



The Impact of Technology and its help in Finding Equivalent in Academic Translation

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Abstract

Over decades researchers have done academic translation in different languages, especially from English in to Persian and from Persian into English language and translators did not focus on equivalent of these two languages. However, at this time, the main focus of research was on finding equivalent in these two languages. When translators are going to translation any text from Persian into English language or from English into Persian language, they have to find equivalents in these languages in order to make adaptations. At the same time, technology plays a very important role in translation in the context of Afghanistan. When the teachers want to play any video of native speaker in the class, there should be net, projector, computer and electricity. This paper ends with the role of technology in finding equivalent in academic translation in the context of Afghanistan.

Keywords: translation, equivalent, importance of technology, and adaptation

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1. Introduction

1.1. Introduce the problem

Translation plays a very important role in conveying information from one language into another language. Traditionally, there were only translators that that they could translate only texts from source language in to target language and form target language into source language. There were only printed dictionaries when they wanted to find any meanings of words, then, they could refer to such dictionary in order that they could find the meanings of words. Technology has played a major role in the field of translation. There have been many facilities in translation. When translators are going to translate any text from English language into Persian language, then, they will be able to have access on online dictionaries, which are available everywhere. In such condition, translators can find the meaning of words that are used in different context for different purposes. They use the suitable in order to make adaption in both languages. For

instance, using electricity and net in the class where the teachers are going to translate any video regarding the native speakers of English language in the context of Afghanistan, such kind of translation will help the learners to be more skillful in the field of translation. Finding equivalent in these two languages have been the biggest problem. Sometimes, the novice translators translate any text in these two languages; they will make it very complex, especially when they translation the text from English into Persian language. At the same time, the structures of these two languages are not the same, but the novice translators translation each sentence in terms of SUBJECT+ VERB+ OBJECT, and the same they do in Persian language whereas the structure of Persian language is SUBJECT +OBJECT + VERB. Therefore, translators should have the knowledge of these two languages in order make a very meaningful situation in which they translate any text into source language or from source to target language. The goal of this paper is to provide insights about the equivalent of source and target languages in both English and Persian language. When the text is going to be translated form English into Persian language, translators have to observe equivalent in Persian language as well. In such cases, adaptation can attract the attention of the audience as easily as position. At the same time, the role of technological tool(s) in providing facilities in translation was another point because using net, electricity, and computer and so on. Each of them play an important role in translation.

1.2. Literature Review

Discuss the relevant related literature, but do not feel compelled to include an exhaustive historical account. Assume that the reader is knowledgeable about the basic problem and does not require a complete accounting of its history. A scholarly description of earlier work in the introduction provides a summary of the most recent directly related work and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works are signs of scientific and scholarly responsibility and are essential for the growth of a cumulative science. In the description of relevant scholarship, also inform readers whether other aspects of this study have been reported on previously and how the current use of the evidence differs from earlier uses.

At the same time, cite and reference only works pertinent to the specific issue and not those that are of only tangential or general significance. When summarizing earlier works, avoid nonessential details; instead, emphasize pertinent findings, relevant methodological issues, and major conclusions. Refer the reader to general surveys or research syntheses of the topic if they are available. Demonstrate the logical continuity between previous and present work. Develop the problem with enough breadth and clarity to make it generally understood by as wide a professional audience as possible (APA, 2010). Do not let the goal of brevity lead you to write a statement intelligible only to the specialist.

1.3. Present Study

In today's world, translation is exchanging information between languages in different countries. When any article is published in English language, it will be translated as soon as possible in other languages too. Persian is one of the languages that its speakers try to translate different sources from English language. For example, translating of news, it is translated every half hour from Persian to English or from English into Persian language. There is need for translators or even using machine translation to find the equivalent in these two languages because the structures of these two language are not the same. Aside from that, sometimes it is very difficult for novice translators to find the equivalents in order to make adaption in these two languages. When a translator of Persian language is going to translate one article from English language into Persian language, he or she has to find the equivalent in their mother tongue in order to make sense. There might be some words in English and their equivalents are found in Persian language, especially the technological words and so on.

2. Methodology

In this section, I carried this research to explore the perception of the lecturers at different universities in Afghanistan. In translation, it is obvious that translators have some challenges when they translate different texts from source to target and vice versa from target to source language.

2.1. Participant

Participants who responded the questions had bi/multilingual teachers. They were all from Afghanistan. They taught English language as a foreign language at different universities in different parts of Afghanistan. There were nine participants. Six of them were males and three of them were female teachers. These females did not teach English language at university, but they taught it in the institutes where the learners came from different backgrounds in order to learn English language. They taught as English for specific purposes as well

2.2. procedures

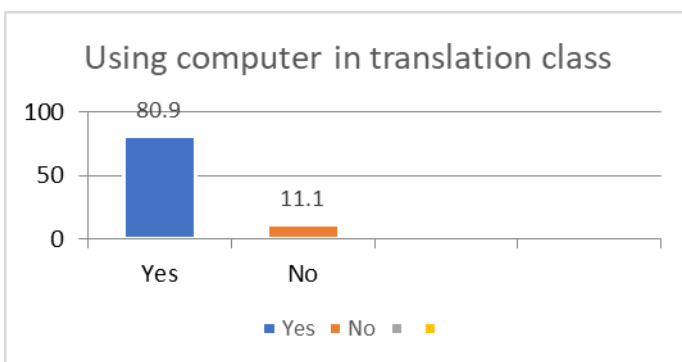
I sent the questionnaires to participants who spoke their native languages in Afghanistan. There were the native speakers of Persian, and Pashto. They had more than one week time to respond to each question in terms of their experience and understanding because they were in their own context and knew what was done and what were the advantages to develop learners' knowledge in English language.

2.3. Measures used in the Study

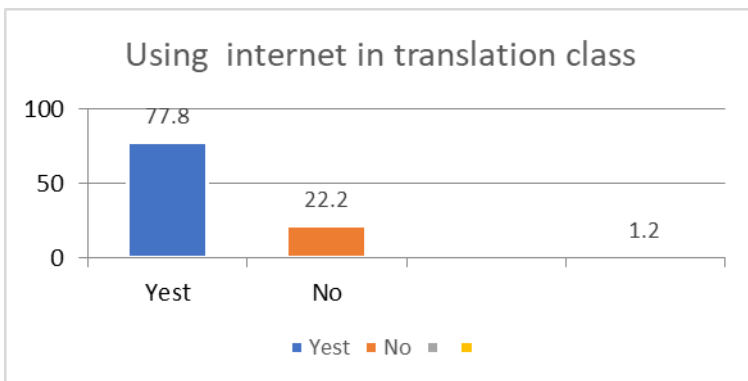
The way in which the data was collected was based on questionnaire. It had three sections. The first part addressed only personal information about participants. Second part, there were five yes / no questions which the participants in terms of their experience in the field of teaching could answer. Third part, there were six Why-questions. Participants had the choice to answer each of them based on their own experience and understanding in the field of teaching.

3. Results

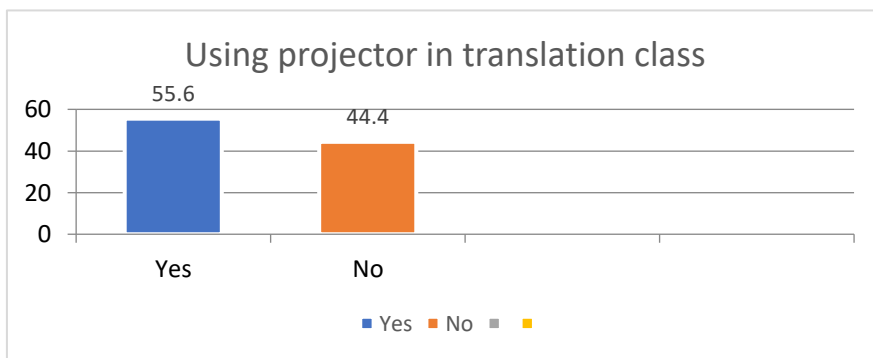
Technological tools play an important role in translation and there are both source and target languages are considered, especially Persian and English language. If the learners want to find the meaning of any word in the text, they will refer to bilanguage dictionaries and they will be able to find the meaning of word in terms of the context. Sometime, if the meaning of word is not find in dictionaries, they will refer to Google in order to find its real meaning. Then they make adaptation in both Persian and English languages. Pronunciation of new words, in most cases are difficult for the learners to pronounce. When they refer to dictionaries, they will find its correct pronunciation. Right now, there are different type of dictionaries which deal with different disciplines. There are dictionaries which are dealt only medicine and the leaners of medical can fine only words in their own discipline



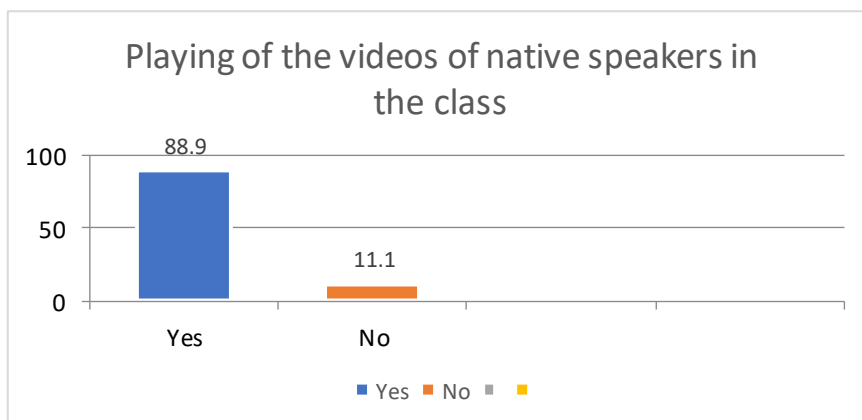
There were nine participants and most of them were teachers at universities and institutions in the context of Afghanistan. Most of them were very keen to use computer in the class in which they taught the learners. They believed that using computer can help the learners to learn more easily.



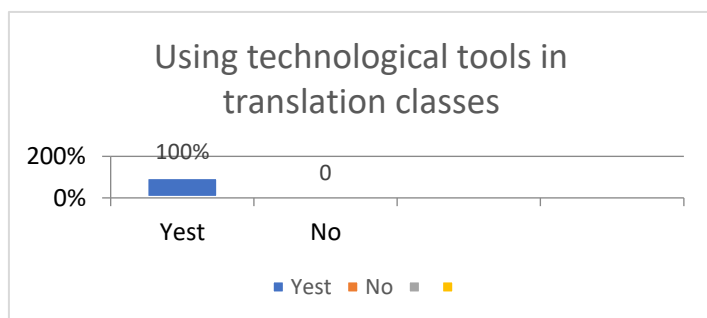
In the context of Afghanistan, in most universities, there is problems to have access to internet, but these participants more than 70% they used internet in their classes. This happened when the teachers wanted to play the videos in which the native speakers of English language talked about specific topic. Then the learners could translate it in to Persian language.



Projector is another important tool which plays a very important role, especially in the context of Afghanistan. For example, when the teachers are going to play any video for the learners in the class. Then, it will be easy for them to watch and get the main idea whatever the speakers talk about.



As English language is used as a foreign language in the context of Afghanistan, so the teachers have to play videos in the classes in order to improve the understanding of learners in the classrooms. It is also very important for the learners, especially in English department they should have the ability to speak, listen, read and write in English language. After the second semester, translation course is compulsory for English department students.



All these participants were very interested in using technological tools in the classes in the context of Afghanistan because such tools will develop the language knowledge of learners. Traditionally, there were not such facilities in today's world the learners have access. For example electricity plays a vital role in teaching English language in the classes. If the teachers want to present his presentation in the class, they need electricity to connect other technological tools in order to present whatever is in the content of presentation. Different strategies were preferred by participants. Communicative is one them because by communication they mean; there should play any video regarding the context. For example, if the speakers are talking about any specific topic, especially about how to develop learners ability in getting the main idea from the text. Finding near meaning is another way of finding the meaning in translation. There are words relation;

they are like polysemy, homonymy, and homophone homograph and so on. It is very necessary for translators to know in terms of polysomic word which one is suitable in the context. Knowing synonymous and antonymic words will help translator to use the appropriate words in terms of context. In addition, using the videos that native speakers talking about specific topic that will cause to enhance the learners competence in the classes. At the same time, they have to translate their speeches in to Persian language.

Bilanguage dictionaries is one of the main key factors to develop learner's ability in translation. If the learner are given any text in English language and they have to translation the text from English language in to Persian language. They have to use such dictionaries to help them in order to have adaption in both languages. It is also very important for the learners to find the equivalent in both language. Sometimes, it is difficult to find the equivalent words in both languages, so, the learners try their best to make adaptation in both languages. Observing grammatical structures in two language is necessary for the learners that they are allowed to be translators in the future because the structures of Persian language is different from English language. The structure of Persian language SUBJECT + OBJECT + VERB, WHEREAS the structure of English is SUBJECT+ VERB+ OBJECT. Therefore, the learners as translators to observe such difference in these two languages. There are some advantages of technological tools in translation classes in the context of Afghanistan. Such tools will help the learners to do translation in very class and everything is obvious in their class. For instance, play of the videos of native speakers in class will help the learners through computer, projector and son on. Technological tool provides more facilities in the class as well. Finding direct information about any topic or finding any videos that are need in terms of the context. By searching in Google and You Tube, all kinds of information is there. Therefore, technological tool is going to connect the learners who participate in the class with other students who are living in different countries in different continent.

Technological tools help learners in different ways. If the learners want to find the meaning of any word in the text, they will refer to bilanguage dictionaries and they will be able to find the meaning of word in terms of the context. Sometime, if the meaning of word is not find in dictionaries, they will refer to Google in order to find its real meaning. Then they make adaptation in both Persian and English languages. Pronunciation of new words, in most cases are difficult for the learners to pronounce. When they refer to dictionaries, they will find its correct pronunciation. Right now, there are different type of dictionaries which deal with different disciplines. There are dictionaries which are dealt only medicine and the leaners of medical can fine only words in their own discipline. The teachers used technological tools in their classes when they wanted to play any video of the native speakers. Computer was the most frequent used the class. At the same, in translation the main focus was to find the equivalent in these two languages. Finding equivalent in both Persian and English language is one the big problems. Therefore, translators should try to find the equivalent in these two languages

in order to make adaptation. There are sources that are available everywhere anyone wants to find different information. In finding equivalent in these two language, it is necessary to refer to online or off line dictionaries. Sometimes, the main focus was to make adaptation in these two language because it is hard to find the meaning of every in Persian language when any text is going to be translated. Then, they will be able to find the suitable meaning in both languages.

4. Discussion

From findings, all participants had different backgrounds about translation. They could translate texts from English in to Persian language or from Persian into English language. At the same time, the teachers in their teaching classes played videos of native speakers, especially the native speakers of English or UK. Then, the learners did translation whatever they learnt theoretically. In today's world, there are many facilities in the field of translation and both teachers and learners can use electricity, computer, and internet and so on. Finding equivalent was one of the major findings to be discussed in translation, especially when translators are going to translate any text from English into Persian language, they have to find the equivalency in these two language. There are many technological and cultural words that are difficult to translate in Persian language. Therefore, the learners as translators in teaching classes have the choice to think about the suitable meaning in their native language and find their equivalent too. In such situation, translators have to keep in their mind the role of adaptation as well because there have been written different texts in different context and the role of translators is to adapt the texts in these two languages. When as translators they are going to translate any text, they should adapt the texts. It is their responsibility to attract the attention of readers because the readers will read the texts and they will judge whether the translated texts are meaningful in their mother tongue are not.

5. Conclusions

From discussing the findings, I came to of the major points, which were very important in translation no matter whether translators want to translate from source language to target language or from target to source language. What was very necessary was equivalent. For example, when the teachers as translators want to translate any text from English language in to Persian language, they have to think about the equivalency in order to make translation a very meaningful for the readers.

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