

The Examination of Language Games in Terms of Equivalence in Translated Text From English to Arabic of the Novel of *Jane Eyre* by Charlotte Brontë

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The concept of equivalence, which expresses the relations between the source text and the target text in the translation process, can be defined as finding the closest equivalent of the source text in the target text. In order for the translated text to have the same taste in the target language, the equivalence between the two languages should be good. Many novels have been translated from English to Arabic. This translation was translated from English to Arabic. *Jane Eyre* is in the Victorian England. The novel is about love between two people of different classes, underlining the pressures, class distinction, male domination in society. *Jane Eyre*, who was one of the first novels about women's freedom and rights, is also one of the most important works of romanticism. The author was inspired by his own life. In this study, language plays in Arabic translation of famous novelist Charlotte Brontë's *Jane Eyre* were examined in terms of equivalence. In addition to semantic, syntactic, linguistic, and stylistic dimensions, translation of language games such as proverb, idiom, metaphor, personification, and comparison, which are the main material of a decorated language, is emphasized and their equivalence is interpreted in the light of the theories of translation. The analysis of the selected sample sentences from the novel within the context of translation criticism shows that the translator preserves the form and content of the source text in a significant way and provides a translation equivalent to the original in terms of linguistic, syntactic, and semantic. The Arabic reader seems to be able to understand the language games in English in a similar way in their own language.

Keywords: Charlotte Brontë, *Jane Eyre*, language games, translation equivalence

Introduction

Translation is an important information transfer activity that provides communication between societies and individuals who do not speak the same language (Tanrikulu, 2016, p. 519). From the first ages to the present, this communication tool has been used in various ways. It is seen that translation has an important place in every field of life such as international relations, trade, science, technical, and cultural exchange. Equivalence refers to the nature of the quantities that are identical in value or function (TDK). In the translation process, the concept of equivalence, which expresses the relations between the source text and the target text, can be defined as finding the closest equivalent of the source text in the target text. In the narrower sense, it can be expressed as finding

the equivalent of the one described in the source text (Gündüzalp, 2008, p. 18). In translation, the concept of equivalence remains the focal point of research in the field of translation (Suçin, 2007, p. 19).

Charlotte Brontë's Life and Works

Charlotte Brontë was born in England on April 21, 1816. In 1824 Charlotte began to study with his brothers and sisters at Clergy Daughters, where they became ill after a while. In fact, his two brothers died here and then died. So he left the school. The remaining four brothers, Branwell, Charlotte, Emily, and Anne, began to pass time in their father's library. Here, they were building kingdoms among themselves, writing stories about the kingdoms they had built. During this period, their interest in literature increased and their imagination developed. This imagination would put his three sisters in the forefront of English literature. Charlotte attended Roe Head in Mirfield. He studied here in 1831-1832 and was the place where he met his best friends Ellen Nussey and Mary Taylor. After completing his studies, he returned to the same school as a teacher and worked as a teacher between 1835 and 1938. Charlotte, who served as a governor in various houses from 1839 to 1941, later began teaching in Brussels with his brother Emily. In 1846, three sisters published his first poetry book along with his pseudonyms. While the book sold two pieces in total, it was a great disappointment, but the brothers who did not surrender rolled up their sleeves for their first novels. Branwell died in 1948, the only son in the family, and Emily died the same year as her brother's funeral. Charlotte attracted the attention of the publishers because of the interest of his writings, especially when she wrote *Jane Eyre*. And then she was constantly invited to London. She wanted to stay with her old father. At the urging of the publishers, she traveled to London, but kept her journey short to be interested in his father. After a while, she married her father's caregiver. Shortly after her marriage, she received the news that she will be mother.

He died on 31 March 1855 in the ninth month of his pregnancy. The cause of death is controversial. It is thought that he died due to an illness in the early stages of tuberculosis, typhus, or pregnancy.

Abstract of *Jane Eyre* Novel

Orphaned at a young age, Jane Eyre leads a difficult life with her aunt who she never liked but cared upon by the will of her husband. In the boarding school with strict rules (Charlotte Brontë des school in Lancashire, where he spent a year), he has a bad day. But Jane Eyre is not as lucky as Charlotte Brontë; he stays 10 years in school and graduates as a teacher. He gets a job as a governess at the Edward Rochester estate. The mysterious lord of the house falls in love with Rochester; however, he is waiting for the difficulties and suffering he could never have imagined. In the 21st century England, *Jane Eyre*, which spent all kinds of conservatism in the Victorian era, is considered by many to be one of the first novels to have women's rights and freedoms. The novel, with traces from the life of author Charlotte Brontë, is the story of a lonely young girl who has been eating sillesini for life. *Jane Eyre* is a pioneering book that brings innovations to the literature not only with its approach in the male-dominated society, but also with its strong and passionate expression.

The Examination of Language Games in Terms of Equivalence

Charlotte Brontë's novel *Jane Eyre* was translated into Arabic as جين أير and published several times. This book is based on the Oxford Bookworms Library, Level 6 Advanced. This work is translated into Arabic by Samir Izzat Md. Nassar and it is published by al-Ahlî Publishing in Jordan in 2008. This edition of the novel contains 31,360 English words. Of these, 2,500 were counted as major words.

In this study, some sections including source text and target text are discussed and compared. In addition to semantic, syntactic, linguistic, and stylistic dimensions, translation of language games such as proverb, idiom, metaphor, personification and comparison, which are the main material of a language, is formally influenced and interpreted in terms of translation equivalence.

English (Eng.) Page 9 We could not go for a walk that afternoon. I used to hate coming home when it was almost dark, with ice-cold fingers and toes.
Arabic (Arb.) Page 8 لم نستطع الذهاب في نزهة على الأقدام بعد الظهر <u>نلك اليوم</u> . وكرهت المجيء إلى البيت حين يكاد الظلام يخيم، وأصابع اليدين والقدمين ثلجية البرودة.

When we look at the sentences above, we see that “go for a walk” structure is translated into Arabic as **الذهاب في نزهة على الأقدام**. This structure, which means “take a stroll”, refers to equivalence in translation. In the second sentence, “used to hate” expression was transferred with **وكرهت** structure. It is also observed that a similar meaning was made here.

Ens. Page 11 Jane it is not polite to question me in that way. If you cannot speak pleasantly, be quiet.
Arb. Page 10 جين، إنه ليس من الأدب أن تسأليني بتلك الطريقة. إذا لم تتمكني من الكلام بظرف ، إهدأي.

Here, “pleasantly” expression is translated into Arabic as **بظرف** so it refers to equivalence in word-by-word translation.

Eng. Page 11 Jane isn't here! Tell Mamma she's run out into the rain—what a bad animal she is!.
Arb. Page 11 جين ليست هنا! أخبرا ماما بأنها خرجت راکضة إلى المطر – أي حيوان سيئ هي!

After we pay attention to the sentences above, we realize that the “run out” expression is translated as **خرجت راکضة**, so we can easily say that it refers to equivalence in translation. And also, the same equivalence is realized in the translation of “what a bad animal she is” into the Arabic.

Eng. Page 13 John Reed was fourteen and I was only ten. He was large and rather fat. He usually ate too much at meals, which made him ill. My whole body trembled when he came near. I had no idea how to stop him.
Arb. Page 12 إنه عادة ما يأكل كثيراً جداً عند الوجبات، مما فقط. كان كبيراً وسميناً إلى حد ما. كان جون ريد في الرابعة عشرة وكنت أنا في العاشرة أمرضه. كان جسمي يرتعش حين يقترب مني. لم تكن لدي أدنى فكرة كيف أوقفه.

There is not any expression missing in the sentences above. The Arabic reader can fully understand the whole meanings of the original English text.

Eng. Page 15 You are as bad as a murderer. I fought back as hard as I could.
Arb. Page 14 أنت سيئ كقاتل! قاتلتُ رداً عليه بقوة قدّر ما استطعتُ.

As it is seen that the “as ... as” expression is translated into Arabic so as to provide the same effect in English. One of the contemporary interpretive theorists of Nida, in the theory of dynamic equivalence in translation, provides a similar expression from the target language in order to create a similar effect in the target language. For the concept of dynamic equivalence, Nida uses the expression that the grammatical, lexical, and semantic structures in the source language consist of the transfer of the nearest equivalent in the target language. Therefore, in this example we can say that Nida has been transferred to the theory of dynamic equivalence in translation (Suçin, 2007, p. 24).

Eng. Page 15 I will teach you not to borrow my books again.
Arb. Page 14 سأعلّمك كيف تستعيرين كُتبي مرة أخرى.

When we retranslate the Arabic sentence into the English, we realize that it is as “I will teach you to borrow my books again”. However, it must be translated as: “سأعلّمك كيف لا تستعيرين كُتبي مرة أخرى”. In this sentence, the translator seems to miss making the sentence negative.

The English names in the novel have been given with its Arabic pronunciation. So, it is very easy to vocalize the English names for Arabic readers. Here are some examples of this names:

Eng. Page 9 All the time I knew I was different from my cousins, Eliza, John and Georgiana Reed.
Arb. Page 8 عرفت أنني كنت مختلفة عن أبناء خالي: إليزا وجون وجورجيانا ريد.

Some words in the novel were not translated, but instead the original state of the words was used:

Eng. Page 13 That is for your rudeness to Mamma just now. He said.
Arb. Page 8 قال: ذلك لفظاظتك مع ماما الآن تماماً.
Eng. Page 15 You ought to beg in the streets, not live here in comfort with a gentleman's family.
Arb. Page 14 يجب أن تشحذي في الشوارع، لا أن تعيشي هنا في راحة مع عائلة جنتلمان.

Eng. Page 17 Really, Miss Eyre, said Miss Abbott,
Arb. Page 16 قالت الأنسة أبوت: حقاً يا مس إبير،

In this sentence, and in some places in the novel the “Miss” expression is used directly as **مس** but in some places, the Arabic translation is used as **الآنسة**. There must be phrase integrity in translation.

Eng. Page 17 And if you are angry and rude, Mrs. Reed may send you away, added Bessie.
Arb. Page 16 أضافت بيسي: وإذا كنت غاضبة وفظة، قد تبعذك السيدة ريد.

Here, “may send you away” expression is translated into Arabic as **قد تبعذك** so it refers to equivalence in word-by-word translation.

Eng. Page 15 The red room was a cold, silent room, hardly ever used, although it was one of the largest bedrooms in the house.
Arb. Page 14 كانت الغرفة الحمراء غرفة باردة ساكنة، قلما تُستعمل في أي وقت، مع أنها واحدة من أكبر غرفة النوم في المنزل.

In the example above, “hardly ever used” expression is translated as **قلما تُستعمل في أي وقت** and it means “little is used at any time” so it refers to equivalence in translation. Therefore, it is seen that an equivalent translation is made according to Naida’s dynamic equivalence theory.

Eng. Page 19 Perhaps I would run away, or starve myself to death.
Arb. Page 18 ربما كنت سأهرب، أو أجوع نفسي حتى الموت.

“Run away” expression is translated as **سأهرب**. The meaning in the source text was transferred to the target text.

Eng. Page 19 I could hear the wind in the trees.
Arb. Page 18 وسمعتُ الريح بين الأشجار.

The re-translation of the Arabic sentence into the English is: I heard the wind between the trees. When we look at both of the sentences, virtually it gives similar effects in the reader mind. Therefore, it is seen that an equivalent translation is made according to Naida’s dynamic equivalence theory.

Eng. Page 19 On his death bed he had made his wife, aunt Reed, promise to look after me like her own children. I supposed she now regretted her promise.

Arb. Page 18 على فراش موته، حَمَلَ زوجته، الخالة ريد، على أن تَعِدَ أن ترعاني كأطفالها. ظننتُ أنها ندمت الآن على وعدّها.
Eng. Page 21 A strange idea came to me. I was so frightened by this thought that I hardly dared to breathe.
Arb. Page 20 خطرت ببالي فكرة غريبة. كنتُ خائفة من هذا التفكير إلى حد أنني لم أكد أجرؤ على التنفس.

When we translate “A strange idea came to me” into the Arabic directly, it may be as جاءت إليّ فكرة غريبة. But the خطرت ببالي expression is its full equivalent. So we can conveniently say that it refers to equivalence in translation between two languages.

Eng. Page 21 Was that the sound of wings in my <u>ears</u>?
Arb. Page 20 هل كان ذلك صوت أجنحة في عيني؟

In this sentences the “my ears” expression is translated wrongly as عيني.

Eng. Page 21 Why? <u>What is the matter</u>? She asked:
Arb. Page 20 سألت: لماذا؟ ما الأمر؟

What is the matter? Expression in source text is translated into the target language as “what business?” So it may be translated as ما هي المشكلة؟ into the Arabic.

Eng. Page 21 I know all her little tricks.
Arb. Page 20 أنا أعرف حيلها الصغير.

In this sentence “I know all his little tricks” should be translated to the target language as أنا أعرف حيلها الصغير. But we can see here a subtraction in expression.

Eng. Page 25 He was looking after me so kindly. He talked to me a little, he gave Bessie orders to take care of me.
Arb. Page 24 كان يعتني بي على نحو رقيق جداً. تكلم إليّ قليلاً، ثم أصدر لبيسي أوامر في أن تعتني بي خير عناية.

The translator selected the most suitable words in the Arabic for the English text by selecting the words that the Arabic reader could best understand. So he tried to make the best effect on readers. Therefore, we can make

a statement that it is translated into the target language in accordance with the theory of dynamic equivalence.

Eng. Page 27

So the two servants slept in my room, while I lay awake all night, trembling with fear, and eyes wide open in horror, imagining ghosts in every corner.

I knew I had no one to love me and nothing to look forward to.

Arb. Page 26

هكذا نامت الخادمتان في غرفتي، بينما استلقيت صاحبة طيلة الليل، مرتعشة من الخوف، وعينا مفتحتان على سعيتهما برغبٍ مُخَلِّلةٍ الأشباح في كل ركن.
عرفت أن لا أحد يُحبُّني وليس لديَّ أي شيء أتوق إليه.

Eng. Page 33

Bessie would come up to me in my lonely bedroom, bringing a piece of cake, sometimes she would tell me a story and sometimes she would kiss me good night.

Arb. Page 32

أحياناً، كانت ببسي تصعد إليّ في غرفتي نومي الموشحة، محضرة قطعة كعك، وأحياناً كانت تروي لي قصة، وأحياناً كانت تقبلني قبلة تصبحين على الخير.

In this sentences “she would kiss me good night” expression is translated as **كانت تقبلني قبلة تصبحين على الخير**. So it is transferred into the target language in according to the shift of expression theory of Antone Popovic who is an another translationism theorist.

Conclusion and Evaluation

Novels, stories, tales, and theater works, which are the product of human knowledge and skill, superior intelligence, are accepted as the common heritage of humanity through translation process in the target language (Tanrikulu, 2016, p. 519). The literary texts are always regarded as works with artistic value (Erbek, 2016, p. 685). The protection of these artistic values is very important in the translation of such texts. Emily Bronte’s novel *Jane Eyre* in the source text and the text from the text; some of the sections of the text were discussed and compared as an example. In addition to semantic, syntactic, linguistic, and stylistic dimensions, translation of language games such as proverb, idiom, metaphor, personification, and comparison, which are the main material of an ornamented language, has been emphasized and interpreted in terms of translation equivalence. The analysis of the selected sample paragraphs within the context of the translation criticism shows that the translator has a significant translation of the text and content of the source text, and provides a translation equivalent to the original in terms of linguistic, syntactic, and semantic.

It would be useful for students to follow such novels and story books in terms of being a comparative study for bilingual students. *Jane Eyre* and other similar novels have been written by the University of Oxford in a simplified way for students who are learning English afterwards. Selected novels are among the world classics. The original text of the *Jane Eyre* has about 700 pages. The University has made this book half-simpler and more understandable for students. The number of words is also suitable for students learning Arabic. There is no exaggerated statement, no proverbial expression. Written in plain language, the text of the novel was written in a simple and understandable language. When the translation of English into the Arabic is examined, it is seen that modern translation techniques are used in accordance with their modern theories. The Arabic of these novels,

whose English level is from one to six, is likewise leveled. These books are suitable for students who want to learn English or Arabic anywhere in the world who know English or Arabic well. You may think that the novels of Arab writers will be more suitable for teaching Arabic, but those novels mostly appeal to Arab readers, making them difficult for students who learn Arabic as a foreign language. I suggest that novels, whose source language is Arabic, can be re-created by simplifying and reducing the number of words like examples we see in English. For this reason, I think that the Arabic language institutes should be able to take the task of simplifying these books as soon as possible.

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