

Methodologies of Translation

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Abstract: This study mainly named to find the significant difference between various methodologies that should be used in translation methods. In this paper we would like to discuss details about the various definitions on methodologies of teaching. Some explanations given about translations are Relationship between methodology, theory, paradigm, algorithm and method, Two Dimension in Methodological teaching, Methodology in Translation. I would like to conclude that students should not be asked for rote memorization but to always look for new methods that have more significant tasks, which are suggestive and informative

I. Definition Of Methodology

According to **Polit and Hungler** (2004:233), methodology refers to ways of obtaining, organising and analysing data. According to **Karfman** as cited in Mouton & Marais 1996:16 Methodology in research can be considered to be the theory of correct scientific decisions. Therefore the research approach was qualitative In his study methodology refers to how the research was done and its logical sequence.

According to **Mouton** (1996:35) describes methodology as the means or methods of doing something. According to **Burns and Grove** (2003:488), methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study. According to Henning (2004:36) describes methodology as coherent group of methods that complement one another and that have the ability to fit to deliver data and findings that will reflect the research question and suit the researcher purpose. According to **Holloway** (2005:293), methodology means a framework of theories and principles on which methods and procedures are based. Methodologies differ according to each vertical in translation:

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques

A methodology does not set out to provide solutions - it is, therefore, not the same as a method. Instead, a methodology offers the theoretical underpinning for understanding which method, set of methods, or best practices can be applied to specific case, for example, to calculate a specific result.

It has been defined also as follows:

- The analysis of the principles of methods, rules, and postulates employed by a discipline
- The systematic study of methods that are, can be, or have been applied within a discipline
- The study or description of methods

II. Some Explanation Given About Translations Are

A system of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline. Unlike an algorithm, a methodology is not a formula but a set of practices

Translation studies are an academic interdisciplinary dealing with the systematic study of the theory, description and application of translation, interpreting, and localization. As an interdisciplinary, Translation Studies borrows much from the various fields of study that support translation. These include comparative literature, computer science, history linguistics philosophy semiotics, and terminology.

III. Relationship Between Methodology, Theory, Paradigm, Algorithm And Method

The methodology is the general research strategy that outlines the way in which research is to be undertaken and among other things, identifies the methods to be used in it. These methods, described in the methodology, define the means or modes of data collection or, sometimes, how a specific result is to be calculated. Methodology does not define specific methods, even though much attention is given to the nature and kinds of processes to be followed in a particular procedure or to attain an objective. When proper to a study of methodology, such processes constitute a constructive generic framework, and may therefore be broken down into sub-processes, combined, or their sequence changed. A paradigm is similar to a methodology in that it is

also a constructive framework. In theoretical work, the development of paradigms satisfies most or all of the criteria for methodology an algorithm, like a paradigm, are also a type of constructive framework, meaning that the construction is a logical, rather than a physical, array of connected elements.

Any description of a means of calculation of a specific result is always a description of a method and never a description of a methodology. It is thus important to avoid using methodology as a synonym for method or body of methods. Doing this shifts it away from its true epistemological meaning and reduces it to being the procedure itself, or the set of tools, or the instruments that should have been its outcome. A methodology is the design process for carrying out research or the development of a procedure and is not in itself an instrument, or method, or procedure for doing things.

Methodology and method are not interchangeable. In recent years however, there has been a tendency to use methodology as a "pretentious substitute for the word method". Using methodology as a synonym for method or set of methods leads to confusion and misinterpretation and undermines the proper analysis that should go into designing research.

There are many supplementary topics collected together with various definitions and descriptions of methods that have been offered in the history of philosophy (including all the classic ones), to indicate the range of different conceptions and the issues that arise. There are also some remarks on related topics in methodology more generally. In most cases, abbreviated references are given; full details can be found in the different methodologies that are followed. Where there is more than passage quoted from a particular author, passages are numbered in chronological order of composition (as far as that can be determined).

The main methodologies in translation are listed below in the **chronological** order of their development:

- **Grammar Translation** – the classical method
- **Direct Method** – discovering the importance of speaking
- **Audio-lingualism** – the first modern methodology
- **Humanistic Approaches** – a range of holistic methods applied to language learning
- **Communicative Language Teaching** – the modern standard method
- **Principled Eclecticism** – fitting the method to the learner, not the learner to the method

Methodologies differ according to each vertical in translation:

The more common methods have an explanation of how they work, including the most common methodologies currently used in Communicative Language Teaching:

Method	Focus	Characteristics
Grammar Translation	Written literary texts	Translate from English into your native language
Direct Method (also called Natural Method)	Everyday spoken language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
Humanistic Approaches – 4 popular examples:		
– The Silent Way	Student interaction rather than teacher	Teacher is silent to allow student awareness of how English works
– Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
– Community Language Learning	Student interaction	Understanding of English through active student interaction
– Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

As mentioned above, the modern language teacher doesn't follow one rigid methodology, but applies the Principled Eclecticism [categorizing, selecting, and sequencing teaching /learning activities] approach – fitting the method to the learner, not vice versa. This means choosing the methodology techniques and activities

that are appropriate for each particular task, context and learner, with a focus on **motivation** and helping learners become independent and inspired to learn more.

IV. Two Dimension In Methodological Teaching

The First Dimension indicates the assumption that underlies an activity with respect to the nature of language, indicated as a dichotomy between **form and function**. In some methodologies activities largely focus on language translation as a structural system composed of forms such as phonemes (sounds), intonation patterns, morphemes (including inflectional suffixes), words, clauses, sentences, paragraphs, and turns (within a conversation). In contrast, other activities largely focus on language as a system for expressing meanings, including past time, plurality, definiteness, reference (e.g., to entities such as books and teachers, and to actions such as speaking and eating), requests, commands, apologies, questions, politeness, respect, argumentation, and narration, among many others.

The Second Dimension indicates the assumption that underlies an activity with respect to the nature of language learning, indicated as a dichotomy between construction and growth. Some activities primarily assume that language translation methodologies are a process of active construction by the learner. In other words, language translation methodologies is thought to result from the cognitive processing involved in attending to and comprehending extensive amounts of input (both written and spoken) and in attending to and producing extensive amounts of output (both in writing and speech), in the form of practice, drills, exercises, and other guided, negotiated, or corrected activities. These exercises may be either deductive or inductive, and may involve the

V. Methodology in translation

The grammar-translation method:

In this method the language is the synthesis of words arranged in sentences according to different rules of different languages. Students were supposed to learn words and grammatical rules and construct sentences based on these. The words were grouped in lists and the rules were memorized in a strict order. This system of learning a language was very rigid. Learning in this way students were not able to embrace the variety and richness of the spoken language. When the student was faced with the real spoken language, quite different from the artificially built sentences he had been accustomed to, he was at a complete loss.

The analytical methods:

The supporters of the analytical method were of the opinion that the teaching of a language should start with the written text and by its analysis to teach its words and rules. In this concept everything has to be taught by logical sequence. The text was first presented, then the grammar. First the example was given, then the rule. There was no memorization. He did not present linguistic explanations either. Instead he presented coherent texts. These texts were first discussed. A detailed analysis followed that lead to learning of words and fundamental grammatical rules. It is obvious that the ability to talk about grammar and to recite its rules is very different from the ability to speak and understand the language.

The intuitive method:

According to this method the ideas meant a real revolution in the domain of teaching languages. Concerning the method of teaching, he advocated that spiritual and emotional growth were deeply connected to each other. He proposed the intuitive method grounded on direct intuition of objects and pictures. The optic and acoustic elements, the visual and auditory stimuli, the words and images should work together. Intuitive method meant a transition from the obsolete ones to more interesting and effective ones.

Searching For New Paths

The students would follow the reading in bilingual translation. The students then were requested to divide up the text in smaller parts, then in sentences and in words and in the end in letters and sounds. This is the natural pattern to teach a foreign language in the teaching of foreign languages one must start with the auditory perception. That means the principal organ for learning is the ear and not the eye. So for the acquisition of a foreign language the best means is that of hearing and not reading. People always express themselves in sentences so the basis in the study of a language cannot be Concepts on the Methodology. Teaching of abstract grammatical rules is of no use whatever. The different grammatical categories ought to be taught by series of sentences containing the respective grammatical pattern.

Direct Method

The supporters of this method stressed the importance of acquiring the spoken language. Grammar is not the best way to teach a language. Structured lessons and conversations should be of oral method. The reading material given in class should consist of dialogues and related texts. All the descriptions and narratives

should be easy and natural also interesting. The conception that imitating the sounds and uttering the words and sentences as they are heard became far more important. A method that employed no mediation of the mother tongue took ground. The meaning of words was explained using direct intuition, representation through drawings, pictures that were associated with the foreign word.

Abstract notions were explained by paraphrasing, by synonyms or antonyms or simply by deducing the meaning from the text. Correct pronunciation was very important and grammar rules were secondary. Grammar was achieved by practice.. The direct method appeared under several names such as reform method, new method, and oral method.

VI. Conclusion

In teaching the students the actual methodologies of translation opens the mind to the knowledge of new worlds. Concerning teaching methodologies, I believe that a variety of approaches makes up the most successful practice, it assists to maintain the whole attention of the students present in class, it encourages them and offers an attractive atmosphere and diminishes anxiety, shyness, etc.. As there are many kinds of students and each of them have their own character and learning rhythms and styles it is not easy to keep everyone's attention. Some students might assimilate the information at once; others cannot do that, though. The learning style that fits one student doesn't fit another one. Also, only a few students are more willing to participate in class while most are passive participants. I would like to conclude that students should not be asked for rote memorization but to always look for new methods that have more significant tasks, which are suggestive and informative.

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