

AN AREA OF DIFFICULTY ADVERBIAL CLAUSES IN A TRANSLATION PROCESS

Tema KİPER*

ÖZET

Çeviri Eyleminde Zarf Cümleleri

Dil öğretiminde, öğrencinin karşılaşılabileceği sorunları önceden bilmek, bunları ortadan kaldıracak şekilde öğretim stratejisi geliştirmek, öğreticinin en başta gelen görevlerinden biri olarak kabul edilmektedir.

Öğrencinin karşılaşılabileceği güçlükler, diğer bir deyişle güçlük alanları en belirgin şekli ile, ana dilden erek dile çeviri işlemleri sırasında kendisini göstermektedir. Bu makale ile, bu sorunlardan bir tanesini ele almayı uygun gördüm. Bu konuda hammaddem ise, çeviri derslerine girdiğim öğrencilerimdi. Öğrencilerimin en çok, Türkçemizdeki "zarf cümlelerinin" İngilizceye aktarılmasında güçlükler ile karşılaştıklarını gözledim. Aslında, bu alanda gözlediğim güçlükler, genelde gözlenen güçlüklerden pek farklı değildi. Şöyle ki, temelde erek dilin gramerini tam anlamı ile öğrenememe, eksiklikler, aksayan noktalar, zarf cümlelerinin aktarımında da önemli bir aksaklık oluşturuyordu. Dahası, ana dildeki sözcüklerin, deyişlerin, cümle yapılarının erek dilde, bire-bir tam karşılıklarının aranması da bir başka olumsuz noktalardan biriydi.

Bu düşünce ile, çalışmamda, Türkçede ve İngilizcedeki zarf cümlelerinin genel hatlarını vermeye çalıştım. Deneyimlerimden faydalanarak, en çok yapılan yanlışları, karıştırılan noktaları örnekleri ile sergilemeye çalıştım. Son olarakta, İngilizce öğrenen Türklere yol göstermek amacı ile, konuyla ilgili bir takım ipuçları geliştirdim.

SUMMARY

A teacher who shares his students' native language is in a better position to understand easily the sort of difficulties his students have in learning the language, since he has passed through the same stages. He should, therefore, help learners surmount their difficulties by developing and using the same learning strategies as those he used himself when he was learning the target language.

* Uludağ University, Faculty of Education English Department, Research Assistant.

In this paper, I have tried to help them to develop a keen eye for adverbial clauses by explaining the misleading and difficult points in a translation process from the source language to the target language. I must say, most of the difficulties I underlined are the same as the ones I came across through my learning process. For instance, Adverbial Clause is one of them. In English, the meaning intended in the Adverbial Clause is usually indicated by the introductory conjunction, though it sometimes has to be inferred from the sentence as a whole. In accordance with the meaning expressed they can be divided into adverbial clauses of time, place, concession, reason, purpose, condition, purpose, result, manner and comparison and proportion and preference. It is obvious, as one of my teachers put it, "Some learners, especially adult ones, endeavour to understand the grammatical system of the foreign language. Thus, translation might help them to grasp these formal features and through an active problem solving situation appreciate the structure of both SL and TL"¹.

With this notion in mind, I have presented some hints for the Turkish learners of English to overcome their difficulties to appear in a translation process.

The least understood and least researched area in the traditional EFL curriculum is probably to teach students how to translate. One of the greatest problems confronting Turkish learners of English is a heavy load of words, expressions, grammatical patterns, lexical items and so on. Choosing them can be very difficult for a student attempting to express complex ideas because such items in one language do not have one-to-one correspondence in the other.

The purpose of this brief paper is to reveal one of the difficulties facing my students in the process of translation. The remarks are basically drawn from my teaching experience at the faculty. It is obvious that most ungrammatical sentences probably result from an incorrect and incomplete knowledge of the rules or patterns of the target language. It is worse than this that most of the difficulties arise from their attempts to transfer the structure of their native language to the target language on one-to-one basis. Here, I would like to give an example: for instance, my students tend to translate this Turkish sentence

"... gelir gelmez, ders çalıştı." as
*"...² he studied as soon as he comes.."

When using adverbial clauses of time, learners are often not fully aware of the fact that Turkish equivalents have no indication of tense. Thus, tense agreement in sentences containing adverbial time conjunctions such as 'as soon as', 'when', 'before', 'after' etc. is of great importance. Another type of error that my students often tend to make is that they use a future tense in a time clause. For instance, in the translation of the Turkish sentence,

"... polis gelinceye kadar, burada kalacağım"
*"...I'll stay here till the police will come"

It is clear that the Turkish suffix (-cek/-cak) indicates 'pure future' in almost all

1 Kocaman, Ahmet; "Translation and Foreign Language Teaching", ELT Center For Teachers of English In Turkey, Ardıç Yayınları, Feb. 1985, Vol. 1, Number 2.

2 Indicates unaccepted usage.

cases, but not in the adverbial clauses in English. A future tense becomes a present tense in a time clause.

Secondly, the choice of the subordinating adverbials might be difficult for those learners whose lexical and syntactic structure is no good, particularly in the case of participle construction.

eg. "... makinayı kullanırken, şunların hatırlanması gerekir."

Nothing seems absurd in this Turkish sentence, but in an attempt to translate into English, one should be more careful. Not in such a way, for instance,

*"When using the machine, it must be remembered..."

but

"When using the machine, you must remember..."

As it is clear in the English grammar.

"A so-called 'fault of style', traditionally termed the unattached or unrelated participle, arises when the noun phrase with which the understood subject of the non-finite clause should be identified does not appear as subject of the main clause, and perhaps does not occur in the main clause at all"³.

This last instance is astonishing since Turkish learners do not pay due attention to subject agreement, nor to 'tense and time' distinction. In Turkish the distinction between tense and time is less clear-cut than in English. The time notion conveyed by the tense suffixes in some adverbial clauses is subject to semantic alteration depending either on the time in the main verb or the overall meaning of the sentence. Let us take these two Turkish sentences, and translate them into English:

"Geline, bize herşeyi anlatacak."

"Geline, bize herşeyi anlattı."

"He'll tell us everything when he arrives."

"He told us everything when he arrived."

The tense and time notion of the subordinating adverbial clause is determined by that of the main clause, of which the Turkish learners should be fully aware. Relatedly, another area of difficulty may arise from differing word order, for in Turkish, grammatically speaking, all clauses are to come before the verb, which is the last element of the sentence. In English, however, there is no binding rule as far as adverbial clauses are concerned. They might be placed in front, mid, or final positions.

So far I have tried to excavate the most common types of difficulties facing my students, particularly within the framework of time clauses. They also have difficulty in handling other types of adverbial clauses.

In addition to the above-mentioned difficulties, it has been noticed that Turkish learners usually drop "-ever" when they use "wherever" (conjunction in the adverbial cl. of place), or "whenever" (conjunction in the adverbial cl. of time). It is mainly due to the fact that the Turkish equivalent "her" is omissible, and

3 Quirk, Randolph; et. al.; *A Grammar of Contemporary English* (9th impression), Longman Group Limited, 1972.

partly because it is separated from the Turkish words standing for "where", and once they have supplied the main adverbial, they forget its particle:

"... nereye gitse, iyi karşılanır."

"... wherever he goes, he is given a warm welcome."

Very often my students are in a dilemma to supply words with the correct parts of speech between "so/such... that" in the translation process. Let's have a look at these Turkish sentences:

"... hava öylesine güzeldi ki...."

"... öylesine iyi insanlardı ki..."

The translation of the former is not the same as that of the latter in English, due to the fact that these combinations are handled in a different grammatical sense in the target language: SO Adj./Adv. THAT SUCH (a/an) Adj. N THAT

"... it was so nice that"

"... they were so nice people that"

This deficiency mainly results from incorrect and incomplete knowledge of the patterns of the target language. In most cases, my students fail to distinguish adverbial clauses of result from adverbial clauses of purpose. For instance,

"... doktor hastalığımı anlamayayım diye tıbbi terimler ile açıkladı..."

"... the doctor explained the nature of my illness in medical terms so that I should not understand what it was..."

"... doktor'un hastalığımı tıbbi terimlerle açıklaması üzerine, hiçbir şey anlamadım..."

"... the doctor explained the nature of my illness in medical terms, so that I did not understand anything about it."

The main complexity for them is having to use the modal auxiliaries in the adverbial cl. of purpose. On the other hand, they often neglect the use of comma in the adverbial cl. of result in such a case. Another area of difficulty may be that they are sometimes 'misrelated' when using adverbial cl. of purpose non-finite in structure.

"Belediye, turistler anlayabilsin diye, ikaz levhalarını birkaç dilde yazdı."

The usual structure is that,

"The Municipality wrote the notices in several languages so that foreign tourists could/would be able to understand them."

In a number of cases, students would tend to write,

*"The Municipality wrote the notice in several languages so as to/in order to understand them."

Clauses of manner and comparison do not present many problems. Yet learners may repeat the main verb instead of using the auxiliary, or misuse the tense in the adverbial clause since tense is non-existent in the Turkish one. This will sound unnatural especially when the verb is followed by a long object group, or when it need be repeated for achieving full comparison.

"İngilizceyi benim gibi akıcı konuşur."
 "He speaks English as fluently as I do."

Clauses of Proportion and Preference also present minor difficulties for the Turkish learners. My students often try to avoid using comparative patterns. This may well be due to the use of the definite article preceding "more", for they correlate it with "most", and are often warned not to use it before the comparatives. Sentences such as,

*"The harder you study, you get better results"

HINTS FOR STUDENTS TO OVERCOME THE PROBLEM

Adverbial Clauses, which are one type of subordinate clause, usually qualify the main clause as a whole. In Turkish, adverbials used in forming these subordinate clauses are formed in various ways. There may be one preposition or a particle, or a suffix/suffixes added either to a verb, or to a noun, or to an adjective. Combinations such as "suffix, +preposition" and "suffix, -particle" are frequent too. Most of these suffixes are nominalisation suffixes changing verbs into gerunds. As is clear, suffixes may hold an important place in adverbial clauses. So, I see no reason why I should not give them to my students. As a matter of fact, the below-mentioned Turkish suffixes are the real indicators of adverbial connectives in English.

a.) Adverbial Clauses of Time

- ince, -ip, -diği, -diği sürece, irken, WHEN/WHILE/AS
- diğında, -diği zaman UNTIL/TILL
- ene kadar, -inceye kadar..... UNTIL/TILL
- eli, -eli beri, -elinden beri..... SINCE
- den sonra, -den önce..... AFTER/BEFORE
- ir.....mez AS SOON AS
- erek, -ince, -ip (ON) PRESENT PARTICIPLE
- diği sürece AS LONG AS
- ne zaman, -her ne zaman, -her.. -diğında.. WHENEVER

b.) Adverbial Clauses of Place

- her yere, -her nereye WHERE/WHEREVER
- yere kadar UP TO WHERE/AS FAR AS

c.) Adverbial Clauses of Results

- o kadar...ki, öyle...ki SO.....THAT
- böylece, bundan dolayı, bunun sonucu olarakSO

d.) Adverbial Clauses of Manner and Comparison

- gibi, kadar, -diği kadar AS.....AS
- den daha MORE.....THAN
- mişçesine, -ircesine, -miş gibi, -ir gibi AS IF/AS THOUGH
- ırmış gibi, -ecekmişçesine, -ecekmiş gibi
- meksizin, -meyerek, -meden WITHOUT

e.) Adverbial Clauses of Concession	
—mesine rağmen, —mezken, —diyese de,	IN SPITE OF
—nin aksine	THE FACT THAT
—mişse de, —cekse de, —irse de	DESPITE THE FACT THAT/ ALTHOUGH/THOUGH
—ken, —mesine karşılık	WHEREAS/WHILE
—bile, —se bile, —se de	EVEN IF/EVEN THOUGH
ne kadar, —se de	NO MATTERWH.....

f.) Adverbial Clauses of Reason or Cause	
diye, madem ki, —diği için, —diğından dolayı	BECAUSE
—diği nedeniyle, —mesi nedeniyle	SINCE/AS

g.) Adverbial Clauses of Purpose	
—ır diye, —mesin diye	IN CASE
—mesi için, —sın diye, —ebilsin diye	IN ORDER THAT/SO THAT

h.) Adverbial Clauses of Proportion and Preference	
ne kadar.... o kadar, —dıkça (daha).....	THE—COMPARATIVE..... THE—COMPARATIVE
—eceğine, ecekken, eceği yerde/—mektense...	INSTEAD OF/RATHER THAN

The second hint might be that the emphasis on different types of connectives —conjunctions— in the analysis of adverbial clauses. To get the right connective in one of the types might help students overcome the problem to a certain extent. As an introductory exercise, the student is asked to underline the adverbial in two-segment sentences and to phrase the question which it answers.

"Almanya'daki yurttaşlarımıza ikinci-sınıf yurttaşmış gibi davranılıyor."

(Nasl?) (.....—miş gibi....) (.....as if.....)

The next stage is to put this kind of information in to a diagram so as to make the logical relationship between the parts stand out by presenting it visually

Turks in Germany are treated

AS IF

they were second-class citizens.

To reinforce their awareness of the importance of connectives in expressing logical relationships, we ask students to combine given sentences using as many connectives as are logically possible.

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