

The Importance of Vocabulary and Grammar in Translation from English into Korean

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ABSTRACT

Over the last few decades changes have occurred in the definitions of translation, and the notions of communication and function have contributed significantly to enrichment in translation studies as a whole. However, when real situations in translation classes in Korea are taken into account, students' insufficient competence in both English and Korean languages seems to be one of the main causes of errors in translations, a topic which has not received much attention in recent times. This paper discusses the importance of the rules of language in both English and Korean and presents different kinds of language errors found in translations from English into Korean. This originate from a longitudinal study of errors made by students from four translation classes following the same program at Macquarie University in Sydney and at Korea University in Seoul. The results of the study not only identify typical errors of Korean translation students at postgraduate level, but they also clearly demonstrate the need to include in the curriculum elements designed to improve the linguistic abilities of students in both their first and second language.

KEYWORDS

translation from English into Korean. Translation competence. Language competence. Grammatical competence. Translation teaching.

1. Introduction

Not many scholars in translation studies focus these days on the importance of linguistic ability of students since major topics of interest have moved to areas like culture, society and function and, as a result, the use of grammar by translation students has not been considered a major topic of research. If there are any studies conducted, they are mainly about the grammar of the second language since many researchers assume that translation students already have sufficient knowledge in the grammar of their first languages. This is apparent in both daily conversations with lay people and translation teachers. Whenever I introduce myself as a professional translator who works on translations from English into Korean, people immediately respond, “Oh, you must be good at English.” The remark reveals two things: One is that I am supposed to be a master in English; the other is that Korean, my first language, is not even considered as something worthy of discussion. The conversation also indicates that language competence in both languages is treated as an ‘already well accomplished’ skill even though it is regarded as one of the fundamental skills of a professional translator. Students, thus, are supposed to have a good command of their working languages before enrolling in translation programs. Language education for translators is often ignored at school, or is not conducted in systematic ways especially in programs at postgraduate level. However, it was only after I became a translation teacher myself that I realized that this pre-condition is not always satisfied. Real situations in translation classes demonstrated clearly to me that improvement of language competence in both the first and second language students is still an important task even at that postgraduate level. Other teachers and

instructors have also noted that students' abilities in their working languages are often far short of teacher's expectations (Shaw, Sherry *et al.* 2004) even though "foreign language proficiency is often taken for granted in postgraduate degrees" (Beeby 2004: 39). Ronowicz (2008:2) pointed out that "the curriculum is built around the assumption that students admitted to the program have sufficient knowledge of their working languages, including language B, to participate successfully in programs built around other sub-competences, in particular, knowledge about translation, instrumental knowledge and strategic sub-competence, with language featuring only as one of the elements of practical translation training and terminology. Informal discussions with practical translation teachers indicated that, a rather substantial number of translation errors found in our student assignments could be attributed to inadequate knowledge of language B". The teachers have also noticed that their students do not have sufficient competence in their first languages (Korean in this paper). Despite the common belief that native speakers have no problems in writing in their first languages, in a survey, teachers indicated that students have problems writing in Korean (Seong, Lee *et al.* 2001: 42). Also, after conducting a survey, Park (1999:51-52) pointed out difficulties faced by Korean students in translation programs: About 68% of the students answered that insufficient abilities in both Korean and English are the biggest problem in their study, and they wanted to improve their language competences during the period of training. This suggests that language competence in working languages is an important issue, at least for students who want to be professional translators.

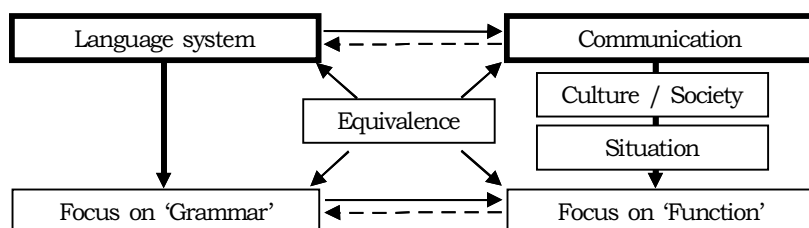
The aim of this paper is to discuss the importance of language competence in translation, especially for Korean students in translation programs, by pointing out language errors found in 153

translations from English into Korean. They were collected from four groups following a similar program in two post-graduate level translation courses in Korea and in Australia and analyzed from two perspectives: source text comprehension errors and target text production errors. All subjects in the study were native Korean speakers enrolled in the programs on the basis of IELTS 7.5 in English and no entrance examination in Korean.

2. Background of the study

According to the studies done for the last four decades, the boundaries of definitions and models of translation have expanded to include socio-cultural factors, starting from language itself, by adding elements surrounding translation. As seen Figure 1, the focus seems to have moved from language system/grammar to communication/function even though they cannot be completely separated.

FIGURE 1 Important factors of language communication in translation



In the early stages of translation studies, the focus was on the source text and a translator's task was to find 'formal' equivalence of the text, which was "a means of providing some degree of insight into

the lexical, grammatical or structural form of a source text” (Hatim and Mason 1990:7). Thus, “critical examination of a translation was usually carried out by someone who simply examined the two messages and compared their formal and meaningful structures, and on the basis of this decided whether the translation was faithful” (Nida and Taber 1982:22-23). This concept of formal equivalence had long been criticized because it did not fulfill the purpose of communication between the majority of source message providers and their target language receivers.

The criticism around formal equivalence seemed to contribute to move the focus of translation from the source text to the target text in which functional equivalence has gained importance. Toury (1995: 27) believes that translation should be considered within society and culture, saying that “translation activities and their products not only can, but do cause changes in the target culture”. Neubert(2000: 10) also emphasizes the importance of communication, saying that “in translation, the source-text induces the target-text production for a third party”. Within these contexts, the target texts should fit a specific situation. In other words, these researchers seemed to focus on the features of translation as a social activity. In this way, Reiss focused on the ‘function’ of translated texts, saying that “inter-lingual translation may be defined as a bilingual mediated process of communication, which ordinarily aims at the production of a target language text that is functionally equivalent to a source language text (Reiss 1981:121)”. She admits that “unintentional changes may arise from the different language structures as well as from differences in translating competence” (Reiss 1981:121); intentional changes are related to the purpose of translation. They frequently occur in translating if the aims pursued in the translation are different from those of the original (Reiss 1981:122). House (2001: 247) also says

that “equivalence is relative and not absolute, and it emerges from the context of situation as defined by the interplay of many different factors and has no existence outside that context, and in particular it is not stipulated in advance by an algorithm for the conversion of linguistic units of L1 into linguistic units of L2,” and “functional and pragmatic equivalence where it is related to the preservation of ‘meaning’ across two different languages and cultures”.

Under these circumstances, the skills and the knowledge required to do translation have changed as well. They were initially perceived as personal language abilities of translators and recently expanded to various elements surrounding translation as a whole. The skills and knowledge required have broadened from personal abilities to all the elements needed for performing translation. However, none of the new theories emphasised language competence in translation. Neubert mainly focused on how to transfer from the source text to the target text. He describes the features of translation as “complexity, heterogeneity, approximation, open-endedness, creativity, situationality and historicity. To cope with these tasks, translators need translational competence, which consists of language competence, textual competence, subject competence, cultural competence and transfer competence, and the most important thing is transfer competence (Neubert 2000:3).” Pym (2003:489) says that translation competence is “a process of choosing between viable alternatives: translators should have abilities to generate several target text alternatives for one source text, and then to choose one of these as the best.” He says that “the specifically translational part of their practice is strictly neither linguistic nor solely commercial. Translation is a process of generation and selection, a problem-solving process that often occurs with apparent automatism”. PACTE Group¹ (Process in the Acquisition of

Translation Competence and Evaluation formed in 1997) focuses on translation as a communicative activity directed towards achieving aims that involve making decisions and solving problems and require translators to have expert knowledge which is translation competence (PACTE-group 2002:44). To fulfill their goal, PACTE Group (2002) has developed a holistic model of translation competence composed of six sub-competences.

- (a) Bilingual sub-competence is procedural knowledge needed to communicate in two languages
- (b) Extra-linguistic sub-competence is declarative knowledge about the world in general and special areas
- (c) Translation sub-competence is declarative knowledge related to the aspects of the profession
- (d) Instrumental sub-competence is procedural knowledge related to the use of documentation sources and information and communication technologies applied to translation
- (e) Strategic sub-competence is procedural knowledge to guarantee the efficiency of the translation process and solve the problems
- (f) Psycho-physiological components include cognitive components, attitudinal aspects and abilities such as creativity, logical reasoning and analysis, and synthesis.

Summing up, elements of skills and knowledge required to do translation have expanded since the focus of translation studies has moved from language to other factors surrounding translation - only PACTE's model of translation competence explicitly includes competence in working languages although the group does not consider language competence as the most important one. However, as mentioned above, issues and problems related to the lack of language abilities of students have been repeatedly raised by translation teachers. The paper looks more closely at language errors

found in translations produced by Korean students and discusses ways of addressing those issues.

3. Language problems found in translations

Since the data have been collected from translations from English into Korean, errors related to the source text are considered to be mainly the result of miscomprehension of the English texts while errors related to the target text are mainly the result of misuse or lack of knowledge of written Korean and can be analyzed in more depth.

The errors referred in this paper are based on an error typology which has been developed from a project by analyzing 153 translations from English into Korean. The typology is presented in Appendix I. Please note that the figures in the four tables below are presented because they show the importance of errors in translations, not because the figures can be applied to other data.

3.1 Errors resulting from miscomprehension of the English source text

English, which in this study is the source text language, is the second language of the students participating in this project. Since the data were written in Korean, it was difficult to decide error types resulting from the English source text. However, the data could tell whether errors occurred in the process of the comprehension of the source text, by comparing the source text and the target text.

In the data, the number of errors from the miscomprehension of the source text includes 13.99% of the total number of errors. The

remaining errors are mainly related to the misuse of Korean.

Table 1 Errors from miscomprehension of the source text

| | Number of errors | % |
|---|------------------|--------------|
| Miscomprehension of source text | 692 | 13.99 |
| Others (Mainly related to misuse of Korean) | 4254 | 86.01 |
| Total | 4946 | 100.00 |

The three examples below show problems caused by the miscomprehension of English vocabulary in the source text. In general, students seemed to have difficulty in the comprehension of English words containing abstract meanings, while they had no difficulty in comprehending words referring to objects. As Y. Lee (2000:48) pointed out, “it is difficult to find Korean equivalences for English words with abstract meanings, even though they are common words. Even words that express ordinary behavior or feelings have different usages compared to English”.

Example 1

Source text: Yet in truth, the same issues were present; the unity often based in false hope. Today the issues seem more **raw**. But they are also clearer.

Target text: 그러나 실제로 동일한 논쟁이 대두 되었을 때 단일화는 일시적인 바람이었습니다. 현재 그 논쟁은 더 **다루기 어려운 것**(*ta-luu-ki e-lye-un kes*)처럼 보이고, 더 분명하게 드러나 있습니다.

Back translation: However, actually, when the same discussion was presented, the unity was a temporal hope. Currently, the issue looks like **more difficult thing to deal with**, more clearly revealed.

In example 1, the student had a problem in understanding the exact meaning of ‘raw’ in the source text. As a result, the translated text was mistranslated and not easily read. Please note that the whole

sentence of this example was not correctly translated, and it was not clear whether the mistranslation was caused by the miscomprehension of the word “raw” or not.

Example 2

Source text: An endless procession of beautiful powerful and **very highly evolved** ceremonies in the island's twenty thousand communal temples **ensures** that balance and harmony is maintained.

Target text: 발리 전역의 2 만여 개의 공동사원에는 **경건하고도 성스러운** (*kyeng-ken-ha-ko-to seng-su-le-uun*) 예배의식이 끊임 없이 있다. 이런 발리인들의 삶은 조화와 균형의 삶이 어떤지를 **잘 보여준다** (*cal po-ye-cuun-ta*).

Back translation: Also at the island's twenty thousand communal temples, **pietistic and holy** ceremonies perform endlessly. Such a life of Bali people **show** what the life of harmony and balance is.

In example 2, the problematic words are ‘very highly evolved’ and ‘ensure’ in the source text, which are words with abstract meanings. The student could not understand them, thus the meanings of the target text would not correct even though the text still makes sense as authentic Korean sentences.

On the other hand, the data indicates that the miscomprehension of a word can distort the meaning of a sentence as a whole, as seen in example 3 below which shows the importance of comprehending prepositions in English which are sometimes treated as grammatical devices but do have their own meanings in some cases.

Example 3

Source text: Full-time employment in Australia **dropped by** 38,900 positions in March, a smaller decline than in previous months.

Target text: 지난 3 월 풀 타임 고용은 전달 대비 더 적은 수치인 38,900 명으로 **낮아졌다** (*ulo nac-a-cyess-ta*).

Back translation: Last March full-time employment **dropped to** 38,900 positions, a smaller figure comparing to the previous month.

In example 3, the source text means the number of full-time employment positions decreased by 38,900 in March. However the target text means that the number of remaining full-time employment positions is 38,900 because the student has not understood the meaning of 'by'. In addition, as seen in the target text of this example, if the total number of employed in a country should be only 38,900, this does not make sense at all. Thus, it is also important to check whether translated sentences or texts make sense in terms of meaning, along with grammar, which can be another way of spotting a mistranslation.

However, the most serious cases can be found when students cannot understand the structure of the sentences in the source text. The data suggests that these types of errors might lead to serious mistranslations, because they do not only distort the meaning of the source text, but also produce the target text that does not make sense at all in terms of grammar as well as meanings in Korean. In other words, although the translations are written by native Korean speakers, the components of the sentence do not satisfy the requirements of a good Korean text because various grammatical errors are detected, and the meanings of the source text are not properly transferred.

Example 4

Source text: **By making** carbon a pollutant and **unleashing** market forces to find a price for it, the nation will essentially **be revealing** fossil fuels' true social cost – and **giving** cleaner technologies, including carbon capture and storage, a fair shot.

Target text: 탄소를 **만들면서** (*man-tul-myen-se*) 생긴 오염물질과 **자유로운** (*ca-yu-lo-uwun*)시장은 그것을 위한 가격을 찾기 위해 영향력을 행사하고 국가는 반드시 화석연료의 진정한 사회적 비용을 **나타내고** (*na-tha-nay-ko*) 탄소 포집과 저장을 포함한 청정기술에게도 공정한 기회를 **줄 것이다** (*cuul*

kes-i-ta).

Back translation: Pollutants from **making** carbon and **free** market exercise their power to find a price for it, and the nation must **reveal** fossil fuels' true social cost and **will give** a fair chance to cleaner technologies including carbon capture and storage.

In example 4, although the translator tries to translate every word, the target sentence does not make sense at all. Most of all, the agreement between the subjects and the verbs in the target sentence is wrong. The usage of postposition is not correct and word choices are not appropriate as well. When the structure of a sentence as a whole was not comprehended, the resulting translated sentence did not make sense at all logically and grammatically in many cases.

Table 2 shows the number of errors resulting from sentence miscomprehension. Among the categories, 'percentage (%)' means the percentages of errors resulting from sentence miscomprehension, while 'total percentage (Total %)' indicates the percentages of errors among the total numbers of errors.

Table 2 Errors from the miscomprehension of the source text

| Error types | % | Total % |
|------------------------|-------|---------|
| Wrong words | 51.79 | 38.03 |
| Agreement ² | 8.48 | 4.55 |
| Word order | 6.03 | 5.44 |
| Incomplete sentence | 4.02 | 2.4 |
| Others | 29.68 | 49.58 |
| Total | 100 | 100 |

As seen in Table 2, the data indicates that when students cannot comprehend the meanings of the source text, four types of errors, namely, wrong words, word order, agreement and incomplete

sentence, occurred more than the error rates (Total %) from the whole data.

3.2 Errors from the production of the target text (Korean)

Korean, which is the target language, is the first language of the students participating in this project. Since the naturalness and the authenticity of a translated text seem to be considered as the most important factors along with accuracy, they are directly connected to the quality of translations. G. Lee (2008:273) says that “an authentic text should contain the right words or expressions based on the language system or the usage of the target language. However, in terms of translations, since readers cannot compare between the source and the target texts, translations are often assessed by the norm of the system of target language.” In this project, error types related to Korean can be categorized according to Korean grammar.

3.2.1 Errors at lexical level

The data indicates that although students are Naive Korean speakers, they often misuse Korean vocabulary. As seen in Table 3, lexical errors took 43.23% of the total number of errors. Among them, 29.24% of errors occurred because of the misuse of Korean words.

Table 3 Lexical errors caused by the misuse of Korean

| | Number of errors | % |
|---------------------------|------------------|----------------|
| Lexical Error | 2138 | 43.23 |
| (Misuse of Korean) | (1446) | (29.24) |
| Others | 2808 | 56.77 |
| Total | 4946 | 100.00 |

Many of the errors seem to be connected to students' insufficient knowledge of Sino-Korean words. This is not a strange result since, although the literacy rate of Korean people is high, the literacy rate of Sino-Korean words is the lowest among countries in East Asia (Min 2009:10) as seen in examples 5 and 6 below.

Example 5

Source text: 'USTR Nominee **Ambivalent** about Free Trade'

Target text: 자유 무역에 대한 미국 무역 대표부의 **부동**(*pu-tong*)적인 태도

Back translation: 'USTR **immovable** attitude about Free Trade'

In example 5, the word '부동 (*pu-dong*)' has several meanings with different Chinese characters, even though the Korean letter is the same: (a) 부동(不同, *pu-dong*) means 'not the same'; (b) 부동(不動, *pu-dong*) means 'unmoving of an object/ a body or wavering of will and idea'; (c) 부동(浮動, *pu-dong*) means 'floating or not fixed.' If the translator chooses the word in (c), the choice might not be entirely wrong; however, it is better to choose other words, whose meanings are more clear and accurate.

Example 6

Source text: Taking **spare time** for fun

Target text: 여가시간(*ye-ka-si-kan*)을 가져라

Back translation: Taking **spare-time time** for fun

In example 6, the word '여가 (餘暇: *ye-ka*)' means 'spare time' or 'free time', while the word '시간 (時間: *si-kan*)' means time. Thus, the word '여가 시간 (*ye-ka si-kan*)' means 'spare time time', which is not correct. The data also showed that three students out of five made the same errors.

3.2.2. Errors at syntactic level

In the data, errors in the misuse of Korean grammar at a syntactic level were also detected. As seen in Table 4, the errors took 40.03% of the total number of errors. Among them, errors in the uses of postpositions occur frequently - 13.57%, followed by endings (6.10%), word order (5.44%), agreement (4.53%), voice (2.73%) and incomplete sentence (2.40%).

Table 4 Syntactic errors

| | Number of errors | % |
|----------------------------|------------------|--------------|
| Postpositions | 671 | 13.57 |
| Endings | 302 | 6.10 |
| Word order | 269 | 5.44 |
| Agreement | 225 | 4.55 |
| Voice | 135 | 2.73 |
| Incomplete Sentence | 119 | 2.40 |
| Other syntactic errors | 259 | 5.24 |
| Sub-total | 1980 | 40.03 |
| The other errors | 2966 | 59.97 |
| Total | 4946 | 100.00 |

Postpositions, a Korean-specific grammatical element, show the grammatical relationship between two words or add some meanings, and make it possible for Korean to have a more flexible word order than English. The data show that as seen in Example 7 below, the students need to learn more about the usage of postpositions although they are native Korean speakers.

Example 7: postpositions

Source text: Companies must be ever-diligent, broadening their focus to look beyond their own enterprises at **those of their supplier's**

suppliers and their customer's customers.

Target text: 회사는 늘 부지런해야 하고, **그들의 기업의 공급자의 공급자** (ku-tul-uy ki-ep-uy kong-kup-ca-uy kong-kup-ca) 그리고 고객의 고객까지 시야를 넓히는데 초점을 맞춰야 한다.

Back translation: Company must always be diligent, and should focus to broaden their eyes on **the suppliers of companies of them and the customers of customer.**

In example 7, in the source text ‘those of their supplier’s suppliers’ is translated into ‘그들의 기업의 공급자의 공급자 (meaning: the suppliers of companies of them)’, three adnominal postpositions ‘의(uy)’ are used in a sentence, which makes the relationship between modifying words and modified words unclear.

Along with postpositions, endings are considered grammatical devices in Korean. Their roles are critical in deciding the function and the meaning of a word in a sentence, including the expression of tense and honorific expressions, the conjugation of verbs, the connection of words between clauses and in sentences, and the change of the function of a word. Example 8 shows that the student did not know the exact usage of endings.

Example 8: endings

Source text: The piano was an upright **with** worn brass pedals.

Target text: 그 피아노는 **달아서** (a-se) 낡은 금관 페달이 달린 직립 형이었다

Back translation: The piano was an upright style with brass pedals which was worn, **so that** it was old

In example 8, a connective ending ‘아서 (a-se)’ expresses the time frame of an event (before and after) or reason. In this example, ‘낡은 (tal-ur: worn)’ cannot be the reason of ‘낡은 (nalk-ur: old)’, and it cannot be explained as the time frame of an event. Thus, the expression ‘달아서 낡은 (talk-a-se nalk-ur: was worn, so that it was

old)' is grammatically wrong.

Comparing postpositions and endings, word order deals with the structure of a sentence as a whole and it is considered as one of major differences between Korean and English along with their flexibilities: "In Korean, the basic word order is S-O-V. However, it can be changeable, along with the context and the situation in a text. In English, the basic word order is S-V-O, which is strictly applied" (Kim, Yoon *et al.* 2001:276; Y. Lee 2000:60). The flexibility of Korean seems to mainly come from the role of postpositions, which is to connect words as well as to add meanings and grammatical functions to them (Ko and Ku 2008:14; I. Lee 2005:5), while English words are inflected to show their grammatical functions. However, Korean still has a set of the rules of word order³ although the rules are relatively flexible. This means that errors can occur when students do not follow the rules as seen in the two examples below.

Example 9(a): word order

Source text: **The** unidentified **teacher**

Target text: 이 (i)신원이 확인되지 않은 교사 (kyo-sa)는

Back translation: **This** whose identity is not confirmed **teacher**

In example 9(a), the determiner '이(i: the)' should be come right before the word '교사 (kyo-sa: teacher).

Example 9(b) : word order

Source text: The rise from February's 5.2 per cent surprised economists who had predicted the March rate would rise modestly to 5.4 per cent.

Target text: 당초 경제 전문가들은 3 월 수치가 소폭 상승해 5.4%를 기록할 것으로 전망했지만 놀랍게도 2 월의 5.2%에서 급상승했다.

Back translation: Originally economic experts predicted that March figure would show a modest rise to report 5.4%, but surprisingly

skyrocketed from 5.2% of February.

In example 9(b), the target text conveys the overall meaning; however if the word order is changed, this might help understanding the meaning.

Another critical issue is ‘agreement’ between elements in a sentence. In Korean sentences, the semantic and syntactic relationships among constituents are supposed to agree with each other. Thus, if there is an error in agreement in a Korean sentence, the sentence does not make sense at all although it has all the elements required of a sentence. Even though it is not normal for an adult to make this type of error in the usage of his/her mother tongue, as seen Example 10 below, many of them can be detected in translations, resulting in serious errors.

Example 10: agreement

Source text: **This is** a NSW **invention** which harnesses the knowledge of clinical cancer experts across Australia

Target text: 바로 **이것이** (*i-kes-i*)호주 전체 암 관련 임상 전문가들의 지식을 활용한 **창의적 개발**이며 (*chang-uy-cek kay-pal-i-mye*)

Back translation: **This is** a **creative development**, which harnesses the knowledge of clinical cancer experts across Australia

In example 10, the student seemed to understand the meaning of the source sentence; however, the elements of the target sentence, especially between the subject ‘이것이 (meaning: this)’ and the predicator ‘창의적 개발이다 (meaning: is a creative development)’, did not agree with each other semantically and syntactically.

Voice is also considered one of the critical issues in translation between English and Korean because of the differences in the usages between the two languages.

Passive voice sentences are derived from active voice sentences, which is a universal phenomenon detected in every language (Y. Lee 2000:52), and both Korean and English have their own specific rules of the use of passive voice. In Korean grammar, voice is classified into three categories: active voice (*neung-dong*), passive voice (*pi-dong*) and causative voice (*sa-dong*). The classification has been done mainly based on who or what the subject of a sentence is. “If an agent is the subject, the sentence is an active sentence. If a patient is the subject, the sentence is a passive sentence. If a causer is the subject, the sentence is a causative sentence” (I. Lee 2005:264). Since the classification is related to who or what a subject is, this is also related to the issue of the selection of the subject described in the previous section. Unlike English where a wide range of inanimate subjects can be used, Korean language prefers an animated subject. For instance, “in many cases, passive sentences where inanimate subjects are used do not sound natural” (Ko and Ku 2008:344). On the other hand, voice in English divides into two: active and passive voice and these usages are similar to those in Korean. Causative sentences including verbs such as let, get, make etc. are not involved in the classification of voice in English, even though the uses are similar or the same as *sa-dong* in Korean.

Example 11(a): voice

Source text: use of the term "domestic violence" refers exclusively to violence **committed by** a heterosexual partner,

Target text: 가정폭력이라는 용어는 이성의 배우자에게서 **가해진** (*ka-hay-cin*)폭력을 가리키며,

Back translation: refers to only violence **inflicted** by a heterosexual partner

In example 11(a), the concerned part of the source text is ‘(which is)

committed by' and the student translated it literally. This is a typical example of voice errors found in translations from English into Korean. On the other hand, as seen in Example 12(b), some errors were found in the form of a passive verb.

Example 11(b): voice

Source text: Measure them until you are convinced, because this is a case where seeing is not believing.

Target text: 보이는 것이 전부가 아닌 상황이기 때문에, 내 말이 안 믿겨지는 (*mit-kye-ci-nun*) 독자들은 반드시 자를 가지고 길이를 재어보길 바란다.

Back translation: Because it is not the situation that seeing is everything, readers, who **cannot be believed by** my words, measure the length using a measuring stick.

In Example 11(a), there is no need to use passive voice in the target text. In addition the word '믿겨지는 (*mit-kye-ci-nun*)' is not the correct form of the passive voice of the predicator '믿다 (*mit-ta*)'.

Example 11(c) is a typical example of errors in the use of causative voice in Korean.

Example 11(c): voice

Source text: Both the legs and the orientation **facilitate the illusion** that the table tops are different in Figure 1.1, so removing these distracters restores the visual system to its usual amazingly accurate state.

Target text: 바로 테이블다리과 테이블이 놓여있는 방향이 우리를 혼란 시키는 (*hon-lan-si-khi-nun*) 방해요인이다. 이런 방해요소들이 제거되면 우리의 시각체계는 놀라울 정도로 정상으로 회복된다.

Back translation: table leg and the orientation are the factors that **make us confused**. If these hindering factors are removed, our visual system is resorted to normal amazingly.

In Example 11(b), if the affix '시키다 (*si-khi-ta*)' is used to make

‘causative verb’⁴ in Korean, the subject should be a ‘human’.

The final issue is an incomplete sentence, which means the target text needs more elements to be a correct sentence. Although the Korean language allows a wider range of omissions than English, essential elements of a sentence should not be omitted. For instance, in Korean, the subject of a sentence can be omitted, but this is allowed only when the subject is known from the context. An important element to point out an incomplete sentence is predicators: a certain number of arguments should appear in a sentence, according to the predicators.

Example 12: incomplete sentence

Source text: If you like, you can put this visual to good use when you encounter others who are equally human and who are disposed to gamble away their money, say, at a bar.

Target text: 기회가 된다면 지극히 평범하지만 술집 등지에 돈을 걸고 내기하는 것을 즐겨 하는 사람에게 이 그림의 착시 효과를 **이용하는 것도 효과 만점이다** (*i-yong-ha-nun-kes-to hyo-kwa-man-cem-i-ta*).

Back translation: If there is a chance, to a person who is common but is disposed to gamble away money at a bar, will bring a good effect to use the effect of optical illusion.

In example 12, the predicators ‘이용하다 (*i-yong-ha-ta*: use)’ and ‘효과 만점이다 (*hyo-kwa-man-cem-i-ta*: bring a good effect)’ need a complement to correct this sentence. The examples above suggest that errors occur because of the influence of the source text and the lack of competence in Korean. In many cases, although the target text conveys the overall meaning, its quality can be described as low because of grammatical errors.

4. Conclusion

The purpose of this paper was to illustrate the importance of language abilities even though the focus of translation studies has moved from language to socio-cultural factors. To do this, 153 translations from English into Korean were analysed to show linguistic errors detected in translations. The actual numbers of errors indicate the seriousness of the errors, while the examples of errors displayed show the types of errors. The data indicates that when the source text was miscomprehended, the target text could not convey the overall meaning, and in some cases, the translated text does not make sense at all semantically and syntactically. Although the meaning of the source text can be transferred, if the target text contained grammatical errors, this affected the quality of the target text. All of the errors point out that students need to improve their language abilities in both Korean and English even after enrolling in translation programs. However, this is an on-going project, thus more detailed analysis would be needed such as the consequences of those errors and their significance in translation.

NOTES

1. The PACTE Group includes A. Beeby, L. Berenguer, D. Ensinger, O. Fox, A. Hurtado, Albir, N. Martínez Méliis, W. Neunzig, M. Orozco, M. Presas and F. Vega
2. Agreement refers errors occurring when the constituents of a sentence do not match with each other semantically and syntactically. This type of errors was mostly found in the relationship between the subject and the predicator of a sentence.
3. I. Lee (2005:2) generally described the word order in Korean: (a) Korean has a predicator-final structure or SOV structure. (b) A modifier comes before a modificand. (c) Function words such as postpositions and endings come after words or are attached as a suffix of a word. (d) Words in a bigger category in the meaning come before words in a smaller category in the meaning.
4. If a causer is the subject of a sentence in Korean, the sentence is a causative sentence. The usage is similar to 'causative verb' (eg. make, let, have) in English.

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Appendix 1

Translation Error Typology

| | | |
|------------------------|---------------------------------|---------------------|
| Causes of errors | Miscomprehension of source text | |
| | Misuse of Korean | |
| Types of errors | Lexical Errors | Wrong word |
| | | Loan word |
| | | Word to be refined |
| | | Redundant word |
| | | Wrong terminology |
| | | Collocation |
| | Syntactical Errors | Parts of Speech |
| | | Ending |
| | | Voice |
| | | Word order |
| | | Agreement |
| | | Incomplete sentence |
| | | Tautology |
| | Hygiene errors | Spacing |
| | | Punctuation |
| Results of errors | Distortion | |
| | Ambiguity | |
| | TT unacceptability | |
| | Information Loss | |
| Significance of errors | Major | Minor |

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