

A COMPARATIVE ANALYSIS OF ENGLISH TRANSLATIONS OF URDU SHORT STORIES IN THE PAKISTANI TEXTBOOKS AT BACHELORS AND INTERMEDIATE LEVELS

Faiza Arshad^{*1}, Asma Naz²

^{*1,2}Lecturer, Capital University of Science and Technology, Islamabad

^{*1}faiza.arshad@cust.edu.pk; ²asma.naz@cust.edu.pk

Corresponding Author: *

Received: 28 March, 2024

Revised: 28 April, 2024

Accepted: 13 May, 2024

Published: 28 May, 2024

ABSTRACT

The present study aimed to examine the lack of equivalence and to identify inadequacies in the English translations of the Urdu short stories in Pakistani Textbooks. Translation is one of the ways to communicate. However, the principal task in translation practice is to create the equivalence of the original text in the target text. This research also explored the semantic loss related to the cultural, political, religious, and social aspects of the source texts that occurred during the translation of the Urdu source texts into the English target texts. The study comprised of three Urdu short stories by Manto, Qasmi, and Abbas and their English translations selected from A Selection of Short Stories and One-Act Plays for Bachelor Students (2017) and Punjab Textbook 1 of English for Intermediate Students (2017). One English short story had been included in the Textbook for Bachelor students translated from the Urdu source text. Two English short stories had been included in the Punjab textbook translated from the Urdu source texts. This research was qualitative in nature and based on Hermeneutics as an interpretative framework for translation studies. Nida's (1964) Formal and Dynamic Equivalence Theory served as a theoretical framework in this study. Different strategies, procedures and tools were used to analyze the process of translation. The present research used Vinay and Darbelnet's (1995) Translation Tools for the analysis of the data. The method was selected to analyze and compare lexical, and syntactical similarities and differences between the source texts and target texts. The comparison revealed the lack of equivalence between the source texts and target text at a lexical and syntactical level. The analysis also revealed the semantic loss in the English translations of the three Urdu short stories.

Keywords: Lack of Equivalence, Formal Equivalence, Dynamic Equivalence, Loss of Meaning

INTRODUCTION

The speakers of different communities and linguistic groups use a variety of languages to communicate with each other. Certain barriers restrict different communities from communicating with each other because of the difference in languages spoken among various communities of the world (Dickson, 1999). The differences in languages can create problems in communication between different speakers. This barrier can be reduced by translating one language into another language so that people can come close to each other and understand each other's culture, values, and customs.

Many researchers have provided different definitions for translation reflecting its complexity and multifaceted nature. Nida and Taber (1969) define

translation as a process of providing natural equivalence in the target language while Bell (1991) holds that translation is the replacement of a representation of an equivalent text in a second language. In addition, McPake and Johnson (2002) believe that translation is converting the written text from one language into another language. According to Sharif and Khameneh (2015), translation plays an important role in transferring the source language culture and ideas to the target language culture. To sum up, translation is a means of transferring one textual material into another while finding the closest natural equivalents in the target text. The process of translation also helps in creating a link between two unknown worlds and cultures.

Problems in Translation

Owji (2013) has stated two main categories of translation problems. The first category is lexical problems; these occur because a word may not be replaced in another language when referring to a concept or object. These problems are related to the words that are to be translated from one language into another. Some words are difficult to translate from one language into another as they do not have their equivalents in the target language. The second category is syntactic problems; these occur because each language has a different pattern of structural organization and the grammatical rules of one language are different from that of another language. Ervin and Bower (1952) argue that lexical, syntactical and cultural differences could lead to the distortion and problem of meaning in the translation of different languages. This is because the words in one language and culture have different connotations and cannot be translated because of the difference in norms, values and customs of each language. Newmark (1998) states that problems in translation can exist in lexicon and grammar. Katan (1999) mentions the lexical gaps in translation and suggests three solutions (1) borrowing or adaptation (2) omission (3) creating one's expression. Difficulties in translation occur due to lexical, semantic, syntactical and morphological differences between the source language and the target language. Textbooks are the heart of educational activities and provide a lot of knowledge (Chambliss & Calfee, 1998). The problem with translating short stories in English textbooks at different levels is that there remains a gap between the source texts and the target texts because the textual material from one language cannot be translated into another because of the linguistic and cultural changes that exist between the two languages.

Textbooks and Translation

Textbooks are considered an essential tool in the teaching process; therefore, these are authentic sources of knowledge both for students and teachers (Bano, 2005). Textbooks provide not only new facts but also open the door to a world of fantastic experiences and knowledge (Chambliss & Calfee, 1998). To include literary texts in textbooks, the translated texts of famous writers are added for the students at various levels. Different short stories were included in the textbooks for the students of bachelor and intermediate levels in Pakistani

English textbooks. Three short stories were translated from Urdu (Source Texts) into English (Target Texts) and included in these textbooks as they have been written by the famous Urdu short story writers and students are familiar with the local culture and settings. This study examined the lack of equivalence and inadequacies in the English translations of Urdu Short stories in Pakistani Textbooks at the Bachelors and Intermediate level. This research also indicated manipulation and loss of meaning related to the cultural aspects of the Urdu short stories (Source Texts). It also highlighted lexical and syntactical similarities and differences between the Source Texts (Urdu) and Target Texts (English) in the textbooks.

Literature Review

The process of translation has existed for many centuries and facilitates both linguistic and cultural transfer. Linguistic transfer refers to the transference of form and content from one language into another language while the norms, values, and beliefs of one language are conveyed into another language through cultural transfer. Throughout history, translation has played a major role in bridging a gap between people belonging to different countries, cultures, and linguistic backgrounds. Translation is defined as an act or process of conveying a text from one language into another (Hatim, 1997). The word translation comes from the Latin "Translation", which means 'carrying or bringing across'. Writing about translation goes back to Cicero and Horace who are considered pioneers in discussing the practice of translation in the first century BC. However, much of their discussion is focused on literal and free translation (Munday, 2007). From the eighties and onwards, scholars started borrowing methodologies from other disciplines such as psychology, philosophy and cultural studies to translate one language into another (Bassnett & Lefevere, 1990). The twentieth century has been called the "age of translation" or "reproduction" (Newmark, 1998). In the late twentieth century, translation began to develop under the name of "translation studies" which was proposed by the scholar James Holmes (1972). He paved the way for the development of the field as a distinct discipline and described what areas translation studies covered like training and criticism. Translation has gained major importance due to the vital role it plays as an intrinsic part in many fields of education, media,

technology, science, culture, literature, commerce and industry. Equivalence in translation is the process of transferring the same meaning from the source language into the target language. Catford (1965) states that translation equivalence exists when a source language and a target language text or items are relatable to (at least some of) the same features of substance. Steiner (1975) takes equivalence as the substitution of the equal verbal signs for the original signs in the target texts. According to Baker (1992), “equivalence is a relative notion because it is influenced by a variety of linguistic and cultural factors” (p. 6). House (1997) argues that equivalence is one of the basic concepts of translation and finding the equivalents of source texts in the target language is regarded as one of the basic problems of translation. Vinay and Darbelnet (1995) view equivalence-oriented translation as a procedure that replicates the same situation as in the original, whilst using completely different wording. Consequently, equivalence is the key factor in translation that determines a close link between the source text and the target text. Epistemology guided this research as it is the study of the theory of knowledge which guides the researchers about “how we know what we know” (Crotty, 1998, p.15). A particular epistemology is adopted by researchers towards the nature of knowledge and it governs the particular theoretical perspective selected for conducting research. Hermeneutics as epistemology was used for the present research. Hermeneutics is a language philosophy that is also explained as the theory of comprehension. Hermeneutics refers to the theory of interpretation for the achievement of a high level of understanding of texts (Deetz, 1978). From this stance, three English Target texts of three Urdu short stories (Source Texts) from the textbooks were selected for the analysis. Nida’s Formal and Dynamic Equivalence Theory (1964) was used as the theoretical framework for the current study to analyze the qualitative data.

Research Methodology

The interpretative framework of this research is qualitative because the epistemology is also based on an interpretative tradition which is hermeneutics. Strauss and Corbin (1990) define qualitative research as “the one that refers to any kind of research that produces findings that are not attained through statistical procedures or other means of quantification, and instead, the kind of research that

produces findings arrived from real-world settings where the interest area is pronounced naturally” (p. 45). This study examined the lack of equivalence and the inadequacies of translation in the source texts and the target texts. This study also analyzed the manipulation of meaning that occurs during the translation process and causes loss in translation.

Sources of the Research: The data of this study were the three Urdu short stories that were taken for comparing the source texts (Urdu) and the target texts (English). The first Urdu short story (Source Text) *نیا قانون* (*The New Constitution*) by Manto (2015) was selected from “*Manto Kay Afsanay*”. The second Urdu short story (Source Text) *الحمد لله* (*Alhamadulliah*) was taken from Qasmi (2013) Collection of short stories “*Sannata*”. The third Urdu short story (Source Text) *اور کوٹ* (*Overcoat*) Abbass (2012) was selected from *Urdu Adab kay Musshoor Afsanay*. The English Translation of the short story “*The New Constitution*” was selected from Carvan Book House, A Selection of Short Stories for B.A. Students (2017), translated by Khalid Hasan. The English Translations of the short stories (Target Texts) “*God Be Praised*” and “*Overcoat*” were taken from Punjab Textbook Board, book 1 of English for Intermediate Students (2017) translated by Bashir Ahmed Siddiqui and Qazi Sajjad Ahmed.

Procedure of Data Collection and Data Analysis

For the present study, the English translations of the Urdu short stories were collected for analysis. In the first phase, the three English translations of the three Urdu short stories in Carvan Book House, A Selection of Short Stories for Bachelors Students and Punjab Textbook Board, English Book One for Intermediate students were examined to understand the linguistic and cultural aspects of translations. In the second phase, the three English translations were compared with their Urdu translations to examine the similarities and differences between the original texts (source texts) and their English translations (target texts). In the third phase, the three English translations were compared with their Urdu source texts to explore the challenges related to loss of meaning in the target texts. The data was collected from Source Texts and Target Texts and by comparing sentence by sentence the original texts and translated texts. In this study, the researcher related data to translation theory given by Eugene Nida which is Formal and Dynamic Equivalence. In Formal Equivalence, the Target Text

was very close to the Source Text in both form and content. In Dynamic Equivalence, the Source Text message was conveyed in the Target Text as naturally as possible. The data was analyzed using Vinay and Darbelnet's Translation Strategies (1995). At the Lexical Level, the translation was analyzed by focusing on the word class/ Parts of Speech as noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection. At the Syntactical Level, the translation of the Source Text and Target Texts was analyzed at the word level and sentence level.

Vinay and Darbelnet presented two translation strategies in their book "A Methodology for Translation" (1995). These strategies are oblique translation and direct translation. These strategies were employed by the researcher to analyze the text at different levels.

which exist between two languages (Bell, 1991, p.71).

Theoretical Framework: The theoretical framework of this research was drawn upon the one proposed by Eugene Nida (1964) and applied to analyze the English translations of the Urdu short stories in Pakistani Textbooks. Nida and Taber (1969) argue that there are different types of equivalence, which can be named Formal and Dynamic Equivalence. In Formal equivalence, the translator tries to remain close to the source text. The focus is more on word-to-word translation and the translator tries to retain the form of the source text in the target text. In Dynamic equivalence, the translator focuses more on the message than the form. The translator tries to create the same impact on the target reader that the original text had created on the audience of the source language.

Formal Equivalence-Oriented Translation: According to Nida (1964), translation consists in producing the closest natural equivalents of the source language not only in terms of meanings but also in terms of style. In Formal Equivalence, the translator tries not to add his ideas and thoughts while translating the target text. Thus, with literal translation, there is less danger that the source language will be corrupted. This theory establishes the facts about the rudiments of fidelity to the lexical details and grammatical structures of the Source language. Nida suggests four principles for Formal Equivalence translation. The first principle is related

to grammar and structure which means that verbs should be translated as verbs and nouns as nouns. The second principle is related to the constancy of the words in the target language. The third principle focuses on meaning concerning its content. To have formal structures in the source texts as paragraph splits and punctuation is the fourth principle proposed by Nida (1964). In the present study, Formal equivalence was examined in the English translations of Urdu Short stories in terms of cultural aspects of translation with a special focus on the manipulation and loss of meaning of the Urdu source texts in the English target texts.

Dynamic Equivalence-Oriented Translation: In Dynamic Equivalence, the source language is translated "thought-for-thought" rather than "word-for-word" as it happens in formal equivalence. A Dynamic Equivalence, as defined by Nida (1964) is to reproduce "in the receptor language the closest natural equivalence of the source-language message..." (Nida & Taber, 1969). Furthermore, in Dynamic Equivalence, the translator takes each sentence (or thought) from the source text which gives the same meanings but does not use the same phrases or idioms of the source text. The idea is to improve the readability of some constructions that could lead to confusion if they are translated literally. However, some of the faithfulness is retained in the source text to achieve a more natural translation. Nida (1964) introduces the concept of the intelligibility of translation which is related not only to whether the words are understandable and if the sentences are constructed grammatically in translation but also in terms of the impact the message has on the target readers.

Data Analysis and Interpretation Lexical Similarities at Word Class Level

TABLE 1. BORROWING

Title of the Text	Source Language(SL) (Urdu)	Target Language (TL) (English)
<i>The New Constitution</i>	1۔ اسی روڑ شام کے قریب وہ اڑے میں آیا۔ (pg15) (NOUN)	That evening when he returned to the adda.(pg39) (NOUN)

	2۔ جب کبھی شرابی گورے سے اس کا جھگڑا ہو جاتا تو سارا دن اس کی طبیعت مکدر رہتی۔ (pg16) (ADJECTIVE)	After a violent quarrel with a gora soldier, he used to remain depressed for days. (pg40) (ADJECTIVE)
	3۔ جب سے اکبر بادشاہ کا راج ختم ہوا ہے (pg15) (NOUN)	Ever since the end of Akbar's raj . (pg40) (NOUN)
	اس نے انار کلی میں دینو حلوائی کی دکان سے آدھ سیر دبی کی لسی پی۔ (pg17,18) (NOUN)	He ordered a large glass of lassi . (pg41) (NOUN)

Borrowing are the words borrowed from the source language and these words are incorporated into a target language with little or no translation. In this strategy, it is observed that translation in all the sentences has been done according to the concept of Nida's Formal Translation Equivalence. At the lexical level, the word "گورے" which is a noun is also used as a noun in the target language to retain the original essence of the source language. Similarly, the word "گورا" which is an adjective in the source language has been translated as "gora" in the target language. Furthermore, the words "راج" and "لسی" are used as nouns in the source languages and have been translated as "raj" and "lassi" keeping the original flavor of the source language. The short story has been included in the English syllabus for the students and they are familiar with the source language so they find it easier to grasp the natural, acceptable and familiar translation of the target language when the words are borrowed from the source language and depict the linguistic and cultural equivalence between the two languages.

Syntactical Differences at Sentence Level

TABLE 2. MODULATION

Title of the Text	Source Language (SL) Urdu	Target Language (TL) English
<i>God be Praised</i>	1۔ قدرے اوپر اٹھی ہوئی پتلیوں والی آنکھوں کے پیوٹوں میں سرمہ تو جیسے رچ کر رہ گیا تھا۔ (pg103)	Maulvi Abul had slightly bulging eyes. (pg79)
	2۔ ادھر مہر النساء نے چودھویں سال میں قدم رکھا، ادھر مولوی ابل کی یہ حالت ہو گئی کہ رکوع میں گیا ہے تو اٹھنے کا نام نہیں لے رہا۔ (pg105)	When Mehrun had reached the age of 14, Maulvi Abul's prayers became intense and prolonged. (pg80)

Modulation is one of the examples of oblique translation. In Modulation, there is a change in point of view when the source language is translated into the target language. Modulation also refers to the addition or removal of meaning within the text for easier interpretation. The main purpose of this strategy is to avoid word-for-word translation and for this reason, the messages are reshaped in the target text. It is a change in the form of a message by expressing the same situation in a different style. In this short story, the translator has followed Nida's dynamic approach to translation where the sentences in the target language produce the same effect as the source language. However, some syntactical differences have been observed in the sentences. In sentence one, the line "سرمہ تو جیسے رچ کر رہ گیا" has been omitted for changing the point of view in the target language. Similarly, in sentence two, the part of a sentence "ادھر مولوی ابل کی یہ حالت ہو گئی کہ رکوع میں گیا" has been changed to "Maulvi Abul's prayers became intense and prolonged."

Syntactical Differences at Sentence Level

TABLE 3. MODULATION-DELETION

Title of the Text	Source Language (SL) Urdu
<i>God be Praised</i>	1- کھد ر یا لٹھے کے تہند کی جگہ سیزدھاری والی ریشمی خوشابی لنگی، دو گھوڑا بوسکی کی قمیض جس کی آستینوں کی چنٹوں کا شمار سینکڑوں تک پہنچتا تھا، اودے رنگ کی واسکٹ جس کی ایک جیب میں قطب نما ہوتا تو دوسری جیب میں نسوار کی نقرنی ڈبیا ہوتی تھی۔ (pg103)
	2- لیکن شادی کے بعد اللہ جل شانہ کی رحمتوں نے ایک اور صورت اختیار کی۔ مولوی اہل کے یہاں اولاد کا کچھ ایسا تانتا بندھ گیا کہ جب ایک سال اس کی بیوی کے ہاں کوئی اولاد نہ ہوئی تو وہ سیدھا حکیم کے ہاں دوڑا گیا۔ زیب النساء کے ہاں بچہ نہ ہونا ایسا ہی تھا جیسے پوری رات گزر جانے پر بھی سورج طلوع نہ ہو۔ اور اگلے سال جب سورج طلوع ہوا تو مولوی اہل کی جان میں جان آئی یقیناً اولاد کی افراط خدانے زوالجلال کی رحمتوں میں سے ایک رحمت تھی مگر مشکل یہ آن پڑی کہ ریشمی خوشابی لنگی صافی بن کر رہ گئی۔ بوسکی کی قمیض برسوں پہلے پوتڑوں کے روپ اختیار کر کے غائب ہو چکی تھی، اور اب اس کی جگہ گاڑھے کے چولے نے لے لی تھی جو کئی بار دھلنے کے باوجودیوں میلا میلا سا لگتا تھا جیسے اسے بٹے وقت جولابے نے سوت کے تانے بانے میں تھوڑی سی غلاظت بھی بن ڈالی ہے۔ (pg104)

Modulation causes semantic changes in the source language. Some evidence has been identified in the selected passages. However, the deletion of passages from the source text causes semantic changes in the target text. Moreover, the target text becomes syntactically different in a way that it does not convey the same response to the target audience as it did to the original audience. The readers are unable to make the connections and correspondence between the passages. In passage one the comfortable lifestyle of Maulvi Abul has been explained with special emphasis on his dress. However, in the target text which is the textbook for the students, this passage has not been included. The missing information can lead to confusion in the minds of the students. Similarly, the second passage carries important information about how Maulvi Abul's life from pomp and contentment was

transformed into his low, poor, and miserable financial and social status. The missing passages can make the students misinterpret the source text.

Lexical Differences at Word Class Level

TABLE 4. MODULATION-ADDITION

Title of the Text	Source Language (SL) Urdu	Target Language (TL) English
<i>God be Praised</i>	1- کوئی اور ہوتا تو چھ چھوڑ دس مار لیتا۔ (pg104)	I could easily have wangled ten rupees. (pg79) ADVERB
	2- پونے چھ کی لاگت ہے، ایک چونی کما رہا ہوں۔ (pg104, 105)	My profit is only four annas. (pg79) ADVERB
	3- چلنے آپ چونی کو بھی جانے دیجیے۔ (pg105)	Don't look disappointed and, pray ydon't give me even that four annas bit. (pg79) VERB

The Modulation technique can be used when literal translation is rejected by the target language (Newmark, 1998). It can be done by changing the point of view or perspective. In Table 4, there is lexical addition in the sentences at the word class level. In sentence one, the adverb "easily" has been added which is missing in the sentence "کوئی اور ہوتا تو چھ چھوڑ دس مار لیتا" of the source text. Similarly, in sentence two the adverb "only" has been added which is not present in the sentence "پونے چھ کی لاگت ہے، ایک چونی کما رہا ہوں" of the source text. Moreover, the last sentence "چلنے آپ چونی کو بھی جانے دیجیے" of the source text does not have the verbs "don't look disappointed and, pray" which have been added in the target text. These additions reflect the lexical changes which have been made in the short stories in the textbook for the students.

Syntactical Differences at Sentence Level

TABLE 5.EQUIVALENCE/ REFORMATION

Title of the Text	Source Language (SL) Urdu	Target Language (TL) English
God be Praised	1- جب مسیں بھیگئے لگیں-(pg107)	When he was about sixteen. (pg81)
	2- چمڑے کو آگ لگ گئی ہے-(pg104)	The cost of leather has gone sky-high. (pg79)
	3- آپ کے ہاں تو لونٹوں کی کھیپ ہے-(pg105)	You have a whole row of boys. (pg80)

Vinay and Darbelnet (1997) define equivalence as the translation of idioms when two languages define the same situation differently. Equivalence refers to instances in which languages define the same situation by different stylistic or structural means (Munday, 2012). The method of creating equivalence is generally applied to idioms. This strategy is most useful in translating fixed expressions such as idioms and proverbs. The translator has used a dynamic equivalence approach to create the same effect by changing the same situation. We observe that all languages are different and they express the same concepts differently. The translator has translated by following the syntactical difference between the idioms of the source language and the target language. The first idiom in Table 5 "جب مسیں بھیگئے لگیں" has been translated as "when he was about 16." However, the literal translation of the idiom can be "when moustaches were grown." The translation has been carried out keeping in mind the same situation in a different way. Similarly, the second idiom "چمڑے کو آگ لگ گئی ہے" has been translated as "the cost of leather has gone sky high" instead of the literal translation as "the leather is on fire" to refer the situation as it has been given in the source text.

Syntactical Differences at Sentence /Word Class Level

TABLE 6. TRANSPOSITION

Title of the Text	Source Language (SL) Urdu	Target language (TL) English
Overcoat	1- ڈرائیور پکڑا گیا یا نہیں؟ (pg31) Noun-Verb-Conjunction-Verb	Did they catch the driver? (pg90) Verb-Pronoun-Verb-Noun
	2- جنوری کی ایک شام-(pg28) Noun-Preposition-Adjective-Noun	One evening in January (87) Adjective-Adverb-Preposition-Noun

Transposition is the changing of one part of speech for another without changing the sense (Munday, 2012). It is observed that there are variations in the use of parts of speech from the two texts, despite the variations in their grammatical structures. In the first sentence, the sequence of part of speech as Noun-Verb-Conjunction-Verb in the source text has been changed to Verb-Pronoun-Verb-Noun in the target text. Moreover, in the second sentence, the sequence of parts of speech in the source text Noun-Preposition-Adjective-Noun has been transposed to Adjective-Adverb-Preposition-Noun in the target text. The change in target text takes place because of the different grammatical structures of the two languages and since the stories have been included in the textbooks for students therefore, transposition might take place for better understanding of the students.

Lexical Similarities at Word Class Level

TABLE 7. LITERAL TRANSLATION

Title of the Text	Source Language (SL) Urdu	Target Language (TL) English
<i>Overcoat</i>	1-چودھ سو بتیس روپے (pg30)	Fourteen Hundred and Thirty-Two Rupees (pg89)
	2- اوہو اتنی! (pg30)	Oh! So much (pg89)

Literal translation or word-for-word translation relies on the direct transfer of a text from the source language into grammatical and meaningful text in the target language. The translators have followed Nida's literal translation theory of equivalence which focuses on word-for-word translation of source text into the target text. They have resorted to this strategy to compensate for the exact equivalents in the target language. On a lexical level, the word class "چودھ سو بتیس روپے" which is Adjective-Noun has been translated as "fourteen hundred thirty-two rupees" which is also an Adjective-Noun in the target text. The words have been translated literally from the source text into the target text to keep the originality of the source text. The efforts have been made to give real essence to the target audience who are the students of intermediate and graduation. Similarly, the word class, "اوہو اتنی!" which is Exclamation-Adjective in the source text has been translated as "oh so much" which is Exclamation-Adjective in the target text.

Discussion

In the present research, a detailed analysis was carried out between the source texts and the target texts which were the textbooks of English for Intermediate students and also the textbook for bachelor students. The analysis revealed that translators were not faithful to the source texts which were written by the three renowned writers Qasmi (2013), Abbas (2012) and Manto (2015). Many sentences were deleted by the translators in the target texts which corrupted the meaning and caused semantic loss. The inevitable loss occurred as the translators used the tool of deletion and distorted the meaning in the

target texts. The loss caused complexity and ambiguity for the readers to comprehend the real essence of the source texts. The translators modified the short stories by using the tools of deletion, modulation, addition, and adaptation. The semantic loss occurred due to the lack of equivalence between the two texts as the translators failed to transfer content, form, and meaning in the target texts. Another reason for semantic loss in the target texts is that the translators were not able to provide the closest natural equivalents of the culture-specific terms. Moreover, the Urdu items were not lexicalized in the English language. An example of a lack of lexicalization is the word سرمہ whose equivalent was not found by the translator. There was an element of untranslatability when the translator failed to shift the original content from the original texts in the target texts which were the textbooks for the intermediate and bachelor students.

Conclusion

To sum up, the translations of all three short stories were not able to convey the message that the writers of the original text wanted to render in the target text. Most of the sentences were deleted in the target text and there is lexical addition of adverbs, nouns and pronouns in the target text. Hence, there were linguistic, cultural, political, religious, social and ideological differences between the source text and the target text. The translators did not seem to provide the closest natural equivalents of the source texts in the target texts. The originality of the source texts was not retained in the target texts. The essence and the flavor of the original texts were lost in the target texts. The translators corrupted the original language and they were not faithful to the naturalness of the language. There was a problem of transference of original language in many places; the translators deleted many words and sentences which caused semantic loss in the target texts. Consequently, there was a lack of equivalence between the source text and the target text as the meaning was changed and the target audience did not get the same message as the source audience.

References

- Abbass, G. (2012). Urdu Adab Kay Afsanay. Idara-Kitab Ghar.
- Alwazna, R. Y. (2014). The Cultural Aspect of Translation: The Workability of Cultural Translation Strategies in Translating Culture-Specific Texts. *Life Science Journal*, 11(11), 182-191.
- Al-Masri, H. (2009). Translation and cultural equivalence: A study of translation losses in Arabic. *Journal of Language and Translation*, 1, 7-44.
- Bassnett, S., & Lefevere, A. (1990). Translation history and culture. Printer.
- Baker, M. (1992). In Other Words: A Course book on Translation. Routledge.
- Bano, Y. (2005). Curriculum and Textbooks: Issues and Challenges in Pakistan. ANTRIEP Newsletter, 10(1), 3-8.
- Bell, R. T. (1991). Translation and Translating: Theory and Practice. Longman.
- Butt, N. R. (2017). A Selection of Short Stories and One-Act Plays for B.A. Students. Carvan Book House.
- Catford, J. C. (1965). A Linguistic Theory of Translation. Oxford University Press.
- Chambliss, J. M., & Calfee, C. R. (1998). Textbooks for learning: Nurturing children's minds. Blackwell Publishers.
- Deetz, J. (1978). In Small Things Forgotten: The Archaeology of Early American Life. *American Art Journal*, 10(1), 116. doi: 10.2307/1594120
- Dickson, D. (1999). Barriers to communication. In *Interaction for practice in community nursing* (pp. 84-132). Macmillan Education.
- Ervin, S., & Bower, R. T. (1952). Translation problems in international surveys. *The Public Opinion Quarterly*, 16, 595-604. doi: 10.1086/26642
- Hatim, B. (1997). Communication across cultures: Translation theory and contrastive text linguistics.
- Holmes, J. S. (1972). The name and nature of translation studies. In L. Venuti (Ed.), *The Translation Studies Reader* (pp. 172-185). Routledge.
- House, J. (1997). Translation Quality Assessment. A Model Revisited. Tübingen.
- Hussain, S. (2017). English Book 1 for 11. Punjab Curriculum and Textbook Board.
- Katan, D. (1999). Translating Cultures. An introduction for Translators, Interpreters and Mediators. St. Jerome Publishing.
- Lefevere, A. (1992). Translation, Rewriting and the Manipulation of Literary Fame. Routledge.
- Manto, S. H. (2015). Manto Kay Afsany. Sang-e-Meel Publications.
- McPake, J., & Johnson, R. (2002). Translating, Interpreting and Communication Support Services Across the Public Sector in Scotland. The Stationery Office Ltd.
- Munday, J. (2007). Introducing translation studies. Routledge Taylor & Francis Group.
- Nida, E. A. (1964). Towards a Science of Translating. Brill.
- Nida, E. A., & Taber, C. R. (1969). The Theory and Practice of Translation. EJ. Brill.
- Newmark, P. (1998). More paragraphs on translation. *Multilingual Matters*.
- Owji, Z. (2013). Translation Strategies: A Review and Comparison of Theories. *Translation Journal*, 17(1). (link unavailable)
- Qasmi, A. N. (2013). Sanaata. Sang-e-Meel Publications.
- Sharif, D. F., & Khameneh, Y. M. (2015). A model for translating poetry based on the Lefeveres's theory of poetry translation and Dastjerdi's model. *ELT voices*, 5(4), 53-65.
- Song, L. (2004). Gateway to intercultural communication. Press of Harbin Institute of Technology.
- Steiner, G. (1975). After Babel: Aspects of Language and Translation. Oxford University Press.
- Strauss, A., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. SAGE.
- Vinay, J. P., & Darbelnet, J. (1995). Comparative Stylistics of French and English: A methodology for translation. Benjamins Translation Library. John Benjamins.