

CHAPTER-ONE

INTRODUCTION

This chapter consists of many subchapters. The first subchapter entitled general background gives short information about the relation of language and translation. Likewise, definitions of language give short glimpse on introduction of language discussing on different scholars' definitions and opinions. The succeeding subchapter throws some light on first and foreign/second language. Similarly, next subtitle deals with concept in translation. Likewise, another subchapter makes a short description on the definitions of translation. Then, scope of translation is briefly described under the succeeding subchapters like: literature, culture, linguistics and language teaching, religion, political and business world and science and technology. After that short glances have been given to the brief history of translation. In the same way, the following chapter, types of translation is centered on various subchapters like technical, literary and academic translation. Theories of translation is the another subchapter that gives brief description on the theories of translation by different scholars. Then, the translation and linguistics comes as a subchapter to describe how they are related each other. Some important methodological development gives it views on the different methods dividing the succeeding subchapters like Grammar translation method, direct method, audio-lingual method and communicative method. Another subchapter is pedagogy of translation. Then, Need of translation is introduced as a next subchapter. After that, the related literatures have been reviewed. Next to it, objective and significance of study is described. Finally, definitions of the key terms have been given.

1.1 General Background

The history of language is much older than the human civilization and translation. The age of language as Verma and Krishnaswamy (2009, p. 5) write "has been put back to at least 6500 B.C." Originally, it must be developed

from the use of different signs and signals when different small groups came into contact and felt a need for a means of communication. To prove this idea Verma and Krishnaswamy (2009, p. 5) write- “In the beginning there were only visual signals. But when visibility was not perfect, human beings felt the need for vocal signals that is how, it may be assumed, communication by voice evolved.” In the same way, two or more groups who used different vocal communication system felt the need for common way of sharing or transferring their ideas or opinions which could give them a new way of communication i.e. translation which constitutes an essential tool for better communication. In this sense, Verma and Krishnaswamy’s view (2009, p. 363) is worth quoting:

“There are about 3000 languages in the world and nearly 4500 million individuals live in this planet. Either the linguistic competence which will allow each one to express himself in the language of the other or in a third language understood by both must be built up, or translation or interpretation and widen to include several major languages. At present, even the United Nations restricts the translation services to six languages only: Arabic, Chinese, English, Russian, French and Spanish.”

Thus, translation, a communicative activity, is a need for transferring the ideas of one language speaking group to another language speaking group from the beginning of human civilization to this modern age of science, politics and business.

1.1.1 Definitions of Language

There’s no comprehensive definition of language because it is a very complex system of social behaviour. The only answer to the question “what is language?” is “Language is language.” To answer this question let’s look at

some of the commonly quoted definitions- Finocchiaro 1964 (as cited in Brown, 1994, p. 4) language is “a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learnt the system of that culture, to communicate or to interact.” Thus, language is an arbitrary vocal system of human communication across some culture which is being used in different societies practicing different cultural values.

Similarly for Hall 1968 (as cited in Lyons, 2006, p. 4) defines language as "the institutions whereby humans communicate and interact with each other by means of habitually used oral auditory arbitrary symbol." So for Hall language is a means of human communication.

Like wise, Doff (1995, p. 21) states "Language as the principal system of communication used by particular group of human being within the particular linguistic community of which they are members." Language, therefore, is ever present in human communication and interaction which helps to share ideas, thoughts and desires. It is used within the particular linguistic community where human beings can use variety of languages such as mother tongue, foreign language, second language, etc.

1.1.2 First Language

The term first language refers to the language that a baby learns from his mother or relatives. It is also called mother tongue which is especially learnt for communication. To clarify this idea the definition by Wikipedia (August, 2008) in the free Encyclopedia is worth quoting:

“A first language (also native language, mother tongue, arterial language or L1) is the language (s) a person has learned from birth or within the critical period or that a person speaks the best and so is often the basis for sociolinguistic identity. In some countries, the term s native language or mother tongue refer to

the language of one's ethnic group rather than one's first language. Sometimes, there can be more than one mother tongue, when child's parents speak different languages. Those children are usually called bilingual.”

Thus, the first language is also called native language, L1, and mother tongue. The speaker learns it right from his birth. Sometimes, there can be two mother tongues; the child learns those languages simultaneously when they have different language speaking parents. It mainly occurs in developed countries like-America, Canada, Britain, Australia, Spain etc. in which people usually marry a foreign partner.

1.1.3 Foreign Language/Second Language

A second language or a foreign language is the language other than one's mother tongue used for a special purpose, e.g. for education, government, etc. It is usually a language from another country. In this regard, Wikipedia (January 2009) writes:

“A foreign language is a language indigenous to another country. It is also a language spoken in the native country of the person referred to, i.e. an English speaker living in Japan can say that Japanese is a foreign language to him or her. These two characterisations do not exhaust the possible definitions, however, and the label is occasionally applied in ways that are variously or factually inaccurate.”

Foreign language is a language, which is not the native language which is used at work or at school. It is learnt in a tutored or formal setting. It can be acquired in a variety of ways, at any age for different purposes and in varying

degrees. First language is a language, which is learnt at home from their family and its surroundings. Foreign language is the study how learners learn an additional language after they have acquired their mother tongue. Foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language. It is taught as a school subject but it is not used as a medium of instruction in schools nor as a language of communication within a country (e.g. in government, business or industry). English can be described as a foreign language in Nepal, France, Japan, China etc in the present context.

1.1.4 Concept of Translation

The communication and sharing of ideas/ information plays a vital role in every sphere of life. The variety of speakers who speak different languages face problems in transferring ideas from one language speaking people to another language speaking people. In such communities, translation plays very important role to make understanding clear and communication easier. In this regard, the term translation is a means to carry on interaction between two different language speaking communities as Aryal (2010, p. 15) writes:

The interaction usually took place for the purpose of business or something like that which arouse the need for translation between the buyer and seller or the speaker and the listener of other fields as well. Then, the process of translation became an important component of social communication and people of different language speaking communities took it as a means of transferring message from one speech community to another speech community.

Thus, as translation begins for the purpose of communication, it has an age long history to become a subject of study and it is a very old and popular language teaching device which has been converted into a separate subject of study known as “Translation studies”. The setback of this discipline has already been finished and a comeback has come and it has become popular for both parties. i.e. teacher and learner of this age to transfer the knowledge, ideas and concepts from one language into another language. That is to say, translation is used in the school level, which is mixture of many language speaking individuals and the children from many different kinds of cultural background. So, in the school, the teacher has to play the role of a translator if students face any difficulty in understanding the meaning of the written or oral expressions. Furthermore, in the academic institutions, translation studies help the researchers to formulate some theories and principles of translation practice for its academic and pedagogical implication. So, it has become a subject of study for undergraduates, graduates and advanced level researchers of this age.

1.1.5 Definitions of Translation

Translation, a very popular terminology in the field of communication, has come through a long process of interaction between communities speaking different languages and sharing different cultures. People living within a single territory, speaking a language without any contact with the people speaking other languages, did not have the concept of translation. As people began to come in contact with the people of other communities and involved themselves in the interaction activity, they felt some language problems to exchange their ideas. The interaction usually took place for the purpose of business or something like that which arouse the need for translation between the buyer and seller or the listener and speaker of other fields as well.

The term ‘translation’ has been defined by Nida, Catford, Brislin, Newmark, and Wills. They have given their views on it. They have commonly been using

the terminologies like paraphrase, substitution, replacement, interpretation, transfer, rendering, etc. to situate the name and nature of translation.

For Nida (1964 as cited in Bhattarai 2004, p. 2) “It is a linguistic activity.” He presents four requirements of a) making sense, b) conveying the spirit and manner of the original, c) having a natural and easy form of expression and d) producing a similar response.

On the other hand Catford (1965, p. 20) emphasizes on the written form of languages in translation activities and defines the term as “the replacement of textual material in one language by equivalence of textual material in another language.” Here, translation refers to the substitution of textual material in target language.

For Brislin (1967, p. 1)

“Translation is the general term referring to the general the transfer of thoughts and ideas from one language (SL) to another language (TL) whether the languages are in written or oral form: whether they have established orthographies or do not have such standardization; whether one or both languages is based on sign languages of the deaf.”

This definition gives equal importance to both forms: spoken and written and regards the term translation as an activity of transferring the message from one language to another, no matter in which form of it.

Similarly, Newmark (1981, p. 7) defines the term translation as “translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.”

Newmark defines translation as a craft. It consists of an attempt to substitute a written message or statement in one language by the same statement or message in another language.

In addition, Wills (1982, p. 112), gives a similar type of view and defines translation as “a procedure which leads from a written SLT to an optionally equivalent TLT and requires syntactic, stylistic and text pragmatic comprehension by the translator of original text.” Wills defines that translation is a procedure where written SLT changed to an equivalent TLT. The TLT requires syntactically, stylistically and pragmatically equivalence. The history and the theories of translation both have equally become the subjects of discussion to enlighten the people what translation exactly is.

1.1.6 Scope of Translation

Translation is a versatile means of communication in transferring knowledge, culture, ideas and so on. In the past, it was used as transferring religious thoughts and beliefs. Without translation, we would have no Bible, Gita and Ramayan in different languages. People make ideas and transfer it in the form of language. So, once people use language, they are translating their dominant ideas and feelings into reality. Other disciplines or areas of study that are connected to translation studies is called scope of translation studies. The scope of translation studies is broad in such a way, we cannot limit it. Although, some major scopes are described below:

1.1.6.1 Literature

Literary translation is the oldest translation. The term ‘Translation Studies’ was first applied to the works of a group of scholars engaged in studies on literary translation (Riccardi, 2002). Different literary texts (poems, essays, dramas, novel, etc) are made popular by translating them into several languages. Translation helps in expansion of literary works in the world.

1.1.6.2 Linguistics and Language Teaching

Translation has a significant role both in linguistics and language. As we know, linguistics is the scientific study of language. Translation is the study of different languages. It's an instrument used for studying different languages of the world. On the other hand, translation helps in linguistic studies. CA sometimes makes use of the translation to find out the similarities and differences between two languages. Although translation was neglected in the past mainly by the direct method but recently from the emergence of a communicative approach translation has been discussed as a technique of judicious use in language teaching classes which believes that the judicious use of translation can give the learners the exact meaning of abstract terms and structures which ultimately makes the classroom activity more interactive and more natural.

1.1.6.2 Culture

Translation is not only a bilingual activity but also a bicultural activity. Cultural translation is a new emerged concept in the field of translation. Snell-Hornby (1988) and Nair (2002), (as cited in Phyak, 2005, p. 17) define translation as “a cross-cultural activity” which elaborates the scope of translation in cultural studies. It bridges the people from two different communities who share different cultures.

1.1.6.4 Religion

Translation, primarily, has been developed in the field of religion. The translation of the Bible in English by James 1st and the translation of other religious texts in other different languages show the scope of translation in religious field.

1.1.6.5 Political and Business World

Translation also takes place in the international conferences to make the political speeches understandable to the people of different communities/

countries. Similarly, translation plays significant role in the promotion of business. We can see different leaflets, brochures of products translated into English.

1.1.6.6 Science and Technology

Translation is a heart of science and technology in this modern age. Translation can not be separated from the scientific world. It aims to transfer the content from one language to another. News on vernacular languages and sign language are examples of translation in information technology.

1.1.7 Brief History of Translation

It is not possible to trace the exact time period when first translation came into existence in the world. It can only be assumed that translation started with human civilization. The scholars of the past, considered translation as a secondary task. It can be or can not be. It was considered only as a means of communication among the people of different linguistic communities. Yet some serious traces of translation as Joshua (2008, p. 2) writes “ ...could be seen right from 3000 B.C. According to this writer, “...the most ancient translated work is that Roselta Stone of second century B. C. Then, Livius

Andronus translated Homer’s Odyssey in Latin in 240 B.C. So we can see that the history of translation as early as from 3000 B.C.” This period was not only popular on translating the writings of great scholars but also translated the important speeches by some popular scholars of this period.

During the 15th century Willin Caxton appeared as an interested translator. He is famous for inventing the printing press. After this, Etiene Dolet formulated a theory of translation advocating ‘sense for sense’ translation. George Champnan supported and followed his theory (Aryal, 2010, p. 18). In renaissance Europe, translation achieves its popularity not only by imitation and coping but also by composing original creations in different languages

The 17th century is the age of producing many French classics which were greatly translated into English as Joshua (2008, p. 3) mentions “between 1625 & 1660”. Sir John Denham, an important figure of this time, stated that the translator and the original writer are different only by the social and temporal contexts. Anyway, imitation was the beginning of translation. Samuel Johnson, George Campbell and Alexander Well were some of the famous translators of 18th century. They were working to clarify the spirit of the text to the reader by writing bilingual dictionaries.

The 19th century has become the most fertile age for translation activities when the works of some famous writers like J.C. Catford, Eugene A. Nida & Peter Newmark made lots of contribution.

1.1.8 Types of Translation

The classification of translation depends on the ideas, opinions, theories and principles given by different scholars involving in this field. The factors such as agent, medium, register; system and orientations also guide us to classify translators into different types. Likewise, the type of text, purpose and techniques used by the translation in this work are the factors that can determine the types of translation. In consideration of these things, translation has been classified in the following types:

1.1.8.1 Technical Translation

Technical translation is the kind that can be considered one of the most highly demanded forms of translations. Such translation requires technical knowledge of some specific field. With such translations, usually translation agencies are preferred to free-lance translators because a good translation agency possesses not only a highly qualified translators with technical knowledge (or even education), but also a special glossary of technical terms that ensure the terms used in the translation.

Scientific translation may be referred to medical translations, translations of scientific works in various fields of studies (such as chemistry, physics, mechanics), different research works. A good translation agency will make sure that the terms used in the translation are special terms that will be understood by foreign researchers, doctors, and other specialists.

1.1.8.2 Literary Translation

Literary translation refers to the translation of different literary texts such as translation of poems, novels, dramas, etc. Literary texts always seem to be expressive where authors express their feelings, emotions, ideas and thoughts. In this regard, Gachechiladze (1970, p. 89) defines literary translation as “the reflection of artistic reality of the original. There can be no absolute reflection, it is always approximate” as cited in phyak (2005, p. 31). According to Routledge Encyclopedia of Translation Studies (2011), “Literary translation studies have traditionally concentrated on source-target text relations... In terms of communicative purpose, the question is how far translators should prioritize loyalty to the source writer versus producing a text that works in receptor genre terms.” Thus, literary translator needs to translate the text pragmatically which includes social values, norms, linguistic and cultural contexts. In such translations, absolute reflection is not possible all the time, translator translate the text approximately.

1.1.8.3 Academic Translation

Academic translation is also known as pedagogic translation. It imparts knowledge in teaching learning activities. This translation reduces an original SL text to an ‘elegant’ idiomatic educated TL versions which follows a literary register. We could see many literary texts (novels, dramas, poems, etc) translated for academic purpose. These are being taught at schools and universities. This translation is practised as a means of learning a second language.

1.1.9 Theories of Translation

Translation is a bilingual and multi cultural phenomenon. In translation work, it is necessary to have two parts: SL and TL. Usually it is not possible to find the exact word in L2. In such condition, we do not have exact translation equivalence. The translator must pay attention to two sides of the translation aspect i.e. original text and their readers.

Catford (1965) defines translation as the replacement of source language text material by equivalent target language material. He introduced the phenomena of total translation and restricted translation. According to him, total translation is the replacement of source language of phonology and graphology by non-equivalent target language phonology and graphology and restricted translation is replacement of source language material by equivalent target language material.

Catford emphasizes on the replacement of source language material which has its source language meaning into target language material which has a L1 meaning. So, his theory of translation is a theory of meaning. He also makes distinction between translation and transference.

According to Catford, source language materials are not absolutely translatable or absolutely untranslatable. Only the difference is in quantity. Catford has contributed a lot but he has not dealt with the factors that influence the process of translation.

Nida (1964) contributed a descriptive approach to the translation process. For him translation is 'a science'. He focuses on imitative or pragmatic meaning. His approach is sociolinguistic and receptor oriented. His theory talks about two types of equivalence: formal and dynamic. Moreover, his theory of translation focuses on the receptor and his reaction. He argued that in translation, one is not concerned with matching the receptor – language message with the second language message but with the dynamic relationships

that the relationship between receptor and message should be substantially the same as that which existed between the original receptor and message.

Although Nida's contribution to the theory of translation is remarkable and significant but more attention has given to the principles and procedures of the Bible translation. So, his theory fails while translating other literatures.

Newmark is another influential theorist of the 20th century translators. In his 'Communicative and Semantic translation (1977), presents a detailed treatment of semantic vs communicative translation. He made distinction between semantic and communicative which wider in translating a variety literature than Nida's theory of Bible translation. This theory is appropriate than other theories. The different theories and principles of translation discussed that a translator must consider the following points in translating a text:

-) The cultural background of both SL and TL readers.
-) The process of translation
-) The similarity between the text
-) The meaning of SL text
-) The linguistic features

1.1.10 Translation and Linguistics

Translation is the process of rendering the meaning of SL text into TL meaning. It takes place within language. All the linguists think of translation as an activity performed on language. On the other hand, linguistics is the scientific study of language. It describes the complexity of actual language use to a few simple stable structures by which the linguists can move from the complexity, simplicity, actual use to ideal models. The chief concern of linguistics is the language in communication and the language in the classroom. The linguistic theories and methods are produced and applied whenever the stake holders of these areas are in need. Translation, in this regard concerns with the semantic transfer of words and sentences from one language to another language.

1.1.11 Important Methodologies and Approaches of Teaching

The methods and techniques used in the L2 classes have been developed from the use of GTM and other contemporary methods which give different views on teaching L2 in various situations. In this regard, Direct method attacks GTM and prohibits the use of students' mother tongue in the L2 classes. Audio-lingual method also believes in the use of target language in L2 classes but it does not prohibit translation in L2 learning situation neither it allows translation in such situation. In other words, audio-lingual method does not prohibit translation and it does not encourage either. But the emergence of communicative approach allows judicious use of translation in L2 learning situation. A brief history of methods and their features are discussed below:

1.1.12 Grammar Translation Method

Grammar translation method is a method of foreign or second language teaching. It makes use of grammar study where translation works as the main tool of teaching and learning activities.

It was a traditional way of teaching Latin and Greek in Europe. However, later it was used to teach modern languages such as French, German and still used in many countries at present as cited in Sharma (2007, p. 39).

In this regard, Richards and Rodgers (1995, p. 3 &9) have given the following characteristics of Grammar-Translation Method:

1 The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar- Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the basic of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the

morphology and syntax of the foreign language. “The first language is maintained as the reference system in the acquisition of the second language” Stern (1983, p. 455).

2 Reading and writing are the major focus: little or systematic attention is paid to speaking and listening.

3 Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization. In a typical Grammar –Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents and translation exercises are prescribed.

4 The sentence is the basic unit of the teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method. Earlier approaches to foreign language study used grammar as an aid to the study of texts in a foreign language.

5 Accuracy is emphasized. Students are expected to attain high standards in translation...

6 Grammar is taught deductively-that is, by presentation and study of grammar rules, which are then practiced through translation exercises...

7 The students’ native language is the medium of instruction. It is used to explain new items and to enable comparison to be made between the foreign language and students’ native language.

Grammar –Translation method emphasizes on the use of translation, accuracy, reading and writing, deductive method, etc and it ignores listening and speaking, fluency, inductive method etc. This method is criticized as it gives overemphasis on the language as a mass of rules: does not follow the natural

order of language skills, mostly language is learn for literature study, etc. Such criticisms have led to the development of the Direct Method.

1.1.13 Direct Method

Direct method is a method of second or foreign language learning in which the students understand a language by listening to a great deal of it. It can be defined as a method of language teaching which makes use of target language as a means of instruction and communication in the language classroom. It does not allow the use of the first language and translation. It was developed as a reaction of Grammar-Translation method which give emphasis in translation and use of mother tongue as the medium of instruction.

In this regard, as cited in Richards and Rodgers (1995, p. 9), Sauveur (1826-1907), who used intensive oral interaction in the target language and other believers in the direct method, argued that a foreign language could be taught without translation or the use of the learners native tongue if meaning was conveyed directly through demonstration and action. One of his followers F. Franke wrote on the psychological principles of direct association between forms and meaning in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching. According to Franke, a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teacher must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to include rules of grammar. The teacher replaces the texts book in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be use to teach new vocabulary using demonstration, action and pictures, etc.

Franke provided with some guidelines to use Direct Method in the classroom which are as follows:

- 1 Never translate: demonstrate
- 2 Never explain: act
- 3 Never make a speech: ask questions
- 4 Never imitate mistakes: correct
- 5 Never speak with single words: use sentences
- 6 Never speak too much: Make students speak much
- 7 Never use the book: use your lesson plan
- 8 Never jump around: follow you plan
- 9 Never go too fast: keep the pace of the students
- 10 Never speak too slowly: speak normally
- 11 Never speak too quickly: speak naturally
- 12 Never speak too loudly: speak naturally
- 13 Never be impatience: take it easy

The followers of the direct method accepted it as a very useful method to teach foreign language. But the criticisms of this method shows that it could not fulfill some aspects of language teaching where it overemphasizes the similarities between the first language learning and foreign language learning and fails to consider the practical realities of the classroom. It believes that the conditions of native language learning can be re-created in the classroom, but it is not possible with the adolescent students who have already possessed well-established native language speech habits and the avoidance of mother tongue is a drawback of this method. Sometimes a long explanation can be substituted by a single word in native language for making the meaning clear. To overcome with these weaknesses, Audio-Lingual method appeared in the world.

1.1.14 Audio-Lingual Method

As grammar translation method did not prepare people to use the target language. It emphasizes on the use of translation and makes a mass of rules while communication in the target language was the goal of the direct method

and no translation is allowed. These characteristics led to the development of audio-lingual method. It was developed in the United States during World War II when there was a need for people to learn foreign languages rapidly for military purposes. This method discourages the use of mother tongue in the classroom but it is not always possible to create appropriate situation. Due to such problem communicative approach was introduced.

1.1.15 Communicative Approach

Communicative approach is a popular approach of language teaching which focuses on language use. In this approach, communication is emphasized rather than the grammatical structures. This approach can be defined as a method of language teaching based on communicative method which aims at developing the communicative competence of the learners that would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform the different kinds of functions. Describing the salient features of communicative approach, Brown (1994, p. 245 as cited in Sharma 2007, p. 73) has offered the following four interrelated characteristics as a definition of communicative language teaching:

- 1 Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- 2 Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- 3 Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency in order to keep learners meaningfully engaged in language use.
- 4 In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

As Brown defined communicative language teaching is a teaching in which all the components of communicative competence is focused rather than restricting. Language techniques are designed to engage the learners in the use of language for meaningful purposes. They have to use language productively and receptively. Fluency and accuracy is considered as complementary principles of this approach. Students develop their skill of using language.

To make the concept clear, we also can study the salient features of communicative approach as discussed in ELT methods and practices as cited in Sharma (2007, p. 77):

-) The role of the teacher is facilitator.
-) Language games, role plays, problem solving tasks, information gap, pair work and so on are the language teaching activities.
-) Dialogues are centered around communicative functions and language is taught in context. In other words, contextualization is its basic premise.
-) This method is not strict in its principle but any device helpful to the learners is accepted.
-) The teacher initiates the activities and students interact a great deal with one another.
-) The role of students is communicators and managers of their learning.
-) Students are encouraged to communicate from the very beginning.
-) Judicious use of mother tongue and translation is allowed.

Thus, this approach emphasizes on communication but it does not care about the languages. The communication can take place either in their first language or in the target languages. For this purpose, it allows the judicious use of translation in the classroom if the communication becomes more effective and easier.

1.1.16 Pedagogy of Translation

Translation is introduced in this world with the civilization of human creature. The use of translation is increasing day by day. The scope is being larger than the past days. It is not only used in exchanging ideas of one another and into the classroom to make the students understandable but also in technical and scientific field too. During the 20th century, translation studies emerged as a new academic discipline which has been recognized as an international and interdisciplinary subject of study. The history of translation study in USA seems to be quite new and goes back to the decades of sixties and seventies. In this context Das (2005, p. 109) writes:

Till 1963 there was no translation centre, no association of Literary Translation Journal exclusively devoted to translation studies in the USA. The process of acceptance of translation studies as a discipline was accelerated in the 1970'S with the introduction of translation courses at several universities, Binghamton, Columbia, Iowa, Princeton, State University of New York, Texas and Yale etc. The area of translation is being wider today. It includes the universities of undergraduate and graduate levels.

India is also translation accepted country where the people of multicultural and multilingual are living. There is a popularity of translation as a subject in the universities and outside too. The programs like Seminar, workshops and publication of translation related journals takes place frequently.

Describing the present condition of translation in India Kothari (2003, p. 6) depicts the present condition of translation Studies in India and writes:

In the last few years there have been on an average at least five national seminars on translation in India. Courses on translation studies and Indian literature in English translation are taught in about 20 universities. The central institute of Indian language, Mysore sponsors a minimum of three workshops on Translation in India every year. The Institute's journal 'Translation target' initiated in 2005 promises to be one of early and serious Translation Journal in English.

We can see the importance of translation in the above mentioned countries. Recently, Nepal has also considered the importance of translation and applied it on the different levels of university. In this context, Bhattarai (cited from Aryal T. R. 2011) writes:

For the first time in the history of Tribhuvan University, Translation Studies has been introduced in to M.A Linguistics Syllabus by the Department of Linguistics in 1998... Likewise, the Department of English Language Education has purposed Translation: Theory and Practice Course for M.Ed. and the Central department of English has offered Literature in Translation Course for M.A. recently. Moreover, Tribhuvan University has introduced. Translation: Theory and Practice Course into B.Ed. Syllabus by Dean's office, Faculty of Education since 2011.

The increasing importance of translation can be seen from the above mentioned statements. In different countries like, USA, India and Nepal translation has got an acceptance as a subject of study in universities.

1.1.17 Need of Translation in L2 Classes

As audio-lingual method attacked translation as being too scholarly and unable to develop the four language skills in the performance of the learner, it became unpopular for the first half of the last century. The emergence of communicative approach allowed judicious use of translation of the abstract concepts in the classrooms. So, the comeback of translation in this field has been felt.

Translation in L2 classes has become a need of these days. Many teachers and students felt it as an important technique. In this regard, Mahmoud (2006, p. 29) presents a study by Schweers and writes:

Regarding the use of the L1 into L2 classroom, it is important to find out how students themselves feel about it. Schweers (1999) conducted research into this question and found that most students from three English classes feel that the L1 should be used in the classroom while all language 19 of the teachers reported using the L1 in classes on limited occasions. Both students and teachers chose 'Explaining difficult concepts' as the main reason to use L1.

The research shows that the use of L1 in L2 classes is really necessary. Mostly it is use to explain difficult concepts. In such context, the effort to minimize the role of L1 in language learning is being questioned.

1.2 Review of the Related Literature

Many research works have been carried out in the field of translation in order to find out the techniques, gaps, etc which frequently seem in this type of work but very few researches have been done in this field. The research has determined to study the use of translation in teaching English. Therefore, it is worth reviewing some related literature in brief. So, I have reviewed some of the related literature which are given below:

Nuttall (1982), suggests 'If a student is not able to give answer on L2, teachers should accept answers in L1. It helps the teacher to know whether they have understood on where their problems lie. (cited from Schweers, 2006).

Moreover **Bhattarai (1997)**, in his Ph.D. thesis entitled 'In other words: sense versus words as units of literary translation (with special reference to Nepali-English poetic texts) has made an attempt to define translation process and product of translation between Nepali and English language pair in particular. He presented 50 contemporary Nepali poems into English and he also observed the processes, difficulties, techniques of equivalence and evaluation drawing on practical experience. He also identified the problems of equivalence in the context of Nepali-English literary text translation.

Similarly **Brown (2000)**, tells that, the first language can a facilitating factor and not just an interfering factor and the L1 is important to strengthen L2 acquisition by making the learning process more meaningful and communicative.

Since translation is an important thing in the L2 classes, no significant study has been carried out so far in Nepal to find the techniques in translating or teaching translation. There are a few works done on it. Some of them are as follows:

Adhikari (2003), In this regard, carried out a study on 'The Translation of Technical Terms: A case of textbook for Science.' He collected 200 English

scientific terms from Physics, Chemistry, biology, Geology and Astronomy. And he gave Nepali translators to them. He attempt to find out the techniques and linguistic problems of translation of scientific terms from English to Nepali.

Similarly **Singh (2004)**, “Techniques in the translation of cultural terms: A study of translation of social studies textbook.” The result was to find an exact cultural word in target language is not possible all the time. In such cases, we can use other techniques like sense relation, etc.

Though these researches have been researched on the techniques of translation of technical terms, poetic texts, etc but no researches have been found on the pedagogy of translation, the use of translation in teaching English in the context of Nepal. So, it will be the first research on teaching English in the context of Nepal. That is why, I was very much interested to study on the judicious use of translation in teaching English which could give a new direction to scholars working in this field in different sectors of our country.

1.3 Objectives of the Study

The objectives of the study were:

- a) to describe the necessity of translation in the second language classes
- b) to find out the usefulness of translation in L2 classes
- c) to find out the effectiveness of translation in learning L2
- d) to give some pedagogical implications

1.4 Significance of the Study

Though the study is a small work, it aimed at giving a general picture of the use of translation in the English language classes of Nepal. This study will be fruitful to the students and teachers of English in Nepal and curriculum designers, language planners and especially for those who run schools in multilingual circumstances. The output of this study is a source material that the teachers and students can be benefited.

1.5 Definitions of the Key Terms

Source Language: The language from which a translation is to be made or from which a word is borrowed.

Target Language: The language in which a text written in another language is to be translated.

Judicious Use: Showing wisdom and good sense.

Explain Meaning: To make (something) clear or easy to understand.

Instruct: To impart knowledge or skill.

Linguistic: Scientific study of language

Interpretation: Rendering of any spoken text into target language.

Transference: Process of transferring an SL word to a TL text.

CHAPTER-TWO

METHODOLOGY

This chapter describes the methods used during the study for the completion of thesis work. Especially, it discusses about the sources of data, sampling procedure, sample population, tools for data collection and the limitations of the study, which are given in detail below.

2.1 Sources of Data

Both primary and secondary sources of data have been used to find out the use of translation in English classes because only one type of data, i.e. neither primary nor secondary, can fulfill the total requirement of this research.

2.1.1 Primary Sources of Data

The total population of the study was grade V students of Kalika primary School, Hemja, Kaski. This school was selected for the study because it is located near Pokhara city and it is one of the schools in which multilingual population is available and the students of this level are in need of the use of L₁ in ELT classes. However, the sample primary source of data was the students who were selected for the study.

2.1.2 Secondary Sources of Data

The major secondary sources of this research were various books, journals, articles and unpublished theses, e.g. Catford (1965), Brislin (1967), Wills (1982), Newmark, (1988), Richards and Rodgers (1995), Bhandari B. M. (1996). Brown (2000), Bhattarai (2000), Kothari (2003). Singh (2004), Das (2005), Phyak (2005), Lyons (2006), Joshua (2008), Baker. & Saladanha (2011) and the text book of grade V which I consulted to get the conclusion of the study.

2.2 Population of the Study

The grade V students of Kalika Primary School were selected because it was not possible to include all the primary level students of Nepal in the study of this type and it was supposed that the sample population would represent all English language learning students at different schools of Nepal.

2.3 Sampling Procedure

The school was selected by judgmental sampling procedure. Then, I selected 20 students in group A and 20 students in group B using simple random sampling method. The students of the grade V who were studying in Kalika Primary School were the population. Out of them, 40 students were selected to give the test.

2.4 Tools for Data Collection

The main tools for data collection were tests i.e. pre-test and post-test. The items were administered to assess the reading comprehension ability of the students. A seen passage was selected. Subjective and objective questions were included in the test. It carried 30 marks (See appendix-1). The subjective test items included only one item, i.e. short questions and objective test items included the following four items:

-) Multiple choice item
-) Fill in the blanks item
-) Opposite meaning item
-) Matching item.

The test included five different items which are mentioned above are presented in the following table along with the full marks per items.

Table 1
Types of Questions

S.N.	Types of items	No of items	Marks
1	Short question answers	5	10
2	Matching items	5	5
3	Multiple choice	5	5
4	Opposite meaning/Antonyms	5	5
5	Fill in the blanks	5	5

2.5 Process of Data Collection

The process of data collection was as follows:

- 1 First, I prepared one set of test items to measure the students' level of proficiency before and after experimental teaching.
- 2 Then, I administered pre-test to the students before the experiment.
- 3 After getting the result of pre-test, the students were divided into two groups (experimental and controlled groups) through simple random sampling procedure.
- 4 I prepared lesson plans for teaching the selected lessons (See appendix-2).
- 5 I presented fifteen lessons to each group. One group of student was taught using judicious use of translation and another group of students were taught using English language all the time.
- 6 A post - test was administered at the end of the teaching. For this, I used the same set of questions used in the pre-test. Then, the results of the two tests were compared to determine the use of translation in English classes (See appendix-3).

2.6 Limitations of the Study

The limitations of the study were as follows:

- 1) The study was limited only to the primary school of Kaski district.

-) The population of the study included the student of Kalika Primary School.
-) Only the students of grade five were included for this study.
-) The sample size was only 40.
-) Only the use of translation in English classes was selected for the study.
-) The study was further limited to the analysis of the responses obtained from the respondents only.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter explains how the analysis and interpretation were conducted. It comprises under the following two titles:

- i Holistic comparison
- ii Item wise comparison

The first sub-title namely holistic comparison synthesizes the general performance of both groups i.e. experimental and controlled. Then, the item wise comparison compares the item based performance of the students. In these comparisons, I have tabulated the scores from the tests (pre-test and post-test) under each subtitle and the average scores have been calculated out of the individual scores (see appendix 3). The difference between the average scores of the pre-test and post-test have also been calculated and mentioned as well as those differences have been converted and shown into percentages. Also the two groups have been percent wise compared. The tables, I supposed, make the ideas clearer. The higher the percentages, the better the result is considered to have been. The same materials and time were used for both of the groups but the method was different i.e. group A was taught using translation judiciously and group B was taught without translation

3.1 Holistic Comparison

Holistic comparison is the summary of analysis and interpretation of the data. The scores obtained by the students in the pre -test and post- test were tabulated group wise. Then average scores of the pre test were computed out of the individual tabulated scores. Then, average score of the pre-test were subtracted from the average marks of the post –test to find out the differences. Those differences were converted into percentages. The group which has got a higher percentage is thought to have better proficiency than the one which got a lower percentage.

The holistic comparison compares the result of two groups in post tests, i.e. group - A and group – B in all given test items, i.e. short question answers, matching items, multiple choice, opposite meaning and fill in the blanks separately. After the item-wise comparison, the average scores of all the selected items have been summed up through the addition. Then, the total score of group-B is subtracted from the total score of group-A to find out the difference of group-A and group-B.

The average comparison of group- A (experimental group) and group- B (controlled group) have been presented in table 2.

Table 2
Holistic comparison of Post-test

Items	AV score of group 'A' in P.T	AV score of group 'B' in P.T	Difference between 'A' &'B'
Short question answers	7.2	6.6	0.6
Matching items	4.2	3.2	1
Multiple choice	4.0	3.4	0.6
Opposite meaning/Antonyms	3.5	3	0.5
Fill in the blanks	4.1	3.1	1
Total	23	19.3	3.7

Table 2 shows that group - A has an average score of 23 and group - B has an average score of 19.3 in the post test. The average difference between group -A and group - B is 3.7 in the post test. It is an average increment in group - A. It shows that group-A performed better than group-B in total.

3.1.1 Holistic Comparison in Percentage

The holistic comparison of post-test, Table-2 shows the difference between the average scores of group –A and group- B in number not in the percentage. The

holistic comparison of post-test in percentage shows the average increment score of group-A and group-B in percentage. The differences between A and B are also drawn in percentage.

Table 3
Holistic Comparison of Post-test in Percentage

Items	AV increment score of group 'A' in %	AV increment score of group 'B' in %	Difference between 'A' &'B' in %
Short question answers	16.1	13.8	2.3
Matching items	40	10.3	29.7
Multiple choice	17.6	14.3	3.3
Opposite meaning	20.7	15.4	5.3
Fill in the blanks	25	24	1
Total	119.4	77.8	41.6

The table 3 shows that the average increment percentage in 5 categories of group - A is 119.4 whereas group - B has 77.8 average percentage. The average increment difference percentage between group -A and B is 41.6. The description of the above table shows that group -A's holistic percentage is higher than that of group -B's percentage.

3.1.2 Average Scores

The scores obtained by the students in the pre -test and post- test were tabulated group wise. Then, the average scores were computed out of the individual tabulated scores.

Table 4
Average Score of Pre-test and Post-test

Group	Size	AV Scores	
		Pre-test	Post-test
A	20	19.6	24.9
B	20	15.4	19.5

The table 4 shows the comparison between the average score of group -A and - B in pre-test and post-test. The average scores of group-A in the pre-test is 19.6 and post-test is 24.9. Whereas the average scores of group-B in pre test is 15.4 and in the post test is 19.5. It is therefore, proved that judicious use of translation is more effective than that of non translation

The comparison between the judicious use of translation and non translation technique of teaching of reading comprehension is shown through figure -1 where the average scores of pre- tests are 19.6 and 15.4 of group-A and group B and the average scores of post tests are 24.9 and 19.5 of group-A and group-B respectively.

In this bar-diagram, the bold lined bar indicates the performance of group-A and the dots lined bar indicates the performance of group-B. The average scores are from 0-30 where the highest average score is 24.9 obtained by group- A in the post test.

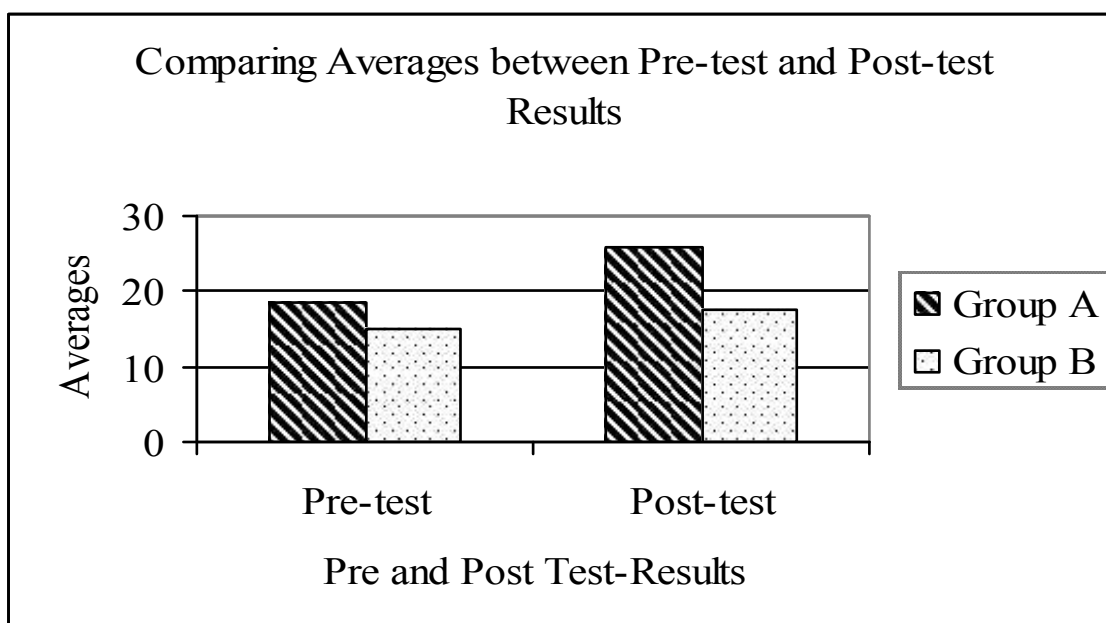


Figure 1

Comparison Between Judicious Use of Translation Group and Non-Translation Group

Figure 1 shows that the average level of group-A is 19.6 in pre-test and 24.9 in the post test. Group -B has an average score 15.4 in pre-test and 19.5 in the post test. Group A increased its mark by 5.3 whereas group -B has increased its mark by 4.1. Therefore, it shows that group-A performed better than group -B.

3.2 Item -wise Comparison

The item – wise comparison refers to the comparison of the average performance between two groups i.e. group - A and group - B on the basis of the given headings which were selected in the study. It indicates the average performance of the two groups. The comparative tables of average increment percentage of item-wise comparison between two groups are given below.

3.2.1 Matching Item

Matching item was one of the items, which were distributed to all the students to see their beginning level in the pre-test and progress in the post-test. This item consisted of 5 items each carried 1 mark. The average scores of the

students in both groups (experimental and controlled) have been presented in the table 5.

Table 5
Result of Average Score on Matching Item

Group	AV score in Pr. T.	AV score in P.T	Difference	Difference in %
A	3	4.2	1.2	40
B	2.9	3.2	0.3	10.3

The table 5 shows that group-A has the average score 3 in the pre-test and 4.2 in post-test. This group has increased its average mark by 1.2 or 40% whereas group-B has scored 2.9 in pre –test and 3.2 in the post test. It has increased its marks by 0.3 or 10.3%. It shows that group-A has made better progress than group-B.

3.2.2 Opposite Meaning Item

The opposite meaning items/ antonyms are related to the text given in the question. This category consisted of 5 items. Each item carried 1 mark which comes to 5. The average scores of the examinee students in controlled and experimental groups have been presented in table 6.

Table 6
Result of Average Score on Opposite Meaning Item

Group	AV score in Pr. T.	AV score in P.T	Difference	Difference in %
A	2.9	3.5	0.6	20.7
B	2.6	3	0.4	15.4

The table 6 shows that the average of group -A is 2.9 in pre-test and 3.5 in the post –test. It has increased its marks by 0.6 or 20.7%. Similarly, the group-B has scored 2.6 in pre-test and 3 in post test. It has increased its marks by 0.4 or 15.4% .It indicates that in this item group-A has scored more than group-B.

3.2.3 Multiple Choice Items

Multiple choice item is one of the test item. The students are asked to tick in the best answer from the given alternatives. As the previous items mentioned earlier, this category also consisted 5 full marks i.e. each item carried one mark. The average scores of the students in both experimental and controlled groups have been presented in table 7.

Table 7
Result of Average Scores on Multiple Choice Items

Group	AV score in Pr. T.	AV score in P.T	Difference	Difference in %
A	3.4	4.0	0.6	17.6
B	2.8	3.2	0.4	14.3

The table 7 shows that group-A has the average score of 3.4 in the pre-test and 4.0 in the post test. It has increased its marks by 0.6 or 17.6%. Likewise, group –B has the average score of 2.8 in the pre-test and 3.2 in the post –test. It has increased its marks by 0.4 or 14.3%.It shows that the group-A excelled group – B by 3.3%. It shows that group-A learned this item more effectively than group-B.

3.2.4 Fill in the Blanks Items

In fill in the blanks item students are asked to fill the blank with appropriate word using given alternatives. This category consists 5 items. Each item carried

1 mark. The average scores of the students in both controlled and experimental groups have been presented in the table 8.

Table 8
Result of Average Scores on Fill in the Blanks Item

Group	AV score in Pr. T.	AV score in P.T	Difference	Difference in %
A	3.6	4.5	0.9	25
B	2.5	3.1	0.6	24

The table 8 shows that group-A has the average score of 3.6 in the pre-test and 4.5 in post-test. It has increased its marks by 0.9 or 25% whereas, group –B has the average score of 2.5 in the pre-test and 3.1 in post-test. It has increased its marks by 0.6 or 24%. Here, group–A has performed better than group-B.

3.2.5 Question Answer

Question answer is one of the items of this test. The students were asked to read the given text carefully and write the answers of the given questions. This item consists of 5 items each carried 2 marks.

Table 9
Result of Average Score on Question Answer Item

Group	AV score in Pr. T.	AV score in P.T	Difference	Difference in %
A	6.2	7.2	1	16.1
B	5.8	6.6	0.8	13.8

The table 9 shows that group-A has the average score of 6.2 in pre-test and 7.2 in post-test. It has increased its marks by 1.0 or 16.1 %. Similarly, group-B has scored 5.8 in pre-test and 6.6 in post-test. It has increased its marks by 0.8 or 13.8%. It shows that group-A has done better than group-B in question answer item.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

As the research entitled use of translation in teaching English suggests, the purpose of this study was to find out the effectiveness of judicious use of translation in L2 classes. The research was limited to the 40 students of grade five from Shree Kalika Primary School, Hemja.

To find out the effectiveness of judicious use of translation, I used test –item as a tool for data collection. I administered pre-test and divided the students into two groups group A-and group-B (experimental and controlled group) with odd and even numbers. I taught group-A using judicious use of translation and group-B without any translation, only in English language. After this, I administered post-test to the both groups. For this, I used same set of questions used in the pre-test. Then, the result of the two groups was compared through holistic approach and item-wise approach. As the data and results showed, the experimental group was found better than the controlled group.

4.1 Findings

The findings of this study are based on the result of the group rather than the response of an individual student. Both groups were taught the same subject matter using the equal amount of time and period. Only the techniques were different. The result of the post test showed that both groups were benefited comparatively. The group taught using judicious use of translation got better result than non translated group.

- i The experimental group excelled the controlled group by 41.6% in the total items performance.

- ii The experimental group excelled the controlled group on test items such as matching item(29.7%), multiple choice item

(5.7%), fill in the blanks (1.0%), short answer item (2.3%) and opposite meaning item (5.3%).

- iii The controlled group performed very nearer to experimental group on fill in the blanks item. The performance difference was only 1.0%. It showed that the students could perform better percentage in fill in the blanks item rather than other test items.
- iv The experimental group did much progress than controlled group in all the selected test items.
- v The above result showed that translation makes teaching learning more effective in L2 classes. So, the primary level students achieved their goal and made their results better when the teacher used translation in L2 classes.
- v The result showed that Group-A performed relatively better than group-B.

4.2 Recommendations

The following recommendations have been drawn on the basis of the above findings. The major recommendations have been presented as follows:

- i If the English language teachers do judicious use of translation in teaching reading for the completely primary level classes, the students will learn more effectively. Therefore, judicious use of translation should be taken into account.
- ii I would like to suggest all the English teachers of primary level to use translation judiciously. If they apply it, the completely English language teaching would be more effective.

- iii Researchers can carry out this type of research including the private schools as well to find out the realities of translation between government and private schools.
- iv This research was limited only five types of test items. The similar type of researches can be carried out on the other area of language like, free writing, punctuation, letter writing, etc.

REFERENCES

- Adhikari, B. R. (2003). *The translation of technical terms: A case of text book for Science*. An unpublished M.Ed. Thesis, Tribhuvan University, Kathmandu
- Aryal, T. R. (2010). A brief study of history and theories of translation. *Journal of NELTA*, Vol. 1, no 15.
- Baker, M. & Saladnha, G. (2011). *Routledge encyclopedia of translation studies*. London and New York: Routledge.
- Bhandari B. M. (1996). *Fundamentals of language and linguistics*, Kathmandu: Vidhyarthi Pustak Bhandar.
- Bhattarai, G. R. (2004). *An introduction to translation studies*, Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G. R. (1997). *In other words: sense versus word. As unit of literary Translation: An unpublished Ph.D. thesis: University of Hyderabad*.
- Brislin, R. W. (1967). *Translation application and research*. New York: Gardner Press.
- Brown, H. D. (2000). *Principles of Language learning and teaching* (4th ed.): White Plains Ny: Addison Wesley Longman.
- Catford, J. C. (1965). *A linguistic theory of translation*. Oxford: OUP
- Das, B. K. (2005). *A handbook of translation studies*. New Delhi: Atlantic Publisher and Distributor.
- Hornby, A. S. (2010). *Oxford advanced learner's dictionary* (8th ed.): OUP.
- Joshua, S. (2008). Translation: Its brief history and theory. In Ray, M.K.(Ed) *Studies in translation*. New Delhi: Atlantic.

- Kandel, S. P. (2010). *Effectiveness of pair work in reading comprehension*. An unpublished thesis, Department of English Education, Pokhara.
- Kothari, R. (2003). *Translating India New Delhi*: Foundation Books Pvt. Ltd.
- Lyons, J. (2006). *Language and Linguistics*. Cambridge: CUP.
- Mahmoud, A. (2006). *Translation and foreign language reading comprehension: A neglected Dialect Procedure*. English Teaching Forum.
- Newmark, P. (1981). *Approaches to translation: Oxford*: Pergamon Press.
- Newmark, P. (1988). *A textbook of translation*, London: Prentice Hall.
- Nida, E. A. (1964). *Towards a science of translating: with special reference to principal and procedures involved in Bible translation*. Leiden: E.J. Brill.
- Phyak, P. B. (2005). *Translation theory*, Kathmandu: Sunlight Publication.
- Richards, J. C. & Rodgers, T. S. (1995). *Approaches and methods to language teaching*. Cambridge: CUP.
- Sharma, B. K. (2006). *Mother tongue use in English classes*. Journal of NELTA, Vol. II, no-1-2.
- Sharma, U. (2007). *A Textbook of applied linguistics*, Kathmandu: Sunlight Publication.
- Singh, G. B. (2004). *Techniques in the translation of cultural terms: A study of translation of social studies textbook*. An unpublished M. Ed. thesis: Tribhuvan University. Kathmandu, Nepal.
- Stone, C. (2010). *Better English for schools*, Kathmandu: Koshelee Prakashan
- Verma S. K & Krishnaswamy. N. (2009). *Modern linguistics*. Oxford: OUP

Wikipedia. *First language*. Retrieved August, 2008 from
http://.wikipedia.org/wiki/First_language.

Wikipedia. *Second language*. Retrieved January, 2009 from [http://en.wikipedia.org/wiki/Foreign language](http://en.wikipedia.org/wiki/Foreign_language).

Wills, W. (1982). *The science of translation: Problems and methods*. Gunter Narrvelag: Tübingen.

APPENDIX 1

Sample Test Items

Name:

Class:

Roll no:

F.M. 30

Time: 1.30 hrs

A. Read the passage carefully and do the activities given below.

A rich man came back from another country. He bought a beautiful pair of black shoes. He took them to a poor cobbler. "Please make me three pairs of boots the same as these.

Make one pair red, one pair brown, and one pair blue. But the same style and the same good leather." He left the boots for the cobbler to copy.

The cobbler tried very hard. But he could not get such good leather. He made three pairs, red, brown, and blue. They were nearly the same as the black ones.

The cobbler had a clever wife. "Make a black pair," she said. "Then keep the rich man's boots, but give him four pairs all the same."

The rich man came for his boots. "Here's your black pair," said the cobbler. "And a red brown, blue pair that I've made." "They are exactly the same," said the rich man. "Well done! Excellent! Beautiful!"

And he paid the cobbler richly. And many people came to the cobbler for their shoes. He was famous. But he knew it was thanks to his clever wife.

1) Now answer these questions: **2*5=10**

- a) What is a cobbler?
- b) Who came from another country?
- c) How many pair of shoes he ordered to make?
- d) What his wife suggested?
- e) Who was clever?

2) Fill in the blanks with appropriate words from the story. **1*5=5**

- a) The cobbler tried very.....
- b) The.....gave an ideas to the cobbler.
- c) The rich man asked to the cobbler to make.....pair of shoes.
- d) The rich man paid the cobbler.....
- e) Cobbler cheated to.....

3) Match the following: **1*5=5**

A	B
Cobbler	makes clay pots
Tailor	makes clothe
Potter	makes furniture
Carpenter	makes shoes
Weaver	makes clothes
	Makes houses

4) Tick the best answer:

1*5=5

- a) The rich man came from.....
- i) The same village
 - ii) Neighboring village
 - iii) Nearby
 - iii) Another country
- b)brought a pair of beautiful shoes.
- i) The rich man
 - ii) The cobbler
 - iii) Cobbler's wife
 - iv) None
- c) The rich man ask the cobbler to make all the shoes
- i) Same in colour
 - ii) Same colour and different style
 - iii) Different colour and same style

- iv) Same colour and same style
- d)was famous.
 - i) The rich man
 - ii) Cobbler's wife
 - iii) Cobbler
 - iv) None
- e) The rich man had.....colour of shoes already.
 - i) Red
 - ii) White
 - iii) Black
 - iv) blue

5. Write the opposite of the given words:

1*5=5

Rich-

Beautiful-

Same-

Good-

Come-

The end.

APPENDIX 2

Sample Lesson Plans

Lesson Plan 1

Group -A

School: Shree Kalika Primary School

Date: 06/ 4/ 25

Period: 2nd

Student No:

Unit: 3

Time: 45 min

Title: Raju's guilty

1. Objectives: At the end of the lesson, the students will be enabled to:

- read the passage with correct pronunciation
- tell the meaning of difficult words (stole, ashamed, etc)

2. Teaching Materials: Flash cards

3. Teaching Learning Activities: After entering the classroom, the teacher will motivate the students by telling a joke. Then, she will start the lesson by reading the given story in their textbook. She will explain it using simple English language like Raju was alone in the empty room, he saw Jeevan's bag. He took sweets from that bag later he felt ashamed. He realized his guilty.

Then, she will ask her students to read the story by turn and explain the story briefly. If the students are not able to understand and explain, the teacher will show the meaning of those words and sentences in the flash cards translating into their mother tongue like, **Feel- mahsus hunu, naughty- kharab, empty- khali, that's all right- tyo sab thik chha.**

4. Evaluation: At the end of the lesson, the teacher will evaluate the students by asking, -to read the story, - tell the meaning of guilty, took, stole, etc.

5. Homework: The teacher will ask them to write the answers of exercise no

3.1

Lesson Plan 2

School: Shree Kalika Primary School

Date: 068/ 4/26

Period: 2nd

Student No:

Unit: 3

Time: 45 min

Title: Little Lumpty

1 Objective: At the end of the lesson the students will be enabled to:

- answer the questions based on the passage

2 Teaching materials: Pictures

3. Teaching Learning Activities: After the revision of previous lesson, the teacher will read the story incorporation with some related pictures and describe it using simple language. She will ask them to read the story first then she will ask them some questions like, what did Lumty Dumpty do? What happened to Lumpty? If students replied, then she will thank them if not she

will again try to make them understand by explaining the some part of the story using their mother tongue.

4. Evaluation: At the end of the lesson, the teacher will evaluate the students by asking the following questions:

- What kind of people live in Dumpty?

- What did Lumpty want to do?

5. Homework: Write the answers of the following questions:

- Who climbed up the wall?

- Who brought a sheet?

Lesson Plan 3

School: Shree Kalika Primary School

Date: 06/8/4/27

Period: 2nd

Student No:

Unit: 4

Time: 45 min

Title: Two bears (asking and answering)

1 Objective: At the end of the lesson the students will be enabled to:

- ask questions from the given table
- give true answer to their partners

2 Teaching materials: Table

3. Teaching Learning Activities: After the revision of previous lesson, the teacher will ask her students to look the given table. Then, she will show the table and ask them to make possible questions and ask it to their friends. If the students still confuse then she will tell them in their mother tongue, like Table harara sambhav hunajati parashna banayar sathilai sodhna ra sathile parashnako sathha aauthar dinu parne chha.

4. Evaluation: The teacher will evaluate the students by asking the following questions:

- Can you cook rice?

- Can you play cricket?

- Can you swim?

5. Homework:

- Do exercise no. 4.2 of your textbook.

Lesson Plan 4

School: Shree Kalika Primary School

Date: 068/ 4/29

Period: 2nd

Student No:

Unit: 3

Time: 45 min

Title: Tortoises

1 Objective: At the end of the lesson the students will be enabled to:

- describe tortoise in 4 sentences

- read the given passage

2 Teaching materials: Picture

3. Teaching Learning Activities: First of all, the teacher will read the given passage and the students will listen her. After reading the passage she'll describe the passage in detail. And she will ask the students to read it. When

2/3 students read the passage. She will show the picture of tortoise and ask the students to tell what a tortoise is and where it lives. The students will be asked to describe about the tortoise. If the students are not able to describe in English, she will allow them to speak in Nepali too.

4. Evaluation: At the end of the lesson, the teacher will evaluate the students by asking the following questions:

- What is Nepali word for tortoise?

-What do they eat?

5. Homework: Describe about the tortoise in 4 sentences.

Lesson Plan 5

School: Shree Kalika Primary School

Date: 068/ 4/30

Period: 2nd

Student No:

Unit: 3

Time: 45 min

Title: Clever Woman

1 Objective: At the end of the lesson the students will be enabled to:

- tell the meaning of cobbler

- tell how cobbler became rich

2 Teaching materials: Flash card

3. Teaching Learning Activities: The teacher will ask some questions from the previous lesson to motivate them. Then, she will read the story and describe it like the rich man brought a pair of shoes and ask him to make three pair of

shoes of same style with same leather. Then, the cobbler's wife taught the cobbler to keep those original shoes with him and prepare other four pair of shoes and give him. The rich man liked the shoes, he paid the cobbler richly. Then, she will ask her students to copy down the words which meaning they cannot understand. Then, she will show the meaning of those words in the flash card by taking the help of their mother tongue, like **pair-jodi, rich-dhani, leather-chhala, famous-parkhat.**

4. Evaluation: At the end of the lesson, the teacher will evaluate the students by asking the following questions:

- What is a cobbler?
- How he became rich?

5. Homework: Do the exercise of your textbook given in page no 54.

Lesson Plan 1

Group 'B'

School: Shree Kalika Primary School

Date: 06/ 4/ 25

Period: 4th

Student No:

Unit: 3

Time: 45 min

Title: Sweets and Eggs

1. Objectives: At the end of the lesson, the students will be enabled to:
 - read the passage with correct pronunciation
 - tell the meaning of difficult words (stole, ashamed, etc)
2. Teaching Materials: Flash card
3. Teaching Learning Activities: After entering the classroom, the teacher will motivate the students by telling a joke. Then, she will start the lesson by reading the given story in their textbook. She will explain it using simple English language like Raju was alone in the empty room, he saw Jeevan's bag. He took sweets from that bag later he felt ashamed. He realized his guilty. Then, she will ask her students to read the story by turn and explain the story

briefly. If the students are not able to understand and explain, the teacher will show the meaning of the difficult words and sentences in the flash card.

4. Evaluation: At the end of the lesson, the teacher will evaluate the students by asking, -to read the story, - tell the meaning of guilty, took, stole, etc.

5. Homework: The teacher will ask them to write the answers of exercise no 3.1

Lesson Plan 2

School: Shree Kalika Primary School

Date: 068/ 4/26

Period: 4th

Student No:

Unit: 3

Time: 45 min

Title: Little Lumpty

1 Objective: At the end of the lesson the students will be enabled to:

- answer the questions based on the passage

2 Teaching materials: Picture

3. Teaching Learning Activities: After the revision of previous lesson, the teacher will read the story incorporation with some related pictures .She will ask them to read the story first then she will ask them some questions like, what did Lumty Dumpty do? What happened to Lumpty? If students replied, then she will thank and encourage them to tell more. If they cannot response she will help them by describing the story again.

4. Evaluation: At the end of the lesson, the teacher will evaluate the students by asking the following questions:

- What kind of people live in Dumpty?

-What did Lumpty want to do?

5. Homework: Write the answers of the following questions:

- Who climbed up the wall?

- Who brought a sheet?

APPENDIX 3

Whole Marks Comparison and Averages

Whole marks comparison secured by students in the pre-test and post-test.

Group 'A'

Group 'B'

R.N.	Students' name	Pre-Test	Post-Test	R.N	Students' name	Pre-Test	Post-Test
1.	Namuna Adhikari	24	28	2.	Susmita Nepali	19	24
3	Shantu Pariyar	15	22	4.	Rajan Paudel	11	13
5	Purnima Adhikari	19	27	6	Binita Nepali	12	17
7	Sabina Gurung	20	26	8	Sunu B.K	18	20
9	NabaRaj Gurung	19	25	10	Manu Gurung	17	20
11.	Sunil Nepali	21	23	12	Durga B.K	11	16
13	Bishnu Maya B.K	18	24	14	Indira Adhikari	13	18
15	Gita Paudel	20	27	16	Binod Gurung	16	19
17	Anus Paudel	17	20	18	Namrita Adhikari	14	16
19	Sunil Pariyar	15	18	20	Amrita Nepali	12	14
21	Parbati Gurung	22	26	22	Prem B.k	22	23

23	Sunita Gurung	24	28	24	Kanchan Gurung	18	20
25	Sujita Nepali	14	18	26	Susma Nepali	15	15
27	Amrit Pariyar	19	24	28	Award Gurung	20	21
29	Nabina Pariyar	24	28	30	Suman Gurung	17	20
31	Pitamber Sunar	12	16	32	Anup B.K	22	23
33	Dev Gurung	18	20	34	Sushanta Pariyar	27	28
35	Mitra Poudel	26	29	36	Khusbu Pun	14	16
37	Indraman Pariyar	21	23	38	Nishan B.K.	21	23
39	Basanta Paudel	24	25	40	Kajiman Pun	22	24
	Total	392	497			308	390

Group A Pre –Test Scores

S.N.	Pre - Test(x)	$x - \bar{x}$	$(x - \bar{x})^2$
1.	24	4.4	19.36
3	15	-4.6	21.16
5	19	-.06	0.36
7	20	0.4	0.16
9	19	-0.6	0.36
11.	21	4.4	16
13	18	-1.6	2.56
15	20	0.4	0.16
17	17	-2.6	6.76
19	15	-4.6	21.16
21	22	2.4	5.76
23	24	4.4	19.36
25	14	-5.6	31.36
27	19	-.6	0.36
29	24	4.4	19.36
31	12	-7.6	57.76

33	18	1.6	2.56
35	26	6.4	40.96
37	21	1.4	1.96
39	24	4.4	19.37
	392		$(x-x)^2 = 267.5$

$$\bar{X} = 392/20 = 19.6$$

Group A Post –Test Scores

1.	Post Test(x)	$x-x(\text{Bar})$	$(x-x)^2$
3	28	-3.15	9.9
5	22	-2.9	8.41
7	27	2.1	4.41
9	26	1.1	1.21
11.	25	0.9	0.81
13	23	-1.9	3.61
15	24	-0.9	0.81
17	27	2.1	4.41
19	20	-4.9	24
21	18	-6.9	47.61
23	26	1.1	1.21
25	28	3.1	9.61
27	18	-6.9	47.61
29	24	-0.9	0.81
31	28	-3.15	9.9

33	16	-8.9	79.21
35	20	-4.9	24
37	29	4.1	16.81
39	23	-1.9	3.61
	25		
	497		(x-x)²= 723.5

$$\bar{X} = \frac{\sum x}{n} = \frac{497}{20} = 24.9$$

Group B Pre –Test Scores

R.N	Pre-Test(x)	$x-x(\text{Bar})$	$(x-x)^2$
2.	19	-3.6	12.96
4.	11	-4.4	19.36
6	12	-3.4	11.56
8	18	2.6	6.76
10	17	1.6	2.56
12	11	-4.4	19.36
14	13	-2.5	6.25
16	16	0.6	0.36
18	14	-1.4	1.96
20	12	-3.4	11.56
22	22	6.6	43.56
24	18	2.6	6.76
26	15	-0.4	0.16
28	20	4.6	21.16
30	17	1.6	2.56
32	22	6.6	43.56

34	27	11.6	134.56
36	14	-1.4	1.96
38	21	5.6	31.36
40	22	6.6	43.56
	308		$(x-x)^2 = 346$

$$\bar{X} = x/n = 308/20 = 15.4$$

Group B Post –Test Scores

R.N	Post-Test(x)	$x-x(\text{Bar})$	$(x-x)$
2.	24	4.5	20.25
4.	13	-6.5	42.25
6	17	-2.5	6.25
8	20	0.5	0.25
10	20	0.5	0.25
12	16	-3.5	12.25
14	18	-1.5	2.25
16	19	-0.5	0.25
18	16	-3.5	12.25
20	14	5.5	30.25
22	23	3.5	12.25
24	20	0.5	0.25
26	15	-4.5	20.25
28	21	1.5	2.25
30	20	0.5	0.25
32	23	3.5	12.25

34	28	8.5	72.25
36	16	-3.5	12.25
38	23	3.5	12.25
40	24	4.5	20.25
	390		$(x-x)^2 = 284$

$$\bar{X} = x/n = 390/20 = 19.5$$

The Result of Short Question Answer

Group 'A'

Group 'B'

R.N	Pre-Test	Post-Test	R.N	Pre-Test	Post-Test
1	10	10	2	8	7
3	5	6	4	3	4
5	6	7	6	4	6
7	6	8	8	6	6
9	8	6	10	6	6
11	6	6	12	4	6
13	4	6	14	6	6
15	6	8	16	8	8
17	6	6	18	6	6
19	8	8	20	4	4
21	6	7	22	7	8
23	8	9	24	6	6
25	4	5	26	5	5
27	6	7	28	7	7

29	6	8	30	5	6
31	4	5	32	8	8
33	6	6	34	10	10
35	9	10	36	6	6
37	8	8	38	8	8
39	8	8	40	10	10
Total	124	144		117	133
AV	6.2	7.2		5.8	6.6

The Result of the Matching Item

Group 'A'

Group 'B'

R.N	Pre-Test	Post-Test	R.N	Pre-Test	Post-Test
1	4	5	2	3	4
3	1	3	4	2	2
5	2	4	6	3	3
7	3	5	8	2	2
9	3	2	10	2	3
11	4	5	12	1	3
13	5	5	14	1	3
15	3	4	16	3	3
17	1	2	18	2	2
19	8	8	20	4	4
21	4	4	22	4	4
23	2	4	24	4	4

25	4	5	26	2	2
27	2	4	28	4	4
29	5	5	30	2	2
31	3	4	32	5	5
33	2	3	34	4	4
35	5	5	36	3	3
37	2	3	38	4	4
39	5	5	40	3	3
Total	60	85		58	64
AV	3	4.2	2.9	3.2	

The Result of the Multiple Choice Items

Group 'A'

Group 'B'

R.N	Pre-Test	Post-Test	R.N	Pre-Test	Post-Test
1	3	4	2	3	4
3	3	4	4	2	2
5	4	5	6	2	3
7	3	4	8	4	4
9	4	5	10	3	4
11	4	5	12	2	3
13	3	5	14	1	2
15	4	5	16	2	3
17	3	4	18	3	4
19	1	2	20	1	3
21	4	4	22	3	3
23	5	5	24	4	4

25	2	3	26	2	2
27	4	4	28	5	5
29	5	5	30	3	4
31	2	2	32	4	4
33	3	4	34	4	4
35	4	4	36	1	2
37	3	3	38	3	4
39	4	4	40	4	4
Total	68	81		56	64
AV	3.4	4.0		2.8	3.2

The Result of the Fill in the Blanks Item

Group 'A'

Group 'B'

R.N	Pre-Test	Post-Test	R.N	Pre-Test	Post-Test
1	3	4	2	3	5
3	3	5	4	2	2
5	4	4	6	3	3
7	3	5	8	2	4
9	4	5	10	2	3
11	4	5	12	1	2
13	3	5	14	1	1
15	4	4	16	2	3
17	3	4	18	1	2
19	1	4	20	2	2
21	4	5	22	5	5
23	4	5	24	2	3
25	3	3	26	3	3

27	4	4	28	2	3
29	4	5	30	4	4
31	2	2	32	3	3
33	4	3	34	3	3
35	5	4	36	3	2
37	4	3	38	4	4
39	5	4	40	3	5
Total	72	88		51	62
AV	3.6	4.5		2.5	3.1

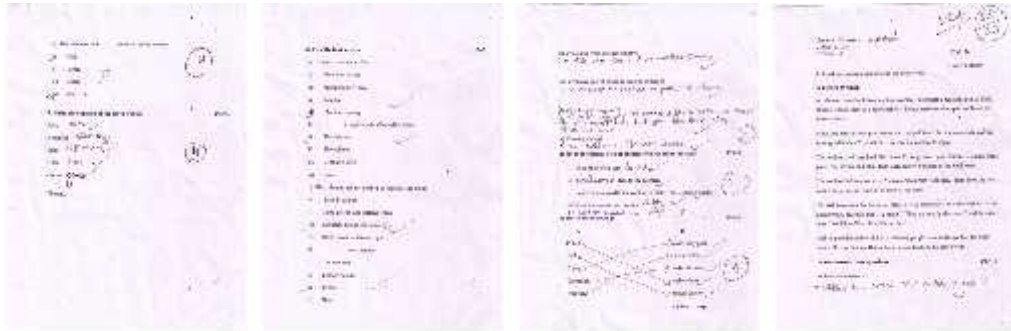
The Result of the Opposite Meaning Item

Group 'A'

Group 'B'

R.N	Pre-Test	Post-Test	R.N	Pre-Test	Post-Test
1	4	5	2	3	4
3	2	4	4	3	3
5	4	4	6	2	3
7	3	4	8	3	4
9	2	3	10	4	4
11	2	2	12	3	3
13	2	3	14	3	3
15	4	5	16	1	2
17	3	4	18	2	2
19	0	1	20	4	4
21	2	4	22	3	3
23	5	5	24	2	3
25	1	2	26	3	3

27	3	4	28	2	2
29	4	5	30	3	3
31	2	3	32	2	3
33	3	3	34	3	3
35	3	4	36	2	2
37	4	4	38	3	3
39	2	3	40	2	3
Total	59	71		53	60
AV	2.9	3.5		2.6	3



Thumbs.db