

## TRANSLATION OF ENGLISH SOCIO-EDUCATIONAL COLLOCATIONS INTO ROMANIAN

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Majoritatea lingviștilor, lexicografilor, translatorilor și interpreților, și chiar a cei care studiază limba engleză, recunosc că colocațiile prezintă dificultăți majore, iar utilizarea lor corectă și traducerea sunt problematice. Explicația poate fi atribuită dificultății relative în precizarea elementelor care constituie o colocație, caracterului variabil al elementelor ce se pot combina pentru a forma o colocație în diverse limbi. Colocațiile sunt o sursă care prezintă dificultate pentru translatori, deoarece, în majoritatea cazurilor, ele nu pot fi traduse cuvânt cu cuvânt. Traducătorul ar trebui să cunoască sensul colocației din limba-sursă ca o unitate inseparabilă și apoi să o interpreteze în limba-țintă utilizând o colocație echivalentă acceptabilă care este tipică pentru această limbă. În afară de aceasta, echivalentele cuvintelor care pot forma colocații într-o limbă nu vor forma colocații în altă limbă în mod obligatoriu. În astfel de cazuri, translatorul se va confrunta cu fenomenul cunoscut sub denumirea de restricții colocaționale.

În acest articol, intenționăm să evidențiem unele trăsături specifice ale traducerii colocațiilor care sunt frecvent utilizate în domeniul științelor sociale. Corpusul acestor colocații a fost selectat din diverse rapoarte, documente pregătite de către unele organizații internaționale. Dat fiind faptul că limba engleză devine limba discursului științelor sociale internaționale și că Republica Moldova este implicată în nenumărate programe și proiecte sociale, foarte multe documente sunt traduse din limba engleză. Acest fapt impune traducătorul să caute modalitățile exacte de redare a textului englez în limba română, iar limba engleză este foarte bogată în colocații.

A collocation is the tendency for certain words in a language to combine with one another, as against others that do not have this tendency of combining together, and the meaning of which can be deduced from at least one of the components of the collocation. Linguists, lexicographers, translators/interpreters and even EFL/ESL learners themselves have recognized collocation as a problem. Collocation is considered one of the major 'trouble spots' for translators. This may be ascribed to the relative difficulty in predicting the constituent elements of a collocation, the considerable variation in collocability across languages and the lack of adequate resources on collocation [1, p.7]. Collocations are a source of difficulty for translators because, in most cases, they “cannot be translated on a word-by-word basis” [6, p.5]. The translator should know the meaning of the collocation as a whole in the source language and then render it into an acceptable equivalent collocation typically used in the target language. Furthermore, the equivalents of words that collocate in one language do not necessarily collocate in another. In such cases, the translator will have to deal with the phenomenon known as collocational restrictions [4, p.206]. For example, *accident* and *chance* are synonyms and can be used interchangeably in the phrase *to happen by accident/ chance*. The two words are not synonyms in other contexts, and in such situations, they cannot be substituted for each other, e.g., *a traffic accident, to meet by accident, but to take one's chance, chances of peace* etc. Consequently, some collocations may sound odd and be misapplied when translated.

When speaking about the difficulties of translating lexical collocations from SL to TL, the researchers in the field refer to the use of collocations in the general language, but we intend to focus on the specific features of translating special language collocations, particularly those that occur frequently in social science field, specifically in the education area. The corpus of these collocations has been drawn from various international reports, documents, conceptual drafts that were developed by international organizations such as UNICEF, UNESCO in the field of education sciences and their official translations in Romanian. English is increasingly becoming the language of international social science discourse. Far more texts are translated *from* English than *into* English. The need for better translations of social science literature is palpable, given that, at present the Republic of Moldova is involved in many international programmes meant to bring changes and improvements in the educational system of the country, as well as in the social field. In order to implement these programmes, our country has to translate all the field-related literature. Given that the social science literature has emerged on Moldovan translation market recently, we may assume that translators from our country do not have enough experience in this field and they might face some problems in translating

social science terminology from English into Romanian. We shall examine in our study only one aspect that could be problematic in translation of social science texts, that is, the collocational aspect. In order to provide the best solutions for translating collocations, we have analyzed how English lexical collocations of different structural types were rendered into Romanian:

*E.g. The existing models of good practice in inclusive education and supported employment should be replicated on a more extensive scale.*

*Modelele de bună practică existente în domeniul educației incluzive și al angajării asistate trebuie puse în practică la o scară mai mare.*

The combination inclusive education is a collocation consisting of an adjective + noun, where the noun education is the base of the collocation and is defined in the Webster's New World Dictionary as "the process of training and developing the knowledge, skill, mind, character, etc., especially by formal schooling; teaching" and the adjective inclusive is the collocator, which is defined as "including or tending to include; especially, taking everything into account; reckoning", (Webster's New World Dictionary). As we can see from the example, the original structure of the source language collocation was not preserved into Romanian. In the translation we have a construction made up of a noun + noun + adjective: domeniul educației incluzive, which is a combination of words with high co-occurrence, rather than a collocation. The English collocation inclusive education was rendered into Romanian by means of two translation strategies, namely by means of *through translation* or *calque*, for example: *inclusive education – educație incluzivă* and addition, the noun *domeniu* was added, literally meaning "domain, field, area". The addition was a necessary strategy in this case, because from the context it was clear that the term inclusive education was not used with the meaning of "a type of education in which all the pupils with special educational needs are enrolled in ordinary classes in their district schools, and are provided with support services and an education based on their forces and needs" [7], but with the meaning of a specialized domain and a special system of education.

Sometimes Romanian translators render the English collocation inclusive education as educație integrativă (direct calques of the English collocation integrated education), considering erroneously this combination as being semantically synonymous to educație incluzivă. But there is an important difference between integration and inclusion. In some languages, it is not always possible to make the distinction between integration and inclusion. However, we believe that an understanding of the distinction between the two terms is essential to the correctness of translation. In the English specialized literature, the terminological collocation integrated education denotes a special type of education that essentially follows the medical model of disability, which sees the child as a problem and demands that the child is changed, or rehabilitated, to fit the system. Inclusive education is more in tune with the social model of disability which sees the system as the problem. The school and the education system as a whole is enabled to change in order to meet the individual needs of all learners. In other words, integrated education is about "going to school" whereas inclusive education is about "participating in school". Inclusive education incorporates a range of strategies within a community which ensure that all children have equal access to education. Thus, integrated education and inclusive education denote two different concepts and should not be used interchangeably in the process of translation.

The collocation supported employment was translated into Romanian by means of calque, as well: angajare asistată and we can observe that the structural pattern (adjective + noun) of the source collocation was preserved in the Romanian language. The term supported employment denotes "a special program designed with a built-in support mechanism to help people with physical, mental or developmental disabilities reach and keep their customized vocational goals and objectives" [7]. Supported employment also could be translated into Romanian as angajare sprijinită, given that both the verbs "a asista" (literally: to assist) and "a sprijini" (literally: to support) are semantically synonymous and have the meaning of giving help or aid. Analyzing these examples of specialized collocations, we can see that they do not pose serious translation problems, because their meaning is not ambiguous, the main problem in rendering these lexical combinations into the TL consists in the difficulty of choosing the right collocates.

*E.g. Both the minimum wage and disability benefits are very low, giving little incentive for people with disabilities to seek employment, and, although some people with disabilities are eligible for unemployment benefits, it is not possible to receive both unemployment and disability benefits.*

*Atît salariul minim pe economie cît și alocațiile, acordate în funcție de gradul de dizabilitate, sunt foarte mici, eșuînd astfel în a stimula persoanele cu dizabilități să caute un loc de muncă, și, deși unele persoane*

cu dizabilități sunt îndreptățite să beneficieze de ajutorul de șomaj, nu este posibil ca acestea să primească atât indemnizația de șomaj cât și cea pentru dizabilitate.

*Disability benefits* and *unemployment benefits* are two noun + noun collocations. In both examples, the head noun (or the base) is the word “benefit” which is defined in the Merriam-Webster Online Dictionary as: 1) “allowance of money to which a person is entitled as a citizen or as a member of an insurance society; financial help in time of sickness, old age, or unemployment”; 2) “a payment or service provided for under an annuity, pension plan, or insurance policy”; 3) a service (as health insurance) or right (as to take vacation time) provided by an employer in addition to wages or salary. The collocation *disability benefits* was translated into Romanian by a descriptive equivalent, alocații, acordate în funcție de gradul de dizabilitate, this translation strategy is also called linguistic amplification, when a source language word is generalized by using a description. In the Romanian social science texts, a calque of the English collocation *disability benefits* is also used, as in the example: “Bugetul de Asigurare Socială conține opt programe mari, dintre care beneficiile pentru dizabilitate sunt printre cele mai costisitoare”. In our opinion, the translation beneficiile pentru dizabilitate is not appropriate, given that in the Romanian language the word “beneficiu” does not imply the meaning of financial aid, allowance of money, social aid as in English, but it is used with the meaning of profit and financial gain achieved by a person or an industrial company. There are several recognized Romanian equivalents for the term *disability benefits*, such as indemnizație de boală, pensie pentru dizabilitate, indemnizație pentru dizabilitate.

For the collocation *unemployment benefits* we have the following Romanian equivalents: ajutor de șomaj and indemnizație de șomaj. It would not be reasonable to translate literally into Romanian language *unemployment benefits* as beneficii de șomaj, because this combination of words would suggest the meaning of gaining a financial profit from the unemployment. This is a case of false friends of a translator, which are words similar in form in both languages but different in meaning. Due to this specific feature, the translator transfers the usual meaning of a native word to the foreign word which has another meaning. As a result, the content of the original is distorted. Repeating the form of the international word a translator often forgets that complete identification rarely exists on the level of content and gives a false equivalent.

E.g. *As peer influence over adolescents is greater, the role of peer educators and outreach workers was stressed as an important way of delivering information in an accessible format and building skills of most at-risk boys and girls.*

*Deoarece influența semenilor asupra adolescenților este extrem de mare, rolul educatorilor de la egal la egal și lucrătorilor “outreach” a fost accentuat drept un mijloc important de a prezenta informația într-un format accesibil și de a forma abilitățile adolescenților aflați în situații de risc.*

In the example given above, we have the collocation *peer educators* which structurally consists of an adjective + noun. In Romanian translation, the pattern of the English collocation was transformed into a combination made of a noun + adjective: educatori de la egal la egal. This collocation common to the socio-educational field did not present any difficulties of translation; it was literally translated into Romanian and in the educational field, the terminological combination is already used as a recognized equivalent. The other collocation that we find interesting from the translation point of view is the noun + noun combination *outreach worker*. The noun *outreach* is defined in the English Explanatory Dictionary as the extending of services or assistance beyond current or usual limits (an *outreach* program); an *outreach worker*, by definition, is employed to reach out to the community in a direct way and much of their work is focused on family homes or education. This collocation does not have an established equivalent or a generally accepted variant of translation into Romanian. Some translators consider the collocations *social worker* and *outreach worker* as having the same meaning and use them interchangeably as, for example, in the following context: *Pentru copiii plasați la asistenți maternali programul include vizite săptămânale ale lucrătorilor sociali (Outreach Workers), oferirea de echipament necesar copiilor cu dizabilități și derularea de activități de recuperare și terapie/consiliere psihologică inclusiv la domiciliul acestora.*

We consider that it is necessary to make a difference between a social worker, who is a specialized and qualified worker and an outreach worker, who is not necessarily specialized in social assistance, or social science. Given that we do not have enough data regarding the precise qualification of these outreach workers, but we know that they carry out field activities for harm reduction (such as, reduction of drug consume) within their communities and also knowing that *outreach* involves meeting clients in their own environments

to engage them in treatment or assist them in accessing other needed services, we may suggest some semantic calques of the English *outreach workers*, such as *lucrători cu comunitatea* or *lucrători de intervenție pe teren/ lucrători de proximitate*.

In the above example, the translator literally translated the base of the collocation, that is, “worker” – “lucrător” and transferred into Romanian the collocater “outreach”, inverting it into quotation marks. It is not a very good translation choice, because the combination *lucrător “outreach”* is ambiguous, the target reader, especially if he or she is not a specialist in the social field, cannot understand its meaning. If we do not have an exact equivalent of a term in the target language, we may borrow the SL term, but in this case, it is necessary to give an explanation as a footnote or to give a descriptive equivalent into brackets.

In our research we investigated 108 lexical collocations selected from various international documents and publications belonging to the socio-educational field. Out of these 108 lexical collocations, 65 collocations are of adjective + noun type, 32 collocations have a noun + noun pattern and 10 of them have a verb + noun structural pattern. The structural patterns of collocations do not seem to have influenced the translator’s choice of a certain translation strategy. As a result of our analysis, we have come to the conclusion that the most widely used translation strategies for rendering socio-educational collocations into Romanian are:

1). *Calque or loan translation:*

**E.g.** inclusive curriculum - curriculum incluziv;  
 inclusive education - educație incluzivă;  
 curricular opportunities - oportunități curriculare;  
 intellectual disability - dizabilitate intelectuală;  
 inclusive school - școală inclusivă;  
 deinstitutionalisation process - proces de dezinstituționalizare.

2). *Literal translation:*

**E.g.** early intervention services - servicii de intervenție timpurie;  
 high risk groups - grupuri de risc sporit;  
 service provider - furnizor de servicii;  
 breach confidentiality - a încălca confidențialitatea;

3). *Word-for-word translation:*

**E.g.** health services - servicii de sănătate;  
 rights holders - deținători de drepturi;  
 receive training - a primi pregătire.

Among other translation techniques encountered during our investigation can be named: transposition, modulation, paraphrase, synonymy, recognized translation, functional equivalent and descriptive equivalent.

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