

Contribution of Translation to The Development of Research

Dr.M.C.Dalvi

IBP Mahila Mahavidyalya ,
Aurangabad

Abstract

The primary aim of this paper is to contribution of Translation to the improvement of Research Competency. Translation, involving the transposition of thoughts expressed in one language by one social group into the appropriate expression of another group, entails a process of cultural decoding, re-coding and en-coding. Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. Translation can be defined as the replacement of elements of onelanguage, the domain of translation, by equivalent elements of another language, the range."It is an action of transferring meaning from one language to another taking into account anumber of constraints. The primary aim of the translation is to develop language competencies which would allow one to understand and create a great number of correct sentences. Translation plays an important role in research. Helps to understand the connection between languages and explores the potential of both of them. Research is undertaken in education with a view to improving instruction and education in general.By its nature,it isexpected that policies,-structures, methods and curricular will be improved and refined so that educational process and the educational system will become more efficient and more effective. Many problems arise in research but because the solutions to the mare not easy to come by,educationists and other stend tostay away from them.This is where the need for research comes in in-orderto provide opportunities for getting the solutions through using Translation.

Translation is one of the most demanding and intellectually difficult tasks. It is connected with translation either as an action or as a result of an action. According to Oettinger "Interlingual translation can be defined as the replacement of elements of onelanguage, the domain of translation, by equivalent elements of another language, the range." It is an action of transferring meaning from one language to another taking into account a number of constraints. These constraints should include words, context, grammar rules, culture, writing conventions and words or utterances difficult to translate, e. g idioms.

The 20th century can be characterized as dominated by giving up application translation and explanations in students' mother tongue to the Direct Method, in which using native language was forbidden. This trend caused that many well-known techniques such as e.g. translation were rejected as faulty. Of course, not all theoreticians agreed with the Direct Method and in the 70s of the century Noam Chomsky introduced the Cognitive Method to language teaching.

This is a modernized Grammar-Translation Method and its main aim is to develop a language ability which would allow one to understand and create a great number of correct sentences. Using translation on lessons plays an important role in teaching. Helps students to understand the connection between languages and explores the potential of both of them. It is a necessary and natural activity, because in many common places foreign words are met and they need to be decoded. Communication accomplishment is a two-way system. Learners need to be able to communicate both ways: into and from the foreign language. In most materials used on lessons they are pressed mostly

on the ability of using a foreign language, but little guidance is given on how to transmit it back into the mother tongue.

Translation develops qualities necessary to all language studying: flexibility, accuracy, and clarity during searching for the most appropriate words to convey what is meant. The students can contribute their own thoughts while focusing on the text and feeling freedom in putting up their ideas. Translation is a demanding and intellectually difficult activity. Apart from knowing the language, it is essential to have general knowledge about the world. The process consists of many complicated tasks that people's mind is able to cope with.

Therefore, the main problem is a **feeling of fatigue** and frustration among students. They may go for the easy solutions, e.g. check the answer, or even give up the task. This work is time-consuming, therefore using it during the lesson is not effective. The **working speed** can be also the problem. Some students work faster, the others slower, thus all of them may be frustrated if they are kept waiting, others if they are broken off before they have finished. To avoid these, the teacher is required to find some solutions in a class management, e.g. to join up the groups for discussion in their own time, when they are ready, or setting strict time limits asking the students to do as much as they can in the time.

Language learners are needed to acquire rather communicative than translating skills, thus that is the case that among people who are learning a foreign language a concept of equivalence is a big problem, because they do not understand the difference between **synonymity** and **equipoise**. Many of them have an assumption that a direct one-to-one correspondence of meaning between the word or sentence in the target language and those in the source language exists. Hence, the central problem is concerned with **specifying the nature of equivalence**. Equivalence is doubly understood. It is an agreement between a word or a group of words in a SL with a word or a group of words in a specific context in a TL. An equivalent may be full or partial counterpart for words or words' collocations in the other language. It is crucial to introduce a distinction in the space separating those two kinds of the notion. The grammatical structure connected with semantic equivalence does not have to be the same as pragmatic equivalence in both source and target languages. **Common words** carry many problems for learners.

References

1. Chomsky, Noam *Aspects of the Theory of Syntax*, Cambridge, MA:MIT Press, 1965
2. Duff, Alan *Resource Books For Teachers – Translation*, Oxford University Press, Oxford, 1996
3. Harmer, Jeremy *The Practice of English Language Teaching*, Pearson Education Limited, Longman 2001.
4. Munday, Jeremy *Introducing Translation Studies Theories and Applications*, 2001.