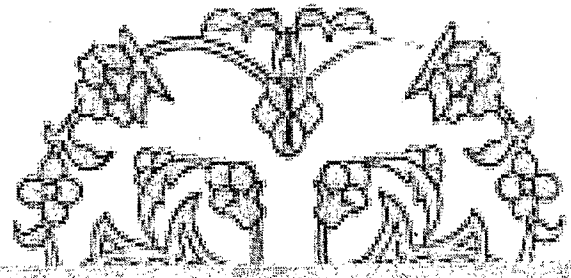بسم الله الرحمن الرحيم

۱۰۹۸۲

Allameh Tabataba'i University

Faculty of Persian Literature & Foreign Languages

Department of Translation Studies

Translation Problems and Readability of Journalistic Texts in Educational Settings

Thesis Submitted in Partial Fulfillment of the Requirements for the

Degree of Master of Arts in Translation Studies

Advisor: Dr. Mahmoodzadeh

Reader: Dr. Sedighi

By
Leila Pooyanfar

Tehran, Iran
December 2006

فرم گرد آوری اطلاعات پایان نامه ها
کتابخانه مرکزی دانشگاه علامه طباطبائی

عنوان: سطح دشواری متون مطبوعاتی و مشکلات ترجمه برای اهداف آموزشی	
نویسنده/ محقق: لیلا پویان فر	
مترجم: -	
استاد راهنما: آقای دکتر کامبیز محمود زاده	**استاد مشاور / استاد داور:** آقای دکتر احمد صدیفی ، خانم دکترفرزانه فرحزاد و آقای دکترغلامرضا تجویدی
کتابنامه: مراجعه به قسمت کتابنامه انتهای فصل ۵	**واژه نامه:** -
نوع پایان نامه: بنیادی ☒ توسعه ای ☐ کاربردی ☒	
مقطع تحصیلی: کارشناسی ارشد	**سال تحصیلی:** ۱۳۸۴-۸۵
محل تحصیل: تهران **نام دانشگاه:** علامه طباطبائی	**دانشکده:** زبان و ادبیات پارسی و زبانهای خارجی
تعداد صفحات: ۱۸۳ **گروه آموزشی:** مترجمی	-
کلید واژه به زبان فارسی: -	

کلید واژه ها به زبان انگلیسی: Literal, Context, Register, Alternative, Translation, Word for Word Translation, Norms of Usage, Collocation, Interference, Idiom, Metaphor, Corpus of Parallel Texts, Informative Texts, Translation Error, Translation Problem, Option, Rendition

چکیده

الف: موضوع و طرح مسئله (اهمیت موضوع و هدف): تعیین سطح دشواری متون مطبوعاتی جهت طبقه بندی و تعیین این متون به منظور طرح آزمونها و استفاده در کلاسهای ترجمه بسیار ضروری می‌باشد. همچنین مشاهده عملکرد دانشجویان ترجمه در هنگام حل مسایل اصلی ترجمه اینگونه متون احتمالاً منجر به کشف نقطه ضعفهای آنها و ارایه راه حلهای مناسب آموزشی جهت رفع معضلات خواهد شد.

ب: مبانی نظری شامل مرور مختصری از منابع، چهارچوب نظری و پرسشها و فرضیه ها: این پژوهش کوششی است در یافتن پاسخ به پرسش اساسی آن که دانشجویان ترجمه چگونه مسایل و مشکلات غامض ترجمه را از میان برمی دارند. با درنظر گرفتن تعدد معادلهای موجود در زبان مقصد در مقابل هر عنصر مورد نظر از متن مبدأ، این اقدام که همانا یافتن معادل کاربردی مناسب برای هر مساله ترجمه می باشد احتمالاً کاری است دشوار. از طرفی می توان مفروض داشت که هر قدر تعداد معادلهای موجود برای هرعنصر از متن مبدأ در زبان مقصد بیشتر باشد مترجم ناچار به صرف مقدار بیشتری نیروی ذهنی و فکری در یافتن معادل کاربردی مناسب می شود.

پ: روش تحقیق شامل تعریف مفاهیم، روش تحقیق، جامعه مورد تحقیق، نمونه گیری و روشهای نمونه گیری، ابزار اندازه گیری، نحوه اجرای آن، شیوه گردآوری و تجزیه و تحلیل داده ها: جهت نیل به اهداف فوق الذکر تعدادی تکه متن مطبوعاتی از دو مجله معروف بین المللی انگلیسی زبان با در نظر آوردن سطح دشواری لغوی و نحوی به منظور درک مطلب و ترجمه به زبان پارسی استخراج شدند. جامعه مورد تحقیق که شامل تعداد ۲۵ نفر از دانشجویان مترجمی و مطالعات ترجمه دانشکده زبان و ادبیات پارسی و زبانهای خارجی دانشگاه علامه طباطبائی بودند و به روش کاملاً تصادفی منتخب گشته بودند باید تکه متنهای مورد نظر را به زبان پارسی‌سلیس و روان ترجمه می کردند.

از مسایل عملی ترجمه مورد بحث این پژوهش می توان موارد ذیل را برشمرد:

نامهای رسمی، واژگان تخصصی علوم مختلف از قبیل سیاست، طب، حقوق، فناوری اطلاعات و ارتباطات، اقتصاد و غیره، جملات پیچیده شامل چند جمله واره، ساختهای مجهول، ساختهای نحوی غیر معمول و دشوار، حروف اضافه، آرایه ها، استعارات، امثال و سایر مسایل.

جهت پاسخ به پرسش اصلی این پژوهش، معادلهای ارایه شده دانشجویان برای هر یک از این مسایل گردآوری شده و در چارچوب نظری بررسی و تحلیل تطبیقی ساختهای نحوی – لغوی متناظر بین

چکیده

دو زبان پارسی و انگلیسی مورد مقایسه ومشاهده قرار گرفتند. در مرحله توصیفی، راهکارهای دانشجویان در حل مسایل مختلف در جداول و نمودارهای ویژه ای طبقه بندی شدند. سپس در مرحله دوم این راهکارها و پاسخها با توجه به ارزش کاربردی آنها و تطابق آنها با هنجارهای استعمال در فضاهای مختلف بحث درزبان پارسی مورد تعبیر و تفسیر قرار گرفتند. در تعیین تطابق حوزه های معنایی تکه متنهای مبدأ با راه حلهای ارایه شده در زبان مقصد، سلسله مراتب و اجزاء معنی در حوزه های مختلف مورد بررسی، تجزیه و تحلیل قرار گرفتند. درضمن معیارهای تعیین صحت وسقم ترجمه در این پژوهش با در نظر آوردن نوع متن و مقتضیات ترجمه اینگونه متون (مطبوعاتی) و فضای ویژه ای که ترجمه درآن صورت می گیرد (آموزشی) معین گشتند.

ت: یافته های تحقیق: پس از بررسی و تحلیل داده ها تداخل الگوهای نحوی – لغوی زبان انگلیسی در ترجمه ها مشهود گشت. از میان رفتن آرایه ها و استعارات و شکل مجازی زبان، همپوشانی حوزه های معنایی مجاور ، اغتشاش در سلسه مراتب معنی و از بین رفتن اجزاء اصلی معنی در ترجمه واژگان تخصصی و بعضاً در ترجمه سایر واژگان و انعکاس ترکیب نهاد – گزاره ای زبان انگلیسی در پارسی از مهمترین ویژگیهای ترجمه ها بودند. عدم درک ارزش کاربردی ساختهای نحوی- لغوی و تفاوت میان کاربرد این ساختها در دوزبان ، تکیه بر نخستین معناهای ارایه شده در فرهنگ لغت و غفلت از مسایل فرا زبانی و فرهنگی به عنوان دلایل عمده خطاهای بارز در ترجمه خودنمایی می کردند.
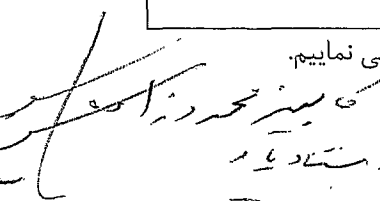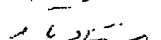

ث: نتیجه گیری و پیشنهادات:

مسأله بحث برانگیز معادل یابی در کلاسهای آموزش ترجمه به دانشجویان باید معطوف به یافتن معادلهای کاربردی و عملی مناسب و مطابق با عوامل فرا زبانی و فرهنگی در دو زبان مورد نظر، هدف از انجام ترجمه و خوانندگان مورد نظر باشد. بدین منظور دانشجویان ترجمه باید قادر به تحلیل، بررسی و درک تفاوت میان کاربرد ساختهای نحوی – لغوی متناظر در دو زبان پارسی و انگلیسی باشند. به عبارت واضحتر فراگیری دستور کاربردی در دو زبان و مقایسه و تطبیق ساختهای نحوی متناظر از دیدگاه کاربردی و عملی باید مورد تاکید قرار گیرد. جهت فایق آمدن بر معضل اصلی ترجمه که همانا تفاوتهای موجود میان دو فرهنگ مبدأ و مقصد است ارتقاء سطح دانش و معارف عمومی و جهانی دانشجویان ترجمه توصیه می‌شود. در ترجمه متون تخصصی دانشجویان باید از ساخت ویژه عبارات و واژگان تخصصی متون مورد نظر آگاه باشد. همچنین باید تا حدودی با اصول و مفاهیم زیر بنایی آن علوم که ترجمه متون تخصصی آنها مورد بحث است آشنا باشند. هدف از تربیت مترجم صرفاً تقویت تواناییهای آنها در دو زبان

چکیده

مورد نظر نیست؛ مترجم صرفاً ماشین معادل یاب نیست بلکه فردی است که نه تنها بر اصول بیان معانی دردو زبان متناظر وقوف کامل دارد بلکه با تکیه بر دانش و درک والای خود از جهان هستی و پدیده های آن که عبارتند از علوم و فنون مختلف و تفاوت میان ملل ، فرهنگها و آداب و رسوم قادر به تعبیر و تفسیر متون و غور در عمق معانی آنها از نظرگاه انتقادی است . همچنین پیمان مقدسی با زبان بومی خود بسته است و آن همانا حمایت و پاسداری از تمامیت و اصالت آن با اجتناب از تکیه بر راهکارهای سطحی و ساده انگارانه ترجمه که باعث ایجاد تداخل از زبانهای خارجی در نحو و قاموس زبان بومی می شود.
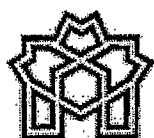
صحت اطلاعات مندرج در این فرم بر اساس محتوای پایان نامه و ضوابط مندرج در فرم را گواهی می نماییم.

نام استاد راهنما: ؟ سید محمد ؟

سمت علمی: ؟ استاد ؟

نام دانشکده: ادبیات ؟

رئیس کتابخانه:

Allameh Tabataba'i University

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December 2006

Acknowledgements

I wish to express heart- felt gratitude to:

My mother, the only one who could ever give me a love so unconditional,

Dr. Tajvidi and Dr. Farahzad, the greatest teachers,

Dr .Mahmoodzadeh, the greatest soul I have ever met in my life,

And to all my instructors at the Allameh Tabatabaei Faculty of Persian Literature and Foreign Languages.

Abstract

Assuming the multiplicity of the potential equivalents in the target language for every source text item, and the degree of cognitive effort invested by the translator in choosing among the options, which is considered to increase in case of greater number of options available ,this study aims at the observation of how the students of translation at both BA and MA levels in the Allameh Tabatabaei Faculty of the Persian Literature and Foreign Languages approach a number of translation problems occurring in translation between English and Persian of some informative (journalistic) text extracts. This was carried out by sort of an evaluative analysis of various student renditions offered for translation problems.

Evaluations and analyses were conducted through a contrastive analysis of the lexico – grammatic structures between the two aforementioned languages and of the semantic fields.

Though it can potentially overshadow any discussion of translation quality in any setting, accuracy was addressed quite discreetly drawing on the factual evidence based on careful analysis of the related semantic fields for every single problem.

On the other hand, the subjectivity associated with evaluative arguments for and against the options offered for every problem, limited by some linguistic and extra-linguistic parameters like norms, was indirectly addressed.

Taking up a reverse road that begins with a preview of what translation problems and the question of accuracy in this particular (educational) setting and with regard to such text typology (informative) might have in store, I endeavored to reach a thorough understanding of translation students approach in encountering the twists and turns in their attempt to eliminate these problems and peculiarities, primarily in order to be able to offer practical solutions to pedagogical problems faced by trainers. In more clear words I did not intend to detect up's and down's; the focus was on unveiling translation students' strategies to get through the hurdles.

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'Chapter one'

Introduction

1.0 INTRODUCTION & BACKGROUND

Our previous study (by my classmate and I) around the issue of translation difficulties was not based on the preview of particular translation problems and focused on the observation of such difficulties as they occur in student translations and because of the lack of such a preview, the texts selected for empirical study were not inclusive of all the particular translation problems .The previous research relied on a probabilistic hypothesis that the subjects "may" have difficulty translating certain items that were believed by the researchers to pose translation difficulty .Consequently, the methodology was guided by the frequency of errors committed by the subjects in translating those items to introduce the items as translation difficulties within the particular context and the text typology addressed, as the question posed is quite self-evident: what makes a journalistic text difficult to translate?

Unfortunately, due to the lack of reflection and sound preconception of the nature of translation difficulties the researchers were baffled by the observation and detection of such difficulties in translations submitted by the subjects, in addition the pre-research text – hunting phase fell short of picking out the text that could feature all translation problems.Also the process of data collection became unduly prolonged and complicated due to the amount of extra material that needed to be set aside to refine those text pieces that were true representatives of translation difficulties.

The present research takes a step further from the realm of the mere quest for an understanding of the nature of translation problems, aiming at the interpretation and explanation of student translational behavior.

Being rooted in a clear understanding of translation problems at different language levels, the present research intends to observe the translation students' approach to a set

of syntactico-semantic and pragmatic difficulties in translation into Persian of some journalistic text extracts.

1.1 Statement of the problem

Undoubtedly, translation involves a cognitive process of problem solving and the degree of such a cognitive effort is still unknown to researchers. Yet, there are certain features in a text, which can make it potentially difficult to translate.

Determining the level of translation difficulty of a text is now being extremely needed to prepare and classify texts for translation teaching and examinations. Having a preview of peculiarities of a text in terms of "requirements of conceptual understanding, syntactical complexity, the use of subordination over co-ordination, the register, style and tone, idiomatic expression and lexical sophistication"(NAATI cited by Campbell & Hale 1999 in Babel 48: 1, P: 14) is recommended for both translators and evaluators. Newmark draws the critic's attention to the way the translator has 'solved the peculiar problems of the SL: the title, the structure including the paragraphing and sentence connectives; shifts; metaphors; cultural words; translationese; proper names; neologism; untranslatable words; ambiguity; level of language; and meta-language, puns and sound effects, where relevant'(Newmark, 1988)

Others including Nord (1997), Delisle (1998) Reiss (1982) and Neubert (1992) have also called for the source text analysis, preferably pre- translation, to catch a glimpse of the peculiarities of the text language to identify those items that pose more problems for translation. Reiss (1982) proposes that translation problems concern five aspects: 'the subject matter (semantic aspect), the register (material aspect), and the type of language used (functional aspect), the pragmatics of the reader (pragmatic aspect) and the

historical cultural context (temporal, local or cultural aspect) (ibid: 1 15). Nord (1997) presents the type and nature of translation problems in broader terms such as pragmatic, intercultural, interlinguistic or text-specific problems.

Also, Larson proposes a source text analysis before starting a translation project as part of a major step in such a project called 'exegesis' which seeks to discover the meaning of the source language text;

'The analysis of the source text will include resolving ambiguity, identifying implicit information, studying key words, interpreting figurative senses, recognizing when words are being used in a secondary sense, when grammatical structures are being used in a secondary function, etc.' (Larson, 1984:48)

The quotation explicitly points at a number of translation problems which need to be taken into account before starting to translate; these include ambiguities, words and structures used in secondary sense or function, etc.

In 1999, an empirical study was carried out by Campbell and Hale which undertook to determine what, basically, makes translation difficulty with the assumption that such a measure of difficulty in translation is "... a function of the cognitive effort required to process the item in question and convert it into the target language" (Campbell & Hale 1999, in Babel 43:1, P: 15) and that the higher the number of available options as solutions to some given translation " scenarios" (problems) the more difficult would the item be to translate.

Although the research mainly questioned the identity of translation difficulties, they were already designed and calculated to reflect problematic translation areas; moreover, the accuracy of each solution or alternative renditions was discussed, presumably, according to the target language norms of usage, which were Arabic & Spanish. It was

found that translation accuracy cannot be objectively and explicitly observed and measured without clearly defined criteria, and in many cases it highly depends on the reader's interpretation of the source text.

In this research an interesting method for data (translation strategies) analysis was used which was labeled "Choice Network Analysis" and which is used in our methodology to classify and analyze students' solutions to translation problems, because it can clearly map out translation strategies in a flow–chart- like structure; a flow chart is expected to give all the steps, options & choices in the process of solving a translation problem. Here is a sample network for Spanish translation of the English official term: 'Anglicare' by Arabic subjects (ibid: 20):

```
                                              ┌─────────────────┐
                                        ┌─────│  No- Anglicare  │
                                        │     └─────────────────┘
                    ┌──────────────┐    │
              ┌─────│ No-nativise- │────┤
              │     └──────────────┘    │
              │                         │     ┌─────────────────┐
              │                         └────▶│ Yes- El Anglicare│
Translate ──▶ │                               └─────────────────┘
              │
              │                                            ┌──────────────┐
              │     ┌──────────┐     ┌────────────┐        │ El cuidado   │
              └─────│  Yes ·   │─────│ Translate- │────────│              │
                    └──────────┘     └────────────┘        │ Anglicano    │
                                                           └──────────────┘
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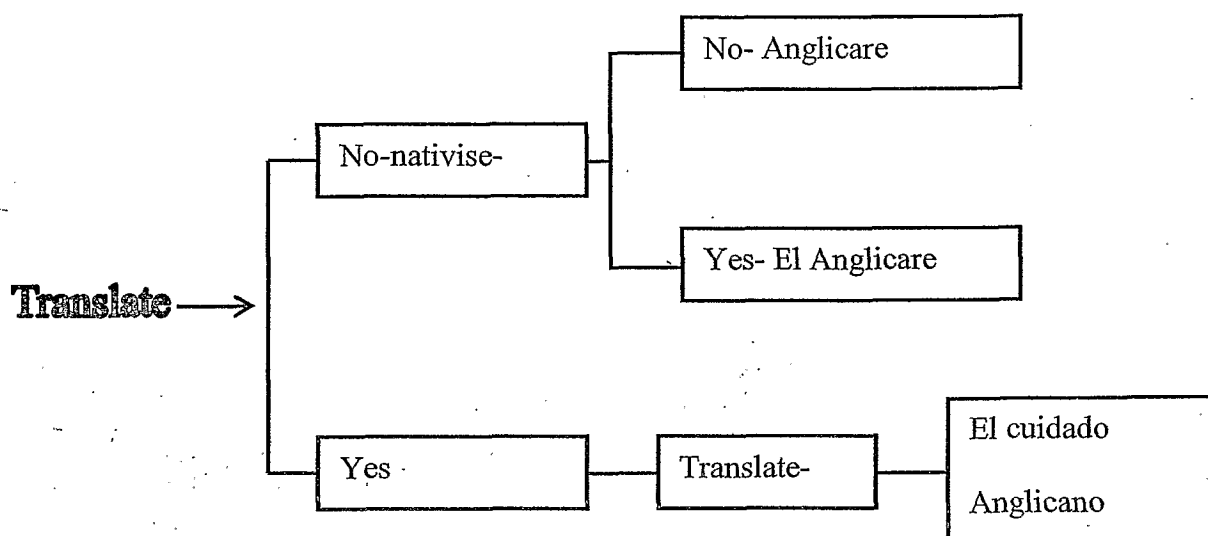
`, such a method of analysis and classification of students' proposed alternative solutions to translation problems is used.

1.2   Research question

As it is very interesting and also useful to observe student behavior in solving translation problems to empirically test the abstract and subjective concept of accuracy of each alternative solution to a given translation problem and having a vision of the particular translation' scenarios' (problems) that the students are faced, it was asked :

How do the students of translation solve challenging translation problems?

Since, this study is inherently descriptive; the accuracy of different renditions is not taken into consideration through a prescriptive lens; the intention is to figure out in some sort of a systematic way how subjects approach each translation problem and how they deal with various options available for each item.

Of course, the accuracy of each rendition according to the norms of "correct" language use in Persian is addressed indirectly; in fact, no course of action or no options to be the correct ones are prescribed; the aim is merely to observe the degree of subjectivity in determining the accuracy of renditions not to engage in any sort of evaluation and value judgments; the subjects are not given 'pass or fail' marks.

1.3 Hypothesis

This study is based on the assumption that subjects inherently tend to produce different renditions for a given item (translation problem), and the difficulty of translation lies in the effort to choose from those options, as it was acknowledged in a research by Campbell & Hale (1999) that " where there are numerous options, each subject exerts relatively large cognitive effort in making a selection; where there are few options, each

subject exerts relatively small cognitive effort" (Campbell & Hale,1999 in Babel 48:1, P:15), of course such a cognitive effort can hardly be directly observed and measured, because of the mystery still surrounding what goes on in the black-box of the human mind. Also we observed in our own study on text difficulty in translation that subjects produce various renditions for certain items in the test, that was the subject of study, as it looks quite logical that if translation is assimilated to solving problems, in the real world of subjectivity which engulfs the interpretation and comprehension of a text, more than one absolute and irresistible solution can be proposed for each translation problem, and the accuracy of each alternative solution is also very susceptible to the same degree of subjectivity. By the way, the prospective evaluator who is supposed to determine the level of such accuracy will definitely face subjectivity and uncertainty, unless he/she is given the opportunity to define and measure the accuracy of each given rendition according to some fixed, explicit and clearly delineated criteria and purposes.

1.4 Significance of the study

This study is significant in the sense that it attempts to look into translation students' approach in dealing with conceptual, stylistic and language peculiarities in translation into Persian of some mainly informative (journalistic) text extracts. This diagnostic attempt can potentially track down not only problem areas and weak points but also dominant strategies that the students of translation have been reinforced to adopt in dealing with translation problems,eventually leading to form the foundations of reformative and remedial questions, assumptions and decisions underpinning strategic planning for language pedagogy.

1.5 Delimitations

This study was conducted on a limited number of subjects and using a small corpus of texts containing previously defined and calculated 'translation problems'. Certainly, using a larger number of subjects who represent not only translation students but also professional and freelance translators in addition to other groups involved in translation projects and texts in various fields of knowledge would yield more reliable and valid results.

1.6   Key Terms (in order of conceptual significance in the Research)

1.6.1   Translation Problem

Any of the syntactico–semantic, pragmatic and stylistic complexities that can potentially slow down or sometimes hinder the process of decoding or comprehension of the source text.

Regarding the orthodox view of accuracy, which focuses on the preservation of both formal & conceptual aspects of the source text, such problems can also overshadow the re-encoding or production stage of the translation process.

1.6.2   Option

Any of the potential equivalents available in the target language for each source text item.

1.6.3   Rendition

Any of the offered solutions for each translation problem by the subjects.

1.6.4 Alternative

The terms "alternative" and "rendition" have been used interchangeably to mean the same thing. In the ideal case, they can be synonymous with "option".

1.6.5 Register

The semantic, syntactic and lexical reincarnation of language parameters consisting of tenor (formality, politeness, impersonality and accessibility) mode (channel limitation, spontaneity, participation, and privateness) and domain which in itself broadly encompasses language functions categorized by Jakobson as referential (denotation), emotive (connotation) conative , poetic, phatic and meta linguistic (based on Bell's description 1991).

1.6.6 Context

The temporal, spatial and linguistic frame work within which language use takes place, often categorized as historical cultural and situational context, the linguistic context is sometimes labeled as co-text.

1.6.7 Literal Translation

A literal translation attempts to stick to the form of the source text, such adherence is rather more blatant in the area of lexis than grammar.

1.6.8 Word for Word Translation

In a word for word translation loyalty to both lexical and syntactic format of the source text is widely evident; lexical items mostly feature primary meanings. Such a translation is beneficial to the study of the source language lexicogrammatic structure.

1.6.9 Norms of Usage

The familiar and frequently – used lexical and syntactic forms in a language.