Textual Competence of Literary Translation in One Hundred Years of Solitude

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Abstract

The current study investigates the textual competence in One Hundred Years of Solitude as translated into Arabic. For Al-Emara, the translator's task is to consider the procedures of textual competence in order to achieve translation competence. One Hundred Years of Solitude (chapter 3) has been selected as a recognized sample. Two translators (Mahmud Maseud & Salih Ealamni) have been chosen for this plan. The comparison is made between the translations based on Al-Emara's approach. Out of the present study, it is noted that Ealmani's translation is more competence than Maseud's. In other words, the former conveys the textual competence of the original in his translation. Still, it is concluded that every

translator must be authoritarian in his commitment to the original text .This could be

accomplished by applying Al-Emara's textual competence.

Note: MLA citation is used for this research (the update version does not include a year inside the thesis). Also, According to MLA style, data that are taken from social networks do not need citation because they are viewed as common knowledge.

Key words: textual competence, translation competence, lexical omission, word transfer,

grammatical error.

1. Introduction

This study attempts to shed light on Al-Emara's approach of textual competence (TC for brief) in literary translation. Al-Emara's method of Translation Competence (TC for brief) is adapted for this study to analyse the translation of One Hundred Years of Solitude (OHYS for brief) into Arabic. Investigations comprise considering the textual competence of chapter (3) of (OHYS) as translated into Arabic. TC of the translates texts would cover the following pitfalls: omission, mistranslation, grammatical errors & word choice. The complexity causes lexical and sematic difficulties to comprehend the stylistic elements as translated into Arabic. Anthony G. Oettinger comments in his book: "No matter how a translation seems complex, it is even more difficult to critic it" (Reiss 6).

Theoretically, this study focuses on two translations of (OHYS) to realize the adequacy and the equivalent of the translated texts. At first, it views Al-Emara's plan for TC. Al-Emara argues that TC is a crucial demand through translation processes. Besides, it includes all diversities of texts that come

across. The methodology consists of (chapter3 of OHYS). An analysis is used to consider the previous chapter with reference to TC. The procedure part includes analyzing the two translations with reference to the SL. It's concluded that the TC of Ealmani's translation is recognized. In other words, the grammatical factors and the lexical features of Ealmani are preserved in the TL text.

2. Earlier Studies

Few several studies have been applied to approach TC of translated texts. In any case, this research huts on similar studies. Some of them focus on the role of the translator to consider TC in a certain translation. Whereas, other studies are carried out to assume text genre in practicing translation. The current subject tackles the three following previous studies:

2.1 Five Translation Competencies

For Ternate (1), translation should be considered as more than varying text to target language. Nonetheless, considering that translation is replacing text without changing meaning, without adding or distorting, without destroying the meaning. At this time, the translator should have a sort

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of competencies to approach qualification in translation." Thus, five competencies should be considered. Grasping these competencies allows the translator to do translation as predictable as possible. The abilities are: Language competence, textual competence, subject competence, cultural competence, and transfer competence.

Ternate (8), concluded that transfer competence is fundamental for a translator. Some words should be borrowed from SL to avoid misunderstanding. Furthermore, the translator should at least train himself regarding these competencies. Those competencies would adhere a successful translation, if a translator does not have enough competencies as demanded, the translated text will be inaccurate or even worse.

2.2. Developing Literary Translators' Competence. A Multi-Leveled Approach

Percec and Punga (122) state that their paper outlines directions which may be useful in translators' training. For Toury, translation competence is considered by following the norms of a certain society in which the process occurs. It is believed that "the success of the translator's competence is relevant to the culture and society within more recent models of translation competence "(qtd. in Percec and Punga 122).

The study focuses on investigation aimed at diagnosing the TC of 1st year Translation Studies (MA students) at the West University of Timisoara, where the authors communicate. The students were asked to translate a short story (O. Henry's The Gift of the Magi¸ 1906). The paper rounds off with the conclusions of the investigation, which may prove useful in outlining directions in literary translators' training (Percec and Punga 122). Percec and Punga (130) concluded that it is vital to position this program to MA students. Thus, students show a recognized proficiency of the textual feathers of the language and cultural understanding. But, they show flaws in fulfilling the tasks for teaching process active.

2.3 Developing Communicative and Textual Competence through Genres

Ressurrecció, Piorno & Izquierdo (n.p), state that in recent years the concept of translation competence has extended to the point where it has now become the most

widely discussed issue in relation to translator training. In this plan, Ressurrecció, Piorno & Izquierdo (n.p), reconsider the concept of 'text genre' in translator training (and, therefore, in translation competence). More precisely, they attempt to illustrate the benefits for acquiring what is known as communicative and textual sub competence. The greater the complexity of the text is, the higher the level of competence required of the translator will be.

Ressurrecció, Piorno & Izquierdo (n.p) conclude that there is a certain convergence between translation competence and the theory of text genres. It is concluded that text genre can be a remarkable educational aid regarding processing and teaching translation. Lastly, this paper could be useful not only for evolving translation competence but also, in the progressing other skills used by a translator (writing, correcting, proofreading, etc.).

3. Translation Competence

3.1 Overview

The study of translation competence could be situated within the Holmes-Toury map of translation studies (TS for brief).TC is viewed in the area of DTS generally, and within the process-oriented research particularly. In this sketch, process-oriented is included in DTS field. Process-oriented TS is relatively focused on the psychological traits of translation, and it tries to analyse what goes on in the translator's mind through the act of processing translation task (Munday10). Another side of TS is considered. That is to say, the applied side of TS is approached which is known as translator training as shown in Figure.1 below, (Munday12).
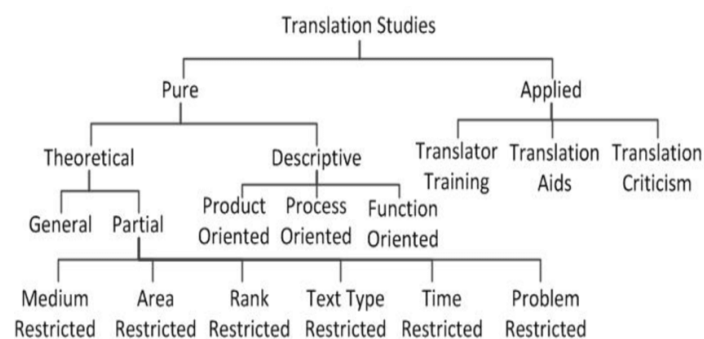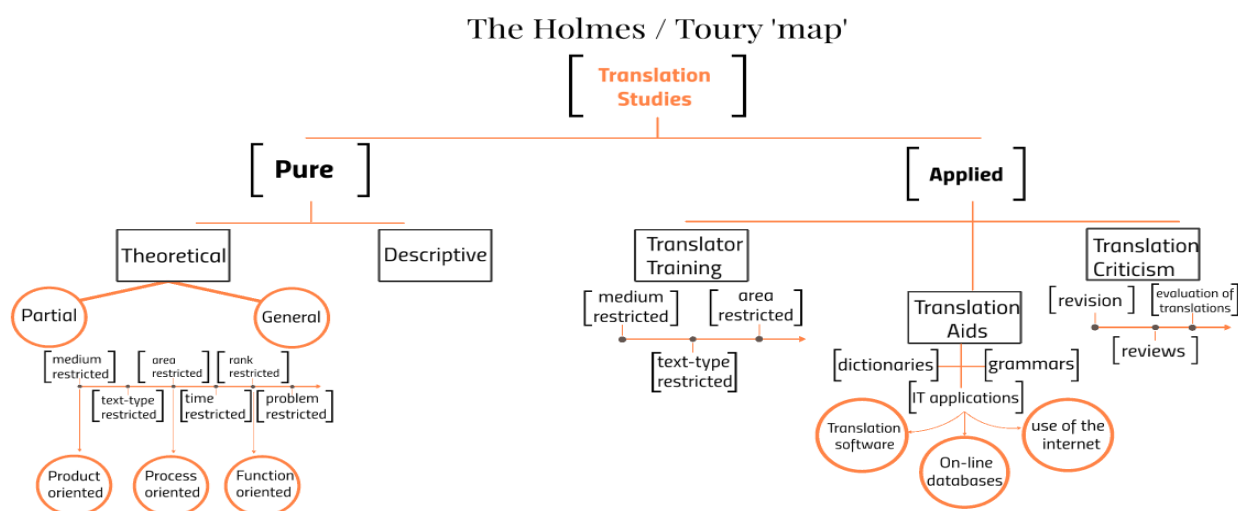

Fig. 1 Holmes's Map of TS

Accordingly," the study of TC is assumed in both pure and applied branches of TS. In the applied side, it correspondences to all the areas of translator training, translation aids

The Holmes / Toury 'map'

and translation criticism as shown in Figure. 2 below, (adopted from Munday12).

3.2.1 Disposition

Figure

2. Applied TS

3.2 Components of Translation Competence

According to Campbell, translation competence is a bedrock in studying translation studies. Translating competence includes: textual competence (the subject of this study), disposition and monitoring (Emara IV).

According to Campbell, disposition denotes to the translator's general approach to the task of translating a certain text. Hence, it considers whether the translator takes risks or not in rendering certain aspects of the text, whether he stays or gives up easily when faced complications through his work. Then, he may be confused whether to handover them into the TTs or to shrink them to sense only (Al-Emara 13).

3.2.2 Monitoring

For Campbell (14), monitoring refers to responsiveness and competence of a translator in the language he translates into. Self- valuation of the translator's impression is crucial about the quality of his product. Campbell reports that translators have less awareness of their competence when they process a certain text. They may or may not give precise assessments of their competence through evaluating the quality of their efforts (Al-Emara 14).

3.2.3 Textual Competence (TC)

Tereszkiewicz argues that TC is a term that mostly denotes to the ability to comprehend and construct texts of different genres (Al-Emara 79). Though, Campbell shows a wide definition, when he expresses textual competence as the ability to manipulate the genre potential of the target language by deploying grammar and lexis above the level of the sentence (Al-Emara 79). For Al-Emara (79), this ambiguity positions complications in evaluating the textual ability of a specific translator.

Moreover, she states that "it is a fact of life that the translator is a non-native speaker of one of the languages with which he/she works– either of the source language (when he translates into his mother tongue) or of the target language (when he translates into the non-mother tongue" (Al-Emara 8).

3.2.3.1 Features of Textual Competence

Campbell "utilizes four types of translation problems or flaws to investigate this aspect. They include, lexical omissions from the ST, grammatical errors, mistranslations of lexical items, faulty lexical transfers" (Al-Emara 66). To adhere TC in a certain translated text, the translator should take into consideration the following features:

1. Omissions from SL

For Wilkins, unquestionably, omission has a negative consequence on the TTs because, lexical items or vocabulary items are the rudimentary containers of meaning, and omitting some of them results in losing some characteristics of meaning." He says, without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed" (Al-Emarah 89). Likewise, Lewis (89) argues that, lexis is the core or heart of language. Moreover, Lewis stresses the importance of lexical items in language use." He states "learners carry around dictionaries and not grammar books", as a clue of the importance of vocabulary in language learning and use (Lewis 89)."

Baker (41) argues that omission seems drastic to literary texts. For Baker, omission is assumed only for a specific ward or an expression if the meaning included is not vivacious enough to put the TT reader in distraction (41). It is vital to mention that, the non-linguistic parameters should be transferred through translation. Equally, the indefensible omission will be considered as a betrayal to SL because the target reader who reads the text with high trust to be similar to the original. Outstandingly, omission causes serious problems in translating political texts. For Abboud & Hussein (1), Politics is seen as a source of power In other words, political parties depend on the language as power tool to convey their agenda. Predominantly, through election. For example, they quote: "interpreting Obama's speeches concerning ISIL in many perspectives such as reflecting his policy and strategy in tackling, defying and destroying this terrorism", (Abboud & Hussein 1).

For Dickins (24), translators consider omission only for a particular reason, He states that maximum noticeable form of translation loss is when something that arises in the ST is simply omitted from the TT. Unfortunately, omission occurs in English /Arabic translation and vice versa. Consequently, it is worthy to be identified (24). For Dickens (24) omission happens when the data conveyed is not predominantly important, and inserting it would unreasonably complicate the structure of the TI. Walter Benjamin argues that, the translator should adhere the merits of the original despite the language difference between the two different languages. That is to say, preserving of SL constrictions are primary. Benjamin says that translation is

far beyond being the sterilized equation of two dead languages but maturing process of the original language and the birth pangs of its own (qtd.in Shawkat 27).

2. Mistranslations of lexical items

Mistranslations refer to the wrongly rendering of a certain SL text. Mistranslations could be minimized by using a dictionary. Since, the latter is a main tool to check meaning of the expert translation. In other words, dictionaries are used to recognize dissimilarity in the rendering texts (Al-Emarah 89).

3. Grammatical Errors

It is fairly conceivable that some of the difficulties due to grammatical errors are not spotted simply because they did not adhere in the STs. Additionally, it is not possible to accept that the translated texts sample the whole TL structure or cover all the problems to be faced in translating (Al-Emarah 94). The investigation of grammar is not restricted to the structure errors that the translator may adhere, but it expands to the forming of grammar to present the reality in different ways, for example, cohesion, modality, transitivity, nominalizations… etc

(Al-Amara 13). Mahmud Maseud (the first translator of OHYS) performs several grammatical errors (will be explained in section 5) through translating Márquez's` novel. They are shown in table (1) below:

Error	Type	Description
Ambiguity	textual	The translator gives an ambiguous meaning rather than the definite meaning provided by the S L
Parallelism	textual	Parallelism is missing in the TT.
Reference	syntactic	A faulty reference is used
Word choice	syntactic	The wrong word, that does not include the expressed meaning in SL.
Attribution	syntactic	The translator inserts in accurate attribution to text.

Table.1 Maseud's grammatical errors in translating (OHYS)

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4. Lexical Transfer

The fourth dimension in the exploration of TC depends on the analysis of lexical transfer and their role in affecting TC. A choice system analysis is considered to avoid this oblique. For Campbell, the strategy that assumed by the translator is to choose the suitable word precisely and to ask for judgment to strengthen his opinion. "Asking for judgment is vital for certain aspects based on factors beyond the sentence" (Al-Emara 69). Lexical Transfer is primary, particularly, through translating expressive texts. For Agrash: "Ibn Al-Mu'taz: applied poetic and expressive images in a brilliant literary application as if he was drawing nature when describing it," (qtd.in Agrash 1).Consequently, considering an equivalent transfer items would preserve these recognized SL features.

4. Research-Methodology

It is believed that TC is a primary factor in translation competence. It also, intends to examine

(OHYS) as translated into Arabic with reference to the previous feature (TC).

4.1 Data of the Study

The two translators Mahmud Maseud (T.1 for brief) &Salih Ealmani (T.2 for brief) and ch.3 of the chosen novel (OHYS) are the data of this argument. The following is a presentation of these data:

4.1.1 Translators

1. Mahmud Maseud

Maseud wrote and translated several books. His Printed works are: " inspired by the diaspora, sailing into the world of ideas Among the masterpieces of translated poetry: Metaphysical Reflections (translation), One Hundred Years of Solitude (translation), Addressing God (translation), the famous saying in Ma'arij al-Nur (translation), in the hours of contemplation (translation), ...etc..

2. Salih Ealmani

Ealmani specialized in translating Latin American literature since, the late seventies. And, then his fame increased when he translated the most prominent Latin American writers, including: Gabriel García Márquez, Isabel Allende, Jose Saramago, and Eduardo Galeano.. He translated the following of Gabriel Garcia Marquez's works: "Love in the Time of Cholera and,

The story of an announced death, The colonel has no one to write to , one hundred years of isolation , I lived to narrate, The memory of my sad Ghanaians, Doomsday hour, The General in the Labyrinth". According to MLA style, general knowledge do not need citation.

4.1.2 Data Collection

Data Collection of this plan is (OHYS). At first, T.1 (Maseud) translates (OHYS) into Arabic. His translation covers (206) pages which is divided into (19) chapters. Though, the origin text includes (20) chapters. Maseud deletes chapter (20) from his translation. Yet, no clear reason is behind this deletion. Anyhow, elaboration regarding this deletion will be presented in the next section. However, the version of T.2 (Ealmani) extends to (506) pages which is divided into (20) chapters. Generally, the translated texts in any language are larger than the original because interpretation needs elaboration. While, the original text of (OHYS) ranges to (329) pages in (20) chapters. The novel One Hundred Years of Solitude is chosen as a datum for this plan, particularly, chapter (3). Because, the researcher has been restricted by the

limitation of this argument, otherwise, more chapters would be tackled. In any case, the

According to (Google Scholar.qst), for the time being, the characterizations of the extravagances of war, of fierceness, of rebellions, and families of catholic-conservatism were, in fact, often of an even greater prominent reality in the lives and periods of Latin Americans over these last many centuries that Latin America has existed (after discovering the new world in1492). After post-colonial trends and invasions in Latin Americans, the ideologies of federalism, liberalism, conservatives, nationalism, regionalism, localism, socialism, anarchy, and communism have played a crucial role to constitute the way that people live there. This was truly depicted in this novel. The story of one family in the town of Macondo, is a story that is set in a time period of (100) years and is loaded with strong, determined and inherent illustrations of caudillismo, hubris & arrogance. "In many Latin American countries, taking Bolivia and Haiti as examples, there have undeniably been incomings in regime annually or biannually for decades or centuries

Here are the reasons behind considering chapter (3) among others. According to (www.litcharts.com/lit), throughout One Hundred Years of Solitude, characters cannot disconnect of their family's behavioral patterns: instead, they find themselves trapped within fates that echo their family history. For example, at the beginning of chapter (3) the Buendía family accepted the new born baby without knowing that he is related to them. They name him José Arcadio. In chapter (3), characters are haunted by the decisions they've made. In this chapter (3), the author brainily presents the solitary nature of his characters especially men, for instance, Aureliano has mastered silver- work in his lab lonely. José Arcadio Buendía is doing civil engineering day and night. Accordingly, Marquez tries to portray the sad realism into his characters. In other words, in chapter (3), the author tries to convey the negative effects of a community because of the differences between past and present by adhering a solitary nature of his characters. Moreover, in this chapter, the reader sees the town begins to change, with the introduction of government in their affairs represented by the judge (Don

Apolinar Moscote), who gives orders. Consequently, this scene reflects Colombian's history of confliction between authority and people (www.litcharts.com/lit).

4.2 The model of the Study

For Biber (101), functional analysis of individual features in texts are considered vivacious merit in translating process. The previous features enhance the textual characteristics of a given text. As, they provide the foundation for recognizing the functions behind a set of features. According to Biber (106), verbs (especially simple present tense) are primary in this domain. For example, present tense designates actions arising in the context of communication. Outstandingly, first and second person pronouns have large weight on this issue. In other words, they relate in a straight way to the addressor and addressee and are used repeatedly in highly interactive discourse. Notably, TC is primary in translation religious text to consider important issue. For Muhey (1), Quran calls to focus it to the call to God. This can be achieved by approaching an accurate text to express the peaceful message of Islam.

Venuti (186), argues that the translator should insert the original text with all its characteristics to the culture of the target text to be part of it. Canadian writers Vinay and Darblanet (34), argue that literal translation is primary, and the translator should be faithful to the original as much as he could. Because translators should keep the form and the meaning of the original. But if this out of reach. Thus, the translator should approach the meaning to nearer construction to the original. Vinay and Darbelnet (27) argues that, the translator's authority should be bounded regarding private verbs such as: consider, declare, believe.....etc... that need to be accurately rendered because they recognize the ideational meaning In other words, the translator should take these private verbs should be taken into consideration through translating to achieve TC. In this connection, Campbell emphasizes that the "syntactic aspect seems to be more relevant because the translator has no real say in the creation of the ideational meaning; this job has been done by the source text writer" (qtd. in Al-Emarah 69).

4.3 Data investigation (procedure)

The two translations are compared with the original text (OHYS). It is aimed to analyze these translations to approach TC assumed in the original text (OHYS). In other words, the TC of (OHYS) should be perceived visibly in the translations.

5. Data Analysis

The outcome of the translations will be examined:

Analyses of (ex. 2, 7, 9) will be presented in (5.1.2).

5.1

The original text (SL), Maseud (T.1), Ealmani (T.2) & the analysis are presented below:

Ex.1 SL: First Arabs arrived with their baggy pants and rings in their ears, swapping glass beads

for macaws. (P.33)

T.1 (Mahmud Maseud): أصبح يفد منه التجار العرب بشتى السلع. (p.28)

T.2 (Salih Ealmani) : جاء عبره أول العرب الذين ينتعلون البابوجات، ويعلقون الأقراط في آذانهم، ليقايضوا عقودا من الزجاج ببغاوات (٥١)

Analysis of (ex.1)

For (ex.1) it's seen that T.2 adheres almost a competence translation by applying Al-Emara's model for textual competence which includes: omission, mistranslation, grammatical error and lexical transfer (word choice). However, T.2 makes mistranslation (wrongly rendering of a certain SL text, see section 3/part2) by using (babuj) inaccurately instead of (bantalon). In Oxford dictionary, the meaning of pants is : sarwal rejali kaseer   سروال رجالي قصير / bantalon بنطلون. Tet, Al-Emara approach could not be applied properly regarding T.1 because a clear omission is seen in TT. Unfortunately, this omission prevents TT readers to discover the main cultural customs of Arabs (pants &macaws), as it is seen in (Eala' Aldiyn and a 'alf laylat walayla علاء الدين والف (ليلة وليلة). Besides, the inaccurate rendering is not acceptable, because, the writer has his own realization and intention to display these details (in SL) to support the stylistic features of the original for cohesion. Also, the text of T.1 is empty from details.

Consequently, the mimics of translation are not transferred properly.

Ex.2 SL: When the acrobat gypsies returned, with their vagabond carnival transformed now into a gigantic organization of games of luck and chance, they were received with great joy, for it was thought that José Arcadio would be coming back with them. But José Arcadio did not return, nor did they come with the snake-man, who, according to what Úrsula thought, was the only one who could tell them about their son, so the gypsies were not allowed to camp in town or set foot in it in the future, for they were considered the bearers of concupiscence and perversion. José Arcadio Buendía, however, was explicit in maintaining that the old tribe of Melquíades, who had contributed so much to the growth of the village with his age-old wisdom and his fabulous inventions, would always find the gates open." But Melquíades' tribe, according to what the wanderers said, had been wiped off the face of the earth because they had gone beyond the limits of human knowledge. Emancipated for the moment at least from the torment of fantasy, José Arcadio Buendía in a short time set up a system of order and work which allowed for only one

bit of license: the freeing of the birds, which, since the time of the founding, had made time merry with their flutes, and installing in their place musical clocks in every house. They were wondrous clocks made of carved wood, which the Arabs had traded for macaws and which José Arcadio Buendía had synchronized with such precision that every half hour the town grew merry with the progressive chords of the same song until it reached the climax of a noontime that was as exact and unanimous as a complete waltz. "It was also José Arcadio Buendía who decided during those years that they should plant almond trees instead of acacias on the streets, and who discovered, without ever revealing it, a way to make them live forever. Many years later, when Macondo was a field of wooden houses with zinc roofs, the broken and dusty almond trees still stood on the oldest streets, although no one knew who had planted them.   p. (33-34)

T.1: no translation

T.2:   وعنـدما رجـع الفجر البهلوانيـون، ومعهم الآن مهرجانهم المتنقل، وقد تحول إلى مؤسسة عملاقة لألعاب الحظ والمصادفات، استقبلوا بابتهاج، للاعتقاد بأن خوسيه أركاديو قد رجع معهم. ولكن خوسيه أركاديو لم يرجع،

ولم يأتوا معهم كذلك بالرجل الأفعى، وهو الوحيد الـذي يمكن له، مثلما فكرت أوروسولا، أن يقدم لها الخبر اليقين عن ابنها. وهكذا لـم يسمح للفجر بالبقاء في القرية، ولا بـالعودة إليهـا في المستقبل، لأنهم اعتبـروا رسل الـدعارة وفساد الأخلاق. ومع ذلك، فقد كان خوسيه أركاديو بوينديا واضحا في القول إن قبيلة ميلكيادس القديمـة التي أسهمت كثيـرة فـي رقـي الضيعة، بحكمتها العريقة واختراعاتهـا الخرافية، ستجد الأبواب مشرعة على الدوام. ولكن قبيلـة ميلكيادس، حسب ما روى جوابو الآفاق، مسحت عن وجـه البسيطة، لأنها تجاوزت حدود المعرفة البشرية. وبانعتاقه، في الوقت الراهن على الأقل، من عذابات الخيال، فرض خوسيه أركـاديو بوينـديا، خـلال وقت قصير، حالة مـن النظـام والعمل، لـم يسـمح فيهـا إلا بتصريح وحيد: إطلاق سـراح الطيـور التـي كانت، منـذ تأسيس ماكوندو، تبعـث المرح في الجو بألحانها ، واستبدالها بساعات موسيقية في كـل البيـوت. وهـي سـاعات جميلـة مـن الخشب المشغول بمهـارة، كـان العرب يبادلونها بالببغـاوات، وقد ضبطها خوسيه أركـاديو بوينديا بدقة تامـة، بحيث صارت البهجـة تعـم القريـة، كـل نصـف سـاعة، بنغمـات متواليـة مـن المقطوعـة نفسـها، إلى أن تبلـغ ذروتها في منتصف نهار دقيـق وإجمـاعي، بعـزف مقطوعـة الفـالس كاملـة. وكـان خوسيه أركـاديو بوينديا أيضـا، هـو مـن قـرر فـي تلك السـنوات، أن تـزرع فـي شـوارع القريـة أشـجار لـوز بـدل الأكاسيا ؛ ومن اكتشف، دون أن يكشف ذلك أبدأ، طـرق جعل تلك الأشـجار خالـدة. بعد سنوات طويلـة مـن ذلك، عندما تحولت ماكوندو إلى معسكر بيوت خشبية، سقوفها مـن التوتيـا، كانـت لا تـزال تنتصـب، فـي أقدم الشـوارع، أشـجار اللـوز المكسرة والمغفرة تلك، لكن أحدا لـم يكن يدري من الذي زرعها .   (٥٣)

Ex.3 SL:

While his father was putting the town in order and his mother was increasing their wealth with her marvelous business of candied little roosters and fish, which left the house twice a day strung along sticks of balsa wood.   (p.34)

T.1: وفيمـا كـان الاب منصـرفا الـى تنظيم البلدة والام منهمكـة فـي زيـادة دخـل الأسـرة عـن طريـق مصـنع الحيوانـات والأسماك مـن الحلـوى.   (٢٩)

T.2:

وبينما كان الأب منهمكا في تنظيم القريـة، والأم في تعزيز الثروة المنزليـة بصـناعتها البديعـة مـن الـديوك والأسماك السـكرية التـي تخـرج مـن البيـت مـرتين فـي الأسـبوع، مفروســـــة بعيـــــدان قصـــــيرة.   (٥٤)

Analysis of (ex.3)

In (ex.3), T.2 adheres a competence translation by using AL-Emara's approach of TC. As for T.1, he shows a grammatical error (syntactic error), which means that the translator renders different attribution (مصـنع.) from SL. In fact, the mother does not own a factory for producing these things in her house. Though, T.1 fails to adhere the details of the SL by omitting the time

component from his version. Time component is intended by the author for the cohesion of the text. Oddly, T.1 omits this component to produce an accurate rendering.

Ex.4 SL: He was learning the art of silverwork by his own experimentation p.34

T.1   يتعلم صناعة طلاء المعادن بتجاربه الخاصـة
                         كان   p. 29

T.2   كان أوريليانو يقضي ساعات لانهائية في المخبر المهجـور، يـتعلم فيـه، مـن خـلال البحـث المحـض، فـن الصياغة.

p.54

Analysis of (ex.4)

In (ex.4), T.1 uses general translation for (silverwork) rather than a specific one. He does mistranslation in translating طـلاء (المعـادن tila' al-maeadin). He uses a general term which includes painting cars, metal door... etc...).Yet, silverwork is related to the expensive metal of silver. Outstandingly, grasping this contradiction (between ex.3 & 4) is really worthy. One can see that, T.1 omits time component in translation of (ex.3) which is viewed as an accurate

rendering. Whereas, adding ساعات لانهائية في) in (ex.4) by T.2 would (المخبـر المهجـور) increase the TC of the text. It is approached that, T.2 has a recognized insight to read between the lines. In other words, he knows what the author intends to convey. Thus, adding the pervious time component in (ex.4) is crucial to enhance the theme of this chapter "(the solitary nature of author's characters especially men/see 4.1.2).

Ex. 5 SL: He had shot up so fast that in a short time the clothing left behind by his brother

no longer fit him and he began to wear his father's. (p.34)

T.1:   p.29   ومع أن انتقاله إلى طور المراهقة

T.2: كانت قامته قد طالت كثيرة، فلم تعد تناسبه، بعد وقت قصير، الثياب التي خلفها أخوه؛ فبدأ يستخدم ملابس أبيـه. غيـر أنـه كـان علـى فيسـيتاثيون أن تعمـل طيـا فـي القمصـان، وزمـة فـي البنطلونـات، لأن أوريليـانو لـم يرث جسامة الآخرين.   (٥٤)

Analysis of (ex.5)

(In ex.5/6), T.1 clearly shows no consideration regarding the writer's imagination and details. He just applies general interpretation that deprives T.Ts

from the writer's intentions and goals. T.1 does not assume a competence translation by his vast omission. Grammatical error is detected in these two examples which is known as ambiguity. Al-Emarah, (see section 3) argues that, textual ambiguity leads to grammatical error. That is to say, the translator assumes an accurate rendering rather than the definite meaning delivered by the ST. Besides, parallelism (textual error) is noticed in (ex.5). Parallelism occurs when a phrase or a sentence shows a similar grammatical structure. It also, considers the rhythm and the pattern of the sentence which is lost in TT. Also, the analysis of (ex.5) is related to (ex.6).

Ex. 6 SL: Somebody is coming," he told her. Úrsula, as she did whenever he made a prediction, tried to break it down with her housewifely logic. It was normal for someone to be coming. Dozens of strangers came through Macondo every day without arousing suspicion or secret ideas. Nevertheless, beyond all logic, Aureliano was sure of his prediction. "I don't know who it will be," he insisted, "but whoever it is is already on the way." That Sunday, in fact, Rebeca arrived. (p.35)

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حيوان لاحم، محاط بطوق من p.57 يدها اليمنى ناب النحاس، كتميمة ضد الإصابة بالعين

Analysis of (ex.٧)

It is seen that, T.1 acts freely to adhere omissions whenever he wants. However, Baker (as mentioned in section3/omissions from SL) argues that omission is extreme to literary texts. She states that, omission is recognized only when the included meaning is not vivacious enough to put the TT reader in disruption. Dickins (as mentioned in section3/omissions from SL) argues that supreme custom of translation loss is appeared when something that arises in the ST is merely absent from the TTs.

Ex. 8 SL: until the Indians asked her in their language if she wanted some water and she moved

her eyes as if she recognized them and said yes with her head. P. 36

T.1:   إلى أن جـاءت الهنديـة وسـألتها بلغتها ان كانـت تريـد مـاء، فحركـت عينيهـا كأنمـا عرفتهـا، وأجابـت نعـم برأسها   (٣٠)

T.2:   إلى أن سألها الهنديان، بلغتهما، إن كانت تريد قليلا مـن المـاء، فحركـت عينيها وكأنهـا تعرفت عليهمـا، وقالت نعم، بهز رأسها.   (٥٧)

T.1:   هناك قادم جديد سيأتي الينا... وفعلا لم يحل يــــوم الاحــــد الا وقــــد جــــاءت ربيكــا   (٢٩)

-T. 2 .

هناك شخص قادم ومثلما تفعل، كلمـا أعلن عن واحدة مـن نبوءاتـه، حاولـت أورسـولا أن تثبط مـن عزيمتـه، بمنطقهـا البيتـي. مـن الطبيعـي أن يـأتي أحـد مـا. فعشـرات الغربـاء يمرون كل يوم بماكوندو، دون أن يثير مجيئهم أي قلق أو يكون استباقة لكشف أسرار   غيـر أن أوريليـانو، وتجـاوزة لكل منطـق، كـان واثقـة مـن نبوءتـه. ـ لست أدري مـن هو القادم، ولكن أيـا يكن، فهو آت في طريقه إلينا وبالفعل، وصلت ريبيكا يوم الاحد.   (٥٥)

Ex. 7 SL: She wore a diagonally striped dress that had been dyed black, worn by use, and a pair of scaly patent leather boots. Her hair was held behind her ears with bows of black ribbon. She wore a scapular with the images worn away by sweat, and on her right wrist the fang of a carnivorous animal mounted on a backing of copper as an amulet against the evil eye. (P.36)

T.1: No translation

T.2:   كانـت ترتدي ثوبـة مـن الـدياغونال مصـبوغة بالأسـود، وباليـة مـن طـول الاستخدام، وحـذاء كشط جلده اللماع. وكان شعرها مجموعة وراء أذنيها بشرائط سوداء. وترتدي فوق ثيابها كتفية محا العرق رسومها، وفي معصم

Analysis of (ex.8)

For (ex.8), it is seen that T.1 makes grammatical errors (noun gender and number causes syntactic error). The first one is by translating the plural (Indians) into singular (الهندية /alhindi). In fact, they were two Indians in SL: "Visitación, a Guajiro Indian woman who had arrived in town with a brother in flight from a plague of insomnia that had been scourging their tribe for several years". The second grammatical error is translating (recognized them) by (تعرفـت عليهمــا) instead of (عرفتهــا). Furthermore, the word (some) in SL should be conveyed in TT. Some is used to specify people/ things. Here, the little girl is very ill, using (some) would be acceptable to approximate things. In other words, to encourage her to drink water. Consequently, the girl said yes with her head.

Ex. 9 SL: LAureliano had the patience to read to her the names of all the saints and he did not get a reaction from any one of them. Since there was no cemetery in Macondo at that time, for no one had died up till then, they kept the bag of bones to wait for a worthy place of burial, and for a

long time it got in the way everywhere and would be found where least expected, always with its clucking of a broody hen. A long time passed before Rebeca became incorporated into the life of the family. She would sit in her small rocker sucking her finger in the most remote corner of the house. Nothing attracted her attention except the music of the clocks, which she would look for every half hour with her frightened eyes as if she hoped to find it someplace in then. (P. 36)

T.1: no translation

T.2: **لأن** أوريليانو قرأ أمامها، بصبر، سجل أسماء القديسين كاملا، ولم تبد أي رد فعل تجاه أي واحد من الأسماء. ولأنه لم تكن ثمة مقبرة في ماكوندو، إذ لم يمت أحد فيها بعد، فقد احتفظوا بكيس العظام إلى أن يصير هناك مكان لائق لدفنها . وظل الجميع يتعثرون بتلك العظام في كل مكان، ويجدونها في أماكن لا تخطر على بـال، مصـدرة علـى الـدوام قرقعـة كأنهـا نقيـق دجاجـة حاضنة . مر زمن طويل قبل أن تندمج ريبيكا في الحيـاة الأسـرية. كانـت تجلـس علـى الكرسـي الصـغير الهـزاز، لتمص إصبعها، في أكثر أركان البيت انزواء. ولم يكن هناك ما يثير اهتمامها، سوى موسيقى الساعات التي تبحث عنها، كل نصف ساعة، بعينين مذعورتين، كأنما تنتظر أن ترى الموسيقى في مكان ما من الجو. (٥٧)

Analysis of (ex.٩)

T.1 was not faithful to SL since, he deleted many paragraphs. It is so obvious that the Arabic version (chapter 3 of OHYS) of T.1 is much shorter than the English one. Inappropriately, T.1 makes more omissions, for instance, most of `the 2nd paragraph in p. (34), the 1st paragraph in (P.35). Oddly, out of (37 -47) pages of ST, T.1 translates only (2) pages of excerpted sentences. And, he totally deletes chapter (20).

Ex. 10 SL: A pretty little girl with lily-colored skin and green eyes.   (p.49)

T.1:   (35)
وكانـت صـبية وافـرة الملاحـة، ذات بشـرة زئـبقيـة وعينـين خضراوين

T.2:   وهي طفلة بارعة الجمال، بشرتها زنبق وعيناها
(٧٧)   خضــــــــــــــــــــــــــراوان.

Analysis of (ex. 10)

In the last example, it is believed that T.1 does a lexical transfer (word choice) error by translating lily-colored skin into (zibaqia /زئبقية). Lily is an orange flower, while, mercury is a silver bluish metal. Nonetheless, this error is probably due to printing issues. Anyhow, if the error is

related to printing issuesو one can think that both T.1&T.2 adhere a competence translation.

6. Conclusions

Surely, the translators try their best to convey the text to TTs. As from above, the researcher concluded that there is pitfalls in the translation of T.1. Unfortunately, it's spotted that the translators were not equal in using lexical expressions of their translations. Comments regarding T.1 are more than T.2. Because, the former shows no obligation to the ST. Moreover, T.1 (Maseud) has presumed a clear amount of errors, particularly, omission which leads to lack TC in his work. Lack of control on these structures will result in creation of informal texts that are deficient. Thus, T.1 has deprived the TT readers from a perfect comprehension of the SL. However, T.2 (Ealamani) was being precise to adhere the textual competence in his work.

Out of the translations, sloping in literary translation (chapter 3) is clearly introduced by T.1. Loss is constituted through the unblemished omissions in his translation (ex.2, 7, 9...etc...). In other words, a recognized amount of the original text has

been deleted. Hence, this deletion cannot be justified. The researcher believes that, it's better for T.1 to assume a literal translation rather than this version. Venuti, argues that (as mentioned in section 4 /model of the study) the translator should pullout the SL with all its individualities to the TTs, to be part of it. Canadian writers Vinay and Darblanet (as mentioned in section 4 model of the study) argue that the translator should be faithful to the original as much as he could. In other words, the translator should consider the meaning to nearer production of the original.

One may look for the reason that makes T.1 offer such a shorter version. Subsequently, it is difficult to know the translator's purpose. Though, it is not difficult for the Arabic reader to consider the ST and TT side by side to notice that ST is longer than TT and enables the reader to see the whole scene. Thus, the lack of T.C is fully realized by TT readers.

Unfortunately, omission occurs in English /Arabic translation and vice versa. Thus, it is seen that the TT readers of T.1 lost a big amount of information regarding the original text. It is shown that, the deletion that T.1 adheres in his Arabic version is far from Dickens's argument. Walter Benjamin (as mentioned in section3/omissions from SL) argues that, the translator should follow the virtues of SL in spite of the language difference between languages. In other words, conserving the SL constraints are primary. Finally, faithfulness to the original masterpiece should heavily enhanced to make the readers of the TL capture the culture , history , traditions and lifestyles of the original text. It is recommended that, TC (omission, grammatical error, word choice...etc...) should be recognized to consider both the pure and the applied branches in Holmes's Map of translation studies. Furthermore, the researcher recommended that every translator must be strict in his commitment to the original text .This could be achieved by applying Al-Emara's textual competence.

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الكفاءة النصية للترجمة الأدبية في مائة عام من العزلة

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المستخلص

تسلط الدراسة الحالية الضوء على الكفاءة النصية في الرواية (مائة عام من العزلة) مترجمة الى العربية. بالنسبة للإمارة ، فإن مهمة المترجم هي النظر في إجراءات الكفاءة النصية من أجل تحقيق كفاءة الترجمة. تم اختيار مائة عام من العزلة (الفصل ٣) كعينة معترف بها. تم اختيار مترجمين (محمود مسعود وصالح العلمني) لهذه الخطة. تتم المقارنة بين الترجمات بناءً على منهج الأمارة. من خلال الدراسة الحالية ، لوحظ أن ترجمة علماني هي أكثر كفاءة من ترجمة مسعود. بمعنى آخر ، أن علماني يستخدم في ترجمته نفس الكفاءة النصية للنسخة الانكليزية.

الكلمات الداله: الكفاءة النصية ، كفاءة الترجمة ، الحذف ، نقل الكلمات ، الخطأ النحوي