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Master Thesis

“Translation Techniques that facilitate English Language
Learning in the Gymnasium: ‘Kongresi I Manastirit’”.

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Acknowledgment

In order to have a real measure of one's prosperity in means of being prepared for a good modern teaching in my case. You have to go back a few years and compare the quality of your teaching skills of that time with the state on which you are now. By doing so I see a great change as concerning the teaching process and the ability of fulfilling the students needs on myself of being now able to be more helpful with a lot of newly learned strategies, methods and techniques to implement on daily basis all the requirements of the teaching process.

Before two years I had only my bachelor degree on English language and literature of the University of Prishtina the faculty of philology. On that time I felt being enough prepared but it changed quickly my opinion and decided for further master studies in SEEU.

Now that I have finished all the exams and am about to graduate am very happy that I have undertaken this step because I really feel that the master studies at SEEU have accomplished me of becoming a good equipped teacher able to use modern skills in order of delivering a good teaching.

So herewith I want to thank the University of South East Europe with all the teachers who have done their best in the process of sharing their knowledge with us. My special thank is dedicated to the professor Arta Toci who on the same time is my mentor and I really feel blissful of working with her on my master thesis.

Abstract

Having an idea, thinking about it, reading about it and get all the information needed are the very first steps in order of creating concepts and maybe principles of the idea and slowly building it up to a accomplished work.

Have undergone all those steps in the field of translation techniques and used them as tools to facilitate the translating process in the high school.

As we know the languages differ in means of form, structure, literal and cultural meaning of sayings and so on and on. The greater the differences are the greater are the difficulties of comprehending and translating that language in our case English and Albanian

The aim of my work is to down grade the existing translation techniques to the comprehension and ease of usage of the students level. I will deal with all the translation techniques, their specifics, the form of usage by comparing them telling when and how to use them and trying to simplify the usage of the translation techniques to a high-school student.

Keywords: Translation techniques, students, usage, facilitate.

Parathenie

Duke pasur nje ide, duke menduar per te duke lexuar per te dhe duke marre te gjitha informacionet e duhura per te jane hapat e pare per te krijuar koncepte e ndoshta dhe parime te idesë qe ngadal nga to te konkretizohet ne nje pune te bere. I kam kaluar te gjithë keta hapa ne fushen e teknikave te perkthimit duke i perdorur ato si mjete per te lehtesuar procesin e perkthimit ne shkollë te mesme.

Siq dhe e dimë gjuhet ndryshojne ne forme, ne te kuptuar te shprehjeve literale e kulturore. Sa me te medha qe te jene dallimet aq me te medha jane veshtiresitë ne te kuptuar e ne perkthim te asaj gjuhe qe ne rastin tone jane gjuha angleze e ajo shqipe. Qellimi i punes sime eshte qe ti lehtesoj teknikat ekzistuese te perkthimit dhe ti bej ato lehtë te perdorshme per nxenesit e shkolles se mesme. Do te merrem me te gjitha teknikat e perkthimit, specifikat e tyre, formen e te perdorurit te tyre duke i krahasuar ato e treguar se ku dhe kur te perdorn dhe po ashtu do provoj qe ta bej te thjeshte perdorimin e tyre per nxenesit e shkolles se mesme.

Fjale kyqe: Teknikat e perkthimit, studentet, perdorimi, lehtesimi.

Chapter I

1. Introduction

This work deals with a very specific, delicate and a very important issue. The topic is very carefully chosen with the aim to treat a field of language learning segment that will give its contribution to a better understanding of the translation process and simplify it in order to gain an easier usage of the techniques needed to accomplish a translation, understand the meaning of the content and in general learn better English. With the time those techniques of translation become a learning tool of the English language and if constantly used, their impact will be of great value for the younger high school generations.

This master thesis work will be divided into chapters that smoothly merge and fulfill each other in continuity.

As very first I will name and introduce the most of the translation techniques that are necessary and help to facilitate the translation process in our school. For all the techniques there will be given an exact description on how, when, and where their usage is needed so that we have the first elaboration of the techniques which will be further in details researched in order to come with the result on using them in our school with great success.

Just after introducing the translation techniques will further continue towards facilitating of the translation process by giving a presentation of the techniques where we will be informed on details of what they are when and how they will be used in facilitating our translation.

To make my work more easy to understand I will give information of how the different book texts of our school are translated and which of the techniques are used so that we can have the comparison of the previous state of translating the changes in between by using the translation techniques and the outcome of the usage of translation techniques where we will be able to conclude on what stage have the translation techniques facilitated the translation process in our school.

On our way we will continue with the chapter two with the review of the literature that is the core of our work in means of supplying us with the necessary materials which will be analyzed categorized for the needs of our work. Further on I will elaborate and do the research where all the energy will be put into it, in order to gain as much as possible of the translation techniques that are being used successfully.

Following with the research of the current state of translation techniques used in the school where I teach by using observation, questionnaires, interviews and other methodologies in order to find the needs and the weak points. The outcome of the research will be treated on the most crucial part of the work by analyzing the data and their outcome which will give us the necessary information and a clue on the whole scale of work. Coming to this point will logically lead to the aim of the work.

The recommendations will naturally flow from the data analysis and we will have clear view of how to improve and facilitate the translation in our school by using well selected organized and deeply explained translation techniques that fit to the level of the high school. The hypothesis and the research questions made will be kept always in mind and throughout the whole work there will be the intention to answer them as well as to give facts that support the hypothesis and the research questions.

I first had claims of the situations and doubts which I have concluded in the research questions and the hypothesis. Now that I am beginning my work I will be looking forward to lead a research and conclude at the end by the analysis made from the research if those claims made on research questions and the hypothesis stand and if they are true in my case. There will be several steps to be taken and many types of research made in order to have many results that allude to the same issue.

So at the end all the types of research have to come to one point and conclude the same situation starting from :observation, questionnaires, interviews and text translation from the students so that I gather facts which will be analyzed and hopefully conclude the same thing by supporting my claims made in the hypothesis and research questions. At the end of the work the research questions and the hypothesis will be fully answered with facts gathered from the

research that will be made for this purpose and we will try to go beyond that by giving even a possible solutions for the problems that the students may have in this field as my guess is that they will know very less about the translation techniques.

To write the introduction part is actually the easiest part as the real work has still not began. I can easily claim lot of work to do but I must say that I have done a lot of previous preparation from the thesis proposal I have undergone all the steps in my mind and I have a clear view of how my work should be written, how it will probably develop and more or less how it will look at the end.

I know that especially by the research, some of the claims made may change as you can never predict the result of a research and I have to wait, to first make the research then analyze the material and work further based on the result and facts that came from the research. A lot can happen during my writing but I am prepared to face the challenges and do a realistic and authentic work. I will try not just to conduct the present situation by answering and supporting with facts my hypothesis and research questions.

I will try to go beyond this and even give solutions to the problems that will come on surface from the research. So that together with my students slowly stepwise we're going to learn how to use the translation techniques as a facilitator tool of translation if it comes out from the research that they need help on this area.

At the end by the conclusion part everything should be clear where all puzzle parts come together and we have the view of the whole picture. And all we have to do is to give clear recommendations and solutions on using the translation techniques.

1.1 Translation techniques

On the chapter one we will start to have the very first glimpse of the work that lays ahead us. I will try to give information about the translation techniques that we are going to use for our purpose in order to facilitate the translation process of our school. It will be very important from the beginning to simplify the work but giving all the necessary information explain it deeply and come with the recommendation of how to effectively use the translation techniques.

“The categories used to analyze translation allow us to study the way translation works. These categories are related to text, context and process.”(Translated Techniques Revisited: A Dynamic and Functionalist Approach. Lucia Molina, Amparo Hurtado Albir.) This is actually very important reference and a guide about the text, context and the process of translation.

So I will further continue on explaining the translation techniques then presenting them on a range and explain when and how they are to be used and further on giving information on how and which translation techniques are already being used in our school so that we can have the very first comparison and maybe we will have clearance on what we have to do to improve the translating process with the effective use of the techniques. *“There is some disagreement among translation scholars about translation techniques. This is not only terminological but also conceptual”*. (Translated Techniques Revisited: A Dynamic and Functionalist Approach. Lucia Molina, Amparo Hurtado Albir.)In this case I have to pay attention and find out the midway of the agreement between the scholars as there is not a total agreement. It makes the work harder if you have to lay on information that not all the scholars agree with.

As a compromise I will work ahead on only those resources on which the great majority agrees that the information is correct and it has proven right on everyday basis by being helpful on the translation process. So I will relay on very few trusty books that relay dealt seriously with the topic of translation techniques until I have gathered enough pre-knowledge in order to be able to build my own thoughts about the issue of the translation techniques as a facilitator on the process of translation in the high school.

On this part of my thesis I have to inform myself precisely in order to have enough knowledge about the translation techniques so that I will have a better view and can judge the situations that will occur during my work. In order to make conclusions and find solutions for the students to facilitate the translation process I have to read a lot and become an expert of the translation techniques.

Until now I have consulted a lot of books dealing with the issue and I am on process of selecting the most trustworthy materials.

1.2 What are translation techniques?

Depending on type of words, sentence construction, their semantic constellation and very often the history of sayings are determiners where each of the above mentioned variety seeks for a specific kind of translation technique that is adequate for the form of the word, sentence or a larger unit that conveys a meaning.

For example there are often sentences that seen from the words they contain should have meant something else but because of historical usage and adaption of the sentence it links to a specific meaning that almost makes no sense seen from the words that are used to convey that meaning

The categories used to analyze translation allow us to study the way translation works. These categories are related to text, context and process."(Translated Techniques Revisited: A Dynamic and Functionalist Approach. Lucia Molina, Amparo Hurtado Albir.) There are many other issues, but for each case there are translation techniques that can be used effectively by keeping the attention on the text, context and the process. We just have to know how to master them and when, which technique to use in order to convey the meaning of the translated language to the target language by adapting it to the target language's rules.

To best know the importance we have to define the translation techniques and show their great role in the translation process. The translation techniques are tools of translation that

help on finding solutions in order to have a proper translation they are flexible in the usage and give along range of possibilities to translate different kind of texts by allowing adapting to the needs of translation and having a great impact on the quality of the translation. The fact that people that do not have any clue of what the translation techniques are use them by translation without being aware of it shows that they were invented from the great need to find translation problems solutions. This fact actually shows their irreplaceable importance in the translation process. All what different researchers of the field have done is that they have collected and categorized them into order so that they can be learned and used from a wide range of translators in order to improve the translation system as a whole and everywhere.

Taking into consideration all the research and work that has been done by many known scholars I may easily say that the translation techniques are translation tools that guide and facilitate the learning process as such we must appreciate their great role into a qualitative translation and look forward of improving them and promoting them even for non professional translators so that even high school students know about them and know how to use them. I think the gap on this field is that only professional translators are gaining of the translation techniques.

Translation techniques are very important and useful, why I conclude this is because I have seen that by using the translation techniques the translation becomes easier and easier depending the level how you master the translation techniques combined with the translation methodology and strategy. So it is more or less a set of translation tools that cooperate together and facilitate the translation process.

The students have not come in touch with the translation techniques and other translation tools but this should change so that the students get access and know the importance of the translation technique. Later on I am going to present all the translation techniques in the form of a table and explain them afterwards by the research of my work I am going to present a simplified and filtered form of the translation techniques for the sake of my students which will be made to their level of knowledge in the English language.

So step wise I am going towards giving options in order to facilitate the translation for the students of the high school. It is only one of the first steps the presentation of the translation techniques which slowly during the work will result with lot of useful material for the students.

So depending on words, sentence construction, semantic constellation and meanings that can be understood only if historical background is known we use different types of translation techniques. They actually are procedures on how to deal with all the kind of problems that appear on the translation process.

In order to have a good translation the translation techniques must be used. It simplifies the translation process and it is more likely to have an accurate translation than without using the translation techniques.

1.3 Presenting translation techniques.

In order to understand the importance of the translation techniques we need to present them, explain the use of them and range them on their properties each of them so that we have a clear view of them. Let us just start with a phrase of Peter Newmark a scholar that gave a lot contribution to translation in general including the translation techniques. *"What is translation? Often, though not by any means always, it is rendering the meaning of a text into another language in the way that the author intended the text"*. (A Textbook of Translation, Peter Newmark 1987). There are many authors that have dealt with the translation techniques so that today we have a lot of books and writings.

Their great contribution has made the work easier since we do not have to invent them from the beginning but we should further detail them for different kind of uses. So since I do not have to invent them I will use them, present them, simplify them, and rearrange them to the high school students of our school in order to contribute to facilitate the translating process and the English language learning in general.

Here is a list of the translation techniques which will be presented and further worked on it in the different stages of this work. Have read a lot of materials dealing with translation techniques and made one of my first decisions on my thesis on presenting a table of the most accepted translation techniques which is below.

Table 01- The most widely accepted Translation Techniques

Adaption	It adapts elements of the SL to the TL for the sake of sounding more familiar.
Amplification	It focuses on giving more details of sentence elements. E.g. 'The homework was hard. - The home work had lot of unknown words that were hard to spell'.
Borrowing	It borrows words from the SL that are translated without changes to TL, those words are usually familiar. E.g. 'I am learning to skid with snowboard. – Po mesohem te rreshqas me snowboard'.
Calque	Calque is a unique borrowing of an expression from the SL translated word per word like the Literal translation into the TL.
Compensation	Is used when an item from the SL cannot reproduce the same effect into the TL. E.g. 'Don't yell like a stupid'- 'Mos bertit si gomar'.
Description	Is used when an expression from the SL is not that common into the TL. E.G. 'Shen gjergji' – 'Saint George-the spring fest'
Discursive creation	Is used mostly when a phrase or a word in the translation flow is out of context. By book titles or film titles.
Established equivalent	Is used when expressions or terms are recognized as equivalents like 'Great Britain' into 'Britania e madhe'

Generalization	It is used to submit a more general and a more familiar expression to TL.
Linguistic amplification	It is used when the TL needs more explanation, so to fulfill this extra elements are added. Like; 'No way' – 'Ne asnje menyre'.
Linguistic compression	It is the contrary to the Linguistic amplification where actually the original is shortened into a more compressed expression.
Literal translation	Is when we translate expressions word per word as they are in the SL.
Modulation	Is used when the meaning of the translated text is not that adequate, so the meaning is modulated without affecting the message that the expressions convey.
Particularization	Is the contrary of Generalization, it seeks for a more concrete translation.
Reduction	Is used when we reduce a whole saying into a word that has the same meaning.
Substitution	Is when a paralinguistic element like gesture or intonation substitutes the utterances and sentences.
Transposition	By the process of translation grammatical interchange happens like part of speech, active to passive voice etc.
Variation	Changing the tone, dialect or intonation in order to adapt the translation for a special kind of audience like children etc.

("Translation techniques revisited" p. 511, table 6 – classification of translation techniques- Vinay and Darbelnet's translation procedures. <https://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf>.)

Those are some of the translation techniques which I found more adequate for our work we will try to simplify them and divide into two major groups in order to understand them better and have a better view of them.

Table 02- Direct and Indirect Translation Techniques

DIRECT TRANSLATION TECHNIQUES	INDIRECT TRANSLATION TECHNIQUES
1. Borrowing	1. Adaption
2. Calque	2. Amplification
3. Literal Translation	3. Compensation
	4. Description
	5 .Discursive creation
	6. Established equivalent
	7. Generalization
	8. Linguistic amplification
	9. Modulation
	10. Particularization
	11. Reduction
	12. Substitution
	13. Transposition
	14. Variation

("Translation techniques revisited" p. 511, table 6 – classification of translation techniques- Vinay and Darbelnet's translation procedures. <https://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf>.)-Modified.

These two tables of translation techniques will serve for my work to compare, research, analyze and at the end come to a conclusion which is based on the mentioned above. These tables are chosen carefully and from very reliable sources. As one of my first duties was to consult as many sources as possible and materials that deal with this topic. And as a result of my research of the materials needed to work as a basis I came to these tables as they seemed very well worked with accurate information and adequate for the students of high school. *“Direct translation techniques are used when structural and conceptual elements of the source language can be transposed into the target language”* (<http://www.ciol.org.uk/translation-techniques>). As we can see the translation techniques are divided into two major groups the direct translation techniques and the indirect translation techniques.

“Indirect (oblique) translation techniques are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistic elements of the target language” (www.ciol.org.uk/translation-techniques).

Actually the indirect translation techniques are the ones that are used by the more complicated sentence formations.

Of course they will serve as a root material which will be examined in many filters during the research until we come with the final form that is appropriate for the students of the high school with the aim to facilitate the translation process in the school where I work. Except of the tables I have consulted lot of materials which has to be filtered in order to have as much pre- knowledge as possible in order to lead a professional beneficial work for the sake of students.

1.4 Translation techniques used in our school

When it comes to implement the translation techniques on daily basis on the teaching process much of it must be simplified and downgraded to the level of the students capabilities of

comprehension. So in this section we will see closer which of the translation techniques are being used in our school.

Largely the techniques to translate different school texts are used without awareness, logically without knowing which ones they are using and without any strategy of using them. Sometimes even starting with one and ending with another translation technique as a result of having problems in the process of translation and not knowing which techniques are adequate to certain sentences and word formation in order to accomplish a professional and good translation.

The translation techniques that are mostly used in our school are: Literal Translation, Borrowing, Generalization, Description etc.

By Literal Translation is mostly the easiest one if we use it in sentences that have no idiomatic expressions, like-'I am Don'- 'Une jam Doni'. A simple word by word translation that fulfills all the expectation as required. The Borrowing Translation Technique is used very often since every year new words come into English Language where every new technological device and other areas is named in English as first where other languages cannot catch up and invent names for those newly invented things.

Especially Languages of small nations stock behind by inventing or creating new expressions so we use borrowing a lot, for example; 'He was sliding with his snowboard' -'Ai po rreshqiste me snowbordin e tij'. Or the newly created word 'Selfie' which is only a few years old but by translating it we have to use either Borrowing Translation Technique or the Description Translating technique a mere description of the action by doing a Selfie. E.G. 'She was doing a selfie'-'Ajo ishte duke u fotografuar me telefonin e saj te mencur. (Description)

All together it is obviously that the students use some of the translation techniques but not professionally and they tend to mix them up by interchanging them without being aware that there are rules of how and when to use them, for all kind of sentences in the sense of semantics, which means from the meaning they convey.

A final statement of this part i must say that the translation techniques are not used that much in our school because the students lack of knowledge and the usage rules of the translation technique. On the other side there is a great interest to learn about them and this makes hope for a change in the future.

Chapter II

2. Previous studies and statements

Many things have been said and concluded about the way or manner of hoe to translate efficient from English to another language. One thing is for certain that except of knowing well and knowing how to use the translation techniques one has to know and the English culture and the way of living in order to have a sense of specific English sayings and expression. The problem of the translation should not only be to understand and feel the SL but to know and have enough knowledge how to to deliver the same meaning to TL.

When it comes to difficulties like translating humor, sarcasm or other figure of speech included into the sentences one must know how to go back to the roots of those expressions in order to deliver the same sense and not get lost into the translation. *“New and developing themes in the discipline are also reflected in a wide range of new entries; these include Censorship, Cultural translation, Deconstruction, Ethics, Fictional representations, Gender and sexuality, Globalization”*. (Baker, Mona; Saldanha, Gabriela (2008). *Routledge Encyclopedia of Translation Studies*. New York: Routledge).

There are many writers and translators who have dealt and are still dealing with the issue of translation techniques, they have invented techniques and are still improving them in order to contribute in order to deliver good translated books and herewith spread the knowledge and contribute to share the different points of view by knowing each other's culture in order to understand and accept the differences that different nations and cultures have. *“Translation is*

for discussion. Both in its referential and its pragmatic aspect, it has an invariant factor, but this factor cannot be precisely defined since it depends on the requirements and constraints exercised by one original on one translation”. (A Textbook of Translation, Peter Newmark 1987)

When it comes to statements and studies that have contributed a lot and have made a step forward on accomplishing the set of translation techniques we must cite and refer to Peter Newmark as the person who established the techniques with little changes made from his days.

2.1 Theories dealing with translation techniques

As translation techniques are very much related to the translation methodologies and procedures there is not much to find on this topic as a separate issue it is much related with the other two components. Formal equivalence, dynamic function and deductive translation are some of the theories of translation that are more known and wider accepted. *“Theories of Translation are: Formal Equivalence, Dynamic Function and Deductive Translation”* (<http://www.academia.edu>). By the Formal equivalence is meant to transmit the thought from source language to the same thought in the target language by not giving a attention to the different words used. Translation is a complex system that cannot be done on one criterion so it relies on theories approaches, methodologies and procedures together with the translation techniques that interplay together and make one solid tool of successfully translation from one language to the other.

The theories dealing with translation techniques that we have mentioned above have different approaches to the techniques used to translate efficiently and unfortunately we still cannot conclude which one of them is better as all of them have their specifics and strong sides and weak sides on the translation process and the usages of the translation techniques depending the type and form of the translation that is being made. So actually they fulfill each other on achieving a good translation. This means that we have to be carefully on choosing our approach, before choosing it we should make a decision of what kind of translation we are

asked to make and which of the approaches fits better to the text that we have to translate from the semantic point of view.

2.2 Cataloging of translation techniques

Even though there is no absolute agreement between the scholars in the studies and further development of the field there is an agreement for most of the translation techniques.

The idea of the most researchers that translation techniques have been used as long as there exists translation first unintentionally than cataloging them and using them intentionally' tells us that most of the translation techniques have opposed naturally and the source of their development comes from the need to do a good translation. Here is the table of the translation techniques catalog.

Translation technique catalog

A	Linguistic amplification
Adaption	Literal translation
Amplification	M
B	Modulation
Borrowing	P
C	Particularization
Calque	R
Compensation	Reduction
D	S

Description	Substitution
Discursive creation	T
E	Transposition
Established equivalent	V
G	Variation
Generalization	
L	

("Translation techniques revisited" p. 511, table 6 – classification of translation techniques- Vinay and Darbelnet's translation procedures. <https://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf>.)

The table is modified to the needs of cataloging the materials have been taken from the tables above only the alphabetical order has changed.

Chapter III

3. Research methodology

Taking into consideration the material that I needed to support my thesis in order to built my ideas. Then focusing into the ideas that exist which helped me to elaborate my thesis further and develop it step wise.

Afterwards I focused on the specific needs of the students of the gymnasium 'Kongresi Manastirit' who may have very similar properties with the other high schools of Kosovo. On this part of the research it will be used the Quantitative Methodology.

I will go further by using the Qualitative Methodology by reselecting and ordering of the material that consist the main part of the source material. During the work in order to find the needs and areas where the students mostly lack of knowledge and skills to use appropriately

the translation techniques Questionnaires will be made with the students. As helping instruments I will use observation, interviews and text translation from the students. Also the text books of the high school will be analyzed. To simplify it into few words the research methodology will be descriptive.

Observation, questionnaires, interviews with students and text translation from the students led to to have the first glimpse that slowly lighted the ideas of my work and slowly led to conclusion.

Following these steps of the research methodology in order to outline and make a systematic research by gathering facts of the current situation have the view from above and see the whole scale of the problem will give me clues of the possible suggestion or even solution of the obstacles that may lay on the way of using the translation techniques successfully in order to have a proper translation from source language to target language or the other way around.

So to find facts that support your guess in order to come to useful conclusions is actually the most important step of my research. This is actually the final part where the qualitative methodology is used in order to gain from the material that is collected and come with a possible solution that may facilitate the translation and will be very useful for the students

3.1 Research aim

The aims of research are to support my thesis with the relevant material needed to achieve the main goal of the thesis. Facilitating the translation in the school where I work by picking the best adequate translating techniques by making them useful for the high school students. Making them aware which techniques best fits to a certain word, sentence or a whole text always being aware on specific needs and experiences which they go through to different levels on mastering the English level.

The aim of the research is a reasonable conclusion about the use of the translation techniques as a tool to better understanding and better learning of the English language. In order to be

helpful and facilitate the comprehension of the English language we have to make this research based upon facts of the current situation so that we find the weak points and work toward improvement of the state. So the aim is to deeply research the facts in order to have ideas about the situation and give conclusions of the situation and possible solution that flow naturally from the research results.

With other words it is very important to set clear the research aim so that you have a guide of what your aim of the research is so that you can clarify the way of how to get there by making a plan of the research to achieve that. In my case the aim of the research is to find ways of how to facilitate the translation process through the translation techniques. This will happen naturally by keeping in mind the research questions and the hypothesis.

Supporting your statements made there by facts from the research and the outcome of the research. By doing so and following these rules I am certain that I will achieve a great result with the highly possible outcome to facilitate the translation process for the students of the high school by using the modified and adapted translation techniques extra to their level of knowledge with extra guidance and advices of how to make use of them and on the same time being aware of the great tool of the translation process that they are inquiring and that is the usage of the translation techniques. I will strictly follow my aim of the research to gather data analyze them and fulfill the aim of the research which is the facilitation of the translation process by the usage of the translation techniques for the students of the high school.

3.2 Research questions

The research questions are:

Are translation techniques been used in high school?

Which of the techniques are used in high school?

Do the books of the high school support the usage of all translation techniques?

Actually the research questions together with the hypothesis were the guiding lines that helped me to stay on track and don't get lost into a meaningless writing. I always got back and read again and again the research questions and the hypothesis in order to answer them fully covered with facts.

I worked stepwise to get enough information in order to answer the questions. By the first question I used observation and questionnaire and asked students to translate pieces of text in order to find the true answer.

The conclusion of it was that the translation techniques are used but very few of them uses them intentionally, the others use some of them as the need arises without being aware of the usage of the translation techniques.

By the second question I made the same research with the students including observation and came to conclusion that the most common techniques that are used by the students are: borrowing, adaption and description. Those are actually the techniques that are used when there is no equivalent word or sentence form in the target language, which shows that the students lack on vocabulary knowledge both in English and Albanian.

The third question if books support the usage of all the translation techniques I must say that they do not, the high school books are written with the aim to enable students to learn general English which is good but lack in fulfilling the needs of translation techniques.

All the research questions have been made after a pre-research mostly by giving the thesis proposal. All the questions are thought throughout and carefully because it is the crucial part of the thesis and all the coming work will be done based on the research questions if the claims made stand based on facts that will result from the research or they will be put down because the lack of facts from the real situation. All the claims made in the research questions are deeply thought and I believe strongly that I am going to find enough facts that support the claims made in the research questions and they will be fully answered and covered with facts.

3.3 Research hypothesis

From the research made by observing carefully analyzing the questionnaires and the translated texts I may conclude that the rank of the high school students need help in order to make use of the translation techniques. From the observation it was obviously that most of the students make use of some of the translation techniques but this happens occasionally and more intuitively from the arisen need in order to accomplish the translation.

So as claimed on the hypothesis I have come with a table of the simplified translation which are explained how to use them.

The use of translating techniques differs from language to language. In this case, there is the English Language as a target Language that should be understood from Albanian native speakers. To those, translating techniques should be added the cultural background, everyday translating problems in the school, and the level of facilitation to the mental capability of the students.

The Translating Techniques shall be modified to the needs of the Albanian native speaker students with all the necessary modification to the Albanian language specifics in order to gain benefit of them.

Translation techniques are used in the high school but they are used without a specific purpose and randomly not pragmatically.

The high school learning material lacks on supporting all the translating techniques.

Fulfilling the given hypothesis was a good guide to be accomplished. By the first hypothesis as guessed before that there is a need to adapt the translation techniques and make them comprehensive to the level of the high school students I have come with the idea to compile a new adapted table of the translation techniques in order to do something useful and facilitate the learning process.

By the second one again as guessed before I have gathered facts that support my hypothesis that the translation are used unintentionally and not pragmatically by the students so to fulfill

the hypothesis I am planning of making a table for the students so that they can benefit from it and use them intentionally with a clear goal to achieve a higher quality translation. Of course it will need a time to adapt to the new form of translation but it would be beneficial. All those are of course just claims made from me from the situation that I have seen up to now, and still are only hypothesis which I believe stand right for the situation but I still have to make the research and upon the facts of the result see if I can give facts that are true and support the hypothesis. It is a great responsibility and it shows actually the importance of an objective research which will give enough data to work on them analyze them so that the result of the conclusion will come naturally with a possible solution which I have already in my mind.

3.4. Research outline and Methodology

The research methodology actually kept me on track and showed me the pace to slowly accomplish my work as I have wanted. Below I am going to outline the most important parts of my research. *“The research paper outline is essential for any article or term paper. The outline may make a great difference on how your work is interpreted”*. (<https://explorable.com/research-paper-outline>)

I. Find out the translation quality of the students

II. Through questionnaires, interviews and text translation seek for problems the students face during translation process.

III. Find out if the students use the translation techniques and which.

IV. If the translation techniques are used unintentionally or intentionally.

V. From the gathered material studied and analyzed seeking for a possible solution that the students have with the translation techniques.

“The research methodology section of a research project serves to explain how the researcher is going to solve the problem presented or prove the hypothesis that is put forth. Often times there

are several hypotheses and the methodology will have to be a complex mix of approaches in order to collect the correct data". (<https://www.papermasters.com/methodology.html>). This is it actually I am glad that I read this advice as I am going to give an extra attention to the research of how I gather data, analyze it and come to a conclusion through the outcome of the research data.

The very first step of my research that I have outlined and which I found very important was to set clear the level of translation that the students are. I have been teaching for many years in this school and know the situation but it is something else to make a aimed research with a proclaimed aim on a specific field because you can investigate it deeper and detailed so I mostly used observation to set the level on how the students translate so that based on these facts I can come to a conclusion and solution that may be very helpful.

To find out concrete problems that may not be seen by observation or other methods I saw it as necessary to let the students tell me by themselves the problems that they face. The best way to do so I thought it may be through questionnaires and interviews where I have to think of good prepared questions that probably will give me all the problems that they face revealing them and thinking of a possible solution.

To outline the third step of my research I am going to prepare a piece of text in English and give to some of the students to translate it in Albanian. The text will be in three levels: tenth graders, eleven graders and twelfth graders. So I will have enough material from all the levels of the high school which I can study, analyze and be clear of the present state of the students as concerning the translation abilities as well as the usage of the translation techniques which may be used without that they known.

I think this will be a very important step and very useful to gain information that may lead I to a really good and realistic conclusion which may produce even a possible solution for the issues that may occur. A special or a first duty when I got the translated text from the student will be to find out if the translation techniques are used which of them and how they are used. This will be under first attention to first of all set clear if the translation techniques are used.

The other thing that I have outlined which is to be done in order to further clarify the situation is to find out from the translated text, interviews and questionnaire if the translation techniques are used intentionally or unintentionally. It may seem as not important but it is, because if you do something that you are not aware of it means that you do not know to appreciate it and you are not aware of its importance.

But on the other hand using the translation techniques intentionally means that you have set clear the tools of translation and are aware of their importance their usage and the degree of the help that one gets from them. The very last thing to outline as important and to think of it all the time by taking all the materials, analysis and conclusion is actually to find a way or a solution that will solve or will pave the way to a possible solution after certain steps toward solution.

To fulfill this task it is required to read a lot make a lot of work with the students gather all the materials done with them and trying a lot of ways until one of them suits which also have possibilities to be improved so that the student s get the information are aware of the help of the translation techniques learn how to use them and as a result improve their English with a new learning tool that they did not have before or was rarely used.

3.4.1. Materials

The materials used to help gathering facts about my thesis are: Questionnaire, Interviews, text translation also facts and data for comparison from the observation. I will give the the form of questionnaire and the questions of the interviews in the Appendices so that you can see their form intention and the aim to be achieved. All those materials helped me very much, without them I only would fantasize of the problems that the students have.

So in deed by analyzing the material made with the student which aim was to gather as much as possible information of their position towards translation techniques. It took quite a while to compile them with all the necessary questions so that I get the right answers which I have

carefully analyzed. It took several days to let the students fill them and finally I have gathered them.

All the gathered material was carefully read and analyzed starting from the questionnaire question by question student by student. I was very impressed with their honest questions. Just for the record I have advised the students to give honest answer of the true situation and not consult the internet or seek somewhere for the answers of the questionnaire because otherwise we would have false facts and come to a false conclusion or solution. So I really have taken care that the answers are authentic and reflect the real situation.

The other important material that helped me to gather information from students about the translation techniques and the translation as a whole was through the interviews which I made with the students. By the compiling the interview questions I had extra attention to make such questions that drives the students to tell me honest answer so that I could have precious data which could help me further to determine the problems and a possible solution about those problems that will be done later in the phase of data analyzing. A sample from the interviews will be found as appendix at the end of my writing. Text translation is the next material that I've used with my students in order to see how they exactly translate and if translation techniques are used, if yes which ones. I have prepared extra material to translate for three levels of the high school.

To be more accurate and set the level of difficulty right I have used text from the school books for 10th graders, eleven graders, and twelfth graders. The pieces of text were still not covered from the school plan program, so that it is an unknown material for them and it does not affect the translation result. I must add to this section that the material was very helpful and I am glad that I made it actually set clear the actual state of their translation abilities and skills.

Further more about the importance of the translation material and its outcome will be discussed in the following chapters. A form of the translation text that my students have done for my work will be shown as appendix.

3.4.2. Participants

The participants that have taken part in the interview, questionnaire and the text translation are students of the school where I teach. I must use the opportunity to thank them warmly for their contribution as they have helped me a lot to gather facts and come to conclusion. As gratitude I have to describe the hard work with them which was very beneficial and constructive. I must go so far and conclude that without the help of my students my thesis work would be impossible, in the sense that I have gathered so much material from them through the questionnaire, interviews and text translation.

Actually it was the material from the students which led me to conclusions and decisions with a solution to be seen at the end of the tunnel. After I gathered their work I have analyzed it, compare it, order it and the outcome was a great accurate reflection of the situation. Let's not forget that the material gathered plays a great role to come to a conclusion that reflects the real state of the opposed problems. It's the materials and its analysis that together with the knowledge from the books dealing with the problem set the premises to success.

On one hand the knowledge from the books dealing with the problem is set clear whereas on the other hand on the materials gathered from the students it should be given attention to keep the objectivity as they may affect the final result. They should be made professionally, to get the answers from the students professionally and at the end make a professional analysis in order to get real state results. I have given extra attention on those rules to have a professional outcome out of them.

3.4.3. Instruments

Instruments of a research is a very important part of the work because it is actually this part of the research that provides us with input that is going to be analysed later and the end result will depend from the instruments that we have used, how we have used them and if we have given attention to use them objectively so that they reflect the real situation of the researched field. The instruments that I have used are:

1. Questionnaire

2. Interview

3. Text translation

I have decided to use these instruments because I thought that they will filter the most of the problems concerning the translation techniques usage from the students of the school where I teach. Choosing the instruments of the research is a very important step because if you choose the wrong ones you may not have enough reliable data from the research in order to study them and come to conclusions that rely on real facts and oppose the reality. By compiling the questionnaires, interviews and text translation always had on my mind the research questions and the hypothesis.

The questions of the questionnaire and the interview have as a source the research questions and the hypothesis so that the outcome of the research should support or reject my claims made on the research questions and hypothesis. Each question is thought very well so that it can bring the valuable data when answered by the students. By the interview is the same only that I have made some sub question in cases the answers of the students are not clear enough so that I could filter the best of the result.

In this field I have added the text translation too even though it is not very common I have decided to do it because I needed to see translated texts too in order to have more accurate outcome and data. I am certain that those instruments will provide me enough data to have a clear view on the issue which actually will decide the end result and a possible solution for the problems that will come on surface always depending on data outcome. I will strictly stick to data outcome and make decisions based on the analysis of the data and not make an imaginary solution or decision that has no facts all my decisions will be based on facts that come from these research instruments.

I must add here that a great part of the facts gathering and concluding the situation will be the observation which will be used during the whole work. By the observation I will make notes which will be analyzed too. This will be more or less a research tool that will guide me the

whole way through and lead me to the right path by making the right decisions and coming to right solutions.

So to set it clear the questionnaire, interview and text translation guided the whole time by the observation will be my eyes and ears and will help me to do an independent work based on facts and the outcomes. I think if I stick to those rules I will make this work easy to be done as I just have to respond to the outcomes of the research and make decisions upon them.

3.4.4. Procedures

In order to organize everything in a logical order the following procedures have been taken. First of all I have kept in my mind what I want to achieve but it needed lot of investigation to gather enough data in order to come to a factual result of the present state with enough data to see the problems so that I can think of a possible solution. So to do that the procedures have been: Gathering information through questionnaires, interviews, text translation and an overall observation of the situation.

Once having the present state of the translation I have gone further by analyzing the data in order to find the major problems where the students have had the most difficulties. As the analysis has been done I moved further to do the thinking process by always having the data into consideration in order to keep on track after a deep analysis of the data and thinking of the possible solution I came with the final idea which will be shown and explained on how it may facilitate the translation process.

The final procedure was to make the translation technique table together with the advices for the translation process. The methodology procedures helped me to stay on the right path which slowly led me to come to a conclusion. I have started from zero doing everything stepwise until the final idea that came naturally from the data analysis to take the needed steps so that I could give my contribution. The aim is to facilitate the process of the translation.

Chapter IV

4. Data analysis

The gathered facts from our school about the translation techniques gave us remarkable clues on how to proceed by developing a system that facilitates the translation in our school. I have observed the behavior and manner of the students in all kind of situations of translating both orally and written texts. By the analysis of the data of the questionnaires where random students have answered honestly all the questions and by having analyzed the book in sense of translation difficulties we have a clue that leads to ideas to solve or facilitate the most of the difficulties. *“Data analysis is the collecting and organizing of data so that a researcher can come to a conclusion. Data analysis allows one to answer questions, solve problems, and derive important information”*. (<https://study.com/academy>). In this part I must conclude that am happy to have undergone all the steps of the research and gathered data so that now have a trustworthy material to analyze. My research was qualitative methodology by using questionnaires, interviews and text translation in order to detect and filter the problems that the students have with the translation system and especially with the translation techniques.

So I have gone through a systematic analysis through the questionnaires, interviews and text translation. By analyzing all the data helped me much to clarify all my thoughts and doubts that I had about the assuming result and finally relayed professionally on data result without giving way my own non-factual assumptions. After analysis of the above mentioned materials including observation I started to build my thought to a final conclusion only relaying on the data result

4.1. Observation outcome

From the observation I have seen that students tend to relate the language they learn from the books in the school with the information about the English language and culture they learn

from other sources like internet, movies, news in English, sports and even contact to native speakers of the English language. If they have a clue to translate idioms, wisdoms sayings and other sentences that are hard to translate without being in touch with the culture. With other words the observation process has brought into the light many issues that we were used to accept in some ways and agree, which was not right.

There are many things to filter from the observation because there are so many needs that the students have but we have to go step wise and order them by the importance in order to improve the learning process and having a better result. The things are so connected to each other by the English language learning and the process of translation as a part of it belongs to a greater scale because a good translation seeks good English as a basis then dividing it further the translation techniques as a tool of translation process is only a part of the puzzle which cannot have any success on its own but can be very helpful in combination with other elements.

As the school books cover the general English but there are no information at all about the translation techniques it is up to the teacher to fill this need. The good thing about the observation as a research tool was that you could observe a special habit of the students on which I was not aware before the research by a normal teaching process. I think that observation is a very reliable research method to conclude the facts of an issue right as you observe the situation with your eyes and become to see from the first hand the situation. You are also a witness of the research as you see it happen.

Taking into consideration these facts I must say that the observation has led me to a very precise conclusion of the situation which does not look that good

Now all the things including translation are being analyzed with the hope that the result will be productive and helpful. It gave also a precedent for the other issues which should be also treated from the roots with the aim to find a solution. We have done so with the translation and have got a table of Instruction as a result of it, with the possibility to further improve it.

4.2. Questionnaire outcome

Questionnaires were a very important part of my work where I got lot of information of the present situation and also ideas of how to improve the situation where it lacked of information and use of the translation techniques.

By the question- Have you ever heard of translation techniques only a small number of them answered with yes although a part of them had a misconception of what it really means? This gave me more confidence to adapt a simpler table of the most used translation techniques which are simplified and explained of how to make use of them. The other question - Name all the translation techniques that you know?- students lacked on naming them which does not mean that they do not use some of them it only meant that they use the techniques unintentionally when they face a translating problem and the need for a solution makes them use the techniques.

The other question was which translation techniques you mostly use. - And they mostly had again no clue of terminology of the translation techniques. The upcoming question- Which of the techniques are more helpful to translate the text from the school books? - By this question I have had an interesting answer which concluded that description is the most useful technique because there are so many words especially by the new words where we have to describe them as we do not have adequate words in Albanian. *"The categories used to analyze translations allow us to study the way translation works. These categories are related to text, context and process. Textual categories describe mechanisms of coherence, cohesion and thematic progression."* ("Translation techniques revisited" classification of translation techniques- Vinay and Darbelnet's translation procedures. <https://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf>.)

I must actually compile the questionnaire in a matter that brings me results and it certainly has. The questionnaire was a right step to be undertaken it has brought lot of material that sets things clear. As I have mentioned in the thesis proposal that my research methodology will be mostly descriptive I will give all the facts on describing the situation and the outcome. The students use randomly the translation techniques they use only a few of them without being

aware of the usage they lack on knowing their importance but they are eager to know more about them and learn how to use them.

So from the perspective of their knowledge there are lots of gaps on their knowledge but it makes the situation positive as they want to learn more about them and appreciate their importance in the translation process. From those outcome it rises the need to give them more information in the future about the translation techniques and I was thinking of how to gather all the research material from all the forms of the research: observation, questionnaire, interview and the text translation in order to identify professionally all their need in this field and provide them a form of facilitated process of translation. Lot of ideas has given my many options but the idea of providing the students with a table of carefully selected translation techniques is gaining ground.

The table should consist of the translation techniques that they mostly need on their level of studies which should contain instructions of how to use them and they should be presented by examples in order to facilitate their usage so that the students understand them better and use them efficiently.

It is actually clear that there is a need to explain the importance of the translation techniques and teach the students how to make use of them so that they will have better translations. As definite outcome from the observation part of the research which I liked mostly because I could see on daily basis the questionnaire of the students is that there must happen a change as I have mentioned above in order to improve the situation. The students have little information about the translation techniques and are not aware of their importance even though they have showed interest to learn about them so a change must happen to improve and facilitate the translation process. To let it happen there is a need to gather and deeply analyze all the research materials also from the other research tools like the interview, questionnaire and text translation from the students.

All the materials together will provide enough stuff to come to a responsible decision even though we may have clues right away it must be decided after the analysis of the whole

research material in order to have an accurate and helpful solution that fits to the exact needs of the students of the high school which result from the research material.

In this section I must add also the text translation outcome made from the students so that I don't have to create an extra chapter for it. The outcome from the text translation was a bit surprisingly as the students have had an average text translation quality and it was obviously that they tend to use some of the translation techniques even though they have said in the questionnaire that they mostly have no clue what they are. So I came to conclusion that the usage of the translation techniques has happened unintentionally and it was used of the great need to find an appropriate equivalent meaning for the sentences that could not be translated word per word.

This gave me actually hope that with little instructions and a bit of knowledge about the translation techniques they will be led to use them and facilitate their translation process dramatically. The overall outcome from this section is that the students have learned to use some of the translation techniques by themselves as there was a need for it in order to translate successfully.

But on the other hand the usage was not systemized on lack of the information about the translation techniques which means that there can be made an explanation in order to systemize the usage of the translation techniques. That is why the idea of providing them a translation techniques table that is simplified to their level and give some extra advices about translation in general could result as a very good and helpful idea in order to change the translation process and improve it further.

4.3 Interview outcome

The outcome of the interview as material of the whole research ship made to gather facts and ideas in order to find out how the students stand with the translation process and explicitly with the translation techniques was a useful tool. Through the interviews with the students I have gathered materials that have helped to set things clear. The aim of this part of the

research was to find out how to find a helpful solution that could help the students continually improve their translation.

Each set of questions made between four eyes had some sub questions in order to understand them fully and have an objective outcome that help to set things clear. I must add that before I have started to compile the questions and possible sub questions I had already in my mind the ideas that I have concluded from the other parts of the research. So through the interview I just wanted to check my claims and thoughts if my ideas were right and supported by new facts from the students answers in order to reinforce them and go certain ahead with no doubts. This sounds like making decisions prior research, but it is not true.

I came to the clues I had of how to conclude everything by the other research materials so that by interview I just wanted to set them clear but on the same time I was aware that if there are facts that do not support my claims by the interviews analysis I would lay those claims down. The idea of the interview was a success and it supported my claims which were that the students do randomly and unintentionally use translation techniques, most of them have never heard of the translation techniques, most of them are not aware that it is a very helpful tool of translation process that facilitates dramatically the translation, do not know how to use them.

So a general conclusion is there is a need to give the students advices about the translation process as a whole and there is a need to make translation techniques table with extra instructions of the usage and examples of the usage of every single translation technique. All in one the interview was a reinforcement part after observation and questionnaires which ensured me by giving me facts of the real condition of the translation technique usage and the whole translation process too.

Now I am sure to move forward and give the summary of the answers result which claim my thoughts and reinforce the claims made by the research questions and hypothesis. In our case there will be given a solution to by advices and the translation techniques table extra made for the students of the high school where I teach in order to give information about the translation techniques and to facilitate the translation process.

The first questions were more for the general information just to have a clue of the overall situation. The questions about the translation techniques were carefully compiled where I got some very interesting answers with lot of information about the main issue the translation techniques.

On this part of the answers from the students I got to know that they haven't heard much about the translation techniques. Very few of them mentioned some of the translation technique like description, borrowing and so on but as far as I understood it they have heard them just as definitions not any deeper knowledge about their usage and their great role in the set of the translation technique and the process of translation as a whole. Those questions are the ones that actually set the need of the students to have more information about the role and importance of the translation techniques in the translation process.

Afterwards by the end of the interview I made the question if they think that it is a good idea to search for a solution in order to make the translation easier through the translation techniques and they were amazed by the idea and in general have given positive answers which let me conclude that everything that facilitates the teaching process is welcomed. I have actually expected such answers as young teenage students are eager to learn new things so through the interview I just set it clear they need by giving facts through the answers of the students.

4.4. School Books analysis outcome

By the school books analysis I have seen that the usage of the translation techniques is more than necessary. And it seems very important to inform the students with the techniques right away at the very beginning of the school year so that they are prepared with the necessary tools to better translate. In the school books there are a lot of words that do not have an appropriate translation into Albanian, a lot of phrasal verbs that separately mean something else put together something completely else, lot of idioms and sentence construction that need

to have also a better cultural knowledge of the English speaking countries in order to understand and better adapt the translation.

The school books with other words are more adequate for general English learning. Another thing that is worth to mention from the books analysis is the fact that their main concern is based on the four columns. The four columns are reading, speaking, listening and writing. Each of the section enables the students to inquire lots of English skills and prepares them to understand, speak and write good English.

This may be a good basis also for the translation techniques usage as they only have to get the instructions of how to use them, making them aware of their importance and present to them the translation techniques one by one. The students as I have seen get the information eagerly because it is something new and soon they find out that the problems that they had with the translation will disappear.

Another issue that is very helpful as a basic pre-knowledge is the treatment of idiomatic sentences and meanings. By this section the students learn from the books the phrasal verbs and sayings as a result of sentence adaption to a certain everyday situations for example: I will hang out with my friends tonight. Can you look up in the dictionary for this unknown word, and so on? It is very useful to be familiar with those kinds of sentences as they are the most difficult ones to translate into another language. So with all those pre-knowledge and the use of translation techniques the students will become better translators. As I have mentioned the translation techniques are not treated in the high school books but we can add them as an extra material to help the translation process which is very important for the student to further progress in means of learning the English language.

Books do not deal with the translation process but the general English learning g is very helpful and with the addition of the supplementary material about the translation techniques we can come to a good translation. From the books the students learn all the common things and equip the students with good English.

All the teacher has to do is to inform the students with the translation techniques and teach them how to use. That is what aim going to do in order to fulfill a gap and make the students that I teach a more completed ones by showing them this important field of the translation process to weave together all the meaning from the book analysis outcome I must say that the books of the high school together with other

Chapter V

Conclusion

To conclude all the claims made followed by a research, gathered facts, analyzed the facts from the research have gone one more time back and read the hypothesis and research questions to compare them with the outcome of the research made. I must say that my claims and doubts made in the hypothesis and research questions are supported to a very high degree by the outcome of the research which in general looks like this. *“Research (or teaching) requirements may make it important to consider textual micro-units as well, that is to say, how the result of the translation functions in relation to the corresponding unit in the source text. To do this we need translation techniques.”* (“Translation techniques revisited” classification of translation techniques- Vinay and Darbelnet’s translation procedures. <https://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf>.) The translation techniques are also a bridge between two languages that connects them by sharing meaning and culture into one another countries or nations.

Here are the deficiencies of the students that came out from the research which actually support my claims in the research questions and the hypothesis.

the students do randomly and unintentionally use translation techniques, most of them have never heard of the translation techniques, most of them are not aware that it is a very helpful tool of translation process that facilitates dramatically the translation, do not know how to use them so a general conclusion is the need to give the students advices about the translation

process as a whole and there is a need to make translation techniques table with extra instructions of the usage and examples of the usage of every single translation technique.

1. Most of the students have never heard of the translation techniques
2. A few of them use some of the translation techniques randomly and unintentionally
3. Most of them are not aware that translation techniques facilitate dramatically the translation process.
4. Most of them even if they use some of the translation techniques are not informed how to use the translation techniques.
5. Most of the students have thought that to translate a text it is sufficient just to understand the words in both languages without the usage of a translation process by including in it the translation techniques.

So the research has resulted positive as concerning the claims made in research questions and the hypothesis. So all is left is to make use of the research material and the knowledge gathered from the research to come to a solution and improvement of the situation. I have been thinking and made this decision as a step forward improvement of the translation process by using the translation techniques as a facilitator of the translation process.

As I final conclusion and a possible solution in order to facilitate the translation process through the usage of translation technique I have come to the final result.

The students are to be guided toward the usage of the translation techniques than with the help of the translation technique table prepared and adapted extra to their level and needs it will be much easier to translate a text that has a more qualitative translation. The guiding lines to a good translation would be.

1. The word should always be translated in the context of the sentences

2. The unknown words should always be deeply analyzed in order to find the equivalent meaning.
3. Sayings or a nifty should be translated to the moral they transmit.
4. Phrasal verbs, idioms should be previously studied in order to translate their meaning in the context of the related text.
4. Words that do not exist in the target language should be translated by the appropriate translation technique.
5. The sentence translation should melt to the whole text and have a flow that connects to the other sentences.
6. The translated text should transmit the same message and details of the original text not necessarily the same words as the original text.

These advices together with the translation techniques table made extra for the students should at least improve and facilitate the process of translation in our school. Actually at the beginning I had only the idea of making a simplified translation techniques table but by further investigation and observation I came to the idea of the advices as a first step to prepare them for the translation process and show them that only the translation techniques alone without the general English cannot make miracle in sense of good and proper translation. In order to emphasize the importance of the above written advices I am going to give an explanation of each one separately.

The first advice has to do with the multi meaning of many words in English who can be understood only in the context of a sentence for example the word book can mean a reading book and also to book a flight or something else. E.g. I am reading a book. And the other meaning I have to book a flight. The word 'Book' changes meaning as it changes the part of speech from a noun to a verb into another sentence word order. So I wanted to make my students aware of the many meanings that a word can have and advice them to learn the most of the word orders of a word that it can take into different sentence formation. The translation

should always happen in sense of the sentence meaning of what it conveys to us of course with the adaption into the Albanian language.

The second advice has to do with the meaning of the words in all parts of speech transformation and in all the tenses and person transformation so that it should not happen that the same word that you know in the present tense is an unknown word into the past tense. E.g. teach- taught. Many students know the meaning of the word teach but they think that the word taught is a completely a different word that has nothing to do with the word teach. Saying are the most difficult part to translate and very rare are used the same words to transmit the same meaning.

It means that you have to read a lot and know the culture of a nation and your own one in order to have enough knowledge to first understand the meaning of a specific saying from the source language than find a saying that has the same meaning. E.g. 'I am old and sick if I run fast it will send me six feet under'.- Jam I vjeter e i semure po te vrapoja shpejt do me mbyste. This advice is of great importance as the English language as a language of science, economy, sport, technology and many other fields of the human society develops fast and adapts to the newly inventions and development.

There are thousands of words that exist in English which do not exist or are barely used in Albanian and other small nation's languages. We are witness of this in our daily life, if we sit in front of a computer we have to deal with many software words that we are used to see only in English, if we take our cell phone it is the same if we make a conversation about science or technology in our native language it is impossible to make yourself understood without using the specific English definitions and so on.

In this case there are several translation techniques that may help for example: Borrowing, generalization, adaption, description and so on which are a great help when it comes to translate the English words that do not exist or are not very common in the Albanian language in our case. From my experience students mostly tend to translate the text from English to Albanian or the other way around by using the same words. It is one of the reasons that they

often have difficulties on translation because the word depending on the sentence word order not always conveys the same meaning.

It should be kept on mind that the reader of your translation is interested to get the message of the translated text and less interested or even not at all if the text corresponds word by word to the original language. The cultural differences, differences in behavior between the nations make the words meaning to sound a bit or totally different from another language, that is why I saw it as necessary to give this advice in order to give the total meaning of the translated words and not the total exact word usage.

The meaning always has priority. Another thing that I mentioned by the advices is the flow and continuity of the text. Of course it should be given attention to the sentence translation in order to convey the meaning of the sentence but it should not be forgotten that the whole text has its continuity and the translated sentences should have a flow and merge together in order to transmit the whole meaning of the text. So sentence by sentence translation should fit to the meaning of the whole text not that we have separate sentences that are alienated and do not fit together.

As a result of the research I saw it as necessary to make an extra table of the translation techniques which is well elaborated and simplified with extra instruction about the usage of the table. I will put this table into this section together with the above advices so that together it will make a valuable material on which the students can rely and perform better in translation.

The advices actually have less to do with the techniques and are out of the context of my thesis, but I saw it as necessary to put them in my thesis translation consist of so many fields that operate together in order to have a good translation and you cannot separate them because they rely on each other and cannot operate autonomously.

It is actually something extra that I want to provide to my students. Now we will have the translation techniques table and we will analyze it further for eventual improvements.

Translation techniques table modified to the needs of the high school students in order to facilitate the translation process.

Literal translation	Perkthimi literal eshte perkthim fjale per fjale perdoret tek fjalite qe kane kuptim te njejte ne dy gjuhet. P.sh. I go to school- Une shkoj ne shkolle.
Description	Pershkrimi perdoret ne rast se nuk gjejme fjale adekuate ne gjuhen shqipe ose anasjelltas, thjesht e pershkruajme. P. Sh. Shen Gjergji.- Saint George, the spring fest.
Borrowing	Huazimi-Perdoret tek rastet kur kemi te bejme me fjale te familjarizuara. I am learning to skid with the snowboard.- Jam Duke mesuar te rreshqas me snowboard.
Generalization	Pergjithesimi.- Perdoret kur nje fjali gjate perkthimit pergjithesohet. P.sh- Duke shkuar ne shkolle Isha aq shume I lodhur sa menzi ecja.- On the way to school I was very tired.
Particulization	Imetesimi,- Eshte e kunderta e Pergjithesimit ku kerkohet detaje me te shumta.
Compensation	Kompenzimi.- Perdoret ne rastet kur nje element ne fjali nuk mund te prodhoj efektin e njejte ne perkthim. P.sh.- Don't yeall like a stupid.- Most bertit si gomar.
Modulation	Tjetersimi.- Perdoret kur duhet te perdoret nje shprehje apo fjale tjeter per te ruajtur

	kuptimin. P.sh.-Strong caffe.- Kafe e rende.
Reduction	Reduktimi.- Perdoret kur nje fjali e tere mund te zevendesohet me nje thenje me te shkurter. P.sh.-Ai eshte I ashper, i pa ditur e i pasjellshem.- He is an idiot.
Amplification	Perdoret kur e shohim si te nevojshme dhenjen e me shume detajeve. P.sh.- The homework was hard.- Detyra e shtepise kishte shume fjale te pa njohura e te veshtira.
Established equivalent	Perdoret kur verehet se ekziston nje shprehje ekuivalente ose e barabarte. P.Sh Britania e madhe.- Great Britain.

I feel obliged to give some explanation about the translation techniques that I recommend for the students of high schools, which I am going to present to the students of the school where I teach as a tool to better translation. I came first with the Literal translation because the students unintentionally always tend to use this translation technique they should be aware that they can use it only by equivalent meaning transmission where the same words can be used.

I thought if they see how it is used they will not try to use it in every case. The other very useful techniques is the description which can be used very efficiently when they understand the meaning in source language but have no word that fits in target language so they can simply describe it. By the third one the usage is efficient especially by the new vocabulary that has entered into English language which is widely used in the target language to the borrowing is a useful technique when we have to do with a word that hardly can keep its meaning if translated because of the lack of the equivalent word into the target language. The coming technique is a

bit more complex when to be used but not how to be used if the text contains too many details that may sound boring then we use generalization to convey only the general meaning but not all the details.

Particulization is another translation technique that may be very useful and it is the opposite of generalization. If you feel that the translation text lacks on information than you have to use this technique and add more details in order to facilitate the comprehension of your translated text. By always keeping in mind that the text that you want to translate should not be confusing for the readers, if you thing that a word or sentence may be confusing than you have to use the compensation and compensate that word or sentence.

The other technique is Modulation and is of great use in cases when you have to fit the same meaning with different expression that fits best. Whenever you feel that you can translate the same meaning of a sentence with fewer words that is called reduction. Often writers because of lack of vocabulary cannot find the right words to express themselves so they go around and round the meaning which in some cases can be said by finding the right expression and words.

Amplification is used when we feel to add some more details in order to be comprehensive with our translation. And the last translation technique which I thought it may be important and helpful for the students is the Established equivalent which more or less means that there is an established equivalent in target language and is always used when it comes to the translation of that sentence. Usually those sentences are used often in the same context and the people are familiarized with the translation form so if we use another form of translation it will sound unfamiliar. Thos kind of translation we hear and see often and have to be used like that to don't cause confusion among the readers.

5.1. Conclusion from the observation

The observation has included all the parts of the research. It was a very useful tool that helped me a lot to see things clear and led me to give solution for the problems facing the translation difficulty from a point of view that was very successful. Whenever I had an idea to test the

difficulties of the translation I implemented it right away and observed the reaction of the students also their ways of trying to find a solution. So it kept me to the reality and gave me the possibility to conduct the situation.

As I was in the phase of observing the students reaction, their solution and decision to the problems that they faced during the translation processes I began to see clear the problems and find solutions to some of them in order to facilitate the translation process with the translation techniques. One of the mayor thing that I got from the observation is that students tend to translate word per word no matter how difficult the sentence is they care more about exact word translation than they care about the meaning that the sentence wants to tell us, and this is wrong because a text wants to tell us information it contains a message and that is more important than every single word inside the text.

I came to conclusion to make the students aware to transmit the exact message of the text is crucial. Every language has its form of expressing a thought so that it often happens that the same message is constructed with words that differ from language to language, that's why we should pay attention if we have translated the same thought that the text contains even if we have to use words that differ from the source language in our case English. From the observation I have concluded that students also lack on knowing all the forms a a word in means of the form of the words as noun, the same word in the form of adjective, adverb verb and so on.

This is very important to first of all know the meaning of the words in all its forms than to come and think about a proper translation. Another issue that came from the observation was multiple meaning of the dame word depending on the sentence and semantic order it takes. All those things actually belong to general English knowledge but are essential to come to a good translation. As mentioned before the observation as a tool or methodology serves to set a clear sight or the view from above where all the things become clear as far as you have analyzed all the data collected and you really have a clue about the situation so nothing is left but to think of a constructive conclusion and a problem solving idea.

In my case as a result it came out that the best possible solution is to make the students aware of the translation techniques construct a table of simplified of some of the translation techniques which I thought may be more helpful and give exact instructions of how to use them by adding the definitions of their role and give a proper examples.

Concluding the whole result of the observation, I came to many obstacles that hinder a good translation and the best way to solve all those problems is to teach students as much vocabulary as possible, learning all forms of a word, learning the cultural background of different expressions, learning all forms of the word order in a sentence, so that you can turn it and adapt it as you need it to achieve a better translation result.

It should be have attention to all those previous steps before coming to use the translation techniques that will further facilitate the translation process.

By studying the translation techniques and the causes to come to a good translation I have become conscious of all those things on which I will pay more attention in the future in order to prepare the students well to be able to use the translation techniques that I have prepared for them

5.2. Conclusion from the related questionnaires

The questionnaires were a very useful step where I have got much information about the present state of the translation process and the usage of the translation techniques. This is actually the point where I got the idea to make a simplified list or table of the translation techniques with guidance of how to use it. The students almost had no clue of the process of the translation even though they are not that bad in translation. I have seen that the process happens intuitively and not in an organized form.

From the questionnaires can be made lot of studies on the field where I was interested to gather information in order to conduct the present situation and getting clues on how to

improve areas that lack on having enough knowledge with the specific aim to facilitate the translation process through the usage of the translation techniques.

To do the questionnaire I have chosen random students from the school 'Kongresi I Manastirit' where I work. I wanted to have real facts of the situation in our school as considering the usage of the translation techniques. The questions are made carefully so that I had real facts on which I could relay for further research and the outcome of it. I intentionally made the half of the questions that have as answer: yes, no, maybe, I don't know and the other half with the possibility to have original independent opinions of the students which gave me a good view from above of the whole scale of the situation.

As I mentioned at the beginning of this chapter it was mostly the questionnaire outcome that gave me the idea to come with the table of the translation techniques and with the advices which are the result of the outcome of the questionnaire by analyzing each answer separately and giving a solution so that all the things that were not known from the students after they get in touch with the table of the translation techniques and advices will no longer remain so and the situation will have improvements. That was the aim of the research in this field and the whole work done in my master thesis.

Not just writing a thesis that is good to read but a thesis that tries to solve the problems and give solutions for them in order to bring the teaching process a step forward. And it goes further where I must conclude that the average student has almost no information about the translation techniques which means that it has to be done something in this area so that the students slowly but always on improving have to change the translation attitudes where a great help as first can be the translation techniques table made extra for them.

As a definite outcome from the questionnaires analysis is that the students do randomly and unintentionally use translation techniques, most of them have never heard of the translation techniques, most of them are not aware that it is a very helpful tool of translation process that facilitates dramatically the translation, do not know how to use them so a general conclusion is there is a need to give the students advices about the translation process as a whole and there

is a need to make translation techniques table with extra instructions of the usage and examples of the usage of every single translation technique.

Here in this session I must add also the text translation from the book texts done by students. Actually I have had not that bad translation. You can see from the texts that even though they have little knowledge about the translation techniques they have used them unintentionally and they have transmitted the meaning from the original sentences to native language sentences very well. The sentence translation has a flow from sentence to sentence without interruption of the meaning transmitted in the sense of the whole text. Also the translation happened mostly by translating the meaning of the whole sentences and not the word per word meaning where the whole meaning and concept that sentences or paragraphs have may get lost.

A problem is when students encounter a n unknown word in the text they have to translate they fail to guess the meaning of that word by paying attention to the other words in the sentence that often give us a clue about the meaning of the unknown words, or in such cases to make use of a dictionary and when so not just learn that specific form that you need it to make the translation but learn that word in all its forms and uses to have it ready for other translations. By doing often so students enrich their vocabulary and improve the multi usage of the words and so perform better and better in translation with the time.

5.3 Conclusion from the related interviews

The interviews extra made for the students of the high School where I teach have been compiled after I made the observation even thou the observation continued until the end of my work. I have done it after the observation so that I could have the first guess of the situation and know where to lead the interviews in order to have some extra facts about the situation of the usage of the translation techniques. I must conduct that the interview part of the research helped me a lot and has clarified the situation further. In contrast to questionnaires the interviews have been made eye to eye with the students where except the answers that were

naturally spoken on how they felt at the moment I got to see their reactions too, which was a good experience and gave me more motivation to my work. The reactions were mostly surprising that such a research is being done in order to help them and they were more than curious to see the end result of it.

The interview part helped me to make a lot of decisions on how to construct my thesis and it had its impact on what is written in it too, to don't forget that it has its influence on some of the problem solving decisions, especially on the translation techniques table and the advices which came as a need to help students understand the translation process and perform better on translation.

The form of the interviews revealed a lot it consisted of ten questions with possible sub questions in cases when the answers of the students were not clear enough. The questions as I have mentioned revealed lot of problems and showed that the students do not have much information about the translation techniques so I have made questions even of the idea to seek for solutions of their problems as concerning the translation process and the students were amazed of the idea.

That is why they were very cooperative and helped me a lot because they knew that the whole work is been made for them. Another thing that I must conclude from the interviews is the glimpse of hope that it gave me on such research ships that I would like to continue doing it for other purposes too. At the beginning it seemed that the gathered material were too much and it seemed to cross each other but after the deep analysis of each sequence they became clearer and they fulfilled each other on giving facts and information that lead me to take all the decisions and the conclusions in order to achieve an accomplished work.

What I want to say is that the different parts of the research have played their roles in ordinance like a symphony that only as a whole makes sense. The interviews have played their role too. The difficult part was to analyze the different parts of the research solely but after they combined together there was success to be seen. As a result of all the research together there came the advices about translation as well as the translation techniques table

the end to give the value of this part of the research I must say that it played one of the greatest part in my research by setting things clear of how they stand and paved the way to a solution which is the facilitated table of translation techniques with extra explanation and the necessary advices to a more general translation process.

The students do randomly and unintentionally use translation techniques, most of them have never heard of the translation techniques, most of them are not aware that it is a very helpful tool of translation process that facilitates dramatically the translation, do not know how to use them so a general conclusion is there is a need to give the students advices about the translation process as a whole and there is a need to make translation techniques table with extra instructions of the usage and examples of the usage of every single translation technique.

5.4. Conclusion from the books analysis

All right the books have been written for the level of the high school students and the difficulties is set to their level, that is right I do not want to challenge that fact, but there are many factors that play a great role on how much the students can keep track on the lessons explained from the books. The lessons are so much related to each other so that if a student did not learn a few chapters of the book he will afterwards completely lost and cannot follow, because the lessons depend on each other and there is a flow of learning that does not allow losing some lessons of it.

In other subjects there is no strong connection between the lessons for example geography: you may not have learned for Germany but this does not hinder you to learn about Spain. *"Literal translation occurs when there is an exact structural, lexical, even morphological equivalence between two languages. According to the authors, this is only possible when the two languages are very close to each other".* .”(Translated Techniques Revisited: A Dynamic and Functionalist Approach. Lucia Molina, Amparo Hurtado Albir.) This is a very valuable information as concerning the similarity between the languages. Similar structured language with similar

cultures which affects the meaning of the words can be easily translated by literal translation but not the languages who differ in structure and meaning of the languages.

That is not the case in the language learning and English learning too. English language learning is a process that does not allow any interruption, it has its continuity. Considering from this point of view and that not all students are good at it to keep track many students have problems to learn general English that is a basis to afterwards easily understand and implement the translation techniques. Taking this fact into consideration I had to over simplify the translation techniques table prepared even for an average student to be used without much effort. By the boo analysis I also came to face the fact that the book is used for many other countries with different native languages to learn English which means that it is a general English learning book for many countries and it does not deal with a focused learning from a language to language but it deals from language to multi languages and it does not treat the Albanian perspective of English learning which has its grammar, syntactic, semantic and vocabulary specifics so I came to conclusion that all these issues have to be covered by the teacher so that when a student learns the language he should feel the language think and speak it automatically not just learn it inside out by always keeping the rules in mind on how to construct a sentence in order to express his thoughts.

I had to add all those information in order to make it clear that the usage of the translation techniques requires a previous general knowledge in order to use them efficiently. We have to be aware of all the causes and try to fix them if we want to come to a proper translation techniques usage.

This was more or less the dark side of the book. On the other hand there are several aspects that are useful for the translation process which the books of the high school that we use in our school treat well. The books pay extra attention to the new vocabulary learning it treats morphological and syntactic issues well.

Those things are a pre step that accomplishes the students to have enough knowledge to start using the translation techniques successfully. It is really useful to know much vocabulary than from the morphological view to learn all the forms that a word can take in different tenses, all

affixes forms so that you can turn the word in the form that you need it for a proper translation, the other issue that is treated is from the syntax point of view where it can be very helpful to the translation to turn the sentence into the right word order that best fits for the translation.

With other words all those general knowledge English tools facilitate the process with the aim to transmit the exact meaning of the translated sentences from English to Albanian or the other way around. In the translation it is not important to keep the same structure of the sentences or using the same words, what is important is the exact transmitted meaning. It becomes hard by idioms, allegory, and comedy and so on but with good English and the usage of the translation techniques it is possible to transmit even humor, idioms and all the other difficult parts, like it is proven by many good translated books from English to Albanian and the other way around.

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Translated Techniques Revisited: A Dynamic and Functionalist Approach. Lucia Molina, Amparo Hurtado Albir

Appendices

Appendix one- Moral importance of learning

It is said that a picture is equivalent to thousand words. I saw it as reasonable to give two pictures that best show the importance of the translation techniques. In picture number one there is a man navigating with a map in his hands and looks like he has no problems with the navigation because he has a navigation tool and is equivalent to a person who uses the translation techniques as a helping tool who also will have a better results in translation process. On the picture number two there is a man who looks disoriented, he has no helping tool to navigate and is equivalent to a person who does not use the translation techniques and is probably in difficulties with the translation process too. What I want to say at the very end of my work is that a person is well equipped to do his work only if that person is willing to constantly change and absorb all the possible techniques and skills in order to do a good professional work. The translation techniques are a new skill that we can absorb and make use of it. Let us use them in order to facilitate and improve our translation.



Picture 1

(man-1597963_960_720.png)



Picture 2

(16624744-busines...sing-direction.jpg)

Appendix two- Questionnaires and Interviews

Questionnaires

This questionnaire is made for the students of the high school 'Kongresi i Manastirit' in order to find out ways of better translation in the school by using the translation techniques that will facilitate the translation. Students will answer with yes, no, maybe or I don't know, some of them by written text.

Name: _____ Class: _____

1. Have you ever heard of the translation techniques?

Yes _____ No _____ Maybe _____ I don't know _____

2. Name all the translation techniques that you know?

3. Which translation techniques do you mostly use?

4. Which of the techniques are more helpful to translate the text from the school books?

5. Do you think that translation techniques can facilitate the translation in our English classes?

Yes _____. No _____. Maybe _____. I don't know _____

6. Are the texts from the school books easy to translate?

Yes _____. No _____. Maybe _____. I don't know

7. What kind of sentences are difficult to translate?

8. Do you think we should try to use the translation techniques in our school?

Yes _____. No _____. Maybe _____. I don't know

9. What would be the possible benefit from them?

10. Do you think the teaching process should be altered by new tools like translation techniques?

Interviews

The interview with prepared questions will happen with some randomly selected students and will have two mayor aims to conclude the present situation and to reinforce a change of the situation with the will to make the translation process easier. The students will be from the high school 'Kongresi I Manastirit'.

Name: _____.

Class: _____

To start as first you should be aware that the interview is about the translation process where we are gathering data to see the situation and improve it. What do you think about it?

Have you heard about translation techniques as a tool of facilitating the translation?

Do you think that translation techniques will facilitate the translation and the learning process in general?

What kinds of sentences are difficult to translate?

We as a school can adapt some of the translation techniques that may be of great help to facilitate translation and also the learning process. Are you willing to help and change some of the learning processes?

Do you have any ideas that may help on selecting the most useful techniques?

I am about to create a table of the translation technique with all the information and examples that will serve as a guide to a better translation. What do you think about it?

At first it may not be very accomplished. Will you help to constantly improve it?

What do you think that the final results of our effort to create a translation techniques table that will probably help the learning process will be?

Text translation

The text translation is done by the students. The text is taken from the school books. This part is going to help me further to find out the weak points and the difficult parts where the students have problems translating the text in order to have a better view about the solution of facilitating the translation process. The students will be chosen randomly so that I have a realistic situation about the problems that an average student faces. There are paragraphs and separate sentences to be translated from English to Albanian.

Name_____.

Class_____

"Translate the following text:

"I have three trips coming up. I'm looking forward to going to Canada soon, where I'm staying for four nights at the Ice Hotel. This is a giant igloo situated in Montmorency Fall Park, just 20 minutes from downtown Quebec. It is made of 4,500 tons of snow and 250 tons of ice, and it takes 5 weeks to build. It will stay open for three months. When the spring arrives it will melt. Then it will be built again for next year, maybe in a different place".

Translate the following sentences into Albanian.

1. Did you miss your breakfast?

2. it's a strange choice of landscape for a snowboard designer.

3. Clair holds up her hands to show her nails. 'Don't they look awful!' she cries.

4. Tomorrow I will go snowboarding.

Appendix three- Students' contribution to the thesis

INTERVIEW

The interview with prepared questions will happen with some randomly selected students and will have two mayor aims to conclude the present situation and to reinforce a change of the situation with the will to make the translation process easier. The students will be from the high school 'Kongresi i Manastirit'.

Name: Xheneta Xhemajli Class: XII

To start as first you should be aware that the interview is about the translation process where we are gathering data to see the situation and improve it. What do you think about it?

I think is very good for our school
to use them.

Have you heard about translation techniques as a tool of facilitating the translation?

I have heard about them, and sure
they are very helpful

Do you think that translation techniques will facilitate the translation and the learning process in general?

We have not tried it yet, but it
would be nice

What kind of sentences are difficult to translate?

Popular words, comedy, calves

We as a school can adapt some of the translation techniques that may be of great help to facilitate translation and also the learning process. Are you willing to help and change some of the earning processes?

Everything that is good for us and the
school in general I am ready to help

Do you have any ideas that may help on selecting the most useful techniques?

3