

RELEVANCE OF TRANSLATION AS A COURSE

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

Submitted By

Prem K.C.

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2010

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067/01/23

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prem K.C.** has prepared this thesis entitled “**Relevance of Translation as a Course**” under my guidance and supervision.

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DEDICATION

**Dedicated to my Parents who devoted their entire life to make me what I am
today.**

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ABSTRACT

This research work entitled “**Relevance of Translation as a Course**” was carried out to find out the perception of students on relevancy of teaching of translation academically in ELT syllabus. I used both primary and secondary sources of data in this study. I purposively selected four campuses- Department of English Education, Kirtipur, Mahendra Ratna Campus, Butwal Multiple Campus and Tansen Multiple Campus. And 35 students were selected from Department of English Education, 20 from Mahendra Ratna Campus, 15 from Butwal Multiple Campus and 10 from Tansen Multiple Campus using not random judgmental sampling procedure. They were given questionnaires for the collection of primary data. This study shows that majority of the students found translation as a relevant in the sense that it developed language skills and vocabulary aspect of language and provided the skills of translating text into second language without losing its meaning. Likewise, majority of the students i.e. 90% expressed that it was a practical subject in career development.

This thesis consists of four chapters. The first chapter introduces the study with general background i.e. importance and scope of translation; teaching of translation and translation: situational study in case of Nepal. This chapter also deals with the review of literature, the objectives and significance of the study. The second chapter deals with procedures adopted to carry out the research. It contains the information on the sources of data, sampling procedure, tools, process of data collection and limitations of the study. Similarly, the third chapter consists of the analysis and interpretation of the data collected through questionnaire. The fourth chapter deals with the major findings of the study on the basis of analysis and interpretation of the data. It also deals with some recommendations made on the basis of findings of the study. Finally, the fourth chapter is followed by the references and appendices.

TABLE OF CONTENTS

	Page
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of Contents	x
List of Figures	xiii
List of Symbols and Abbreviations	xiv

CHAPTER ONE: INTRODUCTION

1.1 General Background	1
1.1.1 Importance and Scope of Translation	4
1.1.1.1 Translation as a Means of Communication	5
1.1.1.2 Translation as a Nation Building	6
1.1.2 Teaching of Translation	8
1.1.2.1 Objection to Using Translation in Classroom	11
1.1.3 Translation: A Situational Study in Case of Nepal	12
1.1.4 Definition of the Term ‘Attitude’	13
1.2 Literature Review	14
1.3 Objectives of the Study	17
1.4 Significance of the Study	17

CHAPTER TWO: METHODOLOGY

2.1 Sources of Data	18
2.1.1 Primary Sources of Data	18
2.1.2 Secondary Sources of Data	18

2.2 Sampling Procedure	18
2.3 Tools of Data Collection	19
2.4 Process of Data Collection	19
2.5 Limitation of the Study	20

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1 Reason behind Studying Translation as an Elective Course	21
3.2 Translation in Developing Language Skills	22
3.3 Role of Translation in Developing Vocabulary Achievement	23
3.4 Translation in Making Literary Works Accessible	23
3.5 Translation in Raising Language Awareness	24
3.6 Benefits after Studying Translation	24
3.7 Practicability of Translation in Career Development	26
3.8 Need of Theory of Translation for Translators	27
3.9 Translation as an Instrument for Studying Different Languages	28

CHAPTER FOUR: FINDINGS AND RECOMMENDATION

4.1 Findings	29
4.2 Recommendation	31

REFERENCES

APPENDICES

LIST OF FIGURES

S.N.	Title	Page
	Figure No. 1: Translation in Developing Language Skills	22
	Figure No. 2: Translation in Making Literary Works Accessible	23
	Figure No. 3: Translation in Raising Language Awareness	24
	Figure No. 4: Benefits after Studying Translation	25
	Figure No. 5: Practicability of Translation in Career Development	26
	Figure No. 6: Need of Theory of Translation for Translator	27

LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
&	-	Ampersand
B.A.	-	Bachelor of Arts
e.g.	-	For Example
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
i.e.	-	that is
M.Ed.	-	Master's of Education
No.	-	Number
p.	-	Page
PCL	-	Proficiency Certificate Level
S.N.	-	Serial Number
SL	-	Source Language
T.U.	-	Tribhuvan University
TL	-	Target Language
TT	-	Teaching of Translation

CHAPTER- ONE

INTRODUCTION

1.1 General Background

The word 'Translation' is an anglicized form of a Latin word in which 'trans' means 'across' and 'lectum' means 'to carry'. Now, what it means is that it is an art of 'carrying across the matter of one language into another language'.

Translation studies in our time has acquired a new dimension-thanks to the development in the field of linguistics. But no study of translation can be proper and appropriate without making a reference to the background history of it.

Newmark (1981) says:

...the first traces of translation date from 3000 BC, during the Egyptian Old kingdom, in the era of the first Cataract Elephantine, where inscription in two languages have been found. It became a significant factor in the West in 300 BC, when the Romans took over wholesale many elements of Greek culture, including the whole religious apparatus. Likewise, Luther's Bible translation in 1522 laid the foundations of modern German and King James's Bible (1611) had a seminal influence on English Language and literature. Significant periods of translation preceded Shakespeare and his contemporaries, French classicism and Romantic Movements (p.7).

However, people in the past had assumed translation as just a means of communication among the people from different linguistic communities. Haugen (1974) says "men were not scattered abroad because they could not understand one

another's speech. They could not understand one another because they were scattered: in the [Babel] story cause and effect have been turned around" (retrieved 5, November, 2009 from [www. Translation history. com](http://www.Translationhistory.com)). What Haugen means to say in that attempt to use translation to overcome barriers in international communication must be measured against the background of a phylogenetically determined plurality of languages which is an integral part of man's nature and destiny.

Translation has a long history and tradition. It has been influenced by the literary, historical and philosophical background of the period. Scholars claim that translation is a Roman invention. The written documents on translation show that it begins from the classical period. According to Steiner (1975), the history of translation study can be classified into the following four periods:

- I. From the statement of Cicero and Horace on translation upon the publication of Alexander Fraser Tyher's *Essay on the Principle of Translation* in 1791.
- II. The period from 1791 to 1964 is a period characterized by theory and hermeneutic enquiry with the development of vocabulary and methodology to approach translation.
- III. The third period begins with the publication of the first papers on machine translation in the 1940s, and characterized by the introduction of structural linguistic and communication theory into the study of translation.
- IV. In early 1960s, the fourth period has its origins in and co-exists with the third period. This period shows a reversion to hermeneutic, almost metaphysical inquires into translation and interpretation (as cited in Krishnaswamy, 1992, p.239).

By the 1990s, translation studies had established itself as a general discipline by means of which the broad and multifaceted range of translation phenomena is investigated (retrieved 5, November, 2009 from www.literarytranslation.com). Now it has earned its own theories and has been established as a separate subject in academic field. It has also been an emerging discipline since its scope has been growing with its history, technique, process, product, criticism and evaluation.

However, defining translation is really a difficult task. Even thousand of translators and experts cannot define what translation exactly is. Some define it as a linguistic activity, some define as a cultural activity, some as an art, some as skill and craft, some as a means of communication and so on. These activities show that translation is defined subjectively.

Catford (1965) says "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p.20).

Brislin's (1976, p.1) definition of translation embraces a widest scope.

To put it in his words : "translation is the general term referring to the transfer of thoughts and ideas from one language in written or oral form, whether the languages have established orthographic system or do not have such standardization or whether one or both languages is based on signs, as with sign language of the deaf" (as cited in Bhattarai, 2000, p. 2).

Newmark (1981) says, "translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/ statement in another language" (p.7). According to Wilss (1982) "translation is a procedure which leads from a written SLT to and optionally equivalent TLT and

requires the syntactic, semantic, stylistic and text-pragmatic comprehension by the translator of the original text" (p.112).

Similarly, Wilss (1982) says "translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL" (p.3).

Lefevere (1992) defines translation as "a text written in a well-known language which refers to and represents a text in a language which is not as well known" (p.1). What he means is that translation is a linguistic activity and that essentially represent foreign text in one's own culture.

From the definitions given above by various scholars we come to know that translation is both linguistic and cultural activity and the goal of translation is to establish a relationship of equivalence between the source text and target text.

Finally, we can say that translation is defined variously depending upon the genre, the nature of activity, the medium employed, the purpose, audience and the current theories of language, philosophy, etc.

1.1.1 The Importance and Scope of Translation

Translation is the key to world knowledge. In this twenty first century, the world is being shrunk with new scientific inventions, and translation has a great role to expand it to the world. Translation offers an excellent opportunity to undergo socio-cultural survey of various languages and their literature. According to Bhattarai (2000),

Man the only *homo loquens* known in this planet, possess a unique capacity to use (speak, read and write) more than one languages. He is not only

endowed to use different languages even at home, he can use different communication packages and systems. As a conscious being possessed with a vast treasure of knowledge accumulated through historical experience and stored in memory, he cannot simply remain ignorant of what lies beyond his space and time. So, translation is the only key to this otherwise forbidden treasure-house (p.10).

Translation studies can very safely be included as an important genre in the domain of literary criticism since it is an art prompting to peep into the diversified lingual, cultural and literary context of a source language. It is through translation we know about all the developments in communication and technology, and latest discoveries in the various field of knowledge. Nepal also has close links with Ancient civilization, Western culture, Eastern Philosophy and so on. This is how human beings realized the importance of translation long ago. It is needless to mention here that the relevance and the importance of translation has increased greatly in today's fast changing world. Today with the growing zest of translation in human minds there is a great need of translation in the field of education, science and technology, mass communication, trade and business, literature, religion, tourism and so on.

1.1.1.1 Translation as a Modern Means of Communication

The twenty first century has been turned into the development from mass communication to universal or global communication and becoming even more complex in term of technology and organization. Translation is becoming increasingly important as a medium of international communication. According to Wilss (1982) "the development is favoured by the circumstance that, in spite of all

its creative productivity, our era seems to be essentially one of reproducing, inventorying, processing and conveying information" (p.18).

Translations as a means of communication has become a kind of linguistic bridge-building since we need translation for the purpose of communication among people of different races, cultures and faiths all over the world. Das (2005) says:

... the writer, his reader and work belong to one language and the translator, his reader and translation belong to another language (of course, the translator knows both languages), what happens in translation is that the SL text gets substituted and the result is that TL text is born. So, translation is a journey from one language to another (p.67).

Translation has its valuable use in the field of exchange of thoughts, opinion, feelings and ideas as a means of communication among the various dialectal communities. This trend helps to promote social behaviour and tries to form a relation between them and creates ample of chances to interact between two or more dialectal people. Translation has a great role specially in political world. In different national and international conferences in which people discuss on common agenda, translation is used to scatter their common goal and decision although political figures are from the different linguistic cultures. So translation has narrowed down the gaps in communication either in national or international level. In conclusion, there is no doubt that translation has been used as a means of communication.

1.1.1.2 Translation as Nation Building

We are at the age 21st century. The new invention in science and technology has made the nation difficult to lead to the comparative development. In the present

context, in term of nation's linguistic culture and explosion of knowledge, translation is considered as an important aspect and component of language learning. At national level, translation helps in bringing out national integration in multilingual countries like Nepal, India, France, Canada, etc. and at international level it helps in improving good relations among neighbouring countries and bilateral relationships. Paul St. Pierre (n.d.) states the concept of translation as nation building in the following words:

The importance of translation can be located 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 that is, science and philosophy , medicine, political science, law and religion. Translation in this way, plays an essential role in determining how a nation establishes its identity in terms of others...(as cited in Das, 2005, p.79).

In a multilingual and multi-cultural country like Nepal, translation of words is of paramount importance for the exchange of ideas and thoughts among people belonging to different religions, languages and cultures. There are movements in literature, art and trends in political opinion that sail from country to country through translation. In term of Nepalese context different scholars' contribution in term of their arts and creativity has been widened through multiple version of translation and identified to the world. Especially in literature, literary figures have survived for long and earned dignity, prestige and popularity through translation. For example, 'Shirisko Phul' written by Parijat has been taught as content of syllabus at university in America, this is only because of translation. It is also a great proud of Nepal.

Translation has an impact on business World and science and technology. Since business and technology are the pillars of nation development, translation has helped to foster and promote them worldwide through leaflets, brochures of product translated in the target language. On the other hand, new invention in science and technology can be widened through translation. So, translation is not limited only to transmission of text, culture but also a power of nation building.

1.1.2 Teaching of Translation

Translation appeared as significant part of ELT with the arrival and the total dominance of Grammar Translation Method during 1840s to 1940s. Translation was a key element of GT method, which was derived from the classical method of teaching Greek and Latin. This was not an effective learning experience for many learners in term of memorizing huge lists of rules and vocabulary. This method involved them in translating whole literary or historic texts word for word.

Unsurprisingly the Direct or Natural method established in Germany and France around 1900 was a response to the problems associated with GT method. Then GT method was shaded since teachers and learners avoided using learner's native language and just used the target language.

Although GT method in ELT was highly criticized in its history the activities like dictation, reading aloud, drills, antonym/synonyms etc. have been features of many communicative classrooms and successful aids to learning though the approach to using them has changed. According to Duff (1989), "teachers and students now use translation, translation activities have clear communicative aims and real cognitive depth, show impressive communicative result" (retrieved 12, November, 2009 from www.teachingenglish.org/translation-activities-language-classroom).

Translation now has been started to be taught academically as an independent subject in different universities. In West German, Heidelberg University is known

as older to include independent study of translation in English Curriculum which offers two way translation classes and requires examination papers in both directions, L₂/L₁ and L₁/L₂. And proposes the following qualification of teacher staff to teach translation:

- I. a comprehensive transfer competence
- II. a awareness of SL/TL surface divergences
- III. an interest in TT problems
- IV. the ability to adapt learning theories to the field of TT
- V. the ability to develop translational achievement tests for controlling the translational learning process (as cited in Wilss, 1982, p.183)

Similarly, Moroccan Universities have offered the course of translation at B.A. English program. Ahmed Alaoui, a certified translator, in his paper says that learning outcomes of teaching translation in Morocon Universities, have been the subject of serious debate among translation teachers and researchers. While some trainers believe that the course is taught simply because it has been part of the B.A. English curriculum since the inception of the universities in Morocon, other claim that the course trains students to pursue a profession in translation. And he further presents the following objectives of teaching of translation at Moroccan Universities:

- I. to become professional translators
- II. to be able to translate texts, if so what type of texts and why?
- III. to understand and apply translation models
- IV. to become interpreters

V. to become project managers at translation agencies

VI. to become localizers

(retrieved 12, November, 2009 from <http://www.teaching-of-translation-in-Moroccan-universities>).

Now what I come to know from the Moroccan Universities that, no doubt translation has earned a wider scope but it has not been systematically taught that is, not updated course, not any special requirement of qualities of teachers, even ELT teachers not specialized in translation have been teaching. This is the result of misuse and decreasing quality of translation.

However, some experts and researchers have claimed that translation in ELT classroom has a vital role. Duff (1991) argued that the inclusion of translation into language learning program is essential because,

- I. The influence of the mother tongue cannot be ignored
- II. Translation is a natural activity
- III. It helps two-way communication
- IV. It uses 'real' language (p.6).

He further recommends the following usefulness of translation in language learning activity:

- I. It is an activity which, by its very nature, invites speculation and discussion.
- II. Translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility. It trains the learner to search (flexibility)

for the most appropriate words (accuracy) to convey what is meant (clarity).

- III. Depending upon students' needs and on the syllabus, the teacher can select materials to illustrate particular aspects of language and structure with which the students have difficulty in English (e.g. preposition, articles, if clauses, the passive)
- IV. Translation will always be needed .Without them, there would be no summit talks, no *glasnost or perestroilco* no Cannes Films festival, no Nobel Prizes, no advances in medicine, science or engineering, no international law, no Olympic Games (p.7).

1.1.2.1 Objection to Using Translation in Classroom

For the past two decades or more, translation has been generally out of favour with the language teaching community. And it is largely ignored as a valid activity for language practice and improvement. And even where it is retained, it tends to be used not for language teaching, but for testing. The main reason for this is that over the centuries translation has gradually become fossilized. It has become less and less associated with the excitement of new discoveries, more and more medium of book learning. What should have been a vital and challenging discipline had degenerated in most schools into a pointless-routine exercise, a chore, and a punishment. Duff (1991) puts his ideas on why translation is out of favour in language teaching community.

It is text-bound, and confined to only two skills-reading and writing; it is not a communicative activity because it involves no oral interaction. On the other hand, it is not suitable for classroom work because the students must do the writing on their own; it is

also time-consuming and wasteful. It is associated with 'different language' with literary or scientific texts, and is not suited to the general needs of the language learners. Use of mother tongue is required, and this is not desirable. And finally, it is boring-both to do, and to correct (p.5-6).

Translation is itself a difficult skill which must be done well in order to be productive and rewarding, learners and teachers not only have to take into account meaning but also a range of other issues including form, register, style and idiom. This is not easy, but too many translation activities rely on it being done well. In term of teachers' case translation requires teachers to have a sophisticated knowledge of L₁ and L₂ culture. Without this translation can create more problem than benefits. It does not mean translation cannot be used in the classroom but teachers, curriculum designers should be aware of the possible problems and negative impact on learners.

1.1.3 Translation: A Situational Study in Case of Nepal

Translation in Nepal has been playing a vital role especially in mass media and literature. It means we can say that the impact of translation first appeared in these field. Slowly its scope extended in academic field as well. So far translation study has been introduced, though with different titles and teaching hours at different masters level syllabuses of Tribhuvan University, Pokhara University and Kathmandu University, Teachers and students both have assumed that teaching and learning translation supports liberal arts, and encourages international exchanges and promotes mutual understanding, which has helped to promote to wider scope of translation in different form of use either as a means of communication, transmission of literary works or academic course.

According to Bhattarai (2000)" ... for the first time in the history of Tribuvan University, Translation studies was introduced to M.A. Linguistics syllabus by the Department of Linguistics in 1998" (p.ii). Likewise the Department of English Education has introduced 'Translation: Theory and Practice' course for M.Ed. and the Central Department of English has also offered literature in Translation course for M.A. Also graduate level courses on translation have been prepared. Thus, importance of Translation studies is being highlighted through Universities in Nepal. These universities together with Royal Nepal Academy, even Sajha Prakashan have been sponsoring projects or research works on translation. Now we have a growing number of translation experts, practitioners and students. The first Machine Translation Project (between English Nepali language pair), which is undergoing at Madan Puraskar Pustakalaya is truly a great event for us. Near about three dozen Masters level dissertations have been produced especially at the Department of English Language Education, T.U.

Translation in Nepal has a dominant role in Nepali literature in term of enrichment and enlargement of its scope. Great scholars like, Laxmi Prasad Devkota, Parasmani Pradhan, Iswar Baral, Rhiddhi Bahadur Malla, Puskar Shamsher, Khadgamand Malla, etc. did great service to the enrichment of Nepali by means of creations as well as translation and this legacy has been continued until today.

1.1.4 Definition of the Term "Attitude"

Attitude is a borrowed term in English from Latin word "Aptus" which means 'Fitness' or 'Adoptedness'. According to Wilkins (1972) "attitudes are likely to be closely related to the reasons for learning" (p.184). Attitude means the way that the persons behave towards something/somebody that shows how the people think and feel. Simply speaking, it refers to the way of thinking or behaving towards something. According to Hornsey (1983,p.14) attitude creates the motivational factors to learn any foreign language. In this regard, Wilkins (1972,p.3) writes

“some of the new attitudes are bound to produce new information and new analysis”. Especially attitudes may be expressed in such term such as for or against, like or dislike, for general or specific stimulus (Spolsky, 1969). Kumar (2005) says “... if you have framed a closed-ended question, with categories such as ‘extremely positive’, ‘positive’, ‘uncertain’, ‘negative’ and ‘extremely negative’, this guides the respondents to select a category that best describes his/her attitude” (p.144). He further says “attitudinal scales measure the intensity of respondents’ attitudes towards the various aspects of a situation or issue and provide techniques to combine the attitudes towards different aspects into one overall indicator” (p.145). So, positive attitude towards issues or problems leads to success and decision. According to Best and Kahn (2002), there are three techniques for assessing attitude, namely Thurstone technique, Likert method and Semantic Differential (p.250).

1.2 Review of the Related Literature

Translation is a subject of interest not only to linguists, professionals and amateur translators and language teachers but also to electronic engineers and mathematicians. It has a wider coverage and no disciplines and areas remain untouched with it. Many research studies on different aspects of translation have been carried out, which have helped to widen its scope and recommended strong suggestions to update it. Translation now has been started to be taught in ELT syllabus as an academic course. That is how translation has got its own spirit. So, the present study is about teaching of translation in which I have tried to find out just the perception of teachers and students on relevance of teaching of translation as an academic course based on attitudinal study. So my study is not so far beyond attitudinal study. Many attitudinal research studies have been carried out with descriptive findings and recommendations. Now I would like to summarize some of those research studies which are accessible

Awasthi (1979) carried out a research entitled 'A Study of Attitude of Different Groups of People towards the English Language in the Secondary Schools of Kathmandu District'. He found that the different groups of people had positive attitudes towards English Language and also found the majority of people were in favour of continuing English as a compulsory subject. Lastly, majority of people did not want English to be replaced by any UN language. Karki (1989) conducted a research entitled 'Attitudes of Campus Students towards English Language' aimed to compare the attitudes of students towards English as foreign language from technical and non-technical institutes. She found that the students of both technical and non-technical institutes of D.L. and P.C.L. have a positive attitude towards English as foreign language. They wanted to learn English as compulsory subject from the primary level. Khanal (1999) Carried out a research entitled 'A Study of Attitude of Secondary Level Students Towards Learning English'. He found positive attitudes towards learning English but students had negative attitudes towards some aspects like textbook, teaching methods, learning environment within schools and examination system. Similarly, Bhandari (2007) completed a research entitled 'Attitude of B.Ed Students Towards Learning Compulsory English'. He found that B.Ed. level students had highly positive attitudes towards learning English and they viewed that there should be good correlation between English curriculum of school level and campus level.

In the same way, there are a dozen of research studies conducted on Translation from different perspectives. The present study is mainly related to translation based on the perception of teachers and students on its relevancy of teaching of Translation as an academic course. So, I would like to summarize here some of those research studies which are available.

Bhattarai (1997) in his Ph.D. thesis entitled 'In other Words Sense versus Words as a Unit of Literary Translation (With special reference to Nepali-English Poetic texts)' has made an attempt to define translation process and product of translation

traffic between Nepali-English language pair in particular. He observed the process, difficulties, techniques of equivalence and evaluation on practical experiences and also identified the problems of equivalent too.

Adhikari (2003) carried out a research on ‘The Translation of Technical Terms: A case of Textbook for Science’. He collected 200 English scientific terms, 50 terms from each (Physics, Chemistry, Biology, Geology, Astronomy) and their Nepali translation. He found six different types of techniques for translation of scientific terms. He concluded that the problems lie in translation when a TL text lacks an equivalent term that is present in SL text.

Wagle (2004) in his research study entitled ‘A study on Multiple Translation of Muna-Madan from Cultural perspective’ aimed to find out the techniques employed in translating cultural words in English version of Muna-Madan and the frequencies of different techniques of translating cultural words. He found eighteen different techniques and literal translation as the most widely used technique of translating cultural words.

Adhikari (2005) conducted a research entitled ‘The proficiency of Bachelor level students in Translating Nepali Text into English’ to examine the proficiency of the students in term of sex, negative language and the faculty they are studying in. He came to the conclusion that average level of written proficiency of the students of Humanities and Education faculty in translation was 46.76, where boys were found to be more proficient than girls and non Nepali native speakers were ahead of Nepali native speakers by 1.92 level of proficiency.

Although there are many research studies conducted on the perception of different groups and level of people towards the English language on its relevancy in different level of Education, and translation in terms of equivalence, techniques, gaps and evaluation as mentioned above, my present study is completely different

from the rest in the sense that no research has yet been carried out on perception of students on relevancy of teaching of translation as an academic course in ELT.

1.3 Objectives of the Study

The objectives of the study were as follows:

- I. to find out the perceptions of students on relevancy of teaching of translation academically in ELT syllabus.
- II. to list some pedagogical implications.

1.4 Significance of the Study

No doubt, translation is a growing discipline and has earned a wider scope. Although it is so, it should be updated from time to time. So, it will highly be beneficial to ELT course designers in the sense that it will provide them with the insight on whether the present course is fruitful to the learners or not and what other aspects of teaching of translation and methodologies should be adopted to make it practical. And it will guide them to decide on whether it can be used in language classroom or not. Similarly, it will be useful to prospective researchers who want to undertake research in translation. It will be one of the reliable sources to verify the wider scope and the importance of translation. And all the people who are directly and indirectly involved in the translation field will be facilitated from the study.

CHAPTER-TWO

METHODOLOGY

The term ‘Methodology’ in research, according to Richards et al. (1996) refer to “the procedures used in carrying out an in investigation, including the methods used to collect and analyze data” (p.229). Now, in the present study, I followed the following methodology to meet the objectives of the study:

2.1 Source of Data

I used both primary and secondary source of data to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of data were students specialized in translation in Master’s level. The sample of the study consisted of eighty students.

2.1.2 Secondary Sources of Data

Various books, especially Catford (1965), Brower (1966), Newmark (1981), Wilss (1982), Richards et.al (1986), Duff (1991), Lefevere(1992), Krishnaswamy et al. (1992), Bhattarai (2000), Das (2005), Phyak (2005), Journals of Nelta (Vol.4), articles, research studies, internet and so on were used as secondary sources of data.

2.2 Sampling Procedure

According to Kumar (2005), “sampling is the process of selecting a few (a sample from a bigger group (the sampling population) to become the basis for estimating or predicting a facts, situation or outcome regarding the bigger group” (p.164). So it is a procedure used in research to select the representative number of population.

In this study, I purposively selected four campuses- Department of English Education, Mahendra Ratna Campus, Butwal Multiple Campus and Tribhuvan Multiple Campus, Palpa. I selected 35 students from Department of English

Education, 20 students from Mahendra Ratna Campus, 15 from Butwal Multiple Campus and 10 students from Tribhuvan Multiple Campus using non-random judgmental sampling procedure. Thus, there were 80 students as my study population.

2.3 Tools of Data Collection

In order to collect data for the study I prepared a set of questionnaire as a tool. The mode of questionnaire was open-ended and close-ended both where there were only two options (Yes or No) for closed ended questions.

The first question was asked to find out the reason they have behind studying translation as an elective course. They were provided with two statement in question number 2 and 3 to find out if translation helps in developing language skills and language aspects. Similarly, fourth question was asked to find out the perception on making any multilingual literary works accessible to them.

The fifth question was to find out the role of translation in making them aware of language in term of accuracy; clarity and flexibility. In the same way, sixth and seventh question were asked to find out benefits and practicability after studying translation. The eighth question was asked how a translation facilitates a translator. The last question was to find out whether translation can be used as an instrument for studying different languages.

2.4 Process of Data Collection

I followed the procedures given below to collect primary data:

- I. I frequently went to English Department of each campus in other to visit the students who has taken translation as a elective course
- II. I built rapport with them.

- III. Then I made them clear of the purpose and gave clear instruction about questionnaires and
- IV. I distributed them questionnaires
- V. After they finished the questionnaires, I collected and thanked them.

2.5 Limitations of the Study

- I. The study was limited to four campuses (i.e. Department of English Education, Mahendra Ratna Campus, Butwal Multiple Campus and Tansen Multiple Campus, Palpa)
- II. It was limited to Master's Level students who had taken translation as a course.
- III. The questionnaire was only the tool for data collection.
- IV. The sample population was only eighty.

CHAPTER –THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with analysis and interpretation of data collected from primary sources. The data was collected from the students who took a course translation in M.Ed. at different campuses. i.e. University Campus, Mahendra Rata Campus, Butwal Multiple campus and Tansen Multiple Campus.

There were two type of questions i.e. open-ended and closed ended in the questionnaire and they were arranged thematically so as to meet the objectives of the study.

First of all, the obtained information was tabulated and then analyzed and interpreted by using simple statistical tools such as percentage tables and pie-chart.

3.1 Reasons Behind Studying Translation as an Elective Course

The students were asked what reason they had behind studying translation as an elective course. From their responses, it was commonly found that they studied translation because-

-) It is practical subject in comparison to other courses,
-) It helps to know different cultures, and develop multilingual knowledge,
-) It develops the skills of transferring knowledge from one to another language,
-) It helps to be a good translator,
-) It has wider scope in linguistics.

3.2 Role of Translation in Developing Language Skills

The students were asked whether translation helps in developing language skills or not. They were asked to mention the skills as well. From their responses, it was found that all the students responded that translation develops language skills. According to them translation helped to develop the following skills:

Figure No .1

Translation in Developing Language Skills

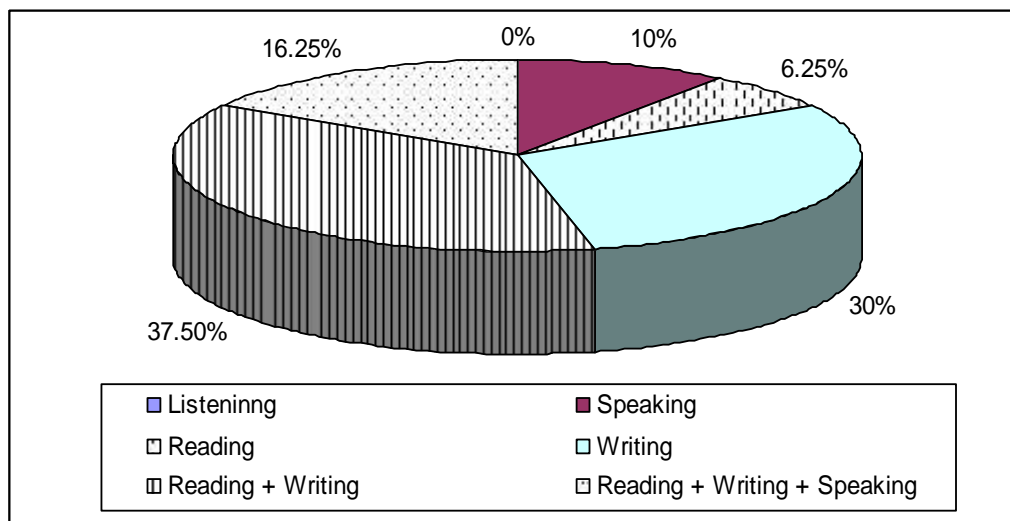


Figure No.1 shows that 10% of the students thought that translation developed speaking skills for language learning. Similarly, 6.25% of the students thought that translation developed reading skill for language learning. Likewise, 30% of the students thought that translation developed writing skill. In the same way, 37.50% of students thought that translation developed reading and writing skills and 16.25% of students thought that translation developed reading, writing and speaking skills for language learning. None of them thought that translation contributes to the development of listening skill.

In conclusion, it was found that the majority of students (i.e. 37.50%) thought that translation developed mainly reading and writing skills.

3.3 Role of Translation in Developing Vocabulary Achievement

In this section, the students were asked whether translation helps to develop vocabulary achievement in the target language learning or not. The students said that translation develops vocabulary achievement in the target language learning.

3.4 Role of Translation in Making Literary Works Accessible

In this section, the question was asked to find out whether translation study made any literary works accessible to them. Their responses can be presented as follow:

Figure No.2

Role of Translation in Making Literary Works Accessible

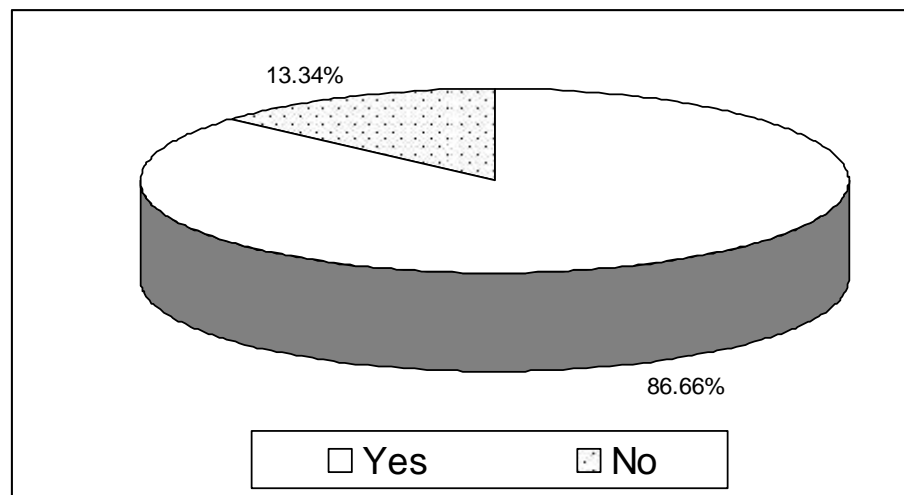


Figure No.1 shows that majority of the students i.e.86.66% realized that translation has made multilingual literary works accessible to them whereas a few of them i.e. 13.33% did not think so.

3.5 Translation in Raising Language Awareness

The students were asked whether translation made them aware of language in terms of accuracy, clarity and flexibility. Their responses are presented in the following figure:

Figure No.3

Translation in Raising Language Awareness

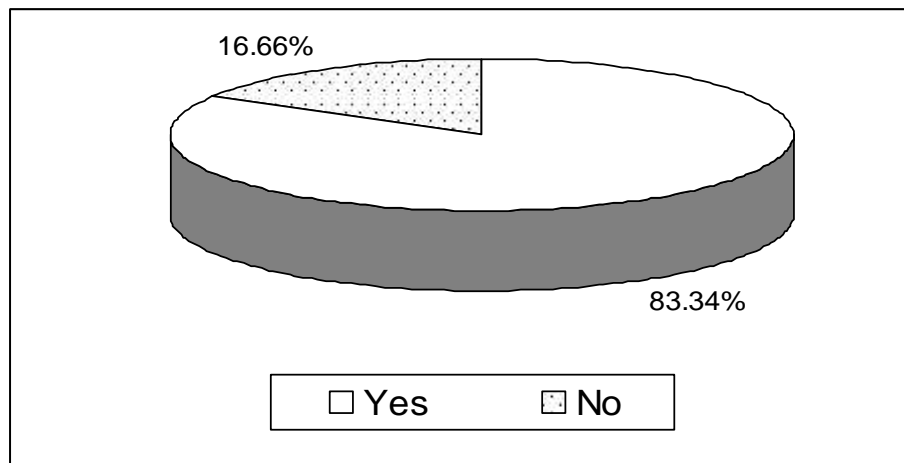


Figure No.3 shows that 83.33% of the students thought that translation study made them aware of language in terms of accuracy, clarity and flexibility, whereas 16.66% of the students did not think so.

3.6 Benefits after Studying Translation

In this section, the question was asked to find out whether they were benefited after studying translation as an academic course. The responses are in the following figure:

Figure No. 4

Benefits after Studying Translation

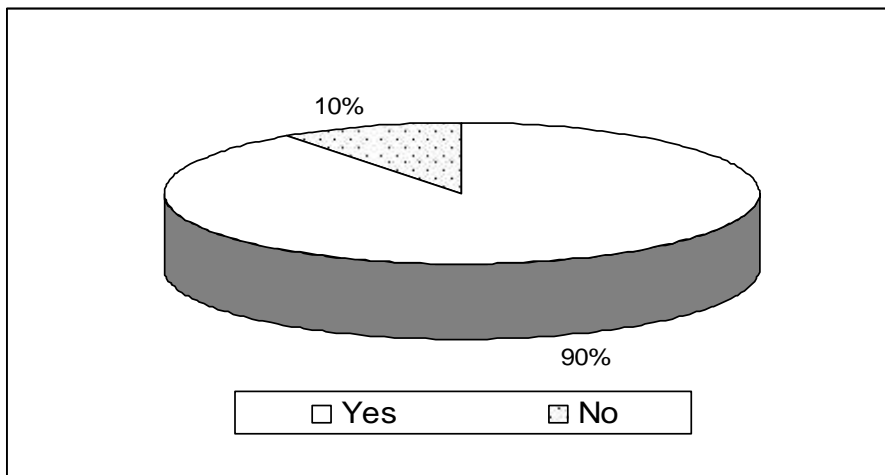


Figure No. 4 shows that 90% of the students thought that they were benefited after studying translation. And they gave the following reasons to support their view:

-) They were benefited in acquiring techniques of translating texts.
-) They were benefited in vocabulary achievement i.e. different cultural words.
-) They got clear idea of translating different types of texts.
-) They got familiarity with cultural terms, metaphor and phrasal verbs.
-) They were also able to translate different Nepali texts into English confidently.

On the other hand, 10% of the students responded that they were not benefited after studying the course. They gave the following reasons to support their view:

-) The present course of translation focused only on theoretical aspects of translation.

-) The contents given in translation course were very limited and the process of translating text was still vague.

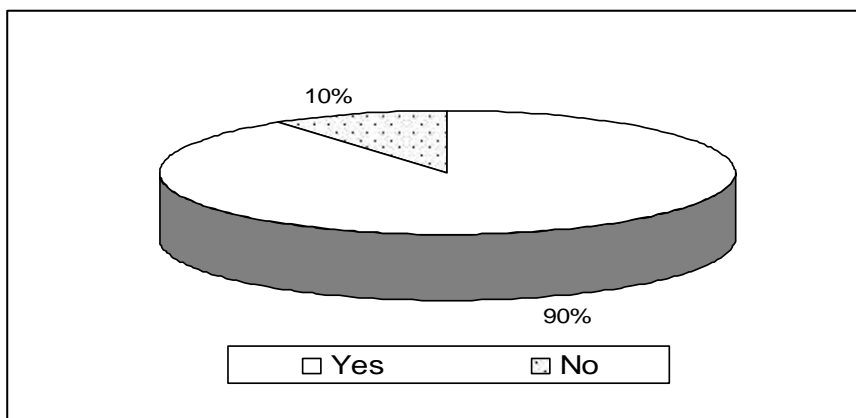
Among these two reasons majority of students responded that the present course of translation is more theory based; it lacks practical aspects.

3.7 Practicability of Translation in Career Development

In this section, the question was asked to find out whether translation contributed to their career development. The responses given by them are presented below:

Figure No. 5

Practicability of Translation in Career Development



From the above figure, it is clear that the majority of the students i.e. 90% thought that translation study was useful for career development. They gave the following reasons behind its practicability:

-) It is useful to become a professional translator,
-) It is helpful to earn foreign currencies,
-) It is helpful to become multilingual and multicultural,
-) It can be an instrument to transmit the culture of one society to another.

-) It makes one aware of language in term of accuracy, clarity and flexibility,
-) It is useful to bridge the gaps in communication,
-) It makes one employed and self-developed,
-) It is practical both in the field of teaching and other professional activities.

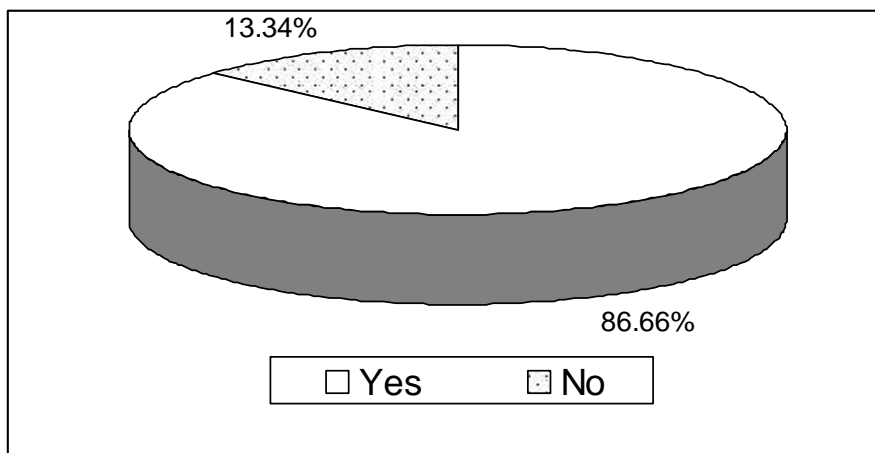
On the contrary, a very few number of the students i.e. 10% opined that they did not see any practicability of translation in the sense that even after the completion of the course they did not find any change on themselves, they just got surface theoretical knowledge and it is more challenging and vague in practical life.

3.8 Need of Theory of Translation for Translators

The eighth question was asked them to find out whether a translator requires the theoretical knowledge of translation. There were two alternatives “yes” or “No” followed by reasons. The responses given by them can be presented as follows.

Figure No. 6

Need of Theory of Translation for Translator



As mentioned in the figure given above, it was found that majority of the students i.e. 86.66% agreed that the theory of translation is needed to be a good translator. They reasoned the following behind the necessity of translation for a translator.

-) Theoretical knowledge of translation helps the translator to translate the text more accurately and appropriately,
-) It makes a translator able to handle the text without loss of culture and meaning.
-) It facilitates him/her to compensate gaps and select the appropriate words.

On the contrary, a very few number of students i.e. 13.34% thought that theoretical knowledge of translation is not required in the sense that even a bilingual person can translate the text. He/she can transfer any ideas from one to another linguistic culture without any specific technical knowledge of translation.

3.9 Translation as an Instrument for Studying Different Languages

In this section, students were asked to find out whether translation can be used as an instrument for studying different languages. There were two alternatives for response. According to their response it was found that all the students agreed that it can be used an instrument for studying languages.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations for pedagogical implications which are made on the basis of the findings.

4.1 Findings of the Study

After the analysis and interpretation of the data collected through questionnaires the following findings have been derived:

- i. It was found that students study translation course for the following reasons:
 -) they studied translation to be a good translator
 -) it is practical subject in comparison to other
 -) they wanted to adopt for alternative profession,
 -) it has wider scope in linguistics
 -) they aimed to develop the skill of transferring the knowledge from one to another language.
- ii. It was also found that translation study helps to develop language skills. Majority of the students agreed that translation develops mainly reading and writing skills in language learners.
- iii. From the interpretation of data it was found that translation has a great role to play in the development of vocabulary achievement in the

target language learning since all the students responded positively towards the role of translation in vocabulary building.

- iv. Majority of the students i.e. 86.66% agreed that translation has made multilingual literary works accessible to them.
- v. It was found that translation studies play a vital role to raise language awareness in term of accuracy, clarity and flexibility since 83.34% of the students agreed to this fact.
- vi. It was also found that students have been benefited from the present translation course in the sense that they have acquired different techniques of translating texts, earned large amount of vocabulary in target language.
- vii. Majority of the students i.e. 90% realized that translation studies is really a practical in the sense that it is useful to become a professional translator and useful for language teaching and other professional activities.
- viii. It was found that a translator compulsorily requires theoretical knowledge of translation for translating a text appropriately and comprehensibly.
- ix. It was found that translation can be used as an instrument to study any languages.

In conclusion, what can be said is that teaching of translation as a course is relevant as the majority of the students opined that it has a great role in the target language learning and in learners' practical life. From the study it was also found that students who have been studying translation as a course are benefited because of its practicability and effects in ELT.

4.2 Recommendations

The following are some recommendations made on the basis of findings obtained from the analysis and interpretation of the collected data.

- i. Since translation work has been growing wider, it should be introduced as an academic course at other junior level as well (i.e. PCL and Bachelor).
- ii. Practical aspects of translation should be focused
- iii. Translation activities should also be used as a technique of teaching vocabulary in ELT since it helps to develop vocabulary power in learners.
- iv. Activities that require translation can also be used in the language classroom since it involves the use of mother tongue that creates real life situation in target language learning.
- v. Since ELT learners have been benefited from the translation study attempts can be made to develop it as a core subject in ELT in coming days.

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5. Do you think Translation Study makes you aware of language in term of accuracy, clarity and flexibility?

Yes

No

6. Are you benefited after studying translation as an academic course?

Yes

No

If yes, in what ways?

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If not, why?

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7. Do you think translation is a practical study in your carrier development?

Yes

No

If yes, in what ways?

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If not, give reason.

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8. Do you think a translator requires the theoretical knowledge of translation?

Yes

No

If yes, how does it facilitate him/her?

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If not, why?

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.....

9. Do you think translation can be used as an instrument for studying different language?

Yes

No

Thank You for your kind co-operation
Prem K.C.

Appendix-II
Questionnaire for teachers

Dear Sir/Madam,

I am carrying out a research entitled ‘Relevance of Translation as a Course’ as a part of my study under the guidance of Mrs. Madhu Neupane, teaching assistant, Department of English Education, T.U. I would be grateful to you if you could fill in the following questionnaire with true information. I would like to assure you that the information provided by you will be used for the research purpose only and your identity will be kept highly confidential.

Name (optional) :.....

Campus :.....

Experience :

1. Do you think teaching of translation is relevant as a course?

Yes

No

If yes, in what sense?

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If not, why?

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2. Do you see any benefits that the students are likely to have after studying an academic course of translation?

Yes

No

If yes, what benefits?

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If not, why did you think so?

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3. Can you say translation develops language skills in target language learners?

Yes

No

If yes, what skills mainly?

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If not, give reason

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4. You are a translation teacher; do you use translation as a technique in language classroom?

Yes

No

If yes, what positive or negative aspects do you find?

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.....

If not, why do not you use?

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5. 8. Do you think translation can be used as an instrument for studying different languages?

Yes

No

6. Do you think theoretical knowledge of translation helps language teachers?

Yes

No

If yes, in what ways?

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If not, why?

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7. Do you think a translator requires the theoretical knowledge of translation?

Yes

No

If yes, how does it facilitate him/her?

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.....

If not, why do you think so?

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8. Do you think theoretical aspect of translation helps teachers to use it as technique in language classroom?

Yes

No

If yes, in what ways?

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If not, why?

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9. Do you realize a translation study has made you accessible to any multilingual literary works?

Yes

No

Thank You for your kind co-operation
Prem K.C.