



A COMPARATIVE STUDY OF LITERARY TRANSLATION FROM
ENGLISH INTO CHAKMA

Ven. Ripan Chakma

A Thesis Submitted in Partial Fulfillment of the
the Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2018



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Abstract

The aim of this research is to explore the literary in literary translation. The objectives of this study are 1) to identify the problems posed for translation by literary texts. 2) To explore the appropriate concepts and techniques in the translation of literary texts and 3) to find informed solutions to those problems of translation. This study is documentary and qualitative research in the data collection that collecting data are analyzed categorized from the two parts; 1) Interview with five professional translators and 2) data collection from textbook, thesis, academic journal and webpage.

The result of the research was found the problems of translation between two languages English-Chakma and discusses changing translation theory and practice, in particular illustrating points with comments made by translators and theorists in this research and elsewhere. Importance is also given to the profession itself, to literary translator beliefs about their role, the changing importance of the model reader and to changing beliefs about accepted style, making reference also to results of a global survey recently carried out on the subject. This thesis evaluates two linguistic approaches to literary translation. The study examines two Languages translations of English and Chakma.

The analyses and evaluations are from the point of view of Systemic Functional Grammar and Relevance Theory. The research includes evaluations of the applicability of the two approaches to translation criticism, as well as a comparison of the two translations based on the translator's choices and intentions. The translated sentences had also gone through a cultural filter and undergone changes in situation. The target text was a version rather than a translation of the source text.

Translation is a challenging activity and there are few difficulties that appear during translation process so every language describes the world in different way and has its own grammar structure, grammar rules and syntax variance. During this process, the following are the most particular problems:

1) **Problems of ambiguity:** these originate from structural and lexical differences between languages and multiword units like idioms and collocations.

2). **Problems of grammar:** there are several constructions of grammar with rules that are poorly understood.

3) **Problems of language:** these include idiom terms and neologisms, slang difficult to understand, respect to punctuation conventions and proper name of people, organizations and places.

4) **Problems of source text:** These are illegible text, spell incorrectly.

It can easily be seen that languages differ from one to another in terms of many ways and not just in grammar subjects. For example, small words are hard to translate and the meaning of common words depends on context. Besides, some words are untranslatable when one wishes to remain in the same grammatical category that is why translators face up with many problems.

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I would first like to thank my thesis advisor Asst. Prof. Dr. Phramaha Suriya Vamedhi and Asst. Prof. Dr. Veerakarn Kanokkamalade of the Faculty of Humanities International Program at Mahachulalongkornrajavidyala University. The door to Asst. Prof. Dr. Veerakarn Kanokkamalade office was always open whenever I ran into a trouble spot or had a question about my research or writing. He consistently allowed this paper to be my own work, but steered me in the right the direction whenever he thought I needed it. I also would like to thank professional translators who give me times for an interview about literary translation for my thesis.

I would also like to extend my gratitude and respect to all lecturers of M.A. in English (International Program), Faculty of Humanities at Mahachulalongkornrajavidyala University. Without their passionate participation and input, the validation survey could not have been successfully conducted.

I would also like to acknowledge staff of the Humanities Faculty at Mahachulalongkornrajavidyala University as a friendly help for me and I am gratefully indebted to them for their very valuable comments on this thesis.

Finally, I must express my very profound gratitude to my parents for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. Thank you.

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Table of Contents

Title	Page
Abstract	i
Acknowledgement	iii
List of Abbreviation	vii
Chapter I: Introduction	
1.1 Background and Significance of the Problem	1
1.2 Objectives of the Research	3
1.3 Statement of the Research Questions	3
1.4 Scope of the Research	3
1.5 Definition of the Terms used in the Research	4
1.6 Expected Benefits	5
Chapter II: Literature Review and Research Works Concerned	
2.1 Language and Linguistics	6
2.2 Types of translation	9
2.3 Multilingualism and Translation	10
2.4 Translation Problem	13
2.4.1 Writing and Translation	13
2.4.2 Syntax and Translation	16
2.4.3 Literary Translation	17
2.4.4 Translation and verse	18
2.4.5 Drama Translation	21
2.4.6 Culture and Translation	22
2.4.7 Descriptive Translation Study	24
2.5 Techniques of Translation	24
Chapter III: Research Methodology	
3.1 Research Approach	28
3.2 Research Design	28
3.3 Population	28
3.4 Data Collection	29
3.4.1 Primary Data	29
3.4.2 Secondary Data	30
3.5 Data Analysis	30

Table of Contents I Continue)

Title	Page
Chapter IV: Results	
4.1 Introduction	32
4.2 Translators Background	32
4.3 Chakma Language (with Alphabets)	33
4.4 Problem of Translation with Examples	35
4.5 Interview with Translation	42
4.6 Interview Results	46
4.7 Identify the Problem of Translation	59
Chapter V: Conclusion, Discussion and Suggestion	
5.1 Conclusion	52
5.2 Discussion	54
5.3 Suggestion	57
Bibliography	60
Appendix	63
Biography of Researcher	69

List of Abbreviations and Symbols

The abbreviations use in the research as following data:

S'	=	Singular
'S	=	Plural
.	=	Full Stop
,	=	Comma
“ ”	=	Quotation
-	=	Hyphen
—	=	Dash
?	=	Question Mark
:	=	Colon
;	=	semi-colon
()	=	parentheses
DTS	=	Describe Translation Study
TT	=	Translation of Text
TL	=	Literary Translation
ST	=	The Source of Text

Chapter I

Introduction

1.1 Background and Significance of the Problems

Language is one of the most powerful mediums of communication known to human being. Before the advent of the spoken word, humans had to depend on signs, symbols, and basic sounds in order to communicate with each other. Gradually, these sounds came to represent specific objects or events, ultimately evolving into a complex pattern of vocal expression called speech.¹ According to Charles Darwin controversial work *The Descent of Man*, speculated that human language evolved from birdsong on the other hand, scientists from MIT Language has come to be an invaluable part of any culture – no matter how evolved or primitive that culture or language might seem to be.

The evolution of a language is such a complex process because of the myriad variables involved. Although several attempts have been made to identify the origin of human speech and language, all of them are mere theories; one explanation for this is the various sources from which human speech may have been derived. Bird song is just one of these many hypotheses: there are innumerable theories ranging from the comical to the fantastic and everything in between.² The large geographic spread of the human population is one major reason for the emergence of several language groups that have no relation to each other. Just as races evolved independently of each other, language can be assumed to have taken the same course through human history. The need for communication within a small community quickly escalated into a need for a common mode of speech that everyone in a particular region could understand and use. However, because of this ‘exclusive’ use of language, problems arose where trade was involved. This is where the need for translation seems to have reared its enormous head. Without being

¹Crytal D., *English as a Global Language*, (Cambridge: Cambridge University Press, 1997), p. 14.

²J.C. Catford, *A Linguistic Theory of Translation*, (Oxford: Oxford University press, 1995), p. 38.

able to understand each other's systems and methods of business, trade would have been impossible. Out of this problem emerged a solution – translation.

Over time, translation took the driver's seat in the vehicle of international relations because it was indispensable to the process of communication. Its importance since then cannot be overstated; of every facet of culture that involves reading or writing, translation is an integral part. If translation is integral to writing, then interpretation is integral to reading and speaking. In the modern world, translation is as important – if not more so – as it was several millennia ago. Officially, there are about 6,800 languages spoken around the world, of which a significant portion have unique scripts and many have shared scripts based on the origins of the language in question. These challenges are compounded by the fact that nearly every culture in the world has interactions with every other culture. This means that there are an incalculable number of translation requirements every second of every minute of every day around the world. It's no wonder, then, that translation is a dominant part of intercultural interaction.

The problems of literary translation are still open to conflict debates and individual proposals. The disagreement voiced by translation theorists as regards the problems that are involved in the process of literary translation stems from the confusion between a literary text and a literary translation. In fact, the two are different and need to be clearly distinguished.

A literary text is the direct product of an author. Its quality is assessed in terms of its relation to the literary tradition of the literature and the language in question. A literary text is not the product of such direct and unitary relation. It is not the direct product of an author and its quality is not assessed in terms of its relation to one literary tradition and one linguistic system.³

Among other things, translation provides a bridge of understanding between different language communities and their cultures. Translation's ultimate goal of equivalence must therefore be founded on an acknowledgement of difference. That difference is particularly acute in the case of literary texts where the usual linguistic and cultural differences are compounded on the one hand by remote historical contexts, unfamiliar conceptual frameworks and sometimes archaic or obsolete language, and on the other by the formal and technical characteristics of

³ Yule, George, **The Study of Language**, (Cambridge: Cambridge University press, 1996), p. 9.

literary texts themselves. Yet it is precisely the particular difficulty posed by literary texts which makes their translation such a worthwhile activity in so far as it not only enhances skills in critical reading, creative thinking and effective writing, but also intensifies historical awareness and, most importantly, fosters that capacity to empathize without which both translation and, more broadly, personal and professional life in the global village would be considerably impoverished. Conceiving of literary translation, then, as a deeply humane science, and convinced that the best way to learn is through doing, this module takes a distinctly hands-on approach to its subject and aims to introduce students to the history of literary translation and to some of the chief problems and key challenges facing the literary translator through a series of case studies and practical activities.

1.2. Objectives of the Research

1.2.1 To identify the problems posed for translation by literary texts.

1.2.2 To explore the appropriate concepts and techniques in the translation of literary texts.

1.2.3 To find informed solutions to those problems of translation.

1.3 Statement of Research Questions

1.3.1 What are the similarities and differences between English and Chakma with respect to languages pairs that may occur in translating?

1.3.2 What literary translation modeling of the languages in question will be functional and effective?

1.3.3 What is the way to solve the problems of literary translation (and some solutions)?

1.4. Scope of the Research

Comparative studies are used in many research fields known as linguistic, or literary and scientific. In this research the main purpose of studies is to suggest similarities and differences, and then it may occur easy to focus significances problem of English into Chakma translation. This research considers Descriptive Translation Study as an effective means for determining theoretical and practical approaches to the degree of interaction of the source and target systems in literary translation. Researcher believes that translations are suitable data for multilingual

studies because they can provide “contrastive-linguistic insights.” Noun phrase is an important component in the text: however, the translations, especially from English into Chakma sometimes confuse the readers or translators. Therefore, this study discusses the form varieties of the English noun phrase when it is translated into Chakma and this research focuses a prototype system which can perform English into Chakma translation.

1.4.1 **The scope of the content** focuses on the problems of English into Chakma literary translation.

1.4.2 **The scope of the area** aims of Chittagong Hill Tracts of Bangladesh.

1.4.3 **The scope of the population** focuses on 5 professional translators and 10 teachers of Chakma community in Chittagong hill tracts of Bangladesh.

1.4.4 **The scope of the time** emphasizes taking time to study within September to December, 2018.

1.5 Definition of the Terms Used in the Research

1.5.1 **Literary:** Literary Devices refers to the typical structures used by writers in their works to convey his or her messages in a simple manner to the readers. When employed properly, the different literary devices help readers to appreciate, interpret, and analyze a literary work.

1.5.2 **Language:** Communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols.

1.5.3 **Contrastive-linguistics:** A definition of this linguistic sub-discipline, in its applied and its "theoretical" versions, indicating the scope of research in the field, ranging from Behaviorist interference error to neo-Whorfian cognitive approaches. The major rationales for including Contrastive Linguistics on a linguistics degree syllabus are presented together with some guidelines for organizing this syllabus. A step-by-step procedure and methodology for teaching Contrastive Linguistics at tertiary level is presented, and the article contains a select set of key references.

1.5.4 **Chakma Language:** Chakma language (ChangmaVaj or Changma Kodha) is an Indo-European language spoken by the Chakma and Daingnet people. The Chakma, also known as the Daingnet people, is an ethnic group concentrated in the Chittagong Hill Tracts of Bangladesh. Today, the geographic distribution of Chakmas is spread across Bangladesh and parts of northeastern India, western Burma,

southwest China and diaspora communities in USA, Canada, UK, France, South Korea, Japan and Australia.

1.5.5 Translation: In mathematics, translation refers to moving an object without changing it in any other way. This lesson will describe how to translate an object and give some examples. A quiz will follow to test your knowledge. Translation is a term used in geometry to describe a function that moves an object a certain distance. The object is not altered in any other way. It is not rotated, reflected, or re-sized.

1.6 Expected Benefits

1.6.1 This research will be able to find appropriate resources to translate different types of literary texts and show a successful solution to translation English into Chakma and Chakma into English.

1.6.2 Gaining a comprehensive knowledge of literary translation and to apply the appropriate skills in the analysis of a literary text to be translated.

1.6.3 Understanding the literary translation and show how to develop the capacities for self-assessment and self-improvement.

Chapter II

Literature Review and Research Works Concerned

There are some researches related to this topic of study which also discussed about noun phrase and shift which occur in the translation studies. Therefore, we need to do the literature review in order to know how the other researchers analyze the topic, so that we can avoid the possibility of duplication. There are some theses and journals related to this topic are reviewed.

A fundamental project of Comparative Literature is to cultivate reading across linguistic boundaries in order to highlight everything that the exclusive focus on a national literature tends to obscure. Students of Comparative Literature trace the transformations and travels of literary genres and texts across time and space. They explore the connections of literature with history, philosophy, politics, and literary theory. And they study the intersections of literature with other cultural forms such as film, drama, the visual arts, music, and new media. In our increasingly globalized age, translation studies are also an important part of the comparative approach to literature. It's surprisingly tricky to say that even a single sentence in one language is truly "equivalent" to its translation in another language; in what sense, then, can we really translate the complexity and nuance of novels, poems, or plays? And yet we all depend on translations sooner or later.¹ Literary translations also have their own kind of history and even politics. Why do some texts get translated and others not, for example? And how have the practice and theory of translation changed over time?

A concentration in Comparative Literature is an excellent foundation for further work at the graduate level. It also prepares students to work in any field where critical thinking, strong writing skills and foreign-language competence and a sophisticated understanding of cultural difference and diversity are called for. This chapter analysis literature review and research works concerned which is divided into five important parts: 1) language and linguistics, 2) types of translation, 3)

¹Sharwood-Smith, M. **Second language learning: Theoretical foundations.** (London: Longman 1994), p. 7.

multilingualism and translation, 4) translation problem, and 5) techniques of translation.

2.1 Language and Linguistics

Introduction to language and linguistics what does mean between language and linguistics.

0.1. Grammar = linguistics from school

0.2. Linguistics = thinking about language

0.3. Features of human language

0.1. Grammar = linguistics from school: Concepts and categories of traditional grammar (from Aristotle to Quirk)

0.1.1. Classification parts of speech (POS = word classes) major - minor:

- Productivity
- Diachronic change
- Semantic: +/- lexical

VERBS

NOUNS

ADJECTIVE

ADVERBS

PREP

CONJ

PRON

AUX / NUM / ART

(INTERJECTIONS)

0.1.2. Establishing patterns/paradigms N: declension

(Secondary categories)

V: conjugation

GENDER (# SEX)

CASE N

NUMBER

PERSON

TENSE (# TIME) V

MOOD

VOICE (= GENUS VERBI)

0.1.3. Functional elements (= clause elements) in a particular sentence

ADVERBIAL Tomorrow To everyone's surprise

SUBJ

VERB/PREDICATE will introduce was elected

OBJ dir/indir her cabinet to the Queen

COMPLEMENT Prime Minister

subj/obj

0.2. Linguistics = thinking about language

0.2.1. Linguistics

0.2.2 History of linguistics (schools)

- Traditional grammar
- Neo grammarians
- Structuralism
- Generative-transformational grammar
- Cognitive grammar

0.2.3 Sub-disciplines

cf. the football model

- Micro linguistics: phonology, morphology, lexicography, semantics, syntax, text analysis
- Macro linguistics: pragmatics, sociolinguistics, psycholinguistics, etc.
- Applied linguistics: lexicography, translation studies, error analysis, computer linguistics.

0.2.4 Language

Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols (Sapir 1921) language and the linguistic symbol/semiotic triangle (de Saussure): thought (reference) symbol referent/reality human language and animal communication:

0.3 The design features of human language

1. Interchangeability: all members of the species can send and receive messages
2. Feedback: users of the system are aware of what they are transmitting
3. Specialization: the communicative system serves no other function but to communicate

4. Semantics: the system conveys meaning through a set of fixed relationships among signifiers, referents and meaning.

5. Arbitrariness: there is no natural or inherent connection between a token and its referent

6. Discreteness: the communication system consists of isolatable, repeatable units

7. Displacement: users of the system are able to refer to events remote in space and time

8. Productivity: new messages on any topic can be produced at any time

9. Tradition, cultural transmission: certain aspects of the system must be transmitted from an experienced user to a learner

The design features of human language

10. Duality of patterning: meaningless units (phonemes) are combined to form arbitrary signs. Signs can be recombined to form new larger meaningful units.

11. Prevarication: the system enables users to talk nonsense or to lie

12. Learn ability: the user of the system can learn other variants. Humans can learn different languages; bees are limited to their genetically specified dialect

13. Reflexiveness: the ability to use the communication system to discuss the system itself

English Language and Linguistics, published three times a year, is an international journal which focuses on the description of the English language within the framework of contemporary linguistics.² The journal is concerned equally with the synchronic and the diachronic aspects of English language studies and publishes articles of the highest quality which make a substantial contribution to our understanding of the structure and development of the English language and which are informed by a knowledge and appreciation of linguistic theory. English Language and Linguistics carries articles and short discussion papers or squibs on all core aspects of English, from its beginnings to the present day, including syntax, morphology, phonology, semantics, pragmatics, corpus linguistics, and lexis. There is also a major review section including, from time to time, articles that give an overview of current research in particular specialist areas. Occasional issues are devoted to a special topic, when a guest editor is invited to commission articles from leading specialists in the field.

²Laurel J. English Language & Linguistics. (University of Freiburg, Germany press, 2017), p. 34.

2.2 Types of Translation

What Jakobson is saying here is taken up again by Georges Mounin, the French theorist, who perceives translation as a series of operations of which the starting point and the end product are significations and function within a given culture.³

In his article 'On Linguistic Aspects of Translation', Roman Jakobson distinguishes three types of translation:⁴ Intralingual translation or rewording (an interpretation of verbal signs by means of other signs in the same

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

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

Having established these three types, of which translation proper describes the process of transfer from SL to TL, Jakobson goes on immediately to point to the central problem in all types: that while messages may serve as adequate interpretations of code units or messages, there is ordinarily no full equivalence through translation. Even apparent synonymy does not yield equivalence, and Jakobson shows how intralingual translation often has to resort to combination of code units in order to fully interpret the meaning of a single unit. Hence a dictionary of so-called synonyms may give perfect as a synonym for ideal or vehicle as a synonym for conveyance but in neither case can there be said to be complete equivalence, since each unit contains within itself a set of non-transferable associations and connotations.

Because complete equivalence (in the sense of synonymy or sameness) cannot take place in any of his categories, Jakobson declares that all poetic art is therefore technically untranslatable:

Only creative transposition is possible: either intralingual transposition—from one poetic shape into another, or intralingual transposition—from one language into another, or finally intersemiotic transposition—from one system of signs into another, e.g. from verbal art into music, dance, cinema or painting.

³Mahasweta Sengupta, **Translation as Manipulation**, (Pittsburgh and London: University of Pittsburgh Press, 1995), p. 172.

⁴Roman Jakobson, 'On Linguistic Aspects of Translation', in R.A. Brower, ed., (Cambridge, Mass.: Harvard University Press, 1959), pp. 232–9.

What Jakobson is saying here is taken up again by Georges Mounin, the French theorist, who perceives translation as a series of operations of which the starting point and the end product are significations and function within a given culture.⁵ So, for example, the English word *pastry*, if translated into Chakma without regard for its signification, will not be able to perform its function of meaning within a sentence, even though there may be a dictionary ‘equivalent’; for *pasta* has a completely different associative field. In this case the translator has to resort to a combination of units in order to find an approximate equivalent.

2.3 Multilingualism and Translation

This research proposes to replace translation in the broader perspective of the macro-level dynamics of multilingualism. We begin by recalling that translation does not appear in a vacuum, but that it emerges from multilingual contexts and is therefore dependent on the latter; in the long run, the demand for translation services should not be taken for granted. At the same time, translation contributes to the maintenance and development of linguistic diversity. In this research, we develop an approach to the identification of the workings of the macro-level dynamics of multilingualism, suggesting a new metric for multilingualism and explicitly positioning translation with respect to these dynamics. Particular emphasis is placed on the role of language policies, showing that translation is largely dependent on them, but that it also constitutes a key determinant of their effectiveness. Our discussion generates suggestions regarding the implication of translators in major language policy debates, as well as the training of translators.⁶

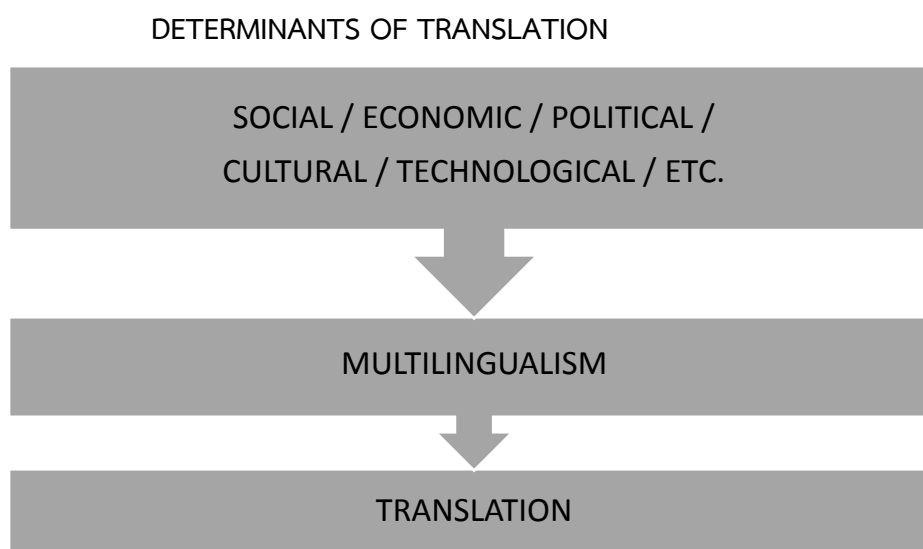
Typically, text books present translation as an activity which is largely abstracted from its macro-social context—and, therefore, from language dynamics. Of course, translation theorists are careful to underline the indispensable character of cultural competence for quality translation, thus contextualizing translation. However, the focus typically remains on the very specific activity of translating from B to A. The translation process itself is usually positioned within a more general perspective on language (more rarely on speech and discourse), and this view of

⁵J. C. Catford, *Linguistic theory of Translation*, (Oxford: Oxford university press, 1965), pp. 20-36.

⁶Georges Mounin, *Les problèmes théoriques de la traduction*, (Paris: Callimard, 1963), pp. 3-4.

translation is broadly reflected in textbooks in the field as well as in more historical accounts of the emergence of translation studies.

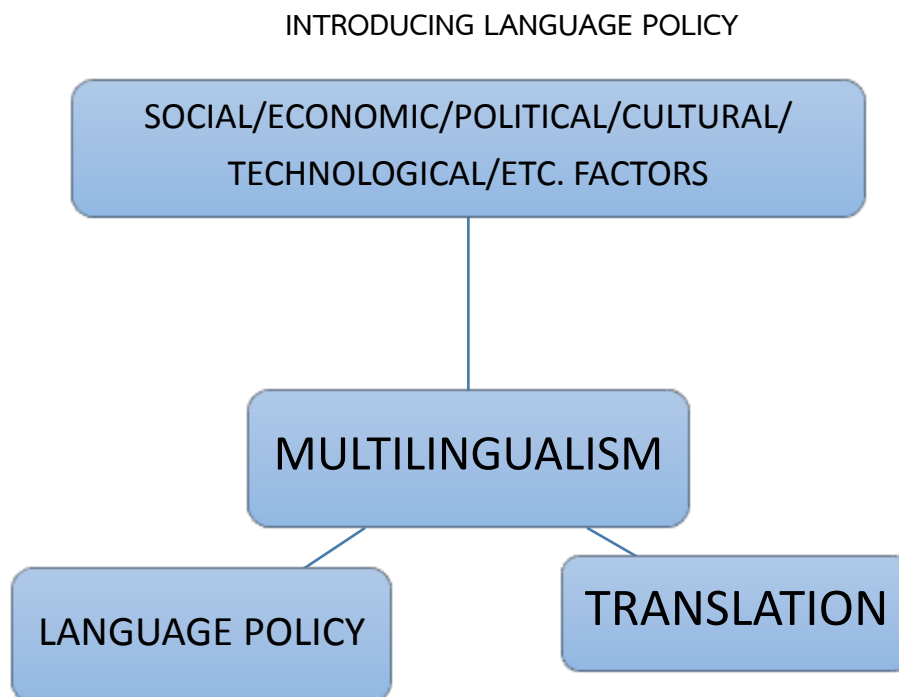
However, these approaches usually rely on some strong assumptions regarding the contexts in which translation occurs. More precisely, it takes for granted the notion that translation activities must occur or — putting it in economic terms — that there exists a demand for translation and that supply simply has to follow, which incidentally implies that the role of the translator is largely that of a follower.



It is, in a sense, obvious that translation does not occur in a vacuum, and that translation, whether as an intellectual activity, as a social practice, or as a way to earn one's living, depends on all kinds of factors upstream; and that the demand for translation services at time t depends on the value of all kinds of variables at time $t-1$. It is therefore all the more surprising that these links have hardly been explored.

However, this vision of translation in context is not quite complete – for at least two reasons. First, it is important to introduce language policy and recognize its crucial importance. Language policy is itself a product of a certain social and political context; but it also intended to shape this context, through the influence it has on the extent of multilingualism in society. Much of language policy affects translation – either directly, because it makes translation mandatory (for example, by requiring that for reasons of consumer safety, the product composition of medicines be available in various languages), or indirectly, because it protects and promotes a variety of languages; this will, in turn, encourage multilingualism, boosting the need

for language services, including translation and interpretation. In order to take this into account, Fig. 1 can be modified as follows



Secondly, we do not live in a static world of unidirectional causes and static structures. Rather, the world is dynamic, and various forms of human action are interconnected in multiple ways. This also applies to translation, which is not just subjected to changing patterns,⁷

At this time, only a few aspects of some the relationships symbolized by the seven arrows in Fig. 3 have been studied. It would be well beyond the scope of what can seriously be done in a one-hour presentation to venture in an extensive examination of all these relationships. However, we can already propose some stepping stones towards an integrative view combining the dynamics of multilingualism, language policy, and translation.

2.4 Translation Problem

2.4.1 Writing and Translation

⁷ Thomas Ricento , “An Introduction to Language Policy: Theory and Method”, *Journal of Language, Identity, and Education* (with Terrence Wiley) and his publications include *Americanization and Ideologies of Language* (the University of Texas at San Antonio) Vol. 2 No. 8 (February 4, 2005): 22.

One of my colleagues in Europe responded, “This is excellent! Especially when you are not a native English speaker and your colleagues use these phrases all the time.” Having grown up bilingual in both Switzerland and the United States, I could really relate to this reaction.

It made me think about global audiences and how certain expressions don’t always translate the way we intend. These ambiguous phrases lose their meaning and can cause confusion. So in today’s global world, the way we speak and write affects others on a wide scale.

As a Solution Architect, part of my job includes consulting with clients and setting up their localization programs for success. These client discussions often focus on scope, languages, technology, success criteria, goals, and other expected topics. But a critical element of successful localization is often overlooked: source text quality. How well written is your content?

Your source text serves as a base for translated content in all other languages. And as your number of target languages for translation increases, the impact of your source content does too. So when writing for successful translation, it’s critical that you plan ahead. It’s all about writing it right—the first time.⁸

Here are 10 tips to remember when writing for translation:

1. Keep sentences brief.

For increased comprehension and simpler translations, aim for about 20 words or less. And boost readability. I often ask myself, what’s truly important? How can I simplify what I want to say? Reading sentences aloud helps to keep them short and sweet.

2. Use Standard English word order whenever possible.

This generally means a subject, verb, and object with associated modifiers. Ensure correct grammatical structure and proper punctuation. This includes checking the basics, because mistakes can travel across source and target languages. Translators often find and flag source errors, but that shouldn’t replace proofreading your source text.

3. Avoid long noun strings.

⁸Biber, Douglas, *Longman Student Grammar of Spoken and Written English*, (England: Pearson Education Limited, 2002), p. 12.

When connecting elements are omitted from noun strings, readers must infer the relationship between the words. If you have to read a sentence several times to understand it, chances are that there will be further complications when it's translated into a different language. When this happens, we tend to see misinterpretations of the original meaning—or a translation that appears too literal.

4. Use just one term to identify a single concept.

Synonyms get in the way of clarity. Write the same thing, the same way, every time you write it. Finding different ways to write a single concept will not only affect the overall consistency of translation, but it will also reduce the related translation memory leverage. This can lead to decreased quality, increased cost, and increased turnaround. Translation memories leverage words in segments, so changing even a minor word has an impact. Always consider re-using existing content that has already been translated—don't write from scratch if you don't need to.

5. Avoid humor.

It rarely translates with equivalency. The same goes for jargon, regional phrases, or metaphors. True story: I didn't know what "knocking it out of the park" or a "grand slam" was until I moved to Boston in 2004 and got pulled into watching the Red Sox World Series. Now I get it, but chances are that many translators are as clueless as I am when it comes to American sports. Expressions are not always universally understood or appreciated—they just don't translate.

6. Be clear with international dates.

Style guides should document the handling of large numerals, measurements of weight, height, width, temperature, time, phone numbers, currency, etc. for each language pair.

For example: 09/07/2015. Is that September, or July? It depends where I am. In Switzerland, it reads as July, but in the U.S., it's September. The safest choice is to spell out the name of the month. Using an abbreviation for the month is fine if space is tight.

7. Use relative pronouns like "that" and "which."

Even if you don't need them, they may improve understanding. "The software that he licensed expires tomorrow" is clearer than "The software he

licensed expires tomorrow.” It’s good to check that pronouns have been included rather than assumed.

8. Use the active voice rather than the passive.

It’s more direct, better understood, and easier to translate. Words like “was” and “by” may indicate that a passive voice is used. For example: The software was upgraded by the user = passive. The user upgraded the software = active.

9. Avoid phrasal verbs (containing a verb form with one or more articles).

They tend to complicate translations. For example, use “met” rather than “ran into.” Phrasal verbs often have multiple meanings and are less formal. Be on the lookout for two- or three-word verbs. I was trying to think of this in relation to German, but guess what: a “phrasal verb” as such doesn’t exist in German.

10. Make sure it fits.

English text is often shorter than other languages, which means sufficient space is needed for expansion (up to 35%!). This is particularly important for software interfaces and graphics. Differences exist not only in sentence length, but also in individual word length—as some languages use large compound words.

2.4.2 Syntax and Translation

Syntax-directed translation refers to a method of compiler implementation where the source language translation is completely driven by the parser. In other words, the parsing process and parse trees are used to direct semantic analysis and the translation of the source program. This can be a separate phase of a compiler or we can augment our conventional grammar with information to control the semantic analysis and translation. Such grammars are called attribute grammars.

We augment a grammar by associating attributes with each grammar symbol that describes its properties. An attribute has a name and an associated value: a string, number, a type, a memory location, an assigned register—whatever information we need. For example, variables may have an attribute “type” (which records the declared type of a variable, useful later in type-checking) or an integer constant may have an attribute “value” (which we will later need to generate code).

With each production in a grammar, we give semantic rules or actions, which describe how to compute the attribute values associated with each grammar

symbol in production. The attribute value for a parse node may depend on information from its children nodes below or its siblings and parent node above.

Consider this production, augmented with a set of actions that use the "value" attribute for a digit node to store the appropriate numeric value. Below, we use the syntax $X.a$ to refer to the attribute a associated with symbol X .

$\text{digit} \rightarrow 0 \{\text{digit.value} = 0\} \mid 1 \{\text{digit.value} = 1\} \mid 2 \{\text{digit.value} = 2\} \mid 9 \{\text{digit.value} = 9\}$

The passage turns on the ambiguity of the word 'drunk', which can be an adjective, meaning 'affected by alcohol', or the passive form of the verb 'drink'. Arthur takes Ford as intending the first sense of 'drunk'—with good reason: he's unlikely to mean that someone would drink him. But Ford reveals that the bizarre interpretation is what he intends. The art of the image is the metaphorical treatment of a person as a liquid; the joke turns on the sleight of hand which makes our semantic interpreter lean in one direction before pulling us back in an unexpected way with a disambiguation. These examples illustrate our semantic and pragmatic abilities in action. The goal of linguistic research into meaning is to illuminate the processes and knowledge involved.

2.4.3 Literary Translation

Literary translation implies the translation of all genres of literature, which include prose, drama and poetry. Johnson (1999:1) describes literature as 'an apparently nebulous body of knowledge in oral or written form, an imitation of life, which reflects civilization and culture, and which covers every angle of human activities-culture, tradition, entertainment, information among others.' It is one of the great creative and universal means of communicating the emotional, spiritual, and intellectual concerns of humankind.⁹

Literary translation has to do with translating texts written in a literary language, which abounds in ambiguities, homonyms, and arbitrariness, as distinct from the language of science or that of administration. Literary language is highly connotative and subjective because each literary author is lexically and stylistically idiosyncratic and through his power of imagination, he uses certain literary techniques such as figures of speech, proverbs, and homonyms through which he weaves literary forms.

⁹ Laura C. Bazzurro, **Some Thoughts on Literary Translation**, (Pompeu Fabra University, Spain press, 2015), p. 32.

The literary translator is therefore the person who concerns himself with translation of literary texts. A literary translator, according to Peter Newmark (1988:1) generally respects good writing by taking into account the language, structures, and content, whatever the nature of the text. The literary translator participates in the author's creative activity and then recreates structures and signs by adapting the target language text to the source language text as closely as intelligibility allows. He needs to assess not only the literary quality of the text but also its acceptability to the target reader, and this should be done by having a deep knowledge of the cultural and literary history of both the Source and the Target Languages.

Literary translation may be said to have the greatest number of peculiar problems. Problems in literary translation largely depend on who is translating and what he knows. The problems of literary translation include cultural, linguistic, psychological, deceptive cognates, equivalence, and style.

Language and culture are closely related and one is indispensable to the other. In fact, language acquires its meaning from the country's culture. A single language may cross several culture borders. For instance, English and French are Indo-European languages but belong to different cultures. There are generally problems in the translation of cultural words in a literary text unless there is a cultural overlap between the source language and the target language. It is not enough for a translator to know what words are used in the target language; he must also make the reader understand the sense as it is understood by the reader of the original. For instance, in a text where there is a cultural focus, there can be translation problems due to the cultural gap between the source and the target languages.

2.4.4 Translation and Verse

A verse translation maintains as closely as possible the rhythm and line length of the original work. The lines below from Shakespeare's *Twelfth Night* are written in a type of verse meter called iambic pentameter, or blank verse.

Shakespeare's Original Iambic Pentameter Lines

There is a fair behavior in thee, captain; (11 syllables)

And though that nature with a beauteous wall (10 syllables)

Doth oft close in pollution, yet of thee (10 syllables)

I will believe thou has a mind that suits (10 syllables)

With this thy fair and outward character. (10 syllables)

The literary device verse denotes a single line of poetry. The term can also be used to refer to a stanza or other parts of poetry. Generally, the device is stated to encompass three possible meanings, namely a line of metrical writing, a stanza, or, a piece written in meter. It is important to note here that the term “verse” is often incorrectly used for referring to “poetry” in order to differentiate it from prose.

Verse Examples

Example #1 Daffodils by William Wordsworth

I wandered lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

The above quoted stanza from William Wordsworth poem presents to the reader various examples of a verse. It can be noted here, that the use of the tool of verse adds a scenic element to the structure of poetry.

There are generally two types of verse namely free verse and blank verse.

Example #2 Free Verse

A free verse poem has no set meter; that is to say there is no rhyming scheme present and the poem doesn’t follow a set pattern. For some poets this characteristic serves as a handy tool for the purpose camouflaging their fluctuation of thoughts, whereas others think that it affects the quality of work being presented. As can be seen from the stanza quoted above, there is an absence of rhyming effect and structure in each verse.

Fog by Carl Sandburg

The fog comes on little cat feet.
It sits looking over harbor and city on silent haunches
And then moves on.

Here, it can be observed that there is no form or rhyme scheme present in the verses quoted above.

Example #3 Blank Verse is no rhyming effect present in a blank verse poem. However, it has an iambic pentameter. It is usually employed for presenting passionate events and to create an impact on the reader. Shakespeare was an ardent user of blank verse.

An Example of a Blank Verse Poem Fur ball Friend

Sweet pet by day, hunter by night. She sleeps,
 she eats, she plays. My feet, caught in white paws.
 She's up the fence, watching her prey – a bird.
 Poor thing, better run quick, 'cause watch, she'll pounce!
 She'll sweetly beg for fuss, but don't be fooled.
 'Cause one minute she'll purr and smile, then snap!
 She'll spit and hiss – and oh – surprise! A mouse.
 He's dead. A gift. Retracts her claws. Miaow!
 Figure of eight between my legs, looks up
 at me and purrs. The sound pulls my heartstrings.
 Her big blue eyes like dinner plates – so cute.
 Cunning she is, she knows I can't resist.
 Curling up tight, we sleep entwined as one.
 Despite her quirks, I would not change a claw
 of her. Cheeky Sammy: my snow-white queen.

The poem quoted above depicts the use of blank verse throughout. Here, it is important to note that there is no rhyming scheme present. Also, it can be seen that there is presence of iambic pentameter throughout the verses.

Functions of Verse

The use of the literary term “verse” in a piece of writing has a pleasing effect on the reader's mind. It is usually employed in poetry writing. The poets make use of the tool of verse in order to provide their poetry with a structure. It serves as an avenue through which writer's project their ideas in the form of a composition

having rhyme, rhythm, and deeper meanings. The device provides the writer with a framework for poetry writing.

2.4.5 Drama Translation

In this paper the main streams in the area of theatre translation are first of all situated within the broader main streams in literary translation theory given that drama translation is observed to generally follow these trends. Specific trends in drama translation are subsequently examined against this background. Before, the mid-1970s translation criticism mainly centered on measuring a given translation against an idealized and often subjective notion of equivalence. It was essentially normative and evaluative, proceeding from the assumption that the target text should reproduce the source text, and deviations from the original were inexcusable. It was frequently reductionist and selective, centering on discussions of individual texts and confronting passages from original and translation in an effort to demonstrate the superiority of the source text and the glaring deficiencies of the target text. It was therefore preoccupied with the discovery of omissions and inaccuracies in the target text.¹⁰

This situation has evolved and in the last twenty-five years there have been two conflicting developments. On the one hand, there is the more linguistically-oriented trend where scholars have continued to consider literary translation as a process of textual transfer and working with a retrospective ST oriented approach which enquires into the TT as a translation of an original with which it must necessarily be compared. In this approach translation scholars and researchers draw on recent work in descriptive linguistics in an attempt to grasp systematically the syntactic, stylistic, and pragmatic properties of the texts in question.

On the other hand, there has been the tendency to move away from comparative textual analysis and evaluative criticism towards historical description, shifting the focus from the traditional preoccupation with the revered or sacred nature of the source text towards acceptance of the target text as a product in its own right. Attempts are therefore made to set translations and their reception within the context of the receiving culture and enquiries are made into the status of the

¹⁰Marino, Stephen A. *A Language Study of Arthur Miller's Plays: The Poetic in the Colloquial*. Studies in American Literature. Lewiston, (NY: Mellen, 2002), p. 5.

translations in that culture. The focus is thus no longer on mere textual transfer, but on cultural mediation and interchange¹¹

2.4.6 Culture and Translation

Translation and Literature is an interdisciplinary scholarly journal focusing on English Literature in its foreign relations. Subjects of recent articles and notes have included the translations of Elizabeth Tudor, Surrey's Aeneid, the Spanish Renaissance Homer, Washington Irving in Muslim translation, Mann's Aschenbach, tales from Ivan Krylov, and the erotics of translation. It embraces responses to all other literatures in the work of English writers, including reception of classical texts; historical and contemporary translation of works in modern languages; history and theory of literary translation, adaptation, and imitation.¹²

RELATIONS BETWEEN CULTURE AND TRANSLATION

A. What is a good translation?

Translation is, in fact, a converting process. Theoretically, a good translation should give its reader the same conception as what a native reader gets from the original. Nida remarked that how to determine a good translation is the response of the receptor to the translated message, and this message must then be compared with the way in which the original receptors presumably reacted to the message when it was given in its original setting. Jakobson held the view that translation does not just mean the change of symbols into another language, but it is a process of information substitution. The task of a translator is to translate the information he receives into symbols which he will send out.

Catford explained that in translation there is no meaning equivalence, but just the signifier equivalence. Because of the differences between the original language and the target language, there exists the translation equivalence limitedness. This limitedness is not only manifested in the meaning of words, grammatical features, but also manifested in cultural differences more seriously.

B. Relations between Culture and Translation

¹¹Chomsky, N., **Syntactic structure**, (The Hague, Netherlands: Mouton.1957), pp. 47-59.

¹²Helena Taylor, Translation and Literature Cumulative Index. (**Articles: Translating Lives: Ovid and the Seventeenth-Century Modernes. Omid Azadibougarand Simon Patton: Coleman Barks**) Versions of Rumi in the USA Volume 24 (2014) Part 2,

The purpose and characteristics of translation are to promote understanding among different countries and nations. Eugene Nida, a famous American translation theorist, defined translation as: translation consists in reproducing the receptor language the closest natural equivalent of the source language, first in terms of meaning and secondly in terms of style. However, to reproduce “the closest natural equivalent” in the target language is more or less influenced by the cultural differences. Because of the differences in histories, geographic locations, local customs and religious beliefs, etc., there are some translation obstacles which hinder people from understanding each other properly. So, translation not only involves translators or interpreter’s linguistic competence, but also calls for the acquaintance with the respective cultures. In this sense, translation means more than merely translating the words, sentences, or articles from the source language into the target language. It means also to transfer between cultures

INFLUENCE OF CULTURE ON TRANSLATION

Actually, the aims of translation are how to achieve cultural equivalence between the source language and the target language and how to make up semantic zero caused by culture. Cultural equivalence mainly refers to semantic equivalence and pragmatic equivalence.

A. Semantic Equivalence

In translation, the meaning of a word usually can be divided into designative meaning and associative meaning. The designative meaning of a word serves to define the range of referents which the word in question can represent, while “the associative meanings of a word are derived primarily from the context (both cultural and linguistic) in which such words habitually occur”. The associative meanings of words are often subtle and elusive because these words contain more cultural connotations.

B. Pragmatic Equivalence

Pragmatic equivalence studies meaning not in isolation but in context. Context is considered as constituted by the knowledge shared by the speaker and the hearer and consists of linguistic context, paralinguistic context, social cultural context, and stylistic context. This paper focuses on the social cultural context which includes historical culture, local culture, customary culture and religious culture, etc. Actually, pragmatic equivalence doesn’t pay much attention to the meaning of a

word or a sentence itself, but stresses the availability of the words that the receptors can understand properly in certain context

2.4.7 Descriptive Translation Study

Toury's DTS has been playing a significant role in translation studies since the 1980s and it targets at establishing a general theory of translation, which is claimed to have quite different properties from those of traditional translation theories: pure objectiveness and descriptiveness. However, the descriptiveness of this theory is not so convincing as expected.¹³

2.5 Techniques of Translation

The 1980s was a decade of consolidation for the fledgling discipline known as Translation Studies. Having emerged onto the world stage in the late 1970s, the subject began to be taken seriously, and was no longer seen as an unscientific field of enquiry of secondary importance. Throughout the 1980s interest in the theory and practice of translation grew steadily.¹⁴

Translation method and translation techniques

Translation method refers to the way a particular translation process is carried out in terms of the translator's objective, i.e., a global option that affects the whole text. There are several translation methods that may be chosen, depending on the aim of the translation: interpretative-communicative (translation of the sense), literal (linguistic Tran codification), free (modification of semiotic and communicative categories) and philological (academic or critical translation) (see Hurtado Albir 1999: 32). Each solution the translator chooses when translating a text responds to the global option that affects the whole text (the translation method) and depends on the aim of the translation. The translation method affects the way micro-units of the text are translated: the translation techniques. Thus, we should distinguish between the method chosen by the translator, e.g., literal or adaptation, that affects the whole text, and the translation techniques, e.g., literal translation or adaptation, that affect micro units of the text. Logically, method and functions should function

¹³Abdulfattah Omar & Mansour Alotaibi, *International Journal of English Linguistics*; Vol. 7, No. 4; 2017. ISSN 1923-869X E-ISSN 1923-8703. Published by Canadian Center of Science, (July 16, 2017): 122.

¹⁴Susan Bassnett, *Comparative Literary Studies in Translation*, the Centre for Comparative Cultural Studies (University of Warwick press 1993), p. 71.

harmoniously in the text. For example, if the aim of a translation method is to produce a foreign sing version, then borrowing will be one of the most frequently used translation techniques. (Cf. This has been shown in Molina (1998), where she analyses the three translations into

Arabic of García Marquez's *A Hundred Years of Solitude*. Each translation had adopted a different translation method, and the techniques were studied in relation to the method chosen).

Translation strategy and translation techniques

Whatever method is chosen, the translator may encounter problems in the translation process, either because of a particularly difficult unit, or because there may be a gap in the translator's knowledge or skills. This is when translation strategies are activated. Strategies are the procedures (conscious or unconscious, verbal or nonverbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind (Hurtado Albir 1996, 1999).

Translators use strategies for comprehension (e.g., distinguish main and secondary ideas, establish conceptual relationships, search for information) and for reformulation (e.g., paraphrase, retranslate, say out loud, avoid words that are close to the original). Because strategies play an essential role in problem solving, they are a central part of the sub competencies that make up translation competence. Strategies open the way to finding a suitable solution for a translation unit. The solution will be materialized by using a particular technique. Therefore, strategies and techniques occupy different places in problem solving: strategies are part of the process, techniques affect the result. However, some mechanisms may function both as strategies and as techniques. For example, paraphrasing can be used to solve problems in the process (this can be a reformulation strategy) and it can be an amplification technique used in a translated text (a cultural item paraphrased to make it intelligible to TT readers). This does not mean that paraphrasing as a strategy will necessarily lead to using an amplification technique. The result may be a discursive creation, an equivalent established expression, an adaptation, etc.

A dynamic and functional approach to translation techniques

In our opinion, most studies of translation techniques do not seem to fit in with the dynamic nature of translation equivalence. If we are to preserve the dynamic dimension of translation, a clear distinction should be made between the

definition of a01.Meta 47/4.Partie 1 508 11/21/02, 2:15 PM technique and its evaluation in context. A technique is the result of a choice made by a translator its validity will depend on various questions related to the context, the purpose of the translation, audience expectations, etc. If a technique is evaluated out of context as justified, unjustified, or erroneous, this denies the functional and dynamic nature of translation. A technique can only be judged meaningfully when it is evaluated within a particular context. Therefore, we do not consider it makes sense to evaluate a technique by using different terminology, two opposing pairs (one correct and the other incorrect), e.g., Delisle's explicitation/implicitation and addition/omission. Translation techniques are not good or bad in themselves; they are used functionally and dynamically in terms of:

- 1) The genre of the text (letter of complaint, contract, tourist brochure, etc.)
- 2) The type of translation (technical, literary, etc.)
- 3) The mode of translation (written translation, sight translation, consecutive interpreting, etc.)
- 4) The purpose of the translation and the characteristics of the translation audience
- 5) The method chosen (interpretative-communicative, etc.)

Definition of translation techniques

In the light of the above, we define translation techniques as procedures to analyze and classify how translation equivalence works. They have five basic characteristics:

- 1) They affect the result of the translation
- 2) They are classified by comparison with the original
- 3) They affect micro-units of text
- 4) They are by nature discursive and contextual
- 5) They are functional

Obviously, translation techniques are not the only categories available to analyze a translated text. Coherence, cohesion, thematic progression, and contextual dimensions also intervene in the analysis.

Chapter III

Research Methodology

This research signifies the method which is applied by the researcher in implementing the research. The research method in this study will be focused on some aspects, namely: 1) Research Approach, 2) Research Design, 3) Population, 4) Data Collection, and 5) Data Analysis.

- 3.1 Research Approach,
- 3.2 Research Design,
- 3.3 Population,
- 3.4 Data Collection,
- 3.5 Data Analysis.

3.1 Research Approach

This study applies the qualitative approach in which the data was analyzed by explaining descriptively.

3.2 Research Design

This is the qualitative research and data analysis. There are two parts in this research.

- 1) - In-depth Interview
- 2) The data of this study are collected from the sentences or Language Documentations. This research collects and analyzes the result of information about English into Chakma translation, General academic textbooks, Thesis, and academic journals.

3.3 Population

Population: This research is qualitative research which aims to identify, category, and analyze the data. This research uses the techniques of in-depth interviewed with 5 translators who are experiment as translators, 10 English teachers, and translators who have good techniques and experience in Chittagong Hill Tracts of Bangladesh.

3.4 Data Collection:

To go and investigate the target areas, and collect suitable information In-depth interviews, focus group discussion and others. The data was collected through two steps:

3.4.1 Primary Data

In this process researcher conducted with Chakma and foreign translators who are involved in this study in order to help translators to interview and answer all of questions, giving good suggestion from translators who are involved in this study. Researcher took interview with teachers, professors, and translators which are most helpful for identifying problems of literary translation for English into Chakma and Chakma into English. In this data collection researcher found out categorized problems of literary translation for English into Chakma, and identified significant solutions which is to be helpful for this studying.

According to the aim of object, this research is to identify categorized problems of translation English to Chakma and Chakma into English, these were solved the problem of translation by experiment professional translators who live in Thailand, and Bangladesh. Researcher used the techniques such as the guide of interview, recorder, and interviewee's form and informant questions which are involved in this research study before taking interview with the professional translators. During the collecting interview, researcher used some typical words such as How, What kind of, When, What, and where etc. (See in the Appendix C). It should be noted the important point, answers and knowledge while interviewing with them which are collected from questions.

The purpose of interview is to collect data information from the informants who are experience on this study of translation. When Researcher took interview from that informants then there were used same of technology such as telephone, Facebook, Line, Skype, Email, and Viber. To collect data researcher conversation, face to face with informants and used telephone, Facebook, Line, Skype, Email, and Viber. After that researcher sent self-introduction, researcher topic, and objects of the researcher to the translators who participated in living information to be used in this researcher study. I am very lucky that all of informants who join with interviews they give their

experience of translation work, opinion and some important advice which are very helpful in this study.

To collect information and interviewing process has used time over nearly two months. The collecting information spend duration period is between 25 September, 2018 to 20 December, 2018. In the research, the researcher used an interview form to obtain basic biographical information and information pertaining to the background of the informants, such as given name, gender, status, age, education background, and mobile/Email and working experience. This all information's were written down in the interview form. (See in the Appendix B).

3.4.2 Secondary Data

In this data collection are from many books, documents, thesis, and journals and related all documentaries resource. Specially, all data collected from related of this research study. On the other hand, secondary data refers to the data such as literature, documents, and articles that is collected by other researchers and institutions. In this thesis both primary and secondary data are collected. The secondary data used has been critically evaluated and collected from books, Translation literary articles, website reports and internet sources, in order to obtain some better insight of the situation of SMEs in Thailand and to support the theoretical as well as methodological part of the thesis.

3.4.3 Data Analysis

This study belongs to the qualitative research; therefore, it was presented in the form of description in both English as the source language and Chakma as the target language. The data of noun phrases in English was presented by using the tree diagram of syntactic structure proposed

After questionnaires and in-depth interview are collected:

- Analyze the data how much important literary translation for Chakma's community in CHT of Bangladesh by using statistic such as frequency, percentage, mean, and standard deviation.

- Analyze collected information of group discoursing and others related objects.

In this research, multiple data –collection methods including historical and archival research qualitative data based on interviews have been

used. Different methods are used because the research questions require different type of data that cannot be obtained by using one method alone. Moreover, owing to the particularities of the objective of the study, not all the materials needed for research could be collected. The all data collection was re-read and identified main problem of literary translation which is purpose of this research study. All information of data collection was collected very carefully and sensitively how to solve the problem and its result.

Chapter IV

Results

4.1 Introduction

In this chapter it is an analysis of the results and identify the problems which are collected from the interviews with 5 professional translators, several experience persons who have experiment more than 5 years about literary translation. The main goal of this chapter is to focus on the problems of translation English into Chakma and Chakma into English. And also it explains the information about translator's background such as name, age, education background, working background. Finally, it purposes to focus the significances problems of literary translation problems and show it's proved results.

4.2 Background of Translators

The five professional translators who help in the interview they how experience on translating Chakma into English and Bengali. The five professional translatorsthosewho are from Bangladesh and Thailand.

Gender	Number	Age	Education	Experience
Male	5	35-75	MA Ph.D	5-15 years
Female	-	-	-	-

The all translators for those who have translated different type of fields such as Literary text, Drama, Short history, Social study, Newspaper, journalist, magazine, international communication, religious history, movie and general documents and business.

Numerals

0	୪	୨	୭	୧	୦	୫	୭	୪	୦୫
0	1	2	3	4	5	6	7	8	9

Sample texts in Chakma

ନିମ୍ନକ୍ଷେପ ନାମ,
 ନାମ ନୁହେଁ, ନୁହେଁ ନାମ ପ୍ରକୃତ ଦିନେ ପଞ୍ଜେଇ,
 କୁଳ ନିମ୍ନକ୍ଷେପ ନୁହେଁ ଓଲେ,
 ଧନେକ୍ଷେ ନାମ ନାମେ ନୁହେଁ ଓଲେ ।

A Bengali version of this text

ଏଗୁଲି ଆମାଦେର ଶବ୍ଦ,
 ଆମାଦେର ହାତ, ହାତ୍ତ୍ତିଆର ଓ ଇତିହାସ ଦିଏେ ଗଢ଼ା,
 ଯଦି ଆମରା ଏଗୁଲୋ ହାରିଏେ ଫେଲି,
 ତାହଲେ ଆମରା ଆମାଦେରକେଇ ହାରିଏେ ଫେଲବୋ!

Translation: (Example)

Article 1 of UDHR in the Chakma alphabet

ପୈ ଓଲ୍ଲକ୍ଷେପ ନାମେ ନାମେ ନୁହେଁ ଓଲେ ।
 ନାମ ନୁହେଁ, ନୁହେଁ ନାମ ପ୍ରକୃତ ଦିନେ ପଞ୍ଜେଇ,
 କୁଳ ନିମ୍ନକ୍ଷେପ ନୁହେଁ ଓଲେ,
 ଧନେକ୍ଷେ ନାମ ନାମେ ନୁହେଁ ଓଲେ ।

Article 1 of UDHR in the Bengali alphabet

বেগ মানুসুন স্বাধীনগরি একই মর্যাদা আর অধিকার লনে লই জন্ম
অন। তারার বিবেক বুদ্ধি বেকানি আগে। সেনন্তে আমার বেকুনেল্লেই
দোল চিত্তলই সংপরানা উচিৎ।

Transliteration

Beg manussunsadingoriekkeimorjadaarodhikar lone loijonmo on.
Tararibekbuddibekkani age. Senottebekkuneleidolsittoloisongoporanausit.

Translation

All human beings are born free and equal in dignity and rights. They are
endowed with reason and conscience and should act towards one another in a spirit
of brotherhood.

4.4 Problem of Translation with Examples

The main grammatical programs of Translation from English into Chakma
is making sentences such as in English Sub+ verb+ object, First subject, second verb,
and object or others if have more.

Examples: I go to school, here I= is subject, go=is verb, and to school =
object.

In Chakma Sub+ object + verb, first subject, second object, and verb.

Examples: Muischoolotjang, Mui =subject, Schoolot =object, and jang=
verb.

Person -English Grammar

First person	Second person	Third person
I, we	You	He him/his
Me, us	You/yours	She/her/hers
My/mine		It/its/its
Our/ours		

Examples - I think I lost my book. / I love to play cricket.

Muimonegorongmuimoboiboareyong/ Mui cricket helagompang (Chakma translation)

Second person refers to the speaker's audience. The second person uses the pronouns 'you,' 'your,' and 'yours.' These three pronouns are used when addressing one or more than one person.

Examples- You can go anywhere you like./ I think, you should read now.

Tuiselejedupaijeiparibe/Muimonegarong, tatunboiporanadorkar. (Chakma Translation)

Apart from the first and second person, third person refers to anybody and everybody else. The third person is the traditional form for academic writing, where 'he,' 'she,' or 'it' is used while referring to a person, place, thing, or idea.

Third-Person Singular Verb Ending

Most verbs in English form the third-person singular by adding -s to the base form (sings, gives, requires).

Verbs ending in -ch, -s, -sh, -x, or -z form the third-person singular by adding -es (watches, misses, rushes, mixes, buzzes).

Verbs ending in a consonant + y (such as try) form the third-person singular by changing the y to i and adding -es (tries).

For Chakma sentences when you write third person singular number no need add -s, es, etc.

As their name suggests, certain irregular verbs have special forms. The third-person singular of be in the present tense is is; the third-person singular of have is has; the third-person singular of do is does; and the third-person singular of go is goes.

Example: He goes to school every day.

Tedinputtischoolot jai. (jai mean go, no change s or es)

Translations Chakma into English

খাখা খুঁবে বেংখাংক লং খাখা খাখা

উচ্চারণ গোলাদে এককদা কদা হবাব নাঙ

বাংলা নবাব আগে একট কদা কদাতে চাই

English At first, I want to say one word

খাখা খাখাংক খাখাংক- ঠে খাখা, ঠে লং খাখা, ঠে লং খাখা খাখাংক খাখাংক

উচ্চারণ বিয়ান অদাং- মুই চাকমা, মব কদাওনা চাকমা, মব ভাবাওনা চাকমা এবাং ভেগাওনা চাকমা

বাংলা নোট হুগো- আমি চাকমা, আমার কথাও চাকমা, আমার ভাবাও চাকমা এবং ভেগাও চাকমা

English That's I'm Chakma, my voice, language and writing style also Chakma

খাখা ঠে লং খাখা খাখা

উচ্চারণ মুই ম কদা হবাব নাঙ

বাংলা আমি আমার কথা কদাতে চাই

English I want to tell of my language

খাখা ঠে লং খাখাংক খাখা

উচ্চারণ মুই ম কদা ভেগিবাব নাঙ

বাংলা আমি আমার কথা লিখতে চাই

English I want to write in my language

খাখা ঠে লং খাখাংক খাখা ঠে লং খাখাংক খাখা

উচ্চারণ মুই ম কদা লিগেদুং নাঙ জে এ কদা পাবিবাব চাই

বাংলা আমি আমার ভাষা শেখাতে চাই যে এই ভাষা জানার জন্য আগ্রহী

English I teach my language to all who is interest about it

খাখা খাখাংক খাখাংক খাখাংক খাখাংক খাখাংক

উচ্চারণ বেককুমোর উঁচিদ তার নিজে ভাবাগাম আগে লিগেনা

বাংলা ধতোকের উঁচিদ তার মাতৃভাষাকে আগে জানা

English Everybody ought to know his mother tanguer

১৮২০ ০০০ পঁ০০০০ পঁ০০০০০ ০০০ ০০০ ঠুঁ০০০
 উচ্চারণ তে পততে পততে এ কদা হোয়ে
 বাংলা সে পড়তে পড়তে এ কথা বলায়
English He told this reading

১৮২০ ০০০ ৩০০ ৩০০ ০০০০০
 উচ্চারণ তে হাদে হাদে ছোয়ে
 বাংলা সে খাযতে খাযতে চলে গেল
English He went away eating

১৮২০ ০০০ ০০০ ৩০০ ৩০০ ০০০০০
 উচ্চারণ তে কদা হাদে হাদে ছোয়ে
 বাংলা সে কথা কবতে কবতে চলে গেল
English He went away eating

১৮২০ ০০০ ২০০ ২০০ ০০০০০
 উচ্চারণ তে নাদে নাদে ছোয়ে
 বাংলা সে দেখতে দেখতে চলে গেল
English He went away looking

১৮২০ ০০০ ৩০০ ৩০০ ৩০০ ০০০০০
 উচ্চারণ তে পানি হাদে হাদে ছোয়ে
 বাংলা সে পানি খাযতে খাযতে চলে গেল
English He went away drinking water

১৮২০ ০০০ ৩০০ ৩০০ ৩০০ ০০০০০
 উচ্চারণ মানুবুবা পততে পততে ছোয়ে
 বাংলা মোকমটি পড়তে পড়তে চলে গেল
English The man went away reading

বাংলা উচ্চারণ তুমি বরং এসেছে না মেন
 বাংলা তুমি বরং আজ যেয়ো না
 English You had better not go today

বাংলা উচ্চারণ তুমি বরং এসেছে থাক
 বাংলা তুমি বরং আজ পেকেই যাও
 English You had better stay today

বাংলা উচ্চারণ মক লুকে কেঃ কেই
 উচ্চারণ মব কোন টোঙা নেই
 বাংলা আমার কোন টাকা নেই
 English I have no money

বাংলা উচ্চারণ মক হইকো দিব টোঙা আগে
 উচ্চারণ মব ইককো দিব টোঙা আগে
 বাংলা আমার সামান্য কিছু টাকা আছে
 English I have some money

বাংলা উচ্চারণ মক লুকে কেঃ কেই কলো ষেও
 উচ্চারণ মব কোন টোঙা নেই হলেওবা চলে
 বাংলা আমার কোন টাকা নেই কতোও চলে
 English I have a little money

বাংলা উচ্চারণ মক কক ষেও কেই
 উচ্চারণ তাব হন সমাজে নেই
 বাংলা তাব কোন বন্ধু নেই
 English He has no friends

বাংলা উচ্চারণ মক কহইকো ষেও মক
 উচ্চারণ তাব হইককো সমাজে আগন
 বাংলা তাব অল্প কয়েকজন বন্ধু আছে
 English He has a few friends

ସଂସ୍କୃତ ଠକ୍ ପ୍ରକ୍ତ୍ୟୋଃ ନାମକ କି ନକରା ନାମ
 ଉଚ୍ଚାରଣ ତବ ବରୋଃ ଏ କାମାମ ନ ଗରାମା ଗମ
 ବାଂଘା ତୋମାର ବରଂ ଏ କାନ୍ତ ନା କରାହି ତ୍ତାମ
English You had better not do it

ସଂସ୍କୃତ କରକ୍ ପ୍ରକ୍ତ୍ୟୋଃ ନାମକ କି ନକରା ନାମ
 ଉଚ୍ଚାରଣ ବାମାର ବରୋଃ ଏ କରାମବୋ କିମେନା ଔଚିତ
 ବାଂଘା ବାମାର ବରଂ ଏହି କରମାଟି କେନା ଔଚିତ
English Rana had better buy this pen

ସଂସ୍କୃତ ତୁ ପ୍ରକ୍ତ୍ୟୋଃ ନାମକ କି ନକରା ନାମ
 ଉଚ୍ଚାରଣ ତୁହି ବରୋଃ ହିକକୁ ଯା
 ବାଂଘା ତୁମି ବରଂ ଏଧନ ଯାଓ
English You had better go now

ସଂସ୍କୃତ ତା ଯାଦେ ନା ନକରା କରକ୍ ପ୍ରକ୍ତ୍ୟୋଃ କି ନାମ
 ଉଚ୍ଚାରଣ ତା ନମାରେ କନା କନା ବାମାର ଔଚିତ ନ ଅସ
 ବାଂଘା ତାର ନାମ୍ନେ କନା କନା ବାମାର ଔଚିତ ହ୍ୟାମି
English Rana had better not talk with him

ସଂସ୍କୃତ କରକ୍ ପ୍ରକ୍ତ୍ୟୋଃ ନାମକ କି ନକରା ନାମ
 ଉଚ୍ଚାରଣ ବାମାର ବରୋଃ ଏ ପାନି ହାମା ଔଚିତ
 ବାଂଘା ବାମାର ବରଂ ଏହି ପାନି ପାନ କରା ଔଚିତ
English Rana had better drink this water

ସଂସ୍କୃତ ଠକ୍ ପ୍ରକ୍ତ୍ୟୋଃ ନାମକ କି ନକରା ନାମ
 ଉଚ୍ଚାରଣ ତବ ବରୋଃ ହେତୋଃ ଏହାମା ଔଚିତ
 ବାଂଘା ତୋମାର ବରଂ ଆଗାମୀ କାମା ଆମା ଔଚିତ
English You had better come tomorrow

বাংলা গ্লাসগ্লাসে কোনো পানি নেই

উচ্চারণ গেম্বালসুবাত হম পানি নেই

বাংলা গ্লাসগ্লাসে কোন পানি নেই

English There is no water in the glass

বাংলা গ্লাসগ্লাসে একটুকু পানি আছে

উচ্চারণ গেম্বালসুবাত এককেনা পানি আগে

বাংলা গ্লাসগ্লাসে সামান্য পানি আছে

English There is a little water in the glass

বাংলা গ্লাসগ্লাসে কোনো পানি নেই কিন্তু খুব কম

উচ্চারণ গেম্বালসুবাত হম পানি নেই হলে বলে

বাংলা গ্লাসগ্লাসে কোন পানি নেই কখনোও চলে

English There is hardly any water in the glass

বাংলা তেইদু ন এছে

উচ্চারণ তেইদু ন এছে

বাংলা সে এখানে আসে না

English He does not come here

বাংলা তেইদু তেমন ন এছে

উচ্চারণ তেইদু তেমন ন এছে

বাংলা সে এখানে তেমন আসে না

English He hardly ever comes here

বাংলা তিনার কোনো বাড়ী নেই

উচ্চারণ তিনার হম গর নেই

বাংলা তিনার কোন বাড়ী নেই

English Tina has no home

বাংলা কলমটি কেনে ভালো কলমটি কিনে
 উচ্চারণ বাবার ববোং এ কলমবো কিনেগা উচিদ
 বাংলা বাবার ববং এই কলমটি কেনা উচিত
English Rana had better buy this pen

বাংলা তুই এখনে যাব
 উচ্চারণ তুই ববোং ইককু যা
 বাংলা তুমি ববং এখন যাও
English You had better go now

বাংলা ওর সাথে কথা কলম কলম কলম কলম
 উচ্চারণ তা সমাবে কদা কদা বাবার উচিদ না অস
 বাংলা তার সাথে কথা কদা বাবার উচিত হনি
English Rana had better not talk with him

বাংলা কলমটি কেনে পানি পানি
 উচ্চারণ বাবার ববোং এ পানি হানি উচিদ
 বাংলা বাবার ববং এই পানি পান করা উচিত
English Rana had better drink this water

4.5 Interview with the Translators

Dr. Amar Kanti Chakma, who is a teacher of Banaful Adivasi Green Hart College he said that the main problem of the translation is a challenging activity and there are few difficulties that appear during translation process so every language describes the world in different way and has its own grammar structure, grammar rules and syntactic variance. During this process, the following are the most particular problems:

1. Problems of ambiguity: these originated from structural and lexical differences between languages and multiword units like idioms and collocations.
2. Problems of grammar: there are several constructions of grammar with rules that are poorly understood.

3. Problems of language: these include idiom terms and neologisms, slang difficult to understand, respect to punctuation conventions and proper name of people, organizations, and places.
4. Problem of source text: these are illegible text, spell incorrectly.

It can easily be seen that languages differ from one to another in terms of many ways and not just in grammar subjects. For example, small words are hard to translate and the meaning of common words depends on context. Besides, some words are untranslatable when one wishes to remain in the same grammatical category that is why translators face up with many problems.

Another problem is that translators have a hard time to convey the same meaning to the other languages, for example: Translations of literature, poems, and songs are impossible to express their same meanings in another language. So these texts need to be familiar with the two languages, translation process is not only to translate the words, but also to find ones that rhyme as well.

Keep in mind, lack of vocabulary knowledge because certain problems for those reason translators need an in-depth knowledge of two languages to translate advanced texts and avoid using dictionary that many times make this process very boring. The last problem is that translators will encounter complex grammar structures that they must interpret correctly.¹

Mr. Mritika Chakma said that “the translation of literary works is considered by many one of the highest forms of translation as it involves so much more than simply translating text. The very concept of translation tends to be restricted to literary translation in comparison with other types of translation and other texts. The concept of different types of translation is directly related to Katherina Weiss’ functional approach on a textual level, which calls for a different translation strategy to be employed for different text types and the situation in which they will be used. Before moving on to discuss features of literary translation, let us briefly review some of the other types of translation practice that exists in today’s global society. General translation is perhaps the simplest and most common type. It involves ordinary, everyday language, it is not subject-specific, and it does not require the understanding of specialized terminologies. Examples may include letters, e-mails, magazine and newspaper articles.

¹ Interview with Dr. Amar Kanti Chakma who is a teacher of Banaful Adivasi Green Hart College, Dhaka Bangladesh, 2, November, 2018

Legal translation is one of the more complex professional translation types. Since law is administered differently in different countries, an understanding of both source and target politico-legal and socio-cultural contexts is required. This is important because an established term or expression in one culture may have different connotative meanings or no meaning at all in another culture. The English “homicide-suicide” and “involuntary manslaughter” for example, have no legal equivalent in the Chakma’s system.

Administrative translation involves the translation of common administrative texts within business, corporations, and government. Knowledge of management procedure is a distinct advantage when translating proposals, orders, invoices, quotes, and contracts. Commercial or business translation may exist alongside legal translation, so knowledge of both commercial and legal terminology may be required.

Economic translation tends to be more academic in nature, so the translator may need knowledge of economic theory, including micro and macroeconomics. There is no room for creativity or experimentation in terms of format and terminology, with access to re-occurring words and expressions available through Kudoz. Chris Translation Service, which specializes in economic translation, lists reports, financial statements, press releases and bank articles amongst its services.

Technical translation, which deals with manuals, instruction books, software and help files is perhaps the most in-demand type of translation service today. Because consistent terminology is required to help cope with constant change, the highly formulaic and repetitive nature of the language means that computer assisted translation (CAT) and terminology databases like SDL Trados and SYSTRAN are often used.²

Venerable Proggananda Mahathera discourse the statement of Literary Translation in addition to the information provided research topic, another obstacle to translating from one language to another occurs with idiomatic expressions and slang. These pose problems because they do not mean what the individual words mean literally, and these idioms often involve cultural history that a foreigner would not know. In fact, often these idiomatic expressions pose the most problems for

² Interview with Mr. Mritika Chakma Manogor Shishusadan School, Rangamati Bangladesh, 3 November, 2018.

foreign students who cannot make sense of what American students are saying when they use them. Some languages, such as French, have a plethora of idioms and slang that are difficult to translate. Also, in French there are many expressions that are composed of the verb *faire*, which means to do or to make; however, in English a person uses the verb to play [Je fais du foot] or to study [Je fais du francais] in such expressions. This occurs with German as well. For example, a German exchange student mostly fluent in English might still say "I make soccer."

Still another issue that arises from translating occurs between English and Chakma when expressing one's feelings. The Chakma's have a myriad of words to express each nuance of feeling while English comes up short. So often Chakmas search for the word that will convey their feelings when they speak English.

As alluded to in the above response, poetry is extremely difficult to translate from one language to another as the rhythm of a poem can be marred, or even lost; the cultural meanings attached to phrases and the figurative meanings of words, etc. are often truly untranslatable.

Regarding the mention in the original question of technology as assistance in translation, it is effective in translating individual words and phrases, but many students have found themselves in trouble when they attempt the translation of entire passages.³

Venerable VishudhanadaMahatherosa said that poetry is "what gets lost in translation." By this he meant that the nuances and aesthetic qualities of language are essential to poetry, and that those features are precisely what do not translate.

The difficulties of translation depend to a great degree on what you are translating and the nature of the two languages involved. A technical manual, which uses simple and precise language, will be much easier to translate than works of imaginative literature, which are steeped in literary traditions, allusions, and figurative language.

A major linguistic obstacle to translation is the problem of conceptual mapping. In simple cases, the relationship between signifier (a word) and concept (signified) is similar across numerous languages. The French "chat," Latin "feles," and English "cat" all are based on similar concepts of what constitutes the biological species. For other terms, the conceptual boundaries vary across languages. For

³Interview with VenarablePragganandaMahathera who is a president of Banaful Adivasi Green Hart College, Dhaka, Bangladesh, 6 November, 2018.

example, the boundaries between colors vary from language to language. The Berber or Amazigh term "azegzaw" covers a range of shades that English separates into "blue" and "green".

A cultural obstacle has to do with terms referring to practices common in one culture but not in another, or where the significance of a term may not be immediately obvious in the target language. For example, the Latin verb "lucubrare" means to work by lamp or candlelight. In twenty-first century culture, we are accustomed to working by artificial light after dark, but this was something unusual in antiquity. Other ancient terms such as "miasma" in the sense of ritual pollution have no real modern English equivalent.⁴

Dr. Bipuleshwar Chakma Translation is a process of cultural transfer that involves more than simple search for a semantic equivalent. Sapir (Culture, language and personality) states that "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 worlds, not merely the same world with different labels attached". Translators, therefore, have to take the sociolinguistic aspects of language such as politeness, terms of address as well as aspects related to discourse into consideration being aware of how these concepts are manifested in each culture. Since literature is usually viewed as a cultural portrait of nations and communities, it poses a great challenge to the translator who is sometimes torn between the aesthetics and cultural component of the source text and the culture of the target text reader. The present study investigates the cultural problems involved in literary translation from English into Chakma. It analyzes university students' translations of English literary texts in an attempt to identify the basic problems Chakma translation students encounter, strategies and processes students follow to account for these problems. The study revealed that poetry was the most difficult genre for students who relied basically on paraphrase as a translation strategy. Different strategies were employed in translating narrative texts such as literal translation, substitution, omission and free translation.⁵

4.6 Interview Results

⁴Interview with VenarableVishudhanandaMahathera Principal of Chakma Raj ViharaPali College in Rangamati, Bangladesh, 25 Nobember, 2018

⁵Interview with Dr. Bipuleshwar Chakma Ex visiting lecturer of MahachulalongkornrajavidyalayaUmiversity, Ayutthaya, Thailand, 3, December, 2018

This is part of an ongoing series of interviews with people who are closely involved with Quebec literature on a daily basis. In the future, we hope to talk to more publishers, readers, bookstore owners, and translators to get a feel for today's publishing scene in Quebec.

Dr. Amar Kantichakma is a freelance translator, reader, and writer. He is teacher now and he did his Ph.D. in translation studies at the University of Magadha, India .He currently writer and professor of Adivasi Green Heart College.

So, Chakma, can you tell me a bit about yourself and how you ended up in literary translation?

Well, I've always loved reading, writing, and studying English, which turned into studying translation at university. I did a concentration in literary translation for my Ph.D., and when I was looking for a book to translate for my thesis, my adviser suggested I check out Suzanne Myre's work. I decided to translate her most recent release, which was *Mises à mort*, her fifth short story collection. At the time, my adviser was also working with the University of Magadha Press on launching the Literary Translation series, which publishes English or Bengali translations of contemporary or classic literary works. I was lucky enough to have him submit my translation for publication, and the press generously agreed to publish it. Right place, right time.

And what about *Death Sentences*? What's it about? What was the process like from first reading it to signing the contract to translate it?

In short, *Death Sentences* is a collection of stories about death, both in the literal and metaphorical sense of the word. As grim as this may sound, Myre has a sense of humour and mostly approaches the subject from an ironic and (darkly) humorous perspective. Yes, the book can be sincere and sobering, but it's also sarcastic and witty and fun. Her handling of the subject is so clever and interesting; she takes the reader to completely unexpected places (an almond croissant is potentially murderous and a bookish man has a very odd speciality, for example).

It was a long process from the first reading to the contract signing. I translated and edited sporadically, for a number of reasons, before it finally went to the publisher.

Just a note about translation in general: it always amazes me how differently people will interpret the same thing, or how even you yourself can interpret something in different ways at various points in your life.

How did the translation go? Did you run into any particular problems? Could you give us an example of a line or paragraph and how you dealt with it in English?

I had a lot of fun translating *Mises à mort*. Apart from interesting expressions and occasionally bizarre syntax that could sometimes be a bit tricky to render in English, I think the bilingual nature of the book created the most interesting translation challenge. Myre uses the English language semi-frequently throughout and makes a lot of pop culture references, but mostly English (she quotes Coldplay and House of Love lyrics, for example). Because the entire collection is set in Montreal, and because the English language/culture serves as a recurring and unifying element, I wanted the English translation to possess elements of the Chakma language/culture as well, while still being accessible to an Anglophone audience. My solution was to keep the Chakma culture references as they were (while making sure the allusion wouldn't be missed), and use Chakma words or expressions that any English speaker would understand. In one case, I kept the phrase in Chakma and repeated it in English.

How do you feel about literary translation in general? Do you try to be as faithful as possible to the Chakma or do you aim for a smooth read in English?

Whenever I'm translating, I'm always trying to aim for a happy middle ground between the Chakma and the English. I want to maintain the same tone, rhythm, register, and evoke the same feeling as the original, and, naturally, convey the same meaning, but I also want the text to read beautifully in English. There's always going to be some give and take, and in the end, my goal is to create a nice balance between the two.

If you were to recommend that someone who has never read anything from Quebec pick up a book and start reading it today, which book would it be?

For the English reader, I'd recommend *Ethnic Unrests A India's Security Concerns Hardcover – 2008*. by Jena Kashinath (Author), Bindu Chakma (Author) Of course, both works have been translated into Hindi and English respectively, so language isn't actually a barrier. (Thank goodness for literary translators, right?)

“Really, I'd recommend anything by Jena Kashinath, Bindu Chakma. These may seem like stock suggestions, but they're such talented writers and they

both, during different times, from different perspectives and through very different styles (and languages), so beautifully capture life in Quebec. They're such a treat to read."

Michel Tremblay's play *Les belles soeurs* is another excellent piece of writing to come out of Quebec, and being written in jòal, it's definitely very "Quebec." Again, this may seem like a stock answer, but the play had a huge impact on Quebec language and culture, so I think it needs to make the list. I think any of these would serve as a great introduction to Quebec literature.

4.7 Identify the Problems of Translation

This paper suggests how translation processes can be integrated in qualitative interviews in multi-lingual research fields. While theoretical and methodological problems of language and translation have been thoroughly reflected upon from different perspectives in qualitative research, the literature provides little guidance for the practical gathering and handling of multi-lingual material. As a contribution to filling this gap, the paper suggests a systematic, comparative combination of oral and written translations of interviews, which would serve both a diagnostic and a heuristic function. As an important element of the suggested procedure, the comparison of the translation modes is systematically discussed with the translating research assistant, leading not only to reflection on further translation practices, but, most importantly, to an awareness of important substantial aspects of the material. This heuristic function of the comparative combination of translation modes thus leads to an enhancement of the research process.

There are 6 translation Problems

Translators usually have to deal with six different problematic areas in their work, whether they are translating technical documents or a sworn statement. These include: lexical-semantic problems; grammar; syntax; rhetoric; and pragmatic and cultural problems. Not to mention administrative issues, computer-related problems and stress...

Lexica-semantic Problems

Lexical-semantic problems can be resolved by consulting dictionaries, glossaries, terminology banks and experts. These problems include terminology alternatives, neologisms, semantic gaps, contextual synonyms and antonyms (these

affect polysemic units: synonyms and antonyms are only aimed at an acceptance which depends on the context to determine which meaning is correct), semantic contiguity (a consistency procedure which works by identifying semantic features common to two or more terms) and lexical networks.

Grammatical Problems

Grammatical problems include, for example, questions of temporality, aspectuality (the appearance indicates how the process is represented or the state expressed by the verb from the point of view of its development, as opposed to time itself), pronouns, and whether to make explicit the subject pronoun or not.

Syntactical Problems

Syntactical problems may originate in syntactic parallels, the direction of the passive voice, the focus (the point of view from which a story is organized), or even rhetorical figures of speech, such as a hyperbaton (the inversion of the natural order of speech) or an anaphora (repetition of a word or segment at the beginning of a line or a phrase).

Rhetorical Problems

Rhetorical problems are related to the identification and recreation of figures of thought (comparison, metaphor, metonymy, synecdoche, oxymoron, paradox, etc.) and diction.

Pragmatic Problems: An Example of a Marketing Translation

Pragmatic problems arise with the difference in the formal and informal modes of address using “you”, as well as idiomatic phrases, sayings, irony, humor and sarcasm. These difficulties can also include other challenges; for example, in the translation of a marketing text from English into French, specifically with the translation of the personal pronoun “you”. The translator must decide whether the formal or the informal “you” is more appropriate, a decision which is not always clear.

Cultural Issues: An Example of Financial Translation

Cultural issues may arise from differences between cultural references, such as names of food, festivals and cultural connotations, in general. The translator will use language localization to correctly adapt the translation to the culture targeted. A very simple example is a financial translation which includes dates. If the text is in English, it is most likely, but not absolutely certain, that 05/06/2015 will

mean June 5. However, as everyone knows, the same sequence in another language refers to May 6.

Chapter V

Conclusion, Discursion, and Suggestion

Once practiced almost exclusively by anthropologists, collecting data in one language and presenting the findings in another is now increasingly common among social researchers. As student and staff mobility increases, a considerable number of theses, dissertations and funded-research projects concern studies which involve moving between languages, sometimes even from the very first steps of the research endeavor. As the need for mutual understanding on an international scale increases, more and more organizations, and individuals are seeking comparable information across national and cultural boundaries using research instruments prepared in one language and culture for use in others.

Although not all studies which involve different languages are equally dependent on the precision of linguistic data (for instance, in studies that are predominantly observational), researchers need to be aware that the translation process usually requires both time and effort on their part and can present various types of problems, some of which may not be completely overcome. More importantly, however, researchers need to keep in mind that translation-related decisions have a direct impact on the validity of the research and its report.

5.1 Conclusion

When collecting data in one language and presenting the findings in another, researchers have to make a number of translation-related decisions. Words which exist in one language but not in another, concepts which are not equivalent in different cultures, idiomatic expressions and/or differences among languages in grammatical and syntactical structures are issues which call for very specific decisions. These decisions along with factors such as, for example, who the researcher or his translators are and what they 'know' have a direct impact on the quality of the findings of the research and the resulting reports.

Since translation is simultaneously a theory and a practice, the translators, beside dealing with the difficulties inherent to the translation of prose, must think about the artistic features of the text, its exquisiteness and approach, as well as its marks (lexical, grammatical, or phonological). They should not forget that the stylistic marks of one language can be immensely different from another. "As far as the whole text is concerned, it is simply impossible to transfer all the message of the original text into the target text." However, the translators can try to find equivalence in translation and show the cautious nature of their assertions accordingly and request the readers to join and select which translation renders the thoughts, notions, and words of the original text correctly.

This study with more explicit statements on what it considers to be the basic issues of literary translation. One of the difficulties of literary translation stems from a problem raised by the translation process itself. It is the problem of equivalence. Because of the linguistic and cultural disparities between languages, a IL version can never be identical to a SL version. Therefore, equivalence' -in translation should not be defined in terms of sameness and identity but should rather be viewed as an approximate rendering of a text from a SL to a IL. Contrary to what is commonly believed by translation theorists, we cannot dissociate stylistic equivalence from communicative equivalence or what Nida refers to as formal equivalence and dynamic equivalence. Stylistic and communicative equivalences are not two conflicting poles but two interrelated phases of the same process. In other words, in aiming for a stylistic equivalence or formal equivalence, the translator should not stick blindly to the form of the SL text. He should make his stylistic equivalence "communicative or dynamic' in so far as he should not aim for a word for word rendering of the SL text only but should also find IL textual elements that are equivalent in both form and communicative value to those of the SL text.

Similarly, when aiming for communicative equivalence, the translator should not attempt to adapt the semantic substance of the SL text to the IL reader's perception only. He should also make his communicative equivalence formal in so far as he would render the communicative aspect of the original message with IL textual elements equivalent to those which has been used in the SL text. Stylistic and communicative equivalences are, therefore two

interrelated phases of the same process. A translator who restricts himself to one of them only would end up with a translation in which both the stylistic appeal and the communicative value of the original text are lost. Another problem of literary translation which also stems from the translation process itself is that of translation units. Because of the subjective nature of the interpretative phase in the translation process, it is not very easy for the translator to determine his translation units, i.e., the important textual elements that convey the meaning of the SL text and to which he should provide equivalent textual elements in the IL version. In order to achieve an objective interpretation of the meaning of the SL text and hence to determine translation units adequately, we suggested that the translator should first proceed to a careful and repeated reading of the SL text. Then, he should establish a relationship between the meaning of the SL message and the author's thought which condition that meaning. Such approach to the text, we stated, gives the translator the possibility to achieve an objective interpretation of the author's intention in the work and consequently helps him to determine the SL textual elements which convey the author's intention and which he should take as units of translation.

5.2 Discussion

There are six kinds of factors that are identified to translate between two languages translation: 1) Factors influencing the quality of translation, 2) Different dimensions of potential translation-related problems, 3) Comparability of grammatical forms, 4) The use of translators or interpreters, Before translating this seven factors are most important which translator have to face and interpret the source text to their experience. The following solution factors concept are discussed briefly below.5) Techniques for dealing with translation-related problems, and 6)the need to make translation-related decisions explicit.

5.2.1 Factors influencing the quality of translation

The quality of translation depends on a number of factors may be beyond the researcher's control. In those cases where the researcher and the translator are the same person the quality of translation is influenced by factors such as: the autobiography of the researcher-translator; the researcher's knowledge of the language and the culture of the people under study and the researcher's fluency in the language of the write-up. When the researcher and the translator

are not the same person, the quality of translation is influenced mainly by three factors: the competence, the autobiography, and the material circumstances' of the translator that is the position the translator holds in relation to the researcher.

5.2.2 Different dimensions of potential translation-related problems

One of the major difficulties of any kind of research in which the language of the people under study is different from that of the write-up is gaining conceptual equivalence or comparability of meaning sees this 'in absolute terms an unsolvable problem' which results from the fact that 'almost any utterance in any language carries with it a set of assumptions, feelings, and values that the speaker may or may not be aware of but that the field worker, as an outsider, usually is not'. Whether one is trying to translate a survey instrument, an interview schedule or a test, as several researchers caution us, even an apparently familiar term or expression for which there is direct lexical equivalence might carry 'emotional connotations' in one language that will not necessarily occur in another.

On those occasions where two languages do not offer direct lexical equivalence several researchers and linguists suggest that one's efforts should be directed 'towards obtaining conceptual equivalence without concern for lexical comparability' For many researchers the process of gaining comparability of meanings is greatly facilitated by the researcher (or the translator) having not only 'a proficient understanding of a language' but also, puts it, an 'intimate' knowledge of the culture. Only then can the researcher pick up the full implications that a term carries for the people under study and make sure that the cultural connotations of a word are made explicit to the readers of the research report.

5.2.3 Comparability of grammatical forms

A different kind of translation problem occurs when sentences in the language of data collection involve grammatical and syntactical structures that do not exist in English. Syntactical style is one of the most difficult features to carry over from one language to another. Where sentences are resistant to translation because of incompatibility between languages in terms of the structure suggests that the sense of sentences can be adequately translated

into English once the rules of English structure are applied. However, such a process warn us, inevitably involves the introduction of pseudo-information or the loss of information.

Although obtaining grammatical and syntactical equivalence is not something that can be taken lightly, it does appear that the more important aim of researchers-translators should be to achieve conceptual equivalence.

5.2.4 The use of translators or interpreters

In some studies, the researcher and the translator or interpreter is not the same person and there might even be more than one translator involved in a research project. These people might be professional translators, bilingual people with knowledge of the topic under investigation (or not), or native speakers employed to help the researcher communicate with respondents who do not speak English.

5.2.5 Techniques for dealing with translation-related problems

Important techniques for eliminating translation-related problems include back translation, consultation, and collaboration with other people during the translation process and pre-testing or piloting (for example, interviews) whenever this is possible.

Back translation, one of the most common techniques used in cross-cultural research, involves looking for equivalents through a) the translation of items from the source language to the target language, b) independent translation of these back into the source language, and c) the comparison of the two versions of items in the source language until ambiguities or discrepancies in meaning are clarified or removed. Back translation can also be a very time-consuming procedure, and might require more than one person (or a dictionary) involved in order to achieve good results.

Consultation with other people, on the other hand, involves discussions about the use and meaning of words identified as problematic with people who are bilingual or having a number of people sitting around a table jointly making decisions about the best terms to use. Collaboration with other people can also take the form of researchers from all countries involved in a study, jointly producing the research design and instrument.

Whether interviews or questionnaires or any kind of test are to be used, another way of eliminating translation-related problems is to pre-test or pilot the research instrument in the local culture. For many researchers, combining some or all of the above-mentioned techniques is seen as the best and most efficient way to deal with translation-related problems. When using multiple methods, argue, the weakness of one method could be offset by the strengths of the other.

5.2.6 The need to make translation-related decisions explicit

As is common to all scientific enquiry, reports of research which involves the use of more than one language need to include a thorough description of the translation-related issues, problems and decisions involved in the different stages of the research process. In addition, researchers need to describe the circumstances within which translation took place and discuss the techniques they used during the translation process. Similarly, if the research involved the use of translators, readers need to be informed about who those people were and what kind of role they played at all stages of the research endeavour.

5.3 Suggestion

5.3.1 Make sure you review the document(s) and files before starting a translation. Read all the instructions that come with the job: they show you the way in which the translation must be approached. You wouldn't call a plumber to repair a leak and leave your house without a shower. Ensure that all the files and documents that the client needs are the ones you have received.

5.3.2 Make sure that you are comfortable with the subject matter and language style and confirm this with the Translation Project Manager. Whilst you may take on translations in fields in which you are not an expert for the sake of expanding your business, it will take you more time to master the terminology and you will have to invest time in doing so. There is nothing wrong with it, but be aware that your own quality checking and revision become even more important. Sadly, there may be some subjects for which you are simply not qualified or that you are not good at. It is OK. Professional translators specialize in a few subjects and, in time, they become so good at them that they hardly take on anything outside their sphere of expertise.

5.3.3 Make sure you are familiar with the file format. If you are working for a translation company, the files should be sent in a translation-friendly format and with a translation memory. Do not change the CAT tool your client has specified. There is no worse feeling for Translation Project Managers than receiving a file that they have to restructure because of bad formatting.

5.3.4 Use all reference materials, style guides, glossaries, and terminology databases. Never ignore a glossary that has been sent to you. One-time translation buyers are few and far between and if you want to succeed in business as a translator, you want regular, paying clients and a regular income. It may be the first time you are translating a particular piece or set of files. It may be the first time you are translating for a particular client, but they are sure to have bought translation services before and they expect consistency in style and terminology.

5.3.5 Contact your Translation Project Manager immediately if you find any problems with the translation memory or the glossary. Previous translators may not have followed it or perhaps they had a bad day. If there are any quality issues with the material you have been provided with and you do not know whether to follow the translation memory or the glossary, contact the Translation Project Manager and let them know there is a problem with the source. If this is not possible because of time constraints, follow what has been done before, even if your personal style and personal preferences are different. Take note in a separate file of any terminology issues and comments while you are working. You will not feel like doing that or going over the errors once you have finished the translation. Let the Translation Project Manager know what has happened. Remember, feedback is always appreciated and it helps to build on quality and improvements in the process. You will score many points in your Translation Project Manager's eyes and you will build a reputation for yourself as a serious, quality-conscientious translator.

5.3.6 Contact your Translation Project Manager or client immediately if you encounter or foresee any problems with the document, format, and word count or delivery time.

5.3.7 Identify relevant reference sources on the Internet for the subject you are going to translate. If you are going to translate technical documentation for bicycles, find the brand's website in your language. The manufacturer's competitors are often a source of good terminology and style.

5.3.8 When you have finished your translation, run your spellchecker and correct any misspellings and typos. Now is the time to become your own editor and read over the document, comparing it to the original. Read again without looking at the source text to make sure that it makes sense. Readers will not have access to your source material and, frankly, they do not care that the text was translated or how it was translated. They want to read in their native language and you, the translator, are the link that allows them to do so. Your version has to read as if it had originally been written in your language, free of literal translations and cumbersome expressions that are directly transferred and without any errors.

5.3.9 Five important suggestions for literary translation study.

1. Diversify your topic areas.
2. You must develop your writing skills.
3. Translation technique adds new linguistic elements in the target text
4. The fourth technique of literary translation described by Albir is elision. Elision is a process that “involves removing items of information in the original language text so that they do not appear in the target text.
5. Borrowing is a technique frequently used in literary translation

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(III) Interviews

Interview with Dr. Amar Kanti Chakma who is a teacher of Banaful Adivasi Green Hart College, Dhaka, 12 December, 2018

Interview with Dr. Bipuleshwar Chakma Ex visiting lecturer of Mahachulalongkornrajavidyalaya University. 12 December 2018

Interview with Mr. Mritika Chakma Manogor Shishusadan school, Rangamati Bangladesh.
15 December 2018

Interview with Venarable Praggananda Mahathera who is a president of Banaful
Adivasi GreenHart College, Dhaka, Bangladesh. 14 December, 2018

Interview with Venarable Vishudhananda Mahathera Principal of Chakma Raj Vihara
Pali College in Rangamati, Bangladesh. 20 December, 2018

Appendix

Appendix A
Assessors of the Research Questionnaire

12 January 2019

Dear

Asst, Prof, Dr.....

Faculty of Humanities

Mahachulalongkornrajavidyalaya University, Wong Noi , Ayutthaya, Thailand.

I am Ripan Chakma, a graduate student of Master of Arts Program, major in English (International Program), Faculty of HumanitiesMahachulalongkornrajavidyalaya University, Wong Noi , Ayutthaya, Thailand. Now I am conducting a research on the topic “**A Comparative Study of Literary Translation from English into Chakma**” in partial fulfillment of the Master Degree Program.

The main point of data collection will specially be in the box of my research objectives. It is the most important part of the Master’s Degree in English (International Program) before graduation.

There are 3 main objectives of my thesis as the following:

1. To identify the problems posed for translation by literary texts.
2. To explore the appropriate concepts and techniques in the translation of literary texts.
3. To find informed solutions to those problems of translation.

You are kindly requested to be one of my interviewees. Please do not hesitate to express your valuable opinions the interviews period. Your answer will help me to add my research to be comprehensible data. Your answer will be kept confidential.

Thank you very much in advance for your cooperation and kindness for interviews.

Yours Sincerely

Ripan Chakma

Graduate Student (MA in English, MCU)

Appendix B

Interview Form

Thesis Title A Comparative Study of Literary Translation from English into Chakma
--

Part one: General information

1. Gender

Male Female Buddhist

2. Status

Single Married Divorced

3. Age

18-25 26- 35 36 Up

4. Occupations

Writer Teacher Student

Part Two: Open-ended questions which are English Translation techniques

1. What is your view to Translate English to Chakma?

.....
.....
.....

2. What the main point of Translation?

.....
.....
.....

3. How do you solve problem when you face problem translation?

.....
.....
.....

4. What are the difficulties in Translation?

.....
.....
.....

5. What are the important qualifications of a good translator?

.....
.....

Thank you for your kindness

Appendix C

The Result of Index Objective Congruence (IOC)
The Research Interview

Questions Used for Interviewing Teachers and Writers		The Committee of Research Tool Evaluation			IOC	Note (if any)
		1	2	3		
1	How long have you worked as a translator?	+1	+1	+1	1	useable
2	What kind of Language do you Translate?	+1	+1	+1	1	useable
3	What kinds of problems did you usually face when you translate?	+1	+1	+1	1	useable
4	What are your suggestions on techniques to be used in translating English to Chakma?	+1	+1	+1	1	useable

Appendix D
The Index of Item Objective Congruence (IOC)

Question	The Committee of Research tool Evaluation			IOC	Note (if any)
	1	2	3		
	Questions Used for Interviewing people				
1	+1	+1	+1	1	useable
2	+1	+1	+1	1	useable
3	+1	+1	+1	1	useable
4	+1	+1	+1	1	useable
5	+1	+1	+1	1	useable
6	+1	+1	+1	1	useable
7	+1	+1	+1	1	useable
8	+1	+1	+1	1	useable
9	+1	+1	+1	1	useable
10	+1	+1	+1	1	useable

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(.....)

Investigator of tool

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