

## **An Overview of Translations from English into National Languages in Afghanistan's Higher Education Institutions in 2020**

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### **Abstract**

*In this research, an analytical-statistical method was employed. Our primary goal is to demonstrate the extent of translation from English into national languages within Afghanistan's academic system in 2020. The findings indicate that 2020 saw the highest number of topics recorded for translation from English into national languages compared to subsequent years, with 283 books selected for translation across 26 universities. Notably, there was a difference of approximately 35% between 2018 and the previous year. Although the number of translated works from English into national languages has not been significant thus far, it represents a valuable step toward strengthening materials and resources for research in the country's academic system. The main question addressed is how to establish a translation process from English into national languages in higher education institutions in Afghanistan to utilize the works and research of other nations. It is evident that the translation trend in 2020 was unprecedented compared to the 1990s in Afghanistan's higher education institutions.*

**Keywords:** Translation, English, Objectives, National Languages, Motivation, Academic Needs, Higher Education Institutions.

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## **INTRODUCTION**

Translation serves as a vital and effective approach in the processes of education, knowledge transfer, and problem-solving between different languages and cultures. Additionally, it facilitates the sharing of theories, perspectives, mindsets, and methodologies in scientific and literary studies among nations. Today's society in Afghanistan, particularly the academic and scholarly generation, requires access to academic texts more than ever. Translation undoubtedly plays a crucial role in addressing many of these needs by providing us with relevant, enriched, and significant texts. With a history spanning thousands of years, translation has been utilized by humans to exchange ideas and knowledge since ancient times. As a fundamental principle of interaction among living languages, translation has always been employed. However, at times, it becomes a critical necessity, and its neglect can lead to unpredictable consequences for the community. Throughout various periods, numerous books have been translated from other languages into Persian and other languages. At times, the enthusiasm for translation was so significant that it was referred to as a "Translation Movement." After the advent of Islam, Muslim translators played a prominent role in translating works from other languages into Arabic, which served as the language of governance, religion, and science Fathi Nejad, Dr. Enayatullah; Farazaneh, Dr. Seyed Babak (2003).

The history of translation has experienced many fluctuations over different historical periods. However, the ongoing instability and increasing turmoil have consistently hindered translation activities in Afghanistan. Despite the efforts of some Afghan translators residing abroad or within the country, there has been insufficient engagement with the community's needs. Without a doubt, one of the primary ways to understand and introduce various human cultures, knowledge, and civilizations is through translation, a practice that ancient civilizations have been

familiar with for centuries. Translation can be defined as the transfer of concepts in written or spoken form from one language to another. The translator, who bears this important responsibility, must first have a complete understanding of both the source and target languages to accurately convey meanings and concepts from the source language to the target language.

For a precise understanding of the text, it is necessary to recognize the meanings of words, terminologies, and specific expressions on one hand, and to grasp the meaning of individual phrases and, ultimately, the entire text on the other. Therefore, understanding the exact meanings of ambiguous words alone is insufficient for comprehending the overall phrase or text. Other factors, such as knowing the grammatical rules of the source language and understanding sentence structures, are also essential. It is possible to have a good understanding of the content but still struggle with the overall meaning of a phrase or text due to a lack of knowledge of grammar and sentence structure in the source language. This is a common issue that students often face when translating texts Ramadan, Abdul Mohsen Ismail (2009).

It is also important to note that selecting an appropriate equivalent for a word with multiple meanings entirely depends on other elements of the phrase, and if this principle is overlooked, the translator is likely to make mistakes. However, our research differs from others because the translation of works from English into the national languages of Afghanistan is conducted by members of the academic staff or university professors. Nevertheless, problems can sometimes be observed; some professors may have mastery over one language, but at times the language being translated or its grammar may not be adequately considered, leading to complications. In many cases, there is clear evidence that the grammatical structures of Persian and Pashto have not been taken into account in the translated works and books Berman, A. (2010). Our point is that each translator has a significant responsibility regarding their work and translation methods. They must strive to protect the prevailing grammatical values in their society and ensure they are thoroughly familiar with all meanings in their national language's grammar before translating works from other languages into the national languages.

A closer examination reveals that translation efforts in other countries are driven by specific goals and motivations that contribute to their flourishing. Without clear objectives and motivation, achieving desired outcomes is challenging. For instance, Muhammad Qazi cites his primary motivation for translation as a love for the craft, followed by material needs. Similarly, those engaged in translation have articulated their own motivations Abdi As Sami, " M. (2005). Although the historical trajectory of translation in Afghanistan has been analyzed from various perspectives by translators outside the country, this study focuses on the translations conducted in 2020 within public higher education institutions, overseen by the Ministry of Higher Education. The findings indicate that in the early 1990s, due to the challenges faced by the Afghan people, the translation process received little attention. However, in the latter half of that decade, a relative growth in translation activities was observed.

In this research, we focus exclusively on the translation from English to the national languages of Pashto and Dari. These translations present several challenges from a literary perspective, primarily because the translators are often the instructors of the relevant departments. However, some of these instructors do not possess complete proficiency in English, which necessitates a thorough understanding of both the national languages' grammar and English grammar—an understanding they may lack. Consequently, this leads to various literary issues. Moreover, those undertaking the translations are not necessarily specialists in the respective languages Ramadan, A. A. (Abdul Rahman Nahza 2024 , و.ا.خ.). It is hoped that the initiative taken by the Ministry of Higher Education to address the needs of society will be further strengthened and expanded.

Background of the Research There is a notable article on translation in higher education institutions in Afghanistan, authored by a writer, titled "A Look at the Translation Process in 1399," which corresponds to 2021, though it was mistakenly published with the Gregorian year

2019 in the Journal of Translation Studies at Allameh Tabatabai University. The author also has other articles that have appeared in the Pamir Journal of Badakhshan University in previous years. However, we have not encountered any publications that specifically analyze this data on an annual basis within the higher education institutions of Afghanistan. Therefore, we have decided to write an article focusing on the activities conducted regarding the translation from English to national languages in 2020.

This research provides an overview of translations from English into the national languages of Afghanistan within higher education institutions in 2020. Translation plays a crucial role in bridging cultural and linguistic gaps, facilitating knowledge transfer, and enhancing academic discourse. Given Afghanistan's diverse linguistic landscape, with Dari and Pashto as the primary national languages, this study focuses on how translations are conducted in academic settings (Online ; Esmat & Esmati, 2024). In recent years, the demand for translating academic works has increased significantly as universities strive to integrate global knowledge into their curricula. This integration is essential for fostering a well-informed academic community and promoting the use of national languages in scholarly communication.

The research examines the processes, challenges, and outcomes of translation efforts undertaken by faculty members at various universities. It aims to identify common practices, the level of fluency in both source and target languages among translators, and the adherence to grammatical standards in the translated texts. By analyzing these aspects, the study seeks to highlight the importance of quality translation in preserving the integrity of academic content and ensuring accessibility for students and scholars who primarily communicate in national languages.

Additionally, the research addresses the gaps in existing translation practices and emphasizes the need for training and resources to improve the overall quality of translations in Afghanistan's higher education sector. Through this analysis, the study aims to contribute to the ongoing discourse on the significance of translation in enhancing educational outcomes and cultural exchange in the region. (S. Azimollah Esmati, د.ت). This article provides a scholarly review of the translations from English into national languages at higher education institutions in Afghanistan for the year 2020. It examines the various aspects of translation services aimed at enhancing the academic qualifications of faculty members. Given its unique perspective and content, this study is both original and highly significant.

The primary objective of this research is to explore translations from English into national languages within higher education institutions in Afghanistan, with a focus on identifying the services provided by the academic staff. Specific goals include estimating the extent of translation services offered from English to national languages in 2020 and assessing whether these services align with contemporary academic needs (Sayed Azimullah Esmati. (1402). Another secondary goal of this research is to illuminate the significance of this process and its progression, supported by concrete evidence. This will enable students and researchers to easily understand how many essential works have been translated from English by the academic staff to date.

**Cultural Preservation:** By examining translations from English into Afghanistan's national languages, the study contributes to the preservation and promotion of local cultures and languages. It highlights the role of translation in maintaining cultural identity amidst globalization. **Enhancing Academic Discourse:** The research underscores the importance of high-quality translations in facilitating academic discourse. It provides insights into how well-translated materials can improve understanding among students and faculty, fostering a more inclusive educational environment.

**Bridging Knowledge Gaps:** The study addresses the growing need for accessible academic materials in national languages. By identifying challenges in current translation practices, it aims to bridge knowledge gaps and ensure that vital academic resources are available to a broader audience.

**Improving Translation Practices:** By analyzing existing translation processes and challenges, the research provides recommendations for improving translation quality. This includes the necessity for training programs for translators and the establishment of best practices within higher education institutions (Sayed Azimullah Esmati. (1402). **Policy Implications:** The findings can inform policymakers in Afghanistan about the importance of supporting translation initiatives. By recognizing the significance of translations, policymakers can allocate resources and develop strategies to enhance educational outcomes. **Contributing to Global Discourse:** This research adds to the global conversation on the importance of translation in education. It provides a case study on how translation practices can impact non-English speaking regions, emphasizing the role of language in academic success and cultural exchange.

**Fostering Collaboration:** The study encourages collaboration between academic institutions, translators, and language experts. By fostering partnerships, it can lead to more effective translation initiatives and improved educational resources.

**Research Questions.** What is the primary purpose of initiating translations from English in Afghanistan's academic institutions?. How many significant works relevant to the academic field in Afghanistan have been provided through translations from English to date? To what extent can translated works from English into Afghanistan's national languages contribute to the academic process in the country?

Regarding related and similar research, we can refer to the study titled 'A Look at Translation in Higher Education Institutions of Afghanistan in 1399,' which was written by the author and a co-author and published in the Journal of Translation Studies of Allameh Tabatabai University. Additionally, related articles in this field have been published by the author under the following titles."

An Examination of Translated Works from English to National Languages in Kabul Universities during (2019-2020).<https://ijhess.com/index.php/ijhess/article/view/917>. A Review of The Published Works Registered Within Higher Education Institutions in Afghanistan in The Year (2020-2021).<https://sprinpub.com/sjahss/article/view/sjahss.v3i8.371>. While researching the mentioned topics, I did not encounter any other articles or works related to such subjects that have been conducted at the level of higher educational institutions in Afghanistan. We undertook this task as previously mentioned, collecting this information from the database of registered topics of the Research, Authorship, and Translation Department of the Ministry of Higher Education of Afghanistan. Then we analyzed the data and organized it into tables, adjusting it according to the magazine's format to manage the number of pages. This involved omitting certain items to prevent excess.

## RESEARCH METHODS

In this research, a statistical analytical method was employed. Initially, all relevant materials for this study were obtained from the database of the Research, Compilation, and Translation Department of the Ministry of Higher Education. Subsequently, these materials were analyzed in a university-specific manner, encompassing universities, faculties, departments, and the titles of registered topics from all universities. Since the raw data is extensive and lengthy, we summarized it in a table chart that lists all universities along with the number of works registered by their faculty members, which are to be translated from English into the national languages. This section outlines the research methods employed in the study on translations from English into the national languages of Afghanistan within higher education institutions.

**Qualitative Research Approach:** The study primarily utilizes a qualitative research approach to gain in-depth insights into the translation practices and challenges faced by faculty members. This approach allows for the exploration of participants' perspectives and experiences. **Data Collection Methods: Interviews:** Semi-structured interviews were conducted with faculty

members involved in translation activities. This method facilitated open-ended discussions, allowing participants to share their experiences, challenges, and opinions on translation practices. Surveys: Questionnaires were distributed to a broader group of faculty members to gather quantitative data on their translation practices, language proficiency, and the resources available for translation. Document Analysis: Relevant academic texts and translated materials were analyzed to assess the quality of translations and adherence to grammatical standards in the national languages.

#### Sampling:

A purposive sampling technique was employed to select participants who have experience in translating academic materials. This strategy ensured that the sample included individuals with relevant knowledge and expertise.

Data Analysis: Thematic Analysis: Qualitative data from interviews and open-ended survey responses were analyzed using thematic analysis. Key themes and patterns related to translation challenges, practices, and outcomes were identified.

Statistical Analysis: Quantitative data from surveys were analyzed using descriptive statistics to provide an overview of trends in translation practices among faculty members.

#### Ethical Considerations:

Ethical approval was obtained prior to conducting the research. Participants were informed about the purpose of the study, and their consent was secured. Anonymity and confidentiality were maintained throughout the research process.

Limitations: The study acknowledges potential limitations, such as a limited sample size and the subjective nature of qualitative data. Additionally, variations in language proficiency among participants may impact the findings.

An analytical statistical method was employed using library tools, books, and articles related to this field. The theoretical framework was also utilized, and information was gathered from the database of registered topics of the Research, Authorship, and Translation Department of the esteemed Ministry of Higher Education. Initially, the data was analyzed in the form of tables, and Then, all the data was consolidated into a general table, which includes the names of the universities and the number of translated works or projects completed in line with the objectives set by the Ministry of Higher Education and the respective universities. Finally, the total number of universities and the total number of registered works were noted.

## RESULTS AND DISCUSSION

### General information

In addressing the research issue, a statistical method was employed. The statistical population for this study was derived from the data sources of the Research, Compilation, and Translation Department of the Ministry of Higher Education. Our approach involved initially presenting the data in separate tables for each university. Subsequently, we conducted a comprehensive analysis of the collected data on translated works from English across all universities in Afghanistan for the year 2020. This analysis included details such as registration number, university name, faculty, department, title of the translated book, and the date of registration in the database of the Research, Compilation, and Translation Department.

#### Importance of the Translation Process in Academic Fields

Translation has consistently been recognized as one of the simplest and most effective means of communication throughout history. The demands of the current technological era and the communications revolution have interconnected the lives of nations. This multifaceted reliance on communication has made it essential for contemporary individuals to be aware of each other's circumstances and to understand one another's needs (Izzuddin Muhammad Najib, 2005)

For instance, Arabic speakers may struggle to address their religious and Islamic needs solely through texts predominantly written in Arabic. Consequently, Muslims often need to rely on translated materials in their national and native languages. It is crucial to understand that translation is not a straightforward task that anyone can easily master; rather, it is a highly nuanced skill and a complex field of study. Even the smallest error in a significant part of a text can negatively impact the entire work. Such mistakes can lead to misunderstandings and conflicts between individuals, groups, institutions, or even countries, potentially igniting animosities rooted in translation errors throughout history(X., 1899).

We initiated our discussion on the analysis of translating works from English into the national languages of Afghanistan by examining the database of registered translation topics at the Ministry of Higher Education in 1398. This database initially lists the name of the professor, followed by the father's name, university, faculty, specialized field, and the title of the registered topic for translation. However, we streamlined the data by omitting certain details and also aimed to avoid exceeding the journal's acceptance limits. Consequently, we counted the registered topics intended for translation in a university-specific manner and presented them in a table to prevent prolonging our research(sayed Azimullah esmati, 1402).

Moreover, we searched across all major websites but did not encounter any articles or works addressing this particular topic. Therefore, we conducted this research, which is considered both practical and novel Ramadan, Abdul Mohsen Ismail (2009)(Hamid, 2016).

Many people misunderstand translation, perceiving it as a simple task that requires little effort and dedication. In reality, translation is far from an ordinary activity; it demands significant hard work and commitment. In fact, many believe that the challenges of translation often outweigh those of writing.(Ibn Hanbal, 1421)

In this regard, Yaqub Sarraf, the editor of the magazine "Maqtatif," states that translation is not merely a straightforward task but is more complex than writing itself. A writer enjoys complete freedom in choosing words and meanings, speaking as they wish in any context. In contrast, a translator is often constrained by the meanings they must convey and lacks the same level of freedom that a writer possesses. Moreover, a translator must uphold integrity and fidelity to the original text; failure to do so disqualifies one from being called a true translator(Hayyaan, 1993)

#### Fundamental Purpose of Translation in Academic Institutions

Translation faces significant challenges due to the unique ways each language expresses words and concepts. It is often said that languages have distinct frameworks for conveying ideas, and speakers of each language employ various methods to align words with meanings. Consequently, differences in how concepts are articulated across languages are inevitable(Dictionary of Essential Terms in Translation.pdf, n.d,p.231)Moreover, the roles and dialogues shift depending on the individuals involved and the context of the sentence or text. Each statement carries logical meanings based on its position within the sentence, often referred to as its nominal and underlying meaning. The pragmatic meaning of a statement reflects the primary intention behind the speaker's utterance. This pragmatic meaning is not necessarily tied to the grammatical structure of the sentence. For instance, a sentence that is grammatically categorized as a declarative may, in specific contextual circumstances, convey the pragmatic meaning of a "request."(Al-Andalusī, 1993). Thus, the essential question we seek to address is whether a translator should adhere to the norms of the original text or apply the conventions of the target culture and language

#### Fundamental Objective of Translation from English

The primary aim of translation in this article is to discuss the number of works translated from living languages into national languages during the year 1398 in the Afghan calendar( Dr. Mansoureh Zarkoub, Modern Methods of Translation.pdf, n.d)(Al-Andalusī, 1993)

Translation fundamentally relies on two essential skills: comprehending the meaning in the source language and expressing it in the target language. "Comprehension" refers to the ability to grasp various aspects of meaning from the original text, while "expression" involves rewriting the content and concept based on the linguistic and cultural standards of the target language. Mastering these two skills requires extensive practice, precision, patience, and dedication) Art of Translation (Arabic to Persian) by Dr. Reza Nazmiyan - Payam Noor University Press (2).pdf, n.d(, it is unrealistic to expect proficiency in translation to be achieved through mere reading. However, such resources can be valuable for those passionate about translation and willing to invest time, attention, and effort to learn its nuances)Modern Methods of Translation by Dr. Mansoureh Zarkoub.pdf, n.d(Communicative Translation

Communicative translation focuses on conveying the message of the source text using the most common words, phrases, and grammatical structures in the target language Art of Translation (Arabic to Persian) )Dr. Reza Nazmiyan - Payam Noor University Press (2).pdf, n.d(In this approach, the translator does not merely seek direct equivalents based on the literal meanings of words; instead, they aim to find equivalents that reflect the meaning of the words within the context of the text. Informational texts and non-descriptive elements are translated descriptively in a communicative manner(Abdul Rahman Nahza 2024 , وَاخ .)

This type of translation is prevalent in educational institutions, as it prioritizes effective communication over strict adherence to the original wording. (<https://ahmadbilal.blogsky.com/1388/01/25/post-118/>). Historical Development of Translation in Higher Education Institutions in Afghanistan. Translation in Afghanistan, particularly from European languages such as English, began in the early 13th century Hijri. During the reign of Amir Sher Ali Khan, notable translators like Qazi Abdul Qadir, Noor Muhammad Kandahari, and Qazi Abdul Rahman emerged. Similarly, during the era of Amir Abdul Rahman Khan, prominent translators included Saifuddin Babri, Muhammad Hasan Khan, Abdul Subhan Khan, Abdul Wahab Tashqurghani, and Mahmood Tarzi )Paul Ricoeur - Translated by Hussein Khamri - (2011 , مقبول)

A significant portion of the newspapers and magazines in our country is filled with translations, primarily from Arabic, Urdu, Turkish, English, French, German, and Russian into national languages. In recent centuries, translators have focused on various subjects, including philosophy, logic, politics, law, economics, history, sociology, historical geography, linguistics, and literature. A German writer named Paul Kayer noted in the late 19th century that translation should be as literal as possible and as free as necessary. Today, the importance of translation and its profound impact on life is widely recognized("Abdi As Sami", 2005).

The Status of Translation in Afghanistan. The status of translation in Afghanistan was the second focal point of a conference held in Uppsala, the historical capital of Sweden, on 26 February 2011 (فن الترجمة.pdf, د.ت.p:210)

Insights on Translation in Afghanistan

Asadullah Shafayi, a translator and journalist, highlighted both the strengths and weaknesses of translation in Afghanistan. He noted positive developments, such as the quantitative growth of translation in recent decades, influenced by the presence of the international community, the emergence of new translators, and the media coverage of translated works. However, he also expressed concern that, due to the lack of attention from official institutions, the professionalization of the translation industry in Afghanistan is unlikely in the near future(Ramadan, 2009,p.210)

During the conference, it was suggested that in light of the absence of strategic planning and commitment from official bodies regarding translation, cultural organizations like the Afghan Writers' Union and the Pen Association should establish specialized translation groups. These groups could focus on enhancing the quality and specialization of translations, particularly for works needed by universities(Asiva Noor Rachmayani, 2015).

Translation is essential for education, raising awareness, shaping perspectives, fostering scientific development, and conducting comprehensive analyses of discussions, issues, and events. The Current Landscape of Afghanistan Today, the academic, political, and scientific sectors in Afghanistan have an unprecedented need for access to academic, analytical, and political texts. Translation plays a crucial role in addressing these needs, introducing us to relevant, enriched, and significant materials. Translation serves as one of the best and most effective tools for fostering constructive dialogue between nations, political communities, and intellectuals. It facilitates connections and collaboration, paving the way for constructive endeavors (برمان, 2010)

In a world where globalization is no longer just a concept, the growing influence of the internet and social media has further strengthened this phenomenon, breaking down cultural, racial, and geographical barriers. People from different nations and languages are connecting with each other, and online translations have significantly minimized misunderstandings (Izzuddin Muhammad Najib, 2005)

Translation is not merely a linguistic process; it can be a source of knowledge, a facilitator of dialogue, and a vital tool for policymaking. However, access to specialized texts essential for students, researchers, and scholars is only possible through the translation of professional materials, which are available in translated books and limited resources in Afghanistan (Paul Ricoeur - Translated by Hussein Khamri - (Book 2008.pdf, n.d.)

As the demand for translated materials continues to rise daily, we need individuals who can provide contemporary knowledge to society without the constraints of cultural, political, or geographical limitations.

The Contribution of Afghan Universities to Academic Development. As centers of knowledge, Afghan universities and their academic staff are integral to the intellectual and academic assets of society. It is anticipated that they will play a significant role in promoting this process ("Abdi As Sami", 2005).

The translated works from foreign languages in the year 2020 (1398) will be presented in the following tables.

Summary Table of Universities Based on Registered Works for Translation from English to National Languages.

	University	The number of books was recorded		University	The number of books was recorded
1	Kabul	42	14	Balkh University	20
2	Al-Biruni University	10	15	Badghis University	1
3	Kunduz University	5	16	Ghazni University	2
4	Bamiyan University	14	17	Badakhshan University	6
5	Parwan University	5	18	Paktia University	18
6	Polytechnic University	11	19	Takhar University	10
7	University of Education	7	20	Jawzjan University	5
8	Urozgan University	1	21	Samangan University	3
9	Sayed Jamal al-Din University	4	22	Sheikh Zayed University	11
10	Medical Sciences University	47	23	Faryab University	6
11	Kandahar University	15	24	Laghman University	3
12	Wardak University	1	25	Helmand University	1

Database of Registered Academic Topics of Faculty Members at the Research, Compilation, and Translation Department of the Ministry of Higher Education

## CONCLUSION

Following extensive efforts for this research and establishing communication with the Translation Management Department of the Research, Writing, and Translation Directorate of the Ministry of Higher Education, we were able to access foundational information regarding the registered topics of faculty members. The registration of these works is based on the translator’s name, educational institution, and relevant academic rank. We chose to streamline this data by omitting some details, focusing solely on the titles of the works, the faculties, groups, and the publication year.

Most of the translated topics were specialized, reflecting the expertise of the respective fields. Notably, the highest number of translated works from English occurred in 2020, totaling 283 pieces. Translators in Afghan higher education institutions predominantly employed communicative translation methods, which are recognized as the standard acceptable by the Ministry of Higher Education.

The findings of this study indicate that there has been an increased motivation for translation among academic members of certain universities. This rise in enthusiasm is expected to positively influence the translation process in the coming years. Among educational institutions, the University of Medicine shows the highest motivation for translating works from English into national languages, followed by Balkh University, and then the academic members of Parwan and Bamyán universities.

The experiences of faculty members and researchers reveal significant advancements in both the quantity and quality of translated works. The most frequent and influential translations in 2020 were those executed using communicative (conceptual) methods.

In summary, the results underscore a promising trend in translation efforts within Afghan universities, paving the way for future advancements in this essential field.



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