

C H A P T E R - 1 [I]

THEORETICAL FRAME OF REFERENCE

Introduction

This thesis attempts to evaluate the Marathi translation of William Golding's novel "Lord of the Flies" by G.A.Kulkarni, with the same title 'Lord of the Flies', by critically looking at the lexical, semantic, stylistic aspects of both the original and the translated text.

In order to place our study in the ongoing tradition of research in translation evaluation, we propose to first review the theories of translation and translation evaluation and then the practical studies in translation evaluation.

Translation Theories & Approaches towards Translation Evaluation:[A brief review]

The history of writing on translation can be divided into three periods, the first two are prelinguistic and the third is composite one.

Steiner (1975 : 236) classifies the history of writing on translation into four (pre-linguistic) periods.

The first period is marked from Cicero and Horace upto

the publication of Alexander Tytler's essay on the principles of translation in 1791. This period is characterised by an empirical focus and seminal analysis as well as pronouncements. The second period is marked from 1791 to Valery's *Sous L' invocation de saint Jerome* in 1946. This age may be described as the age of 'Philosophic-Poetic' theories and definitions of translation. The third period begins from 1940 and is characterised by the introduction of the structural linguistics and communicative theory into the study of translation. The fourth period co-exists with the third. It has its origin in the early 1960s and is characterised by a reversion to hermeneutic, almost meta-physical inquiries into translation and interpretation.

The word for ~~word~~ translation was advocated by Romans. It was followed by 'imitation' and 'interpretations', and 'creative translation'. Then 'sense for sense' gained momentum. Medieval translation might be described either as 'vertical' that has special prestige or value, or as horizontal where both the SL and TL have a similar value.

Dolet's (in Bassnet-McGuire, 1986, 54) five principles and Chapman's (Shepherd, 1875) three suggestions are similar.

1. full understanding of ST
2. perfect knowledge of both SL and TL
3. avoid word for word translation

4. common use of the forms of speech
5. choose order words appropriately and
6. avoid overloose translation (Chapman)

By the mid 17th century Dryden formulated his three basic types (Dryden, 1680)

1. Metaphrase : word by word translation
2. Paraphrase : sense for sense translation
3. Imitation : as translator sees it.

Towards the end of the 18th century (1791) Tytler published his three basic principles.

1. The translation should give a complete transcript of the idea of the original;
2. The style and manner should be of the same character with that of the original.
3. The translation should have all the ease of the original composition.

The tendency to restrict the translator's function was observed in various nineteenth century writers. Longfellow clearly states (quoted in De Sua, 1964, 65).

"The business of a translation is to report what the author says, not to explain what he means. What an author says and how he says it, that is the problem of the translator."

Savory's (1968, 50) principles, with several contradictions, are -

The translation should -

1. give the word of the original,
2. give the idea of the original
3. be read like an original work
4. be read like a transla.
5. reflect the style of original
6. possess the style of the translator.
7. be read as a contemporary of the original
8. be read as contemporary of the translator.

~~up~~ to this time no formal thought of Translation evaluation was there.

A systematic study of the linguistic process of translation has caught the attention of linguists only recently. It was during the 1960s that two major theories after Jacobson came to our notice. The pioneers of these two theories were J.C.Catford (1965) and Eugene A.Nida (1969).

Jacobson's distinction between three main types of translation (1959, 234) -

1. Intralingual translation or rewording.
2. Interlingual translation or translation proper from one

language to another.

3. Intersemiotic translation or transmutation .. from novel to drama.

Catford and Nida also suggested scientific or linguistic procedures for actual translation and testing the accuracy and adequacy of that translation.

J.C.Catford's Theory of Translation :

Catford has proposed his theory in his book 'A Linguistic Theory of Translation'.

Catford proposes three levels in language -

1. Grammatical and lexical form

2 Medium form
 / phonological
 \ graphological

3 Medium substance
 / phonological
 \ situational substance.

He defines translation as -

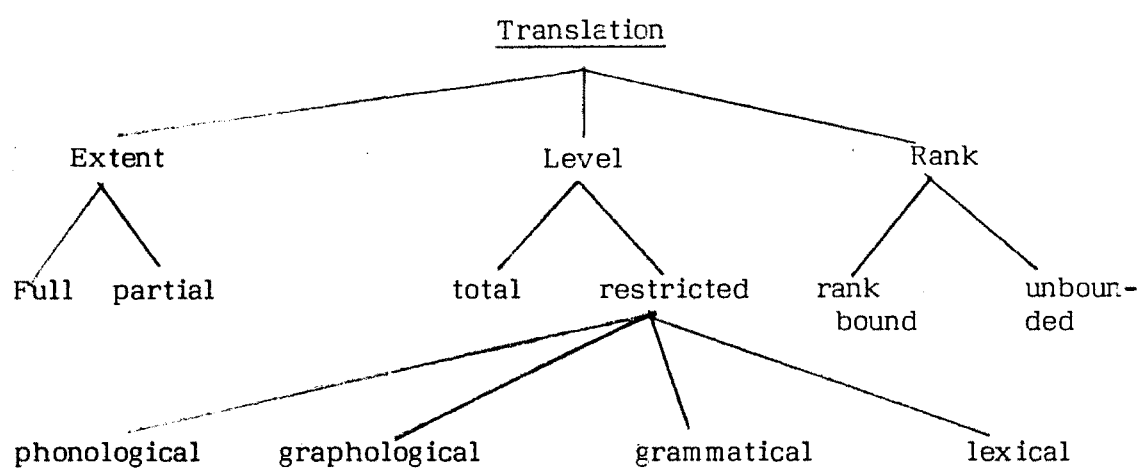
"the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (1965, 20).

He further says -

"The greater the number of situational features common to

the textual meanings of both the SL and TL text, the better the translation" (1965, 49).

The translation types by Catford are given in the following diagram :



This classification is concerned with merely formal aspects of the text. It doesn't go beyond the sentence level. Catford's theory has only a limited use to the problem of translation evaluation.

Catford proposes three methods.

1. Appeal to the authority of a competent bilingual informant or translator,
2. Commutation and observation of concomitant variation,
3. Appeal to the investigator's own intuition.

According to him, commutation is the best technique because it is objective and has formal rigor. However it is difficult to see how it can be objective and rigorous because appealing to the native speaker does introduce subjective elements.

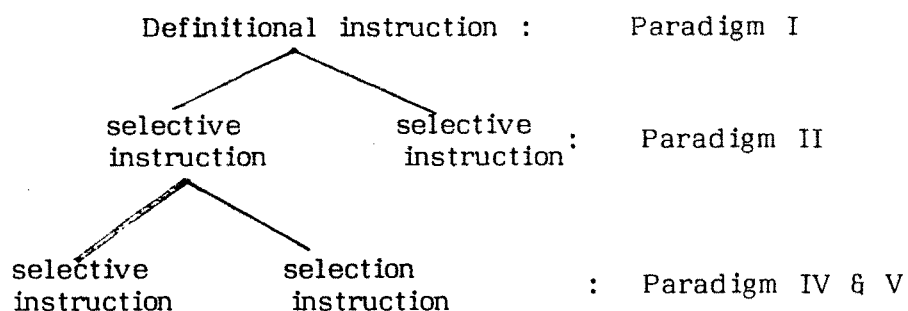
Another theory of translation is proposed by Halliday. According to Halliday, there are two stages in the translation process.

1. Selection of the most probable translation equivalent for each category and item in the sentence.
2. Modification of this selection either -
 - a) from evidence in the SL or
 - b) from internal features of the TL.

Though Halliday's approach to translation takes into account the linguistic aspect of sentence structure, it doesn't have anything to do with Translation evaluation.

According to Jiry Levy (1967), "Translation is a process of communication; the objective of translating is to impart knowledge of the original to the foreign reader" (1967, 1171).

He views translation as a decision making process in which the translator takes into account the entire 'text'. The basic principles of this process are :



The four important aspects of this theory (1967) are his categories of -

1. Surplus decision
2. Syntax of instruction
3. Decision process
4. Minimax strategy

Levy's model is far more abstract than any other models of translation. His theory fails to provide an explicit model of translation evaluation.

Eugene A. Nida's Theory of Translation

Whereas Catford's approach is analytical, Nida's approach is intuitive. The focus of his theory of translation is on the receptor and the function of the TL text.

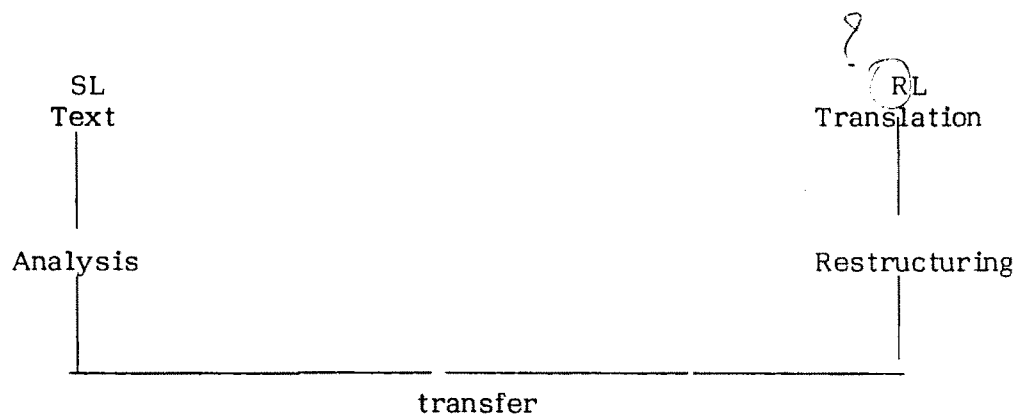
Nida holds that no translation can be the exact equivalent of its original because all types of translation involve :

p. 18

1. loss of information
2. addition of information
3. skewing of information

According to him, 'Translating basically is not a process of matching surface forms by rules of correspondence, but rather a more complex procedure involving analysis, transfer and restructuring.

Nida's model of the procedures employed in the ethnolinguistic operation is :



The process of analysis involves three different sets of feature :

1. The grammatical relationship between constituent parts.
2. The referential meanings of the semantic units.
3. The connotative values of the grammatical structures and the semantic units.

In transfer the analysed material is transferred in the mind of the translator from the SL to the RL.

In Restructuring, the transferred material is restructured according to the RL surface structure by forward transformation in order to make the final message fully acceptable in the RL.

Apart from this extremely elaborate model of the procedures of translation, Nida has also postulated the concept of 'dynamic equivalence' referring to the equivalence of corresponding effects that the SL and TL texts have on their respective Receivers. The importance of this concept may be mainly due to his being a Bible-Translator.

According to Nida (1964-182) for translation evaluation set of three suggestions will be helpful.

1. general efficiency of the communication process.
2. Comprehension of intent.
3. equivalence of response.

However there is a want of objective devices to empirically describe the equivalence as these suggestions are based upon subjective intuitive element.

At the same time Nida and Taber (1969, 168-73) have suggested three procedures.

1. close technique
2. elecitation of respondent's reaction
3. reading of translated texts to the people who will then be asked to explain the contents to people not present at reading.

Testing Reader's response will hardly give one the correct judgement. The variations in personal tastes and aptitudes may result in giving out subjective impressionistic judgements. However, in spite of the apparent usefulness of these procedures, Nida's approach doesn't concretely explain how objective judgements can be given with respect to the Translation because Nida and Taber do not consider it important to refer to the SL text at all.

Miller and Beebe Centre's work (1958) spells out an experimental method with respect to translation evaluation.

1. asking the opinion of several competent judges;
2. testing translations against a criterion translation, i.e. translation of 'granted excellence'
3. having respondents answer to the questions about a passage when they had seen either the SL text or its TT. If the answers are equivalent across the respondents, then ST and TT are supposed to be equivalent.

In this procedure some questions remain unanswerable.

- a) Which questions are to be asked ?
- b) How can we define 'granted excellence' ?

Almost all these approaches/^{propose} to evaluate Translations by appealing to the 'intuitive' feel of language of native speakers. So they are more impressionistic, and subjective. One of the major attempts in evaluating a Translation is made by Popović^V. His category of 'shift in translation' underlines the importance of looking at both the SL and TL while evaluating the translated text. He def. 'shift' as "All that appears as new with respect to the original or fails to appear where it might have been expected may be interpreted as a shift" (1970, 80). The shifts in a Translation can be classified into several types :

1. Constitutive shift : due to differences between the two language systems;
2. Genetic shift : implies a change in the constitutive features of the text as a literary genere;
3. Individual shift : motivated by the translator's expressive properties and his subjective idiolect;
4. Negative shift : due to misunderstanding in the translation.
5. Topical shift : due to the use of different denotations.

As Popović^V's category of shift expression handles the differences in the TT with the reference to the ST, it is a very useful approach.

Paranjape (1973) argues for the analysis of STs and TTs in terms of the meaning, function and discourse - structure, in terms of the discourse types, the intended audience and the goals, and argues that the degree of correlation between the SL text and TL text in terms of these categories may yield the statement of the quality of the translation. These suggestions however, have not been integrated by him into a formal mode for practical analysis of texts.

Wils (1982) suggests that a 'norm of usage' in a given language community with reference to a given situation should be taken as a yardstick, as it is these norms which account for the reader's metalinguistic judgements.

Koller (1977, 22) suggests three stages -

1. ST criticism with a view to transferability into the TL.
2. translation comparison in which particular methods of translation used in the translation production of the given translated text are described.
3. evaluation of the translation according to 'adequate', 'not adequate' given the text specific features derived in 1.

Koller's model is very useful as it serves an outline of translation-evaluation.

Reiss (1977) gives useful suggestions but there is a lack of demonstration of its practicability. She makes a distinction between

1. form oriented texts (pccm, novel etc.)
2. content oriented texts (news, scientific etc.)
3. connative texts (advertisements etc.)

Juliane House (1977) has proposed the most comprehensive model of analysis of ST and TTs. It is within the framework of Crystal and Davy (1969). The model incorporates the dimension of language use and language user. A textual profile of the ST is obtained first by analysing the situational dimensions of the ST in terms of the linguistic means employed. The textual profile is the 'norm' against which the TT is measured. The degree to which the textual profile of the TT matches with that of the ST or does not match is the degree to which the TT is more or less adequate in quality. She arrives at two types of translation procedures, overt and covert, and suggests that covert translation procedure requires a cultural filter. But her study is based upon only specific types of texts. She doesn't deal with literary texts.

On the practical level, Beaugrand's study of the weaknesses in translations is a good account. According to him, the following reasons are behind the ineffective or improper translation:

1. Misleadings of common terms.
2. Inattention in reading : small details are overlooked.



3. Lack of language experience and overall competence.
4. Inadequate language competence .
5. General tendency - Initially reliance upon standard usage as opposed to specific usage.
6. To rely heavily on conventional modes of expression.
7. Use of technical terms for non-technical.
8. Strategy that disregards both context and co-text is the use of terminology derived from business.
9. Poetic competence of translator is just as questionable as his overall language competence.
10. Little awareness of the distinctions in levels of discourse.
11. Faulty lexical selections.
12. Unmotivated reduction, addition and interpretation.
13. Tendency to prefer abstract terms.
14. Tendency to incorporate the translator's or reader's response into the text.

Despite an essentially form-based work procedure, these strategies help examine whether the resulting text is capable of representing the original from the point of view of reader perception.

The translator's competence is suggested to be possibly inadequate in several areas :

1. Knowledge of and experience with the source language.
2. Reading strategies.
3. Awareness of non-ordinariness and non-expectedness in both languages.
4. Selective criteria for lexical equivalents.
5. perception of themetically coherent elements.
6. Awareness of responses of goal-language readers.

Beaugrande in his book 'Factors in a Theory of Poetic Translating' (1978) not only evolves this model but practises it rather successfully also. He remarks,

"I submit that these factors allow us to evaluate the translation as non-equivalent" (1978, 127).