



RESEARCH PAPER

An Evaluation of Urdu Translation of Hilton's Goodbye, Mr. Chips by Parveen Ameen-ul-Haq

¹ Uzma Nosheen * ² Dr. Saqib Mahmood ³ Javed Iqbal

1. M. Phil English, Department of English, GIFT University Gujranwala, Punjab, Pakistan
2. Assistant Professor, English Department, GIFT University Gujranwala, Punjab, Pakistan
3. Lecturer, English Department, GIFT University Gujranwala, Punjab, Pakistan

PAPER INFO	ABSTRACT
<p>Received: June 04, 2021</p> <p>Accepted: August 18, 2021</p> <p>Online: August 20, 2021</p> <p>Keywords: Evaluation, Hilton's Goodbye Mr. Chips, Urdu Translation</p> <p>*Corresponding Author:</p> <p>saqib.mahmood @gift.edu.pk</p>	<p>This study has evaluated Urdu translation of Hilton's novel Goodbye, Mr. Chips. This novel is translated into Urdu by Parveen Ameen-ul-Haq in Pakistani context. Although the discipline of translation studies is flourishing in Pakistan, but relatively less attention is paid to the evaluation of translations of literary texts which are part of curriculum of Pakistani schools and colleges. Majority of the work deals with assessment of translations of the Holy Quran. The research is a step forward to address this issue. The study uses qualitative research paradigm and Nida's theory of translation to investigate the selected text. In order to fulfill the aim of the study, twelve passages from eight different chapters of the novel were selected and analyzed in the light of Nida's translation approach. The analysis reveals that the selected translation follows Nida's approach of translation to a great extent. Although the translator seems to deviate from Nida's theory of translation at some instances, but still she is successful in preservation of the original meanings in the translated text. 'Additions' and 'omissions' are made by the translator and domestication strategy is also used to make the translation acceptable for the target audience. Moreover, the translation is comprehensible for an average target reader and reproduce the effect of the original text. This study highlights not only the importance of translators' training but also significance of the evaluation of translations of the texts which are part of curriculum of Pakistani schools and colleges.</p>

Introduction

Home Language The current study deals with the evaluation of Urdu translation of a novel *Goodbye, Mr. Chips* (Hilton, 2016). The translation is produced by Ameen-ul-Haq and entitled as (Ameen-ul-Haq, 2015). Evaluation of this translation implies analysis of the TT on the basis of a particular theory to find out not only "suitability and usability" of source text but also "the translational and linguistic competence and intercultural awareness" of the translator (Mobaraki & Aminzadeh, 2012, p. 63). The objective of the study is to investigate the applications of Nida's theory of translation on Hilton's *Goodbye, Mr. Chips'* Urdu translation by Ameen-ul-Haq. The study will check the

application of Nida's theory of translation based on formal and dynamic equivalence for the better understanding and evaluation of the target text (TT). The evaluation of this text does not mean merely pointing out its errors but also to describe the intricacies involved in translating procedures and explore whether the translated text is successful in achieving its goals or not. The process of translation evaluation also helps in establishing a translator's authenticity and credibility.

Although there is abundant research in the field of translation studies, yet the domain of translation evaluation is generally less discussed and insufficiently researched (Hatim & Mason, 2005). Specifically, in Pakistan the discipline of translation studies is flourishing and substantial research has been conducted in this field, but still the area of translation evaluation needs to be explored more. It can be noticed that a major part of translation evaluation research, in Pakistan, is dedicated to the evaluation of translations of sacred texts. Although English is taught as a compulsory subject and many English literary works are part of Pakistani schools and colleges curriculum. But it is noteworthy that there is a little work that is related to the evaluation of translations of literary texts that are part of curriculum of Pakistani schools and colleges. Punjab textbook board, Pakistan have added a selection of English plays, poems, short stories and a novel *Goodbye, Mr. Chips* (Hilton, 2016) in the curriculum designed for the students of intermediate level. Urdu translations of these texts are available in the market and are extensively used by the students in order to comprehend these texts. The study deals with evaluation of Urdu translation of the novel *Goodbye, Mr. Chips* (Hilton, 2016). The selected Urdu translation is created by Ameen-ul-Haq (2015) under the title _____ and is still unexplored by the researchers.

Nida's Theory of Translation

Nida's theory of translation has been selected in order to evaluate the TT. Nida introduces two types of equivalence, formal equivalence and dynamic equivalence. Nida elaborates his translation theory by stating that "formal equivalence focuses attention on the message itself, in both form and content" whereas in the dynamic equivalence "the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message" (Nida, 1964, p. 159). He "rejects the former as a gloss translation" and dynamic equivalence "becomes the cornerstone of his translation theory" (Hu, 1992, p. 296).

While denying the presence of identical equivalents in translation, Nida insists on finding the closest achievable natural equivalents. The dynamic equivalence approach is beneficial for the current study. It is because the study involves the investigation of a translation of a text from English into Urdu. Both these languages share minimum level of correspondence. Thus, the search for 'closest natural equivalents' may be regarded as a suitable strategy for translation process.

Nida (1964) states that both form and content are inseparable, but he favors to sacrifice the form of the message in order to save the content. The degree to which form can be changed can be determined by the linguistic and cultural characteristics shared by two languages (Nida & Taber, 2003). The closely related languages like English and German, sharing the same cultural settings, require less transitions in form when

translated from one into another (p. 5). But the translation from English into Urdu demands considerable changes in the form of the message in order to preserve the content as both languages not only have different structural patterns but also belong to different cultural settings. The evaluation of TT requires the inspection of the fact that to which extent the translator is successful in making these transitions without disturbing the meanings of the ST.

The domesticating strategy of translation is an essential feature of Nida's dynamic equivalence approach. The concept is opposite to the idea of foreignization presented by Venuti (Munday, 2013). Foreignization focuses on preservation of source text elements. It is also important to note that due to cultural and linguistic differences "no translation can be absolutely free either of domestication or foreignization" (Mehmood, 2017, p. 41).

According to Nida, the purpose of creation of a translation is lofty than the mere transformation of meaning in a given context. It also involves recreation of original impact of the source text, within target text's language system's limitations (Nida & Taber, 2003). Nida further insists that comprehension is another factor that determines the adequacy of a translation. He asserts that, "when a high percentage of people misunderstand a rendering, it cannot be regarded as a legitimate translation" (Nida and Taber, 2003, p.2). Nida points out another aspect of a correct translation that it must not be stylistically heavy. The embellished expressions and bombastic vocabulary are not the merits but flaws of a translation as these can make the comprehension of meaning of a message, an unachievable task. As the intended audience of Urdu translation of *Goodbye, Mr. Chips* (Hilton, 2016) are Pakistani students of intermediate level, the correctness of this translation is determined by its level of comprehensibility by these students. Thus, the aforementioned features of Nida's theory makes it a suitable approach for the evaluation of the TT.

Literature Review

What is Evaluation?

The term evaluation "refers to the comparison of data to a standard for the purpose of judging worth or quality" (Susnienė & Virbickaitė, 2012, p. 88). So far the evaluation of translation is concerned, Horguelin (1985) states that a subjective approach dominates the history of translation evaluation. The first remarkable advancement in search of the "objective systems of evaluation" is traced "back to the 1959 FIT Congress, which centred on the theme of quality in translation" (p. 273).

Melis (1997) believes that there are three areas of translation which are tenable for the purpose of evaluation (p. 273):

- 1- Published translations
- 2- Work of professional translators, and
- 3- Translation teaching (Martínez Melis & Hurtado Albir, 2001).

Translation evaluation is highly significant research area as it not only establishes the authenticity of a translation but also manifest the proficiency of a translator. It not

only measures the existing competence but also helps the evaluator to find out the areas where there is still a need to develop competence (Schäffner & Adab, 2000).

Translation Evaluation Methods

There are various methods to evaluate the translated texts. House says, "...different views of translation lead to different concepts of translational quality and hence different ways of assessing it" (House, 1997, p. 1). Nida states that "Good translations inevitably represent effective theories" (p. 7), and "inadequate translations almost always reflect a wrong theory" (Di & Nida, 2006, p. 8). This statement clearly reflects the importance of a theory both for practice and evaluation of a translated text and strongly rejects the idea that a person who is capable of speaking and writing the source and target languages, is capable enough to be a translator. This misconception has resulted in production of various mistranslations. He further defines a theory as "an organized set of principles pointing the way to finding proper solutions" (Di & Nida, 2006, p. 7).

Theories of Translation

The following discussion deals with some important theories which are used by the researchers to evaluate different types of translations.

Catford's concept of translation

Catford says that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (Catford, 1978, p. 20). Catford's translational approach is linguistic-based and quite different from that followed by Nida. He uses the word 'textual material' instead of 'text' because he believes that generally the source text is partially translated into the target language. He also uses the term 'equivalence' by which he means that the grammar, lexis and graphology of the source language and target language must be equivalent. This clearly indicates that his concept of equivalence is different from the idea of equivalence used in the current study for analysis of the selected target text. Catford says that to find out the TL equivalents is the main challenge for a translator and equivalence is also the main objective of a theory. "A central task of translation theory is that of defining the nature and conditions of translation equivalence" (Catford, 1978, p. 21). Catford suggests the types and shifts in translation in terms of extent, levels and ranks. He presents the concept of full or partial, rank bound or unbound, total or restricted types of translations.

Catford introduces the idea of translational shifts. Leonardi states that translational shifts are divided into structural shifts, class shifts, unit shifts and intra-system shifts (Leonardi, 2000). The situation of the translator and cultural aspects are most important part of translation process but this paradigm is ignored by Catford while drawing his translation procedures. Moreover, he attaches all importance to the linguistic aspects of translation. These factors make it a flawed model to evaluate purpose oriented translations like the translation of *Goodbye, Mr. Chips*, but the same factors make it a suitable model for evaluation of machine translations.

Skopos Theory of Translation

Skopos theory evolved in Germany in late 1970 and has propagated a sociocultural and functionally oriented concept of translation. This theory directly addresses to the function that a translated text is desired to perform in a specific culture for specific readership (Schäffner, 1998). Nord states that skopos asks to “translate/interpret/speak/write in a way that enables your text/translation to function in the situation it is used and with the people who want to use it and precisely in the way they want it to function” (Nord, 1997, p. 29). Skopos theory gives more importance to target text readership, its situation and cultural background. Skopos theory is generally considered inappropriate to apply on literary and religious texts, as both these types attach more importance to their author’s intentions but in contrary, can be used effectively for scientific translations, contracts, and tourist guides.

Newmark’s Translation Approach

Newmark states that translation is “rendering the meaning of a text into another language in the way that the author intended the text” (Newmark, 1988, p. 5). Wang (2014) suggests that Newmark’s translation approach is based on theory of cross-cultural communication and applied linguistics. Newmark presented the idea of semantic and communicative translation (Wang, 2014, p. 15). Semantic translation focuses on the SL culture and author that accounts for superiority of ST over TT. Newmark illustrates a V diagram to express his translating method’s classification (p. 45).

SL emphasis	TL emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

Translation Methods (Newmark, 1988, p. 45)

The above diagram indicates that translation is divided into two groups, one group focus attention on source language whereas the second group emphasize target language.

Newmark’s concept of semantic and communicative translation is much resembled with Nida’s concept of formal and dynamic equivalence respectively. But he contradicts Nida on ‘response of the receptor’ and considers it a mere illusion. He says that “equivalent effect is the desirable result, rather than the aim of any translation” (Newmark, 1988, p. 48).

A few historical mistranslations

In 2005, BBC culture published an article “The greatest mistranslations ever” taking in account some historical mistranslations, where a single word or phrase

mistranslation affected multiple communities (Macdonald, 2015). The article states that in 1877, an Italian astronomer Schiaparelli was mapping Mars. The director at observatory named Mars' light and dark areas as seas and continents and used the Italian word 'canali' for what he perceived as channels. The word was later translated as 'canals'. This mistranslation resulted in formulation of a theory that there were signs of life on Mars. It was followed by large scale mapping of Mars and publication of three books, but later the researchers proved that these canals were merely product of translation. US president, Jimmy Carter, visited Poland in 1977 and tour was historical with respect to translation blunders. There were mistranslations at several occasions during his visit, and surprisingly by multiple translators. (Macdonald, 2015).

The aforementioned examples clearly shows the importance of translation evaluation as part of translation training. If a translator is knowledgeable enough to select a suitable method of translation to meet the specific demands of a project, the possibility of such blunders can be minimized. The aim of the current study is also to find out that either the translator of *Goodbye, Mr. Chips* is successful in choosing the right method of translation and applying it correctly to get the intended results or not.

Material and Methods

Nature of the study

This study is qualitative in nature. In the current study both research questions start with 'what', which indicates that this study involves in 'what is going on' in contrast to quantitative research questions that start with 'why' and find out cause and effect or a relationship between variables (Creswell, 1998, p. 17). The current study also adopts qualitative inquiry method as the answers of the research questions demand to give a 'detailed view of the topic' and exploration of an issue with its various complexities (Patton, 1980, p. 17).

In the current research the researcher acts as a tool of research who is involved in not merely collecting and analyzing data but the researcher's personal observations also play a key role in the production of results. The fact act as a rationale to the use of qualitative inquiry for the current research as "in the qualitative inquiry the researcher is the instrument" (Patton, 1980, p. 14). Moreover, a solid philosophical assumption, in the form of Nida's theory of translation (1964, 69) is used to conduct this research. The selected theoretical framework also supports the use of qualitative method in the current research.

Data and Sampling

Hilton's novel *Goodbye Mr. Chips* (Hilton, 2016) and its Urdu translation by Ameen-ul-Haq (2015) are selected as data for the current research. The rationale behind selection of this novel is that it is part of Pakistan's higher secondary schools' curriculum (in Punjab) and has been taught for more than fifty years. The translation of a text that is part of a curriculum is a sensitive issue as a curriculum is designed to impact the minds of students in a particular way. Thus, the evaluation of such translated texts is important and provide a sound base for the research. The novel comprises of eighteen chapters. For the

current research, six chunks of text from different chapters of this novel and their respective translations are selected and analyzed according to Nida's theory of translation (1964, 69). The rationale behind the selection of different textual segments is to present the uniform image of the entire text. The selected paragraphs can be stated as the representative of the entire novel and the analysis of this selected data produce the results that can be generalized on the entire text.

Results and Discussion

Data Analysis

Text 1

"Never mind; you're full young; it's largely a matter of experience. You have another chance here. Take up a firm attitude from the beginning— that's the secret of it" (Hilton, 2016, p. 2).

"خیر... کچھ مضائقہ نہیں... ابھی تم، نوگرفتار ہو اور یہ مسئلہ پختگی طلب ہے۔ تجربہ ہی اس کا حل ہے۔ یہاں تمہارے لیے ازسرنو ایک موقع ہے اور ایک بات کہوں، گربہ کشتن روزاول، ان آفت کے پرکالوں کو پر پرزے نکالنے سے پیشتر ہی کس کر رکھا جائے تو پھر خاصے سیدھے ربتے ہیں۔"

(Ameen-ul-Haq, 2015, p. 14)

These lines are also selected from chapter 1. Nida's concept of dynamic equivalence is followed in the translation of the first two sentences. There is no word to word or literal translation and focus is again on exploration of deeper meanings. For example, ' ' is not literal translation of 'young'. Similarly, ' ' is not literal translation of 'another', but still original meanings are conveyed and a response similar to that of original, is evoked. But the third sentence shows a violation of Nida's principles of translation. Nida focuses on simplicity of expression in order to make the translation easily comprehensible (Nida & Taber, 2003). Translation of this sentence contains more difficult and less comprehensible vocabulary as compared to the original sentence. The target audience of this translation are Pakistani students of intermediate level with limited experience. They may find it difficult to capture the intended meanings of this sentence. Moreover, the comparison of translated and original text of this particular sentence reveals that the translated sentence does not carry the spirit and essence of the original and may mislead the intended readership.

Text 2

But if it had not been this sort of school it would probably not have taken Chips. For Chips, in any social or academic sense, was just as respectable, but no more brilliant, than Brookfield itself (Hilton, 2016, p. 4).

بروک فیلڈ اگر ایسا سکول نہ ہوتا تو شاید چپس کو قبول نہ کرتا کیونکہ چپس بھی تو اپنی خاندانی، علمی، معاشرتی غرض پر حیثیت سے ایک متوسط طبقے کا شریف انسان تھا اور پس۔ اس میں کوئی بھی تو ایسا غیر معمولی جوہر ابدار نہ تھا جس کی چکاچوند، بروک فیلڈ کو خیرہ کر دیتی اور وہ اس آب و تاب کا متحمل نہ ہو سکتا۔

(Ameen-ul-Haq, 2015, p. 19)

This paragraph has been selected from chapter 2 of the selected novel. The Urdu translation of first line of this paragraph is produced according to Nida's theory of dynamic equivalence. The focus of the translator is on transformation of meaning of the original text. It is a specimen of sense to sense translation rather than word to word translation. For example, 'ایسا' is not literal translation of 'this sort' and similarly, 'اس میں کوئی بھی تو ایسا غیر معمولی جوہر ابدار نہ تھا' is not literal translation of 'taken'. It is visible that the sentence structure and grammatical rules of TL has been followed by the translator. However, while translating the second sentence, the translator shows deviation from Nida's theory. The original sentence conveys the message that although both Mr. Chips and Brookfield were not outstanding, they were equally respectable. They were neither superior nor inferior to each other. But Urdu translation of this sentence 'اس میں کوئی بھی تو ایسا غیر معمولی جوہر ابدار نہ تھا' جس کی بروک فیلڈ کو خیرہ کر دیتی اور وہ اس آب و تاب کا متحمل نہ ہو سکتا' gives the impression that Chips was somehow inferior to Brookfield. Thus, the translation of this sentence may mislead the target audience as it fails to convey the original message of the particular sentence. But this instance can be taken as an example of domesticating translation. Here the translator prefers not only the TL but also target culture norms to make the translation acceptable for the target audience.

Text 3

Mrs. Wickett, before she saved money, had been in charge of the linen room at the School (Hilton, 2016, p. 6).

مسز وکٹ بروک فیلڈ میں ہوسٹل کی نگران رہ چکی تھیں اور اب اپنی کفایت اور سلیقے سے پس انداز پونجی سے یہ بلڈنگ خرید چکی تھیں۔ دو ایک کرائے دار رکھ لیے تھے اور اطمینان کی زندگی گزار رہی تھیں۔

(Ameen-ul-Haq, 2015, p. 23)

This sentence is selected from chapter 3. While translating this sentence translator does not follow Nida's theory of translation. The translator sacrifices the original message during the translating process of this sentence. Moreover, the original and translated sentence does not elicit the similar response from their corresponding audience. For example, the original sentence does not provide the information that how Mrs. Wickett saved and utilized money. It also does not tell the reader that which type of life she is spending. Moreover, the original sentence describes Mrs. Wickett in charge of the school's linen room whereas, the translator depicts her as a hostel warden. This sentence may be translated as 'مسز وکٹ رقم پس انداز کرنے سے پہلے سکول میں چادریں تولیے غلاف وغیرہ رکھنے کے کمرے کی انچارج رہی تھیں'۔

Text 4

A pleasant, placid life, at Mrs. Wickett's. He had no worries; his pension was adequate, and there was a little money saved up besides. He could afford everything and anything he wanted. His room was furnished simply and with school-masterly taste; a few bookshelves and sporting trophies; a mantelpiece crowded with fixture cards and signed photographs of boys and men; a worn Turkey carpet; big easy-chairs; pictures on the wall of the Acropolis and the Forum. Nearly everything had come out of his old housemaster's room in School House. The books were chiefly classical, the classics having been his

subject; there was, however, a seasoning of history and belles-lettres. There was also a bottom shelf piled up with cheap editions of detective novels. Chips enjoyed these. Sometimes he took down Vergil or Xenophon and read for a few moments, but he was soon back again with Doctor Thorndyke or Inspector French (Hilton, 2016, p. 7).

مسز وکٹ کے ہاں زندگی بڑی خوشگوار ٹھہری ہوئی اور پر سکون تھی۔ ہر تشویش و پریشانی سے خالی۔ مالی ضروریات کی کفالت کو معقول پنشن ہی کافی تھی۔ پھر ایک چھوٹی موٹی رقم پس انداز بھی پڑی تھی اور اب ایسی کوئی خواہش یا ضرورت نہ تھی جس کی وہ تکمیل نہ کر پاتا۔ اس کے کمرے کی آراستگی اس کے سادہ اور پیشہ ورانہ ذوق کی آئینہ دار تھی۔ دو چار الماریاں کتابوں سے بھری ہوئی۔ ایک آدھ انعام جو کھیل کے میدان میں اس کی کامیابی کی یادگار تھا۔ آتشدان کی کارنس پر کارڈوں، سابقہ طالب علموں اور جاننے والوں کی دستخط شدہ تصاویر کا ذخیرہ سجا ہوا تھا۔ ایک بوسیدہ سا ٹکڑا ایرانی قالین کا۔۔۔۔ بڑی بڑی آرام کرسیاں۔۔۔۔ دیواروں پر سکول کی زندگی سے متعلقہ گروپ فوٹو آویزاں۔ یہی اس کی کائنات تھی۔ اس سامان کا بیشتر حصہ اس کے عہد ملازمت کی یادگار تھا۔ بیشتر کتابیں قدیم یونانی اور لاطینی ادب سے متعلق تھیں کیونکہ یہی مضمون اس نے عمر بھر پڑھایا تھا۔ کہیں کہیں شیشوں کی آڑ میں کوئی انگریزی ادب کاشابکار یا تاریخی کتاب پر بھی نظر پڑ جاتی۔ سب سے نیچے کے خانوں میں جاسوسی ناولوں کے سسٹے ایڈیشنوں کا انبار ٹھونس رکھا تھا۔ چیس کو ان سے خاصی دلچسپی تھی۔ وہ ورجل جیسے لاطینی مصنف کی کوئی کتاب نکالتا چند لمحے کی ورق گردانی کے بعد اسے دوبارہ الماری میں سجادیتا اور اپنے مقبول کردار ڈاکٹر تھاون ڈایک یا انسپکٹر فرنچ کے ساتھ کسی پراسرار بھید کو سلجھانے میں مصروف ہوجاتا۔

(Ameen-ul-Haq, 2015, pp. 24, 25)

This paragraph has been selected from chapter three of the novel *Goodbye, Mr. Chips*. Translation of this text is made according to the principle of dynamic equivalence presented by Nida. The spirit of the ST is preserved in the TT. Moreover, target language's grammatical rules are followed while producing the TT. Sometimes the translator uses multiple words in the TT to convey the meaning of a single word of the ST. For example 'placid' is translated as 'ٹھہری ہوئی اور پر سکون'۔ It is also visible that here is no word to word or literal translation. For example 'He had no worries' is translated as 'ہر تشویش و پریشانی سے خالی' similarly 'his pension was adequate' is translated as 'مالی ضروریات کی کفالت' and 'a little' is translated as 'چھوٹی موٹی'۔ These examples indicate that the translating procedures of sense to sense translation are adopted by the translator while creating the TT. The translator adds some information which are not given in the ST. For example 'sporting trophies' is translated as 'ایک آدھ انعام جو کھیل کے میدان میں اس کی یادگار تھا' Whereas, the ST does not provide any information about the number of trophies Chips has won in sports. The translator has ignored some terms of the ST while translating it. For example, in this paragraph the terms like 'Acropolis' and 'Xenophon' are left untranslated. One of its reasons may be that the translator wants to reduce the foreign elements in the translated text. But it is noteworthy that above discussed additions and omissions do not disturb the actual message of the selected paragraph. Here the meaning of the ST and the TT are equivalent and the selected paragraph evoke the similar response both in original and target text's audience. Even if this paragraph is analyzed at sentence level, there is no ambiguity in translation. It is easily comprehensible for an average reader and led to no confusion.

Text 5

And then that frenzied Edwardian decade, like an electric lamp that goes brighter and whiter just before it burns itself out.

Strikes and lockouts, champagne suppers and unemployed marchers, Chinese labor, tariff reform, H.M.S. Dreadnought, Marconi, Home Rule for Ireland, Doctor Crippen, suffragettes, the lines of Chatalja.... And April evening, windy and rainy; the fourth form construing Vergil, not very intelligently, for there was exciting news in the papers; young Grayson, in particular, was careless and preoccupied. A quiet, nervous boy (Hilton, 2016, p. 24).

ملکہ وکٹوریہ کے بعد شاہ ایڈورڈ کامجنونانہ عہد حکومت، تعزیرات سے چور چور اس شمع کی طرح جو گل بوجانے سے پہلے زیادہ اب وتاب سے بھڑک اٹھتی ہے۔ بڑتالیں... تالہ بندیاں... شیمپین کے جاموں میں ڈوبی شب بیداریاں... بیروز گاروں کے جلوس، چینی مزدوروں کے مسائل... ٹیکس قوانین کی اصلاح... مارکونی... آنرلینڈ کی خود مختاری... خواتین کی تحریک آزادی اور ووٹ کا حق۔ ڈاکٹر کرپن اور ایچ۔ ایم۔ ڈریڈنوتوز... کیا ہنگامی دور تھا۔

اپریل کی ایک شام... بادوباراں کا زور... طوفانی شام... چوتھی جماعت ورجل کے کلام کی باریکیوں کو پا لینے کی ناکام سی کوشش میں غلطان۔ صبح کے اخبار میں ایسی سنسنی خیز خبر چھپی تھی کہ سب کے ذہن منتشر ہو رہے تھے۔ بالخصوص بیچارہ گرے سن تو عدم توجہی اور غفلت کا خاص شکار تھا خاموش طبع قدرے شرمیلا سالز کا!

(Ameen-ul-Haq, 2015, pp. 56, 57)

This paragraph is selected from chapter 10 of the novel *Goodbye, Mr. Chips*. The translation of this paragraph shows that it has been done according to Nida's theory of translation based on dynamic equivalence. The ST ethos are preserved in the TT. Moreover, the paragraph is not literally translated. For example, the word 'electric lamp' is translated as 'شمع کی طرح جو گل بوجانے سے پہلے زیادہ اب وتاب سے بھڑک اٹھتی ہے' and 'champagne suppers' is translated as 'شیمپین کے جاموں میں ڈوبی شب بیداریاں'. It is also important to note that translator has made some additions in the TT. While translating the second sentence of the selected paragraph the translator adds 'قدرے شرمیلا سالز کا!' at the end of the sentence. This addition helps in comprehension of the message of this particular sentence as the target audience of the Urdu translation may be unaware of the tumult prevalent in that particular era in English society. Whereas the original audience of the ST are English people who can easily comprehend the situation of unrest of that specific time span from the terms like Chinese labor, tariff reform, and Home Rule for Ireland. The translator has also excluded the term 'lines of Chatalja' from the translated text. Such translating decisions are helpful not only in transportation of source text's intended message but also in generation of an equivalent response. A careful analysis of the translation of very first sentence of this paragraph shows that the translator must be vigilant while making translation decisions. While translating the first sentence the translator adds the terms like 'ملکہ وکٹوریہ' and 'تعزیرات سے چور چور' but here additions in the TT have opposite effect as compared to the second sentence. These words require extra effort on part of the target audience to understand the actual meaning of the translation. The translation of the remaining part of the selected paragraph follows the Nida's theory of translation as it carries the spirit and essence of the original text.

Text 6

He made new jokes, too - about the O.T.C. and the food-rationing system and the anti-air-raid blinds that had to be fitted on all the windows. There was a mysterious kind of rissole that began to appear on the School menus on Mondays, and Chips called it "abhorrendum" - "meat to be abhorred". The story went round - heard Chips's latest? (Hilton, 2016, p. 33).

ایک بار پھر اسے نئے لطیفے نئے چٹکلے سُوجھنے لگے۔ او۔ ٹی۔ سی کے متعلق اشیائے خوردونوش کے طریقہ راشننگ کے بارے میں اور ان سیاہ پردوں کے بارے میں جو ہوائی حملے کے دفاع کے لئے کھڑکیوں پر لگانے جاتے تھے۔ سکول کے کھانے کی میز پر ایک اجنبی قسم کا گوشت کا رول نمودار ہوگیا تھا جس سے ہر پیر کے دن سابقہ لازمی تھا۔ چپس نے اسکا نام ایبوریٹڈم یعنی "اشتہا کش نفرت آفرین" رول تجویز کر دیا۔ یوں چپس سے منسوب چٹکلوں میں ایک اور کا اضافہ ہو گیا۔ اب تو لڑکوں میں موضوع سخن یہ بھی رائج تھا کہ چپس کا جدید ترین لطیفہ کیا ہے۔ اور اکثر پوچھا جاتا "یار چپس کا تازہ لطیفہ سنا؟"

(Ameen-ul-Haq, 2015, p. 77)

This paragraph has been taken from chapter 14 of the selected English novel. The translation of this paragraph is made according to Nida's theory of translation. The translator has avoided literal translation while translating this paragraph. For example, 'He made new jokes, too' is translated freely as 'ایک بار پھر اسے نئے لطیفے نئے چٹکلے سُوجھنے لگے۔' The word 'mysterious' is translated as 'اجنبی'. The terms 'abhorrendum' and 'OTC' are borrowed and the word 'called' is translated as 'تجویز کردیا' Similarly, 'the story went around' is translated as 'یوں چپس سے منسوب چٹکلوں میں ایک اور کا اضافہ ہو گیا'. The overall impact of the translated paragraph is similar to that of original and there is no change in the intended meaning of the original paragraph. The grammatical structure and lexical rules of the TL are followed by the translator while translating the selected paragraph. The translator has enjoyed much freedom while translating the last phrase of this paragraph. The phrase 'heard Chips' latest?' is translated as 'اب تو لڑکوں میں موضوع سخن یہ بھی رائج تھا کہ چپس کا جدید ترین لطیفہ کیا ہے۔ اور اکثر پوچھا جاتا "یار چپس کا تازہ لطیفہ سنا؟"' The original phrase gives the impression that it is related to a particular incident where Chips mocked a meat dish that was served in school menus. But the translation of this phrase describes the attitude of students towards Chips's general sense of humor. Another phrase 'meat to be abhorred' is translated as 'اشتہا کش نفرت آفرین رول' instead of 'meat to be abhorred'. It can be observed that such translation decisions does not affect the overall meaning of the paragraph, neither it hinders the recreation of an effect same as that of original.

Findings

By carefully analyzing the selected data in the light of Nida's translation approach (1964, 69), the researcher finds out the following aspects:

1. The focus of the translator is not on word for word or literal translation. The analysis reveals that there is no formal equivalence between the ST and the TT.
2. The translator has ignored the structure of the original text. The ST comprises of 18 chapters, whereas the TT constitutes 15 chapters. This restructuring of the ST further indicates that the translator is less interested in preservation of the form of the ST. As Nida's concept of dynamic equivalence attaches less priority to the

form of the message, the reduction in structural units of the novel cannot be regarded a violation of Nida's translation approach.

3. The translator does not focus on surface meanings of words rather deeper meanings have been explored during the translating process. For example, while translating the last paragraph of chapter 4 of the ST, an English phrase 'head over heels in love' is translated as 'انتاقریب'. Similarly, while translating chapter 1 of the ST 'young' is translated as ' ' and 'another' is translated as ' '. These examples clearly illustrate that aim of the translator is to explore the actual and deeper meanings of the source text, which is the basic requirement of Nida's theory of translation.
4. Free translation strategy has been adopted by the translator at some places. For example, in chapter three 'sporting trophies' is translated as 'ایک آدھ انعام جو کھیل کے میدان میں اس کی کامیابی کی یادگار تھا'. In the same chapter "Mrs. Wickett, before she saved money, had been in charge of the linen room at the School" (Hilton, 2016, p. 6), is translated as "مسز وکٹ بروک فیلڈمیں ہوسٹل کی نگران رہ چکی تھیں اور اب اپنی کفایت اور سلیقے سے پس انداز پونجی سے یہ بلڈنگ خرید چکی تھیں۔ دو ایک کرائے دار رکھ لیے تھے اور اطمینان کی زندگی گزار رہی تھیں"۔ Xiang (2011) advises the translators to be cautious while enjoying the liberty of free translating. He says that this method can be opted to make a translation better than original but it must not be allowed to harm the original meanings (Xiang, 2011). Nida himself shunned the idea of using excessive paraphrasing during translating process (Di & Nida, 2006, p. 8). Thus, translation of the selected text from chapter 2 of the ST where 'at forty, he was rooted, settled, and quite happy' is translated as, 'چالیس برس کی عمر کو پہنچتے پہنچتے وہ قطعی طور پر یہیں کا ہو کر رہ گیا۔ جیسا پودا جڑ پکڑ جائے اور اب اسے اکھیڑ کر کہیں اور منتقل کرنے کا خیال بھی خلاف مصلحت ہونہ فکر فردا نہ ماضی۔ چپس کی زندگی پرسکون مسرت کے دھارے پر بہنے لگی' that can be regarded as violation of Nida's translation theory.
5. The translator has made some omissions while translating the source text. For example, while translating chapter 3 of the ST, the words like 'Acropolis' and 'Xenophon' are not translated in the TT. Omission is a phenomenon when translators "leave out material from the source text in order to make the translation intelligible and acceptable" to the target audience (Gross, 1996, p. 211).
6. The translator has also made some additions while translating the ST. For example, in chapter 6 of the ST 'but even where he did not accept, he absorbed' is translated as ' یہ ضرور تھا کہ وہ اس سے متفق ہوئے بغیر اس کی نو عمر روشن خیالی سے متاثر ہو گیا'۔ Sharma (2015) notices that, "the optimum use of addition adds clarity and brings local transformation" (Sharma, 2015, p. 5). Nida's theory of translation allows such translation decisions if these aims to make the translation comprehensible for the target reader.
7. The cultural aspects have been taken into consideration by the translator while the formulation of the TT, which are example of domestication. The TT words like ' ' and ' ' can be regarded as examples of this translation strategy.

8. The elements of 'foreignization' can also be observed in the translation. The borrowing of words like 'prep' in chapter 1 of the TT and reference to the characters of detective novels like Doctor Thorndyke or Inspector French in chapter 3 of the TT, are few examples of foreignization. Even the title of the novel carries the element of foreignization. The title *Goodbye, Mr. Chips* is translated as *الوداع چیس صاحب*. although, it can be translated as *الوداع چیس صاحب*. Nida and Taber state that "the best translation does not sound like a translation" (Nida & Taber, 2003, p. 12), but the analysis of the selected text reveals that the TT carries the elements of foreignization and it appears like a translation.
9. There are some translation errors in the TT. Some translated words and phrases fail to convey the actual meanings of their equivalents in the ST. For example, in chapter 3 of the ST Mrs. Wickett is introduced as in charge of the linen room but the translation of the text depicts her as *بوسٹل کی نگران*. Thus, it can be inferred that the translator deviates from Nida's translation approach at some places.
10. At some points the translator has used comparatively difficult vocabulary and form of expression. It makes the TT, at such instances, less comprehensible than its respective ST. For example, while translating chapter 1 of ST 'you have another chance here. Take up a firm attitude from the beginning— that's the secret of it' is translated as *'یہاں تمہارے لیے از سر نو ایک موقع ہے اور ایک بات کہوں، گریہ کشتن روز اول، ان آفت کے پرکالوں کو پر پرزے نکالنے سے پیشتر ہی کس کر رکھا جائے تو پھر خاصے سیدھے ربتے ہیں؟'*
11. The analysis of the selected paragraphs demonstrates that the translator follows the lexical and grammatical rules of the TL while creating the selected translation. Thus, it can be surmised that the selected translation tends to be TL oriented.
12. The analysis deduces that the original meanings of the ST are preserved in the majority of the TT.
13. It can also be gathered from the analysis that original effect of the ST is recreated by the translator in majority of the TT. It further leads to elicitation of an equivalent response, which is base of Nida's theory of dynamic equivalence.

Suggestions

The research encourages to evaluate the translations of other texts that are part of curriculum of Pakistani schools and colleges. The translation of such texts is a sensitive issue as compared to the texts which are not part of any curriculum. It is because the texts included in a curriculum have impact on comparatively a vast readership. The researchers may select different texts studied at different educational levels. Similarly, different literary genres and different theoretical framework can be opted for the future research.

References

- Ameen-ul-Haq, P. (2015). : National Book Foundation Islamabad.
- Catford, J. C. (1978). *A linguistic theory of translation*: Oxford University Press.
- Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five tradition. In: Thousand Oaks, CA: Sage.
- Di, J., & Nida, E. A. (2006). *On translation: An expanded edition*: City University of HK Press.
- Gross, C. (1996). Translation by Omission. *The Bible Translator*, 47(2), 211-217.
- Hatim, B., & Mason, I. (2005). *The translator as communicator*: Routledge.
- Hilton, J. (2016). *GOOD-BYE, MR. CHIPS* (1st ed.): Khyaban Press LHR.
- House, J. (1997). *Translation quality assessment: A model revisited* (Vol. 410): Gunter Narr Verlag.
- Hu, Q. (1992). On the implausibility of equivalent response (Part I). *Meta: Journal des traducteurs/Meta: Translators' Journal*, 37(2), 289-301.
- Leonardi, V. (2000). Equivalence in translation: Between myth and reality. *Translation Journal*, 4(4), 8942.
- Macdonald, F. (2015). The greatest mistranslations ever. <http://www.bbc.com/culture/story/20150202-the-greatest-mistranslations-ever>
- Martínez Melis, N., & Hurtado Albir, A. (2001). Assessment in translation studies: Research needs. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 46(2), 272-287.
- Mehmood, N. U., Hazrat (2017). Strategies of Domestication and Foreignization in Howell and Caroe's English translation of Khushhal Khan Khatak's Diwan. *Pakistan Journal of Languages and Translation Studies*(2017), 40-59.
- Mobaraki, M., & Aminzadeh, S. (2012). A Study on Different Translation Evaluation Strategies to Introduce an Eclectic Method. *International Journal of English Linguistics*, 2(6), 63.
- Munday, J. (2013). *Introducing translation studies: Theories and applications*: Routledge.
- Newmark, P. (1988). *A textbook of translation* (Vol. 66).
- Nida, E. A. (1964). *Toward a science of translating: with special reference to principles and procedures involved in Bible translating*: Brill Archive.
- Nida, E. A., & Taber, C. R. (2003). *The theory and practice of translation* (Vol. 8): Brill.

- Nord, C. (1997). *Translating as a Purposeful Activity: Functionalist Theories Explained*. Manchester: St. Jerome.
- Patton, M. Q. (1980). *Qualitative research and evaluation methods*. *Book Qualitative Research and Evaluation Methods*.
- Schäffner, C. (1998). Skopos theory. In (Vol. 17): London and New York: Routledge,(235-238). *The Merck Manual Türkçe*.
- Schäffner, C., & Adab, B. (2000). *Developing translation competence* (Vol. 38): John Benjamins Publishing.
- Sharma, V. K. (2015). The Relevance of Addition, Omission and Deletion (AOD) in Translation. *International Journal Of Translation*, 27(1-2).
- Susnienė, D., & Virbickaitė, R. (2012). Translation and Definition of Terms Evaluation and Assessment. *Kalbu Studijos*(20), 85-92.
- Wang, Q. (2014). *Literary Mind gza\ in Translation—A Comparative Study on Strategies Regarding the Translation of Cultural Terms in Wenxin Diaolong*. Leiden University, Retrieved from Q Wang - openaccess.leidenuniv.nl
- Xiang, Y. (2011). Dynamic equivalence: features and merits. *Theory and Practice in Language Studies*, 1(9), 1253-1255.