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Significance of Translation Studies in Language Education: A Perspective of Post-Graduate Level Students

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Abstract

This paper explores the perceptions and practices of postgraduate-level students about translation in language education. More specifically, it aims to examine the significance of translation studies in language pedagogy. Thus, the prime concern of this study is to see how translation is connected through language and culture to establish the relationship among and between teachers, students, curriculum and methodology. Data for the study were collected from primary sources. In doing so, the narrative inquiry method was employed in which five postgraduate-level students having translation as a specialization were purposively selected for the interview. The finding reveals that translation has an undeniable contribution to promoting language, culture and literature in our academia. The study concludes that translation assists students to theorize complex theories, approaches, and philosophies to gain in-depth knowledge and skills in relation to language pedagogy.

Keywords: translation, pedagogy, language, culture, teaching

Introduction

Background of the Study

The word "Translation" is derived from the Latin words "trans" meaning "across" and "lactum" meaning "to carry". Thus, it is the art of carrying the matter of one language into another language. Translation has a very intricate relationship with language and language teaching pedagogy in which both teachers and students exercises pedagogical practices (Fasiullah, 2019). Every language teacher has to allow students to express their views in their ways. In course of teaching a foreign language, the teachers must accept and respect their viewpoints and creatively guide them. The students have to theorize complex theories, approaches, and philosophies to gain in-

depth knowledge and skills. Learners of a foreign language do refer to their mother tongue to aid the process of acquisition of a second language (L2) or, in other words, they "translate silently" (Titford 1985: 78). Thus, teachers exemplify, modify and simplify the content course to help conceptualize the content. The teachers in foreign language teaching should translate text into their mother tongue; therefore, the students develop a prior conceptual understanding of their subject matter. Moreover, teachers need expertise in both languages i.e., the source language and target language since the teacher is to be bilingual as well as bicultural. If we trace back the history of language teaching, the grammar-translation method remains the dominant method in language pedagogy. Therefore, the students in foreign language contexts struggle to translate their target text silently into their mother tongue and proceed ahead respectively to elicit in-depth understanding. Furthermore, Duff (1989) argues that "translation happens everywhere, all the time, so why not in the classroom?" (p.6)". It is appreciated that students in the foreign language learning process want the information to be translated to obtain a high level of proficiency.

We know there have been paradigm shifts in language teaching so have the methods and materials been. Due to advancements in science and technology, the language teaching tradition has been transfigured. As a result, teachers have been obliged to mediate between content and technology. Rationalizing the fact, it has been accepted that every teacher is a translator who has to stand as a mediator between two distinct languages. In other words, translation took its position as an alternative means of communication as it renders a message from one language to another to establish a turn and "the turns of translation established its significance in language, culture, literature, communication and others" (Neupane, 2020, p.2). Teachers in their language education are expected to perform the role of the moderator who has to appreciate "translation is an operation performed on languages: a process of substituting a text in one language for a text in another" (Catford, 1967, p. 1). Thus, the teachers facilitating the postgraduate level students should offer plenty of exposure, therefore, they connect and construct a new body of knowledge relating their source language content to the target text. In light of this, I am closer to Mogahed (n.d.) who stresses that translation supports foreign language learners to systematize and rationalize a learning mechanism at all cost of their learning.

The Focus of the Study

Translation is not a new concept rather it developed as a separate discipline in recent years. If we trace back the history of translation teaching in Nepal, we find that translation was taught briefly at the bachelor's level. And later, translation studies have been taught as one of the elective subjects, at the postgraduate level at Tribhuvan University under the Faculty of Education. The majority of scholars accept the necessity of translation in language pedagogy and some others refute it. If we consider Mogahed (n.d.) it is useless to debate the essence and rationale of translation in language education. No teaching is meaningful and long-lasting without translation. Thus, translation has been influenced by different assets including education, culture, ideology, literature, history and philosophy. Rationalizing such gaps, it can be claimed that translation has greater importance in language pedagogy. Every historical survey of the translation study inculcates the views of both 'Cicero' and 'Horace' on translation who emancipated the glory of translation studies.

There are numerous definitions, perspectives, and understandings about the importance of translation. First and foremost, a factor to envisage translation is to realize whether the translation has to do anything related to language teaching. The prior focus of this study is to explore the essence of translation which has been considered the art of recomposing a work in another language without losing its original flavour. Translation has a sole connection with language and culture because language is determined by the culture in which it is spoken. Without knowing the culture, translation becomes impossible. Thus, this article focuses on how culture becomes an inherent part of language learning to bridge the gap between cultures and languages.

Problems, Objectives, and Rationale of the Study

It is always important to identify the issues that have a significant impact on the contemporary practices of language teaching. The teacher educators are updated and upgraded in the recent trend of education; therefore, they create a learning environment in which learners potentially explore a new body of knowledge. To explore the new body of knowledge, we examine several assets in language pedagogy including teachers, students, curriculum and methodology. In the case of translation studies in English language education, it is realized that language and culture are inseparable and so are translation and teaching. The prior concern is to connect translation through language and pedagogy appreciating its contemporary space in language teaching.

The students at the postgraduate level choose translation as the elective subject in the 4th semester of English education. The students at the postgraduate level want everything to be translated into their mother tongue to know, explore and practice translation as such in their lives. Therefore, through this study, I have tried to answer some of the questions such as-how translation exists in the language teaching classroom and to know how students perceive translation. In what ways translation studies could strengthen the overall embodiment of the language, literature, culture and pedagogy and how does a good translator exercise translation for career prospects in ELT in Nepal?

In translation, there are varieties of concepts, theories and practices. Having various contradictions, research and issues in translation, none of the teachers, researchers, and translators deny the role of translation in the English language. When we trace back the history of language teaching in Nepal, Grammar Translation (GT Method) method dominantly remained significant for a long period in language teaching. It is in practice today, too.

Despite having several overarching conceptualizations in translation, it is far more essential to examine minutely the concepts and relate them to the teaching-learning process. The teachers should relate how the word meanings in the source language correspond to the words which have the same or similar meaning in the target language. Thus, the rationale of this study is to connect translation through language pedagogy and to replicate how translation exist in English language pedagogical practices. As we have conceptualized translation, it has also been noted to signify its use and usefulness in language pedagogy. Indeed, one of the rationales of the study is to examine how students of post graduate level understand the values of translation to preserve the intelligibility of the source text (ST), locate the readership in the respective field and make students aware of the roles and necessity of translation in language and pedagogy.

The prime objective of this study is to explore the perceptions and practices of translation in language pedagogy among students at the postgraduate level. More specifically, the focus is on eliciting students' perspectives in translation concerning their thoughts, feeling and practices.

Translation has been the proper means of communication in which the practitioners get the opportunities to read the world's literature, correlate with current practices and strengthen their conceptualization. It has been a common interest of the

people in their community of practice. Therefore, translation has helped to explore innovative ideas, exemplify those ideas to utilize the knowledge and skills about translation and exchange peoples' thoughts, opinions, and feelings. The rationale of this study is to examine how translation crosses and blurs geographical boundaries, cultural domains and linguistic diversities. Thus, another rationale of this study is to create ample opportunities for the learners; therefore, they become interactive, aware and enriched in terms of translation practice.

This study is delimited within the qualitative spectrum in which data are collected, analyzed and interpreted based on both primary sources. It is delimited to the core assets of translation studies in which prospective postgraduate students have been involved. Most importantly, this study is delimited to explore the graduates' perspectives and their practices regarding translation in language pedagogy.

Literature Review

Theorizing the Essence of Translation

Reviewing different theoretical notions, philosophical dogma, and literary assets is the prerequisite for every research work. In the course of exploring the dynamics of translation in language, literature and pedagogy, this study reviewed various concepts related to the impact of translation concerning language pedagogy. Mainly, I reviewed how different concepts in translation would become the basis for developing a theoretical framework for language teaching.

Historic Belief in Translation

In the past, translation was used as transferring religious thoughts and beliefs. It played a crucial role in establishing world literature. Without translation, we would have no religious books, e.g., Upanishad, Vedas, Panini's grammar, etc. But nowadays most people learn a foreign language and it has been a tool for the business field as well. So, all linguistic enterprises are surviving with translation and this is the age for the text-"translate or die" (Eagle and Eagle, 1985 as cited in Bhattarai, 2000, p.13). Thus, it is important in the political world. Developing the concept of global politics is rather impossible without translation. The act of translating is only a way to understand the political world. Nothing can exist without translation today. No sector is far away from translation. There are no disciplines untouched by and unrelated to translation in the world. So, it is very difficult to draw any demarcation line to separate the discipline unrelated to translation studies.

Therefore, this 21st-century world is being made alive through translation. There is no existence of human civilization without translation. The translation is one of the basic needs of human life. Life without translation is living in the dark.

Reviewing Translational Practices in ELT

According to Adhikari (2017) translation trend in Nepali literature to English has proven that there has been much progress in the development of translational practices and equally the trend of translation from English to Nepali has shown the historic development that would be useful to connect our language pedagogy. Relating to the goal of translating a foreign language, Adhikari (2017) highlights that the translation of those texts was to widen the global readership. By this clue, it can be noted that translating different texts from other to mother and mother to other remained a milestone to initiate translation teaching. Moreover, translation was initiated not from the modern text but from classical Sanskrit. It entails that the classic Sanskrit was translated with the prime purpose to inform practitioners about the impact of translated texts on learning.

The literary genres including poetry, essays, drama, and stories were translated from English to Nepali and they were included in the former syllabus of the university courses. But today, Nepali texts written by Nepali writers have been translated and amalgamated in our courses. The inclusion of our properties into our higher education gives a sense of belongingness. The translational construct indicated that if translating cultural and linguistic assets is to make sense, translations must also convey the "spirit and manner" of the original (Campbell, 1789, as cited in Awasthi, 2011). However, the process of maintaining translational equivalence of literary genres is to relate the prior notion of language pedagogy to promote teaching and preserve the intelligibility of the original literature.

Relocating the Space of Literalness and Literariness in Literary Translation

To teach a linguistic construct in a language classroom is to prepare teachers to translate the custom and values of content implicitly. Considering translation as a process in language pedagogy, it is for transferring the stream of knowledge from one language to another. To introduce learners to culture, civilization, development and societies, we should employ translation in every aspect of our classroom pedagogy. The cultural differences and linguistic diversities can be easily assisted through the literalness of translation (Bastola, 2017). For the proper enactment of translational

practices in the language classroom, we should treat translation as a process as well as a product. It is also advocated that during the language learning process, translation sensitizes language learners to contrast and induces them to make comparisons between the grammar of the source language and the target language. Furthermore, it introduces them to words and expressions that resist translation such as the terms related to sport, food, drink, institution and practice, etc.

Deriving the concept of literalness by Niranjana (2002), it is to provoke that the target language texts should be faithful to the source language author which has to go beyond the effect of colonization and the relation between colonizers and colonized concerning language and its hegemony. Niranjana advocated through her article that "the post-colonial translator must be wary of essentialist anti-colonial narratives; in fact, s/he must attempt to deconstruct them, to show their complicity with the master narratives of imperialism " (p.59) to bring the intuitive thought in translation practice. She did not mean literal translation (i.e., word-to-word translation) rather it was all about literalness in translation, the next dimension of translation practice.

Translation of how and why

When we teach languages and cultures, our aim ultimately is to make learners capable of expressing their emotions and feelings. Translation, as it is a linguistic activity cannot be ignored in language teaching. Similarly, having profound possibilities in translation, language teachers are suggested to employ a communicative approach to language teaching which is not avoidable but desirable (Widdowson, 1989 as cited in Phyak, 2005). The translation is a holistic activity which creates ideal opportunities for positive First Language (L1) use in second or foreign teaching. It immediately compels the learners to pay more attention to the SL/FL texts which encourages the learners' awareness of form and meaning in context and improves their reading and writing skills in SL/FL. Since translating has become the demand of the day and a primary means of communication in which today's multilingual education provides justice to all learners and languages, translation is becoming an obligatory part of language teaching. It has a very close but integrated relationship with the source language and target language which has been the alternative realization for the translation practitioner. Thereby, it has been proven that translation is useful for teaching difficult language structures of another language beyond their mother tongue.

Translation has pedagogical values since it helps to develop language competence, which is significantly helpful for language teaching and learning.

Translation develops three essential qualities in all language learning; accuracy, clarity and flexibility. It is assumed that there are two major components of translation pedagogy namely knowledge components and skill components the former triggers capabilities of exploring the knowledge base of learners and the latter pinpoints enhancing the skill required for translating or articulating in the context. Moreover, we should realize the ground reality and assert the requirement of sensitivity to the style of the preservation of originality and naturalness of expression in the language into which one is translating and teaching (Bastola, 2015). Thus, it is essential to relate and exercise the effect on the readers in the same way as the original authors think that it affects the readers or learners. If a translation is to meet four basic requirements of (i) making sense, (ii) conveying the spirit and manner of the original, (iii) having a natural and easy form of expression and (iv) producing a similar response, (Bhattarai, 1997), it is obvious that at certain points the conflict between content and form (or meaning and manner) will be acute, and that one or the other must give way to the betterment of delivery of their content course

I reviewed different notions in translation such as literal translation, literalness in literary translation. There has been a paradigm shift in language, literature and pedagogy. The gap noticed is that there must be a linkage between language, pedagogy and literature. In this regard, translations are of great importance from other literature and are connected to language pedagogy. So, translation, according to the point of view of literature-3, is neither identical to the original nor another translation. All the translated texts should have their own life (Adhikari, 2009). Reaching the gap is to advocate that translation is not only the copy of the original one but it is the creation of text as well.

Methods and Materials

I employed a narrative inquiry method under the qualitative approach in my study. The data were collected from primary sources. As a qualitative researcher, I employed an interpretive paradigm to explore the different perspectives of the participants regarding the importance of translation in language education. In this study, I used students' narratives as an information-generating approach considering their narratives as the real stories and experiences of studying translation courses as an elective subject at the university (postgraduate) level. Norton and Early (2011) believed that narrative inquiry was a 'bottom-up approach to explore the story and the

experiences of the participants. To collect the information concerning research purposes, five postgraduate-level students having translation as a specialization were purposively selected for the interview. Students practising translation studies were asked to share their perceptions, practices and reflections about translation in interviews. In exploring students' understanding of translation studies and their significant impact on language education, I spent a few weeks eliciting their perceptions and practices. Then, I coded their information, thematized them into different sections and analyzed and interpreted them accordingly.

Results and Discussion

Insights derived from the data collected from the post-graduate level students, there has been a reciprocal relationship between language, literature and pedagogy. It has made us more familiar to conceptualize the essence of translation in language pedagogy. The data collected from the participants are pertinent, relevant and representative of the issue raised. Primarily, interviewing five of my research participants, and their experiences as postgraduate-level students helped me to generate five themes to discuss the relevancy of translation studies in the Nepalese context. The narratives from different teachers were found very interesting and those interesting stories were divided into the following subsections; they are: a) Translation is to connect language, literature and pedagogy, b) Translation is to conceptualize language, culture and society, c) Translation is to create a reciprocal relationship between the source language and target language, d) Translation is too confronting with translation issue in language pedagogy, and e) Translation is to capitalize perspectives, practices and possibilities in translation. These five themes are not the panacea but considerable components in recapitulating the importance of translation studies to develop competence as well as improve the performance of the students at the postgraduate level.

Connecting Language, Literature and Pedagogy

Translating a text is to connect language, literature and pedagogy. The students at the postgraduate level had different experiences with translation studies. Knowledge about translation and translation studies remains a paramount asset at the postgraduate level. Translation might have several forms including approaches, techniques, theories, and philosophies. However, understanding, roles and functions of a translation vary from one to another because translation is a 'technical task' as well (Adhikari, 2003).

Translation also has a great scope and connection between those components. The scope of the translation studies cannot be limited within a certain boundary; it is very broad and relates varieties of disciplines. Most linguistic enterprises are surviving with translation. People are surviving with translation, we are in the state of either translate or die (Eagle & Eagle, 1985 as cited in Bhattarai, 2000). Pertaining to their conceptualization, it is to understand that translation has great importance. In this research, the five different participants share various anecdotes on how they perceive translation and the importance of translation. Bijaya Sharma (pseudonym), who is a post-graduate level student shared that translation requires in-depth knowledge about both source language and target language because the overall process of translation demand bilingualism and bi-cultural understanding. Bijaya pointed out a matter of fact that translation without linguistic knowledge makes no sense. Therefore, every translator must be aware of language, literature, and culture to disseminate what was originally expressed in the source text. Another participant, Ananta (pseudonym) persistently claimed-

I love to translate, and in the course of my translation practice, I realized we should have a deeper level of understanding in language, literature and pedagogy. We learn different things from literature through language and later we connect to our real-life situation.

We believe translation helps in the expansion of literary work in the world. Translation does not only help to expand literary knowledge but also connect different literary texts such as essays, dramas, poems and novels, etc. Likewise, Ujwal (pseudonym) shared that translation is a creative writing phenomenon in which translators do not necessarily repeat the idea of the source language author following its style and language but they create something new which may be different from the original.

Therefore, it is believed that translation is not only a linguistic activity but also a cultural activity. Cultural translation is a new area of interest in the field of translation studies. Cultural translation is the concept used in cultural studies to denote the process of transformation in a given culture. All my research participants Bijaya, Ananta, and Ujwal conceptualized that translation as a cross-cultural activity elaborates the scope of translation in cultural and linguistic studies. It is therefore claimed that translation is a cross-cultural transmission of skills that forms a bridge between two speech groups, and is judged by the degree of gratification among the audience of the target language.

Conceptualizing Language, Culture and Society

The translation is primarily a linguistic enterprise. Translating linguistic text requires cultural understanding and social affairs. Translation without having prior knowledge about society and culture is paralyzed. Thus, Bastola (2018) pinpoints that cultural embodiment is to be represented consciously and creatively in translation practice. Therefore, it is claimed that translation has a significant role to play in applied linguistics which is considered an instrument to be used in translating different languages. My research participant, Puskar (pseudonym) said;

I believe a good translator must know all about society including cultural embodiment and linguistic diversities. So, a good translator should have possessed knowledge about Contrastive Analysis (CA), which is related to finding out similarities and differences between two languages, and cultures concerning society.

Conceptualizing Puskar's idea, we have been able to advocate that a translator should be aware of societal affairs, and linguistic and cultural assets. Linguistic theories of translation are based on a comparison of the linguistic structure of source and receptor text rather than on a comparison of literary genres and stylistic features. Similarly, another participant, Shanti (pseudonym) shared;

I understand translation begins when society exercises different forms of languages and culture. The study of language and culture is a must to explore society and societal affairs. I, therefore, say that translation has great importance to every teacher in the classroom to exercise various forms of social asset.

The translation is a cultural practice, linguistic embodiment and social artefact. It brings innovative assets to culture together often in the form of one dominating the other bringing culture to the front fore to explore the world around different cultures and languages. Being closer to this conceptualization, another research participant Ananta shared,

I think translation is influenced by users, their understanding and their usage. Sometimes, linguistic and cultural assets are beyond cultural outreach. However, we must have understood prior social complexities and subtleties to understand and explore language society and culture.

Thus, translation itself is a process-based activity. We strongly claim that translation has different thoughts, theoretical perspectives, and postmodern ideologies.

We accept the plurality of meaning in post-modern philosophy, denote the deconstruction process in art and literature, and find spaces for multiple meanings of literature. Ujwal, another participant, is closer to Adhikari's (2015) idea of translation as generating a new form of writing showing that a translator does not only translate source text into another language but 'trans-creates' something new.

We are rich in our culture and language in our society. We should have employed our reflexivity and self-consciousness. I believe we do not just translate language rather we translate culture too. We should accept decentralists' ideology that translation should move beyond boundaries being open to the views and understanding of others to explore truth and motive.

Here Ujwal, Ananta and Shanti claimed that translation is an important phenomenon developed as early as human civilization. Translation requires a sense of belongingness about its asset to genre-based understanding, cultural sensibilities and linguistic diversities. Their version of understanding is that the translation of culture in the past was unidirectional but now it is considered as "Third –World" (Snell-Hornby, 1988) in which we treat translation as a process of translanguaging and transculturation.

Confrontation with Translation Issues in Language Pedagogy

Language is not just the prior means of communication rather it is a part of language pedagogy in which different approaches and methodological perspectives are exercised. Language pedagogy and translation have a very intimate relationship because pedagogical dimensions and pedagogical perspectives are extensively derived from different parts of the globe through translation. The pedagogical well-being and translational skills of an individual teacher empower the overall development of the student. We appreciate translation as primarily a linguistic enterprise, cultural artefact and social practice.

Translation has been one of the significant tools in applied linguistics. The grammar Teaching method remains constant and dominant in language teaching. Manger (2016) stresses that translation from other languages helps to promote national literature, unique identity and literary genres. It is equally instrumental to use different language teaching theories such as the Audio-lingual Method, Suggestopedia, Community Language Learning, Total Physical Response, The Silent Way of Learning, and Task-based Language Learning, etc. which recognize the role of the learner's first

language in learning a second language and hence are open to the judicial use of translation as a technique in their language pedagogy. In this regard, one of my research participants, Puskar shared;

I am a language teacher. I teach language and literature in my classroom. Sometimes, they understand with plain translation but sometimes they need social, political and contextual background. Most of my students represent diversified racial and caste proportions and they want everything to be translated.

Shanti, another research participant, claimed that every teacher was a translator and that every translation is essential to be connected in language pedagogy. Accepting the importance of translation, Shanti further said;

I consider language teachers, at least, should be bilingual and bi-cultural. Translation has a significant space in language teaching which helps to promote literature, society and dissemination of knowledge. Thus, we should have an equal balance of both L1 and L2 in language teaching.

Due to globalization and technological advancement, our world and practices have been narrowed. Due to the advancement in every affair, our language pedagogy has also been translated oriented i.e., pedagogy and technology intricated. Without science and technology, no world can exist. Believing this fact, Ujwal, one of my research participants, highlighted;

I teach my students via the Grammar Translation (GT) method. Especially, my students in language pedagogy wanted a plain explanation and bicultural translation. I often use information and technology in my pedagogy and it cannot be separated from the scientific world. The translation aims to transfer content. Translation in information technology is developed as a profession.

Ujwal, Shanti and Puskar, three of them shared that translation had a specified space in language pedagogy. Both teachers and students had different narratives about their experience in translation. There seems awareness in every aspect of the social organization following its practical aspect in translation. In this sense, translation makes our classroom mosaic and the existing translation is highly accounted for in the language pedagogy. That is to say, translation has profound properties including approaches, methods and methodologies in translation. More specifically, translation in language pedagogy is dynamic, interesting and alluring.

Creating a Reciprocal Relationship between the Source Language and the Target Language

Translation plays an important role to transfer religious thoughts, ideas, and beliefs from the source language to the target language. Although the translation of religious books in the past was to disseminate particular religious thoughts and beliefs; however, there seems to be a reciprocal relationship between both texts. Various books from different religions of the world are being translated into the present-day world. The translation is also used to transfer knowledge of history. The books on old civilizations, history, culture etc., are translated into various languages.

Translation makes one familiar with the history of other countries, various religions and historical norms and cultural values of the world. In this regard, my research participant, Ananta shared;

I believe language and culture are inseparable phenomena. There are several forms and structures in a language. We know no two languages and cultures are the same; they do have a kind of closet relationship. Therefore, we should pay proper attention to both the source language and the target language. Equally, we should appreciate the distinctive features of language whilst translating and interpreting the text.

The practice of translation lies in the practice of language and culture of both languages. Sometimes, translation is treated as a speculative and projective task. Translation in the true sense has to replicate cross-cultural understanding and communication and cultural representation. Puskar another research participant expressed;

I normally look at the structural and linguistic differences of both languages. A true interpretation of source language justifies the truth of the source language culture. As a good translator, we should preserve the intelligibility and the originality of the text.

Indeed, if we examine the originality of the translated text, we will have to look at the originality of the source language. True translation has to acknowledge cultural differences, linguistic difficulties and social practices. Translation has its life only because of differences (both linguistic and cultural) and hence the success of translators depends on the extent to which they can represent the translated culture in the translating one without frustrating the target readership.

In other words, the daunting challenge in the translation of any serious literary writing is to maintain a balance between ethics of difference and textual intelligibility. In this regard, another participant Shanti shared;

I particularly choose plain and technical text to maintain equivalence because it is almost difficult to maintain cultural embodiment in literary and metaphoric texts. As a translator, I feel we should make a balance to reach into the aesthetic part of translated text in which both the source language and target language are preserved attentively.

By highlighting the notions shared by Ananta, Puskar and Shanti, we can derive the idea that translating any literary text is to uproot cultural elements from one culture and transplant them into another alien culture. That is to say, recent translation theories take translation as a cultural practice, an agent and product of cross-cultural communication. Much focus has been laid on the cultural visibility of the translated language in translating one by means of representation on the one hand, and cultural enrichment of translating language by importing unique entities from the translated one on the other.

Capitalizing Perspectives, Practices and Possibilities in Translation

Translation has varied forms, approaches, and strategies. Translation, having various perspectives, practices and possibilities, is fundamental to the exchange of information from one language to another. Translators advocate intricate parts of language and culture that are embedded in our social construct. They consider cultural differences to be untranslatable nuisances – the source of unbridgeable chasms between the language which, when imported and retained in the translating language, are believed to distort intelligibility, impair fluency and frustrate target readers.

One of my research participants, Bijaya, shared that translation should be comprehensible, loyal and easy. It is because they do not want to take any kind of risk while translating. He further shared thus;

I examine the perspectives of translation and practice pursuing the theoretical backup from translation theories. In my classroom, I facilitate students in different ways. I ask them to work in the technological affair, connect their learning to their real-life situation and bring explicit knowledge about translation practices practically.

Translation requires the intelligibility of the source text, reader friendliness, and preservation of the source language flavour. In doing so, the translator has to look at the dynamics of manipulation, camouflage, and substitution with special reference to the linguistic and cultural text. It is almost impossible to instigate and replace cultural assets to link to the textual meaning and cultural embodiment.

Likewise, another research participant, Ananta said that the translator has to employ an aesthetic approach to translation calls for a strategy of resistance to the dominant target language to preserve source cultural elements in the translated text. He further said;

I believe translation and its practical aspects are significant in exploring perspectives, practices and pedagogical implications. I consider linguistic and cultural assets are some of examples to capitalize source language and target language. Thus, I believe every teacher must be a translator to disseminate content knowledge in depth.

The translation is a process of making it "feel free to chop and change, omit from or rearrange the original to their satisfaction" in the name of presenting the source language reality (Mukherjee, 1994, p.34). Being closer to Mukherjee (1994), my research participant, Shanti shared;

I often bring tacit and embodied knowledge about translation into my classroom. I respect their voices and help them overcome their issues. I normally seek the best representative and best alternatives whilst translating. For the wider readership, I take account of cultural, linguistic and stylistic aspects of the source language.

Bijaya, Ananta and Shanti, advocated that translation among postgraduate-level students had a high acknowledgement, a pure sense of belongingness and a sense of humour to replicate their understanding and practices. They further shared that translation practices helped enrich students' knowledge, skills and practices. Therefore,

it is realized that translation having its profound ideology, artistic endeavour, and practical nature replicates human realities.

Conclusion

Translation in language teaching is considered a very tough, highly recognized and adventurous task. The study reveals that language practitioners must pay deep attention while typifying different constructs of translation in their language classroom. The teacher educators disclose the essentials of various translating approaches, techniques and procedures to relate different ideas and examples in their classroom context. There is an undeniable contribution of translation in promoting language and literature to our academia. Therefore, the narratives above conclude that translation is paramount in connecting language, literature and pedagogy. Likewise, the postgraduate level students' experience for translation in language teaching is conceptualized as the prior tool to link linguistics into sociocultural enterprise contextually. Almost all the participants view translation as a process of creating a reciprocal relationship between the source language and target language either to confront translation issues in language pedagogy or to recapitulate perspectives, practices and possibilities of language teaching in translation.

The study reveals that translation has high importance to explore the world around us. Moreover, it is understood that translating is to preserve the originality of the source language text, and its intelligibility to justify cultural assets. For the proper use and usage of translation in language pedagogy, the teacher has to have prior theoretical as well as practical knowledge to maintain justice in both language and translation. For example, syntactically, one language may not be the same as other languages. While exemplifying the text from one language to another, the teacher should be well-known for the syntactic structures as well as the pragmatic use of both languages that involve translation. Finally, the study concludes that the teachers in the language classroom are expected to be aware of the intelligibility and originality of the source language text to maintain parallelism in syntactic construction and preservation of the cultural concepts in language pedagogy.

Implications

The translation is a broad discipline; thousands of studies can be carried out concerning language pedagogy. Translation has become a dire need of time and it has been difficult to survive in the 21st century in the absence of translation. It is assumed

that translation theory and practices are mutually inclusive. Thus, such courses as translation in teacher education should prepare teachers to learn the theories and then put them into practice in the classroom (Ur, 2019). The curriculum development centre may utilize this study to formulate policies related to translation practices rationalizing the space and relevance of translation in language pedagogy. The major implication of the study is that the students studying translation can practice effectively emphasizing its current status and practical usage. Therefore, I hope this study will be highly beneficial for the researchers who are interested in conducting further studies in this broad field.

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