

 <p>ISSN NO. 2320-5407</p>	<p>Journal Homepage: -www.journalijar.com</p> <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</p> <p>Article DOI:10.21474/IJAR01/21238 DOI URL: http://dx.doi.org/10.21474/IJAR01/21238</p>	 <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407</p> <p>Journal Homepage: http://www.journalijar.com Journal DOI:10.21474/IJAR01</p>
---	--	--

RESEARCH ARTICLE

EXPLORING THE USE OF TRANSLATION STRATEGIES BY ESL LEARNERS IN ENGLISH HINDI TRANSLATION

Ankita Mantri¹ and Revathi Srinivas²

1. Ph.D. Scholar, School of English Language Education, the English and Foreign Languages University, Hyderabad.
2. Department of Materials Development, Testing and Evaluation, the English and Foreign Languages University, Hyderabad.

Manuscript Info

Manuscript History

Received: 18 April 2025
Final Accepted: 21 May 2025
Published: June 2025

Key words:-

Translation, Translation Strategies, Direction, Discrete Sentences, Think Aloud

Abstract

Translation strategies can be both conscious and unconscious methods used to resolve translation challenges. While much research has explored translation strategies in professional contexts, less attention is paid to how ESL learners navigate these challenges. This study investigated the translation strategies employed by ESL students in a Hindi-medium school in Patna, Bihar, when translating sentences between English and Hindi, using Chesterman's taxonomy (2002) of translation strategies and think-aloud protocols. The findings indicate that while some strategies are applied appropriately, others reflect comprehension errors or target language deficiencies. The direction of translation significantly impacts strategy use, with fewer strategies employed in Hindi-to-English translation compared to English-to-Hindi. These insights provide directions to teachers of English in identifying difficulties faced by ESL learners in Hindi-medium schools while they translate sentences from and into English, and suggest targeted pedagogical interventions including explicit instruction in translation strategies and contrastive analysis of language structures to improve translation competence.

"© 2025 by the Author(s). Published by IJAR under CC BY 4.0. Unrestricted use allowed with credit to the author."

Introduction:-

This article explores the translation strategies used by ESL learners when translating discrete sentences between English and Hindi. It places a specific focus on strategic competence as described in the translation competence model by the PACTE group (2003), which includes bilingual, extra-linguistic, translation knowledge, psycho-physiological, and strategic sub-competences. Among these, strategic sub-competence is central to managing the translation process and compensating for weaknesses in other areas. The strategic sub-competence is defined as, "procedural knowledge to guarantee the efficiency of the translation process and solve the problems encountered. This is an essential sub-competence that affects all the others and causes inter-relations amongst them because it controls the translation process. Its functions are: (1) to plan the process and carry out the translation project (choice of the most adequate method); (2) to evaluate the process and the partial results obtained in relation to the final purpose; (3) to activate the different sub-competencies and compensate for deficiencies in them; (4) to identify

Corresponding Author:-Revathi Srinivas

Address:- Department of Materials Development, Testing and Evaluation, School of English Language Education, The English and Foreign Languages University, Hyderabad, India

translation problems and apply procedures to solve them." The term 'procedures' in the description of strategic sub-competence refer to the strategies employed by translators to solve problems encountered while translating a text. Amongst the five sub-competencies described by the PACTE group, the development of strategic sub-competence is the most pivotal for ESL learners, as this sub-competence helps compensate for probable deficiencies in the learners such as lower proficiency in the L2, lack of experience in translation, and the lack of encyclopedic knowledge.

The present study seeks to investigate the strategies employed by secondary school learners studying in a Hindi-medium school(see Appendices, section I) (Rabindra Balika Vidyalaya +2, Rajendra Nagar, Patna, Bihar, India) while translating sentences from English to Hindi and vice-versa.

Students are expected to translate sentences with different grammatical foci in their prescribed English textbook. The study sought to answer the following questions:

1. What are the most frequently used translation strategies?
2. Does the direction of translation (English to Hindi and vice versa) affect strategy selection?
3. Does the grammatical focus of a sentence influence the strategies used?

This article is organized as follows: First, we present the theoretical framework of translation strategies, focusing on Chesterman's (2002) taxonomy. Next, we review relevant literature on translation strategies and contrastive analysis of English and Hindi. We then describe our methodology, followed by the findings and discussion. Finally, we outline pedagogical implications and suggestions for future research.

Translation Strategies

A strategy in essence means a plan(s) for achieving a goal. The Cambridge Dictionary of English defines the term 'strategy' as- "a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill of planning for such situations." The Oxford Learner's Dictionary defines a strategy as, "a plan that is intended to achieve a particular purpose". Strategies can be used for the purpose of translating texts as well and various experts in the field of translation studies have attempted to define the term translation strategies (TS). These definitions are presented in the succeeding paragraph.

Krings (1986) defines translation strategies as, "A translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task." Lorsch (1991) defines a translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." Albir (2017) defines translation strategies as, "... the procedures (conscious or unconscious, verbal or non-verbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind." All these definitions emphasize that during the translation process, translation strategies can be either conscious or unconscious in the mind of a translator and that they are solution-oriented.

Among the inventories of strategies provided by various experts in the field of Translation Studies, Chesterman (2002) provides the most exhaustive inventory of translation strategies(see Appendices, section II), which is the reason his inventory has been selected by the researchers for the purpose of the study.

Review of Select Research Studies

This section describes some of the experimental studies that explore the use of translation strategies by different sets of participants such as students of translation, students of Applied Linguistics, and finally language learners. It also includes studies that undertake textual analysis of known works and online corpora and other web-based content using Chesterman's (2002) inventory of translation strategies.

Studies exploring the use of translation strategies by translation major students

Scott-Tennent et al. (2001) studied the effects of explicit training in the application of translation strategies on the quality of translations produced by undergraduate students of translation studies in a Spanish context. The authors did not mention any specific inventory of translation strategies used for the training, but the results of the t-test ($p=0.01$) revealed a significant improvement in the performance of the students as a result of the intervention.

Rabab'ah (2008) conducted a study with translation major students in the Saudi context to discover their most frequently used translation strategies while translating a descriptive text entitled 'A More Intelligent Way of Eating' from Arabic (the students' L1) to English (the students' L2). The findings of the study revealed that approximation is the most frequently used translation strategy, which accounts for 37.2 % of all the translation strategies employed by them. This is followed by the translation strategies of circumlocution (31%), message abandonment/reduction

(18.3 %) and literal translation (13.5%). Rabab'ah did not follow any particular taxonomy and instead uses inductive coding to identify the translation strategies from the translated texts.

Kozáčíková (2009) conducted an experimental study with second year and fourth year translation students to check their understanding of Chesterman's syntactic strategies. The learners were first asked to translate a text from English to their L1 and then made to identify the use of Chesterman's syntactic strategies within their own translations. The results of the study showed that the fourth-year students are more adept at identifying clause structure changes and also produced better translations compared to the second-year students.

Navidinia, et al. (2021) explored the relationship between personality traits of translation students such as neuroticism and extraversion with the use of translation strategies by administering a questionnaire to them. The findings of the study revealed that neuroticism is linked to the use of translation strategies such as modulation and adaptation, while extraversion is linked to foreignization. The next section discusses studies exploring the use of translation strategies by students of English Education program.

Studies exploring the use of translation strategies by students of English education programs

Sapta et al. (2020) administered a translation task prescribed to the fifth-semester students of the English education program at the University of Bengkulu to ascertain which TS are most frequently employed by the participants. The study revealed that borrowing is the most frequently used translation strategy by the population, which constitutes 56.61% of their total use. This is followed by omission which comprises 29.41% of their total use of translation strategies.

Wariyati, et al. (2021) administered a translation task to students of an English education program in Universitas Muslim Nusantara Al-Washliyah, Indonesia, to understand their most frequently used translation strategies. The results of the analysis of the target text showed that borrowing is the most frequently used translation strategy constituting 30% of the total use of translation strategies by the participants. The second most used translation strategy was transposition (26.7%), followed by literal translation (16.7%).

Studies examining translation strategies use within online corpora, other web-based content and translations of known literary works

Branco (2011) analysed the Brazilian-Portuguese translations of 43 online journalistic reports with a common theme and originally written in English using Chesterman's inventory of translation strategies. The analysis revealed literal translation to be the most commonly used translation strategy followed by the use of synonyms, information change, interpersonal change, and finally explicitness change. The analysis also revealed that the reports found on the BBC website had more dynamic translations

Sabrina (2021) studied the Indonesian translation of J.K Rowling's original work in English 'The Wizard and the Hopping Pot' using Chesterman's inventory of translation strategies. The analysis of the target text reveals the predominant use of nine translation strategies namely, transposition, unit shift, cohesion change, scheme change, distribution change, hyponymy explicitness change, information change, and coherence change.

Latief, et al. (2022) analysed the translation of an Indonesian university website using Chesterman's inventory of translation strategies. The findings of the study reveal that the translated website makes ample use of the syntactic strategies as compared to semantic and pragmatic strategies. The most frequently used translation strategy was literal translation with the authors finding 44 instances of its use in the target text. The second most frequently used translation strategy was loan and calque, with the authors finding 17 examples of its use on the translated website.

Studies exploring the use of translation strategies by language learners

Inoue & Molina (2011) conducted a study with Japanese ESL learners in the American context. The findings of the study revealed that while translating culture-specific Japanese expressions into English, students used the translation strategies of conformation, elimination, literal translation, and bicultural translation. Elimination is when the learners completely omit the culture-specific expression from the original statement while translating. Conformation is when the learners use those expressions which conform with the culture of the target language and therefore do not carry the cultural meaning of the source language expression. Bicultural transformation strategy, on the other hand, is defined by Molina & Inoue (2011) as a strategy, "... in which the students bridged different contextual and epistemological demands of the two languages in conveying the meanings successfully." In other words, some

students through this strategy were able to successfully preserve the cultural meaning of the source language expression in their translation. This study, however, did not include any intervention in the form of training the students in the use of translation strategies.

Other Studies

Studies such as those of Yulita (2021) in the Indonesian context, 'The correlation of English proficiency level and translation strategies used by Indonesian EFL learners', Shahrom, et al (2018) in the Malaysian context titled 'Translation Strategies in Foreign Language Learning at Universiti Putra Malaysia', Asgarian and Vefali (2014) in the Iranian context named 'How Do English Translation Majors Use Translation Strategies: A Survey of the Iranian EFL Context', which while they claim to explore and understand the use of translation strategies by language learners, in actuality investigate learners' beliefs about and attitudes towards the use of translation as a language learning strategy, through the use of Liao's (2006) inventory of beliefs about translation. These studies do not have within their purview the different syntactic, semantic and pragmatic strategies that language learners make use of consciously or unconsciously while translating a text from their L1 to English and vice-versa.

Mirbazel and Arimandi (2018) in their study 'The Effect of English Teachers' Code-Switching and Translation Strategies on the Enhancement of Iranian EFL Junior Secondary Program Students' use translation strategies as a pedagogical tool for enhancing the general language learning processes of the learners. The study, despite being interventionist in nature, does not elaborate on the actual intervention carried out in the classroom, and does not specify the nature of language tasks used for assessing improvement in the learners' performance after the intervention, though the findings reveal that the learners taught through the use of translation strategies outperform the control group (which received no intervention) and the other experimental group which received instruction through the use of code-switching strategies.

Despite the growing body of literature on translation strategies, Chesterman's taxonomy has received limited critical examination in the context of ESL learners. One limitation of applying this taxonomy to young language learners is that it was originally designed for professional translators rather than language learners with developing proficiency. This presents challenges when analysing strategies that might be employed unconsciously or as a result of language limitations rather than deliberate translation choices. Our study aims to address this gap by examining how this taxonomy applies specifically to ESL learners in Hindi medium schools.

Studies on Contrastive Analysis of English and Hindi

Understanding the structural differences between English and Hindi provides essential context for analysing the translation strategies employed by learners. Several studies have examined these contrastive elements, which directly impact translation decisions.

Prematilake (2022) studied the differences in the structures of noun phrases in English and Hindi by comparing academic texts prescribed for a Bachelor's program in Hindi with their English translations. Through the study, it was established that Hindi does not make use of modifiers after the noun as opposed to English, which can have modifiers both before and after the noun within the noun phrase. Similarly, Kumar and Thakur (2024) discussed the differences in the verb-particle constructions in English and Hindi, especially using the particle 'up' with the help of sample English sentences collected from British National Corpus. The findings of the study revealed that Hindi does not have verb and particle constructions in the same way that English does. For English verb-particle constructions that use the particle 'up' in a spatial-directional sense, the Hindi equivalents occur in the form of a simple verb. The authors provided the following example to substantiate the point. The sentence- He bent down to pick up his bucket, is translated into Hindi as वह अपनी बाल्टी उठाने के नीचे झुका। (Vah apnibaltiuthaneke neechejhuka- Translation: He bent down to pick up his bucket). In this example, pick up is translated using the simple verb उठाने (uthane). The aspectual-completive sense of the particle 'up' as reflected in phrasal verbs such as 'soak-up', 'drink up', etc. is conveyed in Hindi using compound-verb constructions such as 'सोखलिया'(sonkhliya), 'पीलिया'(pi liya).

These contrastive analyses between English and Hindi necessitate specific translation strategies to bridge structural and semantic gaps. The structural differences identified in these studies directly influence the translation decisions made by ESL learners, particularly in their use of clause structure changes and other syntactic transformations that form a significant part of our findings. Understanding these linguistic differences provides a crucial foundation for interpreting why certain strategies are employed more frequently than others. Based on the review of the studies

discussed above, a mixed-methods approach to research design was adopted for the present study, the details of which are provided in the succeeding section.

Methodology:-

Research Setting and Participants

The study was conducted in a state board school named Rabindra Balika +2 Vidyalaya in Patna, Bihar, India, where Hindi is the primary medium of instruction. State board schools in Bihar use Hindi as the medium of instruction, hence, 'State board schools' and 'Hindi-medium schools' in this context are used synonymously. Approximately thirty-five students from Class IX, aged between 13 and 14, were engaged in the study. Learners in a State board school of Bihar would have approximately eight years of exposure to learning English in a formal context as English is introduced as a subject from Class I. Consent was obtained from the participants before they participated in the study.

Data Collection Instruments:-

Before commencing the sessions, the researchers administered a questionnaire to identify

- a) issues faced by students while translating sentences from English to Hindi and vice-versa,
- b) strategies by students to address problems encountered while translating sentences from English to Hindi and vice-versa, and
- c) problems faced while performing reading and writing tasks in English and Hindi (since they could potentially impact their performance in translation tasks).

Informal interviews with teachers of English in the school revealed that students found translating sentences focusing on the second conditional clause and the restrictive-relative clauses to be the most difficult. Students first translated sentences focusing on the simple present tense, infinitives, and modals and then translated sentences focusing on the second conditional clause and the restrictive-relative clause. After obtaining a thorough understanding of the pedagogical situation in which translation was taught in this State Board-run school, the researchers further analysed translation tasks in the prescribed textbook. Based on the analysis, the researchers developed 30 sentences (15 in English and 15 in Hindi) focusing on specific grammatical structures: the simple present tense, infinitives, second conditional clauses, restrictive relative clauses, and modals. Participants were then asked to translate sentences from Hindi to English and vice-versa.

Think-Aloud Protocols

Kunzli (2009) states that think-aloud protocols "...are collected by asking someone to perform a task while thinking aloud..." During the study, students were encouraged to think aloud while translating sentences from English to Hindi and vice-versa. This exercise was to understand the cognitive processes involved while translating.

A Questionnaire

The study was conducted for three months. At the end, an opinion questionnaire was administered to students to ascertain the perceptions of the sample on the level of difficulty of while translating the sentences.

Apart from the above tools, the researchers also maintained an observation journal to document their observations so as to arrive at an identification of patterns of translation strategies and learner cognitive processes.

Data Analysis:-

The present study makes use of the content analysis approach, whereby the researchers have attempted to find patterns in the data set, in terms of connecting frequently made errors and the overall quality of translations with the use of certain translation strategies. This section discussed the data collection and data analysis methods. The next section discusses the findings of the study in the light of the research questions presented in section 1.0.

Findings and Discussion:-

Frequency of Translation Strategy Use

Table 1 presents the percentage of use of the different syntactic, semantic, and pragmatic strategies. The percentage is calculated by dividing the total number of instances of use of the particular translation strategy by the total number of instances of use of all translation strategies and multiplying the result by 100. The pragmatic strategies of trans-editing and visibility change have zero percentage of use by students and therefore have not been listed in the table. Since the source texts were not badly written, students were not required to radically change them in the

process of translation. Visibility change, which refers to bracketed comments and glosses for the benefit of readers in the target language, also has zero application by students, since the source texts were straightforward and simple.

Figure 1:- below provides a visual representation of the four most frequently used translation strategies across all categories:

Use of Translation Strategies by ESL Learners

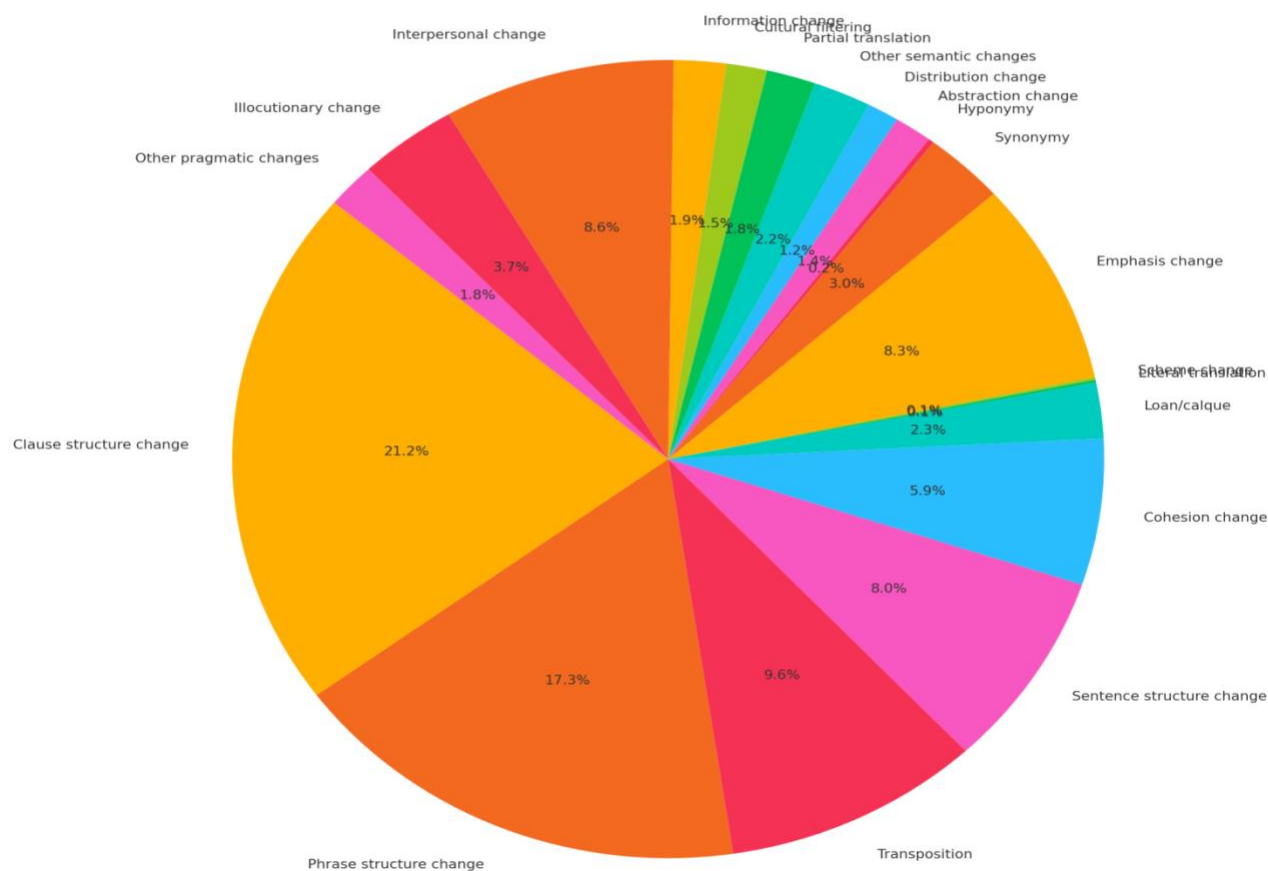


Table 1:- Frequency and Percentage of Translation Strategy Use.

Strategies	Total number of instances of use of the translation strategy	Percentage of use of the translation strategy
Syntactic strategies		
Sentence structure change	74	7.62
Cohesion change	55	5.66
Literal translation	1	0.10
Loan/calque	21	2.16
Transposition	89	9.16
Phrase structure change	161	16.58
Scheme change	1	0.10
Clause structure change	197	20.28
Semantic strategies		

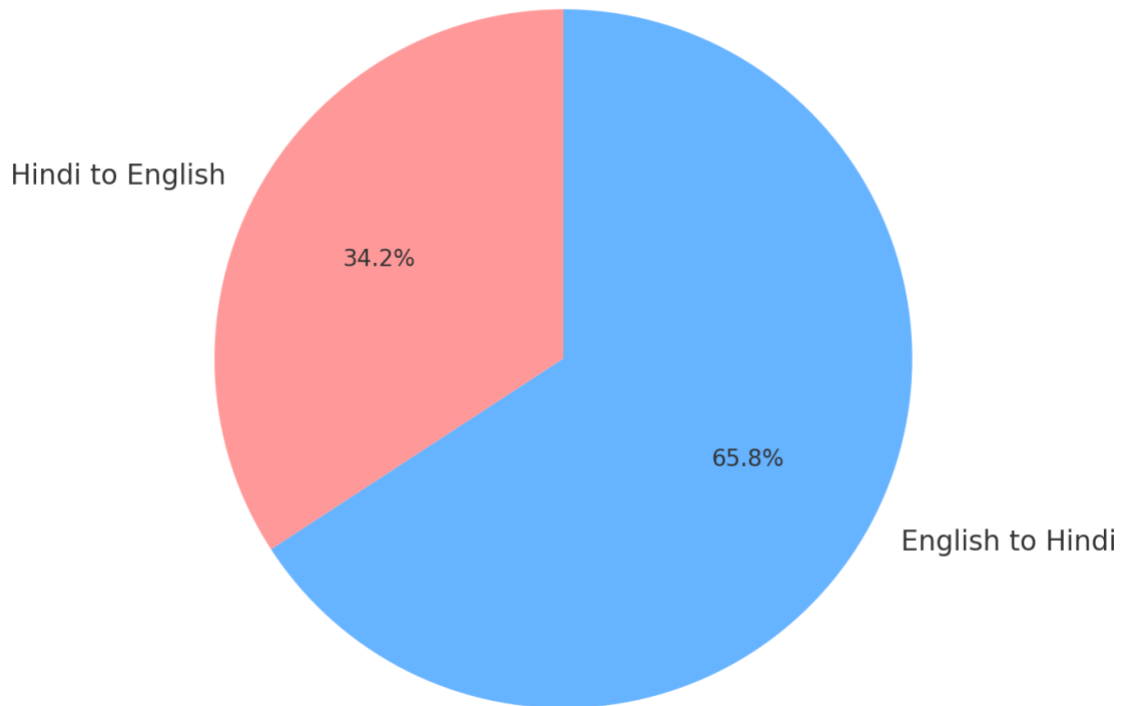
Emphasis change	77	7.92
Synonymy	28	2.88
Hyponymy	2	0.20
Abstraction change	13	1.33
Distribution change	11	1.13
Other semantic changes	20	2.05
Pragmatic strategies		
Partial translation	17	1.75
Cultural filtering	14	1.44
Information change	18	1.85
Interpersonal change	80	8.23
Illocutionary change	34	3.50
Other pragmatic changes	17	1.75

Differences in translation from English to Hindi and vice versa

There is a significant difference in the amount of strategy use between the two directions of translation. Participants have displayed a lesser degree of strategy use when translating from Hindi to English (318 instances of strategy use) as compared to when they translate from English to Hindi (612 instances of strategy use). Since participants in this study are from a Hindi medium school, their writing skills are less developed in English as compared to Hindi.

Figure 2:-Below illustrates this directional difference in translation strategy use:

Strategy Use in Translation Directions



As shown, participants used significantly more strategies when translating from English to Hindi (65.8%) than from Hindi to English.

Error Patterns and their Relationships to Strategy Use

Emphasis change is the most frequently used semantic strategy, which can be connected to misinterpretations of source texts. For example, the sentence 'If I were rich, I would travel across the world' is translated in various ways such as 'वह बहुत अमीर है लेकिन मैं पूरी दुनिया नहीं घूम सकता।' (Transliteration: Vah bahutameerhailekin main puriduniyanahighumsakta- Back translation: He is very rich but cannot travel the world), 'मैं बहुत अमीर है लेकिन मैं पूरी दुनिया नहीं घूम सकता।' (Transliteration: Main bahutammerhailekin main puriduniyanahighumsakta- Back translation- I am very rich but I cannot travel the world), and 'यह अमीर है जिसने पूरी दुनिया की शैर कि है।' (Transliteration: Yah ameerhaijisnepuriduniyakushairkihain- Back translation: He is rich, who has travelled the world). Thus, an expression of one's desire to explore the world is translated as someone's inability to travel the world despite having the resources to do so.

Cohesion change constitutes 5.6% of the total strategy use by students but instances of its use suggest that it has been used erroneously. For instance, the sentence, 'The future depends on what you do today' has been translated as 'क्या आज भी तुमको भविष्य पर निर्भर करना है।' (Transliteration: Kya aajbhitumkobhavishya par nirbharkarnahai - Back translation: Do you still need to depend on the future today?), using the Hindi cohesive device 'भी' (bhi) (even/still) which is not required to translate the sentence into Hindi and changes the meaning significantly.

Illocutionary change accounts for 3.5% of overall strategy use. However, the instances of its use show that it is used inappropriately. For example, the sentence 'तुम्हें इतने गहरे पानी में तैरना आता है?' (Translation- Can you swim in such deep water?) (transliteration- tumheitnegahrepaanimeintairnaatahai) (Student translation- Can you swim in such deep water?), which is an interrogative sentence is translated as an indicative sentence by most students: 'You swim the Dark water'. The translation is incorrect and the sentence does not require a change in the grammatical mood in order to be translated correctly.

Table 2 below summarizes the most common error patterns associated with specific translation strategies:

Table 2:- Common Error Patterns Associated with Translation Strategies.

Strategy	Common Error Pattern	Example
Emphasis change	Misinterpretation of conditional statements	"If I were rich..." → "I am very rich but..."
Cohesion change	Addition of unnecessary cohesive devices	"The future depends..." → "Do you still need to depend..."
Illocutionary change	Changing question forms to statements	"Can you swim...?" → "You swim..."
Phrase structure change	Incorrect tense transformations	"He has been waiting" → "He waits"

Strategy Use and Translation Quality

Our analysis reveals that certain strategies are applied more effectively than others, with some correlating positively with translation quality while others indicate comprehension difficulties.

Students have appropriately used the syntactic strategy of clause structure change. English has the clause structure of subject-verb-object (SVO), while that of Hindi is subject-object-verb (SOV). It is interesting to note that participants have used loan words appropriately in the translations. For instance, the word 'book' from the sentence, 'The book, which I borrowed from Nandini, is very interesting', is incorporated in the Hindi translation 'नंदिनी से बुक ले आई, जो बहुत मजेदार है।' (Nandini se book le aai jo bahutmajedarhai- Back translation: "Brought book from Nandini, which is very interesting") of one of the students. The word is used quite frequently in everyday contexts in Hindi, and therefore does not make the translation clumsy. However, the words 'पुस्तक' (pustak) or 'किताब' (kitab) which refer to a book in Hindi could have increased the value of the translation.

When comparing our findings with previous research, we note significant differences in strategy usage patterns. Junining & Kusuma (2020) found that English education students primarily used translation strategies including more general words (95%), paraphrasing with related words (75%), cultural substitution (75%), and omission

(73%), while the current study demonstrates significantly lower usage rates for similar strategies (all below 2.2%). Inoue & Molina (2011) revealed Japanese university students favored literal translation (40%), elimination (25%), and conformation (22%), whereas the current study reports minimal use of literal translation (0.10%) and similarly low percentages for elimination and bicultural translation due to straightforward texts lacking culturally loaded terms. Similarly, Rababah (2008) discovered translation major students predominantly employed approximation (37%) and circumlocution (31%) rather than message reduction (18%) or literal translation (13%), which aligns with the current study's limited use of literal and partial translation, though synonymy (approximation) appeared in only about 2% of cases, but these had limited application in the present context, with approximation at about 2% and circumlocution having no clear counterpart in the framework used.

A probable reason why the current study does not show a high percentage of translation strategies as compared to other studies is because the length of the source text, that is discrete sentences, is very short. Also, the sentences are quite straightforward and do not require a significant amount of manipulation by the translators in the process of translation. Another reason for lesser use of translation strategies could be attributed to students' restricted proficiency in English. Informal interactions with them hint that they are not in the habit of extensive reading and therefore do not perform exceptionally well in their mother tongue as well, which is Hindi.

Language-Specific Challenges between English and Hindi: Structural Differences (word order, grammatical features)

Analysis of the translations revealed several language-specific challenges that directly influence strategy selection and application. These challenges stem from fundamental structural differences between English and Hindi.

There is an inherent structural difference between the clause structures of Hindi and English. However, students have used the syntactic strategy of clause structure change without any difficulty in most translations. While there is no gender assigned to the common nouns in English, that is not the case in Hindi. For example, words borrowed from English also have a gender assigned in Hindi, such as gully, which is a feminine noun in Hindi. The noun 'cake' is frequently assigned the male gender in common Hindi parlance.

Similarly, the perfect continuous and continuous aspects of the tense in Hindi are identical, and the former can be distinguished from the latter only if there is a marker of time in the utterance or construction. For instance, वहआरामकररहीहै। (transliteration: vahaaramkarrahihai) (Translation: She is resting) is an example of present continuous tense in Hindi. To convert this sentence into the present perfect continuous form (She has been resting) in Hindi one would require a time marker. One possible way of bringing in the perfective aspect would be to add the time marker 'सुबहसे' (Transliteration: subah se) (translation: since morning), which would lead to the following construction –वहसुबहसेआरामकररहीहै। (transliteration: vah subah se aaram karahi hai) Thus, Hindi makes use of the same structures for the continuous and perfect continuous aspects, that is, रहा/रही/रहे + है/हैं. (transliteration raha/rahi/rahe + hai/hain). This is not the case in English, where the two aspects can be distinctly identified even without the time markers.

Furthermore, Hindi does not have any exact equivalents of the articles - a, an, and the. Prematilake (2023) makes the same point in her study that assessed the differences in the use of noun phrases between English and Hindi, "There are no articles in Hindi. It is broadly believed that in Hindi, the word /e:k/ is used before the noun, they are either indefinite or numerical." The determiner 'एक' (Transliteration: ek), which means one, could be considered as an approximate equivalent of the indefinite articles, but the definite article 'the' does not have any direct equivalent in Hindi. Therefore, it is common for students with Hindi as their first language to omit the use of articles while translating a Hindi sentence into English.

Lexical Challenges (Idioms, Cultural Concepts)

Cultural concepts like 'tilak', 'kalash', etc do not have equivalents in English and the translator needs to provide their descriptions in the target text. Similarly, certain English concepts may require explanation or adaptation when translated into Hindi such as the festivals of Thanksgiving, Halloween, Saint Patrick's Day, etc (which are relatively unknown compared to the festival of Christmas in the Indian subcontinent).

Idioms from Hindi such as- बन्दरक्याजानेअदरककास्वाद? (Transliteration: Bandar kyajaaneadrak ka swaad- Literal translation: How can a monkey understand the taste of ginger? Figurative meaning: You cannot expect a

nincompoop to appreciate the taste of ginger) are next to impossible to translate using another idiom in English. Similarly, the English phrase 'to get sold like hot pancakes' cannot be translated using a parallel idiom in Hindi, due to a lack of a direct equivalent. It could be translated without the help of an idiom by directly conveying its sense in Hindi 'फटाफटबिकना' (transliteration: fatafatbikna- back translation: to get sold quickly).

Pragmatic Considerations

Hindi has dichotomous third-person pronouns -- वह/वे, उसने/उन्होंने – (vah/ve, usne/unhone) where the latter pronouns are used in formal contexts to show greater respect towards the referent. Hindi also has three different forms of the second-person pronoun 'you' that show varying degrees of respect for the addressee. Sharma (2016) threw greater light on the nuances of the second-person pronoun in his study focusing on the use of imperatives in Hindi. Sharma (2016) explicated,

In Hindi the pronominal forms of reference to H (hearer) can be either tu('you', intimate) which is a second-person singular, tum ('you', familiar or friendly) which is a second-person plural, and aap('you', polite, formal) which is third-person plural, depending upon the kind of relation S (speaker) has with H.

It is important to note that 'tum' and 'aap' can be used as second-person singular as well. While English does not make any such distinction in any of its personal pronouns to tackle different degrees of formality, students with Hindi as their L1 may use 'they' even while referring to a single person by mistakenly assuming that the pronoun connotes greater respect than 'he', 'she' or 'you'.

Hindi has two forms of the first-person pronoun 'I', that is मैं (main), हम (hum). 'Main' is used as first-person singular uniformly in the Hindi belt of India. 'Hum' is slightly complex in its usage. While it is used as first-person plural in standard Hindi, in the state of Bihar, it is used as both first-person singular and first-person plural. 'Hum' connotes a greater degree of respect for the self and therefore it is unsurprising that the intimate 'tu' for the addressee is correspondingly missing as well in the Hindi spoken in Bihar. Thus, Bihari students are prone to mistakenly use it as first-person singular in their Hindi translations.

Cognitive Processes Revealed through the Translation Strategies

The conversion of the declarative sentence - 'The future depends on what you do today'- into interrogative sentences by most of the students using the translation strategy of illocutionary change suggests that they have understood the word 'what' in a very literal sense, that is as a wh-question instead of a pronoun. Students' radical use of the semantic strategy of emphasis change to translate sentences focusing on the second-conditional clause, suggests their inability to the sentences. For example, the translation of the sentence 'यदि मैं एक मंत्री होता तो जनता की बहुत सेवा करता।' (Transliteration: yadi main ekmantrihota to jantakibahutsevakarta- Translation: If I were a minister then I would greatly serve the public) as 'I HOPE MY FRAIND' (friend, incorrectly spelt by the student) clearly indicates that the student has misinterpreted the sentence. A change in thematic focus is not required to translate a straightforward sentence such as this. Students have used the semantic strategy of emphasis change inappropriately even when translating sentences focusing on the restrictive-relative clause. The sentence- 'The book, which I borrowed from Nandini, is very interesting' is translated as 'नंदिनी को यह किताब पढ़ने में बहुत मज़ा आया।' (transliteration: Nandini ko yah kitabpadhne me bahutmazaaya- Back translation: Nandini enjoyed reading this book). As the back translation suggests, students have difficulties in comprehending sentences that focus on the restrictive-relative clause, which has a negative impact on their choice of translation strategies. Emphasis change could be required while translating political texts depending on the translator's ideological inclinations or any sensitive content that may be seen as inappropriate in the culture of the target readership.

Pedagogical Implications of the Study

Al-Amri and Abdul-Raof (2016) argued that translation and language learning both share the same goal, that is, communication. Therefore, translation should be able to complement different approaches to language teaching. Teachers can offer students opportunities to think aloud in the classroom while translating sentences by demonstrating initially and encouraging learners to practice. This procedure could help identify ways of addressing issues faced while translating and reinforcing the use of translation strategies.

Second, the prescribed textbook of Class IX in Bihar provides input only at the level of grammar before each translation exercise. A section with input on translation strategies could be included to facilitate smooth translation procedures. The translation of Hindi sentences into English mainly requires students to use the strategies of clause structure change, transposition, and distribution change. The translation of English sentences into Hindi also requires the same use of strategies, but with an addition of loan words as words from English do not have equivalents in Hindi (such as football and overcoat) and therefore need to be borrowed in the target language.

Appendices:-

I) School details:

Rabindra Balika + 2 Vidyalaya (offers primary, middle, secondary, and senior secondary education to girl students) J555+G4G, Rd Number 2B, Rajendra Nagar, Patna, Bihar 800016 Bihar State Board

II) Chesterman's taxonomy of translation strategies

A. Syntactic translation strategies

- **Literal translation:** Maximally close to the source-language form, but nevertheless grammatical (Chesterman & Wagner, 2002, p.60).
- **Loan, calque:** The borrowing of individual items plus the borrowing of syntagma. Also includes 'double-presentation': including both source-language and target-language terms in the translation, so that one acts as a gloss of another (Chesterman & Wagner, 2002, p.60).
- **Transposition:** Any change in the word-class (Chesterman & Wagner, 2002, p.60).
- **Unit shift:** The units are: morpheme, word, phrase, clause, sentence, paragraph. Obvious subclasses (e.g. a word translated as a phrase) (Chesterman & Wagner, 2002, p.60).
- **Phrase structure change:** Changes at the level of phrase, including number, definiteness and modification in the noun phrase, and person, tense and mood in the verb phrase (e.g., a change from present to past tense) (Chesterman & Wagner, 2002, p.60).
- **Clause structure change:** Changes that have to do with the structure of the clause (e.g., change from subject-verb-object structure to adverbial-verb-subject; changes between active and passive, finite and non-finite, transitive and intransitive) (Chesterman & Wagner, 2002, p.60).
- **Sentence structure change:** Changes in the structure of the sentence-unit, insofar as it is made up of clause-units; e.g., changes between main-clause and sub-clause status, changes of sub-clause types (Chesterman & Wagner, 2002, p.60).
- **Cohesion change:** A change that affects intra-textual reference, ellipsis, substitution, pronominalization, and repetition, or the use of connectors (e.g., adding or reducing cohesion markers) (Chesterman & Wagner, 2002, p.61).
- **Scheme change:** Changes that concern rhetorical schemes such as parallelism, repetition, alliteration, metrical rhythm, etc.
 - (a) **scheme X to scheme X** (e.g., repetition preserved from source to target text);
 - (b) **scheme X to scheme Y** (e.g., repetition changed to alliteration);
 - (c) **scheme X ⇒ scheme Ø** (e.g., repetition dropped, no replacing scheme);
 - (d) **scheme Ø ⇒ scheme X** (e.g., repetition added, no scheme in the source text) (Chesterman & Wagner, 2002, p.61).

B. Semantic translation strategies

Chesterman (2002) defines semantic translation strategies as, "Changes concerning lexical, figurative and thematic meaning." The following are the definitions of the different semantic strategies of translation:

- **Synonymy:** The strategy of selecting not the 'obvious' equivalent but a synonym or near-synonym for it, e.g., to avoid repetition (Chesterman & Wagner, 2002, p.61).
- **Antonymy:** Selecting an antonym plus a negation element (good > pas mal) (Chesterman & Wagner, 2002, p.61).
- **Hyponymy:** Changes within the hyponymy (inclusion) relation:
 - (a) **superordinate to hyponym (fleur ⇒ tulip)**;
 - (b) **hyponym to superordinate (tulip ⇒ fleur)**;
 - (c) **hyponym X to hyponym Y (of the same superordinate) (tulip ⇒ jacinthe)** (Chesterman & Wagner, 2002, p.61).
- **Converses:** Using the member of a pair of (usually) verbal structures which express the same state of affairs from opposing viewpoints, such as buy and sell (Chesterman & Wagner, 2002, p.61).

- **Abstraction change:** Moving from abstract to more concrete or from concrete to more abstract (Chesterman & Wagner, 2002, p.62).
- **Distribution change:** Changes in the distribution of the 'same' semantic components over more items (expansion) or fewer items (compression) (Chesterman & Wagner, 2002, p.62).
- **Emphasis change:** Changes in the emphasis or thematic focus (Chesterman & Wagner, 2002, p.62).
- **Paraphrase:** Changes that result in a translation that can be described as loose, free, sometimes even 'undertranslated' (Chesterman & Wagner, 2002, p.62).
- **Trope change:** Changes in the use of figurative expressions such as metaphors, personifications, etc. Subtypes:
 - (a) **trope X to trope X** (e.g., personification preserved);
 - (b) **trope X to trope Y** (e.g., personification replaced by a metaphor);
 - (c) **trope X to trope Ø** (e.g., personification dropped, no replacing trope);
 - (d) **trope Ø to trope** (e.g., personification added, no trope in the source text) (Chesterman & Wagner, 2002, p.62).
- **Other semantic changes:** Other changes of semantic nuance of various kinds (Chesterman & Wagner, 2002, p.62).

C. Pragmatic translation strategies

According to Chesterman (2002), pragmatic translation strategies concern, "the selection of information in the target text." The following are the definitions of the different pragmatic strategies:

- **Cultural filtering:** This strategy is also referred to as naturalization, domestication or adaptation. It describes the way in which source-language items, particularly culture-specific items, are translated as target-language cultural or functional equivalents, so that they conform to target-language norms. The opposite procedure, whereby such items are not adapted in this way but are, for example, borrowed or transferred directly, is thus exoticization, foreignization or estrangement (Chesterman & Wagner, 2002, p.62).
- **Information change:** Either the addition of new (non-inferable) information that is deemed to be relevant to the target readership but is not present in the source text, or the omission of source-text information deemed to be irrelevant (Chesterman & Wagner, 2002, p.63).
- **Interpersonal change:** Changes affecting the formality level, the degree of emotiveness and involvement, the level of technical lexis, etc (Chesterman & Wagner, 2002, p.63).
- **Illocutionary change:** Changes of speech act, e.g., involving a change of the mood of the verb from indicative to imperative, changes in the use of rhetorical questions and exclamations, changes between direct and indirect speech (Chesterman & Wagner, 2002, p.63).
- **Coherence change:** Changes having to do with the logical arrangement of information in the text, e.g., in paragraphing (Chesterman & Wagner, 2002, p.63).
- **Partial translation:** This covers any kind of partial translation, such as summary translation, transcription, translation of the sounds only (Chesterman & Wagner, 2002, p.63).
- **Visibility change:** Changes in the status of authorial presence, or concerning the overt intrusion or foregrounding of the translatorial presence; e.g., translator's footnotes, bracketed comments (such as explanations of puns) or added **glosses** (Chesterman & Wagner, 2002, p.63).
- **Transediting:** Changes involving radical re-editing of the source-text, e.g., because it is badly written (Chesterman & Wagner, 2002, p.63).
- **Other pragmatic changes:** Changes such as layout or choice of dialect (Chesterman & Wagner, 2002, p.63).

Limitations and Future Research:-

The findings of this study indicate that clause structure change was the most frequently used and effectively applied translation strategy by the sample. Phrase structure change was their second choice but was often misused, primarily due to incorrect changes in tense or aspect, indicating learners' difficulty in recognizing and maintaining tense accuracy in the target language. Among semantic strategies, emphasis change had the highest usage but was frequently applied inappropriately due to misinterpretation of source texts. Interpersonal change emerged as the most commonly used pragmatic strategy, with students often reducing the level of formality in their translations.

The current study aimed at encouraging students to think aloud while translating sentences in order to understand the cognitive processes involved in the process of translation. Grammar and vocabulary were not explicitly taught but learners were provided feedback on these aspects while they translated. Perhaps a longitudinal study focusing on explicit development of grammatical and lexical competencies might benefit the learners and help the researchers in

identifying the cognitive and translation strategies used by the ESL learners. The small sample size and relatively short duration of the current study limit the generalizability of findings.

Conclusion:-

This study has demonstrated the complex relationship between translation strategies and language learning in ESL contexts. As Figure 2 in section 1.5.2 displays, students have used only half the percentage of translation strategies while translating from Hindi to English as compared to when translating from English to Hindi, since their writing skills in English are significantly restricted in comparison to their writing skills in Hindi. The present study also indicated that ESL students in a Hindi medium school in Bihar find it difficult to translate sentences focusing on the second-conditional clause and restrictive-relative clauses as these sentences are syntactically and semantically more complex than sentences focusing on modals, the simple present tense and infinitives. English language teachers in this context could, therefore, help students overcome these problems by incorporating strategy training in their pedagogical practices.

References:-

1. Al-Amri, W. B., & Abdul-Raof, H. (2016). Translation in teaching and learning a foreign language: A methodological approach. *International Journal of Humanities and Cultural Studies (IJHCS)* ISSN 2356-5926, 1(2), 24-42.
2. Asgarian, A., & Musayeva Vefali, G. (2014). How do English translation majors use translation strategies? A survey of the Iranian EFL context. *Journal of Multilingual and Multicultural Development*, 36(3), 313–329. <https://doi.org/10.1080/01434632.2014.921186>.
3. Baker, P (2006). Jumping the language barrier: The ‘fifth’ skill. *English Teaching Matters*, 7 (1), 22-24.
4. Branco, S. (2011). Describing the methodological procedure of a translation studies investigation based on corpora. *Revista Eletrônica de Linguística*, 5 (3), 96-118.
5. English dictionary, translations & thesaurus. Cambridge Dictionary. (n.d.). <https://dictionary.cambridge.org/>
6. Inoue, N. & Molina, S. (2011). Lost in translation: Strategies Japanese language learners use in communicating with culturally specific L1 expressions in English. *The CATESOL Journal*, 22 (1), 149-166.
7. Junining, E., Kusuma, V. (2020). Translation strategies for translating a news article. *Lingua*, 15 (1), 79-90.
8. Kozáčiková, Z. (2009). Chesterman’s translation strategies in syntax. In R. Trušník & K. Nemčoková (Eds.), *Theories in Practice*. (pp. 119- 126). Tomas Bata University in Zlín, Czech Republic.
9. Kumar, P., & Thakur, A. K. (2024). English-to-Hindi Mapping of Compositional Verb-Particle Constructions. *International Journal*, 5(4), 171-178.
10. Künzli, A. (2009). Think-aloud Protocols—A Useful Tool for Investigating the Linguistic Aspect of Translation I. *Meta*, 54(2), 326-341.
11. Latief, M., Khaerana, A & Soraya, A. (2022). Translation analysis: Syntactic, semantic, and pragmatic strategies used in translating a website of an academic institution. *ELS Journal on Interdisciplinary Studies in Humanities*, 5 (3), 524-531.
12. Liao, P. (2006). EFL learners’ beliefs about and strategy use of translation in English learning. *RELC Journal*, 37(2), 191–215. <https://doi.org/10.1177/0033688206067428>.
13. Mirbازل, S. & Arjmandi, M. (2018). The effect of English teachers’ code-switching and translation strategies on the enhancement of Iranian EFL junior secondary program students’ language learning. *Journal of Applied Linguistics and Language Research*, 5 (3), 204-217.
14. Navidinia, H., Imani, P., & Mobaraki, M. (2021). Exploring the relationship between translation students’ personality characteristics and their preference for using translation strategies. *Indonesian Journal of Applied Linguistics*, 11(2). <https://doi.org/10.17509/ijal.v11i2.23985>.
15. PACTE. (2003). Building a translation competence model. *Benjamins Translation Library*, 43–66. <https://doi.org/10.1075/btl.45.06pac>.
16. Prasad, S.S, Jha, S.K., Alam, E., Singh, A.K., Nizam, A., Dubey, S.B., Mehrotra, M., Tarique, K.M., & Singh, A.K. (2009). *Panorama. Bihar State Textbook Publishing Corporation Limited*.
17. Prematilake, H. I. (2023). A Contrastive Analysis of English-Hindi Noun Phrase in the Discipline of Translation. *Vidyodaya Journal of Humanities and Social Sciences*, 8(01).
18. Rabab’ah, G. A. (2008). Communication strategies in translation. *Babel*, 54(2), 97–109. [doi:10.1075/babel.54.2.01rab](https://doi.org/10.1075/babel.54.2.01rab).

19. Sabrina, A. (2021). Strategies used in the translation of the wizard and the hopping pot by J.K Rowling. UG Journal, 15 (7).
20. Sapta, A., Azwandi, & Arasuli (2020). Translation strategies applied by the fifth-semester students of English education study program in translating English written texts into Indonesian language. Journal of English Education and Teaching, 4 (1), 102-114.
21. Scott-Tennent, C., González Davies, M., & Torras, F. R. (2000). Translation strategies and translation solutions. Investigating Translation, 107–116. <https://doi.org/10.1075/btl.32.14sco>.
22. Shahrom, A., Halim, H. & Hoon, A (2018). Translation strategies in foreign language learning at Universiti Putra Malaysia. Infrastructure University Kuala Lumpur Research Journal, 6 (1), 76-85.
23. Sharma, G. (1999). A pragmatic survey of Hindi imperatives. Annali di Ca'Foscari. Serie orientale, (XXXVIII, 3), 245-316.
24. Wagner, E., & Chesterman, A. (2016). In Can theory help translators?: A dialogue between the Ivory Tower and the Wordface. essay, Routledge.
25. Wariyati, Khalid, M., & Sutarini. (2021). Strategy for translating English to Indonesian written text for understanding the English education students' materials in Umm Al Washliyah, Indonesia. Electronic Research Journal of Social Sciences and Humanities, 3 (1), 57-64.
26. Yulita, D. (2021). The correlation of English proficiency level and translation strategies used by Indonesian EFL learners. LLT Journal: A Journal on Language and Language Teaching, 24 (1), 240-248. DOI: 10.24071/llt.v24i1.2812.