Translation Didactics in Light of the Concept of Error

تعليمية الترجمة في ضوء مفهوم الخطأ

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Abstract:

The concept of error analysis in the translation process, encompassing both teaching strategy and types of error, is a crucial aspect of translation studies. It's important to establish objective criteria for evaluating translations based on scientific principles rather than personal opinions. This research explores the notion of "error" in translation, delving into the types of error that commonly occur, the factors that contribute to these errors in the translation process, and effective teaching strategies for addressing them. An experimental study was conducted involving fifth-year students in the Integrated Master's Program at the Department of Translation, University of Oran1, during the academic year of 2022-2023. The methodology used is analytical, focusing on the analysis of errors in order to understand their types and causes, thereby equipping students with the knowledge and skills to avoid them in future translations. Additionally, it aims to establish a solid scientific basis for error evaluation. Ultimately, this research aims to improve the quality of translation didactics by providing objective insights into the translation process and its errors.

Keywords: error; evaluation; error analysis;Teaching Strategy;types of error.

ملخص:

يعد تحليل الأخطاء أثناء الترجمة جانبًا مهمًا من تعليمية الترجمة. حيث اضحى من الضروري وضع معايير موضوعية لتقييم الترجمة بناءً على المبادئ العلمية وليس على الآراء الشخصية. تتناول هذه الدراسة مفهوم "الأخطاء" في الترجمة، والعوامل التي تؤدي الى حدوث هذه الأخطاء، وتصنيفها في عملية الترجمة، بالإضافة لعرض استراتيجيات التعليم و طرق تقييم الترجمة الممكنة. تم إجراء هذه الدراسة التجريبية لطلاب السنة الخامسة ماستر مدمج في الليسانس تخصص ترجمة في قسم الترجمة جامعة وهران 1 خلال الموسم الجامعي 2022-2023. اعتمدت الدراسة المنهج الوصفي التحليلي بالتركيز بشكل خاص على منهج تحليل الأخطاء لفهم أنماطها وأسبابها بحيث يمكن تجنبها في الترجمات المستقبلية. كما يهدف البحث إلى إرساء أسس علمية متينة لتقييم الأخطاء في مجال الترجمة. كما يهدف هذا البحث إلى تعزيز جودة تدريس الترجمة من خلال تقديم تحليل موضوعي لعملية الترجمة وتسليط الضوء على الأخطاء المحتملة فيها.

كلمات مفتاحية: الأخطاء،أنواع الأخطاء،تحليل الأخطاء،تقييم الترجمة،استراتيجيات التعليم.

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1. Introduction

Translation is one of those processes that necessitates a wide range of abilities in order to create a translation that is suitable to the intended audience. Proficiency of the source language is not enough for this approach., nor is mastery of the target language alone. The translation process must rely on several other skills, with translation skills being particularly important. Therefore, classifying translation errors goes into two hierarchies: Errors caused by translation procedures and errors caused by a lack of competence in either the source language (SL) or the target language (TL). As a result, translation is no longer merely an activity for someone who speaks another language; it has become a discipline on its own right, closely related to other fields of translation studies. As a result, translated works have become the subject of severe study and revision processes, and numerous scholarly works have been written about them.

For all these reasons, along with the emergence of various modern tools in this discipline and the integration of technology in this field, the need for scientific criteria to judge and evaluate the quality of translation has arisen. Error analysis is integral to any translation practice, training, or study, emphasizing the need for recognition. Nevertheless, there are still very few evaluation systems based on professional and objective criteria, and only a limited number of scientific works dealing with the analysis of translation errors, their causes and their effects (Gouadec, 1989, p. 35).

First and foremost, we must point out that translation is a flexible practice,depending on various criteria. (Kussmaul, 1995) states that there is no single approach to translation evaluation. In effect, among these different evaluations are: The differences in translation competencies, variations in style, and cultural differences between different translatorsplay an important role. In addition, the use of tools such as translation techniques,strategies, and procedures can lead to variations.

2. Types of Errors

Errors can generally be five-fold:

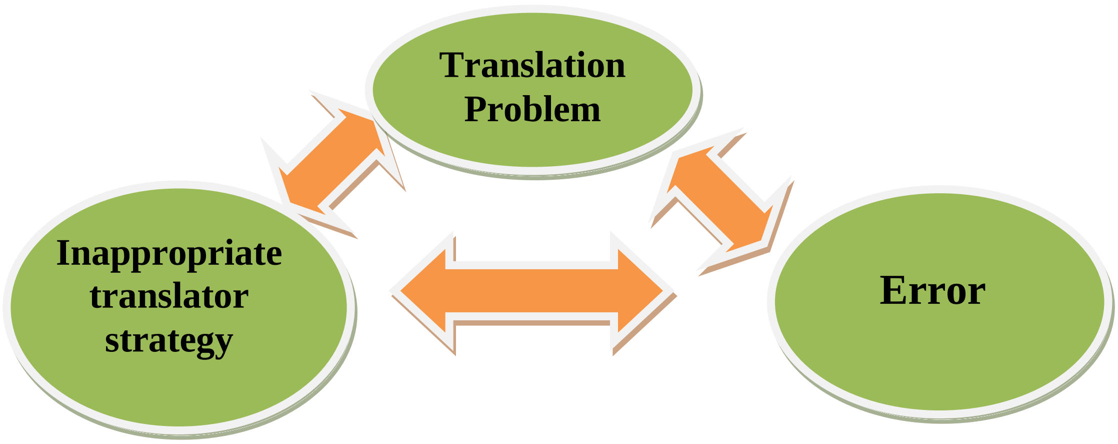
1) Linguistic criterion: Lexical, morphosyntactic, syntactic, pronunciation errors, etc.
2) Superficial strategies Criterion: Omission, addition, collocation, incorrect choice, and incorrect placement.
3) Pedagogical criterion: Inductive errors, transitional errors, fossilized errors, etc.
4) Causal criterion (derived from their cause or origin): interlingual errors, intralingual errors, simplification errors, etc
5) Communicative criterion: Ambiguity errors, irritating errors, etc.

3. Translation Problems and Difficulties

3.1 Translation Problems

According to (Hurtado Albir, 2008) , the concept of a translation problem is closely related to the terms "translation error" and "translation strategy". When a translation problem occurs, the translator sometimes uses inappropriate strategies to overcome the problem, leading to the notion of error in the translation process.

Fig.1. Relationship between problem, strategy, and error.



Source: Hurtado Albir, 2008, p 282

Therefore, it is necessary to address this term in order to arrive at a concept that is so integral to the field of translation studies and the evaluation of different translations. Research in this discipline is rare, even though it is a crucial step towards achieving an accepted translation. In reality, it is not easy to provide a definition of the concept of translation problems, due to the inconsistent comprehension of issues identified in publications on translation and even the distinction between the concept of a problem and a translation difficulty is not always clear (Hurtado Albir, 2008, p. 280).

3.2 Solving Translation Problems

Translation is not a mathematical process, but one that is influenced by many factors. Therefore, it is not easy to provide automatic formulas that can be applied to overcome the problems that arise during this process. As a result, it would be very difficult to determine a single technique or a definitive approach to achieving a method of solving translation problems, since this process is based on several criteria. These criteria include cultural differences between translators, aspects of similarity and distinction between the target language (TL) and the source language (SL).

(Sternberg, 1996, pp. 346–350) suggests that there are several phases to problem solving:

1) Problem identification;
2) Defining and presenting the problem;
3) Formulating a strategy for solving the problem;
4) Organizing information to apply the strategy;
5) Gathering resources;
6) Monitor the process;
7) Evaluate the solution.

3.3 Translation Difficulties

The difference between these two terms is quite sharp.To Nord(2005) states that a problem has an objective nature that needs to be solved within a specific translation task, regardless of the translator's competence and technical working conditions. According to her, (Nord, 2005, pp. 166–167), " A translation problem refers to an objective or intersubjective challenge of transferring content that every translator, regardless of their level of competence and technical working conditions, must resolve throughout a specific translation process.".

In effect, " Translation issues, however, are subjective and pertain to the individual translator and the particular working environment" (Nord, 2005, p. 167). In other words, problems are general, while difficulties are more specific and based on the individual translator themselves. Nord also distinguishes between four types of problems and other types of difficulties,basically

1) Textual problems: Issues arising from the specific characteristics of the source text, such as wordplay.

2) Pragmatic problems: Issues linked to the target audience arise due to the distinction between the context in which the source text is utilized and the context in which the target text is produced.

3) Conventional translation problems: Cultural problems arise due to differences in norms and conventions between the target language and the culture of the source language.

4) Linguistic problems: The distinction between the source language (SL) and the target language (TL) in terms of structure. Furthermore, (Hurtado Albir, 2008, p. 283) presents an additional classification of challenges in translation, as

1. Reception problems.
2. Production problems.
3. Reception-production problems

Which refer to difficulties in either understanding received information or effectively producing a response or output, often encountered in cognitive and communicative processes.

Hurtado notes that a wide variety of translation issues impact the micro and macro units of the source text. Moreover, she classifies these problems into the following four categories:

1) Linguistic problems: Numerous differences between the SL and the TL give rise to problems. such as vocabulary, morphosyntax, style, and textuality (cohesion, coherence, thematic progression, textual typologies, and intertextuality).

2) Extralinguistic problems: Related to thematic, cultural, or encyclopedic issues.

3) Instrumental problems: Problems arising from difficulties in documentation and the use of computer tools.

4) Pragmatic problems: These include various facets related to speech acts in the source text (ST), author's intention, presuppositions, implicatures, problems arising from the translation order, recipient characteristics, and context.

To overcome such translation problems as pauses,the use of strategies,omissions,etc.,(Hurtado,2008) suggests the use of appropriate translation strategies :

1. Adaptation:

Albir describes adaptation as a "technique by which a cultural component is substituted with one particular to the culture being received." In such situations, the significance of the message itself takes precedence over the individual words composing it.

2. Linguistic Amplification:

According to Albir, "this translation strategy involves adding linguistic elements to the target text. It is contrary to the technique of linguistic compression. Often, it includes paraphrases aimed at rendering a word that has no equivalent in the target language."

3. Compensation:

Compensation is a "translation technique that involves introducing information or stylistic effects into another part of the text that could not be reproduced in the same place as it appeared in the original text." This method aims to compensate for losses resulting from the translation process.

4. Elision:

Elision is a method that "involves eliminating information from the original text in the target text. Like linguistic compression, it opposes the process of amplification." It often happens that literary translators are required to condense information in certain passages of a work.

5. Borrowing:

Borrowing is a method employed in literary translation, which can also be effectively utilized in medical or commercial translation, for example. According to Albir, it is a translation technique that " includes the unaltered substitution of a word or expression from the source text into the target text".

Furthermore, she categorizes every error as minor (-1 point) or grievous (-2 points). In contrast to the previous combination of the two error analyses, she introduces a scale to quantify successful resolutions of translation challenges: a good answer is assigned a value of one point. At the same time, an exceptionally excellent solution is awarded an additional two points. However, she needs to comprehensively explain the process by which one can differentiate between significant and minor errors.

According to Nord, difficulties can be classified into two categories:

1) Text-specific difficulties: These refer to the understandability of the source text.

2) Translator-related difficulties: These characteristics are common to all translators, including those considered perfect, and are related to the translator's cultural and linguistic competence.

3) Pragmatic difficulties: These are related to the nature of the translation task.

4) Technical difficulties: These are based on the specificity of the subject matter of the text. These issues are similar to translation problems, but unlike objective

problems, these difficulties are subjective.

Nord also proposes steps to determine the degree of translation difficulty:

(a) The absolute difficulty of the source text.

(b) The translator's level of knowledge and competence.

(c) Translation instructions and challenges related to pragmatics, culture, and language.

(d) Working conditions and techniques.(Nord, 2005, pp. 166–171) .

In her assessment, she regards pragmatic errors as the most influential on the text, primarily because they are challenging to identify through a single reading of the target text. Additionally, she emphasizes the significance of cultural errors, viewing them as issues that impede comprehension, even when the meanings of the text are understood. In contrast, she considers linguistic errors less critical than the aforementioned ones, as they are commonplace among translators working with foreign languages and can be rectified and resolved.

4. The Concept of Error in Translation

4.1 Error and other concepts

This concept leads us to broader concepts such as quality analysis and translation evaluation.In contrast to the concept of a problem, there are numerous studies on the topic of error because of its importance. On this, Gouadec (1989, p.35) sees that there is "translation practice, teaching, and research, whether fundamental or applied, always involve the notion of error". Nevertheless, it remains that professional and objective criteria for evaluating and addressing errors in translation are rare. In addition, most translators do not rely on a proper theoretical foundation before engaging in the practical aspect (translation). Aside from reference materials and language proficiency, they depend on the former. Additionally, they employ instruments such as translation software and engage in collaborative efforts with domain experts.

In order to arrive at a definition of an error, Hurtado Albir(2008) states that an error is an inadequate equivalence for the translation task assigned. Despite the above mentioned distinctions between the terms mistake, fault, and inadequacy, some translation scholars prefer to use the term euphemism in this context, avoiding the term error. Other translation scholars, such as (Spilka Irène, 1984, p. 72), make a distinction between a mistake and an error: a mistake, which may be due to a contingent element (temporary carelessness, distraction, fatigue, etc.), is considered the responsibility of the learner, who should have avoided it; while, an error is a systematic and repetitive fossilized mistake.

4.2 Types of Translation Errors

Errors in translation always have two levels: Those related to the source language as comprehension errors and those related to the target language, namely re-expression errors. For this reason, (Hurtado Albir, 2008) categorizes errors belonging to the first category as follows: False sense, contradiction, nonsense, omission, addition, over-translation, under-translation, etc. Meanwhile, errors in the second category –in the target language– can be identified as spelling, lexical, or grammatical errors, among others.

(Delise, 1993) emphasises the need to differentiate between linguistic errors caused by deficiencies in the target language and translational errors caused by a misunderstanding of the source text. Typically, linguistic errors indicate a lack of comprehension of language principles or linguistic competence, as they result in structural, spelling, or grammatical errors. In contrast, translational errors occur when the intended meaning of the source text is misinterpreted.. On his part, (Newmark, 1991) distinguishes between two categories of "mistakes": Linguistic and referential. Referential errors, according to his classification, are any errors pertaining to information or facts found in the real world. On the contrary, Linguistic errors appear due to the translator's inadequate mastery of the target language. Linguistic Errors include idioms, collocations, and words.

Delise highlights the importance of linguistic competency. This distinction underlines the significance of the translator's language skills in producing accurate and faithful translations. It also emphasizes the need for continuous improvement and training in translation to minimize these faults and enhance the quality of the translated work.

Accuracy in the use of the target language can lead to writing errors, false friends, as well as improper use of the dictionary, the constant search for unique equivalents, or the limitation of common sense or the generalization of specific meanings. (Dancette, 1989), one of the translation scholars who has paid great attention to the issue of translation errors, discusses two levels of errors, which can be further divided into six:

1. According to linguistic knowledge, which includes
   a. Typographical code (misinterpretation of an abbreviation).
   b. Morphology (using a noun instead of a verb).
   c. Lexicon.
2. According to the performance of the receiver:
   a. Use context to choose meaning.
   b. Use context to determine syntactic and semantic relationships.
   c. Extralinguistic knowledge.(Hurtado Albir, 2008, p. 293).

(Sirinit, 2018, p. 181) categorizes translation errors based on the following table:

Table 1. Translation errors

Type of Error	Description
Errors in transferring meaning.	**These are errors related to the transfer of meaning, including the inability to convey the intended meaning, misinterpretation of words or idiomatic expressions, which affect the comprehension of the original text:** **(1) Contradiction** **(2) False sense** **(3) Nonsense** **(4) Different sense** **(5) Addition** **(6) Omission** **(7) Poorly resolved cultural reference**
Writing errors	**These errors result from breaches or violations of the usage norms of the target language and impact the expression in that language.** **(8) Spelling and punctuation.** **(9) Grammar: morphology, syntax, overuse of passive voice, non-idiomatic usages.** **(10) Vocabulary: inappropriate use of register, inappropriate stylistic register to achieve the same effect as the source text, lack of precision.** **(11) Textual: coherence, thematic progression, reference, misuse of connectors.** **(12) Stylistic: non-idiomatic formulation, faulty formulation, imprecise formulation, unclear formulation, poor style (lack of expressive richness).**

Source: (Sirinit, 2018, p. 181)

The classification contains some features of the model of Hurtado Albir (2016), such as the categorization and description of the types of errors, but it is a simplified and more accessible version. The errors are divided into 12 items: 7 are related to the transfer of meaning, and 5 correspond to writing errors.

Furthermore,(Sager, 1989) distinguishes two concepts: The type of error and its consequences. The type of error involves meaning inversion, omission and addition. On its turn, the effect of the error is divided into three categories: linguistic effect, semantic effect, and pragmatic effect.

Therefore, we cannot reduce errors to linguistic issues alone for they go beyond that and include translation functionality, pragmatics, culture, text coherence, conventions, and norms in the translated text. (Martínez Melis & Hurtado, 2001, p. 281) recommend considering certain criteria before categorizing translation errors:

1. The distinction between errors related to the source text (contradiction, false meaning, nonsense, omissions, additions) and those related to the target text (coherence, cohesion, spelling, syntax, etc.).

2. The distinction between absolute errors and functional ones:

Functional errors are pragmatic in nature and arise from the violation of certain functional aspects during the translation process, while absolute errors are unjustified violations of cultural or linguistic norms or the use of a particular language.

3. The distinction between systematic (recurring) errors and random (isolated) errors.

4. The distinction between errors made in the final product and those made during the translation process.

Three elements account for all of these errors: pragmatic inappropriateness, appropriateness, and inappropriateness, which all have an impact on how the target text is expressed and how the source material is understood.

4.3 Translation Error and Language Error

Among translation scholars who distinguish between language and translation, (House, 1977) stands out. House introduces two important concepts: covert translation and overt translation, and consequently covert and overt errors. Due to the absence of functional equivalence between the source text (ST) and the target text (TT), covert errors (translation errors) occur. Overt errors (Language errors) occur when there is an absence of denotative equivalence between the target text (TT) and the source text (ST), such as omissions or inappropriate substitutions.

In this regard, (Hurtado, 2005, p. 269) emphasizes that translation errors should not be limited to linguistic criteria alone, but should also include pragmatic and cultural aspects. The most important element is the pragmatic one, with linguistic aspects coming in third. A single word in itself should not be considered incorrect; it must fit into a context that conforms to the norms and conventions of the target audience. Therefore, translation errors are closely related to extratextual and intratextual analysis. Nevertheless, (Séguinot, 1989) does not distinguish between language and translation errors, describing them as violations of both linguistic norms and translation.

4.4. Binary Errors and Non-binary Errors

(Pym, 1992) introduces two terms, binary and non-binary, to classify translation errors according to their accuracy. Binary errors provide distinct boundaries between what is correct and what is incorrect.. In contrast, non-binary errors do not depend on this distinction, but require another target text that is opposite to the source text and may contain potential errors.

4.5. Causes of Errors

Séguinot, (Séguinot, 1989, pp. 75–78) points out that there are errors related to the level of competence, which occur, among other things, when a translator does not fully understand the source language or does not have a good command of the target language. However, some errors are natural to the translation process, and others typically occur in the learning translation process. These errors can help us understand what goes wrong in translation. Séguinot (1989) suggests that in order to identify the causes of errors, we need to observe the behavior of individuals and groups. Individual errors can occur for several reasons:

1. Limited processing capacity: An individual's capacity for cognitive processing is very limited because our attention is directed to only a few of the things we are doing simultaneously.

2. Parallel processing and preplanning: Translators can quickly make decisions concerning repeated translation problems as they recognize the recurrent use of the source language with the same concept. It becomes a vital source of errors when the text does not work as expected.

3- Access to knowledge There are different ways of organizing information around each element and different ways of activating this organization. But errors occur because the nature of meaning is indeterminate and people share networks of nuances for concepts that are more or less similar, but not necessarily identical. For example, it was believed that lexical items were stored in the brain like a dictionary. This is not true: The storage and accessibility of information about articles can vary and may not be consistent with the overall availability of data. (Séguinot, 1989, pp. 75–76) **.**

4- Motor aspects of production The pragmatics of the work situation can affect the outcome of the translation because it is produced in some form: dictated, typed, or handwritten. These forms of production require the use of specific muscle groups and a certain focus on finishing stages, including the ends of screens, lines, or tapes. There exists evidence suggesting that specific categories of errors may be more susceptible to occur with particular modes of production.

Furthermore, Séguinot(1989) points to other obvious factors that lead to various types of errors: Translations that are done under severe time constraints, others that are done while performing other tasks that require full attention (such as answering the phone), amidst external distractions or noise. In addition, Errors occur at the group level due to the difference between novices and experts. The distinctions between the two extend beyond mere accumulation of knowledge.; the key feature of expertise in performing skills is based on the ability to restructure knowledge. An increase in basic errors also occurs when there are developments in other areas, especially when vocabulary becomes more complex and precise and translators pay more attention to style.

The expert matches new situations with his knowledge using intuition derived from experience, whereas the novice relies entirely on applying rules, which is why errors are made. Interference between the first and second language is also one of the reasons that cause some translation errors. (Hurtado Albir, 2008, pp. 306–307) confirms that errors related to the translator's competence are due to different reasons:

- Lack of linguistic and extra-linguistic knowledge.
- Failure to assimilate or apply the principles that govern the translation process.
- Failure to apply problem-solving strategies.
- Differences in documentation or information tools.

The author also points out that the process of making errors goes through several phases: The first errors are due to a lack of understanding of the source text, then come errors in the target text (re-expression errors); among the causes of errors are that the translator may perform cognitive operations incorrectly, as well as using inappropriate strategies to solve translation problems.

5. Evaluation of Error

We will discuss specific subtitles to clarify the evaluation process.

5.1 Mode of evaluation

Various translation theorists search for a precise mode of translation evaluation,but we cannot determine a single criterion for it. Among these translation theorists,House, (1977) who differentiates between two categories of errors in relation to patent errors:

1. Major errors (omissions,additions and substitutions);
2. Errors in the target language system (spelling,grammatical errors,etc.).

Kussmaul (1995) stands out, using the term adequacy for this process. Kussmaul asserts that there is no single way to evaluate ;however,she distinguishes five categories for the evaluation process: 1. Cultural adequacy;2. Situational adequacy;3. Speech acts;4. The meaning ofwords;5. Linguisticerrors.To these, (Hatim& Mason, 1997) suggest using the communicative mode to deal withtranslation errors.

For (Hurtado Albir, 2008), it is difficult to arrive at a general, objective evaluation of the translation process, and to achieve adequacy in the translation process, certain elements must be clearly specified: Initiator, purpose and recipients.

5.2 Didactic Evaluation by Nord

(Nord, 1996, pp. 105–107) attaches considerable importance to the issue of error evaluation. She describes the phases of the evaluation procedure and observes that Nord applies them to translation students :

1. Choose familiar ways. The translation task should be appropriate to the translator's knowledge and competence.

2. Clearly define the objectives. It's important to have a clear idea of what you want to achieve; without a specific plan, you won't get anywhere.

3. Find the appropriate tools. Translators should have the resources they need to make informed decisions, including information from various sources such as

dictionaries, files, parallel texts, encyclopedic texts, and more.

4. Alert the cautious. Establish clear correction conventions, classify errors, determine the reasons for those errors, and specify how to evaluate them.

5. Not all identified problems in a translation necessarily indicate translation errors.It is essential to distinguish between errors during the translation process and errors arising from a lack of proficiency in either the source or target language.

6. It is better to know how to translate without knowing the language perfectly than to know the language perfectly without knowing how to translate. Many people have linguistic competence in two languages but lack the translational competence needed to be translators.

7. Knowing when to apologize is more valuable than being able to conjugate all the tenses of the verb "to ask. At this stage, Nord stresses the importance of pragmatic competence.

8. A half-full glass is more pleasant than a half-empty one. Nord(1996) believes that we should place great emphasis on positive evaluations of appropriate solutions, rather than focusing solely on counting errors.

5.3 Teaching Strategy

(Hurtado Albir, 2007) proposes a strategy for teaching translation based on errors. The strategy is based on five principles:

1. Diagnosing the causes of errors in order to determine appropriate actions.

2. Address and diagnose errors individually (since not all errors are the same) and encourage self-evaluation.

3. Learn from errors, since in this case errors are something positive and important in the process of teaching translation. It also encourages self-evaluation, So, the translator should be aware of the specific errors they commit, their causes, and the methods to prevent them.

4. Each type of error should be treated differently in terms of evaluation measures.

5. Gradually apply evaluation criteria based on the translator's level.

5.4 The proposed evaluation methodology by Hurtado Albir (1999):

It is a significant contribution that has captured the attention of researchers in the field of translation assessment. The researcher focuses on addressing the most common errors made by students in the domain of translation. The aim of this proposal is both educational and practical, with a focus on rectifying deficiencies in translation at various linguistic and non-linguistic levels, encompassing linguistic, translational, textual, and pragmatic aspects.

5.5 Correcting errors

Correction criteria should be utilized whenever possible when revising translations. The example of standard translation correction criteria in Table 2 should be adapted depending on the nature being dealt with . Errors are classified into three categories. (Hurtado Albir, 1999).

Table 2. Error correction criteria

• ERRORS RELATED TO THE MEANING OF THE ORIGINAL TEXT
Opposite sense (OS)
Wrong sense (WS)
Nonsense (NS)
Slightly different sense (SDS)
Addition of unnecessary information (AD)
Omission of necessary information (OM)
Poorly resolved extralinguistic reference (EXT)
Inappropriate register (REG)
• ERRORS RELATED TO EXPRESSION IN THE TARGET LANGUAGE
Orthographic and typographic (OT)
Morphosyntactic (MP)
Lexical (LEX)
Textual (T)
Stylistic (ST)
• PRAGMATIC ERRORS (PR)

Source: (Hurtado Albir, 1999)

The researcher presents a comprehensive model that combines formative and summative assessment. This model addresses various linguistic errors found in the target text, in addition to translational errors resulting from misinterpretations of the source text concepts. It also considers pragmatic errors that negatively affect the intended communicative content of the target text. Notably, the model doesn't specify a particular scoring system, leaving room for educators to choose the one that best suits their teaching context. The primary goal is to identify the types of errors made by translation students in Algeria, rather than providing a scoring system for final evaluation.

6. Methodology

The methodology employed for this research involved an analytical approach to error analysis in translation. The study focused on systematically analyzing translation errors to comprehend their various types and underlying causes. An experimental study was conducted involving fifth-year students in the Integrated Master's Program, University of Oran1, possessing the requisite knowledge and skills to prevent these errors in future translations. Additionally, the research sought to establish a robust scientific foundation for the evaluation of translation errors. This methodology aimed to improve the quality of translation teaching by offering objective insights into the translation process and its related errors, therefore contributing to the progress of translation studies.

6.1. Procedures:

Dividing it into three stages:

1. Initial Stage

This is the preliminary phase of translation assessment. During this stage, the text to be translated is assigned to students without the presence of the teacher. The primary purpose is to analyze the errors made by students and the challenges they encounter. This analysis includes the application of Hurtado Albir's (1999) Error correction criteria. Additionally, it involves understanding the impact of errors on the target text with the goal of raising students' awareness of their deficiencies and motivating them to address these issues.

2. Second Stage:

Building on the outcomes of the initial stage, the teacher, in this phase, aims to provide pedagogical guidance to the students. This guidance enables students to recognize their errors and encourages them to work on improving their final translations.

3. Final Stage:

The last phase, the final revision, is where the teacher verifies the correctness of any errors made.

These three stages constitute the assessment methodology, which is designed to enhance students' translation skills and the quality of their translations through analysis, guidance, and review.

7. Examples of Translation Errors

Example 01 :

Source language	Students' translation	Evaluated translation
If demand is growing faster than supply, prices will increase.	<u>لا ترتفع</u> الأسعار إذا لم يزدد الطلب عن <u>التزويد</u>.	إذا ازداد الطلب سريعا على السلع، فإنّ الأسعار سترتفع.

The sentence was originally in English, a conditional sentence, and its meaning is that if demand increases faster than supply, prices will rise. However, the translation was in the negative form and lacked the precision that characterizes this text. The meaning that was conveyed is correct, but it is not the intended meaning, and this is what we consider the " incorrect meaning" of the original error. In translation, we must ensure the accuracy of the information conveyed by the text.

Example 02 :

Source language	Students' translation	Evaluated translation
Since 1865 the U.S. does not allow you to buy and sell other people	تمنع الولايات المتحدة الأمريكية منذ سنة 1865 البيع والشراء للأشخاص	تمنع الولايات المتحدة منذ سنة 1865 بيع وشراء الأشخاص

The error is in the following words: "البيع" (the sale), "الشّراء" (the purchase), and "للأشخاص" (to people), where "ال" (the) was added to "البيع" and "الشّراء" and the preposition "للّأشخاص" (to people) was used. This affected the sentence's meaning and rendered it differently than in the original text.. In English, the phrase implies the prohibition of buying and selling people, but the translation indicated otherwise.

Example 03 :

Source language	Students' translation	Evaluated translation
Creditors lose and debtors gain if the lender does not anticipate inflation correctly.	يخسر المدين ويربح الدائن إذا لم يتوقع المقرض تضخما بشكل صحيح.	يتكبد الدائنون خسائر ويربح المدينون إذا لم يتوقع المقرض التضخم بشكل صحيح.

In this translation, we notice a confusion in the use of the words "creditor" and "debtor," resulting in a contradiction. The original sentence means that the lender is the one who will lose and the borrower will gain, not the opposite, as translated into Arabic as "the debtor loses and the creditor gains". This error significantly affects the translation because it changes the subject and distorts the meaning.

Example 04 :

Source language	Students' translation	Evaluated translation
This is difficult to enforce and often leads to a black market in foreign currency	ويعتبر هذا صعب التنفيذ ويؤدي بالعملة الخارجيّة إلى الدخول في السوق الأسود.	هذا من الصعب تنفيذه وغالبًا ما يؤدي إلى ظهور سوق سوداء للعملات الأجنبية.

We notice a literal translation of the word "black". This has led to a change in meaning, or the absence of meaning altogether, which is what is meant by "nonsense". "Black Market " It's an economic term that refers to the market consisting of all commercial transactions where "market" is done to avoid tax laws and commercial regulations. The commonly used phrase is "السّوق السّوداء", which means "the black market". Thus, any change in the form of this word results in a change in the meaning that the term carries.

Example 05 :

Source language	**Students' translation**	**Evaluated translation**
Limited partnerships limit the personal liability of individual partners	الشّراكة المحدودة <u>تحدّد</u> المسؤوليّة الفرديّة للأشخاص	تقيد الشّراكة المحدودة المسؤوليّة الفرديّة للأشخاص

One of the most common errors in translation is to put the verb after the subject. This results from sticking too closely to the structure of the original text. The sentence can also begin with a noun, and the word used at the beginning is often the one the speaker wants to emphasize. However, the norm in Arabic sentences is to begin with the verb followed by the subject.

Example 06 :

Source language	**Students' translation**	**Evaluated translation**
Each partner contributes money, property, labor, or skill.	يساهم كلّ شريك بالمال، <u>الممتلكات، العمل</u>، أو المهارات.	يساهم كلّ شريك بالمال، والممتلكات، والعمل، أو المهارات

In English, commas are used before "and" to indicate coordination and conjunctions, so the conjunction should not be repeated before the last item. In Arabic, however, it's different. the letter "واو" (waw) is used in addition to the comma for all coordinated words. It is incorrect to group a number of coordinated nouns in a sentence without preceding each of them with the conjunction "و" (waw). This style is unfamiliar to the Arabic language and should not be followed.

8. Conclusion

The topic of error analysis is one of the essential topics in the discipline of translation studies. Thanks to these studies, we can establish a specific empirical framework for evaluating a translation. However, it is important to remember that there is no translation without errors, and there is no such thing as a perfect translation. Instead, there are differences in the severity of errors between one translation and another, which allows us to judge one translation as more or less accurate than another.

Translation errors can stem from various causes, such as the target language, source language, functionality, linguistics, culture, pragmatics, etc.

The first step is to identify the errors, and then to determine the reasons for the errors in order to avoid them as much as possible.

Errors are primarily systematic and different from simple mistakes. Therefore, we need to give this aspect significant importance in the field of translation studies in order to establish a scientific criterion for the objective evaluation of the translation process.

The topic of error analysis is not new and has been studied by various translation scholars. The challenge, however, is to find a specific method for evaluating translation that doesnot interfere with the freedom of creativity or the differentiation of styles. At the same time, this evaluation should not be limited by personal prejudices.

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10. Appendices

Text 01

Inflation

"Inflation is defined as a sustained increase in the general level of prices for goods and services. It is measured as an annual percentage increase. As inflation rises, every dollar you own buys a smaller percentage of a good or service.

The value of a dollar does not remain constant when there is inflation. The value of a dollar is observed in terms of purchasing power, which represents the real, tangible goods that money can buy. When inflation goes up, there is a decline in the purchasing power of money. For example, if the inflation rate is 2% annually, then theoretically a $1 pack of gum will cost $1.02 in a year. After inflation, your dollar can't buy the same goods it could before.

There are several variations of inflation:

- Deflation is when the general level of prices is falling. This is the opposite of inflation.
- Hyperinflation is an unusually rapid inflation. In extreme cases, this can lead to the breakdown of a nation's monetary system. One of the most notable examples of hyperinflation occurred in Germany in 1923 when prices rose 2,500% in one month!
- Stagflation is the combination of high unemployment and economic stagnation with inflation. This happened in industrialized countries during the 1970s when a bad economy was combined with OPEC raising oil prices.

In recent years, most developed countries have attempted to sustain an inflation rate of 2-3%.

Causes of Inflation:

Economists wake up in the morning hoping for a chance to debate the causes of inflation. There is no one cause that's universally agreed upon, but at least two theories are generally accepted:

Demand-Pull Inflation - This theory can be summarized as "too much money chasing too few goods." In other words, if demand is growing faster than supply, prices will increase. This usually occurs in growing economies.

Text 02

Types of Business Entities

Sole Proprietorship:

This is a business run by one individual for his or her own benefit. It is the simplest form of business organization. Proprietorships have no existence apart from the owners. The liabilities associated with the business are the personal liabilities of the owner, and the business terminates upon the proprietor's death. The proprietor undertakes the risks of the business to the extent of his/her assets, whether used in the business or personally owned.

Single proprietors include professional people, service providers, and retailers who are "in business for themselves." Although a sole proprietorship is not a separate legal entity from its owner, it is a separate entity for accounting purposes. Financial activities of the business (e.g., receipt of fees) are maintained separately from the person's personal financial activities (e.g., house payment).

Partnerships-General and Limited:

A general partnership is an agreement, expressed or implied, between two or more persons who join together to carry on a business venture for profit. Each partner contributes money, property, labor, or skill; each shares in the profits and looses of the business; and each has unlimited personal liabilities for the debts of the business. Limited partnerships limit the personal liability of individual partners for the debts of the business according to the amount they have invested. Partners must file a certificate of limited partnership with state authorities.

Limited Liability Company

An LLC is a hybrid between a partnership and a corporation. Members of an LLC have operational flexibility and income benefits similar to a partnership but also have limited liability exposures .While this seems very similar to a limited partnership ,there are significant legal and statutory differences. Consultation with an attorney to determine the best entity is recommended.

Text 03

"Fixed Exchange Rate

A fixed exchange rate, sometimes called a pegged exchange rate, is also referred to as the tag of a particular rate, which is a type of exchange rate regime where a currency's value is fixed against the value of another single currency or to a basket of other currencies, or to another measure of value, such as gold.

A fixed exchange rate is usually used to stabilize the value of a currency against the currency it is pegged to. This makes trade and investments between the two countries easier and more predictable and is especially useful for small economies in which external trade forms a large part of their GDP. It can also be used as a means to control inflation. However, as the reference value rises and falls, so does the currency pegged to it. In addition, according to the Mundell-Fleming model, with perfect capital mobility, a fixed exchange rate prevents a government from using domestic monetary policy in order to achieve macroeconomic stability. There are no major economic players that use a fixed exchange rate (except the countries using the euro and the Chinese yuan). The currencies of the countries that now use the euro are still existing (for old bonds). The rates of these currencies are fixed with respect to the euro and to each other. The most recent such country to discontinue their fixed exchange rate was the People's Republic of China, which did so in July 2005. [1]

Maintenance

Typically, a government wanting to maintain a fixed exchange rate does so by either buying or selling its own currency on the open market. This is one reason governments maintain reserves of foreign currencies. If the exchange rate drifts too far below the desired rate, the government buys its own currency in the market using its reserves. This places greater demand on the market and pushes up the price of the currency. If the exchange rate drifts too far above the desired rate, the government sells its own currency, thus increasing its foreign reserves. Another, less-used means of maintaining a fixed exchange rate is by simply making it illegal to trade currency at any other rate.

Text 04

Market Economy

Definition, Examples, Characteristics, Advantages and Disadvantages

A market economy is where economic decisions are made by the free market. That means production of goods and services are regulated by the laws of supply and demand .Producers sell their goods and services at the highest possible price that consumers are willing and able to pay. Workers also bid their services at the highest possible wages that their skills allow.

It is generally thought that any market economy got its start as a traditional or command economy. However, most societies in the modern world have elements of all three, and are therefore mixed economies.

Characteristic of a Market Economy:

A market economy is defined by six characteristics:

1. Private property—Most goods and services are privately-owned. This allows the owners to make legally binding contracts to buy, sell, lease or rent their property. In other words, their property gives them the right to profit from ownership. However, there are exclusions to what is considered private property. For example, since 1865 the U.S. does not allow you to buy and sell other people, or even yourself. This includes you own body parts.
2. Freedom of Choice- Owners, businesses, consumers and workers are free to produce, sell, and purchase goods and services in a free market. Their only constraint is the price they are willing to buy or sell for, and the amount of capital they have.
3. Motive of Self-interest – The market is driven by everyone trying to sell their goods or services to the highest bidder, while at the same time paying the least for the goods and services they need. Although the motive is selfish, it works to the benefit of the economy over the long run. That's because this auction system fairly prices all goods and services, accurately depicting true supply and demand at any given point in time.
4. Competition – The forces of competitive pressure keeps prices moderate, and ensue that goods and services are provided most efficiently. That's because, as soon as demand increases for a particular item, prices rise thanks to the law of demand.