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Major linguistic challenges faced by translators when translating from english into kirundi and vice versa

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UNIVERSITY OF BURUNDI



FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MAJOR LINGUISTIC CHALLENGES FACED BY TRANSLATORS WHEN TRANSLATING FROM ENGLISH INTO KIRUNDI AND VICE VERSA

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree **"Licence en Langue et Littérature Anglaises"**

Bujumbura, May 2018

DEDICATION

To my parents,

To my uncle,

To my brothers,

To my sisters,

I warmly dedicate this work.

ACKNOWLEDGEMENTS

It is noteworthy that without the contributions from many people, this work would not have reached better results.

First of all, my profound gratitude goes to Dr. Sylvestre Nkurikiye, who accepted to supervise this work despite many other duties he had to achieve. His availability, guidance, and encouragement made this work have a good shape.

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Next, I would like to extend my expression of gratitude to all lecturers of the Faculty of Arts and Social Sciences, in the Department of English Language and Literature, for their help throughout my studies at the University of Burundi.

Next, thanks also go to my teachers of primary school and secondary school, without whose efforts I would not have attained this level.

Had I mentioned all the names of those who contributed to the completion of this work, I would come with a very long list. So, many people whose names are not mentioned here, I thank you all.

LIST OF ABBREVIATIONS AND ACRONYMS

DELL	: Department of English Language and Literature
etc.	: et cetera (Latin): and the others and the like.
FASS	: Faculty of Arts and Social Sciences
i.e.	: that is
SL	: Source Language
SLT	: Source Language Text
ST	: Source Text
TL	: Target Language
TLT	: Target Language Text
UB	: University of Burundi

LIST OF TABLES

Table 1: Translation as an English Course 42

Table 2: Hours Allocated to Translation Course 43

Table 3: Information about How Long They Have Been Learning Translation Course 43

Table 4: Views on How They Consider Translation 44

Table 5: Strategies Used While Translating 45

Table 6: Materials Used While Translating 46

Table 7: The Less Difficult Languages to Translate 46

Table 8: Views on the Challenges They Face When They Are Translating 47

Table 9: Collaboration with Classmates 48

Table 10: Invention of a Word When Translating 49

Table 11: Place of Translation in Burundi 50

Table 12: Improvement of Translation 51

ABSTRACT

This study investigated the major linguistic challenges encountered by translators when translating from English into Kirundi and vice versa. The study was conducted in the University of Burundi in the Department of English Language and Literature in the translation track where students of Bac III were selected. Twenty five informants were taken as a sample population. Besides, translators of Iwacu Press were also selected and two of them were taken as a sample population. Questionnaires were elaborated according to three research hypotheses such as; the translation from English into Kirundi or vice versa cannot be done without the loss of the original meaning, dictionaries are necessary for a good translation and translators translate word for word or paraphrase. Data from both translators and students were collected by using questionnaires. Through students' questionnaire, it was found out that although they spend much time learning how to translate, translating from English into Kirundi or vice versa, is still a great challenge. It was also found out that the most used method while translating, is paraphrasing. As far as the journalists of Iwacu are concerned, it was found out that they face the same challenges as the students.

TABLE OF CONTENTS

DEDICATION ..... **i**

ACKNOWLEDGEMENTS ..... **ii**

LIST OF ABBREVIATIONS AND ACRONYMS ..... **iii**

LIST OF TABLES ..... **iv**

ABSTRACT ..... **v**

TABLE OF CONTENTS ..... **vi**

CHAPTER I: GENERAL INTRODUCTION **1**

I.1. Background to the Study 2

I.2.The Statement of the Problem 2

I.3. Motivation of the Study 4

I.4. Purposes of the Study 5

I.5. Research Questions 5

I.6. Research Hypotheses 5

I.7. Scope and Delimitation of the Study 6

I.8. Significance of the Study 6

I.9. Structure of the Work 7

I.10. Definition of Terms 8

CHAPTER II: LITERATURE REVIEW **9**

II.0.Introduction 9

II.1. Definitions 9

II.2. Types of Translation 11

II.3. Decoding and Recording 14

II.4. Untranslatability 15

II.5. Methods of Translation 15

II.6. Translation Procedures 18

II.7. Common Challenges of Translation 27

II.7.1. Language Structure 27

II.7.2. Idioms and Expressions 27

II.7.3. Compound Words 27

II.7.4. Missing Names 28

II.7.5. Two-word Verbs 28

II.7.6. Multiple Meanings 29

II.8. Criteria for Evaluating a Good Translation 29

II.9. Translation and Equivalence 31

Conclusion on Chapter II 34

CHAPTER III: METHODOLOGY 35

III.1. Introduction 35

III.2.The Research Area 35

III.3. Research Population 35

III.4. Research Sample 36

III.5. Data Analysis Procedures 37

III.5.1.The Students' Questionnaire 38

III.5.2. The Translators' Questionnaire 39

III.6. Difficulties Encountered 39

CHAPTER IV: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE FINDINGS 40

IV.0. Introduction 40

IV.1. Data Presentation 41

IV.2. Data Analysis 41

IV.2.1. Analysis of the Students' Questionnaire 42

IV.2.2. Analysis of Translators' Questionnaire 51

IV.3. Interpretation of the Findings 56

IV.3.1. Lack of Appropriate Lexis 58

IV.3.2. Metaphor 59

IV.3.3. Difficulty to Translate Repetitions 59

IV.3.4. Onomatopoeic Words 60

IV.3.5. Diminutives 61

IV.3.6. Pejorative Words 61

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS 63

1. General Conclusion 63

2. Recommendations 65

BIBLIOGRAPHY 68

APPENDICES 71

CHAPTER I: GENERAL INTRODUCTION

All over the world, people communicate using either their mother tongue or other foreign languages. If it happens that people using different languages communicate, various challenges are raised. To find solution to those challenges, people have to resort to translation which makes the communication pass as well through the noble act of a translator. Therefore, the translator is there to convey the message from people of one language to those of another. The translator translates the message from the source language (SL) into the receptor language (R.L).By so doing, people of the R.L fully get the message as it is given.

Nowadays, translation is more important since we are in East African Community where one may recourse to translators especially for trading and tourism. Again, during some summits or other important meetings which may bring together people from different countries, translation appears to be necessary in such cases. Translation will help in solving some dilemmas which may result from the fact of not knowing a given foreign language. However, through translated films, music and literature, there is a cultural interchange and there will be no more boundaries between people from different countries. Consequently poor countries will benefit from experiences of developed countries through exchanging goods, policies and other useful experiences.

Translation is therefore a tool without which news will remain ineffective and unreliable. Apart from the importance of translation in everyday life, note that in this chapter, I also dealt with the background to the study and I have shown how translation is necessary in our life despite being so complex. In the statement of the problem, I have shown that it is quite impossible to attain a hundred percent translatability

I.1. Background to the Study

It is noteworthy that translation is of a paramount importance since it serves as bridge for people whose native languages are different. However, it is a complex task in most cases. Such a translation is meaningful when the translator knows both the target language and the receptor language. Moreover, it necessitates that he/she have a thorough understanding of the two languages to be translated. Next, it is good when the translator knows the culture of a given society so that he/she can give a good translation.

Nevertheless, translators still face some problems because it is quite impossible to find an exact equivalence. So there is a need to conduct researches to solve those problems encountered by translators in order to provide a perfect translation which will be useful for both the foreigners and the indigenous. Again, since translation may be used to transmit knowledge or create understanding between groups and nations, any impediment should be set aside for better progress. Furthermore, one will see techniques as well as procedures to use so as to be a good translator.

The main part of this work is to identify those problems in Kirundi and English. The latter is an Indo-European language spoken in many parts of the world while Kirundi is a Bantu language spoken in Burundi. It is important to note that Kirundi is rarely spoken in African countries since each tribe speaks its own proper language.

I.2.The Statement of the Problem

According to Larson (1984: 36) translation consists of changing from one state of form to another, to turn into one's own or another language. However, this change is not always easy or done effectively.

There have been problems among students of Bac III in translation track and other translators while translating from English into Kirundi and vice versa. One wonders what causes the low achievement in the process of translation. No one knows that whether the poor achievement is due to different cultures of the two languages they are exposed to when translating, or other factors.

Experts have established that a completely accurate translation is impossible. They may disagree on the merits of various translations, or the method to be used. After all, as Humboldt in Savory (1968:75) said: "All translations seem to be simply an attempt to solve an insoluble problem.'' In other words; attaining a hundred percent translatability is quite impossible. On this, Octavio Paz in Bassnett- Mc Guire (1980:38) says:

> *Every text is unique and, at the same time, it is the translation of another text. No text is entirely original because language itself, in its essence, is already a translation: firstly, of a non-verbal world and secondly since every sign and every phrase is the translation of another sign and another phrase. However, this argument can be turned around without losing any of its validity: all texts are original, because every translation is distinctive. Every translation, up to a certain point, is an invention and as such it constitutes a unique text.*

In addition, when it is to translate the cultural traits, the task becomes harder because the linguistic distance between Kirundi and English is longer. Therefore, one may wonder whether the poor achievement in translation is due to the different cultures of the two languages or other factors.

I.3. Motivation of the Study

Choosing to deal with this study, I was motivated by the awareness of the difficulties that some translators encounter when translating from English to Kirundi and vice versa. Furthermore, the course of translation was more complex for me that I chose to work on it and find out the challenges that hindered my perfection. However, since a language is a tool of communication, I made up my mind that any language can be translated.

Nida (1964) stated that:" Anything that can be said in one language can be said in another, unless the form is an essential element of the message". On the other hand, de Pedro (1999:552) says:

> *(...) is particularly relevant to the translation of literary texts, since the aesthetic function of language is of a prime importance in this kind of texts and, as a result, formal considerations are essential.*

As far as I can say, some texts are more easily to translate than others. In general, it can be said that a text with an aesthetic function will contain elements which make its reproduction in a different language difficult. However, a text with a merely informative function will be easier to translate. As a result, intentionality in the source text, plays a very important role which conditions the translator to attempt the reproduction in the target text of the elements with the original author presented intentionally.

I.4. Purposes of the Study

This study aims at finding out challenges faced by translators when translating from English into Kirundi and vice versa. It also aims at pointing out to the causes of such challenges and proposing some remedial strategies such as techniques and procedures to deal with it. Again, recommendations are also made for reaching better results. It is important to note that such recommendations are addressed to anyone who wants to specialize in translation in order to translate respecting norms of a good translation.

I.5. Research Questions

To this study, an attempt is made to answer the following questions:

1. Can one keep the same meaning when translating from English to Kirundi?

2. Are dictionaries necessary for a good translation?

3. Do translators paraphrase or use word for word translation?

I.6. Research Hypotheses

As far as hypotheses are concerned, I came up with the following ones:

1. The translation from English into Kirundi or vice versa cannot be done without the loss of the original meaning.

2. Dictionaries are necessary for a good translation.

3. Translators translate word for word or paraphrase.

I.7. Scope and Delimitation of the Study

This work analyses problems that translators encounter when they are translating from English into Kirundi and vice versa. This study was carried with the help of students of the Department of English Language and Literature Bac3 in the translation track. It was also made with the help of some media such as Iwacu Press. This category of people was chosen because it is they who were expected to provide full information to any question. Moreover, translators are fewer in number especially in Burundi.

I.8. Significance of the Study

Translation plays a great role in the transfer of ideas and beliefs among people. Even though it is not developed, translation is very important. On this, Stephen (1979:63) said:

> *Most of what we know of the past has come to us through translation, and much of our future will inevitably depend on translation. We are heirs of all the cultures of the past only because the translators have made these cultures available and without the translator, the lost child, we are lost. The translator is an essential link between various historical periods and diverse cultures. Without him, our world would be parochial and impoverished.*

It is noteworthy that our study is of a Paramount importance for translators, because they will be aware of their greatest contribution to the world. It is they who help to transfer cultures, ideas and beliefs of people. Furthermore, the country

will benefit from it since it will have its files translated and such files will attract foreigners to come to explore our country as it is yet member of EAC

As far as students are concerned, this study will help them to find out problems that they may face while studying translation course so that they can solve them in order to improve their capacities. All in all, this work will be more important for students, teachers and professional translators since they will find out appropriate techniques to apply for a good translation.

I.9. Structure of the Work

A structure of the work shows the organization of the study. According to the Oxford Advanced Learners' Dictionary of current English fourth edition, a structure is a way in which something is organized or divided into. This work is divided into five chapters.

The first chapter is entitled "General introduction" and is about different information related to the topic under investigation. The second chapter is entitled Literature Review" and deals with some theories buy other researchers, and which are related to the present study. The third chapter is called "Methodology" and describes various methods that have been used in conducting this study. The fourth chapter is entitled "Data Presentation, Analysis, and Interpretation of the Findings" and deals with the analysis of different responses that have been provided by respondents to the questionnaires that were addressed to them so as to give the information related to this study. The fifth and last chapter of this work is General Conclusion and Recommendations". It provides a summary of the chapters as well as recommendations formulated with reference to the findings of this study and suggestions by respondents.

I.10. Definition of Terms

- **Target language:** it is the language into which translation is done.

- **Source language**: It is the language from which a translation is done

- **A text**: it is a piece of spoken or written language.

- **First language**: It is the person's mother tongue or the language acquired first.

- **Second language**: it is a language which is not a native language in a country but which is widely used as medium of communication and which is usually used alongside another language or other languages. It is also used for administrative purposes.

- **Interference:** it is the use of native language pattern or rule which leads to an error or inappropriate form in the target language.

- **Foreign language:** it is a language which is not a native language in a country.
- **Lexis**: the set of all words and phrases in a language.

CHAPTER II: LITERATURE REVIEW

II.0.Introduction

Through various definitions given by different scholars, we are going to see how translation is a process of substituting a text from one language to another. Furthermore, in his article "On Linguistic As Rewording Translation ", Roman Jacobson (1959) distinguishes three types of translation: interlingual, and intersemiotic translations. This chapter also involves some methods and procedures used to render the meaning of a text into another language to facilitate the work and thus avoid any challenge that may happen.

II.1. Definitions

Many people have defined the word "translation" depending upon their views as we are going to see it in the following paragraphs:

Ordudari (2007) defines translation as reproducing various kinds of texts including religious, literary, scientific, and philosophical text in another language and thus making them available to wider readers.

Larson (1984) defines translation as transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is the meaning which is being transferred and must be held constant.

Nida (1969) in Hartono (2009) similarly defines that translating consists of reproducing the receptor language to the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

Catford (1978) in Hartono (2009) defines that translation is the replacement of textual material in one language (SL) by equivalent material in another language(TL). This definition shows that translation is a process in the sense that it is an activity performed by people through time, when expressions are translated into simpler ones in the same language (Rewording and paraphrasing). It can be done also from one language into another different language.

Newmark (1988) defines translation as rendering the meaning of a text into another language in the way that the author intended the text. In short, the meaning of a text should be the same with the author's aim when it is translated.

In Bassnett's book, Translation Studies, we find that translation is defined as the transfer of meaning. Translation involves the transfer of "meaning" contained in one set of language signs into another set of language signs through competent use of the dictionary and grammar; the process involves a whole set of extra linguistic criteria (Bassnett, Translation Studies,p.21). According to Wills in Choliludin (2007), translation is a procedure which leads from a written source language to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text.

According to the Britannica World Language Dictionary, translation is a transfer from one language to another; a turning of foreign literary composition into the vernacular; a reproduction of a work in a language different from the original.

Both definitions above imply that translation involves two languages: the source language (SL) and the target or receptor language (TL or RL). Again, it is noticed that translation is the process of transferring the meaning from source language into target language. Moreover, the ideas and thoughts to be translated from SL into TL must be translated correctly.

But again, meaning is important in translation and it must be constant. Besides, a translated text should carry the spirit of the original.

II.2. Types of Translation

As we are going to see it the following paragraphs, we have various types of translation:

In his article "On Linguistic Aspects of Translation", Roman Jacobson (1959) distinguishes three types of translation:

1. Intralingual translation or rewording (an interpretation of verbal signs by means of other signs in the same language).

2. Interlingual translation or translation proper (an interpretation of verbal signs by means of some other languages).

3. Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of non verbal sign systems).

Catford (1965) makes categories of translation in terms of extent, levels, and ranks. Based on the extent, he classifies translation into full and partial translation. On the levels of translation, there are total and restricted translation and on the ranks there are rank bound and unbounded translation. In full translation, the entire text is submitted to the translation process, that is, every part of the source language text is replaced by the target language text material. In partial translation, some parts of the source language text are left untranslated. They are simply transferred to the target language text.

Total translation means the replacement of source language grammar and lexis by equivalent target language grammar and lexis with consequential replacement of the source language phonology or graphology by non equivalent TL phonology or graphology. Rank bound translation is translation in which the selection of TL equivalents is deliberately confined to one rank or a few ranks in the hierarchy of grammatical units, usually at word or morpheme rank, that is, setting up word-to-word or morpheme- to-morpheme equivalence. In contrast with this, normal total translation in which equivalences shift freely up and down the rank scale, is called unbounded translation.

Brislin (2007) in Choliludin categorizes translation into the following types:

a. Pragmatic Translation

It refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the SL form. It is not concerned with other aspects of the original language version.

b. Aesthetic-poetic Translation

It refers to translation in which the translator takes into account the affect, emotion, and feelings of an original version, the aesthetic form used by the author, as well as any information in the message.

c. Ethnographic Translation

The purpose of ethnographic translation is to explicate the cultural context of the source language and target language versions. Translators have to be sensitive to the way the words are used and must know how the words fit into cultures.

d. Linguistic Translation

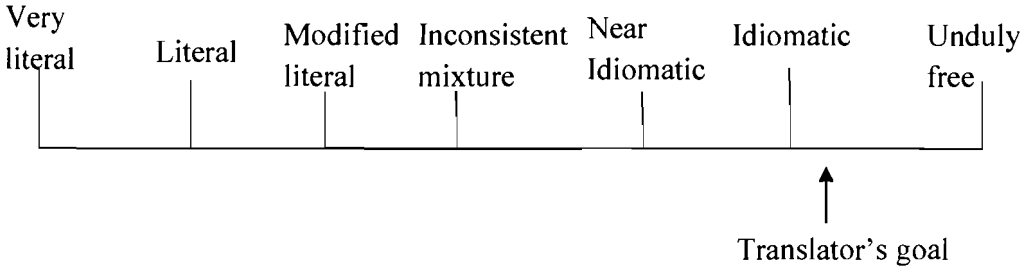
This is concerned with equivalent meanings of the constituent morphemes of the SL and grammatical form. The example is the language computer program and machine translation.

Basically, according to Brislin (2007), there are two types of translation namely factual and literary translations. Factual translation refers to translating to convey information with precision, without involving the emotions or feelings of the translator but only based on real facts. Literary translation refers to the translation of art works. In this kind of translation, the translator involves his or her emotion or feeling and it tends to be subjective, for example the translation of poems, drama, novels, etc.

According to Larson (1984), translation is classified into two main types namely form-based and meaning-based translation. Form-based translation attempts to follow the form of source language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language. Such translation is called idiomatic translation.

Larson (1984) says that idiomatic translation uses the natural forms of the receptor language both in the grammatical constructions and in the choices of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. However it is hard to consistently translate idiomatically or literally since translations are often a mixture of literal and idiomatic forms of a language (see the following figure)

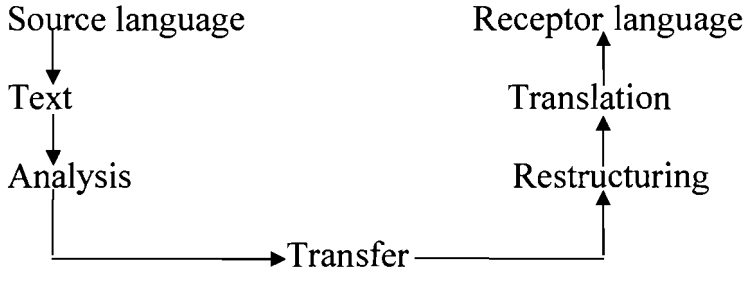
Figure: Translation as a continuum by Larson (1984)



The translator's goal should be an idiomatic translation. Newmark (1988) states that idiomatic translation reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. He will know he is successful if the receptor language readers do not recognize his work as translation at all, but simply as a text written in the receptor language for their information and enjoyment.

II.3. Decoding and Recording

Eugene Nida's (1982) model of the translation process illustrates the stages involved:



II.4. Untranslatability

Untranslatability is a property of a text, or of any utterance in one language for which no equivalent or utterance can be found in another language. It was not until the nineteenth century when the issue of translatability started to be taken into consideration.

Catford (1965) distinguishes two types of untranslatability which he terms linguistic and cultural. On the linguistic level, untranslatability occurs when there is no lexical or syntactical substitute in the TL for an SL item. That is to say, the target language has no corresponding words, tenses, phonetic or grammatical entities that occur in the SL.

Cultural, when the target language and its culture lack a relevant situational feature for the SL text (allusions, symbols, puns).

However, some scholars deny the existence of untranslatability, others, mostly deconstructionists; deny the possibility of understanding in communication in one language.

II.5. Methods of Translation

Even though, some translators face some problems when translating, they do not give up. As we are going to see it, some methods are applied to facilitate the work of translation.

Peter Newmark (1988) suggests eight types of translation:

1. Word-for-word Translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as prey translation process.

2. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

3. Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical «abnormality" deviation from SL norms in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

4. Semantic Translation

Semantic translation differs from "faithful translation" only in as far as it must take more account of aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on "meaning" where appropriate so that no assonance, word-play or repetition jars in the finished version.

It does not rely on cultural equivalence and makes very small concessions to the readership. While faithful translation is dogmatic, semantic translation is more flexible.

5. Communicative Translation

It attempts to render the exact contextual meaning of the original in such a way that both language and content are readily acceptable and comprehensible to the readership. Communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language and tending to under translate.

6. Idiomatic Translation

It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms. Sometimes a faithful translation requires an idiomatic translation to maintain semantic integrity. The real danger comes in translating an idiom literally, since the result will usually be nonsense in the receptor language.

7. Free Translation

Free translation is when the translator substitutes cultural realities or scenarios for which there is no reference in the target language. It reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original (a so called "intralingual translation").

8. Adaptation

This is the freest form of translation. It is used mainly for plays(comedies) and poetry; the themes, characters, plots, are usually preserved, the SL culture converted to the TL culture and the text writer.

As stipulated in Newmark (1988), only semantic and communicative translation fulfills the two main aims of translation: accuracy and economy. A semantic translation is more likely to be economical than a communicative translation, unless for the latter, the text is poorly written. In general, a semantic translation is written at the author's linguistic level, while a communicative one is written at the, readership's. Besides, semantic and communicative translation treat the following items similarly: metaphors, collocations, technical terms, slang, colloquialisms, ordinary language, etc. Those items are rendered closely to appear fully informative.

II.6. Translation Procedures

Translation theorists have devised various procedures to deal with different types of texts in translation. Besides, translators may use a variety of procedures which differ according to the contextual aspects of both the ST and the TT. The present article sheds light on the most useful procedures of translation, focusing on the characteristics which distinguish their use.

1. Transliteration

Transliteration occurs when the translator transcribes the SL characters or sounds in the TL (Bayar, 2007). This procedure refers to the conversion of foreign letters into the letters of the TL. It is commonly used to deal with nouns that do not have equivalents in the TLT or to preserve the local color of SLT.

Examples: - Philosophy ——→Filozofiya

- Bibliography ——→bibiliyografiya

-Jesus Christ ——→Yezu Kristu

In fact, transliteration is subjects of much controversy, for many scholars refuse to consider it as translation proper because it relies on transcription instead translation.

2. Borrowing

Borrowing refers to the case where a word or an expression is taken from the SL and used in the TL, but in a "naturized" form. That is, it is made to conform to the rules of grammar or pronunciation of the TL.

Examples: - A blanket ——→uburengeti

-A shirt ——→ishati

- A coat ——→ igoti

- Goalkeeper ——→ keperi

- Bye ——→ bayi

3. Calque

The term "calque " or " Through Translation " as Newmark (1988) called it, refers to the case where the translator imitates in his or her translation, the structure or manner of expression of the ST. In short, a calque (or loan translation) can be defined as a word for word translation from one language into another. For example, when you take a phrase in French and then literally translate root-for-root or word-for-word into English, that is a calque.

In English we see many examples of common phrases that are calques translated from other languages. For example, Beer Garden is a calque of the German Biergarten, and Adam's Apple is a calque of the French pomme d'Adam.

In both these examples, English phrases are derived from a direct literal translation of the original. Calque is a loan from a French noun- it is derived from the verb "calquer" meaning to copy, to trace.

3.1. Types of Calque

Semantic Calque: Where additional meanings of the source word are transferred to the word with the same primary meaning in the target language. For example, English pioneer was borrowed from middle French in the sense of digger, foot soldier, pedestrian, they acquired the sense of early colonist, innovator in English, which was reborrowed into French.

The Phraseological Calque: Where idiomatic phrases are translated word- for-word. The common English phrase "flea market", is a phraseological calque of the French " marché aux puces" (market with fleas).

The Syntactic Calque: Where a syntactic function or construction in the SL is imitated in the target language. For example, in order to = "e orden a" instead of "para" to find guilty = "encontrar culpable" instead of "declarer culpable. The result is the creation of a third language; in this instance, Spanglish.

The Loan-Translation: Where a word is translated morpheme-by-morpheme into another language. An example of a morpheme-by-morpheme loan translation is the French expression "gratte-ciel" (scrapes-sky), modeled after the English skyscraper.

The Morphological Calque: Where the inflection of a word is transferred.
"Calque" itself is a loanword from French noun "calque" (imitation, tracing, copy). The word loanword is itself a calque of the German word "Lehnwort".

4. Transposition

Transposition, or shift as Catford (1965) called it, reflects the grammatical change that occurs in translation from SL to TL. Newmark (1988) argues that transposition consists of four types of grammatical changes:

- The first type concerns words' forms and position. For instance, "equipment» is translated "ibikoresho". Here, it is obvious that the English singular word is changed into plural form in Kirundi. Concerning position change, it refers to the shift that occurs in words order.

Example: A red car ⟶ umuduga utukura

Here, we notice that the position of the adjective changes from English to Kirundi depending upon the TL structure.

-The second type of transposition is usually used when the TL does not have the equal grammatical structure of the SL. Here, the translator looks for other options that help conveying the meaning of the ST.

-For the third type, Newmark (1988) defines it as "the one where literal translation is grammatically possible but may not accord with the natural usage in the TL". Transposition here offers translators a plenty of possible versions. For instance, the SL verb can shift to a TL empty verb plus noun:

Examples: - J'ai parlé au parlement hier.

- I gave a speech in the parliament yesterday.

The SL adverbial phrase becomes an adverb in the TL:

ST: D'une façon cruelle.

TT: Cruelly

- The fourth type occurs when the translator uses a grammatical structure as a way to replace a lexical gap. For the sake of the clarification, one of the interesting examples given by Newmark (1988) in his book of translation is used below:

ST: Après sa sortie

TT: After he'd gone out.

It is obvious here that the grammatical structure of the TLT is used by the translator as a way to compensate for the lexical gap existing in its linguistic system. In short, transposition concerns the changes of grammatical categories in translation. This procedure is very common among translators, for it offers them a variety of possibilities that help avoiding problems of untranslatability. It should be noted that translators mostly use transposition intuitively while looking for ways to transfer the ST into the TT.

5. Modulation

Modulation is defined by Gérard Hardin and Gynthia Picot (1990) as "a change in point of view that allows us to express the same phenomenon in a different way".

Vijay and Darbelnet (1977), cited in Bayar (2007), classify two types of modulation:

a) Recorded modulation, also called "standard modulation". It is usually used in bilingual dictionaries. It is conventionally established and is considered by many to be a ready-made procedure.

Example: help-line ——————→cellule d'écoute.

b) Free modulation: it is practical in cases where "the TL" rejects literal translation. It can be divided into some categories:

- Translation from negative to positive or vice versa.

Examples: - It is difficult ⟶ ce n'est pas facile

-He never lies ⟶ Il est honnête

-Remember to pay the tax ⟶ N'oubliez pas de payer la taxe.

- Another category of modulation is "part of the whole"

Example:

- 1er juillet ⟶ indépendance du Burundi.
- Abstract for concrete:

sleep in the open ⟶ dormir à la belle étoile.

- Cause for effect:

you are quite a stranger ⟶ on ne vous voit plus.

- One part for another:

from cover to cover ⟶ De la première à la dernière page

- Reversal of terms:

health insurance ⟶ assurance-maladie

- Active for passive modulation:

He is said to be serious ⟶ on dit qu'il est sérieux

6. Reduction and expansion

The two procedures lead to a change in lexical and stylistic aspects. Expansion refers to the case where the translator exceeds the number of words of the SLT in translation.

Example: Homme noir ⟶ dark skinned man

Expansion procedure also occurs when the translator tries to shift from the implicit to the explicit:

Example: The child cries for the game ⟶ L'enfant pleure pour avoir le jeu.

In reduction procedure, the translator is more likely to reduce the number of elements that form the SLT.

Examples: Sciences politiques ⟶ politics

7. Adaptation

Here, the translator changes the content and form of the ST in a way that conforms to the rules of the TL and culture. Monia Bayar (2007) argues that adaptation is based on three main procedures:

a. Cultural Substitution

It refers to the case where the translator uses equivalent words that are ready-made in the TL and serve the same goal as those of the SL. In other words, the translator substitutes cultural words of the SL by cultural words of the TL. Examples:

-Tel père, tel fils ⟶ Like father like son.

-She is innocent as an egg ⟶ Elle est innocente comme un agneau.

b. Paraphrase

It is used to surpass all cultural barriers that the ST presents for the translator. It is based on explanations, additions, and changes in words' order. However, the translator should not overuse this procedure unless necessary, otherwise his translation will be judged as different from the original.

Examples: original: Giraffes like Acacia leaves and hay and they can consume 75 pounds of food a day

Paraphrase: A giraffe can eat up to 75 pounds of Acacia leaves and hay every day.

c. Omission

It means the deletion of a word or words from the SLT while translating. This procedure is used to deal with the cultural disparity existing between the SL and the TL. In fact, translation by omission is very common in subtitling. Translators usually omit vulgar words that do not have equivalents in the TT, or that may not be accepted by the receptor. Arab translators for instance, omit English taboos while translating films into Arabic for the sake of respecting Arab receptors, who may not tolerate their use.

Examples: S.L: She hugged her boyfriend and kissed him.

TL: She held her boyfriend tightly and went together.

In short, adaptation is an important procedure of translation. It enhances the readability of the TT and eases the receptor's understanding of the ST's ideas, images, metaphors and culture through his own language and culture.

8. Transference

Transference is the process of transferring an SL word to TL text as translation procedure. It is the same as Catford's transference, and includes transliteration, which relates to the conversion of different alphabet. The word then becomes a "loan-word". If there is no other term judged to be appropriate, the translator decides to use an SL word for his text.

Example: coup d'Etat, détente, coup, attentat.



9. Synonymy

The word "synonymy" is used in the sense of a near TL equivalent to an SL word in a context, where a precise word may or may not exist. This procedure is used for an SL word where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality. Synonymy is only appropriate where literal translation is not possible and because the word is not enough for componential analysis.

Examples:

- Personne gentille ——→ kind person
- Conte piquant ——→ racy story
- Puny effort ——→ effort faible

10. Addition, Notes and Glosses

These procedures are used by translators to give information about culturally-bound words or technical words that are related to a specific domain. They may occupy various places within the text. They can be used inside the text, and here they should be enclosed by round or square brackets, except in case these brackets are as parts of the SLT. They can also be used as notes in the bottom of the page, at the end of the chapter, unless the chapter is too long. Furthermore, additional information can be written as glosses at the end of the book, with the help of number references.

II.7. Common Challenges of Translation

Translation demands a deep understanding of both grammar and culture. Translators need to know the rules of a language as well as the habits of the people who speak it. Generally speaking, when translating, the translator faces a number of challenges. The most common challenges are the following:

II.7.1. Language Structure

Every language has a unique structure. The structure of a language is directly related to the level of accuracy and simplicity of the translation. The simpler the language is, the easier it is to translate that language into another one. A simple sentence in English has a subject, verb and object in that order, as in "They eat meat". But in other languages, such as Persian, Arabic, etc., the order is different.

II.7.2. Idioms and Expressions

Idiomatic expressions are the most difficult thing to translate. Some idioms are misleading, as they may seem transparent because they offer reasonable literal interpretation and their idiomatic meanings are not necessarily signaled in the surrounding text. Familiarity with the culture is very helpful for translating idioms. Ideally, writers should try to limit the number of idiomatic expressions contained in content they hope to translate. However, if they choose to keep these idioms and expressions, a cultural familiarity should be a priority in translator recruitment.

II.7.3. Compound Words

Compound words are made of two or more words, but the overall meaning of the compound word may not reflect the meaning of any of those words.

They are divided into three groups:

1. The first group of compound words means exactly what they say: afternoon, anytime, seashore, underground, etc.

2.The second group of compound words means half of what they say, at least in a literal sense: Example: "bell boy" involves a boy not a bell. Though perhaps the boy used to materialize when someone rang a bell. Likewise, a "bookworm" is not a worm but a human who likes to read books.

3. The third group of compound words has meanings that have nothing to do with the meanings of the individual words involved. For instance, the English word "deadline" refers to the final acceptable time to receive or to deliver something. It has nothing to do with death and line. And a "butterfly" is neither a fly nor butter.

II.7.4. Missing Names

A language may not have a word for a certain action or objects that exists in another language. In America, some houses have a "guest room" which is a room where hosts allow guests to sleep. It is a common room in a house, but Americans do not have a single word for it. So we use its description, "guest room". Other languages have a specific name for that room: Ksnona (Greek), while others require three words to describe it: Camera per gliospiti (Italian).

II.7.5. Two-word Verbs

In this section, verbs can be single words or can have helpers such as has, have, had, is, am, was or were. Verbs can be accompanied by modals such could, would, might, or may. There exists another kind of verb (phrasal verbs), which look like verbs. A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition; or both.

Examples: - She has always looked down on me.

- Fighting broke out among a group of 40 men.
- Do not put me off, I am trying to concentrate.

II.7.6. Multiple Meanings

Sometimes words have several meanings depending upon how they are used in a sentence. Words with multiple meanings are divided into two groups:

1. Words that sound alike (also known as homographic, homophones or homonyms): bark (sound of a dog), bark (skin of a tree).

2. Words that sound different (also known as homographic, heterophones or heteronyms):

Examples:

- The weather was beginning to affect his affect.
- A bass was painted on the head of the bass drum.
- Do not desert me here in the desert.

(https://www.smartling.com/blog/common-challenges-translation/)

II.8. Criteria for Evaluating a Good Translation

Criteria for evaluating a good translation are not easy to establish since translation is a process which is pragmatic but not normative. Apart from the multitude of translation kinds, it also varies with the kind or style of a text one is dealing with. Furthermore, the participation in the translation process of the set: SL and TL norms, SL and TL culture, SL and TL setting and tradition, the context and the context varies in dialectical interrelation. However, guidelines according to which every good translation has to be assessed should be set. The understanding of methods, processes and procedures of translation can help not only in the production but also in the evaluation of a good translation.

Tytler (1791) in Bassnett- Mc Guire (1988) states the following three fundamental characteristics of a good translation:

1. A translation should give a complete transcript of the idea of the original work.
2. The style and manner of writing should be of the same character with that of the original.
3. The translation should have all the ease of the original composition.

Characteristic (1) makes allusion to the content, about which Jacobson (1959) in Brower (1966) says that to translate is to change into another language retaining as much of the sense as one can in order not to lose the original effect. So a good translation is the one which carries in the TL as much of the sense of the original as possible.

Characteristic (2) is related to form, i.e., if the ST is a text, poem, a long narrative text, a paragraph, one should expect the same type of a text in the TT.

Characteristic (3) emphasizes the clarity of the translation which must avoid ambiguity, vagueness, or any defect which is likely to obscure the text. This means that a good translation should reproduce the content, the form and clarity of the original.

In addition, a good translation should observe the already mentioned principle of dynamic equivalence according to which a translation should reproduce the same effect as was produced on the audience of the original. Then, a good translation should respect the principle of economy. It has to be as short as possible and as long as necessary so that equilibrium in number of words between the two texts is maintained.

This becomes more than necessary to mention especially or our topic related to untranslatable lexis where the temptation to translate one word by phrase, a sentence or even a paragraph is high.

II.9. Translation and Equivalence

In his definition of translation equivalence, Popovič quoted by Bassnett (1987:25) distinguishes four types:

a)Linguistic equivalence: where there is homogeneity on the linguistic level of both source language and target language texts, that is, word for word translation.

b) **Paradigmatic equivalence**: where there is equivalence if the elements of paradigmatic axis, that is, elements of grammar.

c) Stylistic equivalence: where there is functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning.

d)Textual equivalence: where there is equivalence of the syntagmatic structuring of a text, that is, equivalence of form and shape.

It has been argued that it is possible for a translation to actually adhere fully to the original text.

To confirm this, Werner (1961) says:

> *The system of form and meaning in language A may be similar to that in B, but is never identical to it. There is no completely exact translation, there are only approximations, and the degree of similarity depends upon the systems of forms and meaning in the two languages involved.*

The work of translation is sometimes compared to the work of an artist and in all cases; the original differs from the new product. On this, Werner also states:

> *It seems to me that we may compare the work of a translator with that of an artist who is asked to create an exact replica of a marble statue, but who cannot find a marble. He may find some other stone or some wood, or he may have to model in clay or work in bronze, or he may have to use a brush or a pencil and a sheet of paper. Whatever his material , if he is a good craftsman, his work may be good or even great; it may even surpass the original, but it will never be what he set out to produce, an exact replica of the original.*

This is to emphasize that it may be possible to have exact equivalence between the receptor language and the source language. What is expressed in one language must be changed into a form which will be easily understood in the receptor language.

Sapir, quoted by Bassnett (1987) puts it as follows:

> *No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct with different labels attached.*

Each language has its own ways of expressing meaning through lexical items which can never have an equivalent translation. On this, Larson said:

> *A translator will often find that there is no exact equivalence between the words of one language and words of another. There will be words which have some of the meaning components with some additional ones.*

In addition, it is noteworthy that languages are different in terms of equivalence. The latter results from countries whose cultures and languages are different from one another. Apart from the equivalence, even the forms of languages differ from one language to another. As a result, a translator sometimes encounters problems while translating since he/she lacks an exact or equivalent word to use in his or her translation process.

Conclusion on Chapter II

In this chapter, different authors have defined translation according to their views. As deduced from the given definitions, translation is the process of transferring the meaning from the source language into the target language without the loss of meaning. Apart from definitions, according to some authors, different types of translations have been given with their right and meaningful definitions. In some cases, there may happen some types of untranslatability. For this reason, some strategies for solving this issue have been suggested for better results. As seen, a translator may face a number of challenges. To the latter, methods and procedures have been suggested as a solution. Again, criteria for evaluating a good translation were also talked about in this chapter. It is important to note that these criteria are not easy to establish despite their usefulness.

As far as equivalence is concerned, Eugene Nida (1982) distinguishes two types of equivalence: formal and dynamic. Formal equivalence focuses attention on the message itself, in both form and content. In such a translation, one is concerned with such correspondences as poetry to poetry, sentence to sentence, and concept to concept. Nida calls this type of translation a "gloss translation", which aims to allow the reader to understand as much of the SL context as possible. Dynamic equivalence is based on the principle of equivalent effect, that is, the relationship between receiver and message should aim at being the same as that between the original receivers and the SL message.

CHAPTER III: METHODOLOGY

III.1. Introduction

The present study entitled "Major Linguistic Challenges Faced by Translators when Translating from English into Kirundi and vice versa, consists of a chapter of Methodology aiming at describing the procedures that were involved to carry out the study and collect the data and analyze them. In this section, I highlight sources that enabled me to collect the data. Moreover, I talk about some difficulties I ran through, the sample I worked with and the tools used to collect the data such as questionnaires

III.2.The Research Area

The study was conducted in the University of Burundi in the Faculty of Arts and Social Sciences especially in the Department of English Language and Literature in Bac III in translation track, with the help of students. Secondly, some journalists of Iwacu press were also involved in answering the questions on translation. The two categories of people were selected because it is they who were supposed to have more knowledge about translation. I intended to include other categories of people but I could not find them because we do not have many translators in Burundi.

III.3. Research Population

A population is defined as a group or a category of human beings, animals, and other things which have one or more characteristics in common as the target population of the universe. The following are the criteria used to define population: age, gender, educational level and geographical location.

As far as Webster's Third New International Dictionary (1986) is concerned, population can be defined as follows:

> *A group of individual persons, objects, or items from which samples are taken from measurement. In other words, the target population is a group a researcher is interested in, the group about which the researcher wishes to draw conclusion.*

Our target population this study, were the students of FASS/DELL in Bac III translation track as well as translators of Iwacu press. The total number of students were 25. I selected these students in order to use them to answer the question on translation as they know more about translation. On the other hand, journalists of Iwacu were also selected as a research population because they are accustomed to translating news in English, Kirundi and French.

III.4. Research Sample

A research sample is a portion of the population selected for the sake of a research. Thus, a sample is used because it is sometimes difficult to use the whole population because of different reasons. According to Leabo and Smith (1964), sampling is defined as follows: "Sampling implies the selection of few items from a group to be investigated on, in such a way as secure data on the basis of which reasonable conclusion can be drawn regarding the entire mass".

Throughout the above quotation, Leabo and Smith (1964) confirm the idea that if a sample is carefully selected, the results of the sample should give an accurate picture of the whole population. They let us know that there is no need of taking a whole population that can imply hundreds or thousands of population. A well selected sampled is enough for any research.

In this work, students of FASS/DELL and translators of Iwacu Press were taken as a sample populaion. Note that a number of twenty-five students were taken in order to answer the questions from the questionnaire. I had fixed no criteria in choosing the respondents because I had chosen them depending upon their availability. This means that, when conducting the research, all the students who were present were given questionnaire to answer without any consideration.

As far as the journalists are concerned, two of them participated in answering the questions. I intended to have a number of respondents from the journalists but many of them are part of the Kirundi and French section. Two were willing to answer the questions since they are accustomed to dealing with English since it is a tool of their everyday work. It means that they had responded to the questions because they are familiar with English.

III.5. Data Analysis Procedures

This section consists of how the data collected have been analyzed. The analysis was done one the basis of data collected from the given questionnaires as mentioned above. Those are students' questionnaires and translators' questionnaires. The information obtained through data collection procedures described above, was analyzed by categorizing and tabulating, using frequency tables according to items being investigated. The frequencies for students' questions were expressed in percentages and commented on. However, for Iwacu translators, the analysis of the data was not done in terms of percentages because almost all questions were close questions which needed only to be commented on, not to be expressed in tables.

As we are going to see it, when collecting the data, questionnaires were given to the translators grouped into two categories. The latter were students of the Department of English Language and Literature(DELL) in BacIII in translation track; and the professional translators from some media especially Iwacu Press who contributed to the study. The two categories of people were chosen so as to give their contribution on translation. Note that the questionnaires were one of great major tools used to gather the data.

III.5.1.The Students' Questionnaire

The students' questionnaire comprised twelve questions among which seven among which seven were multiple choice questions and five were open questions which required expressing their views. All the questions were about translation, that is, how they consider translation in their everyday life. Besides, a question about a kind of methods or procedures they use the most while translating, was asked without forgetting the materials they use. Again, a question about challenges they have been facing when translating from English into Kirundi or vice versa was also among the twelve questions. Note that answering the questions would help us to verify the stated hypotheses.

In short, the students' questionnaire was based on the following criteria:

1. Challenges they have been facing.
2. Strategies they use to solve a given encountered challenge.
3. How they view the English-Kirundi translation.

III.5.2. The Translators'' Questionnaire

The translators' questionnaire was made up of nine questions, eight of which were open questions and a unique question was a multiple choice question. As seen above for students, all the questions were about translation, how it is considered and its place in Burundi. In addition to that, they were also asked methods or procedures they use while translating.

In general, the translators' questionnaire was based on the following criteria:

1. Techniques they use while translating.
2. Challenges they face while translating from English into Kirundi and vice versa.
3. Opinions about how a good translation is.
4. Solutions to the encountered problems.

III.6. Difficulties Encountered

The major problems I faced while conducting this study, was the fact that the translators were not easy to get because they are fewer in number. Even the students who were supposed to be available hardly responded to the questionnaires since they pretended to be busy with something else. Moreover, all the questionnaires were not all submitted. There, data collection took me a long time.

Such an analysis consisted of interpreting the students' ideas and professional translators' ideas. This was done on each questionnaire given to the informants. Next, views which were similar were put together while different ones were put on their side. Finally, the data were presented in tables with frequencies and percentages. The latter helped me to draw conclusions and suggestions that could serve to translation.

CHAPTER IV: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE FINDINGS

IV.0. Introduction

This chapter has the purpose of showing the collected data and how they were analyzed. It also helps to see whether the research hypotheses on which this study is based have been proved right or wrong. It is important to note that this study has been possible through the help of the students who are dealing with translation in the Department of English Language and Literature Bac III. Furthermore, professional translators from some Burundian media such as Iwacu press, contributed too much to the completion of this work. It is noteworthy that this study was based on the following hypotheses:

1. The translation from English to Kirundi or vice versa cannot be done without the loss of meaning.

2. Dictionaries are necessary for a good translation

.3. Translators translate word for word or paraphrase.

Next, 25 students in translation track have given their views about the topic "Major Linguistic Challenges Faced by Translators when translating from English into Kirundi and vice versa. Besides, 2 professional translators from Iwacu Press also gave their views on what translation is and the Challenges that one may face when translating. As said it above, both the two groups of respondents gave their opinions by answering the questionnaires presented to them.

Again, in this chapter, a discussion of the results from the questionnaires is made.

Hence, this chapter comprises the following main sections:

1. Analysis of students' questionnaire
2. Analysis of translators' questionnaire
3. Presentation of the answers in tables
4. Comments

The first section deals with analysis of students' questionnaires. Such an analysis was made by presenting the answers in the tables so as to realize the frequency and percentage. The second section intends to discuss the results from the translators' questionnaires in order to see what they expressed. The third section is about presenting the answers in tables. The fourth section intends to make comments on the answers given by both the translators and the students. By so doing, we came up with consistent data which will be useful for the readers.

IV.1. Data Presentation

This section deals with the presentation of the information got from the various methods used in collecting data. It includes data gathered from the students' questionnaires and translators' questionnaires. The questionnaires were given randomly to the respondents without any consideration as said earlier. Furthermore, answers to the questions were presented in tables in order to express the respondents' ideas in percentages. For close questions, answers were presented in a written form since respondents needed to express their views on the questions asked.

IV.2. Data Analysis

First, this section is about analyzing the questionnaires from students. The latter were twenty five from Bac III in the Department of English Language and Literature. For sure, the collected data appeared in a written form and twelve

questions were given to the students. A part from the students, questionnaires were also given to the translators of Iwacu Press who answered in a written form, too. Moreover, opinions were presented in tables to help the reader get easily the data which were collected.

IV.2.1. Analysis of the Students' Questionnaire

In this section, we are going to interpret and analyze the different answers given students from the translation track. Next, after answering the questions, answers were presented in tables so as to be suitable. The following are the views they expressed on the different questions they were asked:

Question 1: Do you study translation as an English course?

- Yes ☐

- No ☐

Table 1: Translation as an English Course

Students' answers	**Frequency**	**Percentage**
Yes	22	88
No	3	12
Total	**25**	**100**

This question was asked to check if the students study translation as an English course. It is observed from the above table that 88% of respondents answered positively while 12% answered negatively. However, one can say that they study translation as an English course from the observation made, despite the lowest number of those who answered no maybe because of the carelessness.

Question 2: How many hours are allocated to translation course?

Table 2: Hours Allocated to Translation Course

Students' answers	**Frequency**	**Percentage**
45 hours	19	76
30 hours	6	24
Total	**25**	**100**

The question above was asked to see how many hours are allocated to translation course in order to draw a conclusion after. Therefore, through the table above, it is observed that the majority of students answered that they study the translation course for forty five hours in spite of those who mentioned thirty hours. In my opinion, I can draw a conclusion that they spend 45 hours dealing with the translation course.

Question 3: How long have you been learning translation course?

Table 3: Information about How Long They Have Been Learning Translation Course

Students' answers	**Frequency**	**Percentage**
Two years	21	84
One year and half	4	16
Total	**25**	**100**

The third question was put to the students to check the period of time they have spent learning translation course. So it is observed that a large number of students answered that they have been learning translation course for two years, I mean from the second year up to the third year.

Frankly speaking, it is true because in the first year students are still beginners they begin with the courses which match with their track in second years.

Question 4: How do you consider the course of translation?

- It is easy to learn ☐

- It is difficult to learn. ☐

- Average ☐

Table 4: Views on How They Consider Translation

Students' answers	**Frequency**	**Percentage**
It is easy to learn	0	0
It is difficult	10	40
Average	15	60
Total	**25**	**100**

From the above table, it is observed that the course of translation is not easy to learn as suggested by 60% of students. Moreover, no one had answered that it is easy to learn except 40% of students who answered that it is average. Normally, translation is not easy because a translator has to apply different techniques and procedures so as to reach a better production.

Question 5: Which kind of methods or procedures do you use the most?

Paraphrase ☐

Word-for-word translation ☐

Both ☐

Table 5: Strategies Used While Translating

Students' answers	**Frequency**	**Percentage**
Paraphrase	0	0
Word-for-word translation	0	0
Both	25	100
Total	**25**	**100**

From the above table it is seen that all the students always combine paraphrasing and translating word for word maybe because both methods are necessary for a good translation. Truly speaking, translation is not an easy task. Therefore, a translator has to be well equipped in terms of vocabulary and materials so that he or she can come up with a good translation. As mentioned it earlier, knowing different cultures is of paramount importance to avoid too much paraphrasing. The latter is one of the methods which are used while translating but it should not be abused so much.

Question 6: Have you ever used a dictionary or another related book when translating?

- Never ☐
- Sometimes ☐
- Always ☐

Table 6: Materials Used While Translating

Students' answers	**Frequency**	**Percentage**
Never	0	0
Sometimes	14	56
Always	11	44
Total	**25**	**100**

It is noteworthy that respondents had agreed that they sometimes use a dictionary or any other related books when translating in order to present a good translation. In my opinion, since translation is not an easy task, to use a dictionary or any other related book, sounds normal. Note that it is even allowed to use such materials for a good production. Professional translators are well armed with various materials such books, dictionaries, computers, etc so as to make their task easier and more interesting for people who are going to benefit from their translation.

Question 7: I feel comfortable when translating from:

- English into Kirundi and vice versa ☐

- English into French and vice versa ☐

Table 7: The Less Difficult Languages to Translate

Students' answers	**Frequency**	**Percentage**
English into Kirundi and vice versa	0	0
English into French and vice versa	25	100
Total	**25**	**100**

From the above table, no one answered that he/she feels comfortable when translating from English into Kirundi and vice versa. As far as the students are concerned they suggested various opinions which are the cause of that: the proto-language, culture, etc. They also added that Kirundi is poor in terms of vocabulary.

As far as I can say, the two languages, I mean, English and French, are so close in terms of linguistic distance. That's why, when translating the two languages, one feels much more comfortable. However, Kirundi and English are totally different in terms of linguistic distance. That's why a translator feels more comfortable when translating from English into French since the two languages are close in terms of linguistic distance. Besides, materials such as dictionaries and books are available in the two languages. Nevertheless, it is not easy to get Kirundi materials. Therefore, translating from English into Kirundi or vice versa is not easy.

Question 7: Is there any challenge you have been facing when translating from English into Kirundi and vice versa?

Yes ☐

No ☐

Table 8: Views on the Challenges They Face When they Are Translating

Students' answers	**Frequency**	**Percentage**
Yes	25	100
No	0	0
Total	**25**	**100**

It is observed that, all students answered that they face some challenges when translating especially from English into Kirundi and vice versa. They gave the reasons saying that some words are not found in Kirundi as they are found in English. In few words there is lack of equivalent words in the two languages.

This problem of equivalence pushes the translator to be sometimes stuck and his or her translation may appear ineffective.

I am of the same opinion with them because even now Kirundi still lacks some words especially technical words. For example, no equivalent words for guitar, radio, etc. Again, in Burundi, Kirundi linguists are fewer in number. Even those who exist are not active so that they can help to invent words which do not exist in the language as it is done in other parts of the world. However, in other countries when there is an introduction of a new device especially in technology, linguists contribute to finding out its equivalent word so as to facilitate the task of a translator. This is done to avoid too much borrowing.

Question 9: Have you ever consulted your classmates when you are stuck?

- Yes ☐

- No ☐

Table 9: Collaboration with Classmates

Students' answers	**Frequency**	**Percentage**
Yes	24	96
No	1	4
Total	**25**	**100**

From the above table, it is observed that respondents consult their classmates whenever they are stuck in order to give a good translation. Moreover, no one is perfect that is why one may recourse to another one so as to present a better work useful for anyone needing the information from a translated text. When working in a group, it is better to consult one another as colleagues so as to give a better

production. As a team, translators may translate their texts individually and exchange their texts for a proof reading. In that way, mistakes are corrected and the translation appears good for the readers or the hearers.

Question 10: Have you ever invented a word when translating?

Yes ☐
No ☐

Table 10: Invention of a Word When They Are Translating

Students' answers	**Frequency**	**Percentage**
Yes	4	16
No	21	84
Total	**25**	**100**

It is observed that 84% of the respondents answered that they have not invented a word while translating. However, the idea of inventing a word is there since 16% of respondents answered that they sometimes invent a word when translating. As a matter of fact, it may happen that you lack an exact equivalent word to use in a given context. To solve this, some translators recourse to the fact of inventing a word or paraphrasing. The latter is one of the techniques of translation (see chapter II about literature Review). Instead of inventing a word, it is better to use the method of borrowing. For example you may translate "radio" by "iradiyo" and translation may pass as well. However, when you invent a word it may remain ununderstandable for the hearer.

Question 11: Do you think translation is given its right place in Burundi?

Yes ☐

No ☐

Table 11: Place of Translation in Burundi

Students' answers	**Frequency**	**Percentage**
Yes	0	0
No	25	100
Total	**25**	**100**

From the above table, it is noticed that translation is not given its right place in Burundi. The following are the reasons given by the respondents:

First, there are not enough books talking about translation which could be a key to a perfect translation. Secondly, translation is taught only at University while it should start from secondary schools so that it can be more effective. Finally, learners do not have a chance of practicing what they have been learning in the course of their studies. However, the fact of teaching translation at University is coherent because students are mature enough to do the task. In addition, learners at the low level should first start learning fully the language and at the high level that's where they should start with translation. In short, learning a language is also connected with translation since a teacher sometimes translate when teaching as translation is one of the methods used by teachers.

Question 12: What can be done to improve the translation course?

Increase Kirundi-English dictionaries and other related books ☐

Invent other words not existing in the language ☐

Both ☐

Table 12: Improvement of Translation

Students' answers	Frequency	Percentage
Increase the number of Kirundi-English dictionaries and other related books	0	0
Invent other words not existing in the language	0	0
Both	25	100
Total	**25**	**100**

As answered by respondents, it is important to note that 100% of them said that it is better to increase in number Kirundi-English dictionaries and other related books so as to give a good translation. Moreover, Kirundi still lacks some words. So it is better to invent such words not existing in the language. In that way, translators will not face many challenges in the future as today. Seemingly, other languages are rich in terms of materials such as dictionaries, grammar books, novels, etc. However, Kirundi is poorer in that domain. That is the reason why it is not easy to have a good translation when translating from Kirundi into another language or vice versa.

IV.2.2. Analysis of Translators' Questionnaire

In this section, we are going to interpret and analyze the different answers given by professional translators. The latter are journalists of some media especially translators from Iwacu Press. As said earlier, such journalists who contributed to this work were fewer in number since they were only two. The answers they gave are presented in paragraphs.

The following are the views they expressed on the different questions they were asked:

Question 1: According to you, what is translation?

The following are the views they expressed about what is translation:

The first said that translation is the way of reproducing the message from one language so as to be heard by someone who does not know the language. Moreover, he added that a translator has to keep the same message in the two languages. As far as the second journalist is concerned, translation is the fact of substituting the text from one language to another keeping the same message. It is noteworthy that the two journalists have given nearly the same definitions in what is translation since there is an idea of reproducing the same message in the two different languages.

Question 2: In your opinion, how is a good translation?

The following are the suggested answers given by the journalists:

One said that a good translation has to follow the following rules:

- A translator should use equivalent words in the SL and TL.
- The culture should be respected, that is, to try to find exact words replacing those existing in a given culture.
- A good translator does not recourse much more to paraphrasing.

Here are the views expressed by the second journalist on what is a good translation:

- A good translation should be clear so as to avoid vagueness.
- A good translation is made up of synonyms to keep the original meaning.

- A good translation should be like the original in terms of form. If it is the SL is short, the TL should be short, two.

It is observed that both the two point to the fact that a good translation should respect criteria of a good translation. Note that a good translation should give a complete transcript of the idea of the original work. Besides, the SL and TL should have the same style and form.

Question 3: For how long have you been translating?

About this question, one answered that he has been translating for two years while another one said that he has been translating for more than six years. This means that they are used to translating since it also their daily work.

Question 4: Which kind of methods or procedures do you use most?

It is seen that the two journalists use both methods, i.e, paraphrasing and word-for-word translation. Normally, when translating, one has to use a method or procedure that he/she finds more adequate and easier for him or her. However, it is not good to overuse one method since we have got various methods and procedures. A translator should use paraphrasing, word-for-word translation, borrowing, etc so as not to have his or her translation ignored. In that way, the reader or hearer will be interested in the translation presented to them.

Question 5: Do you think translation is given its right place in Burundi?

As far as this question is concerned, both said that translation is not given its right place in Burundi by giving the following reasons:

- Translation is not taught from secondary schools.

- Lack of materials talking about translation.

- Translation is only taught at university. However, we do have fewer universities where you can find this translation course.

- Lack of centers where students could specialize in translation.

As far as I can say, we really face the problem of translation materials. This is due to the fact of not giving translation the right place while it is useful for portraying the culture of the country. Moreover, a country should have various centers where translators-to-be may practice in order to improve their way of translating. On the other side, I do not support the journalists for having said that translation should begin with the secondary schools. At that level, learners are not aware of all the rules of the language. Consequently, translation courses at their level would discourage them. However, at University, they are fit for translation since they are supposed to know the language.

Question 6: Have you ever encountered problems while translating?

- If yes, what kind of problems?

- How do you solve them?

For this question, both journalists answered positively that they have always been encountering problems while translating. The kind of problems they gave are the following:

- Missing an equivalent word to use: when translating it happens that we miss an equivalent word to use. This is sometimes due to the culture to which the languages to be translated belong. In addition to that, a text containing idioms is not easy to translate.

Apart from the challenges they face while translating, the two translators have also proposed some best ways and methods to solve those problems. As said earlier translating idioms is much more difficult when there is no direct equivalent word in the TT. To overcome this, both the two said that they recourse to paraphrasing. Another method they use is to borrow from the SL. Furthermore, when there is such a problem they said that they use the word as it is and put it in quotations or parentheses and accompany it with its definition.

Truly speaking no one can ignore that translators face much more challenges in their everyday life. This often happens for languages whose linguistic distance is long such as Kirundi and English. The former is a Bantu language while the latter is an Indo-European language. So it is understandable that it is not easy to translate and keep equivalent words without recoursing to paraphrasing or borrowing.

Question 7: Have you ever invented a word or an expression when translating?

For this question above, both translators said that it happens that they sometimes invent some words or expressions while translating because of the lack of an exact word to use in their translation process. Since one or two words cannot stop the work, they suggested that it is better to invent a word than to leave an empty space or to stop the work that is important for everyone.

As already mentioned, when a translator is stuck, he/she may recourse to inventing a word so that his/her translation cannot be stopped. Otherwise, the work would be judged incomplete. For example in Burundi the equivalent words for ethnic groups are not found in other languages. The translator of English uses the following words: the Hutus, the Tutsis and the Twas. As a text, the translator may put between brackets definitions of those groups of people so as to help the reader to get an idea.

Question 8: What can you advise someone who wants to specialize in translation?

As far as this question is concerned, some pieces of advice have been given to one who wants to specialize in translation. I tried to put together some which have been given by the two translators. First, one who wants to specialize in translation should read as many books as they can so that they can have an idea about the different countries' cultures. Since you cannot become a good translator without knowing the culture of a country whose language is going to be translated. Secondly, to be a good translator one should have some useful books related to translation and some dictionaries of languages you want to specialize in.

Question 9: Have you got English-Kirundi dictionaries?

For this question, both said that they do not have English-Kirundi dictionaries. This is understandable since as we already know, Kirundi is neglected in the linguistic environment since other languages are rich in terms of grammar and vocabularies. There is no innovation in Kirundi since even the written books we have today were written many years ago, that is, they are not up-to-date. However, for other languages such as French, English, Spanish,etc it is easier to get materials which may help while translating. Then, translating from English into Kirundi is not only difficult due to the difference between the two languages but also because of the lack of materials such as books, dictionaries, computers, etc which may hamper the work.

IV.3. Interpretation of the Findings

This part deals with a general analysis of the results about major linguistic challenges faced by translators when translating from English into Kirundi and vice versa. Starting with the students in the translation track, although they spend

much time learning how to translate, translating from English into Kirundi or vice versa is still a great challenge. As said it later, the two languages, I mean, Kirundi and English, are different in terms of proto language. Kirundi is a Bantu language while English is an Indo-European language. Consequently, translating the two languages is not a simple matter. One has to bear in mind that he/she has to use appropriate techniques and methods for a better translation.

But again, translation is so complex. A great number of students have agreed that translation is difficult to learn because it requires a number of things that have to be put together so as to translate well. One has to know the culture of the languages to be translated and use appropriate methods and procedures.

Next, I found out that students feel more comfortable when translating from English into French because the linguistic distance between English and French is short. However, the linguistic distance between Kirundi and English is long. This is maybe the real cause of inventing words when they lack an exact word to use.

Next, I found out that students paraphrase whenever they do not find an exact word to use. It is important to note that paraphrasing is one of the procedures used while translating even if it should not be done all the time because a good translator should use equivalent words. Besides, a translator should translate meanings not words. This is talked about because most students said that they favor more translating word-for-word than paraphrasing. Here, when using word-for-word translation you risk missing the meaning of the text to be translated since a translator should convey the entire meaning while translating.

Finally, I found out that translation is not given its right place in Burundi since it is taught only at University while it should start from secondary school so as to

familiarize with it. It is maybe the cause of finding translation difficult since it is learnt a bit late.

Apart from the students, even the journalists from Iwacu Press almost share the same views with the students. From what they said, I found out that translating from English into Kirundi or vice versa is not easy because they are also different in terms of culture and linguistic distance. In addition to that, they lack aids such as books and dictionaries that can help them in that field of translating. It is noteworthy that English materials are available at any time. However, Kirundi ones are fewer. This makes the task more difficult.

IV.3.1. Lack of Appropriate Lexis

The problems of equivalence between Kirundi and English are the greatest as far lexical items are concerned. In most cases, the semantic field of a word in Kirundi is rarely identical with the semantic field in English and vice-versa. It is hard to find the exact expression which corresponds to the expressed one in the source language because Kirundi and English do not share expressions. Therefore, it is difficult to express and convey the same feelings or the same thoughts.

e.g: Yashizemwo umugonzo

Literal translation: He/she added some herbs.

Communicative translation: He/she added some salt.

Analysis: The Kirundi word *Umugonzo* has no formal equivalent in English lexical. *Salt* does not really represent Umugonzo since they are two different things. However, for a better understanding, the translator may use *salt* to mean *umugonzo*.

IV.3.2. Metaphor

According to Collins-Cobuild Dictionary (1987) :

> *A metaphor is an imaginative way of describing something by referring to something else which has the qualities that you are trying to express. In metaphorical expressions, words are not used in their ordinary meaning but are used to describe a situation, a feeling, etc, by using images or symbols.*

By metaphor, it is meant any figurative use of a language. Consequently, the metaphor has a meaning that cannot be directly equated with the cumulative meaning of the words in a given expression. Therefore, the translator must recognize those features during the translation process since translating metaphor is a very demanding task.

e.g: Banyemereye icupa

Literal translation: they promised me a bottle.

Communicative translation: They promised me beer.

Analysis: Here, the translator encounters the difficulty of rendering the Kirundi metaphor understandable into English. The word "*icupa*" means bottle. But in this context, it is used to refer to beer. One who translates should be aware of such a metaphor for providing a good translation so as to be understood.

IV.3.3. Difficulty to Translate Repetitions

These repetitions of words frequently appear in oral literature for a rhythmic effect. Repetitions are used when one wants to emphasize or to indicate the continuity of

the action. Most of the time, repetitions play a great role in a language since they are signs of enjoyment and skill.

Example: Ni imbwa bubwa

Literal translation: It is a real dog
Communicative translation: He is a useless man.

Analysis: The Kirundi sentence *"Ni imbwa bubwa"* contains words that carry a sound effect as well as semantic. Here, the translator's work is to render the sound and the sense of the words understandable. The reduplication of the morpheme *"bwa"* plays a role of emphasis and contributes to a good sonority.

IV.3.4. Onomatopoeic Words

These are combinations of sounds in a word that resemble or suggest what the word refers to. In other words, onomatopoeias are imitative words and used in informal language. Normally, speakers combine symbols and images characterizing an event and it sounds as if the receptor sees or experiences the event as the speaker does. Onomatopoeias are used to avoid using many words to describe an event or a thing. However, these expressions are untranslatable in a language.

Example: Hama aramwegera, ikofe ngo pa!

Literal translation: Then, he/she approaches him/her and a slap, pa!

Communicative translation: He/she slapped him/her seriously.

Analysis: The Kirundi onomatopoeic word *pa!* symbolizes the way a slap or other things can be followed with sounds produced after a given action. This linguistic form is specific to Kirundi and untranslatable into English.

However, the translator manages to transmit the general idea to convey the message.

IV.3.5. Diminutives

In linguistics, diminutives are words endings or prefixes indicating that something is smaller than anything else. In addition to that, diminutive also carry extra information showing sympathy, pity, etc. In most cases, diminutives rarely find the corresponding word-forms in the target language.

Example: Ka Yohani karaje

Literal translation: The little John comes

Communicative translation: John comes

Analysis: The Kirundi noun prefix *ka-* is used for describing small things or showing a kind of sympathy. One may use *ka-* to show the smallness of a thing in "akabwa" that is a small dog, or when he/she feels sympathetic. Therefore, the role of the translator is to deduce if it is a matter of smallness or sympathy so that he/she can provide a good translation.

IV.3.6. Pejorative Words

Pejorative words are morphemes that confer negative connotations. These forms are used to denigrate or to lower down a person. Pejorative express contempt, criticism or disapproval. Nevertheless, pejorative words are part of the language and cannot be translated faithfully in the receptor language.

Example: Ararekuza urutwe ngo ni umukinyi

Literal Translation: He manifests his big head thinking that he is a player.

Communicative translation: He is a player.

Analysis: In the example, the Kirundi word *urutwe* carries a critical connotation. May be the player does not behave in the way people could appreciate. For this reason, he is criticized using the Kirundi word *urutwe*. Moreover, such player may be a good player who scores many goals with pushes people especially the opponents to use such a pejorative word *urutwe* to denigrate him.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

1. General Conclusion

This study dealt with major linguistic challenges faced by translators when translating from English into Kirundi and vice versa. This chapter focuses on drawing a general conclusion of the work itself and trying to formulate a number of recommendations that can be useful for a better transmission of the message from a source language text to a target language text. Note that such recommendations concern more students whose carrier is translation. Those are students in translation track. Moreover, the same recommendations also regard different translators who consider translation as a profession.

Under the title: "*Major Linguistic Challenges Faced by Translators when Translating from English into Kirundi and vice versa*", this work was divided into five main chapters subdivided in their turn into sections and subsections:

To start with, there is a general introduction. It is in this chapter that we find reasons that pushed and encouraged me to work on translation section. With the statement of the problem one can see that there is a problem to solve. The problem here is the fact of not transferring the message from one language to another without some loss of meaning. This encouraged me to work on this issue so that I can come up with a list of useful solutions. The latter will help anyone who will be dealing with translation.

The second chapter is a review of related literature. In this chapter various views from different authors were given so as to fully understand what translation is. As known, the latter serves as a bridge among people whose mother tongues are different.

In addition to that, as defined in this chapter, translation is the process of rendering the meaning from source language into target language. Equally, to achieve a better translation, types of translation, methods and procedures, have been given. Besides, common challenges that a translator can face have also been cited without forgetting criteria for evaluating a good translation.

The third chapter is the methodology used in collecting the data. Here, questionnaires were used to collect the data. The latter were given by the students of the University of Burundi in DELL/FASS in Bac III translation track. Next, translators from Iwacu Press contributed for the collection of those data. Even those professional translators gave their views through questionnaires.

The fourth chapter deals with the presentation and analysis of the data collected. It is the analysis and interpretation of the results that has proved that the hypotheses were right or not. Through the questionnaires both the students and the translators happened to give their views about various questions they have been asked. Note that the data were given in the form of frequency counts and converted into percentages.

Last but not least, the following is the fifth chapter, i.e., General conclusion and recommendations. It is important to note that this chapter concludes the entire work and gives suggestions so as to find solutions to the suggested list of problems that hinder the progress of a given task. This kind of problems is faced by both the students whose carrier is translation and the translators who have made translation their own.

The study has proven that one cannot translate a given text from Kirundi into English or vice versa without the loss of meaning because of the following reasons:

Firstly translators lack equivalent words to use in the two languages, that is, in Kirundi or English since those languages are different in terms of linguistic distance. For instance, if it is to translate this musical instrument "inanga" it is no easy. Although some use "piano" while "others use "Harp" they are not really the same since they are made differently.

Secondly, Kirundi-English dictionaries and some related books are fewer in number. This makes the task harder since the translator cannot find where to fetch elements necessary for a better production. This is associated with the fewer active number of Kirundi linguists. In other developing countries linguists come together whenever there is any difficult word not existing in the language in order to find its correspondent word. This makes a given language richer in terms of vocabulary.

Apart from the problems, in the following point we will come up with some recommendations in order to give room to translation since any problem has its own solution.

2. Recommendations

The findings have pushed me to make recommendations to the following categories of people:

1. to the students following the translation track;
2. to the translators;
3. to the Ministry of Education;
4. to anyone who wants to be a translator.

2.1. To the Students Following the Translation Track

As known, translation is not an easy task. To have a good translation, one has to bear in mind that he/she has to work hard. This will result from the efforts that are made such as reading books about the culture of different nations. In that way, one will become a good translator. Besides, there are books talking about translation and as a student of translation track, you should read them in order to know the procedures and methods one can use to have a good translation.

2.2. To the Translators

A translator is like a bridge between two people whose native languages are different. So this one should do their profession accordingly so as to enable people to get the message completely. To attain this level, a translator should be well equipped with books, dictionaries, computers whose applications can translate, etc. Moreover, a translator should use equivalent words while translating. Even though paraphrasing is allowed, it should appear rarely. Translators should be aware of methods and procedures used in translation so that they can come up with a better production resembling the original one.

2.3. To the Ministry of Education

It is important to note that a language is a tool of communication. Besides, the culture is widespread through the language. Therefore, the Ministry should be aware of the pertinence of the language and provide enough materials to the departments where language is taught especially in the translation track.

Again, the Ministry should encourage and sponsor people who want to create linguistic centers since they would be profitable for our country which seem to have few linguists.

2.4. To Anyone who Wants to Become a Translator

Translation is a complex task. So one who wants to be a translator should first of all know the languages which he/she wants to cope with in his/her translation career. In addition to that, the knowing of different countries' cultures is of a paramount importance. If you want to be a good translator you should also read some books talking about translation so that you can have an idea about the methods and techniques used for having a good translation.

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APPENDICES

Appendix 1: Letter for Students

Dear Students,

I am a student at the University of Burundi in FASS/DELL and I am carrying out a research on "Linguistic Challenges Faced by Translators when Translating from English into Kirundi and vice versa.

The following is a questionnaire designed for Bac III Students in the translation track. It aims at finding out challenges faced while translating from one language into another, especially from English into Kirundi and vice versa.

If objectively answered, this questionnaire will be of great contribution to the achievement of this work.

Hence, I would be very grateful if you could answer as sincerely as possible to the following questions.

Thank you for your cooperation

NIYITUNGA Eusèbe

Appendix 2: Students' Questionnaire

1. Do you study translation as an English course?

   Yes ☐

   No ☐

2. How many hours are allocated to translation course?

3. How long have you been learning translation course?

4. How do you consider the course of translation?

   It is easy to learn ☐

   It is difficult to learn ☐

   Average ☐

5. Which kind of methods or procedures do you use the most?

   Paraphrase ☐

   Word-for-word translation ☐

   Both ☐

6. Have you ever used a dictionary or another related book when translating?

   Never ☐

   Sometimes ☐

   Always ☐

7. I feel comfortable when translating from:

English into Kirundi and vice versa ☐

English into French and vice versa. ☐

8. Is there any challenge you have been facing when translating especially from English into Kirundi and vice versa?

If yes, which one?

9. Have you ever consulted your classmates when you are stuck?

Yes ☐

No ☐

10. Have you ever invented a word when translating?

Yes ☐

No ☐

11. Do you think translation is given its right place in Burundi?

If yes or no, justify your answer.

12. What can be done to improve the translation course?

.....

.....

Appendix: Letter for the Translators

Dear Sir/Madam,

I am a student at University of Burundi and for the time being I am carrying out a research on "Major Linguistic Challenges Faced by Translators when Translating from English into Kirundi and vice versa".

The following is a questionnaire designed for you to investigate the major challenges faced by a translator while translating from Kirundi into English.

If objectively answered, this questionnaire will be of a great value to the completion of the research I am dealing with. Hence, I would be very grateful if you could answer as sincerely as possible to the following questions. The answers you give will be confidential, so your names will not be mentioned.

Thank you for your cooperation

NIYITUNGA Eusèbe

Appendix 4: Translators' Questionnaire

1. According to you, what is translation?

.....

2. In your opinion, how is a good translation?

.....

3. For how long have you been translating?

.....

4. Which kind of methods or procedures do you use the most?

Paraphrase ☐

Word-for-word translation ☐

Both ☐

5. Do you think translation is given its right place in Burundi?

.....

6. Have you ever encountered problems while translating?

- If yes what kind of problems?

- How do you solve them?

.....

7. Have you ever invented a word or expression when translating?

.....

8. What can you advise someone who wants to specialize in translation?

.....

9. Have you got English-Kirundi dictionaries or other related books?