

Editorial

Translation is conventionally, but at the same time considerably an organic component of language pedagogy and proficiency development programmes. Language educators often employ translation exercises to enhance and evaluate language skills and bilingualism among their pupils. Second language teaching and learning is hard to imagine without the tangible contexts of translation. Students, who receive education in regional mediums, are not only aware of the phenomenon called translation, but they also frequently deal with it irrespective of whether they learn English as a second language or not. Language educators discourage the excessive use of translation in pedagogical practices, while language evaluators are reluctant to discard translation exercises from their toolkit. Considering the bilingual development of individuals, some scholars treat translation skills as integral, while others advocate graded proficiency without employing translation skills as criteria. A natural outcome of this unsettled debate is that professional training in translation has emerged as a crucial factor behind making successful translators. Whatever be the fact, translation has been growing as a research area in humanities. The present issue of *Translation Today* emphasizes these themes and relativises them with other aspects of translation. This issue offers the readers 9 research papers, 2 Notes, 1 book review and 2 translations. Let us have a glance at the contents.

The first paper is titled “The Efficacy and Creativity of Literal Translation: A Case of Nepali EFL Student Translators.” In this paper, Balaram Adhikari demonstrates the viability of literal translation. Analyzing 600 culture-bound and collocational expressions Balram Adhikari attempts to unearth the creative potential of literal translation which can be incorporated in translation pedagogy. The second paper titled

“A Comparative Study of Translation Errors made by Odia ESL Learners” is by Sasmita Kanungo. In this empirical research, the author studies the errors made by Odia ESL learners during direct and inverse translations. She concludes that the medium of instruction does not have a determining role in the translation errors made by Odia ESL learners. The third paper of this issue bearing the title “The Imagistic Feature of Wordplays: Exploring Lexical Blends and Their Translation from American English into Brazilian Portuguese in the Video Game Enter the Gungeon” is by Aдаuri Brezolin. In this paper, Aдаuri Brezolin discusses the word-formation and lexical blending processes by analyzing the names of creatures of the video game Enter the Gungeon. The fourth paper titled, Education and the Vernacular in the 19th Century Bengal: Translation, Print, and Standardization by Abhisek Tah argues how the translations produced by Fort William College and Serampore Missionary Press, Calcutta School Book Society and Vernacular Literature Society motivated the upper-class urban elites to shape the Bengali language representing their ethos, class hierarchy and identity. The fifth paper titled “The Importance of Discourse Analysis in Translation from Students’ Perspective” is by Abdul-Malik Saif Al-Selwi who delves into the study of discourse analysis and its importance in translation and the author recommends that the Discourse Analysis should be a part of university curricula. The sixth paper titled “Cultural and Literary Metamorphoses in Nonsense Literature – Journey from Jumblies to Papangul, Gramboolia to Grambhulia” is by Nabanita Sengupta. She discusses the challenges of translating nonsense literature by analyzing Satyajit Ray’s translation of Edward Lear’s nonsense rhymes. The seventh paper bearing the title “Examining the Grammatical Problems and Difficulties Faced by the M.A. Arabic Students in India in English to Arabic Translation” is authored by Millia Solaiman,

who analyzes the grammatical problems encountered and negotiated by M.A. Arabic students in India while translating into Arabic. The eighth paper titled Science Worksheets for Children in Regional Languages: A Translator's Perspective is by Uthra Dorairajan & Manikandan Sambasivam. They discuss various aspects of their experience of translating science worksheets to Tamil.

The ninth paper titled “Translating Form over Lexis: A Study through Select Odia Poetry in English Translation” is by Madhumita Nayak and Asima Ranjan Parhi. They discuss the dominance of form over lexical corpus that provides an acceptable rendition of text in the target language and an explicit spontaneous task-based learning of inferring new meanings to already existing words in the context of the translation of poetry.

This issue has two notes. The first one titled “Intersection of Translators' Ideology and Linguistic Context: Jayanti Dalal and Harendra Bhatt in a Comparative Framework”, is by Ashish Chavda. He does a comparative study of two Gujarati translations of George Orwell's *Animal Farm*. The second one titled, “Understanding Transliteration and Translation in The Goddess of Revenge” is by Dhanya Johnson, who studies how transliteration and translation prove to be significant in the understanding and retaining the cultural items of a Namboothiri community through the English translation of “Prathikaaradevatha”.

In the book review section, Obed Ebenezer S. offers a review of the book *When Translation Goes Digital: Case Studies and Critical Reflections* edited by Renée Desjardins, Claire Larssonneur; and Philippe Lacour. The translation section carries two translations namely Madhabananda Panda's *The Achievement of Two Friends and Naming Ceremony* translated by Pramod Kumar Das and Ashish Tripathy's *Jab Vah Gaata*

Tariq Khan

Hai, Alaap, Udasi Ka Geet and Jugalbandi translated by Neha Mishra and Ravi Kumar Rai.

For a long time, translation has served as a potential method for teaching-learning languages. This issue exemplifies that translation as a pedagogical tool should be judiciously employed and explored at all levels of education. This is a widely-recognised idea in research, but it has not received ample attention in the practice of translation and the discipline of Translation Studies. Another aspect that has been a focal area of Translation Today is the translation of children's literature and the research works associated with it. Translation Today journal concentrates not only on popular themes in the field but also on the areas that have remained unexplored, underrepresented and ignored. The technological tools employed for translation differ between developing countries and developed countries. The theoretical approaches also vary between monolingual countries to multilingual countries. India, as a plurilingual country, is undergoing a transition from a developing nation to a developed nation and it has a lot to contribute to and gain from the field of Translation Studies and related pursuits. Translation Today optimistically looks at this mutualism between the transition of India and the growth of Translation Studies. That is why Translation Today is always in quest of topics and themes that have not received due attention. Hope our esteemed readers will find this issue highly engaging as always.

Enjoy reading!

Tariq Khan
