

Relation Between Lingual Lexical Units in Literary Works from Russian Language to English and Albanian Languages

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Abstract: The ways of language development in society closely related to the communicative and cultural development of society. Literary texts use language units and tools of almost all styles and are all included in the literary system. Translation as a process of rewording the speech from the source language into the translation language, without changing the content, its idea, gives us the possibility to say that all relations between lingual lexical units of two or more languages can be divided into three main types. In this case, we can speak about the similarities and non-similarities language units between two or more languages. These similarities and non-similarities of language units require from the translator the use of translation transformations. Through the method of comparing the original text with the translated text, we can discover the linguistic elements added, removed or altered in translation. The discovery of these elements during the translation indicates the way the text is handled by the translator, the way it is used to overcome the difficulties encountered and the translation method used by him. This also enables us to distinguish the relations between lingual lexical units and the way of surpassing the difficulties that occur as a consequence of their non-similarities Recognizing the variants of translation transformations and the way they are used, remain one of the key factors in the translator's success.

Keywords: Translation, Similarities, Non-similarities, Language Unit, Cultural Differences, Untranslatability–Translatability

1. Introduction

The development ways of a language in society are closely related to the communicative and cultural development of this society. Different society means different reality, different developments, and therefore different language development. In literary works, the perception of this reality is transmitted in an artistic and aesthetic way. It's precisely this aesthetic direction that distinguishes the literary lecture from other communicative acts. [1] Literary texts use language units and tools of almost all styles and are all included in the literary system. In translation, this literary system takes on a new aesthetic function. [2] The new aesthetic function according to linguist Barhudarov is achieved, because he sees translation as a process of rewording the speech from the source language into the translation language, without changing the content, its idea. [3]

This perspective gives us the opportunity to evaluate the translation as a process of finding the corresponding linguistic units from the translation language the source language, preserving the idea expressed in the original text. Throughout this process, the translator faces some difficulties. Languages express a certain reality a certain worldview of a population that has its source in many factors. Therefore, the meanings are given, as well as the meanings obtained, and the ways in which words are used in a sentence, are different. However, in many cases the language units are compliant.

2. Relation Between Lingual Lexical Units

Language units can be divided into two types: standard language and non-standard language. [4]

Standard language units appear when the language source units match the language units in the language of the translation. There are no difficulties in this case for the translator during the translation process.

Non-standard language, where the main problem of a translator is, appears in cases when lexical units of two languages or more do not semantically match. At these stages of the translation process, the ways of translating the language units are highlighted.

Researcher Barhudarov, states that all relations between lingual lexical units of two languages can be divided into three main types:

1. Overlapped with full compliance
2. Overlapped with partial compliance
3. Language units that do not match [5]

To explore this relationship between lexical units, and to see the approaches of the translator in surpassing this problem we will use the comparative method. The comparative method is a study method that compares the original text with the translated text. By way of comparison, attempts to confront the similarities and differences between the two texts. Also, the comparison of the text translated with the original text orients on the ways and methods of overcoming difficulties by the interpreter at any stage of his translation work

2.1. Overlapped with Full Compliance

In the first case overlapped with full compliance, we understand those language units that have benefited along with the same linguistic development of the same meaning. Linguist Garboskij, said that linguistic units in two languages have the same meaning in those cases when the word has not benefited its meaning in regard to the context where it is used. [6] While the linguist Barhudarov with language units with full compliance understands, those words that in both languages have the same lexical meaning. [7]

Example 1:

Original: Russian language

"Вишь ты", сказал один другому, "вон какое колесо – (heqje)! Что ты думаешь, доедет то колесо, если б случилось в Москву, или не доедет? "-- " Доедет", отвечал другой. "А в Казань-то, я думаю, не доедет?"-- "В Казань не доедет", отвечал другой. [8]

Translation in English:

"Look at that carriage," one of them said to the other. "Think you it will be going as far as Moscow?" "I think it will," replied his companion. "But not as far as Kazan, eh?" "No, not as far as Kazan." [9]

Translation in Albanian

A e sheh atë rrotë? – i tha i pari të dytit. – Ç'thua ti, a mund të sosë kjo rrotë, ta zemë, gjer në Moskë? - Mund të sosë, - ja ktheu tjetri. - Po në Kazan? Unë them nuk sos dot. - Në Kazan nuk sos, - iu përgjigj ai tjetri. [10]

Example 2:

В Молдавии, в глуши степей, Вдали Италии своей [11]

Translation in English

On the steppes of Moldavia lone,

Far from his Italy—his own [12]

Translation in Albanian

Dëshmor fatkeq, larg Italisë,

Të ndriçmen jetë plot stuhi

Ndër stepa tej në Moldavi [13]

Example 3:

Экой скверной барин!" думал про себя Селифан [14]

Translation in English

What a scurvy barin!" mused Selifan as he drove along. [15]

Translation in Albanian

Sa i ndyrë paska qënë ky zotëri! – mendonte Selifani [16]

In the above examples, it is clear that the names of the cities, countries, and names are transmitted without being altered in the Albanian and English language since these linguistic units have their full equivalents. Of course, the translator in this translation has not encountered any difficulty as he used the transliteration and transcription translation methods. This group may include some words like: Names and Surname of people, geographical names, institutional designations, names of organizations, newspapers that do not have correspondence in the language of translation as a consequence of their non-existence to the speakers of the target language

Example 4:

Уже более недели приезжий господин жил в городе [17]

Translation in English

For more than two weeks the visitor lived... [18]

Translation in Albanian

Zoti i ardhur ndenji më shumë se një javë në qytet [19]

Example 5:

Мы все глядим в Наполеоны; Двуногих тварей миллионы [20]

Translation in English

And like Napoleons each of us

A million bipeds reckons thus [21]

Translation in Albanian

Ne dukemi Napoleonë,

Njerëzit dy-këmbësh me miljon [22]

In the above examples, we find that the translator, despite the translation transformations used to translate the text of the source language into the text of the translation language, has encountered no difficulty in translating these linguistic units with similar semantic meanings. So we can say that the first group may also include groups of words in both languages like names of months and days of the week. This group can also join the group of number naming.

2.2. Overlapped with Partial Compliance

The overlapped with partial compliance, according to the researchers "Barhudarov" includes those words which when comparing lexical units both languages result in partial compliance. In some cases, the source language unit does not correspond to only one language unit of the same meaning in the language of translation, but with several linguistic units that have benefited and different meanings. [23]

Example 1:

– Да ведь они по ревизской сказке числятся? – сказал

секретарь.

– Числятся, – отвечал Чичиков.

– Ну, так чего же вы оробели? – сказал секретарь: – один умер, другой родился, а все в дело годится [24]

Translation in English

- Why, are they on the audit tale listed? Said the secretary.

“Number,” answered Chichikov.

- Well, so what have you been afraid of? - The secretary said: - one died, the other will be born, and everything suits the cause [25]

Translation in Albanian

– Mirë, por, a janë përfshirë këta në listën e revizionimit? – pyeti sekretari.

– Janë, – u përgjigj Çiçikovi.

– Atëherë, pse turbullohi? – ia preu sekretari. – Njëri vdes, tjetri lind, pra, ti mos u grind [26]

In this concrete case, in the first view we can notice that the original sentence has 6 lexical units, In the English language 8 lexical units, and in the Albanian language 3 lexical units. As we mention before, every lexical units has its own meaning. Logically we can deduct that in Russian language we have 6 different meanings, in English 8 lexical meanings and in Albanian only 3 lexical meanings. But this doesn't mean that idea was transmitted differently. This is a partial compliance of lexical units between languages. So not depending on how many lexical units the sentence has, also on how many meaning one lexical units can have the translator can transmit the main idea, even by not using the exact equivalent vocabulary word.

Example 2:

Прежде, давно, в лета моей юности [27]

Translation in English

First, long ago, in the heart of my youth [28]

Translation in Albanian

Dikur, shumë kohë përpara, në vitet e rinisë sime [29]

The same can be said for example number 2. Despite the fact that the words are not in full compliance, they are still in the semantic sense.

In addition, the translator does not have difficulty to translate these lexical units, since the translation language itself allows the transmission of the idea as in the original using the same phraseologies in the translation language that express the same idea as the original text.

2.3. Language Units That Do Not Match

The third group of non-matching language units includes those units that are included in the group known as the lexicon without vocabulary equivalent in translation. According to the dictionary of "Zhrebilov", these words are linguistic lexicon of a language that does not have its respective dictionary word in another language.

According to the linguist S. Blahov this linguistic units are neologism. He sees them, as words that names objects that are characteristic of a people and are unknown to people of different culture. These words have historical national color and are perceptible only by the people they possess them. In their translation, the translator is unable to find equivalent

vocabulary linguistic unit. [31]

Precisely at this stage of the translation process, the translator has the greatest translation difficulties. How to translate a word that does not exist or does not have its equivalent in the translation language? Is this an untranslatable situation?

Example 1:

Неутомимы наши тройки,
И версты, теща праздный взор,
В глазах мелькают, как забор, [32]

Translation in English

And our swift troikas never tire;
The verst posts catch the vacant eye
And like a palisade flit by.

Translation in Albanian

E trojka s'lodhet nga të ngarët,
E verstat, duke bër'yrysh,
Kalojnë shpejt përpara sysh. [33]

Example 2:

-- Что? Священника? Не надо... Где у вас лишний целковый? На мне нет грехов! Бог и без того должен простить... Сам знает, как я страдала! А не простит, так и не надо! [34]

Translation in English

“What, the priest? I do not want him. You don't have a ruble to spare. I have no sins. God must forgive me without that. He knows how I have suffered.... And if He won't forgive me, I don't care!” [35]

Translation in Albanian

- Çfarë? Prifti? Mos... A keni ndonjë monedhë argjendi shtesë? Unë nuk kam mëkate! Perëndia tashmë duhet të falë... Ai e di sa kam vuajtur! Dhe në mos me faltë, e po mos ta bëj! [36]

The above examples shows that there aren't untranslatable texts. In the first example, we have the Russian language units “версты”. This word represents a characteristic measuring unit of the Russian people. In Albanian language, the translator transcribes this measuring unit, leaving it as it is in the original, without the footnotes and explanations. In English language, we can see the same thing from the translator. This way of translating takes in consideration the basic cultural knowledge of the reader of the translation. In both cases, the translators thought that the readers have the proper knowledge to understand the translation.

In the second example we have an interesting translation. The Russian word “целковый” - it is a characteristic nomination of silver coins. In English language we can see that the translator translate the word as “ruble”. In this case, we have a completely loss of semantic, color expression, style of original text. Even if the word ruble is associated with the Russian people as ruble is the main currency in Russia, and the readers of translation will understand the translation, the readers will not feel the same as the reader of original text. This is why, the non-standard language units are so difficult to be translated. It may looks like the main meaning is translated, but in reality it is not. As we speak about the literary as a new approach of knowing the cultures

of different countries, in the example the readers has lose this opportunity due to the non-proper translation of the translator. In the other hand, in the Albanian language we see that the translator has translated the word with the explanations of the original word (monedhë argjendi). So here we can say that the reader of Albanian language not taking into the account that they loss the original word, they understand and feel the same as the reader of the original. So even, in this case we can tell that the culture of the other nations has not been totally transmitted, but only one part of it. This another reason why this translation is so difficult to be translated, as the translator should think about how to reach the goal of transmitted the culture and the non-standard units of languages.

3. Conclusion

To explore the relationship between lexical units, and to see the approaches of the translator in surpassing this problem we used in our research the comparative method. We have taken the original text and translated ones. We attempt to confront the similarities and differences between two texts. The first thing we noticed is that the translation is relate to the transmission of the main idea from the source language to the language of translation using the language tools of the translation language. This conclusion was the result of the comparing of the texts, as we have noticed that even if lexical units had one or more meaning, depending on the context we used it the translator find this way to transmit the main idea in the translation language. The translator, using the word in translation language, which in the original text may not exist, or even explaining them, achieved this transmission. Therefore, just a logical meaning connects them to each other.

These similarities and non-similarities of languages units' states that all relations between linguistic lexical units of two languages are divide into three main types: overlapped with full compliance, overlapped with partial compliance, language units that do not match. These similarities and non-similarities of language units require from the translator the use of translation transformations. Recognizing the variants of translation transformations and the way they are used, remain one of the key factors in the translator's success.

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