

Çeviride Çıkarım Stratejilerinin Uygulanmasında Önek ve Soneklerin Kolaylaştırıcı İşlevi *

Abdulkadir ÇAKIR¹

Gizem Özlem YURTOĞLU²

Geliş Tarihi: 15.09.2023
Kabul Tarihi: 08.12.2023
Yayın Tarihi: 25.12.2023
Değerlendirme: İki Dış Hakem /
Çift Taraflı Körleme
Makale Türü: Araştırma Makalesi

Atıf Bilgisi:

Çakır, Abdulkadir; Yurtoğlu, Gizem
Özlem (2023). Çeviride Çıkarım
Stratejilerinin Uygulanmasında Önek ve
Soneklerin Kolaylaştırıcı İşlevi.
*International Journal of Language and
Translation Studies*, 3/2, 147-158.

Benzerlik Taraması: Yapıldı –
iThenticate

Etik Bildirim:
lotusjournal@selcuk.edu.tr

Çıkar Çatışması: Çıkar çatışması beyan
edilmemiştir.

Finansman: Bu araştırmayı desteklemek
için dış fon kullanılmamıştır.

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Öz

Çeviri, okuma eylemi gibi dilsel, toplumsal ve kültürel unsurları içine alan derinlikli bir süreci ifade etmektedir. Çevirinin bu derinlikli sürecini ancak gerçek bir okur olabilen çevirmenler başarıyla sürdürebilir. Mekanik okuma eylemlerinden uzak, farkındalık sahibi, stratejik okurlar yetiştirmek maksadıyla çeviri eğitiminde, öğrencilerin, çeviri sürecinde herhangi bir metin içerisinde karşılaştıkları mevcut önekler ve sonekleri tespit etmesini, bilinmeyen sözcükler için doğru çıkarımlar yapmasını sağlayan çeşitli alıştırmalara yer verilmesi önem arz etmektedir. Öyle ki, çeviri eylemi de okuma gibi metnin gerçek anlamına erişme yolunda çevirmenin sezgisini, kültürel ve dilsel yeterliliğini gerekli kılmaktadır. Bu minvalde, bilinmeyen kelimelerin anlamlarını çıkarmada uygulanabilecek yabancı asıllı sözcük tabanlı çıkarım, eşdizimlilik tabanlı çıkarım ve ek tabanlı çıkarım gibi bazı çıkarım stratejileri izah edilmiştir. Bunlara ek olarak, geleceğin çevirmenlerinin yetişmesine katkı sağlamayı umarak bazı alıştırmalar ve uygulama etkinlikleri sunulmuştur.

Anahtar Kelimeler: Çeviri, Okuma, Önekler, Sonekler, Çıkarım

* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.

¹ Doktor Öğretim üyesi, KTO Karatay Üniversitesi, Yabancı Diller Yüksekokulu, İngilizce Mütercim ve Tercümanlık Bölümü, abdulkadir.cakir@karatay.edu.tr, ORCID: 0000-0002-8836-6749.

² Doktora Öğrencisi, Ankara Hacı Bayram Veli Üniversitesi, Çeviri ve Kültürel Çalışmalar, gizem.barlas@karatay.edu.tr, ORCID: 0000-0002-8593-5280.

Facilitating Function of Prefixes and Suffixes in Practising Inferencing Strategies in Translation*

Abdulkadir ÇAKIR³

Gizem Özlem YURTOĞLU⁴

Date of Submission: 15.09.2023
Date of Acceptance: 08.12.2023
Date of Publication: 25.12.2023
Peer-Review: Double
Anonymized - Two External
Article Type: Research Article

Citation:

Çakır, Abdulkadir; Yurtoğlu, Gizem Özlem (2023). Facilitating Function of Prefixes and Suffixes in Practising Inferencing Strategies in Translation. *International Journal of Language and Translation Studies*, 3/2, 147-158.

Plagiarism Checks: Yes - iThenticate

Complaints: lotusjournal@selcuk.edu.tr

Conflicts of Interest: The author(s) has no conflict of interest to declare.

Grant Support: The author(s) acknowledge that they received no external funding in support of this research.

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Abstract

Translation, similar to the reading act, is an in-depth process that involves linguistic, social and cultural components. This intricate process of translation can only be carried out correctly by translators who are true readers. It is essential to incorporate various exercises in translation education that allow students to identify the existing prefixes and suffixes they encounter in any text during the translation process and to make accurate inferences for unknown words in order to train strategic readers who are far from mechanical reading acts to have awareness. In fact, the act of translation, like reading, requires the translator's intuition, cultural and linguistic competence to access the true meaning of the text. In this respect, some inferring strategies such as cognate-based inferring, collocation-based inferring and particularly affix-based inferring are elucidated. Additionally, we have offered some exercises and practice activities expecting to contribute to the training of the future translators.

Keywords: Translation, Reading, Prefixes, Suffixes, Inferring.

* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

³ Assistant Professor, KTO Karatay University, School of Foreign Languages, English Translation and Interpreting, abdulkadir.cakir@karatay.edu.tr, ORCID: 0000-0002-8836-6749.

⁴ PhD. Student, Ankara Hacı Bayram Veli University, Translation and Cultural Studies, gizem.barlas@karatay.edu.tr, ORCID: 0000-0002-8593-5280.

Introduction

As the first step of translating a written text is to read it, which inevitably involves analysing and interpreting to comprehend the content of it, true reading⁵ is of great importance. Namely, the reader should focus on the text to be translated not to miss any of nuances stated clearly or just implied. Thus, to be a good reader is a prerequisite to be a good translator. In other words, just decoding symbols into corresponding sounds does not mean reading in the true sense. Reading is a process which contributes a lot to improving different kinds of language skills including translation. As translation is an activity in the center of language, it can be considered a language skill. We should also take into account that the practise of translation requires a skill and its theory requires knowledge. Therefore, translation can be regarded both as an art and a science (Newmark, 1998, p. 6). Especially in the top-down process of reading, a good reader should distinguish three kinds of vocabulary items such as, words which can be ignored, words which can be inferred and key words. At some point, in all students' academic careers, they must learn to make the transition from learning to read to reading to learn other information. The dilemma is that we must make students (prospective translators) strategic readers rather than teach them reading strategies. It is obvious that being a success as a translator, we need to be strategic readers. In order to achieve this, a translator should be furnished with not only with linguistic knowledge but also subject knowledge as well as intuition. In other words, reading should be a means of accessing the knowledge we need. Therefore, the reading strategy, which leads us to grasp the different levels of meanings, is much more important than mechanical reading⁶ (Newmark, 1988, pp. 11-18).

Cognizance of text structure is essential to reading comprehension and learners (prospective translators) who are aware of it, have better comprehension abilities (Ur, 1996, p. 144). Reading like translation can also be defined as an interaction between the reader and the text that involves the reader activating his knowledge of the world, past experiences, expectations and intuition to arrive at the true meaning of the text. In a way, reading and translation processes are similar. Both can be defined as an interaction between the reader and the text that requires the knowledge of the world, past experiences and intuition to grasp the meaning of the text in detail (Yücel, 2013, p. 153). The two basic components of a language which also compose the text structure are the grammar and vocabulary. As the well-known maxim points out that the grammar is the skeleton of the language and the vocabulary is the flesh. For a

⁵ true reading-- having a reading strategy and comprehending meanings of any text analysing and interpreting it accurately.

⁶ mechanical reading-- drawing "more intensively on automatic processes, thus making fewer conscious decisions" (Alves and Gonçalves, 2007, p. 48).

translator both are important and in some cases, vocabulary might be more important as you can say nothing without words but a lot through single words. Particularly, word grammar which also covers prefixes and suffixes is worth studying (Mc. Donough and Shaw, 1993, p. 84).

As translation is a very complicated and multi-dimensional activity just at the heart of language, all components of language are to be studied and analysed to achieve a proper translation (Çakır, 2006, p. 18). In other words, the mastery of the pertaining languages and cultures is prerequisite for the achievement of a translation alongside with the translator's ability and intuition. Thus, we remarked on the significance of reading in true sense to comprehend the text to be translated by analysing it in different aspects including the vocabulary, particularly the key words. In addition to this, we have drawn the prospective translators' attention particularly to prefixes and suffixes as we believe they will facilitate the prediction of the meanings of the words they are unfamiliar with. At this point, we must emphasize that a translator's having a rich store of vocabulary enables him/her to perform proper translation as he/she can easily decide which words can be ignored, which ones should be inferred and which are the key words (Çakır, 2006, p. 22).

Inferencing Strategies in Translation Process

In the process of translation activity, prefixes and suffixes also facilitate the negotiation between the writer and the reader helping the reader to decode the message encoded by the writer. The decoder needs to distinguish different layers of meanings such as, conceptual meaning, contextual meaning and the pragmatic meaning to decode the message given by the coder. At this point, the reader needs to practise some inferring strategies such as, cognate-based inferring, collocation-based inferring and affix-based inferring to deduce the meanings of some unknown vocabulary items. An individual word cannot be the unit of translation but a collocation can, in some cases. Thus, a collocation-based inference technique can be useful in translation as collocations occupy a very significant place in written texts. Hunt and Beglar stress the importance of collocations stating that one shall remember a word by the company it keeps: "Vocabulary learning is more than the study of individual words" (Hunt and Beglar, 2002, p. 259).

Another inferring technique is cognate-based inferring. In today's globalizing world, languages share more and more day by day leading to an increase in the number of cognates in all languages (Gülşeker and Çakır, 2012). Cognates play a positive role in making a

connection between the learners' mother tongue and target language when they are exposed to a new word in another language. Going from the known to the unknown and from the concrete to the abstract is a widely practised principle of learning a language and this technique can be transferred and applied in translation taking the close relationship between translation and applied linguistics into account. Holmes and Rames (1995) explain the significance of cognates stating that cognates help students to make better guesses and improve vocabulary recognition and production strategies. Through cognates, the learners gain confidence and feel more motivated. As a result, the highly motivated learners will be more successful and gain more confidence and vice-versa.

The key inferencing strategy which we will focus on in this paper, is affix-based inferring which requires the learners to analyse the text detecting the prefixes and suffixes used in it. Affixes contribute a lot to achieving reading strategies as the knowledge of prefixes and suffixes enables the translator to understand the meanings of unknown words relating them to known word parts. "A prefix is an element placed at the beginning of a word to adjust or qualify its meaning" (Kilgannon, 2021, p. 373). For instance, de- as in *decode*, dis- in *disagree*, ex- in *exale*, il- in *illegal*, im- in *impossible*, in- in *invisible*, mis- in *mislead* change the meanings of the original words and convey just the opposite meanings. "A suffix is an element added at the end of a word" (Kilgannon, 2021, p. 374) to form a derivative such as; -ly, as in *happily*, -ful as in *thankful*, -able in *portable*, -er in *reader*, -less in *fatherless* etc. As the examples indicate, suffixes can convert the stems into different parts of speech. The new word often belongs to a different word category from the original one. For instance, the suffix -ful changes the verb 'to use' into an adjective when added to it. By the same token, the suffix -ment changes the verb 'to govern' into a noun "government".

Many of today's English words contain affixes from Greek or Latin. Thus, naturally knowing the meanings of most common prefixes and suffixes can help us to deduce the meanings of new words that we come across in a text and to figure out the meaning of the whole text. That is to say learners should be trained to learn the meanings of common prefixes and suffixes that change the meanings of words. For instance, if someone knows the meanings of -sub, -un, -able, s/he can infer the meanings of the words like *substandard*, *ungrateful*, *translatable* and *countable* as we have already pointed out above. Ur (1996, p. 62) remarks inferring the meanings of unknown words facilitates comprehending the whole text. Therefore, a good reader makes use of affixes which signal the meanings of the vocabulary items which we are unfamiliar with as well as the cohesive devices which link parts of the text. It is a fact that

becoming a true reader and achieving reading autonomy which is a must to be a good translator calls for having adequate knowledge about different meanings of vocabulary items, word use, including metaphors, similes, collocations, style and register, word formation, parts of speech, prefixes, suffixes, spelling, pronunciation along with word grammar indicating the distinction between countable and uncountable nouns, verb complementation, phrasal verbs etc. (Harmer, 1991, p. 158). Additionally, the context itself is an excellent tool for the extension of learners' comprehension and enriching their store of vocabulary. Here, we need to remark that inferring the meaning of individual words using different techniques by itself cannot make a translator a success, but it is an important factor to comprehend the text to be translated and the importance of this shouldn't be minimized.

To apply the mentioned inferring strategy firstly the meanings of some common prefixes and suffixes should be taught to the students. To achieve this, some activities and tasks should be designed to train the learners about prefixes and suffixes to enable readers to infer the meanings of unknown words, and thus, comprehend the whole text (Çakır, 2015)

The suggested inferring techniques can be used in a language learning classroom as well but regarding the close relationship between translation and language, their application in the education of future translators looks logical. The following are some examples of activities and tasks to be used in training future translators:

A. Read the following paragraph, underline the words with prefixes and suffixes and predict their meanings.

Life was so difficult in the postwar Germany compared to the prewar period. Shortage of food and unemployment were unbearable. Another big problem was housing as the cities and towns were bombed and destroyed. Unfortunately, most of the families were homeless and the children were fatherless. Miserable conditions forced the people to work harder to overcome those problems but they were not hopeless and discouraged. They were determined to stand on their feet and they achieved more than that. The development they carried out in a short time was incredible and unexpected. The miracle they created was admirable though they had to pay for the witless policy followed by the crazy leaders.

B. Read the following story and try to predict meanings of the nonsense words in it.

"When I was a small grurk, I always wanted to own a streef. All the other grurks at plink had streefs but my elkos were too eng to thrutch me one. So I had to klang to plink while the other grarks zapped there on their streefs. One knaf, a grurk weft Charlie klip to me: "My elkos are

thrutching a streef. Would you like to thrutch my zubble one? You can have it for five tings." I tezzed home as grap as I poudra and fragt my pato for five tings. He donp me three, which wasn't enough of course, but my brubble donp me the other whisht, and I tezzed back to Charlie graply. Within whisht minutes the streef was mehra. It was the grungiest kral of my vida. The groch kraf, I zapped to a duken in town. I lebte the streef oblip the dukan and went unblip. When I kam oblip a grurk was astil on my streef. "Hey!" I klipt to him, "What are you krebbling on my streef. It's not your streef, it's mehra," he repbuk. 'Someone nukked it from oblip my ghar whisht knafs ago. I tezzed round to Charlie's ghar as grap as I poudra, but I was too tarde. The ghar was leer, Charlie and his elkos had chelegaye. I had trilled both my gild and the streef." (Koç, S. and Bambers, 1997).

Although the story is full of a lot of nonsense words, we can understand it thanks to the clues offered by the context. The mentioned clues cover both affixes and the analysis of the given context.

C. Match each prefix in column a with a root in column b.

a- <u>prefixes</u>	<u>b. roots</u>
1. dis-	1. -economy
2. im-	2. -circle
3. in-	3. -polite
4. il-	4. -correct
5. semi-	5. -agree
6. fore-	6. -legal
7. de-	7. -understand
8. mis-	8. -equal
9. mono-	9. -media
10. multi-	10. -lingual
11. un-	11. -motivate
12. inter-	12. -see

13. macro-	13. -action
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After matching the prefixes with the roots, the students might be asked to make up a sentence with each common word.

D. Match each word in column a with a suffix in column b to coin a new word.

a- roots	b- suffixes
1. grate-	1. -ate
2. tooth-	2. -age
3. kind-	3. -ance
4. free-	4. -ment
5. decorate-	5. -hood
6. play-	6. -ness
7. friend-	7. -ist
8. cat-	8. -like
9. humour-	9. -ship
10. happy-	10. -er
11. father-	11. -ion
12. enjoy-	12. -ful
13. assist-	13. -less
14. pass-	14. -dom
15. affection-	15. -ly

After matching the roots with the given suffixes, students might be asked to compose a sentence with each derivative.

E. Complete the following table changing the given words in terms of parts of speech.

<u>Noun</u>	<u>Verb</u>	<u>Adjective</u>	<u>Adverb</u>
	help		
danger			
			thoughtfully
		hesitant	
	collect		
sense			
		protective	
			additionally
	defend		
competition			
		successful	
			comfortably
	enjoy		

F. Write the appropriate forms of the given words in the blanks in the following sentences,

1. curiosity:	I am to know how old he is.
2. habitat:	Who are the of that house?
3. extensive:	This course my knowledge of English.
4. contain:	The whole of juice spilled on the floor.
5. collect:	I have an excellent of folk songs.
6. attend:	Listen when I am talking to you.

7. intense:	I took an course in computer operation.
8. originally:	Do you know the of that rumor?
9. satisfy:	If your work is, you may stay.
10. consciously:	Were you of everything that happened after the accident?

Conclusion

Being aware of the significance of text structure, we have to draw attention to the fact that few reading instruction curricula focus on text structure awareness as a consistent component. Besides raising awareness on text structure, the teacher is to design different kinds of activities to teach vocabulary items. Once students decide that a word is worth guessing, they can undertake a five step procedure of Nation and Coady (1988). The process of inferring the meanings of unknown words suggested by Nation and Coady (1988, p. 104-105) can function as a natural, practical guideline for translators as the given five steps facilitate their predicting the meaning of the words they are unfamiliar with. The five steps to be followed are as follows:

- “- Determine the part of the speech of the unknown word. In other words, find out whether the word is a noun, a verb, an adjective etc.
- Look at the immediate context and simplify it if necessary.
- Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences.
- Guess the meaning of the unknown word.
- Check that the guess is correct.” (Nation and Coady, 1988, pp. 104-105).

As in a detective story, sometimes the clues are clear and fairly obvious. Other times, they can be puzzling or misleading. In that case, when the immediate context is inadequate to infer the meaning, studying the whole context may solve the problem. The main point is to become true readers and to achieve this, would-be translators should be trained to make use of the above mentioned inferring techniques. Once they become true readers, they can make the transition from learning to read, to reading to learn other information. We want to stress again that the problem is how to make students strategic readers rather than teaching them reading

strategies. One way of achieving this is to raise awareness in the learners through the above mentioned inferring techniques. We draw attention particularly to affix-based inferring as the majority of words in English come from Latin, Greek and French and many of them have word parts, prefixes and suffixes (Gülşeker and Çakır, 2012). Knowledge of the word parts (prefixes and suffixes) facilitate the readers' inferring the meanings of the words they are not familiar with relating the unknown word forms to the known words.

All in all, the above mentioned inferring techniques may contribute to the training of the future translators. Thus, we have suggested some tasks and exercises to train the future translators to be true readers. To be a good reader may not be enough to be a perfect translator by itself, yet it is the most important feature a translator should have, in other words, it is a must.

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