



An Exploration of Linguistic Challenges in Gujarati-English Translation: A Study of Selected Higher Secondary Students of Gujarati Medium in Ahmedabad

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Abstract: This research paper examined the linguistic challenges faced by selected Gujarati-medium higher secondary schools in Ahmedabad city. Here, the researcher seeks to determine how selected learners experienced difficulties in translating content from Gujarati to English. Moreover, the investigator examines how these learners face challenges in interpreting colloquial expressions, idiomatic phrases, syntax, differences between the two languages, and other grammatical structures. In this paper, the researcher employed a mixed-methods approach, i.e., Likert-scale questionnaires. For the survey, 20 teachers and 100 students were selected from Gujarati-medium schools. In addition, teachers from senior secondary schools highlighted the major roles of the socio-cultural environment and genuine materials in translation pedagogy. Overall, this study primarily focused on the teaching method that can help learners enhance their Gujarati–English linguistic abilities.

Keywords: Higher secondary students, language teaching, Gujarati-English translation skills, Gujarati medium, Ahmedabad.

1 Introduction

In this cutthroat era, translation skills have become extremely important because the world has become a global village, and translation is needed across many fields. So, from a bird's-eye view of the present challenges, translation skills serve as a bridge between vernacular languages and the second language. As a multilingual country, India has always needed translation. On the other hand, Gujarat played a major role in the development of translation methods before independence. This paper aimed to select students facing challenges in Gujarati-English Translation due to cultural dialects and grammatical, syntactic, and semantic complexities. Moreover, researchers shed light on teaching patterns that teachers in selected Gujarati–medium higher secondary schools can use to help students improve their translation skills through various teaching aids.

1.1 Background of the Study

Gujarati is an Indo-Aryan language spoken primarily in the state of Gujarat on the west coast of India. Gujarati is the official language of the Gujarati people. When students are enrolled in Gujarati-medium schools, they face different criticisms. When they translate academic sources from Gujarati to English, they face language barriers and grammatical errors, as they often struggle with linguistic semantics; they also don't know the usage of idiomatic expressions, syntax, and many other aspects. On the other hand, teachers play a major role in students' development. Still, even in many cases, teachers lack specialised training and have limited contextual resources of the vernacular language, which creates obstacles for learners' development of translation skills. However, the Gujarati-to-English translation offers numerous merits, but it is not without its challenges. Translating between Gujarati and English requires distinct grammatical knowledge, a large vocabulary, and cultural references, all of which require skills, precision, and cultural sensibility.



2 Objectives of the study

This study focuses on a comprehensive analysis of how the selected senior secondary Gujarati- medium schools. The objective is to acknowledge the educational interventions that help to reduce the linguistic challenges faced by a selected group of higher secondary Gujarati-medium students in Ahmedabad when translating into English.

The following are the particular goals:

1. To find the challenges faced by selected higher secondary Gujarati-medium grades learners while translating Gujarati phrases into a second language.
2. To investigate the major errors made by selective learners of senior secondary Gujarati-medium grades of Ahmedabad.
3. To examine the present teaching patterns and strategies adopted by the selective educators of higher secondary Gujarati-medium schools of Ahmedabad city.
4. To scrutinise the purpose of grammatical structures, cultural elements, and subtle translation skills.

2.2 Research Questions

The Primary Research Questions:

- What precise linguistic challenges are encountered by selected students while translating various types of colloquial text, like literary, formal, or informal?
- What techniques do teachers employ to address selective learners while they are stuck in linguistic barriers from Gujarati to English translation?
- How do cultural touchstones and nuances in the Gujarati context influence the translation method?

Sub-Questions

- How do findings change the way of teaching and translation training?
- What strategies can enhance learners' translation skills?

2.3 Purpose of the Study

This research examines the linguistic difficulties faced by selected Gujarati-medium higher secondary students in Ahmedabad while translating from Gujarati to English. Translation skills are among the most challenging for students because they lack sufficient knowledge of syntax, have limited access to English-language resources, and have cultural subtleties in the Gujarati context, which often lead to incorrect translations. There is a need to understand these difficulties to develop strategies to improve translation skills.

The main aim of this paper is to examine how

3 Research Methodology

The study uses a mixed-methods research approach. It is the combination of quantitative and qualitative methods to scrutinise the linguistic challenges experienced by the selected higher secondary Gujarati-medium students of Ahmedabad. The quantitative method is involved in survey-based research and in-depth statistical analysis of learners' responses. At the same time, the qualitative method focuses on evaluating the retort's content and on a comprehensive discussion of the challenges students face when translating vernacular into a second-language context. Constructive questionnaires were designed to gather data on teachers' and learners' experiences and the problems they faced while practising translation skills.



3.1 Research Design

A cross-examination study was designed for the survey. Data was collected from five selected higher secondary Gujarati medium schools located in Ahmedabad during the period beginning 1st September to ending 30th September, namely: Shree Sahajanand Primary & Higher Secondary; Pajarapol; Ankur High School, Ambavadi; Samarth Vidhya Vihar, Law Garden; Sharda Vidhya Mandir, Memnagar; Sri Mirambica School, Naranpura.

3.1.1 Study population

The total sample comprised 100 higher secondary students and 20 language teachers, providing a dual perspective on learners and teachers in the context of translation pedagogy.

3.2 Data Collection

Data collection was conducted using design questionnaires for teachers and learners. First and foremost, learners' questionnaires focus on language background, challenges, technology tools, and translation practices. Otherwise, educators' questionnaires focus on classroom challenges, cultural references, and the educational tools and strategies they use to teach translation skills.

3.2.1 Pilot Study

The questionnaires were circulated via Google Forms to 10 language teachers, experts in both Gujarati and English, of whom 4 were retired from their duties at schools, and to 3 coaching classes in Ahmedabad who are experts in the Gujarati-medium coaching field. To ensure understanding and for clarity, the researcher has amended, revised, and corrected all survey questions.

3.2.3 Tool of Data Collection

In this paper, two major tools were used for data collection: paper-based questionnaires, which were circulated among 20 selected students (as students are not allowed to use mobile phones on the school premises), and, for teachers, web-based Google Forms questionnaires.

Table 1: Teachers' Questionnaire (Likert Scale)

No.	Questions	Never	Rarely	Sometimes	often	Always
1	Do your students struggle with translating Gujarati texts into English?	—	30	50	15	5
2	It is challenging for your students to translate Gujarati colloquial expressions into English.	—	20	40	30	10
3	Do you provide feedback on students' translation mistakes?	—	—	5	—	95
4	It is difficult for your students to understand the cultural context of Gujarati texts.	5	25	15	40	15
5	Do you use authentic materials for translation practice?	—	—	—	2	98
6	Do you think it is important to teach cultural references and nuances in translation?	—	—	20	10	70

7	Have you ever given your students the chance to practice translating skills from their native language into a second language in class?	10	15	40	20	15
8	Do you believe that technology-based tools can be more effective for enhancing translation skills?	—	10	30	40	20
9	Will you allow your students to use translation methods during your language class?	10	5	35	45	5
10	Do you agree that learning environments play a significant role in language learning?	—	—	5	5	90

Table 2: Students' Questionnaire (Likert Scale)

No.	Questions	Never	Rarely	sometimes	Often	Always
1	Do you have difficulty translating Gujarati texts into English?	10	10	10	12	58
2	Is it difficult for you to translate Gujarati idiomatic phrases into a foreign language?	10	20	40	20	10
3	Are you confident in your ability to convey meaning accurately while translating from Gujarati to English?	20	15	10	30	25
4	Are you stuck with unfamiliar vocabulary while translating from Gujarati to English?	10	20	10	20	40
5	Is it difficult for you to understand the cultural context of Gujarat?	40	---	10	40	10
6	Do you use dictionaries for translating text from Gujarati to English?	5	10	50	20	15
7	Do you need help from your teachers or classmates when translating from Gujarati to a second language?	30	5	30	20	15
8	Is it important for you to understand cultural references and grammatical structure while translating text?	10	---	40	40	10
9	Do you think technology-based tools can improve your translation skills?	25	10	30	20	15
10	Do you apply any techniques to overcome linguistic challenges during translation practice?	20	5	25	40	10



3.3 Result

Firstly, taking a bird's-eye view of the teachers' responses to the survey, it shows that 95% of teachers provided feedback on students' translation work from Gujarati to English. Whereas 98% of teachers always use authentic materials to help their learners develop translation skills. On the other side, the ratio of teachers who believed that it's important to teach cultural references and nuance in translation was 70%. Moreover, in a few sections, teachers' viewpoints regarding questionnaires fluctuated. Last but not least, researchers found that 90% teachers believe that the environment plays a major role in language acquisition. On the flip side, the results for the selected 58% of students showed that they always found it difficult to translate Gujarati text into English. Other questions, such as dealing with unfamiliar words when translating texts, show that 40% of students still struggle with them. In many situations, learners seek support from dictionaries or glossaries to understand idiomatic expressions, syntax, and other grammatical structures. All in all, the remaining questions indicate that schools need a specific curricular structure and properly trained educators in the selected Gujarati-medium senior secondary schools to help students improve their translation skills.

3.4 Data Analysis

The data collection was examined using descriptive statistical methods, including percentages and response distributions. The data analysis focuses on linguistic challenges, teachers' strategies, learning tactics, and pedagogical features. The results of this study were to be discussed in relation to the research objectives and the existing knowledge of translation studies. Language-related difficulties faced by selective Grade 11 & 12 students during the translation process included phonological, morphological, syntactic, semantic, and pragmatic difficulties. In addition to difficulties caused by differences in sentence structure, idiomatic expressions, and proverbs, as well as cultural context, the majority of translation errors stemmed from these sources. Furthermore, teachers argued that limited training, a lack of teaching aids, insufficient exposure to translation tasks, and the limited time during lectures and deadlines to complete the curriculum are major challenges. Direct teaching of translation strategies, vocabulary growth, and cultural understanding is key to improving translation skills. In addition, teaching aids that use technology and original materials can also improve learning results.

4 Limitations of the Study

The limitations of the study must be acknowledged and addressed in subsequent research. The first limitation of this study is that selected students must have fundamental knowledge of phonology, syntax, semantics, and morphology, which can help them to improve their translation skills from vernacular to a second language, as this skill cannot be strengthened without a foundational understanding of the language rules of Gujarati to English translation abilities. Another limitation of this paper is that teachers don't have a limited time to teach students, there is a lack of real materials, and some teachers didn't have a proper command of language-assisted technological aids. Lastly, research scholars noted that all aspects of the study have limitations, such as the small sample size, comprising only 100 students and 20 teachers from selected Gujarati-medium higher secondary schools in Ahmedabad city. To overcome this unprecedented linguistic challenge, future research should expand to include other cities in the Gujarat region and recruit more participants.

5 Conclusion

In a nutshell, the findings indicate that selected higher secondary school students in Gujarat face a range of barriers between their native language, Gujarati, and English. Some barriers include, but are not limited to, differences in language, such as phonetics, morphology, syntax, semantics, and culture. The result of those barriers has caused many higher secondary students from the Gujarati medium to struggle with idiomatic phrases, cultural motifs, complex sentences, and unfamiliar vocabulary when translating from Gujarati text into English. As a consequence, those students have difficulty in developing their ability to communicate in English and lack confidence when



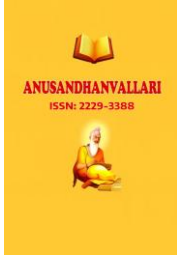
speaking or writing in English. To help Gujarati-medium senior secondary students improve their competence when translating from Gujarati into English, teachers of students attending selected higher secondary schools in Gujarat need to develop appropriate instructional strategies that use:

1. Authentic material, i.e., real-life items that would be encountered in daily life, to assist with language development.
2. Cultural awareness and appreciation of the cultures involved when communicating with one another.
3. Technology-based tools, such as computers and multimedia, to support students' motivation when developing their English language skills.

Overall, the study's results and conclusions indicate that effective translations will greatly impact students' ability to live and thrive in a multicultural environment. Regular improvement to teaching approaches, the continual introduction of culturally sensitive methods, and the creation of supportive resources can help Gujarati-medium students of higher secondary schools of Ahmedabad. Thus, eliminating barriers between two languages, such as English & Gujarati, and bridging the gap between two cultural identities can improve career opportunities for them in their chosen fields.

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