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USE OF TRANSLATION STRATEGIES FROM ENGLISH INTO TELUGU: A CASE STUDY OF
TRANSLATION AND COINING OF SCIENCE TERMS OF SECONDARY SCIENCE TEXTBOOKS

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ABSTRACT

The study is an attempt to explore the general translation strategies employed today. Further, the strategies of borrowing such as transliteration, partial translation, mixed translation, borrowed translation are elaborated in detail. Thirdly, it is found that the three strategies employed in while translating the new words from English to Telugu are transliterated words, partially translated and borrowed methods. Moreover, the study focuses on the projected consequences of these strategies of translation on the learning process of the students at the same school level or when they shift to English medium or they continue higher studies in sciences later. The study besides includes the interpretation and analysis of the researchers at the end. And finally, the findings of the study support the research design and provide inputs to the further studies in translation.

Keywords: Translation, Coining, Strategies of Translation, & Learning

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INTRODUCTION

With English being the model for the Indian languages in the new educational environment created by colonialism, the Indian languages perennially demoted to secondary position as they became receiving the languages. The situation was such that unless they over take English in their race for imitation the position of Indian languages in terms of vehicle of new knowledge and medium of new education system would not change. Overtaking English means, to put it in simple terms, equipping Indian languages with the conceptual repertoire to signify not only Indian reality but also the fast changes that are happening everywhere and a power to intervene in the changes. In this context, whether in receiving new knowledge available in English or in making Indian languages signify new knowledge systems, the significant role was played by coining of new terms to borrow new knowledge and reflect the changes that were brought in by the dual combination of colonialism and modernity.

On the other hand, the secondary School textbooks are prepared by the Editorial Board consisting of subject experts from different Universities of the both states (T.S. & A.P.). The English version gets prepared first as most of the books that they refer to would be in English and later they are translated into Telugu.

However, in the body of the published textbooks there is no reference to any act of translation or name of the translators. It shows that the concerned Government authorities show scant respect to the act of translation or to the translators, let alone seriously reflecting on the consequences of the translation strategies adopted by the translators on the learning process of the students. Hence, the present paper looks at the translation of scientific terms from English into Telugu focusing on High school textbooks from 8th to 10th class published by the both T.S. & A.P. And these have been adopted in schools since 1996 (8th Class), 1997 (9th Class) and 1998 (10th Class) both in English and Telugu mediums. In analyzing the translation of scientific terms, the study is carried out to know the translation strategies employed by the translators in particular and the effect of these on ESL/EFL learner performance.

Transcription & Transliteration

When a word is rewritten in another script, it is called transliteration. When an oral text is written in a particular script it is called transcription. When translators acquire/borrow a word from target language to source language, they adopt the method of transliteration. Sometimes the word when it moves from one script to another as part of translation from one language to another, it gets modified if the script system of the languages concerned belong to different systems. Writing words from one language to another language is called transliteration; not only the words but also sounds are translated as it is. Certain modifications are necessitated in transliteration of English words while rendering into Telugu for easy pronunciation.

Some generalizations regarding the differences between English and Telugu words

In English, words such as protons, moulds, petroleum are used as plurals. By ending 's' to the root word, as in proton, mould+s where as in Telugu, it becomes protanulu, mouldulu. Both these words have plural markers "lu" proton+lu. In the word, "Petroleum" in Telugu pronounced as "petrol" which is a plural marker to the word "petrol" in English. Since all the Telugu words end with a "vowel" sound, we can see some changes in Telugu and English words. In English 'r' before a vowel sound is not pronounced but in Telugu, it is pronounced as in the word. 'karbon' /ka:bən/ 'r' is pronounced. The major differences between English and Telugu can be seen in terms of plural marks, pronunciation and accent or stress pattern. The changes have been found both in English and Telugu words are in pronunciation, words in English, which ends with consonant sound ends with vowel sound in Telugu. For example: the word 'microscope' ends with 'p' sound in English but in Telugu it becomes "pu" microscopu 'u' is a vowel sound. On the whole, some differences have been found both in English and Telugu words in terms of pronunciation, stress pattern, plural markers, grammar and meanings of the words. It is felt that if all the words are given exact Telugu meanings in Telugu textbooks, the students will be able to understand the words with more clarity and will know the meanings easily and understand the word.

Methodology

According to the studies of modern translation (Kothari, 1972; Laxmi, 2007; Usha, 2009; & Tharakeshwar, 2009 ;), the prominent strategies of translation are transliteration, partial translation, mixed translation, borrowed translation. Having exposed to these, the researchers visited some of the schools in the two states and interacted with the teachers and students, to investigate the problems faced by the students/teachers in terms of technical terms in Science. As a part of the present study, three (3) English and three (3) Telugu Biology textbooks of 8th to 10th classes were selected and analyzed. Based on the analysis, a list of technical words that exist in them were prepared in order to have comparative analysis. Later eight hundred (800) were compiled words listing them both in Roman script and Telugu script.

The Objectives of the Research: The present study is intended to find out:

- strategies of borrowing while translating texts from English to Telugu
- the projected consequences of the strategies of translation on learning process of the students.

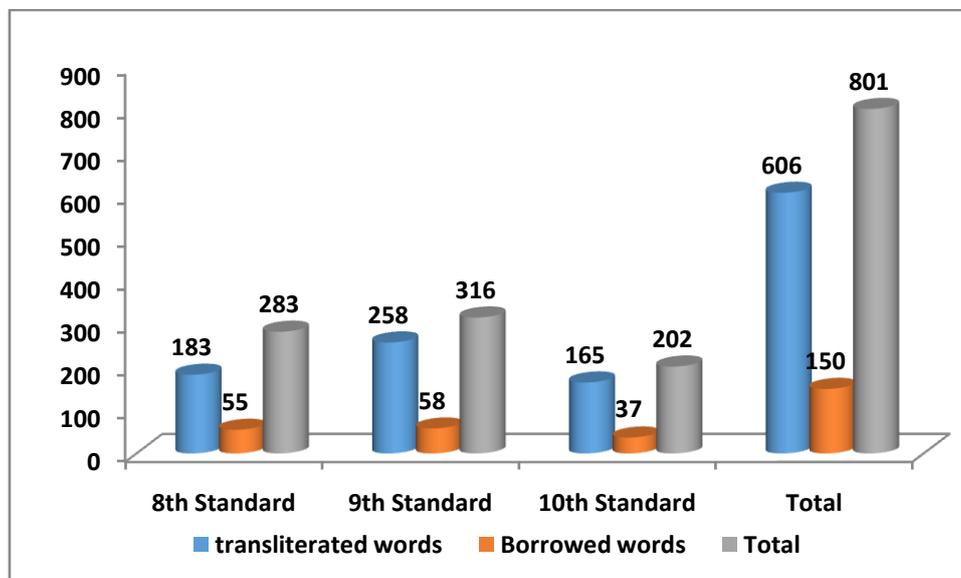
Tools: The following tools were used in this study. The tools are:

1. Three English medium textbooks of Biology of class- VIII to X.
2. Three Telugu medium textbooks of Biology of class- VIII to X.
3. Two Dictionaries.

4. Internet.
5. Glossaries designed by the Telugu Akademy (1990, 1997, 2001, & 2003).
6. Semi-structured interviews with the in-service teachers & Students

Analysis and Interpretation

Analysis: I



Graph-I presents the total number of words borrowed and transliterated 8th, 9th, and 10th classes

Analysis: II

Borrowed words

Word taken from one language to another language is called borrowing, there is no hesitation that borrowing has been taking place in Telugu language is more than any other language. Generally borrowing take place when there are few words in target language from the source language. Many words formulate in giving the sense of a sentence. Translators place a key role in translating words from target language to source language according to the context.

The following table lists out partially translated words of 8th, 9th, and 10th of biology textbook of both the media with roman letters.

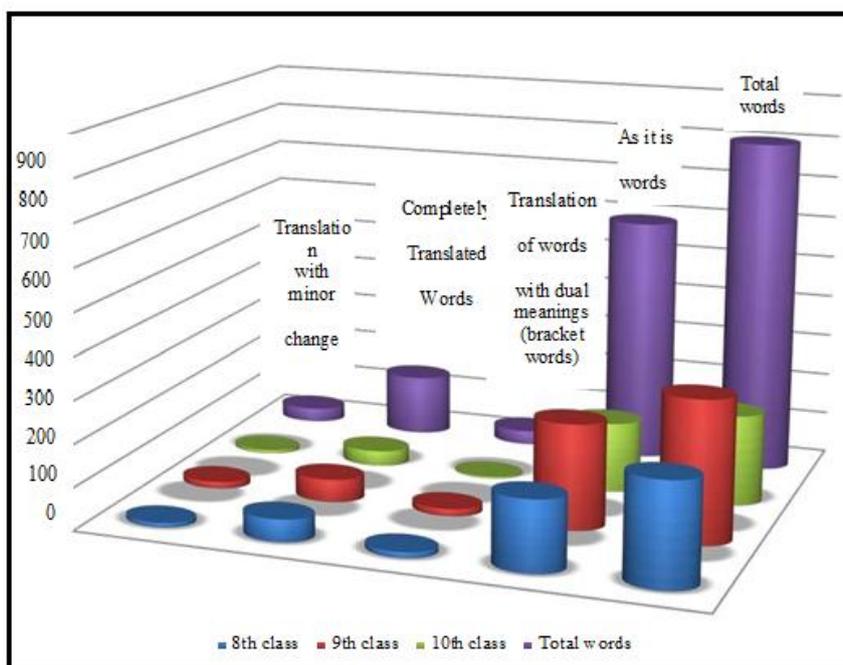
S.No.	class	partially translated words	roman letters
1.	8	FOLIC ACID 9:05	PHO:LIK A:MLAM
2.		COMPUTER SCIENCES	KAMPU:TAR SHASTHRAMU
3.		COTTAGE CHEESE	KA:TEG JUNNU
4.		CREAM CHEESE	KRIM JUNNU
5.		TIKKA DISEASAME	THIKKA: TEGULU
6.	9	AMINO ACID	AMINO A:MLALU
7.		ELECTRON MICROSCOPE	ELAKTRAN SU:KSHAMA DARSHINI
8.		AREOLAR TISSUE	ERIYE:LA:R KAnAJA:LAMU
9.		URIC ACID	YU:RIK A:MLALU
10.		CARBON CYCLE	KARBANA VALAYAM
11.	10	YEAST CELLS	I:ST KAnA:LU
12.		ABSCISIC ACID	ABASAIK A:MLAM
13.		FALLOPIAN TUBES	PHA:LOPIYAN NA:LHA:LU
14.		TONGUE GRAFTING	TANG ANTTUKATTADAM
15.		GRAFFIAN FOLLICLES	GRAPHIYAN PUTIKALU

Analysis: III Table . Different types of translation strategies

S.No	class	Translation with minor change words	Completely Translated Words	Translation of words with both English and Telugu words
1.	8 th	“jeevamu	“Chloroplast	kanajalam
2.		“jenyu shastram	“fungi”	“cysts (koshamu)
3.		anthrax	“Cocos nucifera	“plasmodium
4.		“Microscope	“Larva; “Dehydrates	“Antigens
5.	9 th	karbanam	spatikalu”	Centrosome
6.		hydrogen	“Polysaccharide	tharavath kendramu
7.		varna drayalu	plasma pora	Cancer”
8.		“Axon;	tharavathkendramu	“Epithelial
9.	10 th	kinvanamu	“Avarnika	Plasma”
10.		Hrudaya kandaram	Systole	Vinala grandhulu
11.		fatty amlalu	“Diastole	“kotaralu
12.		Sporozoite”	“Sporulation	parshva avatu grandhulu

The following table gives the details of number of translated words (i.e. Translation with minor change, Completely Translated words, Translation of words with dual meanings (bracket words) and as it is words.) in biology text books of class 8th, class 9th, and class 10th of Telugu medium.

Analysis: IV



Graph 2: the following graph presents different types of translation strategies employed

Analysis-V

Partial translation

In some cases, a part or parts of the source language text are left untranslated. They are simply transferred to end incorporated in the target language text. This procedure is observed in two-word or three-word compound terms. The partial translation is done in two ways. In partial translation, the initial part of the word term is borrowed as such and the rest of the word term is translated i.e., “source language +Target language” translation. In the following list, most of the words are not found in the zoology Glossary of Telugu Akademy.

S.NO	Transliterated words	analysis
8 th class	Poisonous	The meaning in Telugu textbook should have been given as "Vishapurithamaina aharamu", in order to make students understood that meaning clearly. It is hard to understand the fact that this is not translated but transliterated completely.
	Chickenpox	In Telugu, it is called "china ammavaaru". People see it as a religious and sacred disease. When the commonly used names are available for the diseases giving them along with the English word/scientific term would be useful. When you give it with the local name along with the technical name, then, acquiring/borrowing would be useful.
	Rabies	Though it s written as the same word "rabies" in the two textbooks, it is not found in the Glossary of Telugu Akademy. Hence, Telugu medium students do not understand the word "rabies".
	Ornithology	Instead of writing ornithology for Telugu medium students if they write it as "pakshi shasthramu" or "pitta shasthram", they understand it easily because the word "pakshi" and "pitta" are commonly used by students in their day-to-day life.
9 th class	Cancer	Instead of giving the word "cancer" the actual meaning is "niromuliste malli vachhedi" or "rachakurupu make this word for Telugu medium students to understand easily.
	Axon	Instead of writing "axon" for Telugu medium students if they write it as "jivakanam nundi sandesha:lanu thisukoni po:ye na:di anudandam" at least make in bracket the meaning ("thanrika:shamu) for Telugu medium students, hence, they would easily understand.
	Asthma	The actual meaning of the word is "upirithithula vyadi" ("ubhasam") at least in bracket. (galipilchadam kastam avadamu) this meaning is given in Telugu medium textbook, students will understand easily.
	Molybdenum	The actual meaning of the word is "vendilaga tellanaina loha padartham" if this meaning is given in Telugu medium textbook, students will understand easily.
	Estuary	Instead of using the same word for Telugu medium students, if the meaning is given in Telugu as "samudrapu neeti potugala nadimukam", it will help the students to understand the word more easily.
10 th class	Light screen	instead of writing "light screen" they could have given meaning as "kanthi tera" this meaning can be easily understood by Telugu medium students easily.
	Systoles	Instead of writing systole, it could have been written as "gunde sankochamu" or "ubbu" for having a better understanding for Telugu medium students.
	Diastole	Since the word confuses the Telugu medium students, it could have been written as "hrudaya vyakochamu" (ubbu,vispaaramu), to make them understand better.
	Iodine	Instead of writing iodine for Telugu medium students they should have given it as "uppu" it is commonly used by them in their day to day life.

Overall interpretation

Reviewing after obtaining feedback is a necessary procedure if the textbooks have to realize the objectives of learning for which they are construed as tools. Involving all the stakeholders is a step that needs to be adopted in our curriculum framing and reviewing. The trend seems to be moving towards using the English words as they are, even when there are alternatives available in Telugu, which are popular too. This kind of indiscriminate borrowing/acquiring is also problematic in the long run. Moreover, students need to understand the concept too not simply memorize it. In that sense, giving the established, understandable

Telugu word along with the English word in brackets would be an ideal way to go about it. Again there is no consistency in any of the strategies of translation employed. When it comes to modifying the acquired/borrowed word according to the Telugu pronunciation pattern, again there is no consistency, they are borrowed as it is and only in a few cases they have been modified to suit the Telugu pronunciation pattern. It also comes out in this case that sometimes there has been no effort from the translator/s to ascertain the way it is pronounced in English or among the scientific community. Arbitrariness seems to be the guiding principle. All this shows that there is a need to focus on the following for effective use of translation strategies in the future projects

- Rationale behind the whole exercise;
- There is no thinking when it comes to adopting suitable translation strategies, and
- Coordination between various bodies.

The findings: the major findings of the present study are as follows:

- Most of the Zoology words are borrowed as they are when compared to Botany.
- Telugu phonetic pronunciation pattern along with the script plays a major role in Translation.
- Existing Glossaries are not sufficient translation aids even for translating textbooks at High school level.
- Sometimes the translator/s seems to be adopting the strategy of giving the English word along with the replaced word in Telugu using brackets. But this is not a practice that they continuously follow and appear like an abbreviation rather than a rule.
- The tendency is clearly towards borrowing with phonetic modifications.
- Phonetic modifications either occur consciously to suit the Telugu phonetic pattern or due to inadequate knowledge of proper pronunciation of source language word.
- The preferred translation strategy seems to be that of transliterating. Acquiring the new word, a conceptual tool, as it is into Telugu. That is the translators instead of coining new terms, seems to be in favor of acquiring the word and enlarging the repertoire of Telugu to be the vehicle of science.
- Using the existing terms in Telugu, either taking recourse to glossaries prepared earlier or coining of new terms seems to be the second option.
- The third option seems to be that of keeping the root word as it is in Telugu but inflecting it with Telugu Pratyayas or half-transliteration half-translation seems to be the newly emerging option, but a strategy used less frequently.

Conclusions

From this paper it is concluded that if modern strategies of translation are carried out while designing textbooks in the ESL/EFL contexts, the principles of learning and teaching are to be followed systematically. And according to the social, cultural and regional backgrounds of the students, there is a need to bring out the immediate modifications to facilitate an easy and effective learning of the terms. Hence, in the ESL/EFL contexts, there would be effective processes to be adopted and the performance of the students would feel ease and comfortable while learning and using these scientific terms.

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