

TRANSLATION STUDIES IN LEARNING LANGUAGES

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Abstract: *Translation techniques are never getting old; translation is a classic method in the process of learning languages. The trigger under personal motto that NOT WORDS, BUT MEANING led to write this paper and we are also fully aware that people understand speeches, but not WORDS. This study investigates the use of translation method, technique, and structure in learning any languages (particularly Mongolian to English vice versa) by focusing on specialized or professional translations. The objectives of this study are: i. to try to introduce systematic approaches how to translate from source language to the targeted one, why the translation is playing in main role in languages, how the meanings are shown by words structurally and grammatically, ii. To give more simple ideas on grammatical structure and lexical families for translating materials tailored to the communication needs of students, being passionate for translations at the universities by combining cultural and language differences based on contrastive and comparative, parallel linguistic researches on translation. For this purpose, as the researcher and author of this academic paper, this is aimed for applying much easier and simpler ways to the students, beginner for sophisticated translations; so that instructors and learners at the universities may understand well on creating own much optimal translations. In general understanding of translations, this is a process of conveying the source meaning to the targeted language with the same ideas as informed. Certainly for translation, we need to have excellent knowledge of grammars, lexical families (word choice), sentence structures, order of context, and so forth, however, mother language is always fundamental influence to translate any speeches or documents. Hence, this academic paper is based on authentic cases and translation barriers of students at universities, targeting on how to have systematic approaches on written translations.*

Keywords: *culture, sentence structure, meaning, word, speech, translation technique, grammatical knowledge, word choice, sequential sentences, conjunctions, grammar, influences of mother tongue;*

1. Introduction

“Translation is much more sophisticating processes of informing and conveying the ideas from one to another after contemplating ideas with the clear, accurate and true meaning of the source language to the target readers. At some point, this means that translation should not be biased as a poor relation in the family of language learning techniques. Depending on

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what and which translations we do feel at some points, written translation is as ‘uncommunicative’, ‘boring’, ‘pointless’, ‘difficult’, ‘irrelevant’, and the like, lost in translation due to lack of grammar knowledge, however having high proficiency of mother language is meant easier to be targeted or transferring ideas from one to another. Only recently, people translate materials by own in the capacities of learning independently and could it be the emphasis from learning translation as a set of discrete skills to be using translation as a resource for the promotion of language learning. To quote from the Introduction “Translation develops three qualities essential to all language learning” accuracy, clarity, and flexibility - it trains the reader to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). The translations in variety different topics are designed to develop three qualities e.g. language awareness, without necessarily proceeding to the final stage of translation.

Translator’s sensitivity to alternative ways of expressing meaning, as well as to be rendering English texts into their own language vice versa is very sophisticated and complicated at the same time. However, both teachers and students who work through the activities in translating from source to targeted language can succeed if being aware of the mother language and its influential importance to translate and convey the meanings”.

Few things should be shortly informed to the reader around academic research on relationship between use of mother language and targeted language, for example, in Mongolia with Mongolian language, somehow, the document is translated to the Mongolian readers, they need to understand not only the chains of words but also to know the cultural ideas, this is clearly seen from the story named “the fisherman and the fish” (Russian - СКАЗКА О РЫБАКЕ И РЫБКЕ) is a fairy tale by Alexander Pushkin in the year of 1833 and published it for the first time in the by being translated by Damdinsuren, Ts in the year of 1938. At that time, almost no children read the story – the reason why simply related to the translation. This translation is still regarded as the version absorbing the both cultures and view of understanding for the readers – this has been real creation of art of language. Even though Mr. Translator had not translated it literally, he was aiming to touch mentalities of Mongolian people as reader. That is the very important. For this case – translation is not only conveying the meaning, but also this need to be copy creation of originalities.

Nowadays, we have been received many books translated, mostly due to lack of ideas, still something missed out that the fluency and proficiency of mother language is important to translate depending on the state of mind, temperament of the readers. Also the translator –meant “researcher”. Everyone who obtains fluencies of foreign language can translate the materials – but also this requires having enough knowledge what may translate specially for special English.

When we consider the role of the student’s native language in the classroom, we can inevitably remember the grammatical translation method. (Atkinson 1987: 242, Heltai 1989: 288) while translation is still popular and classic around the world today. Although this requires learner much more hard work, patience, effort, practice and knowledge (Johns 1991:

3), this popularity still exists. Some similarities can be observed between the grammatical translation method and the contemporary use of the native language for the student translators in the linguistic class, but other connections are trivial and should not be.

Hence, this paper hopes to explore the advantages and disadvantages of applying mother language to the theory of second language acquisition (SLA) in translating materials with the effectiveness of integrating contemporary translation techniques into language classes communicative. After searching developments of translation, I have been examined the relevant communication translation skills for both target and source languages.

2. Objectives & Methodology

This study aims to reveal some methods on how to translate the target language with the native language as far as possible to discover the role of mother tongue in English class for translating materials with the originalities. The following questions are to achieve my goals:

Does an instructor use the mother tongue in the English class?

If so, use their native language under what circumstances rather than in English, the mother tongue for this frequency purpose and how?

Is the instructor's use of the mother tongue effective to improve translation strategies and productive tasks?

What is the content of the mother tongue into translating materials into a different language (English).

On these issues, in order to support my hypothesis, the teachers and instructors should be able to carry out the main knowledge of conveying meanings in written ways from English to Mongolian vice versa, in order to follow the monolingual method. Mongolian language is a strong supporter of this approach especially for translation, he has begged the learning of a foreign language and mother tongue to get the same characteristics, the use of mother tongue in the foreign language class should be nothing or very little (1981). However, Medgyes believe that this view is "in any case unsustainable, whether it is psychology, linguistics and pedagogy" (1994, 66). Today, in some cases, teachers may fall into their mother tongue, but teachers need to be very careful to avoid their maximum advantage. All these situations are provided in Chapter 4 and the observation tables are based on them.

Mongolia is rich in both oral and written speeches, comparing to English language, also due to the different genre and origin of the languages, students are failed in translating materials, somehow, the study did not provide an absolutely reliable solution on how to translate any material and content the most optimally, no translation is final, cannot be judge able only if this is not changed the meaning to convey. Most people not only accept that students must be exposed to the mother language, but also use language significantly through the negotiation of interactions with teachers and classmates. It is widely believed that students should not put everything on their hand, but must discover how new languages work through inductive teaching techniques.

What is the best way to learn a second language, what is the best way to teach a second language? In recent decades, many theories have been produced, countless studies have been carried out and many methods have been developed to answer these questions. Brown (2000: 14) believes that:

There are no instant recipes. There is no simple and fast way to guarantee success in translation, however, each student is unique and each teacher is unique to each student - the teacher's relationship is unique and each environment is unique-mother language is should not forgotten particularly in translation skills to have good command of practical knowledge.

Finding a perfect translation method for every English contexts seems impossible, Brown (2000:14) suggests that teachers recommending activities and tasks to meet the needs of different groups of students. With this open attitude towards language learning and translating both contexts and cultural understanding aiming for touching the way of thinking, it seems difficult to reach at the final version at first step without having careful and hardworking sense of consideration.

3. Case study: Mother language in English translation class

3.1 Production of translation

In practice, Many English translations do require to have using the student's mother tongue in the classroom. Nunan (1999:158) describes a situation in the process of translation which English language particularly, having good command of writing skills in both Mongolian and English (other language if referable) by learning classroom with Mongolian environment. Not surprisingly, this effect is silent for the students to translate ideas but not the words. For these, reason, according to the idea specified in Harbord (1992: 350) argues that the "negative linguistic avoidance strategy" can be explained by the emergence of two different formats of languages. Although there are many ways on how to translate well on any projects, the translations simply are divided into three broad categories: (1) providing English words and expressions equivalent to ranging English (2) using to focus on the language in use and (3) using L1 for classroom interaction.

3.2 The translation under study

The role of the mother tongue in the acquisition of a second language has been controversial and divisive. This document presents different perspectives and methods of teaching English in history and attempts to determine the role of the mother tongue in foreign language teaching. The practical section involves the use of practical experiences in an educational environment and analyzes the use of native speakers by translating materials. For instance, this article argues that the systematic use of the target language and the minimal use of mother tongue in English class can provide students with a clear knowledge of the target language system. The language classroom focused on professional or literature and so forth translating skills may at first appear to be an inappropriate place to observe the students' mother tongue in use productivities, yet it is a phenomenon that exists in many of today's

classrooms around the world. Allowing, or even promoting, the use of the students' in the language classroom remains a contentious issue; an issue which deserves further consideration by open-minded teachers and researchers alike.

4. Conclusions

This study has shown that by collecting a minimal amount of the question whether to use the pupils' mother tongue has been one of the biggest dilemmas throughout the history of translation method. The current monolingual approach suggests that the target language should be used as the base for communication to maximize the effectiveness of learning the target language. Therefore, my research aims to investigate the teacher's use of mother tongue in English language classroom. It is closely connected with the theoretical part, since the research should find out whether the teacher trainees of English are able to conduct their lessons mostly in English according to the current communicative movement described in the second chapter. To achieve this goal, it will be observed in what situations, phases of the lesson and how effectively the teacher trainees use their mother tongue instead of the target language. For this purpose, a set of thirty video recordings of the teacher trainees was chosen. The video recordings were taken during the Clinical year project, which will be now briefly described.

The amount of the mother tongue usage was the main concern of the observation. Thirty lessons of English conducted by teacher trainees were observed and recorded to find out for what situations and how frequently the mother tongue was used. Nobody of the teacher trainees was informed of the observation purpose beforehand.

During the whole process of data collection procedure I was aware of the fact that the question regarding the role of mother tongue could lean on the subjective view of my person as an observer. However, a list of prepared categories and the method of a tally system within the structured observation sheet raise the validity and reliability of the data collection procedure. These two also increased by the fact that analyzing video recordings enables rewinding the tape back whenever needed and thus the possibility to watch the video again. Detailed record keeping of the teachers' mother tongue used in the listed situations and phases of the lesson provided a base for data analysis procedures to make improvement on students' skills of translation towards native language.

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