Challenges Facing Jordanian EFL Translation Students When Translating Literary Texts

Muntaha Farah Samardali[1], & Atika Mohammad Ismael[1]

[1] Al-Balqa Applied University, Al-Balqa, Jordan

Correspondence: Muntaha Farah Samardali, Al-Balqa Applied University, Al-Balqa, Jordan.

Abstract

The goal of this research is to look into literary text translation. The purpose of this study is to discover the challenging elements of literary texts among translators of English translation specialists at Jordanian Universities in translating a literary text. This study intends to uncover the most prevalent errors made by students while translating literary texts, as well as to compare how these students translate metaphor and other figures of speech. The qualitative research design was used by the researcher to attain the study's purpose. The participants in this study were 20 translation students from different Jordanian universities. The study found that one of the biggest obstacles for literary translators is that they do not have a strong understanding of both languages' literature. This research found that the most common errors were directly tied to the employment of translation techniques in literary texts. Furthermore, students of translation were missing one of the key features. They lack a sense of literary translation. According to the findings, translation departments should focus on teaching methodologies and approaches for translating literary materials. It also suggests that a study be conducted to compare the differences in translation between translation specialists and linguistic experts. In fact, this new contrast could bring up some fresh thoughts.

Keywords: translation, literary text translation, translation specialists

1. Introduction

Literary texts are thought to be more difficult to translate than other types of texts. When translating these writings, translators and students face many challenges. In addition, other researchers, including AlBisher (2016), Westling (2011) and Zhonggang (2011), have undertaken relevant studies on this topic (2006). In fact, translation is known to be the process of taking a text and converting it to another language. Translators should look for a good translation that aims to preserve both the concepts and functions of the source text. Indeed, translation is seen as a means of expressing meaning and is seen as an absolute necessity in today's world (Behtash & Moghadam, 2017). When it comes to literary translation, it is important to remember that literature is a reflection of society as it absorbs and represents the values, customs and beliefs of a specific group of people or cultures (AlBisher , 2016). Literature is one of the most effective means by which society can educate the younger generation about its history, current beliefs, and future expectations. Children were educated through oral accounts from family members and community elders who told moral stories. Most people were unaware of the need to have an established literary genre for both entertainment and education.

Literary translation, according to Zhonggang (2006), is more difficult for a translator because he has to deal with a large amount of implicit information. Suddenly, it is much more difficult to interpret. Literary works, or texts, are distinguished by the precise use of language in literary genres such as drama, poetry, fiction and prose, as well as the aesthetic in which they are read. Moreover, according to Gutt (1996), literary translation, as a form of communication, is governed by certain laws and principles that are believed to be inherent in our human structure. These "natural principles of communication" give rise to implicit information and are responsible for its unique properties, such as the progressive strength of communication and its correlates, which include poetic effects.

What matters most is the good quality of the translation. According to William (2009), it is widely accepted that a translation must be "excellent", "satisfactory" or "acceptable". Many scholars have debated how to determine the quality of a translation, and the review and revision of translations have grown in popularity over time. Although translation helps in the transmission of information from one language to another, it is a difficult process. Indeed, translators face many challenges, including linguistic structure, metaphors, idioms and cultural differences.

According to Van, Abma, Jonsson and Deeg (2010), challenges can arise in understanding and representing meaning in any communication action. These difficulties have an impact on the quality of a translation, which, in turn, has an impact on the end result required by the translation and can lead to misunderstandings during communication. Due to the abundance of metaphors and culturally related phrases in literary writings, most of the obstacles encountered by translators are concentrated there. Gutt (1996) points out that one of the most obvious qualities of literary texts is their density.

The aim of this study is to assess how translators process the literary text while presenting the target text, as well as whether they maintain the same figurative image that was used. Additionally, you should be aware of the strategy and technique employed during the translation process. In addition, the search tries to see if the proposed translations are complete and readable in the target text.

This research also highlights a critical challenge that a translator faces when translating a literary work from English (SL) to Arabic (TL): to convey the intended meaning of these literary writings without altering the contents. In addition, English departments in Jordan could benefit from certain information that could help them assess the current situation of students and overcome the challenges of translating a literary passage. This type of research could also provide useful and relevant information on how to professionally train translators when translating literary texts. In addition, this research can provide useful information for program designers, professors and policy makers on how to increase the level of translation among learners of Jordanian English in translation departments.

2. The Literature Review

2.1 Literary Text as a Translation Challenge for Translators

Every text has its own features that make translation either simple or difficult. The difficulty of every given translation assignment is an intersection of the special properties of a certain text (Shreve, 2006). Literary works have always presented translators with a difficult task. Implicit signals delivered by literary authors in their works are one of these issues. Because authors have the power to transmit unambiguous messages to the reader, implicit messages in literary texts exist. According to Gutt (1996), the author's art often manifests itself in the capacity to communicate a wealth of ideas, thoughts, and impressions that are not always expressed in words, but are communicated implicitly.

To overcome these obstacles, some translators are forced to "kill the original" writings and attempt to convey the author's intent. Distinct languages belong to different civilizations, which presents an additional obstacle for a translator because each culture has its own history, customs, and literature. Tymoczko (1999) emphasizes that the translator must decide how to approach aspects of the source culture that are new to the receiving audience (e.g., items, practices, historical and literary allusions). Different civilizations use different terms for the same thing. To ensure that a high-quality translation is provided, the translator must possess or build a deeper understanding of both cultures. According to Haque (2012), the first challenge confronted by the prose-translator when the source and TLs belong to different cultural groups is finding phrases in his or her own language that indicate the utmost level of faithfulness possible to the meaning of particular words. Recently, there has been a greater emphasis on translation review. House (2014) feels that translation academics have recently shifted their focus to translation quality assessment.

Literary translation is a thorny field of translation. Only, a creative and a talented translator could deal with literary works. In fact, the literary translator does his/her job with strenuous effort. Any literary work, whether it is a play, a novel, or a short story, is supposed to be translated creatively from the SL into the TL. It is necessary to specify a literary translation context in order to comprehend it. In this spirit, Pedersen (1988) claims that translation is defined as the SL substitution of a message for an equivalent TL message, as well as the literary attribute of literaryness. "Expressive, connotative, symbolic, focusing on both form and content, subjective, permitting many interpretations, timeless and universal, using specific devices to 'heighten' communicative effect, and prone to stray from linguistic norms," according to a literary translation. (Belhaag, 1997; cited in Makki and Ahmed, 2020). Furthermore, according to Bahaa-eddin (2011), translation plays an important part in bridging the barriers between distinct nations and cultures. Literary translations also aid these many countries in their efforts to achieve a global culture on a common platform.

Literary writings require the skills of a creative and professional translator. In fact, the literary translator puts in a lot of effort into his work. Any literary work, whether a play, a novel, or a short story, must be artistically translated from SL to TL. In order to preserve the features of each literary genre in his or her translation, a literary translator must keep in mind the peculiarities of each literary genre (Holman & Boase-beier, 1999). A translator needs to be

familiar with both literary and non-literary textual criticism because he must assess the quality of a text before deciding how to interpret and then translate it, noting that traditional English snobbery elevates literary translation and dismisses other translation as hackwork, or less important, or easier (Newmark, 1988).

According to Bahaa-eddin (2011), literary translation setting differs from other translation genres due to ideological discourses. A translator should also consider how to reflect an author's intuitive, imaginative, and intellectual writing. Furthermore, in order to achieve sufficient translation standards, these literary translation works must be visibly translated. When a translator seeks to translate a literary text, he frequently encounters issues relating to cultural differences between two languages, such as Arabic and English, because the two languages belong to different language families (Al-Ahdal, Al-Hattami, Al-Awaid, & Al-Mashaqba, 2015). The translator must have sufficient knowledge of equivalence in translation in order to ensure a suitable translation while translating a text from one language to another.

2.2 Translation and Culture

Culture and translation share a strong and personal bond. Translation and culture are defined in a variety of ways by many translators and academics. Toury (1980) considers translation to be a type of activity that involves two languages and two civilizations. The disparities between SL and TL, as well as the disagreements in arguments among scholars such as Shunnaq (1997), Toury (1980), and Nida (1964), demonstrate that language and culture are inextricably linked, and that this connection makes translation difficult.

In this sense, Newmark (1988) feels that translation issues are always present, but that they are eliminated when there is cultural overlap between the SL and the TL. Wherever there is a cultural gap or "distance" between the SL and the TL, as a result of cultural focus, there is a problem in translation (Newmark, 1988). Furthermore, Nida (1964) feels that translation issues are likely to arise despite the fact that the SL and the TL share some cultural and linguistic characteristics. According to Newmark (2001), some scholars believe that culture is an essential component in the translation. He also considers culture to be the most significant impediment to translation, at least in terms of achieving an accurate and fair translation. In this vein, Armellino (2008) claims that translating a culture is one of the most difficult tasks that all translators must undertake.

3. Related Studies

Many academics have looked into the concerns and challenges that learners, translators, and trainers encounter when it comes to translation (see Al-Bisher, 2016; Peterlin, 2008; Zhonggang, 2006). For example, Peterlin (2008) looked at how thesis statements were used and how they were written in 90 geography research articles. An exploratory empirical investigation of a single rhetorical convention was offered in the study. In addition, while translating research articles from Slovene to English in a comparative study, it attempted to explore the thesis statement's difficulties. The thesis statement was more frequently used in original English research articles, according to the researcher. Furthermore, the study found that there are discrepancies in the placements of the thesis statement and the degree of authorial presence between the two sets of originals in both languages. The comparison of the two languages also revealed several alterations that occur during the translation process. Finally, the study concluded that these discrepancies in thesis statement structure and usage could cause translation issues.

Zhonggang (2006) looked at relevance theory from a literary standpoint to understand how to translate implicit information in a text. Its goal was to present a cognitive study on this topic. Building an explanatory framework was the strategy employed to achieve this goal. The study's findings demonstrated that the concept of contextual impacts was expanded, as well as the process of elucidating implicit information in a literary work.

Al-Bisher (2016) did a comparison study of two Alice's Adventures in Wonderland translations. The research focused on the translation of literary texts from English to Arabic. The study's goal was to address the obstacles that translators experience when it comes to cultural allusions, as well as provide possible answers to these problems. Despite the diversity of translation methodologies and philosophies, the study concluded that literature translation remained a barrier.

These investigations were undertaken in the realm of translation. Despite the fact that Al-Bisher (2016) and Zhonggang (2006) sought to compare translations, the current study is unique in that it compares the translation of literature students to translation students. This indicates that the gap is open for the current study.

Moreover, a number of studies have looked into the difficulties, problems, and dilemmas associated with translation (Behtash, & Moghadam, 2017; Kruijthoff, 2013; El-Haddad, 1999). For example, Behtash and Moghadam (2017) used as comparative research for oblique translations to evaluate a translation. The study's goal was to examine and assess oblique translation materials translated from English to Persian in order to identify the most common

translation procedures. The study evaluated 110 sentences from English to Persian translations. Persian translators used an equivalent method 45 percent of the time, according to the findings. The largest percentages were seen in modulation and transposition.

Kruijthoff (2013) did a case study on Jewish-American literature translation and retranslation. For specific "selected texts," the investigation attempted to detect multiple retranslations. This technique was implemented through providing theory, books, and practical information on the translation process. The analysis discovered that the retranslations were not identical. There were various inaccuracies in the original one. It was also different when comparing the second and third translations. El-Haddad (1999) looked at a study that looked at various features of literary translation by using two Arabic translators to translate Hemingway's (The Old Man and the Sea). The study's goal was to examine stylistic aspects in an intriguing work of American literature. It also attempted to look into the difficulties that literary translators experience while translating from English to Arabic.

In addition, the study looked into some of the literary story's cultural and stylistic elements. It also concentrated on issues of equivalent and translation units, as equivalence is seen as a sophisticated comparison tool. The study's method was to compare the stylistic aspects of the English version of the story. The study discovered that cultural disparities between English and Arabic, as well as some of the original style features, are the sources of challenges for translators. The previous three investigations, as well as Behtash and Moghadam's, are not comparable to the current study (2017) Kruijthoff (2013) did not include the Arabic language in their research, although El-Haddad (1999) did, but from a different standpoint.

Carl and Kay (2011), Westling (2011), and Oard (1998) all looked into translation problems. Oard (1998) wanted to see how useful two different types of translation knowledge could be for cross-language retrieval. Document and query translation were compared in the study. The top one hundred documents associated with four different monolingual German retrieval systems at the National Institutes of Standards and Technology were evaluated using a pooled assessment method, which involved evaluating each of the top one hundred documents associated with four different monolingual German retrieval systems. The study discovered that matching between words is better than matching between stems when using a list of bilingual terms that contains morphological variants rather just roots form. Westling (2011) examined four distinct translations of Röda Rummet's "August Strindberg" novel. According to the findings, the translations from 2009 and 1967 were more closely related to the source culture.

Carl and Kay (2011) looked at the Translation Units' (TU) perception of a cognitive perspective. L2 English Danish and L1 Danish students were employed in the study. A total of 12 professional and student translators were included in the study. All of the student translators were in their final year of study for a Master's degree in Translation and Interpretation, with Danish as their first language and English as their second. The study discovered significant differences between students and professionals: experienced professional translators are better at dividing their attention in parallel on source translation (ST) reading (comprehension) and target translation (TT) production, whereas students prefer to read the ST or write the TT. In contrast to popular belief, our findings show that TUs are very coarse units when compared to the concept of a "translation atom," which only partially corresponds to linguistic units. The context and translation methods employed in this study are distinct from those used in previous investigations.

Haque (2012) conducted a study that focused on the difficulties of translating literary prose and offered some useful answers, as well as the necessity to broaden the scope of translation studies. Furthermore, Meifang and Li (2009) offered a Chinese perspective on translation shifts and the model of translation shift proposed by a Chinese scholar, Loh Dian-yang, in 1958, and compared his taxonomy to that proposed by Vinay & Darbelnet in the same year. Kerremans (2010) discussed an ongoing project in which terminological variation in the context of specialized translation was investigated. The goal of the experiment was to see if specific patterns or trends could be deduced from a comparison of terminological variation in source materials and translations. Tonoikev et al. (2006) looked into some of the issues involved in compiling a multilingual vocabulary for technical terminology.

4. Method

4.1 Design of the Study

According to Creswell and Clark (2017), research design is created to provide guidelines for procedures in any study utilizing one of three approaches: quantitative, qualitative, or mixed techniques. It also builds a scientifically sound research structure. To put it another way, the research design seeks to systematize the inquiry in order to explain how the current research is conducted and the research objectives are met. Its goal is to gather the necessary data and articulate the methodologies utilized in order to demonstrate how the chosen methodology responds to the study's issues.

4.2 The Qualitative Research Methodology

The current research employs a qualitative research design. Qualitative approach is described by Creswell (2012) as an inquiry strategy useful for examining and understanding a central phenomenon. According to Creswell (2014), the major hallmark of qualitative research designs is to explore and grasp the significance of a human or societal problem by groups or individuals. The method of conducting qualitative research entails developing questions and processes gathering data in the participants' environment, inductively evaluating the data, moving from specifics to broad themes, and interpreting the data's significance. The writing structure of the final written report is flexible. In this qualitative study, translation analysis is the primary tool because it is the most appropriate tool for examining how students translate texts from SL to TL and determining how literary students' translation differs from translation students' translation when dealing with the literary text at hand.

The followings are the primary steps in the data collection analysis: 1. An English literary text produced in English was chosen from Aloun's study (2020). Students were enrolled in Jordanian universities. The translations were collected and studied, with a focus on how these students interpreted the literary material. The analysis illustrates the variations and similarities in these students' translations of this literary text. Furthermore, the chosen text was translated by them alone in order to achieve a natural response.

5. Results

The text analysis is presented by implementing four classifications:

1- When translating a rhetorical figure into another rhetorical figure in the TL being non-equivalent or equivalent.

2- When translating the rhetorical figure into a non-rhetorical figure.

3- When translating the rhetorical figure into zero in which it is deleted completely.

4- When translating non-rhetorical expression (Zero "0") into a rhetorical figure.

These four classifications are displayed in the following table (4.1)

	Source Text (English)	Target Text (Arabic)	Examples:
Translation 1	rhetorical figure	rhetorical figure (equivalent/Non-equivalent)	e.g., Not equivalent (flake of snow) was translated as (رقاقات الثلج) e.g., equivalent (in the depth of winter) was translated as (وفي منتصف فصل الشتاء)
Translation 2	rhetorical figure	Non rhetorical figure	(In the depth of winter) was translated عمق الشتاء
Translation 3	rhetorical figure	0 (zero)	(Had I known, but a child) to be translated as هل انا اعرف لكن الطفل
Translation 4	0 (zero)	rhetorical figure	The word (black) was also translated as داكن اللون

6. Discussion

This section seems to be significant. In fact, translation specialists had faced many challenges when conveying a literary text. This finding is significant as it highlights the importance of learning how to translate literary texts by translation specialists. For example, more cases found where the expression in the case (In the depth of winter) was translated by translation specialists as عمق الشتاء in fact this translation is a direct way of translating. In contrary, it was translated by literature specialists as mentioned by Aloun (2020) as الشتاء البارد . This is a better translation since the expression is not used to show how deep winter is but it shows how cold it is and this is proven by snow fall. In addition, some translation specialists translated the expression (The flakes of snow were falling like feather from clouds) as رقائق الثلج المتساقطة كالريش من الغيوم . In fact, this kind of translation is weak as it is not equivalent to the target text. This kind of translation shows how translation specialists did not have the imaginative way of thinking.

In addition, the statement (While she was thus engaged and looking at the snow) was translated by translation specialists as وبينما هي منغمسة في مشاهدة تساقط الثلج . This word منغمسة is not a suitable word and it does not indicate the literary sense of translation. Besides, the statement (Had I known but a child as white as this snow as red as this blood, and as black as the wood of this frame) was translated by translation specialists as هل عرفت طفلا ابيضا كالثلج احمرا كالدم واسودا مثل خشب هذا الاطار . This seems to be a kind of direct translation as it misses the literary thinking of translation. This really shows how translation specialists did not travel away with the meaning to draw a completely literary text showing the target text to be an original one. The above discussion clearly shows how translation specialists are different in their way of understanding and thinking when handling to the literary texts. In addition, it is important to highlight how the translation techniques were implemented by translation specialists.

7. Conclusion

Several translation techniques were used by translation specialists. For example, the Direct translation is found in the following translation (Had I know but a child) to be translated as هل انا اعرف لكن الطفل. This is really a literally translation which misses the real meaning of the source text, and it has no equivalence in the target text. In addition, the expression (flake of snow) was translated as رقاقات الثلج. This one is not the right way of translation because it is not used in the TL at all. It also goes along with Rhetorical Figure to another Rhetorical One that is not Equivalent. In addition, the expression while she was thus engaged and looking at the snow was translated as بينما كانت مخطوبة وتحيك لزوجها. This is totally not accepted and it shows contradiction in translation being engaged and married at the same time.

Comparing with the findings of Aloun (2020), the most common mistakes were having direct translation technique was used more in literary text and this is not accepted. In addition, most of translation specialists used a strategy showing most of their translations were direct ones. In addition, some literature specialists added extra information that could not suit the way of translation e.g., they add before (Had I know …. frame) وبالنسبة اليها فكرت الهاما. This extra explanation could not suit the text. In addition, it was observed that not all translators were aware of the entire technique and they are limited to few and direct one is the most common one.

The following points for future research are suggested by this study. Firstly, this study suggests that future research looks at the translation procedures used by literature specialists to see how familiar they are with them while translating literary texts. To put it another way, more research could be done on the relationship between approaches, interpretations, themes, and ideas, as well as one's field of expertise. Next, this study suggests that more research be conducted to determine how well translation specialists can handle the translation of literary texts. Also, this research suggests that a comparison study of the differences in translation between translation specialists and linguists to be conducted. In fact, this new contrast could bring up some fresh thoughts. According to the findings, translation departments should devote more time to teaching methodologies and approaches for translating literary materials.

References

Al-Ahdal, H., Mohammed, A. A., Al-Hattami, A. A., Al-Awaid, S. A. A., & Al-Mashaqba, N. J. A. H. (2015). Pronunciation for the Arab Learners of EFL: Planning for Better Outcomes. *English Language Teaching*, *8*(10), 100-106. https://doi.org/10.5539/elt.v8n10p100

Al-Bisher, M. K. (2016). *A comparative study of two translations of Alice's Adventures in Wonderland* (Unpublished doctoral dissertation). Al-Imam Muhammed Bin Saud Islamic University, Riyadh, KSA.

Bahaa-eddin, A. H. (2011). *Literary translation: Aspects of pragmatic meaning*. Cambridge Scholars Publishing.

Behtash, E. Z., & Moghadam, M. Y. (2017). "Translation evaluation: A comparative study of an oblique translation". *International Journal of English Language & Translation Studies*, *5*(2), 108-112.

Carl, M., & Kay, M. (2011). Gazing and typing activities during translation: A comparative study of translation units of professional and student translators. Meta*: Journal des traducteurs/Meta: Translators' Journal,* 56(4), 952-975. https://doi.org/10.7202/1011262ar

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative* (4th ed.). *New Jersey:* Upper Saddle River.

Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches* (4th ed.). New Jersey: Upper Saddle River.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research.* Sage publications.

El-Haddad, M. I. (1999). *An analytical study of some aspects of literary translation: two Arabic translations of Hemingway's The Old Man and the Sea* (Doctoral dissertation, University of Glasgow).

Gutt, E. A. (1996). Implicit information in literary translation: A relevance-theoretic perspective. *Target. International Journal of Translation Studies*, *8*(2), 239-256. https://doi.org/10.1075/target.8.2.03gut

Hamed, H. M. (2015). *The Use and Translation of Rhetorical Figures in Selected Presidential Speeches* (Doctoral dissertation, Universiti Sains Malaysia).

Haque, M. Z. (2012). Translating literary prose: Problems and solutions. *International Journal of English Linguistics*, *2*(6), 97. https://doi.org/10.5539/ijel.v2n6p97

Holman, M., & Boase-beier (1999). *The practices of literary translation: constraints and creativity*. Manchester St.

Jerome Publishing.

House, J. (2014). Translation quality assessment: Past and present. In *Translation: A multidisciplinary approach* (pp. 241-264). Palgrave Macmillan, London. https://doi.org/10.4324/9781315752839

Kerremans, K. (2010). A comparative study of terminological variation in specialised translation. In *Reconceptualizing LSP Online proceedings of the XVII European LSP Symposium* (Vol. 2009, pp. 1-14).

Kruijthoff, L. A. (2013). A Case-study of The Chosen by Chaim Potok The Translation and Retranslations (Master's thesis).

Makki, A. H. A., & Ahmed, M. A. (2020). The Effect of Cultural and Stylistic Features on Literary Translation.

Meifang, Z., & Li, P. (2009). Introducing a Chinese Perspective on Translation Shifts: A Comparative Study of Shift Models by Loh and Vinay & Darbelnet. *The Translator*, *15*(2), 351-374. https://doi.org/10.1080/13556509.2009.10799285

Newmark, P. (1988). *Approaches to Translation*.Oxford Pergamon Press.

Newmark, P. (2001). A Translator's Approach to Literary Language. *Across Languages and Cultures*, *2*(1), 5-14. https://doi.org/10.1556/Acr.2.2001.1.1

Nida, E. A. (1964). *Toward a science of translating: with special reference to principles and procedures involved in Bible translating*. Brill Archive. https://doi.org/10.1163/9789004495746

Oard, D. W. (1998, October). A comparative study of query and document translation for cross-language information retrieval. In *Conference of the Association for Machine Translation in the Americas* (pp. 472-483). Springer, Berlin, Heidelberg. https://doi.org/10.1007/3-540-49478-2_42

Pedersen, V. H. (1988). Essays on Translation, Nyt Nordisk Forlag Arnold Busck, Copenhagen.

Peterlin, A. P. (2008). The thesis statement in translations of academic discourse: an exploratory study. *The Journal of Specialised Translation*, *10*, 10-22.

Shreve, G. M. (2006). The deliberate practice: translation and expertise. *Journal of translation studies*, *9*(1), 27-42.

Shunnaq, A. (1997). Issues in translation: Problems in translating Arabic texts into English. *Irbid: Irbid National University &Jordanian translators' Association*.

Tonoike, M., Kida, M., Takagi, T., Sasaki, Y., Utsuro, T., & Sato, S. (2006). A comparative study on compositional translation estimation using a domain/topic-specific corpus collected from the web. https://doi.org/10.3115/1628297.1628300

Toury, G. (1980). *In search of a theory of translation*. Porter Institute for Poetics and Semiotics, Tel Aviv University.

Tymoczko, M. (1999). Post-colonial writing and literary translation. *Post-colonial translation: Theory and practice*, 19-40.

Van Nes, F., Abma, T., Jonsson, H., & Deeg, D. (2010). Language differences in qualitative research: is meaning lost in translation? *European journal of ageing*, *7*(4), 313-316. https://doi.org/10.1007/s10433-010-0168-y

Vinay, J. P., & Darbelnet, J. (1958). Comparative stylistics of French and English: A methodology for translation. J. C. Sager, and M. J. Hamel (ed. & trans.), Amsterdam and Philadelphia: John Benjamins.

Westling, M. (2011). A Comparative Translation Study of Strindberg's The Red Room (1879): Norms, Strategies and Solutions.

Williams, M. (2009). Translation quality assessment. *Mutatis mutandis*, *2*(1), 3-23.

Yang, Y. (2010). Syntactic Translation Strategies in Finnish-Chinese translation: A Case Study on the Great Fairy Tales of the Finnish People into Chinese (Master's thesis).

Zhonggang, S. (2006). A relevance theory perspective on translating the implicit information in literary texts. *Journal of Translation*, *2*(2), 43-60. https://doi.org/10.54395/jot-xdhen

Copyrights