

An Error Analysis in Word Choices in Korean-English Translation

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1. Introduction

To be good translators, having a good knowledge of the target language vocabulary in terms of quantity and quality is very important because the misuse of words causes readers to misunderstand a source text as well as to feel awkward. That is, misusing words in translation may cause global errors (Burt, 1975: 56), which hinder communication. Therefore, translators should be careful about selecting correct words. However, using correct English words is difficult for Korean students because English and Korean belong to different language groups and they are very different in terms of word forms and usage. Given that these differences between them exist, it is not surprising for Korean students to make word choice errors when translating Korean source texts into

English¹⁾). In addition, they learn English in an EFL situation where there is very little authentic language input. It means that they have very little appropriate English usage input, which is necessary to choose correct words. Therefore, to help students to select correct words, it is important to analyze what factors cause word choice errors and in which situations word choice errors happen. For this purpose, Section 2 deals with previous research related to lexical search strategies, Section 3 introduces methodology, Section 4 shows the findings of lexical error analysis on the basis of nine categories, Section 5 is a discussion dealing with the reasons for lexical errors and Section 1 and 6 are introduction and conclusion, respectively.

2. Literature Review

There has been very little research into word use and knowledge of words by translators compared to the importance of word choice when translating. The reason may be that word use and knowledge of words involve various factors including translators' cognitive, psycholinguistic and mental aspects. Accordingly, some previous research, which deals with why second language learners or novice translators make word choice errors, will be introduced.

Jiang (2000) reveals several factors which cause second language learners to make lexical errors such as lack of appropriate language usage input and existing first language conceptual or semantic systems. The author emphasizes

1) The Korean students in this paper mean male and female students in their twenties who were majoring in translating and interpreting in the Master's Degree Course at M University, Australia. Their writing skills are thought to be at an advanced level because their enrollment in the Master's Degree Course for Translating and Interpreting at M University requires an IELTS score of 7.0 overall with 7.0 in both reading and writing or an Internet-based TOEFL test score of 100 with 26 in writing.

the influence of first language transfer in lexical errors and divides the language transfer factors into three categories in accordance with the extent of semantic overlap between first language and second language words. The first one is Strangers, which means that there is no semantic overlap between first language and second language words. The second one is Real Friends, which means that there is a higher degree of semantic overlap between them. The third one is False Friends, which means that there is little semantic overlap between them. According to the author, words which belong to Real Friends are likely to lead to lexical errors.

Jiang (2002) shows that second language learners use first language transfer through the semantic judgement task, which judges the extent of semantic relatedness between word pairs, because second language learners respond faster to same translation pairs than different translation pairs. In contrast, native speakers do not show a response difference between the pairs. Same translation pairs mean that the single first language word has two different second language translations whereas different translation pairs mean that two first language words have two second language translations even though their meanings are similar. The research result is consistent with Lado (1958), who claims that cognates such as words sharing similar word forms and meanings are easy to learn. Jiang (2002) also stresses the importance of formal instruction in the first language to improve lexical usage knowledge of the target language in terms of time-efficiency.

Jiang (2004) suggests three stage models of adult vocabulary acquisition. The first stage is the lexical association stage, which indicates that second language learners associate second language words with first language translation. The second stage is the first language lemma mediation stage, which indicates that second language learners transfer the lemma structure of first language translation such as semantic and syntactic information into the second language word. The third stage is the full integration stage, which indicates that second language learners use lexical knowledge of second

language words but do not use first language information any more. The author also shows through the research with Korean ESL learners that “first language transfer errors are common when two second language words have the same first language translation” (e.g., 기회 (chance, opportunity)), compared to when two different second language words have two different first language translations (e.g., 줄이다 (decrease), 축소하다(reduce)) even though the two words share semantic relatedness (419).

Mondahl and Jensen (1996) divide translation search strategies into achievement strategies and reduction strategies. Achievement strategy means “the translators’ attempt to remain as close to the source text as possible” (104). Achievement strategy is divided in more detail into four strategies. The first strategy is spontaneous association, which indicates that translators are aware of problem areas and find a solution quickly on the basis of association. The second is situational search strategy, which means that translators try to solve problems on the basis of previous translation experience or background knowledge. However, translators do not evaluate the solution but accept it without further consideration. The third is reformulation strategy, which means that translators change the source text a little in order to deliver its meaning in more detail. The fourth is problem analysis strategy, which means that translators try to analyse the sentence and apply linguistic knowledge in order to solve problems. On the other hand, reduction strategy means translators use neutral styles when they cannot find satisfactory equivalents, which results in linguistically correct but less accurate translation. According to them, the most common strategies translators use are spontaneous association and reformulation strategy.

Zareva et al (2005) discusses the differences in vocabulary knowledge among advanced second language learners, intermediate learners and native speakers. Based on quantity and quality of vocabulary and metacognitive awareness, they point out that second language advanced learners, intermediate learners and native speakers show similar metacognitive awareness. However,

there are big gaps in quantity and quality of vocabularies between advanced and intermediate learners. In the case of advanced learners and native speakers, vocabulary quantity is similar but quality is different. Particularly in terms of association of words, they show a big difference. For example, as three common associations of 'ruler', advanced learners respond with 'authority', 'monarch' and 'king' whereas native speakers respond with 'school', 'inches' and 'math'. This means that native speakers have much richer associations of words even though both native speakers and advanced learners have similar vocabulary quantity. They conclude that second language learners have difficulty in matching the vocabulary quality of native speakers.

Laufer (1997) claims that about 5,000 lexical items are needed in order to guess unknown words correctly from the context and to understand texts. The author suggests five categories which lead to misunderstanding texts. The first is words with a deceptive morphological structure, where "the meaning of a word equals the sum of meanings of its components" (25). For example, learners mistranslate 'outline' as 'out of the line'. Second is idioms, where "the whole meaning of idioms such as 'hit and miss' and 'sit on the fence' is the sum of the meanings of its parts" (25). The third is False Friends, which is where if the forms of first language and second language words are similar, their meanings are believed to be the same. The fourth is words with multiple meanings, where the familiar meaning among multiple meanings is chosen regardless of context. For example, learners adhere to the meaning of 'since' as 'from the time' even though its meaning is 'because' in the context (25). The fifth is synforms, which is where learners think that words sharing similar sound, such as 'cute/acute' and 'price/prize', and similar morphology such as 'economic/economical' and 'industrious/industrial', have the same meanings (25).

Ronowicz (2007) stresses that translators must have sufficient vocabulary knowledge to deliver the source text message accurately. He suggests that insufficient vocabulary knowledge causes translators to rely on bilingual

dictionaries instead of monolingual dictionaries such as English-English dictionaries.

Ronowicz and Imanishi (2003) suggest six types of lexical search mechanisms. The first is automatic processing, which means that “if a lexical item and its target language equivalents are available in the frequent lexis store (FLS) and do not pose a problem, that item will be processed automatically” (5). The second is acceptability judgement, which means that “if the FLS contains more than one equivalent, or the equivalent raises doubts, translators make an intuitive conscious decision as to whether any of the available target language equivalents fit the situation” (5). The third is dictionary consultation, which means that “translators refer to dictionaries whenever they try to solve problems with source language comprehension or a correct equivalent in the target language” (5). The fourth is spontaneous association, which means that “translators use associations which come to their mind when they have problems” (5). The fifth is linguistic or cultural adaptation, which means that “translators solve problems with linguistic and cultural differences between two languages on the basis of personal experience or results of a search” (7). The sixth is parallel attendance to more than one problem using different strategies simultaneously, which means that “translators use different strategies simultaneously to solve problems” (7).

3. Methodology

For this study, 19 Korean-English translation assignments on two Korean source texts were collected.²⁾ The 19 Korean-English translation assignments were analysed focusing on lexical errors such as wrong words including too

2) This paper is based on an error analysis of translation assignments submitted by 10 Korean students in the first semester of the master's degree course of translation and interpreting

general, too specific, terminology, register, addition, omission, part of speech, spelling and collocation. The two Korean texts have different genres. One text entitled “Kihyun Sees the Light” (henceforth, Kihyun) consists of about 400 words extracted from a Korean TV drama and belongs to recount genre because its content is about Kihyun’s personal life. 9 assignments were analysed. The other is “Australian Government Sorry to Aborigines” (henceforth, Australian Government), which consists of about 650 words extracted from a newspaper article and belongs to reporting genre because its content is about the Australian prime minister’s sorry speech to aborigines. 10 translation assignments of the text were analysed. I found the lexical errors, suggested the correct version and judged which category the errors belong to on the basis of a professor’s correction comments on the assignments. In the process of analysing lexical errors in accordance with nine categories, which were ultimately decided after trial and error, some errors belong to two error categories such as too general and addition because unlike grammatical errors, lexical errors cannot be classified clearly like mathematical rules. In some cases it was difficult to judge which category the errors belonged to because of a student translator’s carelessness. A few errors proved not to be real errors on the basis of consultation with dictionaries and some Australian English teachers. As a result, about eight errors were excluded and 138 errors were analysed. This research focuses only on word-level lexical errors, and grammatical and sentence-level errors were excluded.

4. Findings

First of all, let us see examples of nine lexical error categories and their definition.

- Examples of nine lexical error categories

- 1) Too General Error: *clothing (clothes and appearance)
- 2) Too Specific Error: *declaim (read aloud)
- 3) Addition Error: *blind cane (cane)
- 4) Omission Error: *infant mortality rate (the mortality rate for children under five)
- 5) Part of Speech Error: *one of the three to ten children of Aborigines (one out of every three to ten Aboriginal children)
- 6) Terminology Error: *Australia's National Parliament(Australia's Parliament House)
- 7) Spelling Error: *formal prime ministers (former prime ministers)
- 8) Collocation Error: *sweet twenty (at the all too young age of twenty)
- 9) Register Error: *national mistreatment (mistreatment due to state policies)

4.1 Too General

Too General is an error category where Korean students make the most errors, and its feature is that translators do not deliver an accurate meaning in the target text without affecting the overall message. For example, Korean students do not know ‘옷 매무새’ in English. Accordingly, they translated it as ‘clothing’ instead of ‘clothes and appearance’.

4.2 Too Specific

Too Specific is the second most frequent error category, and its feature is that Korean students try to deliver the words of the source text more explicitly. For example, in the case of ‘사과문을 3 분동안 발표했다’, Korean students translated ‘발표했다’ as ‘declaim’ instead of ‘read aloud’.

4.3 Addition

Addition is the third most frequent error type, and its feature is that Korean translators add unnecessary words to deliver the meaning in the source text more accurately. For example, in the case of ‘케인을 짚고’, Korean students translated ‘케인’ as ‘a blind cane’ instead of ‘cane’.

4.4 Omission

Omission is the fourth most frequent error category, and its feature is that translators do not translate some words in the source text with the result that the translated sentence has lower clarity. For example, in the case of ‘5년 이하 유아 사망률은’, Korean students translated it as ‘infant mortality rate’ without translating ‘5년 이하’ (children under five) instead of ‘the mortality rate for children under five’.

4.5 Parts of Speech

Part of Speech Error is the fifth most frequent error category, and its feature is that translators use wrong parts of speech such as nouns or adverbs instead of adjectives. For example, in the case of ‘원주민 자녀 3~10명 중 1명 을’ Korean students translated it as ‘one of the three to ten children of Aborigines’ instead of ‘one out of every three to ten Aboriginal children.’ They used the noun ‘Aborigines’ instead of the adjective ‘Aboriginal’.

4.6 Terminology

Terminology Error category is where translators do not translate technical terms of certain areas accurately. For example, Korean students did not accurately translate ‘국회 의사당’, which is a political term. They translated it as ‘Australia’s National Parliament’ instead of ‘Australia’s Parliament House’.

4.7 Spelling

Spelling Error category is where translators make spelling errors because words in the target language have similar pronunciation or spelling, or translators cannot differentiate between specific pronunciations because of first language interference. For example, Korean people have difficulty recognizing the phonetic difference between [l] and [r] because the Korean language has the same pronunciation of [l] and [r]. As a result, Korean students made spelling errors when they translated ‘전직 총리들’. They translated it as ‘formal Prime Ministers’ instead of ‘former Prime Ministers’.

4.8 Collocation

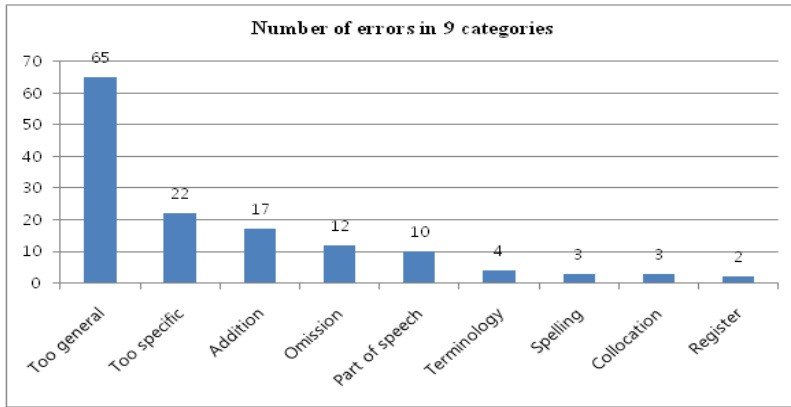
Collocation Error category is when specific expressions should be used side by side. For example, in the case of ‘꽃다운 나이 스무 살’, Korean students translated it as ‘sweet twenty’. They do not seem to know that ‘sweet’ is used with ‘sixteen’ only because ‘sweet sixteen’ is a collocation.

4.9 Register

Register Error category is where translators do not translate expressions in the source text correctly in accordance with text types or readers. For example, in the case of ‘국가적 탄압,’ Korean students translated it as ‘national mistreatment’ instead of ‘mistreatment due to state policies’ without considering the text type and audience, that it was a speech by an Australian Prime Minister and that the audience was Australian.

In accordance with the nine categories, the number of errors and the error distribution are shown in the following chart:

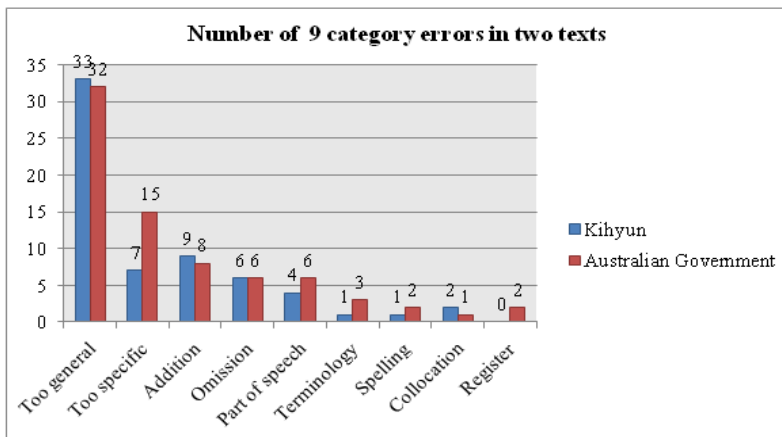
Table 1. The Number of Errors in 9 Categories



As can be seen in the chart, the number of errors which are related to Too General is by far the greatest, which means that Korean students tend to translate words without interrupting the overall meaning of the message in the source text.

To investigate the difference caused by different genres, let us compare the number of errors and the error distribution in accordance with text types.

Table 2. The Number of 9 Category Errors in Two Texts



As can be seen in the chart, the error distribution is similar even though the two texts have different genres. In both texts, the number of errors which are related to Too General is by far the greatest. In the case of “Kihyun”, the second most frequent error is Addition whereas in the case of “Australian Government”, it is Too Specific. However, the difference in the error frequency is not significant. Therefore, it can be said that a difference in error distribution depending on text types does not exist.

As a result of analyzing lexical errors, the noticeable thing is that Korean students make more errors in certain expressions and their translated expressions are similar. For example, four out of nine Korean students translated ‘눈썹을 그리다’ as ‘draw’ instead of ‘pencil’. This phenomenon implies that first language transfer affects the translation of Korean students. In Korean, ‘그리다’ can be translated as ‘draw’. However, Korean students did not seem to realize that ‘draw’ cannot be used with ‘eyebrows’. On the other hand, in the case of ‘아내의 옷 매무새를 꼼꼼히 챙기는 남편’, four out of nine Korean students did not seem to know ‘옷 매무새’ in English. Accordingly, Korean students translated it as ‘clothing’ instead of ‘clothes and appearance’. This error phenomenon implies that Korean students have difficulty translating Korean expressions into English. In other words, they have difficulty with the target language. The translation of “Australian Government” also shows a similar phenomenon. That is, the common features of the Korean students’ translation errors are classified into two categories, first language transfer and difficulty in the target language. The five most frequent expressions in the two texts where Korean students make errors are shown in appendix 1. As mentioned before, nine students’ assignments in the case of “Kihyun” and ten students’ assignments in the case of “Australian Government” were analysed respectively. Given this situation, Korean students have difficulty translating certain expressions, and the main reasons for this seems to be first language transfer and difficulty in the target language.

Overall, as a result of analysing lexical errors, three interesting things are

found. First, Korean students make more lexical errors in certain categories such as Too General and Too Specific. Second, text genre does not influence error distribution. Third, Korean students make lexical errors in translating certain expressions in the source text, and the errors are similar, being related to language transfer and difficulty in target language as the main reasons Korean students make lexical errors.

5. Discussion

In order to find why Korean students make lexical errors and to suggest effective teaching methods, errors are analysed into two types, Interlingual Errors and Intralingual Errors in nine error categories, based on the main reasons found in the process of analysing error types. Interlingual Errors are similar to language transfer errors mentioned in the Finding Section¹. Interlingual Errors are based on contrastive analysis hypothesis (Fries, 1945; Lado, 1957), which explains errors occur due to the difference between the first language and second language, and first language interference plays an important role in errors. In terms of Interlingual Errors, errors are analysed in more detail into Stranger, Real Friend and False Friend based on the research of Jiang (2004). The reason why errors are subclassified into Stranger, Real Friend and False Friend is to find to what extent semantic relatedness between source language and target language influences translation. Intralingual Errors are similar to difficulty in target language mentioned in the Finding Section. Intralingual Errors are based on error analysis hypothesis (Corder, 1967), which explains errors happen due to difficult properties inherent in the target language. In terms of Intralingual Errors, errors are analysed in more detail into reformulation strategy and reduction strategy based on the research of Mondahl and Jensen (1996). The reason why the errors are subclassified into reformulation strategy and reduction strategy is to find whether translators use

circumlocuted and paraphrased expressions or simplified expressions when they face translation problems. Then, let us look at examples of interlingual Stranger, Real Friend, False Friend and intralingual reformulation and reduction strategy error types.

- Examples of three Interlingual Errors and two Intralingual Errors

- 1) Interlingual Stranger: *Ki-hyun is busy getting ready for going out
(The household of Ki-hyun is up and running)[기현씨네 집은 분주하다]
- 2) Interlingual Real Friend: *Ki-hyun is carefully preparing by herself to go out(Ki-hyun is carefully getting herself ready to go out)
[혼자 부지런히 나갈 준비를 하는 기현씨]
- 3) Interlingual False Friend: *It's time to draw her eyebrows (It's time to pencil in her eyebrows) [아내의 눈썹을 그릴 차례]
- 4) Intralingual Reformulation Strategy: *lasted his long presidential tenure for eleven and a half years (was in power for eleven and a half years) [11년 반 동안 장기집권했던]
- 5) Intralingual Reduction Strategy: *clothing (clothes and appearance) [옷매무새]

5.1 Interlingual Stranger

Interlingual Stranger error type occurs when first language transfer influences translation, and there is no semantic relatedness between words in the source text and translated words in the target language. In the case of ‘기현씨네 집은 분주하다’, Korean students translated ‘분주하다’ as ‘busy’ instead of ‘up and running’ because Korean students generally know the English expression of ‘분주하다’ as ‘busy’ and the Korean-English dictionary shows ‘busy’ in the English equivalent of ‘분주하다’. This error belongs to Interlingual error and Stranger because first language transfer influences

translation error and there is no meaning relatedness between 'busy' and 'up and running'.

5.2 Interlingual Real Friend

Interlingual Real Friend error type occurs when first language transfer influences translation, and this type of error can be found in one Korean word (준비), which has two different English translations (prepare, get ready). In the case of '혼자 부지런히 나갈 준비를 하는 기현씨,' Korean students translated the Korean word '준비' as the English word 'prepare' instead of 'get ready' because Korean students generally know the English expression 'prepare' is equivalent to the Korean word '준비', and Korean-English dictionaries show both 'prepare' and 'get ready' as the English equivalents of '준비'. In other words, one Korean word (준비) has two different English expressions (prepare, get ready) and semantic relatedness between them is very close. Therefore, this error belongs to Interlingual Error and Real Friend.

5.3 Interlingual False Friend

Interlingual False Friend error type occurs when first language transfer influences translation and two different first language words have two different second language translations even though their semantic relatedness is close. In the case of '다음으로 아내의 눈썹을 그릴 차례,' Korean students translated the Korean word '그릴' as 'draw' because they already knew the English expression of '그릴' as 'draw'. However, they did not consider the meaning difference between 'draw' (draw pictures: 그림을 그리다) and 'pencil' (pencil eyebrows: 눈썹을 그리다). Both 'draw' and 'pencil' have a common meaning of '그리다' but they have a different detailed meaning. In other words, two different Korean words (그림을 그리다 'draw pictures', 눈썹을 그리다 'pencil eyebrows') have two different English translations respectively (draw, pencil) even though their meaning relatedness is close. Therefore, this error belongs to

Interlingual Error and False Friend.

5.4 Intralingual Reformulation

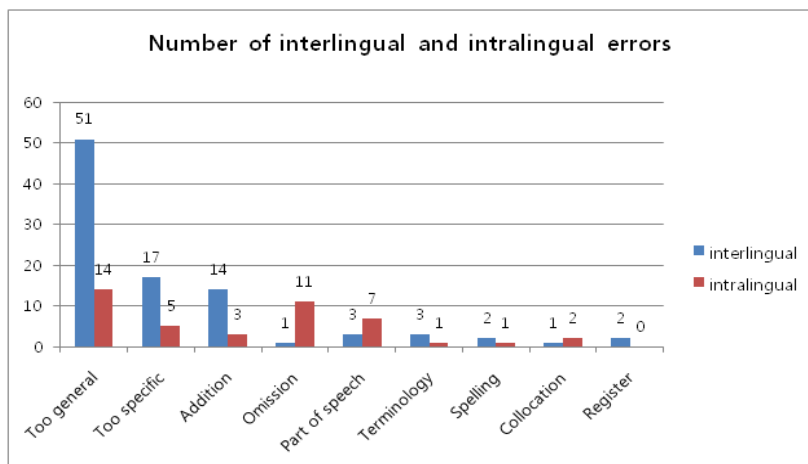
Intralingual Reformulation error type occurs when difficulty in the target language influences translation and so translators try to deliver the overall message of the source text by means of circumlocution or paraphrasing. In the case of ‘11년 반 동안 장기집권했던’, Korean students do not know ‘장기집권했던’ in English. Therefore, they circumlocuted and translated it as ‘lasted his long presidential tenure’ instead of ‘was in power’. This error belongs to Intralingual and Reformulation Strategy.

5.5 Intralingual Reduction

Intralingual Reduction error type occurs when difficulty in the target language influences translation and translators use a simplified expression because they do not know the English equivalent. Korean students do not know ‘옷 매무새’ in English. Accordingly, they translated it as ‘clothing’ instead of ‘clothes and appearance’. It belongs to Intralingual Errors and Reduction Strategy because they do not know it in English and they used a simplified expression.

Then, let us compare the number of Interlingual and Intralingual Errors in the nine lexical error categories:

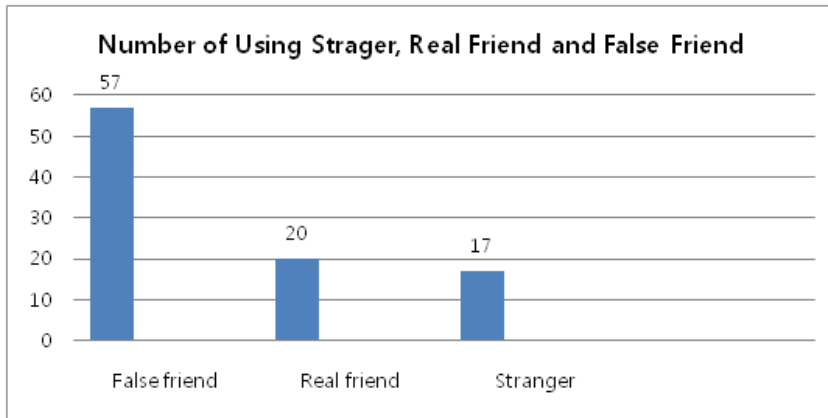
Table 3. The Number of Interlingual and Intralingual Errors



As can be seen in the chart, the number of Interlingual Errors is much more than that of Intralingual Errors. This phenomenon is consistent with Ellis (1994), who claims that beginners and adult learners make more Interlingual Errors because the Korean students who offered their assignments are novice translators and adults. In the case of the nine lexical error categories, omission and part of speech error types show that the number of Intralingual Errors is large. This implies that Korean students tend to omit when they face difficulties in the target language and the reason for part of speech errors is due to the difficulty of the target language.

Then, let us compare the number of Stranger, Real Friend and False Friend errors within the Interlingual Error type:

Table 4. The Number of Using Strager, Real Friend and False Friend

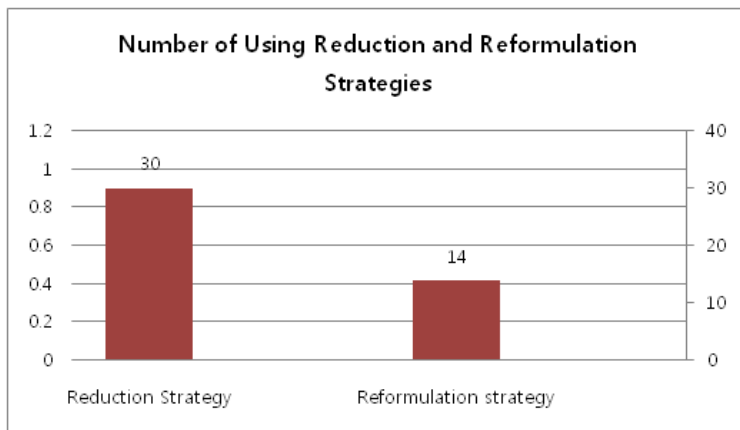


As can be seen in the chart, the number of False Friend errors is by far the greatest. This result seems to imply that Korean students make more Interlingual Errors when the meaning between Korean and English is related because the number of Strager errors is only 17. For this reason, Korean students should learn English vocabulary usage, which is supported by Stahl and Fairbanks (1986), who suggest that learners should have contextual knowledge (knowledge about words in different contexts) as well as definitional knowledge (knowledge about words). In addition, this research is consistent with Cha (2005), who emphasizes the importance of English usage and Yoon (2003), who suggests vocabulary learning in various corpora. These findings imply that students should know the detailed meaning of words depending on context and their usage. For example, in the case of ‘혼자 부지런히 나갈 준비를 하는 기현씨’, the single Korean word ‘준비’ has two different English translations, ‘prepare’ and ‘get ready’. However, their usage is different. The English word ‘prepare’ is usually used for mental and psychological states whereas the expression ‘get ready’ is used in getting dressed. Accordingly, in the context, ‘get ready’ is more appropriate even though ‘get ready’ and ‘prepare’ have a single Korean translation. What is

more, in the case of ‘보이지 않는 게 정말 가슴 아프다’, the single Korean word ‘가슴 아프다’ has two English translations, ‘grieving’ and ‘heartbreaking’. Accordingly, Korean students translated it as ‘it is grieving that she can’t see.’ This means that Korean students know only the definitional knowledge of the vocabulary in a decontextualised state. For this reason, students should learn vocabulary in context through examples that ‘grieving’ can be used only with animate subjects like ‘she is still grieving for her bad result’.

Then, let us compare the number of Reformulation and Reduction strategies within Intralingual Errors

Table 5. The Number of Using Reduction and Reformulation Strategies



As can be seen in the chart, the number using the Reduction strategy is twice that of using the Reformulation strategy. This implies that Korean students tend to use simplified expressions without changing the whole message when they do not know the English equivalents. These two strategies have a peculiar aspect in terms of lexical error categories. In the case of addition error category, there are no errors related to Reduction Strategy whereas in the case of omission error category, there are no errors related to Reformulation Strategy (see appendix 2).

6. Conclusion

As a result of analysing the lexical errors from 19 assignments in two different genres translated by Korean students in the first semester of the interpreting and translation program, it was found that many errors belong to the Interlingual False Friend category. This implies that Korean students make lexical errors because of first language transfer and insufficient vocabulary usage knowledge in the target language. To solve these problems, they should focus on studying vocabulary quality such as usage and the different semantic features between the two languages, not only vocabulary quantity. In order to do this, education which focuses on instruction in vocabulary usage in different contexts, which offers opportunities to practice the usage, and which provides sufficient authentic input should be given in order to translate source texts into target texts with native-like expression. In addition, instruction should focus on more effective use of translation aids such as different dictionaries and websites.

It is necessary to improve both receptive knowledge, which means understanding of the source texts, and productive knowledge, which means production of the source text in the target language (Mondahl and Jensen, 1996). In addition, for correct word choice, they should use various lexical strategies and recheck selected words because a single Korean word has several English synonyms and their usage in certain contexts is different. Translation errors caused by carelessness or negligence such as synforms, spontaneous association, and word-for word translation are all unacceptable.

Finally, it should be mentioned that this research has limited subjects and data. Furthermore, in the situation of having neither interview nor questionnaire survey with the subjects, the viewpoints given in the process of error analysis may be subjective. Accordingly, further research is needed with more data and error analysis of paragraph or sentence levels, not only at word-level. Moreover, it would be interesting to analyse lexical errors in a case where the

first and second languages belong to the same group rather than the different groups as in this case.

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Appendix

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. 그리곤 솜씨를 보니 한두 번 해본 솜씨가 아니다. 꼼꼼히 챙겨 집을 나서는 부부. 오늘은 대학에서 강사로 있는 기현씨의 수업이 있는 날이다. 학교에 도착해 아내가 학생들과 수업을 하는 사이 문밖에서 아내를 지켜보는 남편. 늘 아내의 옆 자리를 지키는 자상한 남편 관용 씨다. 사실 그녀는 시각장애 1급. 빛과 물체가 아주 흐릿하게 보여 마치 보이는 사람처럼 행동하지만 그녀에겐 세상은 어둠과도 같은 존재다. 케인을 짊고 조심히 횡단보도를 건너 친정집으로 도착한 기현씨. 예승(1)이를 보니 너무 기쁘다. 예승이와 즐거운 시간을 보내며 노는 기현을 보며 엄마는 딸이 안쓰럽기만 한데 ---. 어릴 때부터 유난히 머리가 영특했던 기현 씨. 수능을 전국 석차 1%안에 들어 특차로 대학에 입학했을 만큼 영리한 아이였다. 하지만 갑작스런 사고로 전신마비에 눈이 실명된 건 꽃다운 나이 스무 살, 전신마비는 극복했지만 결국 눈은 돌아오지 않았다. 그날 오후, 예승이를 위해 기현 씨가 그림책을 설명하는데, 강아지를 보고 얼룩소라고 설명하는 기현 씨. 이럴 땐 보이지 않는 게 정말 가슴 아프다. 눈을 치료하려고 갖은 방법은 다 써봤지만 10년째 눈은 돌아오지 않았다. 장애인이지만 그래도 할 수 있는 한 뭐든지 도전을 하는 기현 씨. 기현 씨 곁에는 언제나 눈이 되어 주는 남편이 있어 든든하다. 다음 날, 이른 새벽! 혼자 부지런히 나갈 준비를 하는 기현 씨. 집을 나와 건널목에서 있는데, 빨간 불인지도 모르고 다급히 횡단보도를 건넌다!

호주정부 “원주민 탄압 사과”: 러드 총리 ‘도둑맞은 세대’에 첫 공식 사과

호주 정부가 과거 원주민 (에버리지니)들에게 가했던 국가적 탄압에 대해 처음으로 공식 사과했다고 AP와 AFP통신 등 외신들이 13일 보도했다. 케빈 러드 호주총리는 이날 오전 9시 수도 캔버라 국회의사당에서 원주민 대표들과 전직 총리들, 의원들이 지켜보는 가운데 361단어로 된 사과문을 3분 동안 낭독했다.

러드 총리는 사과문에서 “우리는 ‘도둑맞은 세대’와 그 후손의 고통과 아픔, 그리고 남은 가족들에게 사과한다”고 밝혔다. 또 “금지 높은 사람들과 자랑스러운 문화를 모역한 데 대해서도 사과한다”면서 “이러한 불의는 절대로, 결코 다시 일어나서는 안 된다”고 덧붙였다.

이날 사과문 발표는 지난 해 12월 취임한 러드 총리의 첫 국회 연설이다. 총리의 사과는 1910년부터 1970년까지 정부가 동화 정책에 따라 원주민 자녀 3~10명 중 1명을 백인 가정과 단체시설에 강제로 보냈다는 보고서가 나온 지 11년 만에 이뤄졌다. 강제로 끌려간 원주민 어린이들은 전통문화와 생활습관에서 단절됐다는 의미로 ‘도둑맞은 세대’로 불린다.

지난해까지 11년 반 동안 장기 집권했던 존 하워드 정부는 과거의 잘못에 대해 현 세대가 죄책감을 느낄 필요가 없다며 정부 차원의 사과를 거절했었다. 원주민들은 러드 정부의 사과를 크게 환영했다. 러드 총리가 사과문을 의회에 제출한 12일 의사당에는 하얀 물감으로 온몸을 장식한 원주민들이 들어와 전통 축제를 벌이고, 지난해 새로 구성된 의회 의원들을 환영해 달라고 조상들에게 기도했다. 원주민이 의사당에 들어간 것은 사상 처음이다. 현재 호주 원주민은 45만 명으로 전체 인구(2100만 명)의 2.1%를 차지한다. 이들의 평균 수명은 일반 국민에 비해 17년이나 짧고 5년 이하 유아 사망률은 백인보다 3배 이상 높다. 범죄율과 실업률, 문맹률도 가장 높은 집단이다.

Appendix 1

5 most frequent error expressions in two texts

Kihun		Australian Government	
Expression (error example)	Number of errors	Expression (error example)	Number of errors
그리는 솜씨를 보니 한두 번 해본 솜씨가 아니다 (It doesn't look like his first or second trial with the drawing skill)	5(55.5%)	국가적 탄압 (the national oppression)	7(70%)

학교에 도착해 아내가 학생들과 수업을 하는 사이 문밖에서 아내를 지켜보는 남편 (Her husband is looking at her while she is in class with her students)	5(55.5%)	새로 구성된 의회의원 (the new government which has been consisted)	6(60%)
다음으로 아내의 눈썹을 그릴 차례 (It is time to draw her eyebrows)	4(44.4%)	단절됐다는 의미로 (as they discontinued from)	5(50%)
아내의 옷매무새를 꼼꼼히 챙기는 남편 (Her husband who is taking care of his wife's clothing elaborately)	4(44.4%)	전통축제 (a traditional festival)	4(40%)
혼자 부지런히 나갈 준비를 하는 기현씨 (Gihyun is preparing by herself before going out.))	4(44.4%)	361단어로 된 사과문 (a speech of the 361-word apology)	4(40%)

Appendix 2

The number of errors using reformulation and reduction strategies in 9 error categories

Lexical error category	Reformulation strategy	Reduction strategy
Too General	4	10
Too Specific	3	2
addition	3	0
omission	0	11
Part of speech	4	3
terminology	0	1
spelling	0	1
collocation	0	2
register	0	0
total	14	30

[Abstract]

An Error Analysis in Word Choices in Korean-English Translation

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It is worthless to mention that selecting correct words in translation is very important because misusing words gives readers wrong information. However, using correct English words is difficult for Korean students because English and Korean belong to different language groups and they are very different in terms of word forms and usage. What is more, they learn English in EFL situation where there is very little authentic language input. Given such facts, it is not surprising for Korean students to make word choice errors when translating Korean source text into English. Accordingly, to reduce word choice errors, it is meaningful to analyse what factors cause word choice errors and in which situations word choice errors happen. For this purpose, this paper analyses lexical errors on the basis of 9 categories (too general, too specific, terminology, register, addition, omission, part of speech, spelling and collocation) from 19 assignments in two different genres translated by Korean students in the first semester of the master degree course of interpreting and translation. As a result of that, it is found that Korean students make lexical errors because of first language transfer and insufficient vocabulary usage knowledge in the target language. To solve the problems, Korean students should focus on studying vocabulary quality such as usage and the different semantic features between the two languages as well as vocabulary quantity. This paper concludes that education which focuses on instruction in vocabulary usage in different contexts, which offers opportunities to practice the usage, and which provides sufficient authentic input should be given in order to translate source texts into target texts with native-like expression.

▶ Key Words: word choice errors, first language transfer, insufficient vocabulary usage knowledge, sufficient authentic input

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