Let us discuss them one by one. The context in which the text is utilised, in addition to the author's or speaker's intended meaning, is referred to as the field. The subject matter is included as one of its components in this work (Halliday & Hasan, 1976, p. 22). One aspect of field is the locale which can be formal (office, school, or a bank), or informal (park, or a restaurant). The second important aspect of the continuum of technicality. This is the category that encompasses both the degree of specialisation or complexity of the topic being discussed, on the one hand, and the everyday character of the topic, on the other. To put it another way, the nature of the current topic will be the deciding factor in determining whether or not the debate will be considered technical. It is the kind of language that is used in situations where technical registers are necessary, such as when discussing entertainment media in newspapers, writing assignments, presenting lectures on theoretical physics, etc. Examples of instances where formal language is used include: When conversing informally with friends on topics like as the weather, play, sports, and games, on the other hand, non-technical registers are created and informal styles are presented.



The second parameter is tenor. Tenor is the manner in which one engages with other individuals. According to Gerot and Wignell (1995, p. 14), tenor refers to the social interactions between individuals who are taking part in terms of status or authority, emotion, and contact. It means that people are more inclined to adopt acceptable language forms instinctively based on their social position. To put that another way, it suggests that people are more likely to choose appropriate language forms. For instance, we have a more relaxed relationship with our close friends and co-workers than we do with other people, but not to the same level. There are subtle differences in the way one communicates with a friend who is not a part of the speaker's employment locale and the colleague who is also a friend but a part of one's employment locale. When we address someone who is in a position of authority over us the language that we use shifts to become more formal.

As a result, there are three parameters that decide the tenor of the text or a discourse which are power relations, formality, and proximity. We can easily assume that a discourse between teachers and pupils or between bosses and employees, or clergy and devotees would most likely be dominated by the former due to the differences and mismatch in status or power between the two groups. Formality is based on the locale in which the discourse or a text is set. Proximity is based on the nature of relationship between the speaker and listener. Therefore, a child may be informal with his/her mother in the domain of house but may shift to a more formal language when the domain becomes public. Hindi like French (*tu*, *vous*), German (*du*, *sie*) has three pronouns which are based on aforementioned criteria. They are *āp*, *tū*, and *tum*. *Āp* is formal or more polite pronoun used to address whereas *tum* and *tū* are used in more informal settings with *tū* being considered rude and impolite in some Indian societies. The use of these pronouns reflects on the notion of equality between the interlocutors.

The third parameter is mode. The communication channel that one selects is referred to as the mode. Therefore, the choice that one offers most commonly is between verbal and written expression. There may be three points to consider while selecting a mode, one of which is type of language. Either verbal or written expression may be used as the means of communication. The second point to consider is if the language is mere equipment for carry out an action or does it want to convey more than that. To explain it with an example, an employee who requests leave from their employer is required to select a communication channel with that employer. To accomplish his or her objective, the worker may choose to communicate with the employer in person, over the phone, or over electronic mail

(e-mail). Sometimes the choice of mode is influenced by the value of the preceding parameter, which in this case is tenor. However, there are times when this is not the case. Electronic mail can sometimes take precedence over more physically near modes of communication, such as face-to-face interaction, whether this is because of the distance between the two parties or just because it is more convenient. Spoken discourse is sometimes more spontaneous, while language chosen in an electronic mail is shaped to suit the purpose. Mode, in turn can be spoken or written or monologic or dialogic. A monologue is expected to be an extended speech given by an individual which can be a part of a literary work or a television anchor. Dialogue, in its simplest sense describes a conversation that takes place between at least two individuals.

According to Hatim and Mason, "a certain level of formality (tenor) influences and is impacted by a particular level of technicality (field) through an appropriate channel of communication (mode)" (1990, p. 51).

❖ CHECK YOUR PROGRESS 2

1. Given below are some scenarios and sentences that have been uttered in those occasions. Analyse the field, mode, and tone of the sentences and determine which sentences meet all three criteria. Mark the correct sentences with a R (right) and incorrect ones with a W (wrong).

a. Social context: School

Teacher – How many days of leave do you want and why?

Student – I require leave from Wednesday to Friday due to my older brother's wedding.

Teacher – Is that correct? I wish him luck on his new experience, but don't you have your half-yearly exam starting next week?

Student – Yes, Sir, but there are no exams on the days I require leave.

b. Social context: Office

Boss: Good afternoon, sir! May I come in?

Employee: Yes Vinay, please come in.

Boss: Actually, I wanted to speak to you about something, so do let me know when you are free!

Employee: Yes, Vinay please have a seat. What do you have to speak, please do tell me!

c. Social context: Hospital

Patient: What's up doctor.

Doctor: Good morning! You seem colorless and your voice sounds hoarse.

Patient: Well, you are smart indeed. I am experiencing a fever and difficulty in breathing.

Doctor: Why don't you let me check.

d. Social context: Bank

Bank Clerk: How much of a credit limit were you looking for?

Customer: I would like a 1,00,00 spending limit.

Bank Clerk: Alright, we will see what we can do. We might be able to get you one of our gold cards with a \$1,00,000 spending limit.

Customer: Wonderful. Will I also collect points when I use the card?

2. Write an email to the HR manager of the multinational corporation expressing your interest in working as a Gujarati translator for the organisation. Use the keywords mentioned below.

Keywords: Experience, Gujarati translator, Master of Arts, licenced translator, Hindi, English, Gujarati, cover letter, CV, proficient, response

[illegible]

4.4 REGISTER AND TRANSLATION

This section will discuss the interplay between register and its significance in translation. The variation in lexical meaning is induced due to register variation. It is a responsibility of the translator to maintain register uniformity in their productions.

To begin, one of the first responsibilities of a translator is to understand and identify the register of the text in the source language. This is done by examining the material in its original language. It is absolutely necessary for the translator to have this information in order to continue and maintain the same register in the language of the target text. In order to accomplish this, a detailed study of the target text's field, tenor, and mode is required. The area of translation studies continues to grapple with some of the most profound, time-honoured, and hotly contested themes, including equivalence and faithfulness. Paying attention to the register helps translators come as close as possible to the equivalents in the target language, although this is not something that happens very often.

For instance, if a text is written in a manner that is casual or one that is used in everyday life, then it would be inappropriate for the translator to transform the manner into one that is formal or one that is solemn. A work like this is filled to the brim with lexical objects and has loose grammatical structures that are not difficult for a reader to comprehend. This is the polar opposite of the language that is typically used in academic lectures, which is frequently articulated through the use of specialised vocabulary and complex grammatical structures. At this point of time, it is common knowledge that translation encompasses more than just the language process; it also has a pragmatic component. The 'user' dimension of register is affected by a variety of factors, including geographical, historical, social, and idiolectal variables. In order to find samples of a register, a translator needs guidelines for discovering language usage in which lexical items belonging to a register appear. Additionally, the translator needs to be able to differentiate these types of lexical items from other types of lexical items that occur in the same stretch of discourse. As a result, it is necessary for a translator to rely on the expertise and experience of speakers of the target language.

Sometimes, a translator has to reduce or increase technicality of lexical item or a phrase to suit the readership in the target language.

❖ CHECK YOUR PROGRESS 3

1. Here are some words and you have to create a sentence using these words based on the cues presented below in brackets. One has been done for you.

- a) pen, ask (polite)
Please give me a pen.
- b) phone, give (impolite)

- c) boss, help (request)

- d) cheese, like, (polite)

- e) bring, book (order)

f) give, copy of law book (request)

2. What does the term "language register" mean?

4.5 MAJOR TYPES OF REGISTER

This section discusses the major types of register that are found in language. Martin Joos, a linguist, distinguished five registers of language, also referred to as styles of language, in 1967. These registers are still acknowledged today. They can be found in every language spoken in the world. Frozen, formal, consultative, casual, and intimate are the five registers that can be used. Joos discovered that socially insensitive behaviour can result from utilising the incorrect register of language. Let us discuss them one by one.

Frozen register – When a register is "frozen," it does not change throughout the course of time and it will not change in the foreseeable future. Because of this, the meaning of the words stays the same whether they are read or spoken. This applies to both spoken and written versions of the words. It is as though time has stopped for them. At all times during events that require solemnity and ceremony, the frozen register is present (such as for legal matters or religious reasons). As a consequence of this, complete sentences together with standard grammar and vocabulary are utilised.

Within the confines of the frozen register, archaic speech is not impossible. Expressions that were commonplace in the past but are used very infrequently now days are what are meant to be described by this phrase. For instance, the word "erstwhile," which means "former," is frequently used in academic writings even today.

Formal register – The formal register of a language is the one most commonly associated with official or standardised usage. Among the Indian languages, "Khari boli" is considered as the standard variety of Hindi language and is therefore most often used in the formal register. The overwhelming amount of academic writing is done in a style that is referred to as formal, which is neither casual nor conversational. This register permits the expressing of strongly held beliefs in a manner that is objective; it does not violate the rules of standard written language, and it often includes a set of guidelines that outlines the types of activities that should not be done in this register.

When someone is speaking in a more formal register, the audience is expected to maintain silence and refrain from participating in the conversation in any way. This register is put to use for a wide range of formal events, such as business meetings, public speeches, and classroom lectures, to name just a few examples. Because of the serious and business-like tone of the formal register, it is inappropriate to utilise it when discussing personal topics. Formal register is

generally utilised by speakers in order to effectively communicate information to an audience; nevertheless, the usage of formal register may also indicate a lack of connection between the speaker and the listener. When people are meeting for the first time in a public environment or when there is an expectation that they would conform to certain formal norms, it is common practise to prefer formal register.

Informal register – A conversation is said to be taking place in a casual register, also commonly referred to as an informal register, when it lacks clarity and formality. This speech has a variety of nonstandard grammatical structures, some of which include slang, fragmented sentences, and regional idiom, to name just a few examples. Individuals who are previously acquainted with one another and who feel at ease in the social setting in which they find themselves are the most likely to use this manner of speaking. If one overhears someone speaking to a group of people you don't know, the people in the group are probably friends, acquaintances, or peers of the speaker.

These listeners are an excellent depiction of the target audience since they are inclined to contribute to the debate while using a relaxed tone. In other words, they have the characteristics that make up the target demographic. Conversations in a casual register are designed to be amicable and cheerful, without delving too deeply into personal matters. This register is primarily meant to be used for supporting everyday conversations that do not require long explanations, involve an uneven distribution of speaking and listening roles, and flow seamlessly from one topic to the next. When more formal or consultative registers would not be appropriate, such as in a public or semi-public setting or in a private setting where the topic of conversation does not warrant the use of an intimate register, a more casual register is frequently used instead. Examples of these settings include: in public or semi-public settings; or in private settings where the topic of conversation does not warrant the use of an intimate register.

Intimate register – It is believed that conversations that take place between close friends, members of the same family, or romantic partners are performed in an "intimate register." These conversations could make use of conventional or informal grammatical constructions.

The intimate register is often used for private conversations amongst close friends and can be used for divulging confidential information, maintaining secrets, or making jokes in a light-hearted manner. When someone else is speaking to someone in a more personal tone, users should answer in the same manner whenever possible. When the speaker does not want the listener to overhear facts about themselves, their troubles at work or school, or any other information they would rather keep private, they will utilise an intimate register of speech. It is recommended that intimate register be utilised in situations that are either private or at the very least provide the participants with the opportunity to keep their sense of anonymity. Because its use connotes a loving interaction between interlocutors, the intimate register serves not just to convey private information but also to strengthen interpersonal relationships. This is because the use of the intimate register denotes a caring conversation.

Consultative register – The use of consultative register is indicative of a superior-subordinate or mentor-protégé link, and it is typical of conversations that take place between instructors and pupils, judges and defendants, doctors and patients, and higher-ups and those that they supervise. This tone is effective for business

meetings and other occasions that demand an approach that is serious. Due to the fact that direction is being sought as well as delivered, a polite tone can be heard in the consultative register. On the other hand, the consultative register may also incorporate more casual language, such as slang, depending on the nature of the connection that exists between the many parties involved. Those who speak this language are supposed to adhere to a set of standards, both formal and social in nature. This is the terminology that is frequently encountered in contexts that are considered to be professional.

❖ CHECK YOUR PROGRESS 4

1. Choose the correct register of the give sentences from the options provided.

- | | Formal | Frozen | Informal | Intimate |
|-------|---|---------------|-----------------|-----------------|
| i. | Doping is the use of drugs to improve performance in sport competitions. | | | |
| ii. | With more than fifty films to his credit, Alfred Hitchcock remains one of the most influential and popular directors of all time. | | | |
| iii. | I will be unable to attend today's meeting as I am unwell. | | | |
| iv. | The trees of the rainforests generate majority of the Earth's oxygen and help deplete the quantity of carbon dioxide from the atmosphere. | | | |
| v. | Don't chicken out! | | | |
| vi. | Oh, dear wife! You read my mind! | | | |
| vii. | Yea, woe is unto me, if I not preach the Gospel. | | | |
| viii. | Farewell, and Godspeed. | | | |
| ix. | I'm not goin' this afternoon cos I have cold. | | | |
| x. | Later darlin'. | | | |

2. Identify if the given sentences are formal or informal. Change them to opposite register. One has been done for you.

- i. I would like to apologise for forgetting our anniversary.
Formal
Informal - I'm really sorry that I forgot our anniversary.

- ii. I think that's great

- iii. Send me the bus timings.

- iv. You must really go to this Chinese restaurant.

- v. Thanks a lot for helping me.

vi. I would rather not do that.

3. What distinguishes the formal register from the consultative register?

4.6. LET US SUM UP

In this unit you have learnt

- The meaning of register
- Understand the types of register with regard to the context

4.7 KEY WORDS

(The mark ' is placed before the syllable that carries the main stress in the word.
The mark, is placed before the syllable that has a secondary stress.)

prag'matic	Practical
'mode	medium
'field	context
pro'ximity	closeness
e'quivalence	words or phrases which are same in both languages
'monologic	pertaining to a long speech given by an individual or an actor

1.8 SUGGESTED READING

1. The first promise by Ashapurna Debi
2. Those days by Sunil Gangopadhyay
3. The gift of a cow by Munshi Premchand

❖ ANSWERS

CHECK YOUR PROGRESS 1

1. Fructose is the ketose isomer of glucose.
2. Unmanned mission have continued to explore the space.
3. This agreement is not transferrable and may only be transferred upon a written consent provided by both parties.
4. Its freaking cold.
5. Would you be a dear and bring me a glass of water?

6. Globalisation leads to the integration of different societies, culture and regional economies.
7. Physical inactivity is a common cause of the rising prevalence of lifestyle diseases.
8. Yo! What's up?
9. Music has proven to be a therapeutic tool for anxiety.

CHECK YOUR PROGRESS 2

1.
 - a. R
 - b. W
 - c. W
 - d. R
2. Sample email

Subject : Application for the job of Gujarati translator

Dr Mr./Ms. XYZ

I was just browsing your website when I came across a position that you would be interesting in having me apply for. My experience and credentials are a perfect match for the requirements of the Gujarati translator post at ABC Company (Job Reference Number), which is now open.

I recently received my Master of Arts in Translation Studies from XYZ College, and at the moment, I am searching for an opportunity to put my education and experience to use at a reputable company such as ABC. As a licenced translator, I am proficient in translating from Hindi and English to Gujarati and vice versa. I believe that this will be an asset for the firm because it allows me to translate between all three languages.

I would appreciate it if you could take a moment to review the attached cover letter and CV, which are both submitted for your consideration. Regarding the employment position I applied for at the ABC organization, it would be really appreciated if I could get a response from you.

Sincerely
Saral Kumar
+91 9000000000
B-8, Qualia Apartments
Surat
saralk98@gmail.com

CHECK YOUR PROGRESS 3

Here are some words and you have to create a sentence using these words based on the cues presented below in brackets. One has been done for you.

1. **b. Give me your phone!**
 - c. Could you please help me with this?

- d. Would you like to eat biscuits?
- e. Bring me that book.
- f. Would you please give me a copy of a law book?

2. Sample answer

Language changes depending on the context. This linguistic variant depending on distinct functions is known as register. The choice of register is determined by the speaker-hearer connection as well as the environment of the conversation.

CHECK YOUR PROGRESS 4

1.

- i. Formal
- ii. Formal
- iii. Formal
- iv. Formal
- v. Informal
- vi. Intimate
- vii. Frozen
- viii. Frozen
- ix. Informal
- x. Intimate

2. Identify if the given sentences are formal or informal. Change them to opposite register. One has been done for you.

ii. Informal

Formal – I would like to say that I think it is a great news.

iii. Informal

Formal – Can you send me the train times?

iv. Formal

Informal – You must really go to this Chinese restaurant.

v. Informal

Formal – I would like to express my gratitude for helping me.

vi. Formal

Informal – I am not doing that.

3. Sample answer

A formal register is a style of writing that is impersonal, uses entire sentences, and frequently adheres to a prescriptive or universally accepted pattern. This type of register is typically employed in formal settings such as speeches and presentations. In addition to this, the vast majority of academic and scientific publishing is done using it. The difference between the Informative register and the Consultative register is that the Consultative register uses terminology that is more exact and has a give-and-take connection, similar to the one that exists between doctors and patients. This structure of communications is mutually recognized, and it is expected that the patient will accept any advice or consultation that is provided by the doctor.

SUGGESTED READINGS

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:: STRUCTURE ::

- 5.0 OBJECTIVES**
- 5.1 INTRODUCTION**
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5.0 OBJECTIVES

In this Unit, we shall

- learn why the study of registers is important to translation
- discuss the characteristics of registers in relation to technical terminology and domains
- analyse how technical domains become register areas in languages
- learn how to handle technical terminology of various register areas while translating

On completing this Unit, you should be able to

- distinguish the different areas of linguistic register vis-à-vis technical terminology
- identify suitable techniques of handling technical terminology of different language register areas in translation
- make fair attempts to translate according to the different registers areas in the target language

5.1 INTRODUCTION

Language of an individual has personal as well as general traits. Language of a group of people may also show aspects that are shared and socially practised within the group and those that belong to the language in general. Have you ever

thought about what distinguishes each group? Have you ever thought about yourself associated with any social group that uses a particular *register*?

As you have learnt from Unit 4, linguistic register is a variety of language identified because of its use in particular situations. Wardhaugh (2015) describes registers as ‘language items associated with discreet occupational or social groups’. It is obvious that these groups communicate within themselves very often and would use a set of terms that have specialised meaning within the group. Imagine what a carpenter standing inside an auction hall would understand by a sentence, “the wooden chair used by Hitler went under the hammer.” The chair was not broken or restored there, rather it was auctioned. For a group of stock brokers, an ordinary word like ‘ask’ would mean ‘the lowest price that a seller has fixed for their stock’. Most living languages are full of such usages. Therefore, it is necessary that we extend the discussion on *registers* to study elaborately the technical terminology of different domains or professions of life which constitute the *register* for them.

In the real world, there is fluidity as far as the occupational as social groupings are concerned. A banker by profession can also be a musician. In both roles she could say a sentence, for example, ‘You need a higher tenor’. Only the context will provide clues on what role the person has assumed at the time of the utterance, to whom did she speak it and for what purpose. ‘Tenor’ for a banker would mean ‘a time period for paying back loans’ and the same would mean ‘a singing voice’ for the musician. A third meaning of the word ‘tenor’ related to the study of *registers* is given in the glossary at the end of the unit.

However, we are not going to learn why and how a person moves between different roles. Our focus will be the elements of language, especially the technical terminology used in those roles belonging to different domains or professions that make them part of a *register*. We need to learn how to handle them in translation.

5.2 REGISTER, STYLE AND GENRE

‘The register perspective combines an analysis of linguistic characteristics that are common in a text variety with analysis of the situation of use of the variety.’

(Biber & Conrad, 2009).

Register differs according to the context and it can be differentiated sometimes from what is known as the difference in *style* or *genre*. Halliday (2002) considers register as ‘the semantic patterning that is characteristically associated with the *context of situation* of a text’. *Register* focusses on functionality and purpose and is a bigger component than *style*. Formal and informal style in speech or writing could be more of a personal aesthetic choice of the speaker. Such styles could be the sub-components of *registers*. Registers are different from *genres*

because their focus is limited to the discourse. By genre, we tend to cover a complete text or a set of texts.

5.3 WORDS, DOMAINS, PURPOSES AND REGISTER AREAS

Language is used for different purposes. The choice of terms and phrases and even some syntactic constructions interwoven into the context constitute the *register* accordingly. It is part of daily life and therefore relevant to the general study of language as well as language used in particular social situations. In fact, the words and patterns of a particular register contributes a complete picture in which language is used. The picture provides additional information on the role of the participants, their relationship and kind of activity, the medium etc. Therefore, studying the registers becomes an important aspect of translation too. To understand this better, let us do a small exercise with an imaginary scenario:

Conversation 1:

- Person 1: Good morning, how can I help you today?
- Person 2: Hi, I'm interested in booking a tour to Darjeeling, West Bengal.
- Person 1: Darjeeling is a great destination! How many people will be travelling with you?
- Person 2: I'll be travelling with some of my office colleagues, so we'll be a group of around 8-10 people. Suggest us a good package. We are interested in visiting the tea gardens.
- Person 1: Great, I can help you plan a customised tour for your group. You'll be able to visit some of the most famous tea estates. We can also include a visit to the Himalayan Mountaineering Institute and a trek to Tiger Hill. The city also offers a glimpse of the colonial heritage, you can also visit the Raj Bhavan and the Darjeeling Zoo.
- Person 2: That sounds great! Can you also arrange for accommodation and transportation for us? Can you provide me with an estimate of the total cost for the tour?
- Person 1: Absolutely, we can arrange for a comfortable accommodation, as well as, the conveyance for all the sightseeing tours. Yes, I'll be happy to provide you with a detailed itinerary and a quote for the tour.
- Person 2: Great, thank you for your help. I'll look forward to hearing from you soon.
- Person 1: My pleasure. I'll get back to you as soon as possible with all the details. Thank you.

Conversation 2:

- Person 1: Hey dude, you'll never guess what? I just booked a trip to Darjeeling!

- Person 2: Darjeeling, that's awesome man! What's the plan?
Who's joining?
- Person 1: I'm going with some of my office colleagues for a week. We're a gang of around 8-10 people.
- Person 2: You're going with work, that's cool, a good size. So what follows?
- Person 1: We're going to visit some tea gardens and check out the local culture. We're also going to visit the Himalayan Mountaineering Institute, take a trek to Tiger Hill, and catch an early morning view of Mount Everest.
- Person 2: That sounds amazing! The local food will be delicious, the momos and thukpa. You'll also be able to see the British era buildings, I guess.
- Person 1: Oh yes! We can catch a glimpse while visiting Raj Bhavan and the Darjeeling zoo.
- Person 2: Super! So who's lookin' after your stay and transport?
- Person 1: Yeah, the travel agent is taking care of everything for us. We'll be put up in a comfy hotel and they're bringing the transport for the local trips.
- Person 2: That's great, you're super lucky. Is your fam joining you?
- Person 1: Nope, only the work. The fam's gonna go check out our hometown.
- Person 2: Okay! Have a great trip! Don't forget to bring me back some Darjeeling tea!
- Person 1: Ha Ha! Will do! See ya!

Hope you were able to identify the three participants in the above two conversations. The first conversation is between a travel agent and a tourist who wants to book a trip to Darjeeling, the famous hill station in West Bengal. The second is between the tourist and a friend. We can guess that they could be two male friends from the words 'dude' and 'man' but fixing the gender is not our main objective here.

What is strikingly obvious is the difference in style between the two conversations. The travel agent maintains a formal tone throughout. The traveller speaks in a semi-formal tone with the agent. Both the friends use a very personal and informal style in the second conversation. Apart from the personal addresses, we can see the use of contracted forms of words like 'you'll', 'comfy', 'fam' etc in the informal style. The informal discourse markers like 'yeah', 'nope' etc. mark the friendship or level of intimacy between the two speakers. However, it is also possible that the friends could have used a less informal style in their talks if they wanted to. Therefore, style appears more as a matter of choice.

We can summarise the aspects of the two conversations as follows:

Conversation 1		Conversation 2	
Domain	Tourism	Domain	Tourism
Purpose	Booking a tour package	Purpose	Informing about holiday plans
Type of conversation	Business conversation	Type of conversation	Friendly chat
Participants	Travel agent and customer	Participants	Friends
Medium	Personal/telephonic	Medium	Personal/telephonic
Style	Formal/Semiformal	Style	Informal
Personal addresses and greetings	Good Morning, Hi	Personal addresses and greetings	Hey dude, man
Words related to the theme	booking, package, tour, itinerary	Words related to the theme	plan, trip
Words describing boarding and travel	accommodation, conveyance, sightseeing tours	Words describing boarding and travel	stay, transport, local trips
Words describing the tourist spots	tea estates, Himalayan Mountaineering Institute, Tiger Hill, colonial heritage, Raj Bhavan, Zoo	Words describing the tourist spots	tea gardens, Himalayan Mountaineering Institute, Tiger Hill, British era buildings, Raj Bhavan, Zoo
Words describing fellow travellers	office colleagues	Words describing fellow travellers	office colleagues, gang, work
Discourse markers	Great! sounds great! absolutely, my pleasure	Discourse markers	yeah, awesome, super, nope etc.

The first conversation exemplifies the idea how a combined situation of a domain and a purpose related to the domain typically provide the space for *registers* to exist. The domain is tourism and the purpose is booking a tour package. The words and constructions used by the travel agent are internally cohesive to the theme and purpose of the conversation. The language used by the agent or even by the tourist in the first conversation is not of an exclusive nature. Words like ‘booking, package, itinerary, accommodation etc’ could be used even in any slightly formal talk between friends. However, a context of traveller

booking a package with a travel agent is a more natural context for such a usage of words and constructions. We refer to the context here as the *register area* and the terms and patterns of expressions used as *register*.

Some target languages provide similar space and scope like the source for the registers to be maintained in the translation too. Even when the tools are not readily available for exact replication, the translator should attempt to bring in the overall effect of the presence of the registers and their functions in identifying the themes, the social occasion (field), roles of the participants (tenor), the medium (mode) etc. in the translation.

5.3.1 TECHNICAL TERMINOLOGY AND DOMAINS

When we say technical terminology, we mean a set of words or constructions that are used in a particular subject or domain of knowledge and which derive their meaning from that knowledge domain. Here, the domain itself has attained the special status of being called a technical field. Hence, the words and syntactic patterns used in the field to denote particular concepts, processes, activities and actions have attained a technical charge, that is, an exclusive technical meaning. Generally, this meaning is precise, accurate and restricted to the field. A translator should attempt to maintain these nuances of the variety of language used in the translation.

5.3.2 EVERYDAY LANGUAGE AND TECHNICAL WORDS

Let us look at some examples from everyday English. The word ‘ignition’ in English has its root in the verb ‘ignite’, that is, ‘catch fire or cause to catch fire’. From it, ‘ignition’ derives a meaning of ‘the action of igniting, that is, being burnt or setting something on fire’. However, most speakers of English would know that ‘ignition’ also means the process of starting an engine, that is, ‘the combustion of fuel in the cylinders of an internal combustion engine.’ Even if speakers with average competence do not know the definition mentioned in the second part of the above sentence, they would most probably know that ‘ignition’ means ‘starting an engine’ like that of a scooter. The fixed definition belongs to the field of Engineering. This example is a case of a common word having specialised meanings in restricted domains of knowledge.

We can draw another example from the word ‘critical’. It means something that is ‘very important’ like a ‘critical decision’ in General English. In another sense, ‘if someone is critical of something’ it means that the person has adverse comments and has criticised something. When a patient is critical, we understand that the person’s health has deteriorated drastically or turned worse suddenly. However, to say that ‘a nuclear reactor went critical’ would mean, in plain terms, that the nuclear reactor became ‘functional’. It means that the nuclear-fission chain reaction has become self-sustaining. Did it sound too ‘technical’? Well that last definition belongs to the domain of Nuclear Physics.

5.3.3 TERMS THAT ARE EXCLUSIVELY TECHNICAL

As discussed in the previous section, there are many technical words having specific meaning when they are used in particular fields of knowledge but otherwise resemble common words. Then, there are terms that are purely technical, for instance, ‘biopsy’ or ‘zygote’ which are used only in a specialised field like medical diagnosis and treatment. ‘Biopsy’ means ‘removal of a set of cells, fluids or tissues for examining the disease or illness’ and ‘zygote’ refers to ‘an egg, the female reproductive cell, fertilised by a sperm, the male reproductive cell which may grow into an embryo.’ These words do not correspond to anything else in everyday English.

5.3.4 TECHNICAL TERMS OR PHRASES

Notice that in the fourth usage of ‘critical’ (of Nuclear Physics) discussed above, it is mostly used as ‘go critical’ along with the verb ‘go’. This is one of the reasons we have talked about ‘words and constructions/patterns’ and not just words alone when we discuss technical terminology and *registers*. Consider some more examples: global positioning system-GPS (Geography, Survey etc), random access memory-RAM (Computer Science), relational database management system-RDBMS (Computer Science), light emitting diode-LED (Electronics), human resource management-HRM (Management), acquired immuno-deficiency syndrome-AIDS (Medicine) etc. The use of these latter terms, especially their acronyms RAM, AIDS etc, form a variety in typical communication within the field.

As we had in ‘go critical’, there are many verb phrases and combinations which show similar characteristics of always appearing together. Consider phrases like ‘normalise data’ (Computer/Data Science), ‘synthesise a chemical compound’ (Chemistry) or something very commonplace like ‘conduct a survey’ (Social Science), ‘calculate the average’(Mathematics/Statistics), ‘diagnose a disease’ (Medicine) etc. The typical use of all such technical phrases qualify as defining the *registers* in those fields.

The number of such terms and patterns may grow when new concepts or objects get added to the field of knowledge. The meaning of the words within the field may also change over a period of time. However, a survey of such developments is outside the scope of this unit.

5.4 KNOWLEDGE AND IDENTIFICATION OF REGISTERS

Users of a language need not be familiar with all registers in the language. In some cases, they may be able to identify a register and would be able to follow it. However, a language speaker fluent in understanding or following a particular register need not be adept in using it. For instance, one may be familiar with the *shlokhas* used by the priest during a special *puja* in an Indian context, but it does

not necessarily mean the person will be able to chant or use the *shlokhas* meaningfully in the same way as the priest does. Parity between competence and performance in different registers is not an expected criterion from the speakers of any language.

What we can safely say is that language speakers do identify registers from a particular piece of text or spoken language situation according to their acquaintance with them. They may be able to describe some or most of the following information:

- A set of words/terms/phrases and their linguistic patterns
- The field to which these words belong
- The situational or the socio-cultural context
- Information on the participants along with their roles and relationships
- The medium of communication
- The style of the language

The above indicators give us a clear idea of how language is used for the specific purpose by its participants. These criteria show the speech or text is connected to a domain and exhibits cohesive elements that form the register within the domain. The understanding of these elements of the texts enables the translators to bring out the concepts and the discourse of the original in a more comprehensive manner in the translation and do justice to the translation.

TASK - I

Carefully read through the following three paragraphs and answer the questions:

The first operation that we will examine is the addition operation, which is denoted by the 'plus' symbol (+). The '+' operator is used to perform addition operations. For example, if you wish to add the variables 'a' and 'b', where 'a' is 10 and 'b' is 2, you use the '+' symbol to separate the variables. So, the result after '=' will be 12. The next operation we are going to look at is the subtraction operation, denoted by the 'hyphen' symbol (-). This '-' operator is used to perform subtraction operations. I have the corresponding example here. So, if you wish to subtract the variable 'b' from the variable 'a', the output will be 8.

So, the next arithmetic operation that we will examine is the multiplication operation, denoted by the 'asterisk' symbol (*). The '*' operator is used to perform multiplication operations. For example, if you wish to multiply the variables 'a' and 'b', where 'a' is 10 and 'b' is 2, the product will be 20. The next operation is the division operation, denoted by the 'forward slash' symbol (/). So you use the '/' operator to perform division operations and it returns the quotient of the two variables. For example, if you divide 'a' by 'b' where 'a' is 10 and 'b' is 2, the result will be 5.

TECHNICAL TERMINOLOGY OF DIFFERENT
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Last operator I am introducing is the remainder operator, denoted by the percentage symbol (%). This operator is used to determine the remainder when dividing two variables. So, if you separate 'a' and 'b' and insert '%', where 'a' is 10 and 'b' is 2, the result will be 0, as 10 is divisible by 2 with no remainder.

From the above paragraphs, identify the following features:

- a. What is the theme and domain of the text?

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- b. How did you identify (a)?

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- c. What is the type of activity happening in the passage?

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- d. Who are the participants?

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- e. Did you identify the medium of the activity? If yes, what is it?

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- f. How did you identify (c), (d) and (e)?

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- g. List a few terms and linguistic patterns that you could identify

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5.5 PROCESSES AND PARAMETERS OF IDENTIFICATION

We can elaborate on the processes and parameters of identification by going through Task I passage. After a cursory look, one may say that the paragraphs appear to be the portions of a teaching lesson from the discipline of Mathematics. There are terms like addition, subtraction, multiplication and division. These four are the basic arithmetic operations in Mathematics. The phrase ‘arithmetic operation’ itself is found in the second paragraph.

5.5.1 IDENTIFYING THE DOMAIN THROUGH TERMINOLOGY

A bigger list of the technical terms from the passage would have words and phrases like operation, plus, symbol, operator, add, variables, separate, result, denote, hyphen, perform, subtract, output, insert, asterisk, multiply, product, forward slash, quotient, remainder, percentage symbol and divisible. Among these, words like hyphen, asterisk, forward slash, and percentage symbol do not denote a meaning that is typically from Mathematics. For instance, ‘hyphen’ is referred to here as a symbol of subtraction. In a Mathematics class, it will usually be called a ‘minus’ or ‘dash’ symbol. Obelus (\div) is the symbol used for division in Mathematics and not ‘forward slash’ as mentioned in the third paragraph.

The most obvious deviation from basic Mathematics is the operation to get the remainder by using a percentage symbol (%) as the operator. In Mathematics, remainder is obtained through the division operation itself. There is a difference both in the method and the term.

Once we identify these differences from Mathematics, the question remains, to what domain do these words belong to? The words ‘output’, ‘insert’ etc point towards the domain of Computer Science. This is confirmed from the instruction to use a percentage symbol (%) for obtaining the remainder. The symbol % (modulo division) is usually used in programming languages like C or Python in Computer Science to obtain the remainder. It is called a modulus operator in the programming languages.

5.5.2 IDENTIFYING THE CONTEXT, PARTICIPANTS, STYLE AND MEDIUM

The clues towards identifying the passage as ‘teaching lesson’ are phrases like ‘...that we will examine...’ ‘...we are going to look at is...’, ‘If I want to

add...’, ‘the result in sum that you get is...’, ‘I have the corresponding example here.’, ‘...if you separate...’ etc. There is a speaker or teacher who refers to herself or himself as ‘I’. She may be talking to one or more students or the audience as she addresses them as ‘you’. She also uses ‘we’ which means they are either seated in a physical or virtual classroom.

Regarding the medium used, we understand that the teacher is using either a blackboard or a digital screen to show the equations and operations. She is referring to modifying the written equations with verbs like ‘separate’, ‘insert’ etc. She explains the lessons verbally. Since there are written examples along with spoken lessons, both written and spoken mediums are used here.

There is clearly a formal tone in the language variety. The pronouns I’, ‘you’ and ‘we’ are used to address the participants in the passage. The discourse marker ‘so’ is repeated some five times. There is a clear logical progression of thought in the lesson. It looks like a carefully prepared lesson where the arithmetic operators are introduced from the simplest to the specialised ones.

By this way, we have identified the theme as a lesson on introduction to operators from the field of Computer Science, especially, programming languages. The participants are a speaker/teacher and her students/audience. The context could be a physical or virtual classroom, most probably, the latter as we do not have any responses from the audience.

Through such processes of listing the set of terms, personal addresses, discourse markers etc and analysing the clues on context and medium we’ll be able to get the information on the theme, domain, context, participants, their roles, medium etc. This leads us to finally zero in on the register which is that of an instructor in Computer Science in the given passage. With this information, the translator can be better prepared to handle the passage in her language now.

❖ CHECK YOUR PROGRESS - 1

Read the following conversation and answer the questions:

- A: What is the deadline, Madam?
- B: You can submit it when you come after the vacation. You should do some basic research but write in your own words.
- A: Oh, we are going on a study tour during the holidays. Can we get an extension? And what should be the length, Madam?
- B: It can be about 5 to 6 pages?
- A: How many families should we describe?
- B: You can describe only one, to which your mother tongue belongs.
- A: Will it be enough if we describe only the phonetic, phonological and morphological properties shared between the languages?
- B: Well, I guess so. That’ll be enough for a term paper. However, it’ll be good if you can add a paragraph or two on syntactic properties too.

- A: Yes, we understand. We will do that. Thank you, Madam!
B: Don't forget to cite the sources.
A: Yes, otherwise it will amount to plagiarism.
B: All the best! Have a good time during the tour!

i. Who are the participants in the conversation?

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ii. What is the conversation about?

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iii. What is the field of knowledge referred to here?

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iv. What is the topic on which the participants are expected to work on?

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v. What is the medium of the conversation?

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vi. What will you name the register?

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- vii. List a few typical terms and linguistic patterns of the register from the passage

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- viii. Extract a few items from your list that could mean something else in other contexts

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5.6 TECHNICAL TERMS AND SLANGS

One should keep in mind that technical terms are different from *slangs*. For instance, a closed social group like a family of carpenters may use *slangs* that only the family members or their relatives employ in that meaning. There are many groups formed from non-technical subcultures like skaters, gamers, foodies etc, who often meet or communicate and they can have a set of words referring to a few concepts, actions and objects. The meanings of such words are agreed only within the group. For instance, a group of gamers who join online in a video game may use words like ‘noob’ meaning a ‘newbie’, a new and inexperienced player; ‘AFK’, a short for ‘Away From Keyboard’; ‘LFG’ meaning ‘Looking For Group’ etc. They suit the context of playing a video game online where quick actions are required and very less time is available for a leisurely talk. More than being technical, these are informal words and abbreviations whose meaning shows agreement within the group. The words may appear in a dictionary of slangs but need not necessarily appear in the glossary of terms of the field.

We need to understand this aspect of technical terminology and slang. As technical terms form a part of a register within a particular field for a language, slangs too can be part of a register in their usage. However, the two are different in the nature, scope of their reference and their social status. Technical terms are used mostly as part of a formal language whereas the use of slangs are primarily associated with informal or private conversations.

5.7 SCIENTIFIC WRITING PATTERNS

Languages may have developed different patterns specific to science writings. For instance, it is said that writers nominalise verbs more in scientific writings in English. Instead of saying a sentence like, ‘this machine performs well’, it may be usually found ‘the machine gives good performance’ in technical

writing. The writers may be employing such tactics to produce the right focus on what they intend to provide the reader. However, it is possible such patterns of writing may not be natural in a given target language. Hence, translators need to understand the focus or emphasis of the original authors revealed through the particular grammatical patterns used by the authors. They should try reproducing the meaning and sense through suitable grammatical constructions available in the target language. Translators should avoid replicating the grammatical constructions of the original in the name of being faithful to the original.

Technical writing itself may be graded from ‘less specific’ to the ‘most specific’ according to the register used. For instance, a sports news item on cricket must use cricket vocabulary like wicket, pitch, bowling, spinner etc. These terms, though they have specialized meanings related to cricket, are understood by many general readers who follow cricket. This can be termed as ‘less specific’ technical writing. In contrast, a text on anatomy for a postgraduate student may use a register that could be followed only by those who are either students of the subject or someone who has taken extra efforts. Translation of these registers and the texts needs different strategies.

5.8 TRANSLATING TECHNICAL TERMINOLOGY OF DIFFERENT LANGUAGE REGISTER AREAS

Technical translations between different languages often have to resolve the issue of technical terminology which has defined the language registers areas in those languages. As seen in 5.7, a less specific text may use a list of terminology that could be even transliterated in the target language and would be easily understood. For example, cricket vocabulary is retained, that is, transliterated as they are in most languages of the sub-continent, at least in oral communication.

For the highly specialized registers or registers of a closed community, translators can usually prepare glossaries before beginning the translation. In a professional agency or an academic institution a group of experts may produce the glossaries. However, in the case of individuals taking up translations, the translators can look up available glossaries in their languages and compile a list of equivalents needed for their translation. They may have to coin some equivalents themselves that are not already available for a particular sense needed in the translation. For instance, in a History text, words like ‘prehistoric’, ‘early era’ and ‘ancient times’ are used to refer to three different periods of history. The translators may use three different terms if they are already available in their language. When they are unavailable, the translators go for different strategies of translating technical terminology.

Even the ISO-17100 standard for Translation Service Providers places preparation of terminology that would be shared among the translators in the pre-

production phase. Translation as such is grouped with the activities of the production phase which follows the pre-production.

The preparation of glossaries or terminology lists must necessarily provide the context of the particular meaning of the source for them to be used for different registers. It will help the translation of registers if the equivalents are accompanied by information on their usage contexts.

5.9 SUMMARY

In this unit, you have learnt

- to identify the contexts where registers exist in a language
- to distinguish technical terminology or specialised terms that define the language register areas
- to choose suitable techniques for translating terms and expressions that form a register.

5.10 KEYWORDS

discourse markers:	Words and phrases that are used to connect or organise different ideas in a speech or writing (example: however, in fact etc).
mode:	The channel of communication
field:	The context of the text and the type of social action
tenor:	The relationship between the participants who play the different roles

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❖ ANSWERS

CHECK YOUR PROGRESS - 1

- i. A professor and a group of two or more students.
- ii. It is about the details of a term paper which has been assigned to the students.

- iii. Linguistics, because phonetics, morphology etc are mentioned in the conversation.
- iv. Describing the linguistic features of a language family
- v. It is a spoken conversation
- vi. May be 'A semi-formal academic conversation in Linguistics'
- vii. submit, basic research, mother tongue, phonetic, phonological, morphological properties, language, term paper, syntactic property, cite the sources, amount to plagiarism
- viii. submit - to obey any authority; morphological properties - in the field of Life Sciences, it may mean form and structure of animals, plants or organism; amount - the total number or quantity

BLOCK 2

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ILT- MDC- 201
Translation: Socio Cultural and Linguistics Contexts

BLOCK 2

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:: STRUCTURE ::**1.0 OBJECTIVES****1.1 INTRODUCTION****1.2 INDIA AS A MULTICULTURAL SPACE****1.3 ROLE OF TRANSLATION IN MULTILINGUAL SOCIETY****1.4 CONCLUSION****1.5 SUGGESTED READINGS**

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.

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11. <https://translationjournal.net/journal/50culture.htm>

:: 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-to-day 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 phase 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?

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UNIT-3

SOCIAL CONTEXT OF TRANSLATION

:: STRUCTURE ::

3.0 OBJECTIVES

3.1 INTRODUCTION

3.2 NEED OF TRANSLATION IN SOCIETY

3.3 THE FUNCTION OF CONTEXT IN TRANSLATION

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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” (Bennison: 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 सुनहरे चर्मवाले 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 પોંહચે છે.	1a. वह अभी पोंहच जाएगी।
b. She is reaching <u>at this very moment</u>	b. તેણી આજ ક્ષણે પોંહચે 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. મોડું ના થાય તે પહેલાં આવો.	b. देर हो उससे पहले 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 માટે છે.	1. जो किताब वहा पड़ी है वह मेरी है।
2. <u>i remember the house 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.

-छत पर लोग सुन नहीं पाते ।

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

-અગાસી પર ઉભેલા લોકો સાંભળીશકતાનથી

- छत पर खड़े लोग सुन नहीं पाते।

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>मैं 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>क्योंकी 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 गड़ी के लिये</u> किंमत बहुत ज्यादा है।	<u>पुरानी गड़ी खरीदने के लिये</u> किंमत बहुत 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 आप परीक्षा में नहीं बैठे।
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 आप प्रथम क्रमांक पर आए।
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 आप आए।

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:

- The young man told us the direction of the wind.
-The young man told us in which direction the wind blew.
- Everyone believed him guilty.
-Everyone believed that he was guilty.
- His departure was unexpected.
That he departed was unexpected.
- He confessed his crime.
-He confessed that he had committed the crime.
- He described how the soldier marched.
- There is no meaning in calling her.
- 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 કહ્યું કે / જ્યારે તે દસ વર્ષનો હતો ત્યારે / તેણે મહાભારત વાંચેલું હતું.

-उसने हमें 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 हैं।

❖ **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**
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❖ 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 Sapirir, 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. Jacobson 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. Jacobson 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 Jacobson, 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 Jacobson 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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UNIT-8

ROLE OF TRANSLATION IN DEVELOPMENT OF LANGUAGE

:: 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.

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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- 2 Chriss, Roger. Translation as a Profession. Lulu.com. 2006
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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 આભ,
દશે દિશામાં સ્મિત વહે હો દશે દિશે શુભ-લાભ.

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

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

સંસ્કારોની સુગંધ મહેકે, 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

