The International Journal of Language and Cultural
TIJOLAC is Available Online at:
https://www.growingscholar.org/journal/index.php/TIJOLAC
DOI: https://doi.org/10.5281/zenodo.4651383
Vol. 3 No. 01, March 2021, pages: 36~45
Growingscholar

Translation Errors: Their Advantages for Linguistic Competence

Moeses Zanches[1]

Article history: Received March 1, 2021, Accepted: March 25, 2021, Published: March 30, 2021

Keywords

Error analysis;

Expressions;

Equivalence;

Idiomatic;

Identity;

Abstract

In the current paper, we have a proposed translation-based solution based on the existing concepts that could be useful for study and classroom use. Clear and simple distinctions are done between lexical objects, such as collocations, and GA expressions owing to the fact that a lot of them can occur from frequent combinations. According to the Error Analysis (EA), the absence of interchange between L1 propositions and L2 representations is well explainable.

1. Introduction

Many translation plans have been put forward. It is also claimed that there is no document that can be completely interpreted without considering its cultural meaning, from the time it was written. The researchers must also take into consideration at least three separate characteristics: linguistic, cultural, and time-related considerations. However, these two methods (the two Nida Wilss and Steiner-Aired recommended ones) received more consideration from a theoretical point of view, which led to two opposing viewpoints established by A. Lefer, Even, Even, Nord, and Zohar in their published work In the first group of syntagmatic thinkers, those who believe in the presence of an indistinct series of syntagmatic constructs independent of the language, there are those who stick to the universals approach. Secondly, assistance can be needed in order to address concerns relating to intercultural gaps, since there are language issues that vary between various cultures. The same distinction has always been true for the great minds of scholars such as Jerome, Dryden, Tytler, and Mallarmé, along with various poets such as Goethe, who have as their major focus translating poems, the example of which can be Gómez la Serna, Mallen and Gmez de Luna (Oro: 2001:1-12).

During the 12th and 13th centuries, it was a centre of religious, scientific, and medical translation known as the Cosmopolitan College of Toledo. The works accomplished there included scientific, as well as religious projects, for example, they translated Mi'ray or Mahoma's Scalev to Latin as well as English and Cheshire, or the Quran to Chester. There were other influential Arabic

[1] *Researcher at Saint Louis University, Madrid, Spain. Email: moeses.zanches@slu.edu*

scholars who studied with Abū l-Walīd Averoramà, such as the Persian historian, Avicenna, the Jewish physician, and the philosopher. The significant work had two dimensions: it was also a restoration of works of Islamic culture and their preservation in the West that had been missed due to the language barrier

The fruitful contributions to this challenging field are Saint Jerome, who through the idea of dichotomy and translation help to understand the continually changing trends of contemporary study (4th century). It is important to determine his technique, particularly the laws pertaining to meaning. However, where general texts are involved, the interpretation of Sacred Writs is excluded (but for a simpler case, a mere act of translation would allow faith, such as from Hebrew to Latin). Perhaps his philosophy has a major weakness in its practice: distinguishing between holy and profane scriptures and applying different concepts to both.

Moreover, as he claims, the translation process must keep pace with the advances in textual technology. He had an important influence on more recent scholars, for example on the Fray Luis de Leonista doctrine or the Martin translation of the Bible used by Luther. Neither, was it before the sixteenth century that another noteworthy theory was advanced. The three ideals set by Juan Luis Vives have been resurrected by German Romantics of the 1800s were reinstated by Mozart in the XIX century. There is a clear distinction between translation theories and real-theoretic approaches while translating, with respect to which he recognises that languages are similar and distinct at the same time; additionally, he acknowledges that the close similarities between languages end while believing those are set in place by nonverbally and knows that there are insurmountable barriers when translating. He is making a distinction between the normative and non-normative translations. St. Jerome and Cicero agree on the observation that the translation process includes a period of time in which the area of liberty transfers to the destination language. From 1492 to 1540, Luis Vives is, beyond hesitation, well aware of the dangers involved in the process: an inability to communicate nuances in the first language, a potential loss of understanding of the original concept Additionally, he is aware of the fact that proposals that follow general standards of translation like knowledge of languages and technical language do not exist in the field of their own: ideal language, norms, and customs about the subject, etc.

2. Materials and Methods

Sampling of Errors

In the essence of the investigation, Brave new world and Hernández will be compared and contrasted. The "backward and forward" previous listed, for example, will be so much used, since it incorporates numerous revisions, particularly the shift from the 1970s to the 1980s. Similarly, it is notable that there are many versions of Hernezog's translation, and these may differ considerably from one text to another.

Semantic distinctions between L1 and L2 have a double form: you will spot it either a formality (e.g. recognizing changes in the structure of language while also using the standard world referents as reference) (i.e. They affect meaning as being transferred to L2). Formalities are also identified into three categories of errors: (O) omissions, additions, and substitutions (substituting one unit of meaning) aspectus from one another (GR). (Grammatical mistakes and semantic changes) (using units semantically related instead of the proper ones: for example a superordinate term instead of a hyponym).

Therefore, in this instance, both of these characteristics result in grammatical and semantic distortion. House and his followers identify two major types of translation errors that can be

made, substitutions and omissions (as well as substitutions for covert speech), and classify them as substitutions along with substitutions and omissions in the second portion of his typology.

To succinctly illustrate the distinction between several different editions: "Edición Colación" is Galiza, "Plaza & Janes Millenium" are world written by "El Mundo" Somehow, in capital letters in the original edition, 'Salvia' is almost always accompanied by 'Sauvage'. Below are some of the typos in the novel that could affect the information in L1.

Table 1. Sample or errors in Hernández's translation of Brave New World

A Brave New World. A. Huxley. Penguin Modern Classics (Printed in 1961)	*Un Mundo Feliz. Ramón Hernández's Translation. Barcelona: Plaza & Janés. 1969.*	*Some proposals*
Motto (p. 15)	*Divisa (p.18)*	*Lema, consigna, dicho, proverbio.*
Barrels (P.15)	*Tambores (18)*	*Barril, barrica, tonel, barrilete*
Arrived (p.15) in 'a troop of newly arrived students, (…)	*Ingresados (p.19) in 'un grupo de estudiantes recién ingresados*	*Llegados.*
Callow (p.15), …, pink and callow,	*Imberbes (p.19)*	*Inmaduros, inexpertos, novatos*
Zealous (p.16)	*Celosos (p.20)*	*Afanoso, ardiente, entusiasta.*
He would explain to them (p. 15)	*(…) les explicaba (p.19)*	*Les explicaría*
He would add (p.16)	*Anadió (p.199*	*Añadiría*
… but upright (p.16)	*… muy erguido …*	*Pero erguido*
It was hard to say (p. 16)	*Hubiera sido dificil decirlo*	*Era dificil decirlo*
(and he took them to watch the operation) p.17.	*(y para ello los llevó **al sitio** donde se realizaba la operación) p.20*	*(y los condujo a observar la operación)*
(….) he insisted; (p.17)	*(…) como hizo constar con insistencia; (p.20)*	*(…), insistió;*
'These,' 'he waved his hands', are the incubators (p. 16)	**Esto , -siguió al director,** con un movimiento de la mano- son las incubadoras(p.20)	Estos, señalo con las manos, son las incubadoras.

Variations also exist between or among different editions; some are clear misspellings, others change from one edition to other, some for worse and some for better and yet others remain unalterable edition after edition.

Table 2. Comparison among English and two Spanish Editions

1961 Penguin, Great Britain	*1961 Plaza & Janes Edition*	*1980 Plaza & Janes Edition (OBRAS PERENNES)*
Heather (p.191)	*Brazales (p.306)*	*Brezales (p.192)*
Rope and string (p. 91)	*Cuerdas, Alambres (p.192)*	*Cuerdas, alambre (p.307)*
Bed of rushes (p.91)	*Alfombras de juncos (p. 192*	*Alfombras de juntos (p. 307)*
And then, in a voice of despair (p.196)	*Y después con voz de desentonación (p. 197*	*Y, después, con voz de desesperación (p. 314)*

3. Results and Discussions

Linguistic Approach. Canonical versus Non-Canonical Expressions

Neither translation nor linguistics could exist in a culture that tried to justify anything through sociological theories. On the one hand, linguistics is about our understanding of language: what it is, and how we go about getting it; how we arrive at it, though, is the central concern. An interpretation of language is not limited to any one point of view. This is to wit. The comprehension of words is split into lexicon and how we incorporate them into sentences, i.e.e. our grammar. Of this material, some is easy to comprehend in a language other than English. Thus, translation must take place in relation to the language as a whole, but out of the bits that make up the whole, one must know how to process context from one language to another.

In order to merge knowledge from several sources, we'll differentiate between canonical and non-canonical patterns The above are likely to be valid of everyone, while the others are not. we use terms which have been referred to as 'the muddier parts of grammar' and various shades of meaning However different these words and phrases are, the machine threads them together everything it perceives as part of a single cloth. We are now working hard to see how adequacy can be combined with the method of localization.

We may assume that only some of these are distinct lexical objects a canonical law arises due to the straightforwardness of the theories or outcomes being in various transparent-seeming realisations, or they even out in both (cf., for example, put at its simplest, verbs acting as full verbs or as auxiliaries). For the most part, internal language phrases should be dealt with as if they are to be interpreted as individual terms, but particularly if translation develops, these opaque realisations are. Using all the pieces together doesn't give you a full meaning, in other words, for example, you need to assign a meaning that is not found in the parts to find their sum.

In Vocabulary, the collocational process breaks down into loose and collections of idiomatically arranged words, compounding, as well as the process of proper mixing. Consideration then must be given to the main challenge after a translator has agreed on the stuff he must deal with and the relevant language. Much of the general inferences may be innocuous, but some are not. For example, new or distinct socio-cultural or technical implications may emerge because of changes in that domain. It is a valid argument, and we mean, for example, such as far as simple sentences are concerned: those following the structure: subject, predicate and complement, as far as lexis is

concerned those lexical units under their conceptual meaning, not presented under other types of meaning that are the result of semantic extension and/or linguistic arrangement.

In short, when translating, translations need to be separated into two classes: general terms and abstractions which contain variables, and sentences should be viewed as concrete entities. It does not raise any difficulties during the translation process whether or not grammatical concepts or lexical elements conform to the phrasal version in figure 1. Using all the pieces together doesn't give you a full meaning, in other words, for example, you need to assign a meaning that is not found in the parts to find their sum.

Canonical and Non-canonical expression

The collocational processes are common in language; you can break the collocational mechanism down into various stages: Common word associations or idiomatic expressions are used in the derivation process. When two or more words are joined by "and," they are referred to as the "compound resultant". However, after choosing the stuff to work with and deciding the formation, one of the primary challenges a translator faces is dealing with is the normal and non-typical language variations. Without a proper understanding of their languages, use, usage of canonical types should be less of a concern for translators.

Those assertions are true evidence, and of course we are not taking into account canonical traditions of expressions of understanding. Canonical trends contain, for example, subjects, predicates, and complements, as well as head phrases. There are those semantic units relating to such words that realize linguistically more world abstract concepts, while other such words are word-derived and culture-specific and reveal such concepts rather than describing them. Complete and/idiom unique lexical units may be omitted, perhaps.

Taking this into account, one's consideration, it can be said that there are two groups for linguistic and translation research which must be regarded as separate from each other; Due to their straightforward references to world objects, instances that follow pattern (I), realisations, e.g. sentences (for instance, for fig. 1, pattern IV), which present difficulties when translated word-for-word, e.g. as sentence fragments, while instances (specific to pattern IV) fall under a higher category of formulaic expression as shown in fig. 1. If there are standard communications as well as exceptions, there will be anything in between: a simple and straightforward declaration as well as an interpretable one. Language basics provide the basic building blocks for communicating in any or most cultures.

Table 3: Sentence pattern IV

Languages	Subject	Verb	Indirect Object	Direct Object
ENGLISH	I	brought	you [for you ---□]	□□this material
SPANISH		[os□ traje		este material
	(Yo) traje	[os] para vosotros ---□		
GALICIAN	(Eu)	Trousen-	vos	este material
RUMANIAN		Ti-am adus	ti-¿	acest material
POLISH	(Ja)	przynios□em		
przynios□am		wam	ten materia□	

Though superficially influenced, these alternate expressions are much more nuanced, more diverse in morphology and syntax, but totally opposite in context. To put it in the simplest

manner, it is referred to as indirect expression, and this behavior represents the formal. This constitutes an instance of the myth of literal interpretation and true meaning are distinct from each other. In other terms, this does not mean that they can be articulated or deciphered. However, a rigorous analysis of concrete forms of language would not proceed satisfactorily based on one linguistic stratum. English may be extremely convoluted and inconsistent, but this has been so throughout history, if introduced throughout a given circumstance. Additionally, such assumptions are central to the growth of language understanding and comprehension, while other beliefs play supporting roles.

Non-Canonical Expressions and some Translation Problems

In non-canonical units, formed by either a group of all elements on their own rights but particularly the latter, some articulate in an opaque manner while others in a semitransparent fashion, as they are usually fixed phrases that correspond to a precise group or behavior. Generally, these concepts are known as non-canonical expressions, collocations, idioms, and buzzwords.

Non-canonical constructions contain expressions, such as: "What if...?" Since we lost our way, only a kind of tense regulation is needed, but loose or lazy typing is permitted. The better it is for women. It is strongly recommended that teens examine these five interesting women role models in womanhood for potential as possible influences: Madonna, Leona Helmsley, Martha Stewart, and Victoria Gotti. collocations: A troublesome word is either a nominalization or a colloquialism. The definition of collocation, which originated in Britain, seems ambiguous and impartial in class designations. It's a major practical grammar definition suggested by Firthxvii and Halliday, however. Word-association plays a major role in our perception of it, and because of that, we can indeed assume that the terms are syntagmatically related In addition, collocation is expansive; users must recognize the vocabulary can be original and unique in that way. Depending on the type of meaning, not all languages can use the same structured correlates

The term "collocation" designatesvilles covers a huge range, and moreover, the users must comprehend that certain vocabulary uses intentional eccentric design. Such a systematic use of semantics may not be used in all languages. Such phrases and stock expressions as ‘People will be girls', ‘One can only wonder', ‘He made his own luck', ‘Let's face it', ‘Call it a day', ‘Conundrum', and ‘Gents be all things to all' These phrases are ready-made, but not always in popular use. from a formal (or logico-deductive) view, typically make canonical assumptions. Nevertheless, some sayings are non-canonical in the way they hinder our learning, as in "It is arguable that the Devil's intent is served by citing Scripture, though"] May I support you with anything? Have a wonderful day! For the most part, a metaphor is characterised by overused and over-the-clichéature.

One form often used in this class is ‘Idioms.' They have ready-made expressions which mean something: apart from the overall meaning of the language, the parts of these expressions do not necessarily convey any additional information, since each one by itself is sufficient This means, however, that the entire expression is unaffected by the constituent words, no matter what their spelling is. In grammar, a large amounts of them are composed of phrasal verbs, such as to leave, to take stock of, to think, etc. A kind of idiom (for example, saying, colloquialism, expression, etc.) is highly dependent on style, but semantic language also is a great asset in conveying meaning, both in wording and thought

Far from reading simple terms, becoming semi-transparent, semitransparent is another matter entirely. While the above definitions can seem lengthy, they serve a valuable purpose.

Diversity and Adequacy

Lexical diversity[xviii] must be understood as a varied number of language constituents some of which might be At the moment, we both think that this statement will be more effective for the whole picture; but, we favor the one that uses the meaning best. In comparative studies, we would say, for instance, when translated into Spanish, it would say something like horse instead of the word "caballo" because of its different connotations. In this way, however, using this term in Spanish would weaken the consistency of the primary meaning in this sense. As Dresler (1981:141) has asserted,

'Translation alters and redistributes the orders of informativity of a text'.

Expanding the meaning of lexical units through derivation, in all languages allows the meaning to become diffuse; hence out of context meanings become particularly obvious. So long as structural equivalence is needed, we must prevent the divergence of meaning as we pursue equivalent meanings. It is also crucial to maintain and keep track of the different facets of language theory and linguistic knowledge in our hands. This is possible on occasion, 'substitution' being impeded at the lexical level of type. A correspondence between two sets of voters can never be seen as proof of identity, and their structural relationships can also vary, as in the case of the several types of grammars of language. There are alternate words or phrases that preserve the exact meaning of formal prose.

Creative academics would say that the network of interconnected concepts in L2 texts is simply not present in L1. In other words, to say that you can't call objects in the comparison so you can also do operations. but if very nuanced units of interpretation are being done using looser associations, this calls for footnotes or making explanatory paraphrases by the interpreter (Newbert and Shreve, 1992). When having an analogous contrast of the internal systems of two languages, including English and Y, it happens to a similar degree, but in a different manner.

What we can say with certainty is that even though languages are random in their creation, they are predictable and systematic. Maybe nothing even comes close to human language under the correct conditions. Humans also made perfect use of the scarce linguistic capital at their disposal. Thus the translations are less precise from a lower to a higher degree.

The choice of terms and structures tend to be entirely random, but people who speak a variety of languages such as Galician, Arabic, French, and Gaelic use the same ones nearly exclusively except those derived and uniquely articulated, and those habitually employed. The translation method is solely compositional, in nature, and hence it can be considered as the assignment of symbolic meaning to all the terms of all concepts. When working with the simple expressions in this table, it must still be done in the context in a different manner, as seen in Table 1. However, abstract meaning can be handled with special rules that describe how to locate equivalents, how to translate sentences, and what particular skills are

required to handle them., as illustrated in Tables 2 and 3.

Table 4. English non-canonical expressions. Interpretation and translation

Type of English Expressions			Translation Into	
Type	Expression	Meaning	Spanish	Galician
Idioms	Kick The Bucket	To Pass Away To Die	Estirar La Pata, Palmar	Estira La Pata, Palmar
	To be sent to Coventry	To be excluded from society		
	Take after	To take care, to care	Cuidar	Coidar
Collocations	Lame duck	Inconclusive	patoso	Patoso
Clishes	Can I help you?	High!, Hello! Good morning	¿Qué desea?	¿Qué quere?
Inner terms	What about you?	And you what do you --------- of this, about it?	Y tú, que?	E tí, qué?

4. Conclusion

As seen above, it is not difficult to infer that the fundamentals of this field entail comprehensive knowledge of both L1 and L2 texts, and that a particular representation of L2 must provide an overview of the linguistic situational problems. Furthermore, various cultural presuppositions could be appropriate for different cultural problems. In this case, means and methods may be interpreted as being equivalent, but they contribute to an identical condition, which is logical and connects things to world institutions being co-referential. This deviant exceptions are normally allowed but they are not the norm. Perceptual orders are limited to fidelity, verbal regulation.

When it comes to analyzing the theories of translation, understanding the different aspects of the triad (which the languages all share) is critical. For daily use, however, the different qualities of the languages that are included must be considered.

- Typical and atypical deviation structures[xx] followed in languages.
- Uniqueness of some world referents in certain communities
- Linguistic and socio-cultural community interactive processes
- Psychological effects upon linguistic development (i.e. the language of the mind)

- Grouping interaction of levels versus individualistic action.
- Linguistic linking and cohesion features
- The referential function (pronominal or anaphoric or both).
- The gray areas of language versus canonical realisations.
- The interrelation among the points mentioned above.

One should stop attempting to eradicate bad pronunciation, verbosity, casual phrasing, and other characteristics of language 1 in order to achieve successful phrasing in language 2. Another way of doing the same thing is that translating from one language to another can be thought of as a game in which one or more meanings, identities, interpretations, or transcriptions are added. It has clear links to tasks such as reading, noting, cataloging, compiling, studying, and briefing, etc.

Translation is not a creative linguistic process as a linguistic corpus already exists. It is a combination of formal and semantic processes of a second language representing world concepts or ideas through the grammatical and lexical units and patterns of a target one either in the written medium or in the spoken medium, as shown in Table I.

Acknowledgements

The author would like to thank Growingscholar publishing who has invited the author to write and publish his manuscript in TIJOLAC.

References

Benson, M., Benson, E., & Ilson, R. (1986). *Lexicographic description of English*. Amsterdam: Jhon Benjamins Publishing Company.

Chafe, W. and D. Tannen. (1987). 'The relation between written and spoken language'. *Annual Review of Anthropology*, 16: 383-407.

Conrad. J. (1902). *The heart of Darkeness*. London: Penguin Classics.

Conrad.J. (1991). *El Corazón de las Tinieblas*. Trad. Por Sergio Pito. Barcelona: Ed. Orby Fabbri.
Forster, E. M. (1971). *Maurice.* New YorkW. W. Norton & Company.

Crystal, D. (1971). *Linguistics*. London: Penguin.

Crystal, D. (1986). *Who cares about English usage?*. London: Penguin.

Dressler, W. (1986) 'Explanation in natural morphology, illustrated with comparative and agent-noun formation', Linguistics 24: 519-48

Dressler, W. (1985). 'On the predictiveness of natural morphology'. Journal of Linguistics 21: 321-37

Emmoroy, K. D., & Fromkin, V. A. (1988). 'The mental lexicon'. *Linguistics: The Cambridge survey (Vol. III)* (pp. 124-149).Cambridge: Cambridge University Press.

Even-Zohar, Itamar 1997. "Factors and Dependencies in Culture: A Revised Draft for Polysystem Culture Research." *Canadian Review of Comparative Literature / Revue Canadienne de Littérature Comparée* XXIV(1, March), pp. 15–34.

Firth, J. R. (1951). *Papers in linguistics, 1934-1951*. Oxford: Oxford University Press.

Firth, R. P., & Palmer, F. R. (1968). *Selected papers of J. R. Firth, 1952-1959*. London: Longmans.
Furlan, Mauri. "Apresentação a *Versiones seu traductiones,* de Juan Luis Vives". In: *Clássicos da Teoria da Tradução. Antologia bilíngüe, vol. 4, Renascimento.* Florianópolis: NUPLITT, 2006. (p. 119)

Givon, T. 1993. *English Grammar.* Amsterdam: John Benjamins Publishing Company.

Hemingway, Ernest. (1929). *Farewell to Arms*. Lodon: Penguin Classics.

Horta, Joana María y Joaquín Horta. (1978). Traducción de *Farewell to Arms*. Barcelona: Bruguera (20 edición: 1982).

HUXLEY, A. (1959).*Un mundo feliz. Editorial Diana SA.* 1ª Edición Junio de 1959. 21Q Julio de 1994. México. Traducción de L.S.M. HUXLEY, Aldous.

HUXLEY, A. (1996). *Un feliz mundo novo.* Edicions XERAIS de Galicia, D.L. (Grandes do noso tempo, 18). Traducción de Anxo Romero Louro.

HUXLEY, A. (1932). *Brave new world, Penguin Books.* Penguin Modern Classics.

HUXLEY, A. (1969). *Un mundo feliz. Plaza&Janés,SA.Editores.* Barcelona. Traducción de Ramón Hernández.

HUXLEY, A. (1980). *Un mundo feliz. Plaza&Janés, SA.Editores.* Obras Perennes.Tercerc Enero 1980, Barcelona. Traducción de Ramón Hernández.

HUXLEY, A. (1992).*Un mundo feliz. Colección Millenium.* Una colección publicada por EL MUNDO. Traducción de Ramón Hernández. Prólogo de Lucía Etxebarría.

Jackendoff, R. (1995). 'The boundaries of the lexicon'. In M. Everaert & S. Anagnostopoulou (Eds.), *Idioms Structural and psychological perspectives*. New Jersey: Lawrence Erlbaum Associates.

Jespersen, O. (1917). *Negation in English and other languages*. Copenhagen: A. F. Host.

Salinger, J. C. (1958). *The Catcher in the Rye*. London: Penguin

Salinger, J. C. (1978). *El Guardián entre el centeno*. Madríd: Alianza

Salinger, J. C. (1990). *0 vixía no centeno*. Vigo: Edicións Xeráis.