

An Error Analysis in the Use of the Cohesive Devices in Korean-English Translation*

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1. Introduction

A translation must be the production of complex linguistic, psychological and cognitive processes occurring in a translator's mind. Translators try to deliver meanings as easily and understandably as possible through their careful thoughts on language code changing between source and target texts. Therefore, their translation errors must be the systematic reflection of translators' language abilities and knowledge about source and target languages. We can understand why translators make specific errors in translations between two different languages by making a careful analysis of their translation errors and suggest

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some remedies to prevent translators from committing the same translation errors. This is the reason why here we analyse Korean translators' errors in the use of the cohesive devices in Korean-English translation.

According to Halliday & Hasan (1976: 1-30), cohesion refers to the relations of meaning that exist within a text, and its six device types can be illustrated in semantic domains as follows.

- (1)(a) *Reference*: A man likes to play soccer. The man also likes to play basketball
- (b) *Co-reference*: Mr. Kim came from Korea. The man is kind to her.
- (c) *Conjunction*: He was tired, but kept on working.
- (d) *Substitution*: My car is too old. I need to buy a new one.
- (e) *Ellipsis*: Which car do you like? I like the biggest Ø
- (f) *Lexical cohesion*: He is handsome / *beautiful.

This research focuses only on whether the above six cohesive devices are used appropriately in the Korean-English translation. Through a review of the appropriate use of those devices in the English translation, this research aims both to illustrate what frequent errors Korean translators commit in the use of cohesive devices during the Korean-English translation and to explore the way of explaining those errors systematically from a linguistic viewpoint.

To achieve these two purposes, this paper reveals the methodology and scope of this research in the Section Two, while Section Three provides literature review of previous studies about Korean cohesion and translation errors. Section Four will show what translation errors Korean translators commit and how they can be explained in a systematic way. Section One and Five are the Introduction and the Conclusion of this paper, respectively.

2. Literature Review

Until recently Korea has not paid much attention to translation studies and therefore it is difficult to find a lot of research in the field of translation studies. What is worse, if we restrict our concern to the Korean English translation research, it should be admitted that the number of available research projects is much smaller. So here we will see what preceding research has been conducted on cohesive devices in the Korean-English (or other foreign languages) translation or on error analysis in the Korean translation either as a source or target language.

When we look at research on the cohesive devices of the Korean-English translation, Kirk (2002) attracts our attention. Comparing five magazine articles in five different kinds of English magazines and their Korean translation versions, she argues that the Korean target texts show a higher percentage of general lexical cohesive devices, while the English source texts show higher percentage of general grammatical cohesive devices. In addition, she explains that the features shown in such Korean translation texts can be partially attributed to Korean's shyness from using pro-forms. Ahn (1996) analyses some linguistic and cultural problems found in the process of the Korean-English translation and suggests how to tackle those problems from his experiential viewpoint. He emphasizes the importance of knowledge about linguistic features of Korean and English to produce good translations. Kim (1984) examines the interference of Korean mother tongue in English translation and its consequent errors after reviewing Korean collegians' Korean-English translation data. She adds that because of linguistic and cognitive reasons the mother tongue interference occurs in the process of foreign language learning. Analysing Korean high school students' English composition errors, Seo (2007) indicates what implications those errors have on Koreans' English learning and education.

Kim S-Y (2003) deals with cohesion and coherence shifts in

English-Korean translation with special focus on the third-person referential expressions and on the Korean translation of the English definite article 'the'. She concludes that such cohesion and cohesive shifts in the English-Korean translation arise not only from the linguistic differences between English and Korean but also from a strategy to improve readability and acceptability of the target text. Ha (2008) analyses Korean-English newspaper article translation data, and argues that translators tend to add grammatical or cohesive devices for the purpose of explicitness. She argues that when translation is made, addition and omission of lexical and grammatical devices and specification of situations occur as strategies to enhance meaning delivery. Yoon (2002) deals with the topic of what Korean references should be translated into in the Korean- French translation to keep textual cohesion. He especially stresses that as far as cohesion is concerned, translators need to pay more attention to Korean and French linguistic features to achieve smooth delivery of meaning in translation.

3. Methodology

In this research we will analyse cohesive device errors found in the Korean-English translations produced by Korean translators and then explore why Korean translators make cohesion-related errors in the Korean-English translations. Therefore, it can be said that the research method of this paper is mostly based on the analysis of translation errors and the explanation of the reasons for those errors.

Firstly, the English translations of two Korean source texts were examined to do this research. Each of the two Korean source texts has the topic of "Kihyun Sees the Light" (henceforth, 'Kihyun') and the "12th Pusan International Film Festival" (henceforth, 'Piff'). The former consists of about 400 Korean words, which is taken from a narrative text of a Korean TV

documentary program, while the latter containing 650 Korean words is a newspaper article, which deals with a Pusan International Film Festival. The two source texts had been given to Macquarie University first semester Korean students studying translation and interpreting in the postgraduate level as English translation assignments. Fourteen different Korean students had produced the fourteen English texts, which were used for the error analysis of the six cohesive devices.

Then, error analysis on the cohesive devices was made in the translated texts. The fourteen translated English texts were examined to find translation errors in the six types of cohesive devices, and cohesive error findings were arranged under each of six different cohesive device to later illuminate the reasons for the errors.

Finally, the errors arranged in the table totalled 132. Among them about twelve errors gave difficulty in judging which category of the cohesive devices those errors belonged to and sometimes it was suspected whether they were real errors. So those twelve errors were excluded from error analysis. In addition, It was decided that twenty article-related errors were not related to 'reference' and were to be excluded from error analysis. Therefore, the reasons for only one hundred errors were analysed to explore why those errors were committed and then they are explained in a systematic way.

4. Error Analysis and Discussion

The fourteen Korean-English translation data was carefully analysed with the focus on cohesion errors including reference, co-reference, substitution, ellipsis and conjunction and lexical cohesion. The result of the error analysis will be shown and discussed in this section.

4.1 Error Analysis

The cohesion errors were analyzed carefully to find a clue on what linguistic principles are hidden behind those common translation errors and whether the translation errors can be explained logically. In order to answer such questions, we will attempt to divide their translation errors into the following four categories:

(2) Translation Errors

- (a) Language competence errors
- (b) Literal translation errors
- (c) Language transfer errors
- (d) Target language-triggered errors

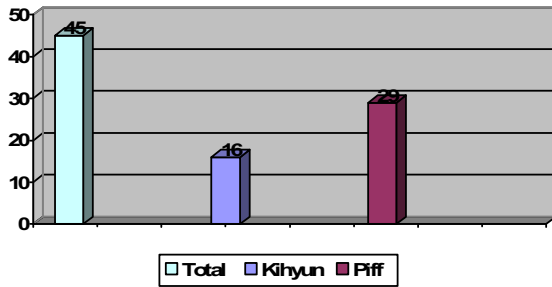
Language competence errors are related to the appropriate use of English articles in Korean-English translations. It is thought that some students commit errors in the use of English articles in their translation because of their lack of intuition into the target language. This is the reason why the term may be used in the explanation of article usage errors. On the other hand, target language-related errors are attributed to translators' insufficient knowledge on the grammar of English. These errors are thought to occur because of translators' insufficient knowledge on the English grammar rather than language intuition into the language. Therefore, the two terms are differentiated from each other on the basis of the difference between language intuition and grammar knowledge.

4.1.1 Language competence errors

There is little doubt that Korean English learners' main difficulty in using the English cohesive devices lies in the appropriate use of the English definite and indefinite articles. The Korean language does not have any grammatical counterparts of the English articles and therefore it is very difficult for Koreans

to understand the appropriate usage of those articles. As for Korean English learners, the English articles remain a problem to be solved because some of them are regarded as native English users' language intuition. When it comes to English article errors, here we will analyse only reference-related article errors under the heading of the reference category and exclude some intuition-related article errors from analysis. Let us consider the following chart made on the basis of Korean translators' errors:

Table 1. Language Competence Errors (Article Errors)



It is confirmed in the above chart that more than half (45 errors) of the reference errors totaling sixty-nine errors are related to articles and this fact shows how vulnerable Koreans are to article errors. Their article errors range from the omission and addition of the definite article to incorrect exchanges of indefinite and definite articles as follows:

(3) Language Competence Errors¹⁾

- (a) *Omission(the)*: She overcame paralysis
- (b) *Unnecessary addition(the)*: During the director Peter Greenway's interview
- (c) *Incorrect exchange (a/the)*: The scale was bigger and a number of programs increased

1) Only reference errors among a lot of inappropriate use of articles were chosen and dealt with here because all article errors do not belong to reference ones.

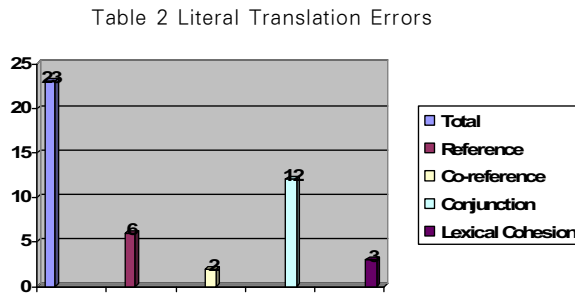
These examples showing the improper use of articles prove how difficult it is for even student translators of para-professional English level to use English articles correctly because they do not have any intuition about English articles. Koreans' vulnerability to the proper use of articles has already been well-known and a lot of research has been conducted to provide some clues to reduce the error frequency of Koreans' article. Kim (1985), Kim K-W (2003), and Chung & Yi (2003) analyze what errors Korean high school students commit in their use of articles, and suggest what English education should be made in high school to reduce such errors.

It is certain that almost all Korean English learners know how confusing it is to decide whether to add or omit the English definite article before nouns. Even if they listen to an English native speaker's explanation about the use of English articles or carefully read the article chapter of an English grammar book, their confusion does not disappear easily. A lot of Korean English learners tend to believe they cannot use the English articles correctly, and even give up studying them. When it comes to the use of the English articles, their wrong belief has produced their desperation that it can be forgiven for them to commit errors in the article use because it belongs to English native speakers' language competence. To some extent, that kind of belief may be true, but professional translators need to make every effort to reduce all kinds of errors in their translation. This principle also applies to the use of English articles. Therefore, Korean translation hopefuls have to reduce errors in the article use through careful and thorough study about the English articles, even though they have no intuition about them and feel it difficult to study them.

4.1.2 Literal translation errors

It cannot be denied that translators are likely to make literal mistranslation errors because their understanding and meaning delivery are mostly conducted on the basis of visual texts. This literal translation in many cases unconsciously leads to incorrect rendering of meaning and grammatical errors in target texts.

The following chart shows what and how many literal translation errors were committed in the data we analysed.



Students made the most literal translation errors in conjunction and the least ones in co-reference, respectively. Let us consider the actual examples of literal translation errors students made:

(4) Literal Translation Errors

(a)²⁾ ST: 빨간 불인지도 모르고

TT: Without knowing that the light is the red traffic one---

(b) ST: 독창적 사유로 자극을 주는 사람. 한국영화의 진정한 발전도 이런 거장들이 속속 나와줄 때 가능할 것이다.

TT: When a person who can stimulate people by creative thinking appears, the development of Korean film will be possible.

(c) ST: [한편] 영화형식 실험으로 유명한 영국의 거장피터 그리너웨이는-

TT: Meanwhile Renowned UK director, who is famous for experimental films

(d) ST: 어릴 때부터 유난히 머리가 영특했던 기현씨

TT: Even from her early childhood, Kihyun was very smart.

In (4a), 'the red traffic one', which is grammatically awkward, must be the literal translation of 빨간불 (red [traffic] light) in the Korean source text. It

2) This example may be classified into a lexical cohesion error from a different point of view.

should have been changed into just 'red'. In (4b) the English word choice of 'a person' for the Korean word '사람' is considered to be a little awkward in terms of meaning delivery because the context talks about film directors, even though it is not grammatically wrong. So it may be better to change 'a person' into 'a film director' in consideration of the given context. The sentence in (4c), the literal translation of a Korean sentence, has no problem in terms of grammar and meaning when we consider only the sentence itself. However, when we consider that the sentence is the first sentence of a new paragraph showing a topic change, it is better to insert a conjunction 'meanwhile', which does not exist in the Korean text. The sentence in (4d) results from the perfect literal translation of a Korean source sentence, and is perfect from the viewpoints of grammar and meaning. However, the translator should have remembered that the subject 'Kihyun' was used repetitively before and after the sentence. The subject, the outcome of the unconscious literal translation, should be changed into either 'she' or 'the wife'. The former('she') subject can reflect the feature of English preferring pronoun subjects, while the latter('the wife') can be a strategy to avoid the monotony of repetition of the same subject (she or Kihyun).

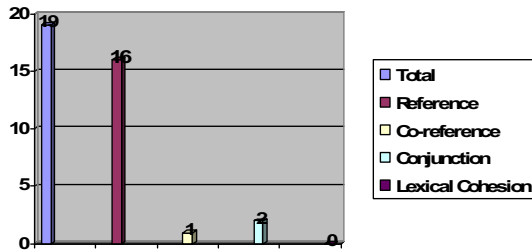
As we have seen, literal mistranslation errors are found in various grammatical categories like other translation errors. Even though we do not know precisely why translators commit literal translation errors, we can guess that most of them result from carelessness, visual influences and lack of deeper understanding of source and target languages. Therefore, translators need to develop further insight into and understanding about the languages in addition to more effort and carefulness in translation.

4.1.3 Language transfer errors

As far as learning foreign languages or translating a mother tongue into a foreign language is concerned, it has already been revealed that language transfer from a mother tongue frequently occurs in a foreign language. In the

field of foreign language acquisition and learning, a lot of research has been done about language transfer, but language transfer research in Korean-English translation is not easy to find. In this respect it is significant to see a few examples of language transfer errors in Korean-English translation. Let us see what and how many language transfer errors Korean translators committed in the following chart.

Table 3 Language Transfer Errors



This chart shows that Korean translators made the greatest number of errors in reference due to the influence of their mother tongue. One of the biggest differences between Korean and English lies in the use of subject. English sentences require the use of subject, and furthermore prefer pronoun subjects to avoid repeating the same noun subjects. On the other hand, Korean prefers subjectless sentences if possible, and if a subject should be specified, Korean sentences require subjects to be filled with nouns rather than pronouns. Let us consider the following Korean writing:

(5) The Repetition of Nouns in a Korean Writing

어머니는 어쩔 수 없이 나를 몹시 꾸짖으셨지만 어머니가 마음이 편치 않으시라는 것쯤은 이미 느끼고 있습니다. 어머니는 나의 곤란한 처지를 생각하여 일부러 나를 꾸짖신 겁니다. (Literal translation: My mother scolded me a lot but I know that my mother did not feel good. I am aware that my mother blamed me on purpose in consideration of my difficult situation)

In the above Korean sentences, the noun ‘mother’ is used in the subject position three times, but if it were replaced with the Korean pronoun ‘그녀’ corresponding to ‘she’, those sentences would be very awkward. On the contrary, in the English translation of those Korean sentences the noun ‘mother’ should be changed into pronoun ‘she’ in consideration of the feature of English subjects. However, Korean translators are likely to make a mistake of repeating the same noun in English sentences under the influence of their mother tongue.

Let us look at the following examples of Korean language transfer errors:

(6) Language Transfer Errors

(a) ST: 오늘은 대학에서 강사로 있는 기현씨의 수업이 있는 날이다.

TT: Kihyun has a class today at the university

(b) ST: 수능을 전국석차 1% 안에 들어 특차로 대학에 입학했을 만큼 영리한 아이였다.

TT: Her Sooneung result was among the top 1% of the national ranking and was clever enough to being admitted into university on a special acceptance.

The translator of the sentence in (6a) used only the subject ‘Kihyun’ in all translated sentences, not the pronoun ‘she’ to replace the noun. He/She used the noun subject even when he/she recovered the deleted Korean subject referring to the noun ‘Kihyun’ in English translation sentences. It is believed that this case shows a typical example of language transfer in the Korean-English translation.

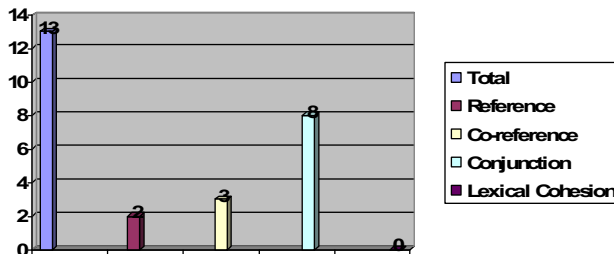
In (6b), the Korean source sentence does not have a specified subject because it is recoverable from the context. However, the deleted subject in the Korean sentence was not recovered in the English translated sentence despite the fact that the deleted subject should be recovered in English because of the feature of English. The Korean translator must have been greatly influenced by subjectless Korean transfer in this complex Korean-English sentence translation.

It may be recognized as natural that language learners or translators may be influenced by their mother tongue, but translators need to be very careful in translation because their mistranslation under the influence of language transfer can cause meaning distortion and misunderstanding in their translation delivery. To prevent these errors, translators should strive to enhance their knowledge about the linguistic and cultural characteristics of their mother tongue and foreign languages.

4.1.4 Target language-related errors

Most target language-related errors rise from ignorance of the linguistic features of a target language. To translate a mother tongue into a foreign language properly, a translator should have a firm and broad knowledge about the foreign language. The following data shows that Korean translators made the most mistakes in conjunction in terms of target language-related errors:

Table 4. Target Language-related Errors



Let us consider what kinds of English-related translation errors Korean translators made in their translation of Korean into English.

(7) Target Language-related Errors

(a) ST: (눈썹을) 그리는 솜씨를 보니 한 두번 해본 솜씨가 아니다.

TT: We can recognize that he is very skilful at pencilling his wife's eyebrows as a result of doing that many times.

(b) ST: 영화의 죽음을 선언한 감독, 영화는 인생자체라면 불변성을 믿

는 감독

TT: Either he declared the death of films or believed movies are life itself.

(c) ST: 작은 약재들이지만 그간의 성과를 무너뜨릴 수 있다

TT: Though they are comparatively small failures, but they may harm its past achievement.

In (7a) the pronoun ‘that’ should be changed into the pronoun ‘it’ because English usually uses the pronoun ‘it’ to refer to a previous noun, phrase and sentence. Of course, the pronoun ‘that’ can be used to refer to a previous noun, phrase and sentence only when two concepts are relatively compared with each other. In (7b) ‘Either’ should be placed just after ‘he’ because the English conjunction ‘either-or-’ connects grammatically parallel elements. In (7c) either ‘though’ or ‘but’ should be deleted because both of them cannot be used within the same sentence.

These errors related to English features can be overcome depending on translators’ efforts and willingness. If Korean translators know more about the English grammar and its linguistic features, they can reduce more errors related to the English grammar. Consequently, it may be possible not to commit these errors if they are aware of them and determined to eradicate them by learning more English linguistic features.

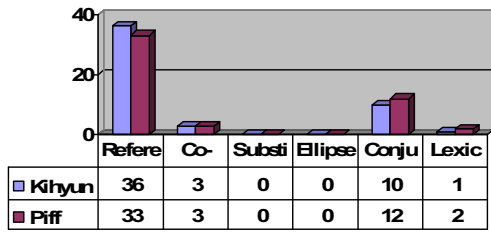
4. 2 Discussion

We have made an analysis of Korean students’ translation errors in terms of language competence errors, literal translation errors, language transfer errors and target language-triggered errors. In addition, we can find the following three interesting facts about the errors Korean translators made.

Firstly, the two different source texts did not show any remarkable differences in terms of the translation error frequency and its error distribution in the use of the six cohesive devices. Let us compare the errors about the use

of the six cohesive devices which were made in the translation of the two different texts titled 'Kihyun' and 'Piff'.

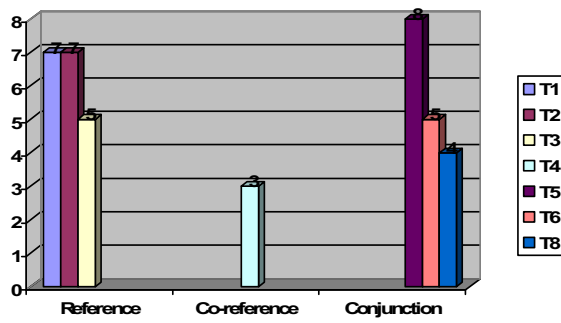
Table 5. Translation error difference in two texts



The above table does not show any significant difference between the two texts about Korean translators' error frequency and distribution in the cohesive devices. This means that the difference of texts is not a significant factor in triggering translation errors. Instead, regardless of text difference, error frequency and distribution are found to be concentrated or scarce in accordance with what category cohesive devices belong to. This indicates that Koreans' translation errors depend heavily on cohesive devices rather than the type and difficulty of texts.

Secondly, different translators do show different translation errors, even though some of them made the same kinds of translation errors.

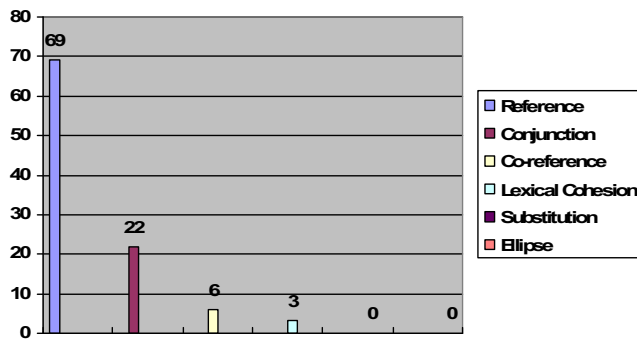
Table 6. Eight students' translation errors



In the above chart, we can discover that while some students made the most translation errors in reference, others did so in co-reference and conjunction. This fact enables us to guess that as far as cohesive devices are concerned, different Korean translators show different weaknesses and strength in the different devices. In consideration of the individual differences in grammar and performance about source and target languages, it is natural that Korean individual translators show their own idiosyncrasies in their translation errors. Some are not good at the appropriate use of articles, while others have poor understanding of the usage of conjunction and co-reference. When we consider their differences in source and target language ability despite their common feature of Korean, it is understandable that different Korean translators show common and different errors in their Korean English translation. Therefore, Korean translators are expected to show similarities and differences in translation errors because of their different abilities in the source and target languages.

Thirdly, all translators tend to show more translation errors in some specific categories among the six cohesive devices, but fewer translation errors in other categories. Let us look into the following chart:

Table 7. Translation error frequency



While the Korean translators made more mistakes in reference and conjunction, a small number of errors are shown in co-reference and lexical cohesion, and no errors in substitution and ellipse. Certainly, Korean translators show some fixed translation error patterns in the use of the six cohesive devices. In other words, owing to the linguistic features of English which most Koreans have difficulty in understanding or learning, different Korean translators are likely to repeat the same translation errors. This fact indicates that Korean translators' errors are not made at random, but made in a way unique to Korean translators on the basis of linguistic differences between Korean and English, which can be explained from a linguistic viewpoint. It is said that one of the biggest Korean-English differences is found in the field of reference because the two languages show marked difference in terms of the use of subject and article. It is expected that this difference leads Korean translators to commit a lot of errors in the recovery of deleted subjects and the appropriate use of articles when they are required to translate Korean materials into English.

In view of the linguistic features of Korean and English, errors found in conjunction are predictable enough, and will not give any difficulty in explaining why Koreans commit a lot of errors in the appropriate use of

conjunctions. We may easily encounter the different usage of the Korean conjunction ‘그런데’, which usually means ‘and’ or ‘by the way’, and let us consider the following sentences.

- (8) (a) 그녀랑 그 콘서트에 갈려고 했다. 그런데 그녀가 가버렸다.
He intended to go to the concert with her, but she went home.
- (b) 일하고 있었다. 그런데 갑자기 그 소리가 들렸다.
While I was working, I heard the sound all of a sudden.
- (c) 공부하고 있었다. 그런데 그가 나타났다.
I was studying, and he turned up
- (d) 그가 심한감기에 걸렸다. 그런데 그는 어제 비를 흠뻑 맞았었다.
He has a severe cold because he was drenched to the skin yesterday.

It is certain that different contexts may give the same Korean conjunction ‘and’ different meanings as shown in the above examples. However, Korean translators do not easily take notice of such different meanings of the same conjunction, and make mistakes by translating it into just ‘and’ or ‘by the way’. Undeniably, there are a lot of meaning correspondences in the usage of conjunctions between Korean and English, but it should be remembered that Korean conjunctions show subtle meaning differences under different contexts, which can lead to mistranslation.

In addition, it seems that some Korean translators do not know the correct usage of English conjunctions, and therefore they make translation mistakes in the usage of conjunction. For example, English does not allow coordinate and subordinate conjunctions to be used together in the same sentence, but it is possible to use subordinate conjunctions and conjunctive adverbs together like yet, so and however. Let us consider the following examples where an asterisk indicates an incorrect sentence:

- (9) (a)*Though I love her, but I will not catch her
(b)*I love her, and but I will not catch her

- (c) Though I love her, however, I will not catch her
- (d) I love her, and yet I will not catch her

Some Korean translators do not understand why the English sentences (9a) and (9b) are incorrect, while those in (9c) and (9d) are correct because these translators are not aware of the features of the usage of English conjunctions.

Korean and English conjunctions seem to have similar meanings matching each other, but actually their relationships are not one-to-one correspondence in different contexts. They have subtle differences in their usage, and therefore mistakes can be made if more attention may not be given to the different usage of the conjunctions and contexts between the two languages. This is another reason why Korean translators make a lot of translation errors in conjunctions.

Then why do Korean translators seldom make errors in lexical cohesion, ellipse and substitution? It might be supposed that Korean translators do not make a lot of errors in lexical cohesion because they avoid the use of ambiguous or unclear words. They tend to depend on the avoidance strategy in the use of words, which enables them to use only familiar words and avoid the use of unfamiliar words. Because of this strategy we can sometimes find the repetitive use of a limited number of the same words in translated texts. Meanwhile, no errors are found in ellipse and substitution because the two categories are optional methods to make diverse sentences. Though the two factors may create unnatural and awkward sentences, they seldom trigger grammatical errors in translation. Actually, it is difficult to decide whether a translated sentence is grammatically wrong because some parts of a sentence are either elliptical or substituted. Furthermore, Korean translators tend to think that translated English sentences should be complete ones because some elliptical or substituted sentences in their translation are awkward. So this is the reason why we could not find translation errors in ellipse and substitution among cohesive devices.

We have seen that Korean translators are likely to make common mistakes

because of their common language background about source and target texts, even though they can show a little difference in translation errors due to their idiosyncratic language abilities.

5. Conclusion

We have analyzed the fourteen Korean students' Korean-English translation errors and explained the basic reasons hidden behind those errors from the viewpoints of language competence, literal translation, language transfer and target language ability. In addition, on the basis of the illuminated reasons for the errors, we can infer that the errors have several significant implications for translators either professional or amateur.

Above all, translators should continue to improve their source and target language abilities. Because no translator can be free of translation error, he/she should make every effort to reduce translation errors. They should remind themselves that continuous efforts to enhance grammatical and linguistic knowledge about source and target languages are the only way to overcome translation errors. This is the attitude required for translators either professional or amateur.

Secondly, they have to have a deeper and broader understanding about common and different features between their source and target languages. It is certainly believed that most language transfer errors must result from ignorance of those features. Translators tend to belittle the study of their mother tongue in particular because they are likely to think that they know everything about their mother tongue. If they do not know much about the linguistic features of their mother tongue, it may be impossible to compare and understand common and different features between their mother tongue and a foreign language. Lack of such comparative knowledge about languages must lead translators to commit a lot of language transfer errors in the translation process. Translators

should strive to be equipped with greater knowledge about the common and different features of the two languages.

Thirdly, Korean translators need to understand the usage of the English articles and use them as correctly as possible. Even though Koreans have no intuition about English articles, Korean translators can reduce the errors of English article use if they try to understand the proper usage of the English articles. It should be remembered that professional translators should try to overcome difficult problems, not avoid or give up them.

Fourthly, translators need to pay careful attention to their translation. Translation errors may be triggered not only by lack of language knowledge and skills but also by carelessness and negligence. These attitudes are never appropriate for professional translators and so professional translators should try to avoid them.

Last but not least, it can be found that our error analysis has implications for the direction of translation education. In view of the analysis of translation errors, translation education for Korean students should focus on teaching grammatical and linguistic features of English including the correct usage of the English articles in addition to the syntactic features of the Korean language. In addition, it does not need to be repeated that would-be translators should be taught the importance of an attitude of careful attention to detail.

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Appendix: Two Korean Source Texts

(1) 제 12 회 부산국제영화제

제 12 회 부산국제영화제가 10월 12일 막을 내렸다. 역대 최다 관객에 아시아 최고 영화제의 위용을 과시했다. 그러나 진행, 의전, 통역 등 운영상잡음이 잇따랐다. 규모가 커지고 행사는 늘어났지만 단기계약과 자원봉사에 의존하는 스태프들의 비전문성이 문제였다. 앤니오 모리코네는 개막식 진행에 불쾌감을 표했고 피터 그리너웨이감독의 기자회견은 중간에 통역이 교체됐다. 작은 약재들이지만 그간의 성기를 무너뜨릴 수 있다는 우려가 나온다.

어려구설 속에서도 ‘마스터 클래스’는 호평받았다. 거장 감독의 육성을 듣는 자리다. 박찬욱 감독이 강사로 초대받은 베를린영화제 ‘베를리날레 텔런트 캠퍼스’같은 워크숍프로다. 전회 매진됐고 감독의 박수를 쳤다.

영화 형식 실험으로 유명한 영국의 거장 피터 그리너웨이는 “전통적 영화의 죽음”을 선언했다. “디지털 기술 발달로 누구나 영상물을 만들고 휴대폰으로 영화를 보는 시대에 아직도 70 년대 틀을 고집하는 전통영화는 죽었다”며 “여기 온 영화의 대부분은 쓰레기다. 미래의 영화는 극장이 아니라 1 대 1 로 관계 맺는 랩톱 안에 있다”고 목소리를 높였다. 21세기 영화감독은 쌍방향 디지털 멀티미디어의 향해자가 돼야 한다는 결론이다.

반면 프랑스클로드 를루슈감독의 마스터 클래스는 고전적 예술 영화의 향취로 가득찼다. “영화는 인생을 사랑하게 만드는 약, 비타민”이라며 “2만 편의 영화를 봤는데 더 이상 남이 만든 약 처방전이 잘 듣지 않아 직접 감독이 됐다”고 회상했다. 영화와 인생을 일치시키는 고전적 태도도 보였다. “영화를 통해 삶에 대한 모든 것을 배웠으니 영화가 진짜 부모다.” “내가 만든 41편은 모두 내가 직접 겪은 일들이고 내가 처한 당시 현실의 완벽한 반영이다.” 당연히 촬영 현장과 연기의 즉흥성을 강조했다. “우리가 죽을 날을 모르는 것처럼 배우들에게도 시나리오의 결말을 보여주지 않는다. 촬영 후매일 밤 시나리오를

다시 썼고 극중 날씨도 통제하지 않았다. 가령 ‘남과 여’의 비 오는 장면은 의도한 것이 아니라 촬영 날 비가 오니까 찍은 것이다.”

영화의 죽음을 선언한 감독, 영화는 인생 자체라며 불멸성을 믿는 감독. 어느 쪽이든 공통점은 기술과 돈벌이 이상의 철학과 사유를 담아 영화를 만든다는 것이다. 그것이 이들이 ‘마스터’로 불리는 이유다. 독창적 사유로 자극을 주는 사람. 한국영화의 진정한 발전도 이런 거장들이 속속 나와 줄 때 가능할 것이다.

(2) 기현씨 빛을 보다

동이 트지도 않은 이른 새벽. 기현(33)씨네 집은 분주하다. 아내의 옷매무새를 꼼꼼히 챙기는 남편 박관용(39)씨. 다음으로 아내의 눈썹을 그릴 차례. 그러는 솜씨를 보 한두 번 해본 솜씨가 아니다.

꼼꼼히 챙겨 집을 나서는 부부. 오늘은 대학에서 강사로 있는 기현 씨의 수업이 있는 날이다. 학교에 도착해 아내가 학생들 수업을 하는 사이 문 밖에서 아내를 지켜보는 남편. 늘 아내의 옆자리를 지키는 자상한 남편 관용 씨다. 사그녀는 시각장애 1급. 빛 물체가 아주 흐릿하게 보 마치 보이는 사람처럼 행동하지 그녀에겐 세상은 어둠과도 같은 존재다. 케인을 짚 조심히 횡단보도를 건너 친정집으로 도착한 기현 씨. 예승(1)이를 보 너무 기쁘다. 예승이와 즐거운 시간을 보내 노는 기현을 보 엄마는 딸이 안쓰럽기만 한데.. 어릴 때부터 유난히 머리가 영특했던 기현 씨. 수능을 전국 석차 1% 안에 들 특차로 대학에 입학했을 만큼 영리한 아이였다.

하지 갑작스런 사고로 전신마비에 눈이 실명 된 건 꽃다운 나이 스무 살. 전신마비는 극복했지 결국 눈은 돌아오지 않았다. 그날 오후, 예승이를 위해 기현 씨가 그림책을 설명하는.. 강아지를 보 얼룩소라 설명하는 기현 씨. 이럴 땐 보이지 않는 게 정말 가슴 아프다. 눈을 치료하려고 갖은 방법은 다 써봤지 10년째 눈은 돌아오지 않았다. 장애인이지 그래 할 수 있는 한 뭐든지 도전을 하

는 기현 씨. 기현 씨 곁에는 언제나 눈이 되어주는 남편이 있 든든하다. 다음
날, 이른 새벽! 혼자 부지런히 나갈 준비를 하는 기현 씨. 집을 나와 건물목에
서 있는... 빨간 불인지도 모르 다급히 횡단보도를 건넌다 !

[Abstract]

An Error Analysis in the Use of the Cohesive Devices in Korean-English Translation

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The purpose of this research is both to show what frequent errors Korean translators commit in the use of six cohesive devices in Korean-English translations and to explore the way of explaining those errors logically. To achieve this purpose, analyzing the fourteen Korean students' Korean-English translation errors carefully, we explained the basic reasons for those errors from the viewpoints of language competence, literal translation, language transfer and target language ability. Furthermore, we can speculate from the illuminated reasons for the errors that the errors have several significant implications for translators. They have to have a deeper and broader understanding on common and different features between source and target languages.

▶ Key Words: cohesive devices, Korean-English translation errors, language competence, literal translation, language transfer and target language ability

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