



The Effectiveness of Editing on Translation Quality in Literary Texts

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ABSTRACT

The present study examined translation quality assessment in sixty translations from English to Persian in the genre of literary based on Arnold et al. (1994) Model. 60 male and female translation students were selected randomly from 3 Azad universities, Bandar Abbas, Shiraz and Rasht, from Iran. The study was about the effectiveness of editing on translation quality in literary texts. Their edits were assessed according to translation quality criteria: Clarity, accuracy and style. 10 sentences of the chosen literary texts were edited by the test subjects and were judged to be of higher clarity and accuracy, and were judged to be of better style. The researcher found that editing enhances translation quality, assessments of editing should be based on realistic translation strategies. This study showed that the most frequent error type was "wrong translation", and it can be deduced based on context and missing content seem to be more critical to understand the meaning.

Keywords: Editing, Literary Text, Textual Equivalence, Translation Quality Assessment, Translation Strategies

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☒ Bilingual dictionaries, for native speakers or learners of the language.

INTRODUCTION

Translation is a bridge between different nations. In fact, translation is one of the most important factors which provides different purposes of communication socially, culturally, scientifically, and politically. Translation plays an important role in the modern world. Chute believes that "Without translation, our world would narrow mercilessly" (cited in Miremedi, 1991, p. 21). New mark defines translation as "a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language" (Newmark, 1981).

Finding equivalents of a source language (S L) text in a target language (TL) is not always an easy task. According to Catford (1987), translation is the replacement of a textual material in one language (SL) by an equivalent textual material in another language (TL). Nida and Taber (1982) see translating as a process of reproducing in the receptor language the closest natural equivalent of the SL messages firstly based on forms and meaning and secondly in terms of style. In other words, translation is a transfer of meaning, message and style from one text to the TL text. In the order of priority, style is put the last. Here the things to reproduce (transfer) is stated, message. Translation is needed not only for SL texts, but also for SL technical terms. Nielson (1994) states that lexicographers write, compile and edit dictionaries for both print and online publication. They may work on one of the following types of dictionaries:

- ☒ Dictionaries for native speakers;
- ☒ Dictionaries for learners of a special language;
- ☒ Technical dictionaries, for example law;

According to translation assessment by Dr. Vahid Dastjerdi (2008), translation quality can be evaluated and edited by specific criteria. According to Munday's Model in translation assessment: Correctness, Clearness, Cohesion and Beauty are the criterion for Translation Quality Assessment. Students should perform the translation with the use of editing, and the quality of editing has a significant role in enhancing the quality of literal translation from English to Persian. This study focuses on the performance of Translation students doing editing from English into Persian. It has been some years now that some scholars of the second or foreign Language teaching have been recommending learners to use certain translation strategies and models, e.g. "Editing" as a knowledge to improve their editorial skills.

As Phillips (1960) says, the quality of translation depends on a number of factors may be beyond the researcher's control (p.96). Furthermore, Vulliamy (1990) mentions that in those cases where the researcher and the translator are the same person, the quality of translation is influenced by factors such as: the autobiography of the researcher-translator; the researcher's knowledge of the language and the culture of the people under study (p166). And the researcher's fluency in the language of the write-up. When the researcher and the translator are not the same person, the quality of translation is influenced mainly by three factors: the competence, the autobiography and what Temple (1997) calls 'the material circumstances' of the translator that is the position the translator holds in relation to the researcher (p.610).

The main problem of the study is that students of translation or translators don't consider the effects of editing in translation. Lack of time in translation is one of the factors that may have bad effects on translations, and translators may not consider

editing in translation. The researcher focuses on the main problem of the study in which; editing is considered main point in translation of literary text that, certainly have the best effects on translation quality that it has been ignored in literary translation. Exports of translation claim that scholars and newcomers of translation do not focus on the importance of editing on translation, especially literary translation. Translation assessment plays an important or outstanding role in Translation Quality Assessment (TQA). For example, in the translation of a part of the book "The Scathor of the Aye" by Slinger (2010): "Anyway, it was the Saturday of the football game with Saxon Hall.

The game with Saxon Hall was supposed to be a very big deal around Pency.

It was the [last game of the year], and you were supposed to commit suicide or something if old Pency didn't win."

به هر حال همون شنبه ای بود که پنسی با سکسون هال مسابقه فوتبال داشت. مسابقه با سکسون هال

واسه بچه های پنسی خیلی گنده بود. بازی سال بود و قرار بود آگه پنسی برنده نشه رگتو بزنی و از این حرفا

In this paragraph, the original meaning or message were not transferred.

بازی مهم نه بازی گنده

بازی فینال یا نهایی نه بازی سال

خود کشی کنی، خودتو می کشی، نه رگتو بزنی

The translator denied editing and finally translation was not clear. So, there is an important relationship between translation quality and editing. As we see, "Editing" is regarded as one of the most important strategies which is utilized to help the translator producing a qualitative Translation.

Editing – It helps authors improve in writing and publishing. It suggests ways that could improve author's processes for the benefit of researchers and readers (Glasziou et al., 2014). According to Wiley and Sons, Hoboken (2009, p. 128), editing is a process of selecting and preparing written used to convey information. According to Bob Kerstetter (2002, p.946), Editing prepares a written for publication. An editor checks for completeness, accuracy, consistency, word choice writing style and spelling errors. While a writer may accept, negotiate or reject individual edits, the efforts of an editor always enhance the final products.

Literary Text – A piece of written material, such as a book or poem, that has the purpose of telling a story or a fictional novel as a text, but it may also contain messages or beliefs (Kohner, 1980).

Translation Quality Assessment – To evaluate translation according to House's model (1997), the comprehensive treatment of translation evaluation makes explicit the grounds of judging the worth of a translation and emphasizes that translation is, at its core a linguistic operation.

According to M. William (2009), TQA is type of evaluation which can be quantitative or qualitative based on reader response, interviews and questionnaires. TQA can be diagnostic (determining areas for improvement at the outset of a course of study), formative (measuring progress and giving feedback during a course of study), and summative (measuring the results of learning).

Textual Equivalence – A matter of the realization of language system (Catford, 1965). The concept of equivalence was first established from Nida's formulation of dynamic equivalence (Nida, 1969). It implies that various requirements ST and TT should have to be met on all text ranks. ST and TT should have the "same" function and be addressed to the "same" receiver illustrates the pragmatic aspect of the concept.

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negotiate or reject individual edits, the efforts of an editor always enhance the final products (Bob kerstetter, 2002).

This study tries to investigate the different factors which are claimed to have positive effects on the quality of translation such as background knowledge, proficiency level and knowledge of the subject, practical experience and emotional intelligence of the translators. It shows the effect of background knowledge on enhancing the translation quality among BA translation students with an importance of editing in literary texts.

Purpose of the study:1. To investigate the effect of Editing on the Quality of Literary

Purpose of the study.2. To examine the reasons of ignoring Editing in Literary Translation.

For a thorough and equitable evaluation, a translation should be read by at least one reviewer who has mastery of both the source language and the target language and who can thus compare the translation with the source text. Where feasible, this reviewer will also be a specialist in the academic field to which the translated text belongs. If no one on the review panel has the appropriate qualifications, the chair should enlist an outside reviewer. In order to reach the above mentioned goal, the researcher raises the following questions:

1- What is the effect of editing on the quality of literary Translation? 2- Why Editing has been ignored in literary Translation from English to Persian?

DATA ANALYSIS

In the present research, the effect of editing on translation quality in literary text was studied. Participants in this study included 60 BA translation students in Islamic Azad Universities from Bandar Abbas, Shiraz, and Rasht, Iran. They consisted of 30 males and 30 females asked to translate some parts of a literary text from English to Persian. Before discussing our methodology and results, we firstly gave some consideration to the topic of ST evaluation. To accomplish the following study, the researcher utilizes the model of Translation Quality Assessment in which follows in the next sections in detail. One area where translators and translation studies may have valuable contributions is translation quality evaluation from the point of view of the translation students and the quality criteria set by the purpose of translation.

This paper investigated three evaluation criteria: Clarity, Accuracy, and Style. (Arnold et al., 1994) that assumption in both a qualitative and quantitative manner by conducting a comparative evaluation of quality for sentences produced by ST and subsequently and sentences that have been translated by the work was completed by 60 BA translation students who were asked to translate a literary text from English to Persian. These are the descriptions of the criterion.

1. Clarity

How easily can you understand the translation?

- 1- Not understandable.
- 2- Only small part understandable.
- 3- Mostly understandable.
- 4- Fully understandable.

2. Accuracy

To what extent does the translation contain the 'same' information as the source text? If the sentence contains instructions, do you think someone using the translation could carry out the instructions as well as someone using the original?

- 1- Not the same information. Instructions could not be carried out.
- 2- Only some information is the same. Instructions could not be carried out very well.
- 3- Most of the same information. Instructions could be carried out nearly as well.

4- Same information. Instructions could be carried out just as well.

3. Style

Is the language used appropriate to its content and intention? Does it sound natural and idiomatic? Does it flow well?

1- Language is inappropriate. Not natural and idiomatic; does not flow well.

2- Most of the language is inappropriate. Not very natural and idiomatic; does not flow very well.

3- Most of the language is appropriate. Mostly natural and idiomatic; flows fairly well.

4- Language is appropriate. Completely natural and idiomatic; flows very well.

One short story was translated by translation students and then were assessed. A The text is "Shape Up at Shaker" from Murray Bromberg – professor, Touro College, Julius Liebb, Barron's Pub. It contained 149 words, with 10 sentences. In the present research, the effect of editing on translation quality in literary text was studied.

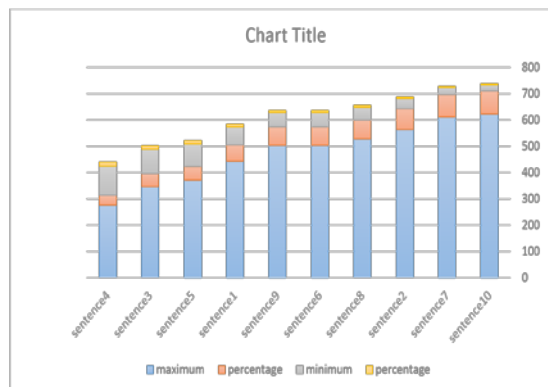
RESULTS

To access overall translation quality, the researcher asked 60 translation students to translate one literary source text from English to Persian. This evaluation was done by three parameters from Arnold et al. (1994). This paper presented the result of a student translation without access to the source text, to measure the extent to which it is possible to obtain the correct meaning from a translated text even though there are errors in the translation. Here is the analysis of 10 sentences through the criterion described previously.

Scoring for 10 sentences according to their percentages

sentences	maximum	percentage	minimum	percentage
sentence10	624	86.66	24	3.33
sentence7	612	85	27	3.75
sentence2	564	78.33	39	5.41
sentence8	528	73.33	48	6.66
sentence6	504	70	54	7.5
sentence9	504	70	54	7.5
sentence1	444	61.66	69	9.58
sentence5	372	51.66	87	12.08
sentence3	348	48.33	93	12.91
sentence4	276	38.33	111	15.41

As total, taking into account all maximum and minimum ranking, sentence 2, sentence 7 and sentence 10 achieved the highest average scores than the other sentences. Figure 4.2 shows the full rankings from highest-ranked (sentences 2, 7,10) to lowest –ranked (sentence 4). In sentence 2, maximum percentages were 78/33 % and minimum percentages were 5/41 %, in sentence 7 maximum percentages were 85% and minimum percentages were 3/75 %, and in sentence 10 maximum percentages were 86/66 % and minimum percentages were 3/33 % in comparison with sentence 4 for which the maximum percentages were 38/33 % and minimum percentages were 15/41 % and therefore **minimum** ranking shows that most students have been weakened in sentence.



Obviously, most of the students could translate acceptable 3 above sentences according to Arnold’s approach accurately and stylistically while sentence 4 achieved the lowest percentages and likewise the other sentences remained in average position. Therefore, the researcher focused on these sentences which have highest and lowest average scores in the ranking, and realized that the mentioned sentences as the highest score were less complicated and most understandable; on the contrary, the sentence 4 needs to be more focused on literary expertise, because it was literary base that should be emphasized on this field of translation and the other important factor was editing which should not be ignored in particular in literary translations for enhancing the translation quality for EFL students. At the end, in order to reach the above mentioned goal, "Editing" should be considered as a key in literary translation and should be taught as a course of study in educational centers and universities for translation learners.

CONCLUSION

In section 4.2, the results of the textual analysis by evaluation criteria were presented and the sentences were edited by the test subjects. The types of translation and their effect on the success of evaluation were discussed. The result of the clarity, accuracy and style rating by the students have been shown. All Translated sentences with incorrect meaning are unsuccessful regardless of the correctness of lexical analysis. In addition to incorrect sentences, correct sentences also are factors in the success rate. The researcher found that "Editing" enhances translation quality significantly and all the assessments of editing should be based on a realistic translation environment. And the EFL learners should improve their translation quality on the basis of editorial techniques and sciences at universities and other higher educational centers by establishing these fields of study.

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