CHAPTER – 3
THE EXPERIMENT

3.0 Introduction

The present study is a quasi-experimental one with the primary purpose of preparing and trying out of a set of materials for developing communicative competence in English of undergraduate learners and to evaluate effectiveness of the package of materials by comparing the performance of the learners, before and after the tryout. The experiment involved students of TYBA (Honours) batch 2009-10 at the C.U Shah Arts College, a college affiliated to the Gujarat University, Ahmedabad.

To reiterate, the current study is a quasi-experimental research. The research design consisted of assessment of course materials for translation. With a treatment that is an experimental element, the researcher aimed to teach the learners to translate through a variety of tasks and techniques.

Accordingly, language experts’ suggestions were drawn through a questionnaire on the basis of those teaching-learning materials was prepared. For the purpose, the researcher resorted to numerous literary works such as passages and poems/verses. The researcher was on a constant look out for some interesting texts for translation which would make the learners enjoy the tasks rather than just performing them for the sake of the course. Various activities were designed and carried out in the classroom using proverbs, pieces of poetry, journalese and advertisements, jokes, SMS, and so on. The syllabus of the course was so designed that the learners could move systematically and gradually in the process of translation to eventually develop their proficiency in English. The focus of the study was not only to develop functional competence, but also to develop literary flair.

This chapter has been divided into four parts.

1) Opinions of the experts

2) Preparation of materials
3) Classroom procedures

4) Administration of pre-test (Appendix: 2) and post-test (Appendix: 4)

The first part of the chapter discusses the process of obtaining experts’ opinions and the procedure adopted for preparing and designing instructional materials. It covers the description of designing the course, the criteria used for preparing materials and sample modules and so on. In the second part, the procedures and strategies adopted for conducting the study with the selected group of learners have been discussed in detail in which the description of the sample to collect data and implementation of the innovative materials prepared by the researcher in the class are given. For teaching English, ‘translational tasks’ have been used with the selected group.

3.1 Obtaining Opinions and Guidance from Experts

Before preparing materials for the course, the researcher wished to seek opinions of language experts for the course. She designed a questionnaire for the experts (Appendix: 1) that consisted of multiple choice questions and at the end of every question a blank space was given for the experts to write their comments. In answer to the question whether translation helps in language learning, most of the experts have opined that translation becomes an intellectually challenging process which asks for understanding and interpreting the signals that are decoded from source language, create a particular picture in mind and encode it into target language. For the question whether literature is an asset to translation students as it serves the function of developing one’s sensitivity to language most of the experts agreed that because of its capacity for providing pleasure and enjoyment, the subject can increase the learners’ motivation to interact with a text and thus, ultimately increase their reading proficiency. In the next questions the researcher leads the experts towards the possible components of the course. In answer to whether comparison of translation helps in language learning most of the experts were of the opinion that comparing some original quotations by Mahatma Gandhi in his novel *A Story of My Experiments with Truth* with the translation of those quotations in the English version of the novel and comparing a *ghazal* by Ashokpuri Goswami written in Gujarati with a Hindi and an
English translation of it would help in realising how the process of translation is carried out and in discovering the difference in the syntactical structure of two languages.

Some of them also believed observing some quotations by Rabindranath Tagore and translating them into English and then comparing them with expert’s translation can help in understanding the importance of having a good stock of vocabulary to find the right equivalent of words. The experts showed their consent in finding the equivalent of proverbs in target language can help in language learning as proverbs reflect the social customs of a particular society therefore translation of some proverbs is not possible which will induce one to look for an alternative in the target language. Some of the experts agreed that this activity can enable the learners to increase their interpretative power and also develop their sensitivity towards language. In order to agree with the researcher’s belief that analysing and translating a humorous love letter helps in gaining interpretative competence in a language most of the experts chose preparing a set of questions on the letter as who has written it and how has it been written helps in analysing the structure of the letter and some others agreed translating the letter helps in knowing the structure of the target language.

For the question whether the strip story technique helps in getting acquainted with the structure of the language some of the experts opined during the executing of the activity looking for the next sentence would also verify one’s knowledge of knowing the language and visualising the entire story. In order to agree with translation of short stories and poems can help in language learning some of the experts opined the translator is constantly required to take on the task of examining the words, structures, emotional and cultural contexts of the source text in order to discover its meaning, before recreating it in the natural form of the receptor’s language whereas some others opined in unravelling the possible meanings of a literary work, one may indulge in an exercise which invariably would induce one to make inferences, formulate ideas, and analyse a text closely for evidence, all of which activities contribute to sharpening one's critical faculty.

For the question whether translating jokes and funny advertisements can help in gaining interpretative power and communicative competence of a language. Most of
the experts were of the opinion that studying and translating recipes from / into English and Gujarati helps in learning certain terms in language as looking for the equivalent of specific ingredients in target language makes one known to names of different things that goes into cooking while some of them agreed that preparing a dialogue for a cookery show in Gujarati as well as English and to enact it as a live T.V shoe would help the learners to gain a good communicative competence of both the languages. For the question whether introducing idioms and phrasal verbs and using them into sentences can help in gaining fluency most of the experts opined that using a phrase in an appropriate situation helps in making language sound effective and an exercise of replacing a correct phrasal verb with an incorrect one helps in obtaining command over using it. Some others also commented that literal translations should be avoided during the sessions and learners should be motivated to follow the sense-for-sense concept while translating. Some of the experts suggested making use of interesting and innovative materials that can attract the learners’ interest and keep them engaged.

3.2 Designing the Course for the Experiment

Keeping in view the objectives stated in chapter one and the suggestions from the experts, materials were compiled and tasks and activities on translation were prepared.

One of the objectives of the present study was to find out communicative needs of the undergraduate learners undertaking the TYBA (Honours) course. Hence, the learners’ present and future communicative needs were first studied by eliciting the challenges they face in learning English. The researcher, being a teacher of English herself, looked into the problems faced by the learners and tried out creative translation as a solution to the problems. She observed that translation being a natural process allows one to interpret the meaning of the text when s/he encounters a new language. Thus, she realised that it can prove to be a very helpful tool to develop linguistic and communicative competence.
Table no. 1 Programme prepared on the basis of the communicative problems identified

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Problems identified</th>
<th>Activities based on the particular problem area</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of vocabulary</td>
<td>• Comparing two different translations of the same text&lt;br&gt;• Translating a letter and writing similar letter but on a different topic</td>
<td>• Comparing translations&lt;br&gt;• Identifying the difference&lt;br&gt;• Observing use of vocabulary</td>
</tr>
<tr>
<td>2</td>
<td>Lack of awareness about different cultures</td>
<td>• Comparing and spotting difference between proverbs in different cultures&lt;br&gt;• Discussing the use of words and ideas pertaining to the place and culture they belong to</td>
<td>• Proverbs in Gujarati / Hindi and English</td>
</tr>
<tr>
<td>3</td>
<td>Incorrect use of grammar (sentence structure)</td>
<td>• Translating humorous thoughts, jokes, sms etc.</td>
<td>• Funny write ups</td>
</tr>
<tr>
<td>4</td>
<td>Incorrect Sentence formation</td>
<td>• Writing sentences on the information provided&lt;br&gt;• Forming a story by filling in the gaps</td>
<td>• Guided stories</td>
</tr>
<tr>
<td>5</td>
<td>Poor reading and comprehending abilities</td>
<td>• Forming a story based on randomly given sentences of the story</td>
<td>• Strip-stories</td>
</tr>
<tr>
<td>6</td>
<td>Inability to use literary language</td>
<td>• Translating thoughts and comparing them with the original translation</td>
<td>• Thoughts by Rabindranath Tagore and their translation</td>
</tr>
<tr>
<td>7</td>
<td>Lack of interpretative and communicative abilities</td>
<td>• Translating a poem into English and answering questions&lt;br&gt;• Reading questions and answering them</td>
<td>• Exercises based on Poems</td>
</tr>
<tr>
<td>8</td>
<td>Limited knowledge of phrasal verbs</td>
<td>• Comparing phrases in English and Gujarati&lt;br&gt;• Framing sentences using the phrases&lt;br&gt;• Completing a story by filling in the blanks with correct praphral verbs</td>
<td>• Phrasal verbs and idiomatic expressions</td>
</tr>
<tr>
<td>9</td>
<td>Inability in forming questions</td>
<td>• Forming questions based on a given sentence</td>
<td>• Question-formation</td>
</tr>
<tr>
<td>10</td>
<td>Poor speaking skills&lt;br&gt;Placing sentences in order</td>
<td>• Translating recipes&lt;br&gt;• Looking for exact substitues of words/expressions in English&lt;br&gt;• Narrating the procedure of preparing a dish</td>
<td>• Recipes</td>
</tr>
</tbody>
</table>
3.3 Materials for Enhancing Communicative Competence through Translation

The researcher had begun the study with a hunch that with the challenges inherent in the processes of translation, learners’ competence in English can be enhanced by assigning them tasks on translation from and into English and Gujarati/Hindi.

The course prepared by the researcher consisted of translation exercises and tasks related to receptive and productive skills. Instructional materials were based on all the four skills – listening, speaking, reading and writing. They had certain steps namely pre-tasks, translation activities, exercises related to them etc. The materials were then tried out on the T.Y.B.A (Honours) class while the researcher maintained detailed notes of the sessions. Feedback of the learners was taken towards the end of the course.

The first portion of the course was ‘comparison’ where in the learners compared two texts, that is, the original text and the translated one in order to discover the techniques and efforts gone into translating it. The second part ‘recognition’ comprised of texts which the learners translated and then compared with the original translation in order to recognise the quality and finesse of the translation and to recognise how important it was to sound as an original piece. In the third and the last phase of ‘translation,’ learners actually involved themselves in the act of translating texts. These tasks were designed in such a way that the learners got an opportunity to use their creativity with the language. These tasks were designed to enable the learners to utilise the stock of vocabulary they had enriched through translation into writing something that showcased their language competence.

The main purpose of the materials was to offer different kinds of tasks for performing various translation activities. For preparing materials and in developing and selecting activities, the researcher was guided by the following principles.

i. Use of interesting activities to hold learner’s attention in the classroom

ii. Use of known works of translation

iii. Learner-centred activities
iv. Participation and co-operation

The activities were organised in such a manner that they interested learners. If the learners come across an activity they have already done numerous times, they would not be encouraged to do it. Thus, the prime motto of the course was to keep them interested, thereby involved, till the end. The researcher was quite sure that none of the learners would have tried translation before as it had never been a part of their syllabus or formal study. Thus, the researcher realised that it was necessary to show them the importance of translation and benefits of the course and that they should be encouraged to communicate in English while carrying out the activities in a group as well as with the teacher.

Learners find the reading material to be familiar, therefore less forbidding, if it is from a known author. Thus, activities like translating thoughts of Rabindranath Tagore, excerpts from ‘The Story of My Experiment with Truth’ by Mahatma Gandhi are known to learners. So, these were given to them, to begin with.

Learners get bored and lose interest if they have to listen to the teacher all the time and do not get a chance to do anything themselves. To learn something it is important to use it practically through a task. Thus, learners’ need for expression should be given adequate importance. There are two benefits of a learner-centred activity: 1) Learners gain optimum when they are involved completely in an activity and 2) Effectiveness of the course can be measured through the level of learners’ engagement in the activity.

3.4 Procedure for Implementing the Course to the Experimental Group

The materials were tried out on the group of learners selected by the researcher herself. The group was taught English through creative translation exercises for one month (3rd August to 3rd October, 2009). For teaching the learners translation, tasks like translating letter, poem, thoughts, SMS, jokes were used.
All the activities carried out were divided into four stages as mentioned below.

a) Introductory stage
b) Teaching stage
c) Practice stage
d) Testing stage

a) Introductory Stage

This stage was of introducing translation activities to the learners. These activities were an introduction to the exercise that followed later. For instance, in one of the activities the researcher asked the learners to translate a sentence into English. The follow up activity was of forming questions based on that sentence. The purpose was to keep the learners interested for the upcoming tasks.

b) Teaching Stage

The learners were asked to perform tasks based on the translation they had done. In some of the activities the learners listened to the teacher and did accordingly whereas in some activities where they worked in pairs, they listened to each other’s instructions and followed them. Most of the activities required the learners to share, open up and thereby be communicative. Important language functions such as framing sentences, forming questions, completing sentences etc. involved in the tasks were highlighted and focused.

c) Practice Stage

In this stage, translations were done and language forms used for performing various tasks were practiced. Learners were given practice through- letter writing, completing a story, framing sentences, asking questions etc. The researcher/teacher also actively got involved in facilitating the learners’ efforts by probing questions. Use of language
was observed and directly corrected only in cases of extreme errors. Learners’ mistakes were treated in a positive manner and they always got inspiration to perform better rather than feeling humiliated and discouraged.

d) Testing Stage

Each activity though mainly concentrated on the processes of translation, carried a purpose of practicing certain language functions, as well. In a few of the activities the learners translated a text and then solved an exercise wherein they were asked to write a letter or form questions whereas in a few of the activities the learners would translate the given text and practice a language form simultaneously.

3.5 Types of Activities Experimented With

The types of activities carried out during the experiment are categorised as under.

i. Recognition

ii. Actual-Original Translation

Recognition

3.5.1 Recognition: Comparing the Original Text with its Translation- I

Through this activity the researcher aimed to make the learners identify the difference between two different quotes: the original and its translation. The main aim of this activity was to help the learners understand various aspects of translation. This activity worked as an introduction into the actual process of translation.
Objectives

1. To understand the difference between the structures of two different languages
2. To understand the context of translation
3. To help them realise the points to be kept in mind while translating

Materials used:

A reading worksheet was given to the learners with original quotations on one side and their translation on the other. (Appendix-3 a)

A Sample of Excerpts From

‘A Story of My Experiments with Truth’ and ‘સત્ર્ના પ્રર્ોગો’

The Original Text

- હસતાં રમતાં પ્રગત હરી દેખું રે, માં જ્વયું સકતાં તવ લેખું રે;
  Hanstaa ramtaa pragat hari dekhu re, Maru jeevayu safal tav lekhu re;
- મુક્તનાંદનો નાથ વિહારી રે, ઓધા જ્વયન્દોરી અમારી રે.
  Muktanand no naath veehaari re, Odha jeevandori amaari re.

- ચાલો આપણે ગાંધીને પેલે આમતીના આદે કંચી લટકાવીએ.
  Chalo aapane Gandhi ne pele Aamli naa jhaade faansi latakaaviye.
The Translated Text

- I shall think myself blessed only when I see Him in every one of my daily acts; Verily He is the thread, which supports Muktanand’s life.
- Hang old Gandhi on the sour apple tree.

Procedure

1. Learners got a reading worksheet with excerpts/quotations from Mahatma Gandhi’s autobiography, ‘સત્ર્ના પ્રરોગો’ ‘Satyanaa Prayogo’ on one side and their translation into English from ‘A Story of My Experiments with Truth’.
2. The teacher instructed them to go through the thoughts and identify the difference
3. Learners read the quotations, identified the difference in terms of syntax and semantics and probed into the reasons for the same.

Observations

The learners read the quotations, identified the difference and evaluated the reasons for the same at length. Discussion was made on the original phrases and their translation. The researcher helped them to notice the difference between the original and the translation more carefully and precisely, look for the necessary editing and understand the translation in terms of the language structure and cultural variations, and importantly retention of the meaning. For example, the learners came across a thought which in the English version read as ‘Hang old Gandhi on the sour apple tree’. The word ‘sour-apple tree’ here is used as the equivalent of આમલી ઝાડ ‘aamli nu jhaad’ in Gujarati. Here the learners discovered a new dimension of translation i.e. to retain the meaning and make it effective by using a good equivalent. આમલી ઝાડ ‘aamli nu jhaad’ can be translated into English simply as ‘Tamarind tree’ which
the western readers can understand but cannot understand its contextual meaning whereas ‘sour-apple tree’ is a familiar thing for the target audience as it denotes a negative meaning. Hanging someone from a sour apple tree is worse than hanging one from the gallows. Use of the expression આમલીનુાં ઝાડ ‘aamli nu jhaad’ in Gujarati denotes a negative meaning. It is also considered a bad omen. Hence, ‘sour apple tree’ is used aptly in English. Learners found this activity interesting.

3.5.2 Recognition: Comparing the Original Text with its Translation- II

This activity was designed to help the learners to understand that translation is a natural process in a multi-lingual country like India. It shows difference between not only two languages, but also dialects and idiolects and leads to creativity. Eventually helps in developing linguistic and socio-linguistic competence.

Objectives

1. To understand translation process in general
2. To translate texts in such a way that the message of the original text is communicated
3. To make use of appropriate substitutes/ equivalents in the target language, thereby enrich one’s repertoire in English

Materials used: Photocopy of a ghazal written by Ashokpuri Goswami in Gujarati and translated into Hindi by Yogendra Mishra into English separately by Piyush Joshi and V.M Patel.
A Gujarati Ghazal by Ashokpuri Goswami

A Hindi translation of the Ghazal by Yogendranath Mishra
An English translation of the Ghazal by Dr. Piyush Joshi

How potash-like flammable this present is!  
What an ill-luck that a cotton shop ours is!  
It is unlikely that your home lasts  
Stands since it is in a street raging in flames  
How come so reckless about yourself you are!  
Get treated them gone crazy your eyes and ears are!  
How come can you get away, dear, raging the feud.  
While the body of my gazal is soaked in blood  
Allah is the navigator of this broken-boat  
Entrusted into His hands we’ve its rudder.

Poet: Ashokpuri Goswami  
Translator: Dr. Piyush Joshi

An English translation of the Ghazal by V. M. Patel

Today’s present is like potash,  
And unfortunately ours’ is a cotton shop.  
It’s not probable that your home may be saved,  
Your house is in the flamed burnt street.  
Why have you become so careless about yourself?  
Eyes and ears have gone mad, cure it.  
You can’t escape friend, after you have rioted,  
See! The body of my Gazal is wrapped in blood.

Allah is the only survivor of this broken boat/ shaft/ yacht,  
We have handed over the steering to Him.

Poet: V M Patel
Procedure

1. Learners got a copy of a ghazal written by Ashokpuri Goswami in Gujarati and translated by Yogendra Mishra in Hindi and by Piyush Joshi in English and by V.M Patel in English again.

2. Learners read all the versions and tried to identify the difference.

3. Learners derived conclusions and took notice of the reasons of the differences in the translation.

Observations

The researcher realised that the learners had at least gained some insights into processes of translation as they were able to notice the difference reasonably well and even comment on the same. They could also point out some words and even stanzas of the translations which they thought were not quite close to the original text. The researcher asked them to undertake translation of those stanzas which helped them to brainstorm and look for expressions to give the exact meaning of the original text. During these discussions among themselves and during plenary sessions, the researcher also noticed the effect of dialogues and conversations that led to quite meaningful translation.

3.5.3 Recognition: Comparing Two Different Languages: ‘The Little Prince’ by Katherine Woods from French into English and નાનકડો રાજકુમાર (Nanakado Rajkumar) by Sulabha Natraj from English into Gujarati (Translation of the Original text ‘Le Petit Prince’ by Antoine de Saint-Exupery)

This activity was to help the learners recognise the difference and similarities between two different translations. ‘The Little Prince’ was originally written in French and here the learners compared its Gujarati and English translations.
Objectives

1. To observe translations in two different languages
2. To understand and recognise the aspects of translation in depth

Materials: Texts of The Little Prince & નાનકડો રાજકુમાર (Nanakdo Rajkumar.)

Chapter-12 in English

The next planet was inhabited by a tippler. This was a very short visit, but it plunged the little prince into deep dejection.

“What are you doing there?” he said to the tippler, whom he found settled down in silence before a collection of empty bottles and also a collection of full bottles.

“I am drinking,” replied the tippler, with a lugubrious air.

“Why are you drinking?” demanded the little prince.

“So that I may forget,” replied the tippler.

“Forget what?” inquired the little prince, who already was sorry for him.

“Forget that I am ashamed,” the tippler confessed, hanging his head.

“Ashamed of what?” insisted the little prince, who wanted to help him.
“Ashamed of drinking!” The tippler brought his speech to an end, and shut himself up in an impregnable silence.

And the little prince went away, puzzled.

“The grown-ups are certainly very, very odd,” he said to himself, as he continued on his journey.

Chapter-12 Gujarati Version

એ પણ જે પ્રેક્ષક દારૂડીરો રહેતો હતો. રાજકુમારની ઘરેલું સાથેની મુલાકાત બઢા જ ત્રાકી રહી.

છતાં એ દારૂડીરાને માણસ પાછી આપણે ઘણી રાજકુમાર ધારો વેકાસ થાય ગયો.

“તમે અહીં શું કરો છો? બાળી અને બાળતીઓનાં ઢગલા વાળે બેઠેલા દારૂડીરાને રાજકુમારને પુછ્યાં”.

“ખુબ રહો છું”. નશાભર્ાય અવાજમાં દારૂડીરો કહ્ું.

“તમે કેમ પીઓ છો?”

“બુલવા માટે” દારૂડીરો કહ્ું.

“શું બુલવા માટે?” રાજકુમારને દારૂડીરાની દાખલા આવવાં માંડી હતી.

“મને શરમ આવે છે યે બુલવા માંગુ છું” દારૂડીરાથી માણસ નેંડવી ભૂલાશો કર્ો.

“શાની શરમ?” રાજકુમારે આ પૂછાં. તેમને તેમને ઢોડક મદ્દ કરવાના છાંડકીયરી પુષ્યણ.

“હું દારુ પીતી છું તેની મને શરમ આવે છે”, આટલું જેમ તેમ બોલીને દારૂડીરો ચુપ થાય ગયો.

અને ગાંધીયુદ્ધના મને રાજકુમાર તથાંધી બાળી નીકલયો.

“મંડલો કેવા વિચિત્ર હોય છે” એ ગાંધીયુદ્ધના મને બાળકાક્ષી વધારો.
Procedure

1. The learners were divided into two groups.


3. Both the groups were instructed to study chapter- 12

4. After studying the translations in detail the groups exchanged their translations

5. Thus, both the groups got the opportunity to study two different translations

6. The teacher encouraged the learners to discuss their observations

Observations

At this stage the learners had acquired a skill of observing carefully and noticing the difference and similarities between two different translations. They showed their enthusiasm in sharing their view points with the teacher and their fellow classmates. Learners discussed the vocabulary used in the translations. For example, for most of them the word ‘tippler’ which means an alcoholic was new. The group that got the Gujarati translation assumed that the English word for દારુડીર્ભો ‘daarudiyo’ would be ‘Drunkard’. The learners came across many such words that became a point of discussion among them. ‘Inhabited’ was used to say that ‘the tippler lived on this planet’ which is simply translated in Gujarati as ‘રહેતો હતો’ ‘rheto hato’ yet the meaning remains the same. ‘નઝાશભાર્યા અવાજમાં’ ‘nashaabharyaa avaaaj maa’ is used to show the sad situation the drunkard was in whereas in English ‘in lugubrious air’ is used to convey the same. There were many new English words the learners learned and tried to look for their substitutes and discussed them. This activity worked towards enhancing their vocabulary and helped them to recognise how correct use of words and framing appropriate sentences make the meaning of the text effective. Some of the other words discussed by the learners are highlighted in the samples given above. A few other chapters from the books were also discussed in the same procedure. The learners were asked to study both the translated books in English as well as Gujarati as home assignment.
3.5.4 Recognition: Comparing Verses from The Bible

This activity was one more stage of recognition where in the learners studied two different translations of some verses from the Bible (Gujarati and English) and two different English versions of the Bible as well.

Objectives

1. To study two different versions of some verses from the Bible.
2. To notice the difference and discuss their effectiveness.

Materials: Some verses from the Bible (Appendix: 3C)

A Sample of a Chapter from The Bible (ગીતશાસ્ત્ર- 121)

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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>હું પવયતો તરફ મારી આંખો ઊંચી કરીશ; \n</td>
</tr>
<tr>
<td>2.</td>
<td>જે યહોવાખે આકાશ તથા પૃથ્વી ઊત્પન્ન કર્યા છે, \n</td>
</tr>
<tr>
<td>3.</td>
<td>તે તારા પગાને રાગવા દેશે નહીં: \n</td>
</tr>
<tr>
<td>4.</td>
<td>જૂઓ, ઇસ્રાએલનો જે રક્ષક છે \n</td>
</tr>
<tr>
<td>5.</td>
<td>યહોવાખ તારો રક્ષક છે: \n</td>
</tr>
</tbody>
</table>
A Sample of a Chapter from an English Bible (psalm121)

1. I lift up my eyes to the hills—where does my help come from?

2. My help comes from the Lord, the Maker of heaven and earth.

3. He will not let your foot slip—he who watches over you will not slumber;

4. Indeed, he who watches over Israel will neither slumber nor sleep.

5. The Lord watches over you—the Lord is your shade at your right-hand;

6. The sun will not harm you by day nor the moon by night.

7. The Lord will keep you from all harm he will watch over your life;
8. The Lord will watch over your coming and going both now and forevermore.

A Sample of another English Version of the Above Mentioned Chapter

1. I look to the mountains; where will my help come from?

2. My help will come from the Lord, who made heaven and earth.

3. He will not let you fall; your protector is always awake.

4. The protector of Israel never dozes or sleeps.

5. The Lord will guard you; He is by your side to protect you.

6. The sun will not hurt you during the day, nor the moon during the night.

7. The Lord will protect you from all danger; He will keep you safe.

8. He will protect you as you come and go now and forever.

Procedure

1. The learners first got some verses from the Bible in English and the same ones in Gujarati. They studied them in detail.

2. The teacher elicited their views and observations.

3. The learners then got two different English versions of those verses.
4. The learners marked the difference between the two and discussed which one sounded more effective and portrayed a profound meaning.

**Observations**

The learners had acquired the skill of close reading by now and so they were able to have mature discussions about the difference or similarities between two different translations. In this task they also got a chance to compare two different versions of a same text. In the first stage of the task the learners compared a Gujarati translation of chapter -121 from the Bible and an English translation of the same. They compared the two and spot the difference, discussed the differences such as in Gujarati conjunction ‘અને’ ‘aney’ ‘and’ is used in ‘તે પ્રથમ નથી અને શનિં દ્રાવશ્ત નથી’ Te nindraavash thato nathi’ in English ‘neither...nor’ is used for ‘Will neither slumber nor sleep’ the meaning is conveyed in both the translations but the use of the conjunction ‘neither...nor’ makes it sound effective. In the second stage of this activity the learners compared two different English versions of the same chapter. The first difference that they noticed was that one of the versions was in present tense and the other in future tense. They also came across different words that were used to convey the same meaning in both the versions for example, hills/mountains, sleeps/dozes/slumbers, danger/harm, protect/keep from harm etc. the learners discussed the exact meanings of these words and noticed that the use of effective sounding words can make a text interesting. They came up with suggestions of different equivalents of these words also for example, the word ‘guard’ for ‘protect’, ‘awakened’ for the phrase ‘never slumbers’ etc.

**3.5.5 Choosing the Correct Translation**

This activity was designed to help the learners choose the appropriate translation themselves.

**Objectives**

1. To enable the learners to identify the correct translation
2. To help the learners notice the sentence formation of the original sentence and its translations

**Materials:** A worksheet for choosing the correct translation (Appendix: 3D)

**Procedure**

1. The learners got a worksheet wherein there were sentences in English and their translations in Gujarati they had to identify the correct translation.

2. In another worksheet they got Gujarati sentences and their English translations.

3. The learners had to identify the correct ones.

**Observations**

It was observed that the learners had developed a sense for recognising the correct translation. The learners had gained a considerable knowledge of the syntactic structure of both Gujarati and English. The learners got two worksheets to practice two different mediums of language by identifying exact translations and also study correct sentence construction. In the first worksheet there were five sentences in English. Each sentence had its five different options of Gujarati translations. The learners got another worksheet wherein there were five sentences in Gujarati and each sentence had its five different options of English translations. The learners solved the worksheets by choosing the correct options. The teacher observed that the learners took this task as a competition and showed their eagerness in solving the worksheets. Recognising the correct sentences increased their interpretative skills as well. These sentences also helped the learners to study the grammatical structure of the language and observe how sentence formation differs in different languages.
Actual Translation

3.5.6 Translating a Text and Writing One on a Chosen Topic

This was the first activity wherein the learners translated a text. This activity was designed to hold interest of the learners and make the process of translation joyful for them. The follow up activity helped towards improving writing skills of the learners.

Objectives

1. To translate a letter keeping in mind the key words used
2. To frame grammatically correct sentences
3. To write creatively
4. To enjoy the fun in the unusual and pompous style of writing

Materials: Copy of a funny love letter (Appendix: 3H)

Procedure

1. Learners worked in pairs.
2. They read the letter and translated it into Gujarati.
3. The learners became familiar with business-related expressions such as ‘prospective, on probation, on-the-job training, performance appraisal, promotion, notice, in anticipation’, etc. used in the letter.
4. As a follow-up activity the learners wrote a letter in English choosing a different professional career such as law, teaching, medicine, etc.
Observations

The learners enjoyed this activity as the letter was written in a very funny way. The letter was written by an office employee to his beloved in a very officious manner which made it sound weird. As it was a pair activity the learners were able to translate it in a creative way. The researcher also helped them in looking for close substitutes. The translated versions were read out in the class. The learners seemed to enjoy this activity. As a follow-up activity, individual learners were given an exercise to write a similar kind of letter but with a different perspective. Each student had to think of a profession and write the letter keeping in view lexicon typical of that profession. For example, if a student chose to write like a lawyer, s/he was supposed to write the letter using legal terms like hearing, sue, suit, justice etc. Each student chose a profession and wrote letters in an involved manner. They came up with good ideas and were able to express them. The professionals they chose were doctor, traffic police, teacher, terrorist, watchman, pilot, rickshaw driver etc. They were successful in trying their hand at creative writing, and, in the process, also learnt to form grammatically correct sentences. This implied enhanced interpretative and application abilities.

3.5.7 Learning about Cultures through Proverbs

This activity was designed to make the learners aware of the link between language and culture by understanding the proverbs in these languages. This activity was to make the learners realise that in proverbs and maxims literal meanings may tell very little about the real meanings and therefore, proverbs cannot be translated finding their substitute in another language alone is possible.

Objectives

- To let the learners know importance of having a language to communicate
- To give them a thought and an idea to use a language expressively
- To give them an opportunity to peep into two different cultures
- To help them use situational proverbs in day to day life
Materials: Proverb cards in English and their equivalents/ substitutes in Gujarati (Appendix:3F)

Some Sample Proverbs

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>As you sow, so shall you reap.</td>
<td>જેવુ વાવો તેવુ લાણો.</td>
</tr>
<tr>
<td>It is too late to dig the well when the house is on fire.</td>
<td>આગ લાગે ત્રારે કૂવો ખોદવા જવુાં.</td>
</tr>
<tr>
<td>To turn a deaf ear.</td>
<td>આંખ આડા કાન કરવા.</td>
</tr>
<tr>
<td>Experience is better than tales.</td>
<td>એક ડોશી અને સો જોશી.</td>
</tr>
</tbody>
</table>

Procedure

1. Learners were divided into two groups: A and B.
2. Each member of group A got a Gujarati proverb card.
3. Each member of group B got an English proverb card.
4. A learner from group A read out his/her proverb in Gujarati and the learner who had its equivalent in English read out his/her proverb in English.
5. Learners tried to relate the two proverbs by comparing them.
6. They also tried to relate them with a situation and used them by framing sentences.
7. Both the groups discussed the proverbs and in the process developed linguistic and cultural insights.
Observations

The researcher observed that the learners could guess the right equivalent of the proverbs. Only a few of the proverbs had the exact/ almost literal version in the other language. So it was easy for the learners to guess them. For example, ‘Everything that glitters is not gold’ has its exact equivalent in ‘ચમકે તેટલું સોનું નાહી’ ‘chamke tetlu sonu nahi’. It was noticed that though there were some differences between the two versions, they were unanimously accepted. Most of the proverbs were very different in their syntactic structure and the use of words, but carried the same meaning, for instance, ‘Prevention is better than cure’ and ‘પૂર પહેલા પાળ બંધવી’ ‘poor pahela paal baandhvi’. Some proverbs had words which were not used in one language but were found in the other. These words talk about the culture of the particular language. For example, in English it is said ‘Experience is better than tales’ and in Gujarati it is ‘એક ડોશી અને સો જોશી’ ‘ek doshi ane so joshi’. Here the word ‘DOSHI’ stands for an old lady and ‘જોશી’ ‘joshi’ for an astrologer. The proverb means that an experienced person is better equipped with understanding of life than the one who has just heard stories from others about their experience, or, someone who simply make conjectures. Thus, learners realised here that there may not be an exact equivalent for each word in the other language because experience and social contexts vary. Nevertheless, since people universally go through more or less similar experiences during their life time, similar expressions are found in different languages. It was also a revelation for most of the students that cultures vary drastically, human experience across races and habitations is essentially similar.

3.5.8 Translation of Humorous Write ups

This activity focused on helping learners to experiment with the language. Through this activity, the researcher aimed to lead the learners to develop creative expression in particular and language development in general.
Objectives

1. To translate funny/humorous thoughts into Gujarati without losing their fun element

Materials: Funny thoughts (Appendix: 3G)

Some Sample Funny Thoughts

<table>
<thead>
<tr>
<th>Funny thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>I told my wife that a husband is like a fine wine; he gets better with age. The next day, she locked me in the cellar of our house.</td>
</tr>
<tr>
<td>When everything is coming your way, you're in the wrong lane.</td>
</tr>
<tr>
<td>My mechanic told me, &quot;I couldn't repair you brakes, so I made your horn louder.&quot;</td>
</tr>
<tr>
<td>A conclusion is the part where you got tired of thinking.</td>
</tr>
</tbody>
</table>

Procedure

1. Each student got a funny thought.
2. The learners translated the funny thoughts from English into Gujarati.
3. They were instructed to retain the funny element of the thoughts while translating.
4. During the plenary sessions, they read out their translations to the class.
Observations

The researcher observed that some of the learners were successful in retaining the funny element as in the original. Some others could not translate the thoughts properly and lost the humour in the process. Thus, here they were given the liberty of making necessary changes in the thought while translating in such a way that the concept remained the same but was paraphrased and expressed differently. The learners enjoyed listening to the translations. The researcher helped them with language and interpretation by asking probing questions. They came across some messages that were in a rhyming form. To retain the rhythm in the target language, the learners discussed and translated the material with a collective effort. Translating fiction demanded a great deal of conceptual clarity of the cultural backdrop and thus learners developed an insight into the world of two different languages and cultures. English is too different from Gujarati but while translating, the learners realised how Gujarati and Hindi also differ in social contexts and cultural inputs as reflected in the languages.

As a follow up activity, learners were asked to bring to the sessions SMSes and Jokes. As per the homework given, students had brought some shaayaris and jokes which they were asked to translate and read out to the rest of the class. Students enjoyed translating SMSes. The teacher helped them whenever the need arose. Another interesting activity was carried out by the teacher wherein the learners got some Funny Advertisements in English (Appendix: 3-H) and were asked to translate them into Gujarati. After the translations were done, they were divided into groups and each group had to think of a product and make an advertisement for it. They were instructed to write jingles for their product. Learners came up with very interesting jingles for example, for a cooker ‘when you are busy, this makes your cooking easy’, for a torch ‘illuminate your darkness’, for a watch ‘in your race against time, this keeps you on time’ etc.

3.5.9 Writing a Story Based on the Information Provided in Bits and Pieces

This activity mainly focused on helping the learners frame sentences on their own. The activity was designed in such a way that the entire class worked towards building a story.
Objectives

1. To think of a story line and frame sentences
2. To write in a creative and cohesive manner

Materials: Blank pages

Procedure

1. Each learner got a blank page.
2. The teacher explained the learners to follow her instructions to write as she spoke.
3. She dictated some sentences in bits and pieces and asked them to complete those sentences.
4. Teacher dictated first sentence in Gujarati એક છોકરો હતો. તેનું નામ _____ હતું. Ek chhokro hato. Tenu naam _____ hatu. She asked the learners to translate that sentence into English, fill in the blank to complete the sentence and write it on the page.
5. The learners were instructed to fold that page in such a way that the sentence remained hidden.
6. They were told to pass on that page to their neighbour.
7. The teacher continued dictating rest of the sentences, તે ___ ગામમાં રહેતો હતો. તે એક વાનગત ___ નામની છોકરીને મળ્યો. પછી એક સમયે એવું ભય કે........ Te _____ gamaana raheto hato. Te ek vakhat _____ naamni chhokari ne malyo. Pachhi ek samaye evu banyu ke........ (the teacher paused and instructed the learners to write three to four sentences about an event. Then she continued અંતમાં ....... unt maa....... (here again the teacher paused letting the learners to complete the story.
8. Learners translated the sentences as dictated, completed them and wrote them on the page and passed on the page to the next student.

9. Learners remained clueless about the flow of the story as they wrote their sentences on different pages.

10. Thus, they contributed to building different write ups some of which turned out to be stories. This certainly had an element of surprise.

11. At the end of the activity learners read out the write ups.

12. As a follow up activity the learners were asked to think of a character and write a story.

**Observations**

The learners tried to write a story as guided by the teacher and completed the sentences in English. At the end of the activity, their stories were read out. They had unknowingly made a story by contributing their individual lines. The learners participated actively in this activity as they were curious to know what will happen in the end. The elements of unpredictability added to the level of involvement and curiosity, hence chances of learning.

As a follow up activity the learners were given a task of writing a story. The teacher provided them a guideline to write a story. They were asked to think of a character, describe him/her, give him/her a problem and solve the problem at the end. The learners came up with interestingly creative stories.

**3.5.10 Resolving Ambiguities**

This activity was designed to help the learners realise that translation helps resolving ambiguous sentences.

**Objectives**

1. To enable the learners in reading ambiguous sentences and comprehending them
2. To give the learners an understanding of translation process and how it helps in making ambiguous sentences simpler

**Materials:** A list of ambiguous sentences (Appendix: 3J)

**Some Sample Ambiguous Sentences**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>We saw a boy with a book that had no jacket.</td>
</tr>
<tr>
<td>2.</td>
<td>Biting dogs can be bothersome.</td>
</tr>
<tr>
<td>3.</td>
<td>It’s too hot to eat.</td>
</tr>
<tr>
<td>4.</td>
<td>John broke the glass panes with his little sister.</td>
</tr>
<tr>
<td>5.</td>
<td>He killed a sparrow with a gun which was eating crumbs.</td>
</tr>
</tbody>
</table>

**Procedure**

1. The learners were divided into pairs.

2. Each pair got a list of ambiguous sentences.

3. The teacher instructed them to read those sentences carefully and discuss them with their respective partner.

4. The learners were then asked to translate those sentences.

5. The learners were instructed to notice the difference in the meaning of those sentences after translating them.

6. The teacher then encouraged the learners to reframe those ambiguous sentences into meaningful sentences.
Observations

The learners found the ambiguous sentences very funny and had fun carrying out this activity. The teacher explained them the importance of translation as to how it can help in understanding the actual meaning of an ambiguous sentence after it is translated. The learners realised that the process of translation helps in making the complicated sentences easy to understand.

3.5.11 Translating and Comparing one’s Translation with an Expert’s Version

This activity was carried out to provide the learners a better perception of literature through the medium of translation.

Objectives

1. To translate thoughts by Tagore from English into Gujarati

2. To help the learners understand the skills and degree of finesse in translation by comparing their own translation with the translations of a veteran translator.

Materials: Some thoughts by Tagore in English given in તણખલાં by Jayant Meghani

(Appendix: 3K)

Some Sample Thoughts by Rabindranath Tagore

<table>
<thead>
<tr>
<th>Thoughts by Rabindranath Tagore</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hills are like shouts of children who,</td>
</tr>
<tr>
<td>Raise their arms, trying to reach the stars.</td>
</tr>
</tbody>
</table>
Procedure

1. Learners got quotations written by Tagore in English.
2. They translated them into Gujarati.
3. The teacher read out the translation of these quotations by a Gujarati poet, Jayant Meghani.
4. Learners compared their translations with the ones translated by Jayant Meghani.
5. Learners noticed the difference and tried to improve upon their translations.

Observations

The researcher observed here that the students were able to understand the creativity of Meghani’s translation and they also developed their vocabulary, proficiency and expressions in the process of translation. This activity also helped in providing a better perception of literature to the learners.
3.5.12 Writing Central Idea of a Poem and Translating It

This activity was designed to give the learners a glimpse into the world of poetry and help them feel the thoughts, emotions of the poet behind writing a poem and translate those thoughts in another language.

Objectives

1. To enable the learners to read a poem and understand it
2. To help the learners in translating a poem

Materials: A Gujarati poem by Bharat Trivedi (અખાંદઆનંદ)(Akhand Aanand)

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Procedure

1. The learners were divided into groups.
2. Each group got a poem by Bharat Trivedi in Gujarati.
3. The learners were instructed to read the poem carefully and write the central idea of it.
4. The teacher encouraged them to then translate that poem in such a way that the mood of the poem is reflected in the translation.
5. The learners were also instructed to maintain the rhyme and scheme of the poem.

Observations

Translating a poem is difficult as poetry is a highly developed form of communications consisting of subtleties, allusions and suggestions. The teacher observed that learners were completely involved in this activity. Most of the learners could guess the gist of the poem and the meaning it wanted to convey and so, they were able to write the central idea of the poem easily. It was observed that the learners did not face much difficulty in translating the poem as they did while translating shaayaris earlier. Translating a poem was a challenging process for them but as it was a group activity a lot of discussions took place while looking for the rhyming words that could be equivalent to the ones in the original poem.

3.5.13 Translating a Poem and Answering Questions

This activity made the learners realise the requirement of understanding the mood of the poem through use of specific words and enabled them to understand the emotions of the poet.

Objectives

1. To read a poem and comprehend its essence
2. To translate the poem
3. To answer the questions based on the poem
**Materials:** a worksheet with a poem and questions based on the poem (Appendix: 3L)

**Procedure**

1. Learners worked in pairs.
2. They read the poem carefully and translated it.
3. They read the questions and answered them.

**Observations**

In this activity the learners’ interpretative and communicative powers came to the fore. Since translation requires going beyond textual reading, in this activity, the learners realised the need to understand the mood of the poem through particular words. They worked in pairs. Translating the poem helped them understand it in a better way. This was evident from the fact that they were easily able to answer the questions and participate in the discussion. After going through the answers, the researcher observed that they had gained a remarkable ease with the language. They had answered the questions in a grammatically correct manner.

**3.5.14 Looking for Equivalents of Difficult Words and Framing Sentences from Them**

This activity enabled the learners in using a dictionary to look for appropriate meaning. The learners discovered many words in English as well as Gujarati and formed sentences using them.

**Objectives**

1. To acquaint the learners with using dictionary and the resources available to them
2. To enable the learners in looking for exact equivalents of some difficult words
3. To help them frame sentences using those words

**Materials:** A list of difficult words in Gujarati and English (Appendix: 3M)

### Some Sample Difficult Words in Gujarati and English

<table>
<thead>
<tr>
<th>English</th>
<th>Gujarati</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>સંકલ્પના</td>
</tr>
<tr>
<td>Spiritual</td>
<td>આધ્ર્યલિખ ં</td>
</tr>
<tr>
<td>Noble</td>
<td>ઉદ્ધકિત</td>
</tr>
<tr>
<td>Development</td>
<td>ઉદ્ધકિત</td>
</tr>
<tr>
<td>Adjustment</td>
<td>સાંકુચિતન</td>
</tr>
</tbody>
</table>

**Procedure**

1. The teacher spoke some difficult words in English and asked the students to give their Gujarati equivalents for example, short lived, momentary, long-lasting etc.

2. The teacher then spoke some difficult words in Gujarati and asked the learners to give their English equivalents for example, અનેકરાંગી anekrangi multicoloured, સ્વરપેટી svarpeti voicebox, જીવનશૈલી jivanshailee lifestyle etc.

3. After this the learners were divided into pairs.
4. Each pair got a list of difficult words in English and a list of difficult words in Gujarati.

5. The learners were asked to find the exact equivalent of those words from a Gujarati to English and English to Gujarati dictionary.

Observations

The learners were found engrossed in this activity as it required them to make use of the recourses available to them such as a dictionary. At this stage the learners had enriched their vocabulary in both the languages up to a large extent hence, they felt good when they did not have to struggle much in looking for the equivalent of the words they knew. Learners get motivated if they know that the solutions to their problems are with them and thus, here too they were actively participating. This activity required them to work in pairs which helped them to make discussions, give and get opinions while executing the given task. Apart from the difficult words learners were also encouraged by the teacher to discuss some words whose equivalent is difficult to be found in another language. For example, घसघसाट ghasghasaat, फडफडाट fadfadaat etc. repetition of words are found only in Gujarati such as चालता chaltaa, रमता ramataa, बोलता boltaa etc. learners thought of their equivalents in English which was quite impossible to get so then they tried to use the words that would mean the same for example, talking on and on, walking continuously etc.

3.5.15 Using Phrasal Verbs and Idioms

The purpose of this activity was to make the learners aware of various idioms and phrasal verbs used in English. In this activity they found the equivalent of these phrases and idioms and used them to make sentences.

Objectives

1. To learn phrasal verbs in English
2. To learn using idioms in English.

3. To frame sentences by using these phrasal verbs / idioms.

**Materials:** A list of phrasal verbs and idioms, phrasal-verb worksheet (Appendix: 3N, O & P)

**Some Sample Idioms**

1. To Know something inside out
2. To give someone a hand
3. Now and then
4. On the dot
5. To keep one’s fingers crossed

**Some Sample Phrasal Verbs**

1. To look forward to/ after/into/for/out/through
2. To give in/up/away
3. To take up/ away
4. To get away/ into/ through
5. To call out/ up/ for
Procedure

1. The learners were first given a list of idioms in English.
2. They tried to understand the idioms by looking for their equivalents in Gujarati.
3. They framed sentences using those idioms in English.
4. The same way the learners got a list of phrasal verbs, tried to understand their meanings in Gujarati and framed sentences using those phrasal verbs.
5. They completed a worksheet wherein they were required to fill in the blanks by choosing the correct phrasal verb.

Observations

The researcher observed that the learners found this activity interesting and came up with many examples of using phrasal verbs as well as idioms in meaningful sentences. They understood the fact that in spoken as well as written English use of appropriate phrasal verbs would enhance their language and would make it more effective and expressive, too. As a follow-up, they completed a worksheet that had a story with some blanks. Phrasal verbs were used wrongly. Learners had to write the correct phrasal verb in the blank and complete the story.

3.5.16 Framing Questions

In this activity the learners were instructed to translate a sentence given by the teacher into English and form questions for that sentence. It allowed them to practice formation of questions.

Objectives

1. To translate a sentence into English
2. To form Wh type as well as inversion type questions
Materials: Blank pages

Procedure

1. The learners were given a sentence in Gujarati such as "मोहन अने मीरा तेमनी मुलाकातने यादगार बनावा माटे सोमवारे मंगल पर मल्या हता।” “Mohan ane Meera temni mulakat ne yaadgaar banaavavaa maate somvaare mangal par malya hataa.”

2. They were asked to give English names to the names mentioned in the sentence.

3. The class was into groups and each group had to form as many questions as they could from that sentence.

   i. Who met whom?

   ii. Why did they meet?

   iii. When did they meet?

4. They were given 15 minutes to form questions.

5. The target was for each group to form as many questions as they could. So, the group that had made the maximum number of correct questions, won.

Observations

The researcher observed that the learners participated actively in this activity and were very excited to form more and more questions in order to win at the end. They requested the researcher to do this activity again. So she gave them some more sentences in different tenses such as The world is a big round ball (present tense), The birds are flying high in the blue wide sky (present continuous tense), The children will become like their parents when they grow up (future tense) etc. She observed that if an activity is conducted in the form of a game, the learners get motivated easily. This activity made the learners practice forming questions in many different ways.
### 3.5.17 Strip Story

This activity challenged the learners to arrange some randomly given sentences in a sequential order to form a story. It also helped the researcher to measure the reading proficiency of the learners.

#### Objectives

1. To read the sentences in English with a view to see the link among them
2. To arrange the randomly given sentences in an order to form a story
3. To translate those sentences into Gujarati

#### Materials: sentence-strips (Appendix: 3Q)

**Strip Story**

<table>
<thead>
<tr>
<th>WHAT GOES AROUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was a poor Scottish farmer called Fleming.</td>
</tr>
<tr>
<td>One day, while working, he heard a cry for help from nearby farm.</td>
</tr>
<tr>
<td>He ran to see who it was, and saw a terrified little boy up to his waist in black muck.</td>
</tr>
<tr>
<td>Farmer Fleming saved the lad.</td>
</tr>
<tr>
<td>The next day, a fancy carriage drove up to the spare cottage of the farmer.</td>
</tr>
</tbody>
</table>
An elegantly dressed nobleman stepped out and introduced himself as the father of the boy that the farmer had saved.

“I want to repay you” said the nobleman.

“I can’t accept payment for what I did,” replied the farmer at that moment, the farmer’s own son joined him.

“Is that your son?” the nobleman asked

When the farmer replied affirmative, the nobleman offered to give the boy a good education.

“If the lad is anything like his father, he’ll grow to be a man you can be proud of”.

Farmer Fleming’s son graduated from St.Mary’s Hospital Medical School in London, and became known the world over as Sir Alexander Fleming, the discoverer of penicillin.

Years later, the nobleman’s son was stricken with pneumonia. What saved him? Penicillin.
Procedure

1. The class were divided into groups.
2. The groups were given randomly arranged sentence-strips of a story.
3. They translated them into Gujarati.
4. They arranged those sentences in order to form a story as soon as they could.
5. The group that finished first and succeeded in forming the story, won.

Observations

The researcher observed that the activity provided an opportunity to the students to use language through discussion about what each sentence meant, what were the indicators of links among them, what was the story about, etc. Since the activity had led to a great deal of discussion, there was clarity leading to facility in language use. The students were later able to translate the story quickly. As in the earlier activity ‘Asking Questions’, in this activity also the learners were eager to finish fast as they wanted to win. This activity created a competition among learners and motivated them to give their best.

3.5.18 Recipes (Role play)

This activity enabled the learners in increasing their vocabulary related to cooking and culinary art: names for different ingredients, vessels, tastes, recipes etc. It also added to their knowledge about different recipes across the world.

Objectives

1. To enhance learners’ vocabulary
2. To help learners in describing a procedure for preparing a dish
3. To develop learners’ confidence to speak publicly
**Materials:** Recipe-cards (Appendix: 3R)

**A Recipe**

<table>
<thead>
<tr>
<th>Mayonnaise</th>
</tr>
</thead>
<tbody>
<tr>
<td>No cooking required</td>
</tr>
<tr>
<td>Ingredients you will need:</td>
</tr>
<tr>
<td>1 egg yolk, 1 dessert spoon vinegar, a pinch of salt, pepper mustard, 1 dessert spoon warm water and 4 tablespoons ¼ pint oil</td>
</tr>
</tbody>
</table>

1. Put the egg yolk and seasonings into a basin.

2. Gradually beat the mixture, drop by drop, stirring all the time until the mixture is thick. When you find it creamy, stop adding oil, for too much will make the mixture curdle.

3. Add vinegar to it and beat the mixture gradually, then add warm water and beat for some time.

4. Use when fresh.

If using an electric blender, put egg, seasoning and vinegar into goblets. Switch on the blender for a few seconds and then pour oil in the mayonnaise steadily.
A Recipe

### Aalu Paratha

<table>
<thead>
<tr>
<th>Gujarati</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>અલુ પરોઠા</td>
<td>Aalu Paratha</td>
</tr>
</tbody>
</table>

**Ingredients:** 500 grams bataka, 250 grams ghan, 250 grams tel, 50 grams leela masala

- Boil the bataka, then pour it into the pan.

- Pick up the maize flour. Add 1/2 cup of water, 1/2 cup of salt, 1/2 cup of leela powder, and a little water of the pan and knead it well.

- When it is ready, add one cup of salt and mix it with the dough. Make the dough into a ball.

- Knead the dough and add a little water to the dough.

- Using a few drops of oil, heat the oil and add the hing and water to the dough.

- When the dough is warm, add a little water to the dough.

- Add a little water to the dough and knead it well.

- Add a little water to the dough and knead it well.

- To make paratha, knead the dough and add a little water to the dough.

- Add a little water to the dough and knead it well.

- Add a little water to the dough and knead it well.

- To make paratha, knead the dough and add a little water to the dough.

- Bake the aalu paratha.

---

**Procedure**

1. Learners were divided into groups.

2. Some groups got a recipe written in Gujarati and some others in English.

3. They translated that recipe accordingly.

4. The groups were dispersed.
5. Again pairs were formed and they were asked to make their own recipe.

6. The pairs were asked to come forward and enact a cookery show.

7. One learner became the host and another, a chef.

Observations

The researcher noticed that though the students had improved in their grammar and efficiency of language they lacked enough vocabulary for this activity. They were helped by the teacher to find the exact substitutes or relevant substitutes wherever required. In the cookery show activity they were not supposed to read but speak and all the students were able to speak well. They spoke without hesitation and a great deal of confidence. For example, while translating the recipe of pizza learners could not find appropriate substitute for the pizza bread but with the help of the researcher they used ‘રોટલો’ ‘rotlo’. Most of the learners did not know the English words for some of the utensils used in their daily routine: ‘સાણસી’ ‘saansi’ that is ‘a pair of tongs’ and certain tastes such as: ‘કારડુ’ ‘khoru’ that is ‘rancid’. Learners wrote the script for the cookery show in English. They were not supposed to read out the script but to talk to people communicating with them as if on a live TV show. Most of them made the presentations without too many hesitation pauses and errors of language use. The best part was their joyous involvement and a higher level of confidence.

The tasks on translation helped the learners make use of the English language while communicating with each other in more realistic situations than what generally happens in the classrooms. They got aware of different cultures while discussing different languages. A variety of skills were integrated in the tasks. The learners were able to practice and develop those skills in a meaningful framework. As translators, the learners were required to coin some linguistic expression, look for more options to make it sound creative, understand and interpret the signals encoded in the source language. Having decoded the signals from the source language, they were then challenged to encode the meaning into the target language. Thus, translation became an intellectually and semantically challenging process for the learners.
3.5.19 Translating a Dialogue (Role Play)

This activity was designed to help the learners form dialogues and enable them to enact a role-play.

Objectives

1. To enable the learners to translate a conversation into English
2. To help the learners in writing and enacting a role-play

Materials: A short story named ‘पहाड़नी वातां’ by an anonymous author.

पहाड़नी वातां

एक पुत्र अने तेना पिता पहाड़ पर चढ़ा. पहाड़ पर यातायात यातायात अफानक ते पुत्र पड़ी गयो. तेने वागतां ज ते थीस पारी ठहरो, “आहहहहह....”

तेना आश्वय वर्ये तेसे पोतानोज अवाज पहाड़मां क्षाक कुरी ने करी सांभ्यो, “आहहह......”

उत्सुकताथी तेसे पुष्यूं, “तुं कोण छे?”

तेसे जवाबमा सांभ्यूं, “तुं कोण छे?”

जवाब सांभ्यूं ने गुस्सा मा ते बोली ठहरो, “कावर!”

तेसे तरत ज जवाब मेलयो, “कावर!”

तेसे तेना पितानी सामे जेताय पुष्यूं, “आ शुं आली रहूं छे?”

पिता भे स्मृत हुकबावता हहूं, “नेटा, ध्यान हे.”
અને પછી પિતાયેની પહાડ તરફ જોતા મોટી ભૂમ પાડી, "મને તું ગમે છે.

"અજાણ્રા અવાજએ જવાબમાં કહું, "મને તું ગમે છે.

કુરી પેલા પિતા શું ભૂમ પાડતા કહું, "તું એક વિજેતા છુ.

"અજાણ્રા અવાજએ કુરી જવાબમાં હશેલાવ્યું, "તું એક વિજેતા છુ.

છોકરો નવાય પામ્ર્ો પાછ કચી સમજ ન શકો.

"લોકે આને પડ્યું છે છે, પાછ વાસ્તવમાં તો આજ જીવન છે. એ તમને તમે જે કાં પાછ બોલી કરે તે પાછ વાળી આડું છે. આપણું જીવન એ આપણું કાયોનું પ્રતિબિંબ છે. શે તમારે જગતમાં વધુ પ્રેમ જેષ્ટીઓ હોવી તે તમારા હિંદધમાં વધુ પ્રેમ હવેન થાવો. જે તમારી દોડકીમાં તમારે વધુ પ્રીતિએટા જેષ્ટીઓ હોવી તે તમારી પ્રીતિએટા વધેશી. એ સંઘભ જીવનનાં એક પાસ્યાં ઉપયોગી લાગ્ય છે. જીવનને તમે જે આપું છે તે સંપાંદું બહાલો તે તમને વાળી આપેશો."

"તમારું જીવન એ એક અકસ્માત નથી તે તો તમારું જીવન પ્રતિબિંબ છે."

- અનામી લેખક

**Procedure**

1. The learners worked in groups.

2. Each group got a written conversation in English.

3. The teacher instructed the learners to translate that conversation into Gujarati.

4. The learners translated the conversation and readout their translations to the class.

5. A follow up activity was carried out wherein the learners chose a topic, wrote a conversation based on it and enacted that in form of a role-play.
Observations

The teacher observed that the learners read the text given to them carefully and while translating had a great deal of discussion among themselves. They observed the structure of framing dialogues carefully and tried to use that in the dialogues they wrote. The learners had performed a role-play in the previous activity where they enacted a cookery show. Thus, they seemed to be comfortable in executing this task. They had developed an ease for the language at this stage and showed their willingness to bring out their best. Each group translated the conversation which helped them to write their own. The learners came up with interesting topics like a conversation between two old friends meeting after 10 years, a son asking for permission from his father to allow him to study abroad, and so on. This activity enhanced the learners’ speaking skills and gave them an opportunity to express their creativity. Here, they thought of their own topic, wrote their own conversations and enacted them confidently in front of the entire class. In short they were on their own.

3.6 The Sample for the Tryout

This being an experimental study, a group of learners was needed for the tryout of the materials prepared by the researcher. Hence, on the ground of convenience, the sample was chosen from C.U Shah Arts College, Ahmedabad. All the 40 learners of T.Y.B.A majoring in English Literature were approached, out of which 26 learners were selected for the course. Thus, 26 learners were available for the experiment and data collection.

Among a few had experienced a rich exposure to English earlier. These were the learners who had studied at English medium schools. There were a few others who had tried to learn English by attending spoken English classes. There also were some who had tried to learn English on their own by reading books available in the market, but were not very happy about it.
3.6.1 The Tryout (The Experiment)

- A pre-test was conducted among the learners of the experimental group before commencing the course.

- In the pre-test the learners’ language skills were assessed in terms of comprehension, usage of grammar, vocabulary etc.

- A different but similar set of questions was placed in the post-test wherein the learners were required to undertake translation.

- The components of the course included poems, proverbs, letters etc.

- The teaching involved three classes a week for one hour from 3rd August to 3rd October, 2009.

- In all, 30 sessions were conducted spread over two months.

3.6.2 Feedback Instrument

For close observation of the programme, a structured questionnaire (Appendix: 5) was designed including questions about the activities in the tryout, things they gained, role of the teacher etc. These questions addressed the following parameters.

- Sections that interested learners the most

- Activities leading to creative thinking

- Role of the teacher during the sessions

- Learners’ views and suggestions for such courses
3.6.3 Teaching Strategies used for the Experimental Group

The prime aim of the experimental sessions was to provide learners with an opportunity to communicate in English according to their knowledge for using English in different situations. To make this possible the researcher tried to make the learners feel comfortable in sharing their views and ideas.

The teaching strategies used for the experimental group were as follows.

i. Focus on Participation rather than Production

The objective of all the tasks was to develop communicative competence of the learners. Emphasis was laid on active participation of the learners in all the activities that were carried out. The learners were asked to concentrate on discussing tasks, exchanging ideas, helping each other and involve interestingly. The learners were encouraged to use every means at their disposal to understand. The activities being that of translation the learners were required to make use of all three languages English, Gujarati and Hindi. Still, they were encouraged to make use of English to communicate among themselves but without any pressure.

ii. An Informal Environment in the Class

An informal atmosphere was maintained throughout the trying out of the course. Learners were free to communicate with the instructor as well as their fellow learners. Attention was not paid on the finer aspects of language but on the process of translation to make it an intellectually challenging process for the learners.

iii. The Teacher’s Role

The teacher’s role was to initiate the communication process among the participants in the class through various activities. She tried to encourage the learners to communicate more and more. During discussions the teacher went to each group to make sure equal participation of the learners. She helped the learners wherever required by giving them clues and trying to elicit answers from them. Whenever information gaps were noticed she motivated the learners to
bridge them in proper manner. She intended to make the learners feel comfortable by giving them a hand when needed without interfering in the activities.

iv. Use of Creative Translation Tasks

The translation procedure adopted for teaching the experimental group. The syllabus of the course was designed in such a way that the learners can move systematically in the process of translation to eventually develop their proficiency in English. The learners were given an opportunity to translate texts and practice exercises that catered to various language functions. The researcher chose this medium to help the learners not only in gaining command over creative translation but also in learning a language and developing competence in it. The process of translation added one more stage of interpretation. The translator is constantly required to take on the task of examining the words, structures, emotional and cultural contexts of the source text in order to discover its meaning, before recreating it in the natural form of the receptor language. Since people have different experiences, aspirations and expectations they create different pictures and meanings. Moreover, far from a mere parasitic act upon the original text, translation is essentially creative. The meaning of the social text has to be understood, that is psychological as well as social event. In unravelling the possible meanings of a literary work, one engages in an exercise which invariably induces one to make inferences, formulate ideas, and analyse a text closely for evidence, all of which activities contribute to sharpening one's critical faculty.

v. Use of Pair and Group work

Activities like ‘translating a letter’ and ‘exercise based on a poem’ required learners to work in pairs. Working in pairs gave confidence to the learners in sharing their ideas and views with their respective partner. Activities like ‘forming questions’ and ‘arranging a strip story’ required the learners to work in groups. Working in groups enabled the learners in making team efforts and also provided a comfortable atmosphere to them. This gave an opportunity to the learners to make use of language for expressing their feelings, ideas, information, opinions etc.
3.7 Preparation of Pre-test and Post-test

The primary objective of this study, as mentioned earlier, is to develop communicative competence of learners through translation. In order to measure the progress of learners, increasing proficiency of the learners in English and effectiveness of the course a pre-test and a post-test were conducted.

3.7.1 Description of the Tests

The Pre-test paper included comprehension, arranging sentences in order, answering questions, choosing correct answer etc. The paper carried 50 marks.

Based on the activities and the tasks the learners performed during the course, a post-test paper was designed. This paper included a few questions on translation, comparison and creative writing. The paper carried 50 marks.

3.7.2 Administering Tests

Before administering the tests on learners, the researcher gave them an orientation about the basic components of the test-paper, objectives of the experimentation and asked them to prepare accordingly. The pre-test was administered on the learners before beginning with the course. Learners answered the test in 1hr 30minutes.

The researcher advised them to feel comfortable in asking questions as and when required to understand the instruction in the test paper. Researcher assured the learners that this is just an aptitude test and thus, they need not worry about the results and perform according to their ability. After the completion of the pre-test, answer papers were assessed and marks were given to the learners. Only a few major errors were discussed and minor errors were avoided. The learners had done reasonably good, yet their problem areas also came forth with the result of this paper.

Post-test was administered after the completion of the course. Before the conduction of post-test learners were informed about it and the components it carried. The post-test mainly consisted of the questions based on the materials of the course. The answer sheets of these
learners were evaluated and results were drawn. The results of the pre-test and post-test were compared, analysed and interpreted. Throughout the research observations were made, a report was prepared on the basis of the pre-test, trying out of materials, observation and post-test to verify whether the learners have gained significantly by taking up this course.

3.8 Conclusion

This chapter mainly discusses the various experimental strategies used in the present study Objectives of the experiment have been enumerated. Samples of the activities have been illustrated. The overall objective of undertaking this research study, viz., testing the hypotheses has been stated. Later on, she has stated specific objectives, such as, to design a pre-test, to determine and select learners who have low proficiency in English, to introduce translation-based activities to promote developing communicative competence in English as a second language, and so on. The course was conducted by the researcher herself on the selected group of learners. Towards the end are given a detailed explanation of the construction and administration of the tests.

*Many critics, no defenders, translators have but two regrets: when we hit, no one remembers, when we miss, no one forgets.*

*Anonymous*