

BEYOND WORDS: ANALYSIS OF TRANSLATION TECHNIQUES IN FILIPINO LITERATURE

BENJUN SARMIENTO MARTICIO

<https://orcid.org/0009-0006-7357-3936>

bsmarticio@bpsu.edu.ph

Bataan Peninsula State University, City of Balanga, Bataan, Philippines

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ABSTRACT

*The research aims to analyze the techniques used in translated international literature to Filipino literature. The method of this study is descriptive- qualitative and focuses on translation product analysis. The collecting of data comes from international literature particularly short story such as *The Necklace (Ang Kuwintas)*, *The Pig (Ang Alaga)*, and *The Gift of Magi (Ang Aginaldo ng mga Mago)* that was translated from English into Filipino and has been used in the 10th-grade level of Department of Education in the Philippines. The findings revealed five translation procedures identified in this study. Those procedures are as follows: Borrowing, Modulation, Transposition, Equivalence, and Adaptation. The first technique (borrowing) is oriented to the source text while the rest (explicating, modulation, equivalence, and adaptation) are oriented to the target text. Procedures that are oriented to source text are referred to as direct translation, while those to target text are referred to as oblique translation. The findings reveal that translators did not use dialectal and word formations to compensate for certain technical and cultural words but instead translated it into a statement or phrase where the word in the English version is reciprocated in a way that is interpreted. This means that instead of borrowing a word, the translator sometimes interprets the word.*

Keywords: translation, procedure, direct, oblique

INTRODUCTION

At this time, the translation of different literature into the Filipino language plays an important role in education in the Philippines. It became even more vibrant when literature in various countries was integrated into the Filipino curriculum in secondary, college, and even at the specialized level of study from the simplest to the most complex forms of literature. This is reflected in the Bilingual Education Policy, which is based on Department Order No. 25, s. 1974, which seeks to initiate the use of Filipino (now Filipino) as a medium in selected subjects, except English which is revised in the 1987 Constitution (Art. XIV, Sec. 7). The naturalness and rapid entry of various

knowledge of foreign languages, especially English, is one of the main reasons for the birth of translation. Where different disciplines of wisdom are expanded, developed, and easily understood by translating from the native language to the target language that is more understandable to all.

Through translations, those who do not fully understand English may still benefit from the wisdom of the West through the translation into Filipino and other Philippine languages of informative materials on science and technology. The creation of reference materials and textbooks in a language that is accessible to the largest possible audience requires the use of translation in

the field of education. The translation of diverse texts from French, German, Japanese, and other languages into Filipino also uses English as an intermediary language (Batnag, 2010).

Moreover, one of the criteria set in the new curriculum by the Department of Education (DepEd) is the standard content that will show students a high understanding and appreciation of international literary works to produce a critical review of the critiques performed on any Mediterranean literary work. The Necklace (*Ang Kuwintas*), The Pig (*Ang Alaga*), and The Gift of Magi (*Ang Aginaldo ng mga Mago*) have been translated from English into Filipino and will be the focus of this study. After the 10th grade, students demonstrate communicative, analytical thinking, and literary understanding and appreciation using technology and various types of international texts and translations towards global awareness.

OBJECTIVES OF THE STUDY

The primary aim of this study is to analyze the techniques in the translation of various international literatures that have been translated into Filipino and used in the module of Filipino 10.

Specifically, this study intended to achieve the following research objectives:

1. Describe the form of works in Filipino 10 according to:
 - 1.1 Type of Literature; and
 - 1.2 Place of Origin
2. Analyze the translated Filipino 10 literature in accordance with the concept of Vinay and Dalbernet
3. Evaluate the implications of this study on the current K to 12 curriculum in the Filipino subject.

METHODOLOGY

This research design is descriptive. This study focuses on analyzing the translation techniques of various international literature that has been translated into the Filipino language and used in the Department of Education in the Philippines. Literatures are taken from the module that is being utilized in the 10th grade level. Three

short stories come from various continents: Mediterranean; The Necklace (*Ang Kuwintas*) from France; South America; The Gift of the Magi (*Aginaldo ng mga Mago*) from the United States of America; Africa and Persian; The Pig (*Ang Alaga*) from East Africa. Data collected was a translation technique used by translators to translate technical terms in the source language (ST) into the target language (TL).

The data contained in the technical terms were collected using content analysis, by reading the entire text labeling the translated terms in the source language text, and then finding the translation in the target language text. In this study, the translation techniques developed by Dalbernet and Vinay (1958) are a reference source in determining translation techniques. Finally, conclusions are drawn based on the research objectives.

RESULTS AND DISCUSSION

1. Types of Literature

In this part of the research. The proportion of different types of literary works and their origins through graphics and tables. Although the focus of this study is short story translations, the researcher prefers to include some international literature that are part of the literature discussed in the K to 12 curriculum to give a discussion of why short story literature was chosen as the focus of the study.

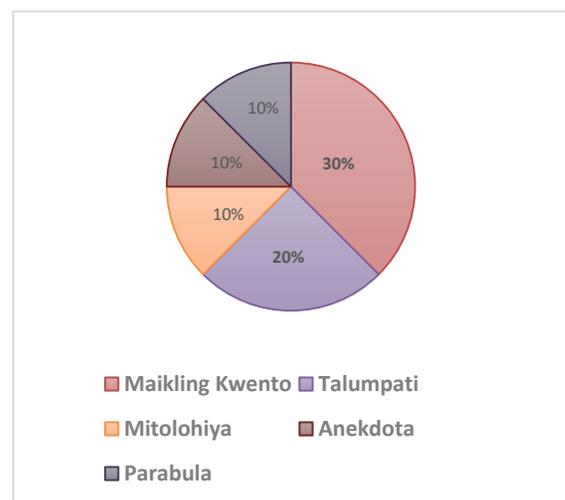


Figure 1. The Number of Literary Works Used in the DepEd

The graph shows the percentage of different literature used under the curriculum of the Department of Education, especially in grade 10. The same percentage of parables, myths, and anecdotes obtained ten percent in the analysis of the number of literatures participating in the said module. Morse, the speech received 20 percent and the highest and most translated work into Filipino was a short story with thirty percent. This simply means that the translations of short stories have similar concepts, ideas, and cultures compared to different literatures of other countries.

According to Lema (2014), many translation works can be used as a learning platform, but they must be adapted to the role of students in their studies, particularly at the secondary level, which includes a variety of literature in their learning. Therefore, it is suggested to carefully review and study a work before applying it to students. The following graph shows the origin of the above-mentioned works.

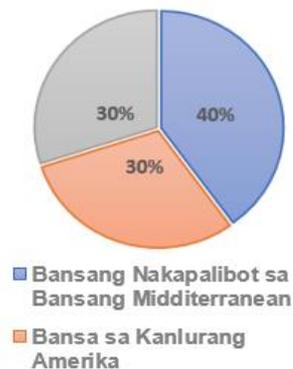


Figure 2. Proportion of the Source of Literary Works Used in the 10th Grade

The figure states that most of the literary works originated in the Mediterranean Sea, consisting of 40% or four texts, while 30% or three texts were from western America and Africa, which in total consisted of 100% or ten texts.

2. Analysis of the Techniques of Translation Based on the Concept of Vinay and Dalbernet

The selection of a translation procedure will determine the translation results from the source language to the target language. In this section, the researcher examines the translation procedure utilized by the Department of Education in public and private schools for the new K–12 curriculum to translate international short stories from the source language (SL) to the target language (TL) using the strategies and procedure proposed by Dalbernet and Vinay. Particularly, the data analyzed in the process of Borrowing technique; Adaptation technique; Equivalence or Idiomatic Translation techniques; Modulation techniques; and Explicating Techniques.

3. Barrowing

Table 1
Example of Borrowing Words

Literature	Tuwirang Panghihiram	Hindi Tuwirang Panghihiram
The Necklace (<i>Ang Kuwintas</i>)	Ingles: Nanerre Madame Satin	<i>Benesiya</i> <i>Bestido</i> <i>Bintana</i> <i>Brose</i> <i>Dote</i>
	Espanyol: De lata teatro	<i>Imitasyon</i> <i>Imposible</i> <i>Kandilero</i> <i>Krus</i> <i>Kumbento</i> <i>Ministro</i> <i>Prangko</i> <i>Sentimos</i> <i>Silya</i>
The Gift of Magi (<i>Ang Aginaldo ng mga Mago</i>)	Ingles: Madame Pesos	<i>Aginaldo</i> <i>Beinte</i> <i>Dyaket</i> <i>Guwantes</i>
	Espanyol: Alas-siete Mago Mesa Platino	<i>Huwego</i> <i>Karpet</i> <i>Pakete</i> <i>Piso</i> <i>Pulbo</i> <i>Sopa</i>
The Pig (<i>Ang Alaga</i>)	Ingles:	<i>aksidente</i> <i>detalye</i> <i>drayber</i> <i>chersisyo</i> <i>hepe</i> <i>imahinasyon</i> <i>interesado</i> <i>kalyo</i> <i>komisyon</i>
	Headquarters Askaris Buddu country Farm school Matoke Shamba	<i>kompidensiyal</i> <i>kondisyon</i> <i>kotse</i> <i>motorsiklo</i> <i>pensiyon</i> <i>publiko</i> <i>serbisyo</i> <i>sertipiko</i>
	Espanyol: Interes Papeles Sorpreza	



The TL word is directly translated from the SL. There are examples of borrowed words used in the works that have been reviewed. Using different dictionaries such as UP Dictionaries and other books to determine the etymology of words that are reciprocated. It has been found that there are two sorts of corresponding words to the vocabulary employed in literary works: (1) words directly adopted from English and Spanish, solely in Spanish, that have assimilated into the Filipino vocabulary. (2) English terms with a higher percentage of Spanish counterparts that adhere to the dictum "what is pronounced is spelled" and have also influenced the Filipino language.

The table above is an example of borrowing words. In the analysis of the above-mentioned tables, they only reflect the frequent entry of borrowed words even in international works. It is also worth noting that the word borrowing is more likely if many statements in the English version are technical and there is no direct translation in Filipino.

4. Adaptation

Table 2
Example of Adaptation Words

Literature	Source Text (ST)	Target Text (TT)
The Necklace (<i>Ang Kuwintas</i>)	One <u>dollar</u> and eighty-seven cent	<i> piso at walumpu't pitong sentimos.</i>
	"she had only \$1.87	<i> piso at walumpu't pitong sentimos</i>
	"Twenty <u>dollars.</u> " said Madame,	<i>"Beinte pesos." Ang wika ng Madame,</i>
The Gift of Magi (<i>Ang Aginaldo ng mga Mago</i>)	dokar	<i> cab</i>
The Pig (<i>Ang Alaga</i>)	folders	<i> papeles</i>
	landrovers	<i> sasakyan</i>

The table above shows that the words used by the source language remained in the target

language. However, it is worth noting that the value has changed since it was translated into Filipino. Because the value of the currency of the dollar is large in the value of the peso. Also, the use of words and phrases in this sentence is noted in this method that makes little too much change in the original statement. It is also known that in this style some technical or cultural expression in the context of the word and it only shows the adaptation of the translation to whether what is the culture of the reader. Therefore, it is advisable to use it where it is translated.

5. Equivalence or Idiomatic Translation

Table 3
Example of Equivalence or Idiomatic Translation Words

Literature	Source Text (ST)	Target Text (TT)
The Necklace (<i>Ang Kuwintas</i>)	air of triumph	<i> masaya</i>
	with no fire	<i> panlulumo</i>
	having a good time	<i> magpapakalunod din sa kaligayahan</i>
	hopeless fantasies	<i> pangarap niya sa buhay</i>
	Imitation	<i> puwit lamang ng baso</i>
The Gift of Magi (<i>Ang Aginaldo ng mga Mago</i>)	and collected herself	<i> Bigyang-panahon</i>
	worshipped long	<i> Inaasam-asam</i>
	burdened with a family	<i> Nag-iintindi na dahil sa kanyang pamilya</i>
The Pig (<i>Ang Alaga</i>)	as immovable as a setter	<i> Walang katinag-tinag Para alamin</i>
	To nose around	<i> Ilang babae</i>

The table above is an example of equivalence and idiomatic translation in that the structure of statements and sentences is moved explicitly without regard to the context of the English version. This technique also notes that there are several ways to be reflected, such as word limitation, artistic to superficial or vice versa, use of sentences, and direct presentation of ideas.



6. Modulation

Table 4
Example of Modulation Words

Literature	Source Text (ST)	Target Text (TT)
The Necklace (<i>Ang Kuwintas</i>)	She thought of dainty dinners	<i>Iniiisip niya ng mga gayong sandali ay ang nakakainggit na masarap na hapunan</i>
The Gift of Magi (<i>Ang Aginaldo ng mga Mago</i>)	Give it to me quick" said Della.	<i>Bayaran n'yo ako agad," ang wika ni Della</i>
The Pig (<i>Ang Alaga</i>)	Im afraid I can't stay more than a few minutes	<i>Hindi po ako magtatagal</i>

This is a procedure that is justified 'when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL' (2004: 133). Vinay and Darbelnet place much stored by modulation as 'the touchstone of a good translator', whereas transposition 'simply shows a very good command of the target language' (ibid.: 246).

The above example shows that there was a change in the source language to the Target Language by having an extra word. The use of words in the Filipino language has become more negative than in English. It is simply a way of changing the message by changing the point of view. It is simply a demonstration that the meaning of the word varies based on the order of the sentence and how it is written in the source language (SL) into the target language (TL).

7. Explicating

Implicit information in the ST is rendered explicit in the TT. This may occur on the level of grammar (e.g. English ST the doctor explicated as masculine or feminine in a TL where an indication of gender is essential), semantics (e.g. the explanation of a ST cultural item or event, such as US Thanksgiving or UK April Fool's joke), pragmatics (e.g. the opaque and culturally located US English idiom it's easy to be a Monday morning quarterback) or

discourse such as increased cohesion in the Target Text (TT).

Table 5
Example of Explication

Literature	Source Text (ST)	Target Text (TT)
The Necklace (<i>Ang Kuwintas</i>)	And hopeless fantasies	<i>at napuputos ng lumbay ang kaniyang puso kapag naisip ang mga pangarap niya sa buhay na hindi yata magkakaroon ng katuparan</i>
	She felth this and wanted to run away of whispered gallantries listened to	<i>Dinamdad niya ang pagkakaroon ng abang panginaw at nihais niyang makatalilis agad</i>
The Gift of Magi (<i>Ang Aginaldo ng mga Mago</i>)	Without translation	<i>Naisip din niya ang mga papuring ibinubulong sa kaniya na kunwari hindi niya napapansin matipuno ang katawan, matigas ang mga laman at magaspang ang mga kamay na namumula.</i>
	Without translation	<i>Napakasayang gabing iyon na malaon nang nakalipas. Ang kaniyang kagandahang naging tampok sa sayawan at naging dahilan upang siya'y maging tampulan ng paghanga.</i>
The Pig (<i>Ang Alaga</i>)	restless, anxious	<i>May taglay siyang alindog a hindi nababagay sa kasalukuyan niyang kalagayan.</i>
	"he went to get the new necklace, laying upon the jeweler's counter thirty-six thousand francs."	<i>Hindi siya mapalagay at tila may suliraning gumugulo sa isipan</i>
The Pig (<i>Ang Alaga</i>)	hoked with happiness as his frail nanginging na niyakap ang apo fingers were squeezed in a senewy grip, and the bones of his shoulders almost snapped under a affectionate hug	<i>Nangiginig na niyakap ang apo</i>

It is noted based on the above examples that in this style there is more word addition to meet the need to compensate for the spirit of the English version. It was also discovered that this method did not affect the message of the statement or unit very much, ranging from the unchanged spirit to the slightly changed spirit. It is also noted that the Gift of the Magi units does not have an equivalent meaning of amendments or additional details and information only in connection with or subsequent statements. The words or parts of the sentence in the English translation also change in order compared to the English version.

8. Implications of this Study on the Current K to 12 Curriculum in the Filipino Subject

Teachers have a great responsibility to teach the class. It not only stands as a launching lesson in teaching language but also informs the students of the consciousness that is happening in society and the world. This is one of the reasons why foreign-born works are included in language particularly in the K to 12 curriculums. This means that teachers are not only focused on the teachings of Philippine Literature as well as the inclusion of literature from foreign countries, particularly in the teaching of literature in grades nine and ten. The need to teach international literature in the context of Filipino literature has made the course of translation in the country even more steep. A wide variety of books and guides for teaching and learning have been developed to align with the need to translate international literature and to be taught in a historical, sociological, psychological, cultural, and other direction as a guide to raising international consciousness. This change in the teaching system of the Filipino language has also been a challenge for some teachers in the country. What about the teachers who have been teaching Filipino literature? How can we be a part of the education system not only as part of the education system but also as a part of the education system? How can learning a foreign language be meaningful in the life of a Filipino student? According to Steiner 1976, if the culture of a country or race is not known, it can lead to misunderstandings.

However, there is no answer to these challenges. It is also not surprising that the teacher can do something to keep up with this change. Teachers have a great responsibility to use translations to help educate students. On the other hand, this is also a big challenge for translators. The translator may undermine the author's important purpose by presenting his work in the process of his translation. The key to this responsibility is knowledge of the languages and cultures that include the languages involved.

CONCLUSION

To conclude, V&D's procedure represents the first systematic effort to develop a well-focused

set of propositions relating to transfer processes and to create a classification of translation procedures. They have been successful in classifying recorded translation occurrences into several categories and subcategories of translation operations to generate a translating method that can be applied to a target text. They have also attempted to characterize the translator's actions in terms of performance and provide him the leeway to make some decisions about the translation process that are influenced by stylistic considerations. Since numerous translation techniques might be utilized in the same text and some translations fall under a larger, more sophisticated method, it can be challenging to distinguish between them. As mentioned, translators did not use dialectal and word formations to compensate for certain technical and cultural words but instead translated them into a statement or phrase where the word in the English version is reciprocated in a way that is interpreted. This means that instead of borrowing a word, the translator sometimes interprets the word by interpreting it.

RECOMMENDATIONS

This research can be used as a basis for new researchers or more extensive translation studies. Apart from the works covered by this study, it is advisable to have more attempts at translating more international works so that literary translations are not only limited but have variants that can be used as a starting point for language teaching. The works translated will be used as modules in the teaching of international literature and will reflect the culture of the foreign country. For this reason, it is ideal if the translated work reflects the cultural, historical, psychological, and other purposes of the work. It is also important to have a detailed explanation of the culture and history of the country that will be discussed in the teacher's guides.

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AUTHOR'S PROFILE



Mr. Benjun S. Marticio is a faculty member of the Department of Arts in Sciences at the Bataan Peninsula State University, teaching Kontenkwistwalisadong Komunikasyon sa Filipino and Sinesosyodad Pelikulang Panlipunan. He is currently finishing his PhD in Pagsasalin at the University of the Philippines Diliman. His research interests include Translation, Literature, and Filipino Education.

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