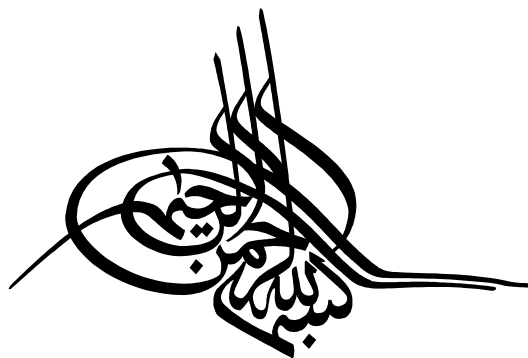




اصول و مبانی نظری ترجمه

سری کتاب‌های کمک آموزشی کارشناسی ارشد

مجموعه مترجمی زبان انگلیسی

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سخن ناشر

«ن والقلم و ما یسطرون»

کلمه نزد خدا بود و خدا آن را با قلم بر ما نازل کرد.

به پاس تشکر از چنین موهبت الهی، موسسه ماهان درصدد برآمده است تا در راستای انتقال دانش و مفاهیم با کمک اساتید مجرب و مجموعه کتب آموزشی خود برای شما داوطلبان ادامه تحصیل در مقطع کارشناسی ارشد گام موثری بردارد. امید است تلاش‌های خدمتگزاران شما در این موسسه پایه‌گذار گام‌های بلند فردای شما باشد. مجموعه کتاب‌های کمک آموزشی ماهان به‌منظور استفاده داوطلبان کنکور کارشناسی ارشد سراسری و آزاد تالیف شده‌اند. در این کتاب‌ها سعی کرده‌ایم با بهره‌گیری از تجربه اساتید بزرگ و کتب معتبر داوطلبان را از مطالعه کتاب‌های متعدد در هر درس بی‌نیاز کنیم.

دیگر تالیفات ماهان برای سایر دانشجویان به‌صورت ذیل می‌باشد.

● **مجموعه کتاب‌های ۸ آزمون:** شامل ۵ مرحله کنکور کارشناسی ارشد ۵ سال اخیر به همراه ۳ مرحله آزمون تالیفی ماهان همراه با پاسخ تشریحی می‌باشد که برای آشنایی با نمونه سوالات کنکور طراحی شده است. این مجموعه کتاب‌ها با توجه به تحلیل ۳ ساله اخیر کنکور و بودجه‌بندی مباحث در هر یک از دروس، اطلاعات مناسبی جهت برنامه‌ریزی درسی در اختیار دانشجو قرار می‌دهد.

● **مجموعه کتاب‌های کوچک:** شامل کلیه نکات کاربردی در گرایش‌های مختلف کنکور کارشناسی ارشد می‌باشد که برای دانشجویان جهت جمع‌بندی مباحث در ۲ ماهه آخر قبل از کنکور مفید می‌باشد. بدین‌وسیله از مجموعه اساتید، مولفان و همکاران محترم خانواده بزرگ ماهان که در تولید و به‌روزرسانی تالیفات ماهان نقش موثری داشته‌اند، صمیمانه تقدیر و تشکر می‌نماییم. دانشجویان عزیز و اساتید محترم می‌توانند هرگونه انتقاد و پیشنهاد درخصوص تالیفات ماهان را از طریق سایت ماهان به آدرس mahan.ac.ir با ما در میان بگذارند.

موسسه آموزش عالی آزاد ماهان

سخن مؤلف

کتابی که در دست دارید، شرح نکات اصلی درس «اصول و مبانی نظری ترجمه» جهت آمادگی شرکت در کنکور سراسری کارشناسی ارشد رشته مترجمی زبان انگلیسی است. این کتاب، مشتمل بر یازده فصل و محتوای آن شامل خلاصه کتاب **Introducing Translation Studies (2012)** نوشته جریمی ماندی و کتاب **Translation: An Advanced Resource Book (2004)** نوشته جریمی ماندی و باسل حاتم است. در پایان هر فصل، سؤال‌های مربوط به همان مبحث از کنکور سراسری و آزاد سال‌های اخیر استخراج و به همراه پاسخ تشریحی آن‌ها نوشته شده است. علاوه بر این، چند سؤال تألیفی، به فراخور اهمیت مباحث، در انتهای هر فصل آمده است تا داوطلبان با بررسی آن‌ها بتوانند دانسته‌های خود را بسنجند. مطالبی که در درون کادر (با خطوط نقطه‌چین) قرار داده شده‌اند، مطالب پیشرفته و تکمیلی هستند و پیشنهاد می‌شود پس از مطالعه و یافتن تسلط بر متن کتاب، بررسی شوند.

همان‌طور که می‌دانید، درس «اصول و مبانی نظری ترجمه» مهم‌ترین درس کنکور ارشد مترجمی است، زیرا ۲۵ سؤال از ۶۰ سؤال تخصصی به این درس اختصاص دارد. آمارها نشان می‌دهد که در سال‌های اخیر، حدود ۹۰ درصد سؤال‌های این درس از دو کتاب فوق‌الذکر طرح شده است؛ بنابراین طبیعی است که در مقایسه با سایر منابع کنکور، باید زمان و انرژی بیشتری را صرف خواندن دقیق این کتاب (که چکیده دو کتاب بالا است) بکنید.

باینکه در این کتاب سعی مؤلف بر آن بوده که نکته‌ای از قلم نیفتد، پیشنهاد می‌شود داوطلبان از خواندن منابع اصلی غفلت نکنند. پس از خواندن منابع مذکور، اگر تا تاریخ برگزاری آزمون کنکور بیش از ۲ ماه فرصت دارید، پیشنهاد مؤلف این است که مطالعه کتاب‌های ذیل را نیز در برنامه درسی خود بگنجانید:

✓ ترجمه‌شناسی: مجموعه مقالات ۲ هم‌اندیشی (بخش اول)، به کوشش دکتر فرزانه فرحزاد، انتشارات یلداقلم، چاپ اول، ۱۳۸۳.
✓ Principles and Methodology of Translation, (**Chapters 1-3**) by H. Mollanazar, SAMT, 2008/1387.

داوطلبان می‌توانند ایرادهای کتاب و پیشنهادها و انتقادهای خود را از طریق نشانی ایمیل زیر با مؤلف در میان بگذارند.

به امید موفقیت تمامی داوطلبان سخت‌کوش

نیما مهدی‌زاده اشرفی (دانشجوی دکتری مترجمی زبان انگلیسی – دانشگاه علامه طباطبائی)

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Chapter 1: Main issues	7
Practice Questions and Answers	18
State University Questions and Answers	20
Azad University Questions and Answers	24
Chapter 2: Translation theories before the 20th century.....	27
Practice Questions and Answers	39
State University Questions and Answers	42
Azad University Questions and Answers.....	45
Chapter 3: Equivalence and equivalent effect.....	49
Practice Questions and Answers	65
State University Questions and Answers	67
Azad University Questions and Answers.....	75
Chapter 4: Studying translation product and process	81
Practice Questions and Answers	97
State University Questions and Answers	99
Azad University Questions and Answers.....	105
Chapter 5: Functional theories of translation	107
Practice Questions and Answers	124
State University Questions and Answers	125
Azad University Questions and Answers.....	128
Chapter 6: Discourse and register analysis approaches.....	129
Practice Questions and Answers	145
State University Questions and Answers	146
Azad University Questions and Answers.....	148
Chapter 7: System theories	149
Practice Questions and Answers	162
State University Questions and Answers	164
Azad University Questions and Answers.....	164
Chapter 8: Cultural and ideological turns.....	165
Practice Questions and Answers	174
State University Questions and Answers	176
Chapter 9: The role of the translator	177
Practice Questions and Answers	182
State University Questions and Answers	182
Chapter 10: Philosophical theories of translation.....	183
Practice Questions and Answers	188
State University Questions and Answers	189
Chapter 11: Translation in the IT era.....	191
Practice Questions and Answers	197
State University Questions and Answers	198
References.....	199

Chapter 1

Main issues

- ◆ The concept of translation
- ◆ What is translation studies?
- ◆ A brief history of the discipline
- ◆ The Holmes / Toury 'map'
- ◆ Developments since the 1970's
- ◆ Discipline, interdiscipline or multidiscipline?
- ◆ The van Doorslaer 'map'

Main issues

Key Concepts

- ✓ Definitions of translating and interpreting.
- ✓ The practice of translating is long established, but the discipline of translation studies is new.
- ✓ In academic circles, translation was previously relegated to just a language-learning activity.
- ✓ A split has persisted between translation practice and theory.
- ✓ The study of (usually literary) translation began through comparative literature, translation 'workshops' and contrastive analysis.
- ✓ James S. Holmes's "The name and nature of translation studies" is considered to be the 'founding statement' of a new discipline.
- ✓ Translation studies has expanded hugely, and is now often considered an interdiscipline.

Translation studies is the academic discipline related to the study of the theory and phenomena of translation. By its nature it is multilingual and also interdisciplinary encompassing any language combinations, various branches of linguistics, comparative literature, communication studies, philosophy and a range of types of cultural studies including postcolonialism and postmodernism as well as sociology and historiography.

1-1- The concept of translation

The term translation itself has several meanings: it can refer to **the general subject field**, **the product** (the text that has been translated) or **the process** (the act of producing the translation, otherwise known as translating). One may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes **interpreting** (oral translation of a spoken message or text). Translation also exists between different varieties of the same language and into what might be considered

less conventional languages, such as braille, sign language and Morse code. The process of translation between two different written languages involves the translator changing an original written text (the source text or **ST**) in the original verbal language (the source language or **SL**) into a written text (the target text or **TT**) in a different verbal language (the target language or **TL**). This type corresponds to ‘interlingual translation’ and is one of the three categories of translation described by the Russo-American structuralist **Roman Jakobson** in his seminal paper ‘*On linguistic aspects of translation*’ (1959) which is discussed below.

The English term **translation**, first attested in around 1340, derives either from Old French translation or more directly from the Latin *translatio* (‘transporting’), itself coming from the participle of the verb *transferre* (‘to carry over’). In the field of languages, translation today has several meanings:

- (1) the general subject field or phenomenon (‘I studied translation at university’)
- (2) the product-that is, the text that has been translated (‘they published the Arabic translation of the report’)
- (3) the process of producing the translation, otherwise known as **translating** (‘translation service’).

1-1-1- Jakobson’s categorization of translation

Jakobson’s categories are as follows:

- 1) **intralingual** translation, or ‘**rewording**’: ‘an interpretation of verbal signs by means of other signs of the same language’; when we rephrase an expression or when we summarize or otherwise rewrite a text in the same language; it can also be conducted between two versions or dialects of the same language which is known by other theorists as a ‘**version**’. Yet it does share some of the characteristics of translation between languages, notably the replacement of lexical items by other equivalent items that are considered more suited to the target audience.
- 2) **interlingual** translation, or ‘**translation proper**’: ‘an interpretation of verbal signs by means of some other language’; between two different verbal languages; the traditional, although by no means exclusive, focus of translation studies.
- 3) **intersemiotic** translation, or ‘**transmutation**’: ‘an interpretation of verbal signs by means of signs of non-verbal sign systems’; if a written text were translated, for example, into music, film or painting.

These definitions draw on **semiotics**, the general science of communication through signs and sign systems, of which language is but one (Cobley 2001, Malmkjær 2011). Its use is significant here because translation is not always limited to verbal languages. **Intersemiotic** translation, for example, occurs when a written text is translated into **a different mode**, such as music, film or painting.

Much of translation theory has also been written from a western perspective and initially derived from the study of Classical Greek and Latin and from Biblical practice.

Sandra Halverson claims that translation can be considered as a **prototype classification** (i.e. that there are basic core features that we associate with a prototypical translation, and other translational forms which lie on the periphery), but **Anthony Pym** sees clear ‘**discontinuities**’ in certain new modes, such as translation-localization. Much of the ‘theory’ is also from a western perspective; in contrast, **Maria Tymoczko** discusses the very different words and metaphors for ‘translation’ in other cultures, indicative of a **conceptual orientation** and where the goal of close lexical fidelity to an original may not therefore be shared, certainly in the practice of translation of sacred and literary texts.

1-2- What is translation studies?

Translation studies is the now established academic discipline related to the study of the theory and phenomena of translation. The study of translation as an **academic subject** has only really begun in the past sixty years. In the English-speaking world, this discipline is now generally known as ‘translation studies’, thanks to the Dutch-based US scholar **James S. Holmes**. He mapped out the new field like a science, dividing it into ‘pure’ Translation Studies and ‘applied’ studies, which will be discussed in detail in section 1.4. Holmes describes the then nascent discipline as being concerned with ‘the complex of problems clustered round the phenomenon of translating and translations’

Jakobson’s discussion on translation centers around certain key questions of **linguistics**, including **equivalence** between items in SL and TL and the notion of **translatability**. These are issues which became central to research in translation in the **1960s** and **1970s**. Since Holmes’s paper, Translation Studies has evolved to such an extent that it is really a perfect **interdiscipline**, interfacing with a whole host of other fields. The **aim** of TS may still be to describe translation phenomena, and in some cases to establish general principles, but the methods of analysis are more varied and the cultural and ideological features of translation have become as prominent as linguistics.

Holmes uses ‘**translating**’ for the **process** and ‘**translation**’ for the **product**. There are four very visible ways in which translation studies has become more prominent. First, there has been a proliferation of **specialized translating and interpreting courses** at both undergraduate and postgraduate level. Second, the past two decades have also seen a proliferation of **conferences, books and journals** on translation in many languages. Third, as the number of publications has increased so has the demand for general and analytical instruments such as anthologies, databases, encyclopedias, handbooks and introductory texts. Fourth, **international organizations** have also prospered.

The descriptions and generalized principles envisaged were much reinforced by **Gideon Toury** in his ***Descriptive Translation Studies and Beyond*** (1995) where two tentative general ‘laws’ of translation are proposed:

- 1) the law of **growing standardization** – TTs generally display less linguistic variation than STs, and
- 2) the law of **interference** – common ST lexical and syntactic patterns tend to be copied, creating unusual patterns in the TT.

In both instances, the contention is that translated language in general displays specific characteristics, known as universals of translation. **Universals of translation** are specific characteristics that, it is hypothesized, are typical of translated language as distinct from non-translated language. This would be the same whatever the language pair involved and might include greater cohesion and explicitation (with reduced ambiguity) and the fact that a TT is normally longer than a ST. **The strong form** of this hypothesis is that these are elements that **always occur** in translation; the weaker form is that these are tendencies that often occur. Recent progress with corpus-based approaches have followed up suggestions by **Baker** to investigate universals using larger corpora (electronic databases of texts) in an attempt to avoid the anecdotal findings of small-scale studies.

1-3- A brief history of the discipline

Although the practice of translating is long established, the study of the field developed into an academic discipline only in the second half of the twentieth century. The **practice of translation** was crucial for the early dissemination of key cultural and religious texts and concepts. Before that, translation had normally been merely an element of **language learning** in modern language courses. In fact, from **the late eighteenth century** to the **1960s**, language learning in secondary schools in many countries had come to be dominated by what was known as the **grammar-translation method**. This method centered on the rote study of the grammatical rules and structures of the foreign language. These rules were both practiced and tested by the translation of a series of usually unconnected and artificially constructed sentences exemplifying the structure(s) being studied.

The gearing of translation to language teaching and learning may partly explain why academia considered it to be of **secondary status**. Translation exercises were regarded as a means of learning a new language or of reading a foreign language text until one had the linguistic ability to read the original. However, the grammar-translation method fell into increasing disrepute with the rise of the **direct method** or **communicative approach** to English language teaching in the **1960s** and **1970s**. This approach led to the abandoning of translation in language learning. Translation then tended to become restricted to higher-level and university language courses and professional translator training.

Based on **I. A. Richards's reading workshops** and practical criticism approach that began in the 1920s and in other later **creative writing workshops**, **translation workshops** were established in the 1960s intended as a platform for the introduction of new translations into the target culture and for the discussion of the finer principles of the translation process and of understanding a text. Running parallel to this approach was that of **comparative literature**, where literature is studied and compared transnationally and transculturally, necessitating the reading of some literature in translation.

Another area in which translation became the subject of research was **contrastive linguistics**. This is the study of two languages in contrast in an attempt to identify general and specific differences between them. It developed into a systematic area of research in the USA from the 1930s onwards and came to the fore in the 1960s and 1970s. Translations and translated examples provided much of the data in these studies. Although useful, contrastive analysis does not, however, incorporate sociocultural and pragmatic factors, nor the role of translation as a communicative act.

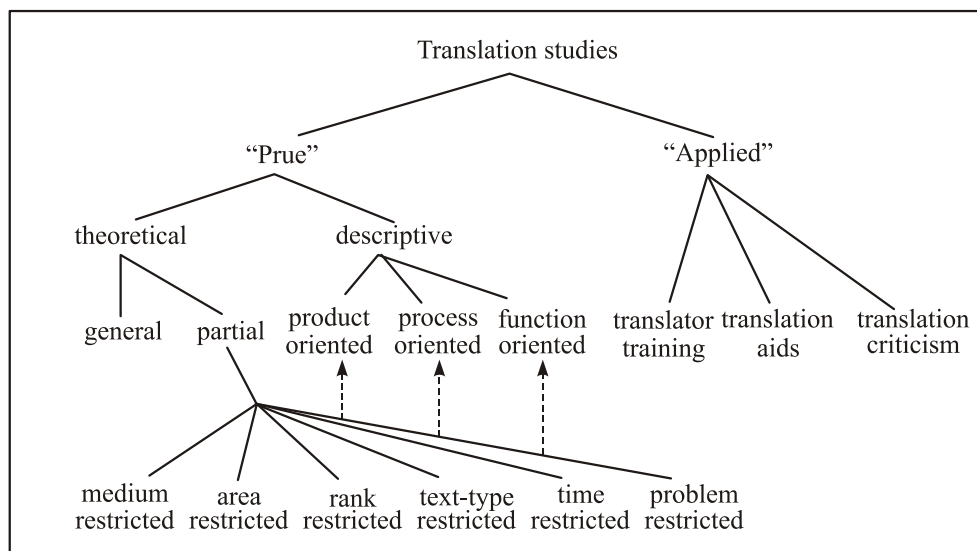
The more **systematic**, and mostly **linguistic-oriented**, approach to the study of translation began to emerge in the **1950s** and **1960s**. There are a number of now classic examples:

- **Jean-Paul Vinay** and **Jean Darbelnet (1958)** produced a contrastive approach that categorized what they saw happening in the practice of translation between French and English;
- **Alfred Malblanc (1963)** did the same for translation between French and German;
- **Georges Mounin (1963)** examined linguistic issues of translation;
- **Eugene Nida (1964)** incorporated elements of **Chomsky's** then fashionable generative grammar as a theoretical underpinning of his books, which were initially designed to be practical manuals for **Bible** translators.

This more 'scientific' approach in many ways began to mark out the territory of the academic investigation of translation. The word '**science**' was used by **Nida** in the title of his 1964 book (***Toward a Science of Translating***), by Wolfram Wilss in his teaching and research, by **Koller** and by **the Leipzig School**, where scholars such as **Kade** and **Neubert** became active.

1-4- The Holmes/Toury ‘map’

A seminal paper in the development of the field as a distinct discipline was **James S. Holmes’s** ‘*The name and nature of translation studies*’ (1988). Gentzler describes Holmes’s paper as ‘generally accepted as the **founding statement** for the field’. Crucially, Holmes puts forward an overall framework, describing what translation studies covers. This framework has subsequently been presented by **Gideon Toury** as in the figure below:



The objectives of the ‘**pure**’ areas of research are:

- 1) the description of the phenomena of translation (**descriptive translation theory**);
- 2) the establishment of general principles to explain and predict such phenomena (**translation theory**).

The ‘**theoretical**’ branch is divided into **general** and **partial** theories. By ‘**general**’, Holmes is referring to those writings that seek to describe or account for every type of translation and to make generalizations that will be relevant for translation as a whole. **Partial theories** of translation are ‘restricted’ according to these subdivisions:

- **Medium-restricted** theories subdivide according to translation by **machine** and **humans**, with further subdivisions according to whether the machine/computer is working **alone** or as an aid to the human translator (**CAT**), to whether the human translation is **written** or **spoken** and to whether spoken translation (interpreting) is **consecutive** or **simultaneous**.
- **Area-restricted** theories are restricted to specific **languages** or groups of languages and/or **cultures**. Holmes notes that language-restricted theories are closely related to work in **contrastive linguistics** and **stylistics**.

- **Rank-restricted** theories are linguistic theories that have been restricted to a specific level of (normally) the word or sentence.
- **Text-type** restricted theories look at specific discourse types or genres; e.g. literary, business and technical translation.
- The term **time-restricted** is self-explanatory, referring to theories and translations limited according to specific time frames and periods. **The history of translation** falls into this category.
- **Problem-restricted** theories can refer to specific problems such as equivalence – a key issue of the **1960s** and **1970s**-or to a wider question of whether **universals of translated language** exist.

Despite this categorization, Holmes himself is at pains to point out that several different restrictions can apply at any one time.

The other branch of ‘**pure**’ research in Holmes’s map is descriptive. **Descriptive translation studies (DTS)** has three possible foci: examination of (1) the product, (2) the function and (3) the process:

1) **Product-oriented DTS** examines existing translations. This can involve the description or analysis of a single ST–TT pair or a comparative analysis of several TTs of the same ST (into one or more TLs). These smaller-scale studies can build up into a larger body of translation analysis looking at a specific period, language or text/discourse type. Larger-scale studies can be either diachronic (following development over time) or synchronic (at a single point or period in time) and, as Holmes (p. 185) foresees, ‘one of the eventual goals of product-oriented DTS might possibly be a **general history of translations**’.

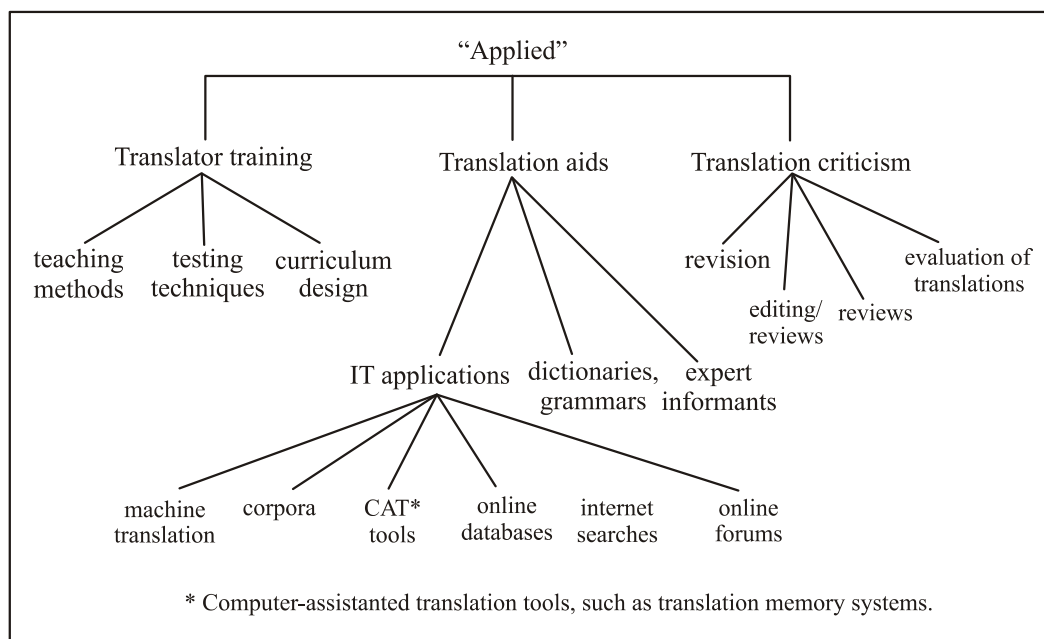
2) By **function-oriented DTS**, Holmes means the description of the ‘function [of translations] in the recipient sociocultural situation: it is a study of **contexts** rather than **texts**’. Issues that may be researched include **which** books were translated **when** and **where**, and **what** influences they exerted. This area, which Holmes terms ‘**socio-translation studies**’ –would nowadays probably be called **cultural-studies-oriented translation**.

3) **Process-oriented DTS** in Holmes’s framework is concerned with the **psychology** of translation, i.e. it is concerned with trying to find out what happens in the mind of a translator. This area is a **cognitive** perspective and includes **think-aloud protocols** (where recordings are made of translators’ verbalization of the translation process as they translate).

The results of **DTS** research can be fed into the **theoretical** branch to evolve either a **general theory of translation** or, more likely, **partial theories of translation** ‘restricted’ according to the subdivisions in the figure above.

The ‘**applied**’ branch of Holmes’s framework concerns:

- **translator training**: teaching methods, testing techniques, curriculum design;
- **translation aids**: such as dictionaries, grammars and information technology;
- **translation criticism**: the evaluation of translations, including the marking of student translations and the reviews of published translations.



The area of assessment criteria is one where a more expert writer (a marker of a translation examination or a reviser of a professional translation) addresses a less expert reader (usually a candidate for an examination or a junior professional translator).

Another area Holmes mentions is **translation policy**, where he sees the translation scholar advising on the place of translation in society, including what place, if any, it should occupy in the language teaching and learning curriculum.

The divisions in the ‘map’ as a whole are in many ways artificial, and Holmes himself is concerned to point out that the theoretical, descriptive and applied areas do influence one another. The main merit of the divisions, however, is that they allow a clarification and a division of labor between the various areas of translation studies which, in the past, have often been confused.

The **crucial role** played by Holmes’s paper is in the delineation of the potential of translation studies. ‘Translation policy’ would nowadays far more likely be related to the ideology, including language policy and hegemony, that determines translation than was the case in Holmes’s description. The different restrictions, which **Toury** identifies as relating to the descriptive as well as the purely theoretical branch (the discontinuous vertical lines in the first figure), might well include a **discourse-type** as well as a text-type restriction. Inclusion of **interpreting** as a sub-category of human translation would also be disputed by many scholars. As **Pym** points out, Holmes’s map omits any mention of the individuality of the style, decision-making processes and working practices of human translators involved in the translation process.

1-5- Developments since the 1970’s

Since the **1970’s** contrastive analysis has fallen by the wayside. The linguistics-oriented ‘**science**’ of translation has continued strongly in Germany, but the concept of equivalence associated with it has been questioned and reconceived. Germany has seen the rise of theories centered around **text types** (**Reiss**) and **text purpose** (the **skopos** theory of **Reiss and Vermeer**),

while the **Hallidayan** influence of **discourse analysis** and **systemic functional grammar**, which views language as a communicative act in a sociocultural context, came to prominence in the early **1990s** and was applied to translation in a series of works by scholars such as **Bell** (1991), **Baker** (1992) and **Hatim and Mason** (1990, 1997). The late **1970s** and the **1980s** also saw the rise of a **descriptive** approach that had its origins in **comparative literature** and **Russian Formalism**. A pioneering center has been Tel Aviv, where **Itamar Even-Zohar** and **Gideon Toury** have pursued the idea of the literary **polysystem** in which, amongst other things, different literatures and genres, including translated and non-translated works, compete for dominance. The polysystemists worked with a Belgium based group including **José Lambert** and the late **André Lefevere**, and with the UK-based scholars **Susan Bassnett** and **Theo Hermans**. A key volume was the collection of essays edited by **Hermans**, *The Manipulation of Literature: Studies in Literary Translation*, which gave rise to the name of the '**Manipulation School**'. This dynamic, culturally oriented approach held sway for much of the following decade, and linguistics looked very staid.

The **1990s** saw the incorporation of new schools and concepts, with Canadian-based translation and **gender** research led by Sherry Simon, the **Brazilian cannibalist** school promoted by Else Vieira, **postcolonial** translation theory, with the prominent figures of the Bengali scholars **Tejaswini Niranjana** and **Gayatri Spivak** and, in the USA, the cultural studies-oriented analysis of **Lawrence Venuti**, calling for greater **visibility** and recognition of the translator. This has continued apace in the first decade of the new millennium, with special interest devoted to translation, **globalization** and **resistance**, the **sociology** and **historiography** of translation and the interest in **new technologies** that have given rise to **audiovisual** translation, **localization** and **corpus-based** translation studies.

1-6- Discipline, interdiscipline or multidiscipline?

A notable characteristic has been the **interdisciplinarity** of recent research. An interdiscipline challenges the current conventional way of thinking by promoting and responding to new links between different types of knowledge and technologies. **McCarty** makes the claim that an interdiscipline 'challenges us to rethink how we organize and institutionalize knowledge'. Viewing the hierarchy of disciplines as a systemic order, **McCarty** sees the 'conventional' disciplines having either a '**primary**' or a '**secondary**' relationship to a new interdiscipline. Translation studies has a **primary** relationship to disciplines such as:

- linguistics (especially semantics, pragmatics, applied and contrastive linguistics, cognitive linguistics),
- modern languages and language studies,
- comparative literature,
- cultural studies (including gender studies and postcolonial studies),
- philosophy (of language and meaning, including hermeneutics and deconstruction) and, in recent years, to sociology, history and creative writing.

Some current projects are also **multidisciplinary**, involving the participation of researchers from various disciplines, including translation studies.

It is important to point out, however, that the relationship of translation studies to other disciplines is not fixed; this explains the changes over the years, from a strong link to **contrastive**

linguistics in the 1960s to the present focus on more **cultural studies** perspectives and even the recent shift towards areas such as **computing** and **media**. Other, **secondary**, relationships come to the fore when dealing with the area of **applied translation studies**, such as translator training. For instance, specialized translation courses should have an element of instruction in the disciplines in which the trainees are planning to translate – such as law, politics, medicine, finance, science – as well as an ever-increasing input from information technology to cover issues in computer-assisted translation.

Nevertheless, some, like **Daniel Gile**, see interdisciplinarity as a threat:

“partnerships established with other disciplines are almost always unbalanced: the status, power, financial means and actual research competence generally lie mostly with the partner discipline. Moreover, interdisciplinarity adds to the spread of paradigms and may, therefore, weaken further the status of [translation research] and [interpreting research] as autonomous disciplines.”

Yet the most fascinating developments of the last few years have been the continued emergence of new perspectives, each seeking to establish a new ‘**paradigm**’ in translation studies. There has been ‘a movement away from a **prescriptive** approach to translation to studying what translation actually looks like (**descriptivism**). Within this framework the choice of theory and methodology becomes important.’ Such choice is crucial and it depends on the **goals** of the research and the researchers. Translation studies has moved from the study of **words** to **text** to **sociocultural context** to the workings, practices and ‘habitus’ of the translators themselves. Even the object of study, therefore, has shifted over time, from translation as primarily connected to language teaching and learning to the specific study of what happens in and around **translation**, **translating** and now **translators**.

1-7- The van Doorslaer 'map'

In this map, a distinction is drawn between '**translation**' and '**translation studies**', reflecting the different centres of interest of research. **Translation** looks at the act of translating and, in the new map, is subdivided into:

- lingual mode (interlingual, intralingual);
- media (printed, audiovisual, electronic);
- mode (covert/overt translation, direct/indirect translation, mother tongue/other tongue translation, pseudo-translation, retranslation, self-translation, sight translation, etc.);
- field (political, journalistic, technical, literary, religious, scientific, commercial).

Translation studies is subdivided into:

- approaches (e.g. cultural approach, linguistic approach);
- theories (e.g. general translation theory, polysystem theory);
- research methods (e.g. descriptive, empirical);
- applied translation studies (criticism, didactics, institutional environment).

Alongside these is a 'basic transfer map' of terminology to describe the linguistic maneuvers that, despite the cultural turn, remain central to the concrete translating process. This consists of strategies, procedures/techniques, 'errors', rules/norms/conventions/laws/universals and translation tools. The distinction is an important one, even if it is sometimes blurred in the literature: a **strategy** is the overall orientation of a translated text (e.g. literal translation, see

Chapter 2) while a **procedure** is a specific technique used at a given point in a text (e.g. borrowing, calque, see Chapter 4).

Linguistic transfer of course still occurs within a sociocultural and historical context and institutional environment that place their own constraints on the process.

1-8- Summary

Translation studies is an academic research area that has expanded massively in recent years. Translation was formerly studied as a language-learning methodology or as part of comparative literature, translation 'workshops' and contrastive linguistics courses. The discipline as we now know it owes much to the work of James S. Holmes, who proposed both a name and a structure for the field. The interrelated branches of theoretical, descriptive and applied translation studies initially structured research. Over time the interdisciplinarity of the subject has become more evident and recent developments have seen increased specialization and the continued importation of theories and models from other disciplines.

Practice Questions

1- Which of the following is called ‘translation proper’?

- | | |
|-----------------------------|------------------------------|
| 1) intralingual translation | 2) interlingual translation |
| 3) rewording | 4) intersemiotic translation |

2- Which of the following scholars found a conceptual orientation in different words and metaphors for translation in different languages?

- | | | | |
|----------------|---------------------|-------------------|-------------------|
| 1) Anthony Pym | 2) Sandra Halverson | 3) Susan Bassnett | 4) Maria Tymoczko |
|----------------|---------------------|-------------------|-------------------|

3- Subjects such as was central to research in translation in the 1960’s and 1970’s.

- | | | | |
|----------------|-----------------|------------|-----------------|
| 1) equivalence | 2) hermeneutics | 3) culture | 4) anthropology |
|----------------|-----------------|------------|-----------------|

4- are specific characteristics that, it is hypothesized, are typical of translated language as distinct from non-translated language.

- | | |
|------------------------------|--------------------|
| 1) Universals of translation | 2) Norms |
| 3) Translation tendencies | 4) Third languages |

5- What are the two elements of ‘pure’ translation studies?

- | | |
|----------------------------|--------------------------------|
| 1) Theoretical and applied | 2) Theoretical and descriptive |
| 3) General and partial | 4) General and restricted |

6- A version of Shahnameh written for high school students is an example of translation.

- | | | | |
|-----------------|------------------|-----------------|------------------|
| 1) interlingual | 2) transmutation | 3) intralingual | 4) intersemiotic |
|-----------------|------------------|-----------------|------------------|

7- deals with context rather than text.

- | | |
|--------------------------|-------------------------|
| 1) Product-oriented DTS | 2) Problem-oriented DTS |
| 3) Function-oriented DTS | 4) Process-oriented DTS |

8- The TS map proposed by Holmes lacks the mention to all the followings EXCEPT

- | | |
|------------------------------------|----------------------------|
| 1) individuality of style | 2) text type |
| 3) working practice of translators | 4) decision-making process |

9- proposed the founding statement for the field of Translation Studies.

- | | | | |
|----------|------------|-----------|-------------|
| 1) Toury | 2) Newmark | 3) Holmes | 4) Gentzler |
|----------|------------|-----------|-------------|

10- Jakobson classified the phenomenon of translation based on

- | | | | |
|----------------------|----------------|--------------|--------------|
| 1) register analysis | 2) linguistics | 3) semiotics | 4) semantics |
|----------------------|----------------|--------------|--------------|

Practice Answers key

1- Choice 2

☞ Interlingual translation, or ‘translation proper’ is ‘an interpretation of verbal signs by means of some other language’; between two different verbal languages; the traditional, although by no means exclusive, focus of translation studies.

2- Choice 4

☞ Maria Tymoczko discusses the very different words and metaphors for ‘translation’ in other cultures, indicative of a **conceptual orientation** and where the goal of close lexical fidelity to an original may not therefore be shared, certainly in the practice of translation of sacred and literary texts.

3- Choice 1

☞ Jakobson's discussion on translation centers around certain key questions of **linguistics**, including **equivalence** between items in SL and TL and the notion of **translatability**. These are issues which became central to research in translation in the **1960s** and **1970s**.

4- Choice 1

☞ **Universals of translation** are specific characteristics that, it is hypothesized, are typical of translated language as distinct from non-translated language. This would be the same whatever the language pair involved and might include greater cohesion and explicitation (with reduced ambiguity) and the fact that a TT is normally longer than a ST.

5- Choice 2

☞ The objectives of the 'pure' areas of research are:

- 1) the description of the phenomena of translation (**descriptive translation theory**);
- 2) the establishment of general principles to explain and predict such phenomena (**translation theory**).

6- Choice 3

Only intralingual translation or rewording occurs in the same language.

7- Choice 3

One branch of 'pure' research in Holmes's map is descriptive. Descriptive translation studies (DTS) has three possible foci: examination of (1) the product, (2) the function and (3) the process.

Infuction-oriented DTS, Holmes means the description of the 'function [of translations] in the recipient sociocultural situation: it is a study of contexts rather than texts'. Issues that may be researched include which books were translated when and where, and what influences they exerted. This area, which Holmes terms 'socio translation studies' – but which would nowadays probably be called cultural-studies-oriented translation – was less researched at the time of Holmes's paper but is more popular in current work on translation studies.

8- Choice 2

Despite the crucial role of Holmes in delineation of potentials of translation studies, his map, as Pym points out, omits any mention of the individuality of style, decision-making process and working practice of translators.

9- Choice 3

Gentzler describes Holmes's paper as the founding statement for the field of Translation Studies.

10- Choice 3

The three categories of translation described by Jakobson draw on semiotics, the general science of communication through sign systems, of which language is but one.

State University Questions

- 1- In the revised version of Holmes' map of translation studies, evaluation of translation is a branch of (State University, 88)
 - 1) review
 - 2) translation criticism
 - 3) translator training
 - 4) teaching assessment methods
- 2- According to Holmes, the field of 'pure' translation studies encompasses (State University, 90)
 - 1) prediction of the phenomenon of translation
 - 2) explaining the roles of translation
 - 3) description of translation and its general principles
 - 4) establishing partial theories which can later be generalized
- 3- Process-oriented DTS concerns (State University, 90)
 - 1) functional issues
 - 2) social trends
 - 3) translator's behavior in society
 - 4) psychological aspects of translation
- 4- The study of how English relative clauses are translated into Persian may contribute to a theory of translation as specified in the map of the discipline. (State University, 90)
 - 1) grammatical
 - 2) functional
 - 3) area-restricted and text-restricted
 - 4) rank-restricted and problem-restricted
- 5- Toury identifies restriction as something lacking in Holmes' map. (State University, 90)
 - 1) discourse-type
 - 2) interpreting
 - 3) text-type
 - 4) language
- 6- Partial theories of translation fall under (State University, 91)
 - 1) applied translation studies
 - 2) pure translation studies
 - 3) problem-restricted models
 - 4) product-restricted models
- 7- Machine translations theories are considered in Holmes' map. (State University, 91)
 - 1) CAT tools
 - 2) translation aids
 - 3) medium-restricted
 - 4) instrument-oriented
- 8- The study of various translations of "One Thousand and One Nights" can contribute to a theory of translation as specified in the map of the discipline. (State University, 91)
 - 1) literary
 - 2) comparative
 - 3) time-restricted
 - 4) text-type-restricted
- 9- According to Pym, Holmes' map ignores (State University, 91)
 - 1) translation policy
 - 2) interpreting studies
 - 3) working practices of human translators
 - 4) clarification and division of labor between the areas in translation studies
- 10- The results of Descriptive Translation Studies are fed into (State University, 92)
 - 1) Applied Translation Studies
 - 2) Theoretical Translation Studies
 - 3) Sociolinguistic Translation Studies
 - 4) Cultural Translation Studies
- 11- The strong form of Translation Universals Hypothesis states that universals are (State University, 93)
 - 1) elements that always occur in translation
 - 2) tendencies that often occur in translations
 - 3) culture-independent tendencies of translations
 - 4) elements that are observed in most language pairs

- 12- Converting a text into Braille is an instance of (State University, 93)
- 1) intralingual translation
 - 2) intersemiotic translation
 - 3) conventional translation
 - 4) unconventional translation
- 13- What does a translator's habitus refer to? (State University, 93)
- 1) The language pair a translator is habituated to work with.
 - 2) The disposition a translator acquires through education and society.
 - 3) The translation strategies and techniques a translator uses habitually.
 - 4) The translation techniques a translator uses by habit and not conscious thinking.
- 14- The fact that translations normally show less linguistic variety than originals represents (State University, 93)
- 1) Law of Standardization
 - 2) Law of Explication
 - 3) Law of Interference
 - 4) Law of Variation
- 15- Simplifying an English novel into an English story for young children is an instance of (State University, 94)
- 1) intralingual translation
 - 2) intersemiotic translation
 - 3) Extralinguistic translation
 - 4) interlingual translation
- 16- Which of these developments took place in the 1990's? (State University, 94)
- 1) Manipulation school and polysystem theory
 - 2) Gender studies and postcolonial studies
 - 3) Cultural turn and Brazilian Cannibalism
 - 4) Polysystems theory and hermeneutics
- 17- The 'translation' branch of van Doorslaer map covers (State University, 94)
- 1) tenor, media, lingual mode
 - 2) media, mode, tenor
 - 3) field, mode, tenor
 - 4) media, mode, field

State University Answers key

1- Choice 2

☞ The 'applied' branch of Holmes's framework concerns:

- **translator training**: teaching methods, testing techniques, curriculum design;
- **translation aids**: such as dictionaries, grammars and information technology;
- **translation criticism**: the evaluation of translations, including the marking of student translations and the reviews of published translations.

2- Choice 3

☞ The objectives of the 'pure' areas of research are:

- 1) the description of the phenomena of translation (**descriptive translation theory**);
- 2) the establishment of general principles to explain and predict such phenomena (**translation theory**).

3- Choice 4

☞ **Process-oriented DTS** in Holmes's framework is concerned with the **psychology** of translation, i.e. it is concerned with trying to find out what happens in the mind of a translator. This area is a **cognitive** perspective and includes **think-aloud protocols** (where recordings are made of translators' verbalization of the translation process as they translate).

4- Choice 4

☞ **Rank-restricted** theories are linguistic theories that have been restricted to a specific level of (normally) the word or sentence. **Problem-restricted** theories can refer to specific problems such as equivalence – a key issue of the **1960s** and **1970s** – or to a wider question of whether **universals of translated language** exist.

5- Choice 1

☞ The different restrictions, which **Toury** identifies as relating to the descriptive as well as the purely theoretical branch (the discontinuous vertical lines in the first figure), might well include a **discourse-type** as well as a text-type restriction.

6- Choice 2

☞ The objectives of the ‘pure’ areas of research are:

- 1) the description of the phenomena of translation (**descriptive translation theory**);
- 2) the establishment of general principles to explain and predict such phenomena (**translation theory**). The ‘**theoretical**’ branch is divided into **general** and **partial** theories.

7- Choice 3

☞ **Medium-restricted** theories subdivide according to translation by **machine** and **humans**, with further subdivisions according to whether the machine/computer is working **alone** or as an aid to the human translator (**CAT**), to whether the human translation is **written** or **spoken** and to whether spoken translation (interpreting) is **consecutive** or **simultaneous**.

8- Choice 4

☞ **Text-type** restricted theories look at specific discourse types or genres; e.g. literary, business and technical translation.

9- Choice 3

☞ As **Pym** points out, Holmes’s map omits any mention of the individuality of the style, decision-making processes and working practices of human translators involved in the translation process.

10- Choice 2

☞ The results of **DTS** research can be fed into the **theoretical** branch to evolve either a **general theory of translation** or, more likely, **partial theories of translation** ‘restricted’ according to the subdivisions in the figure above.

11- Choice 1

☞ Universals of translation are specific characteristics that, it is hypothesized, are typical of translated language as distinct from non-translated language. This would be the same whatever the language pair involved and might include greater cohesion and explicitation (with reduced ambiguity) and the fact that a TT is normally longer than a ST. **The strong form of this hypothesis is that these are elements that always occur in translation**; the weaker form is that these are tendencies that often occur.

12- Choice 2

☞ Intersemiotic translation, or ‘transmutation’ is ‘an interpretation of verbal signs by means of signs of non-verbal sign systems’; if a written text were translated, for example, into music, film or painting.

13- Choice 2

☞ **Habitus** is the broad social, identity and cognitive make-up or disposition of the individual, which is heavily influenced by family and education.

14- Choice 1

☞ Toury in his *Descriptive Translation Studies and Beyond* (1995) proposes two tentative general ‘laws’ of translation:

1. the law of growing standardization – TTs generally display less linguistic variation than STs, and
2. the law of interference – common ST lexical and syntactic patterns tend to be copied, creating unusual patterns in the TT.

15- Choice 1

☞ Intralingual translation would occur when we produce a summary or otherwise rewrite a text in the same language, say a children's version of an encyclopedia. It also occurs when we rephrase an expression in the same language.

16- Choice 2

☞ The 1990s saw the incorporation of new approaches and concepts: Canadian-based translation and gender research led by Sherry Simon, the Brazilian Cannibalist School promoted by Else Vieira, and postcolonial translation theory with the prominent figures of the Bengali scholars Tejaswini Niranjana and Gayatri Spivak.

17- Choice 4

☞ Translation' looks at the act of translating and, in the new map (van Doorslaer 2007), is subdivided into:

- lingual mode (interlingual, intralingual);
- media (printed, audiovisual, electronic);
- mode (covert/overt translation, direct/indirect translation, mother tongue/ other tongue translation, pseudo-translation, retranslation, self-translation, sight translation, etc.);
- field (political, journalistic, technical, literary, religious, scientific, commercial).

Azad University Questions

- 1 - Translation quality assessment is a branch of (Azad University, 90)
- 1) Translator training 2) Applied translation studies
3) Translation policy 4) Problem-restricted theories
- 2- Translation policy, according to Holmes, deals with (Azad University, 90)
- 1) the place of translated literature in target societies
2) how translation should be incorporated in language teaching programs
3) what needs to be translated and how works of literature need to be rendered
4) the politics of translation at international levels
- 3- One criticism against Toury's modification to Holmes' map is that (Azad University, 90)
- 1) it does not consider interpreting as an independent discipline
2) it does not cover the cultural approaches to translation studies
3) it is limited to human translation
4) it delineates the potential of the discipline
- 4- Which of the following is an example of rank-restricted theories? (Azad University, 90)
- 1) House's covert /overt types of translation.
2) Nida's development of formal correspondence as a type of translation.
3) Types of shift in Catford's theory.
4) Mason's use of comparative linguistics in teaching a foreign language through the use of translation.
- 5- Kade and Neubert founded the in translation studies. (Azad University, 90)
- 1) Manipulation school 2) Prague school 3) Functional school 4) Leipzig school
- 6 - Holmes defined 'translation studies' as (Azad University, 91)
- 1) the complex of problems clustered round the phenomenon of translating and translation.
2) written and spoken interpretations of language and its crucial role in interhuman communication.
3) an interdisciplinary which requires an integrated approach.
4) the field of study which is independent and is subject to prolific discussion.
- 7- The translation workshops in the 1960s were designed to (Azad University, 91)
- 1) contribute to comparative literature 2) promote literary translation
3) use translation as a language learning strategy 4) improve the practical criticism approach
- 8- Translation theories which deal with machine translation are (Azad University, 91)
- 1) area-restricted 2) psycho-linguistic 3) socio-linguistic 4) medium-restricted
- 9- In Holmes' map, the theoretical and the descriptive areas (Azad University, 91)
- 1) are independent of the applied branch 2) include one another
3) are related to text-typological approaches 4) influence one another
- 10- How is comparative literature related to translation studies? (Azad University, 92)
- 1) Comparative literature studies the literatures of different societies and cultures, which is the concern of applied translation studies as well.
2) Comparative literature studies and compares literature translationally and transculturally, which means reading some literature in translation.
3) They both function as platforms for the introduction of new material in target societies.
4) They both use translated material as their object of study, by tracing the travel of stories cross-linguistically in different societies.

11- A research study is investigating the possible translation equivalents of the relative clause marker "that" in several translations of "Animal Farm" published in the last thirty years. How is this study restricted according to Holmes' map? (Azad University, 92)

- 1) Medium-restricted, problem-restricted, product-restricted and genre-restricted
- 2) Genre-restricted, time-restricted, problem-restricted
- 3) Rank-restricted, area-restricted, time-restricted and text-type restricted
- 4) Area-restricted, medium-restricted, rank-restricted

12- What is it that the applied branch of translation studies feeds on? (Azad University, 92)

- 1) The findings from DTS and the theoretical branches.
- 2) The classifications introduced in partial theories of TS.
- 3) The general theory of translation which is yet to develop.
- 4) The large-scale diachronic and synchronic studies in TS.

Azad University Answers key

1- Choice 2

☞ The 'applied' branch of Holmes's framework concerns:

- **translator training**: teaching methods, testing techniques, curriculum design;
- **translation aids**: such as dictionaries, grammars and information technology;
- **translation criticism**: the evaluation of translations, including the marking of student translations and the reviews of published translations.

2- Choice 2

☞ Another area Holmes mentions is **translation policy**, where he sees the translation scholar advising on the place of translation in society, including what place, if any, it should occupy in the language teaching and learning curriculum.

3- Choice 1

☞ Inclusion of **interpreting** as a sub-category of human translation would also be disputed by many scholars.

4- Choice 3

☞ Catford follows the Firthian and Hallidayan linguistic model, which analyses language as **communication**, operating functionally in context and on a range of different **levels** (e.g. phonology, graphology, grammar, lexis) and **ranks** (sentence, clause, group, word, morpheme, etc.).

5- Choice 4

☞ The word 'science' was used by **Nida** in the title of his 1964 book (*Toward a Science of Translating*), by Wolfram Wilss in his teaching and research, by **Koller** and by **the Leipzig School**, where scholars such as **Kade** and **Neubert** became active.

6- Choice 1

☞ Holmes describes the then nascent discipline as being concerned with 'the complex of problems clustered round the phenomenon of translating and translations'.

7- Choice 2

☞ Based on **I. A. Richards's reading workshops** and practical criticism approach that began in the 1920s and in other later **creative writing workshops, translation workshops** were established in the 1960s intended as a platform for the introduction of new translations into the target culture and for the discussion of the finer principles of the translation process and of understanding a text.

8- Choice 4

☞ **Medium-restricted** theories subdivide according to translation by **machine** and **humans**, with further subdivisions according to whether the machine/computer is working **alone** or as an aid to the human translator (**CAT**), to whether the human translation is **written** or **spoken** and to whether spoken translation (interpreting) is **consecutive** or **simultaneous**.

9- Choice 4

☞ The results of **DTS** research can be fed into the **theoretical** branch to evolve either a **general theory of translation** or, more likely, **partial theories of translation** ‘restricted’ according to the subdivisions in the figure above.

10- Choice 2

☞ Based on **I. A. Richards’s reading workshops** and practical criticism approach that began in the 1920s and in other later **creative writing workshops, translation workshops** were established in the 1960s intended as a platform for the introduction of new translations into the target culture and for the discussion of the finer principles of the translation process and of understanding a text. Running parallel to this approach was that of **comparative literature**, where literature is studied and compared transnationally and transculturally, necessitating the reading of some literature in translation.

11- Choice 3

☞ **Partial theories** of translation are ‘restricted’ according to these subdivisions:

- **Medium-restricted** theories subdivide according to translation by **machine** and **humans**, with further subdivisions according to whether the machine/computer is working **alone** or as an aid to the human translator (**CAT**), to whether the human translation is **written** or **spoken** and to whether spoken translation (interpreting) is **consecutive** or **simultaneous**.
- **Area-restricted** theories are restricted to specific **languages** or groups of languages and/or **cultures**. Holmes notes that language-restricted theories are closely related to work in **contrastive linguistics** and **stylistics**.
- **Rank-restricted** theories are linguistic theories that have been restricted to a specific level of (normally) the word or sentence.
- **Text-type** restricted theories look at specific discourse types or genres; e.g. literary, business and technical translation.
- The term **time-restricted** is self-explanatory, referring to theories and translations limited according to specific time frames and periods. **The history of translation** falls into this category.
- Problem-restricted **theories can refer to specific problems such as equivalence – a key issue of the 1960s and 1970s – or to a wider question of whether** universals of translated language **exist**.

12- Choice 1

☞ The results of **DTS** research can be fed into the **theoretical** branch to evolve either a **general theory of translation** or, more likely, **partial theories of translation**

Chapter 2

Translation theories before the 20th century

- ◆ Translation tradition in Europe, China and Arab world
- ◆ Martin Lutter
- ◆ Faithfulness, Spirit and Truth
- ◆ Form vs. Content
- ◆ Literal translation vs. Free translation
- ◆ Early attempts at systematic translation theory
- ◆ Schleiermacher and the valorization of the foreign
- ◆ Translation theory of the 19th and early 20th centuries in Britain
- ◆ Towards contemporary translation of the foreign

Translation theories before the 20th century

Key Concepts

- ✓ The ‘word-for-word’ (‘literal’) vs. ‘sense-for-sense’ (‘free’) debate.
- ✓ The importance of the translation of sacred texts.
- ✓ The vitalization of the vernacular: Luther and the German Bible.
- ✓ The influence of Dryden and the triad of metaphrase, paraphrase, imitation.
- ✓ Attempts at a more systematic prescriptive approach from Dolet and Tytler.
- ✓ Schleiermacher: a separate language of translation and respect for the foreign.
- ✓ The vagueness of the terms used to describe translation.

2-1-Translation tradition in Europe, China and Arab world

The central recurring theme of ‘**word-for-word**’ and ‘**sense-for-sense**’ translation is a debate that has dominated much of translation theory in what **Newmark** calls the ‘**pre-linguistics** period of translation’. It is a theme which **Susan Bassnett** sees as ‘emerging again and again with different degrees of emphasis in accordance with differing concepts of language and communication’.

Up until the second half of the twentieth century, western translation theory seemed locked in what **George Steiner** calls a ‘sterile’ debate over the ‘**triadic model**’ of ‘**literalism**’, ‘**paraphrase**’ and ‘**free imitation**’ translation. The distinction between ‘word-for-word’ (i.e. ‘literal’) and ‘sense-for-sense’ (i.e. ‘free’) translation goes back to **Cicero** (first century BCE) and **St Jerome** (late fourth century CE) and forms the basis of key writings on translation in centuries nearer to our own.

Cicero outlined his approach to translation this way: ‘I did not translate them as an **interpreter**, but as an **orator**, keeping the same ideas and forms, or as one might say, the ‘**figures**’ of thought, but in language which conforms to our usage. And in so doing, I did not hold it necessary to render word for word, but I preserved the general **style** and **force** of the language’.

The ‘**interpreter**’ of the first line is the **literal** (‘**word-for-word**’) translator, while the ‘**orator**’ tried to produce a speech that **moved** the listeners. In Roman times, ‘word-for-word’ translation was exactly what it said: the replacement of each individual word of the ST (invariably Greek) with its closest grammatical equivalent in Latin. This was because the Romans would read the TTs **side by side** with the Greek STs.

The disparagement of word-for-word translation by **Cicero**, and indeed by **Horace**, who underlines the goal of producing an aesthetically **pleasing** and **creative** text in the TL, had great influence on the succeeding centuries. Thus, **St Jerome**, the most famous of all translators, cites the authority of **Cicero**’s approach to justify his own Latin revision and translation of the Christian Bible. **St Jerome**, defending himself against criticisms of ‘incorrect’ translation, describes his strategy in the following terms: ‘Now I not only admit but freely announce that in translating from the Greek-except of course in the case of the Holy Scripture, where even the syntax contains a mystery-I render not word-for-word, but **sense-for-sense**’.

Jerome’s statement is now usually taken to refer to what came to be known as ‘**literal**’ (**word-for-word**) and ‘**free**’ (**sense-for-sense**) translation. Jerome rejected the word-for-word approach because, by following so closely the form of the ST, it produced an absurd translation, cloaking the sense of the original. The sense-for-sense approach, on the other hand, allowed the sense or content of the ST to be translated. In these poles can be seen the origin of both the ‘**literal vs. free**’ and ‘**form vs. content**’ debate that has continued until modern times. To illustrate the concept of the TL taking over the sense of the ST, Jerome uses the **military image** of the original text being marched into the TL like a prisoner by its conqueror. Interestingly, however, as part of his defense St Jerome stresses the special ‘**mystery**’ of both the **meaning** and **syntax** of **the Bible**. Indeed, Jerome is explicitly making some distinction between different **text types**.

St Jerome’s statement is usually taken to be the clearest expression of the ‘literal’ and ‘free’ **poles** in translation, but the same type of concern seems to have occurred in other rich and ancient translation traditions such as in China and the Arab world. **Hung** and **Pollard** use similar terms when discussing the history of Chinese translation of Buddhist sutras from Sanskrit. The vocabulary of this description shows the influence of modern western translation terminology, the general thrust of the argument being similar to the Cicero/St Jerome poles described above. Aesthetic and **stylistic** considerations are again noted, and there appear to be the first steps towards a rudimentary differentiation of **text types**, with non-literary STs being treated differently from literary TTs. Some of the issues, such as **transliteration**, relate most clearly to the problem of translation of foreign elements and names into a non-phonetic language (Chinese).

Sutra translation provided a fertile ground for the practice and discussion of different translation approaches. Generally speaking, translations produced in **the first phase** were **word-for-word** renderings adhering closely to **source-language syntax**. This was probably due not only to the lack of bilingual ability amongst the [translation] forum participants, but also to a belief that the sacred words of the enlightened should not be tampered with. In addition to contorted target-language syntax, transliteration was used very liberally, with the result that the translations were fairly incomprehensible to anyone without a theological grounding. **The second phase** saw an obvious swing towards what many contemporary Chinese scholars call **yi yi** (**free translation**, for lack of a better term). Syntactic inversions were smoothed out according to target language usage, and the drafts were polished to give them a **high literary quality**. In extreme cases, the polishing might have gone too far, and there are extant discussions of how this affected the original message. During **the third phase**, the approach to translation was to a great extent dominated by **Xuan Zang** who advocated that attention should be paid

to the **style** of the original text: literary polishing was not to be applied to simple and plain source texts. He also set down rules governing the use of transliteration, and these were adopted by many of his successors. **The third phase** was marked by increased linguistic competence and theological expertise on the part of the monks and officials involved.

Translation choices were expounded in the prefaces to these texts. These prefaces considered ‘the **dilemma** which ever faced Buddhist translators: whether to make a free, polished and shortened version adapted to the taste of the Chinese public, or a faithful, literal, repetitious and therefore unreadable translation’. Interestingly, there was an attempt by **Dao'an** to regulate the strategy to be employed in translating new texts. **Dao'an** lists **five elements**, called **shiben** (‘losses’), where meaning was subject to change in translation (coping with the flexibility of Sanskrit syntax by reversing to a standard Chinese order, the enhancement of the literariness of the ST to adapt to an elegant Chinese style, the omission of repetitive exclamations, the reduction in the paratextual commentaries that accompany the TTs, and reduction or restructuring to ensure more logical and linear discourse) and three factors, called **buyi** (‘difficulties’ or ‘not deviating from the text’), that necessitated special care (the directing of the message to a new audience, the sanctity of the ST words and the special status of the STs themselves as the cumulative work of so many followers).

These points were to influence the work of the great Kuchan translator and commentator Kun ajlva (344-413 ce) and those who followed him, until the sixth century ce. Certainly, Dao'an seems to have been one of the first to have highlighted the importance of both contrastive linguistic features (e.g. word order, syntax differences between SL and TL) and the social and historical context (audience, ST status) that affect translation.

Chan Leo Tak-hung discusses the problems of English equivalents for Chinese terms such as **yi**, which he claims has been used too freely and in reality most closely matches **sense-for-sense** translation or even **semantic correspondence**; the opposite of **yi** is **zhi**, which has been translated as ‘**straightforward**’ or ‘**direct**’ translation, closely corresponding to the ST in the interests of ‘**faithfulness**’.

The ‘literal’ and ‘free’ poles surface once again in the rich translation tradition of the Arab world, which created the great center of translation in **Baghdad**. There was intense translation activity in the ‘**Abbasid**’ period (750–1250), centered on the translation into **Arabic** of **Greek** scientific and philosophical material, often with **Syriac** as an intermediary language. Baker describes the two translation methods that were adopted during that period:

The **first** [method], associated with **Yuhanna Ibn al-Batriq** and **Ibn Na‘ima al-Himsi**, was highly **literal** and consisted of translating each Greek word with an equivalent Arabic word and, where none existed, **borrowing** the Greek word into Arabic. This word-for-word method proved to be unsuccessful and had to be revised using the second, sense-for-sense method: The **second** method, associated with **Ibn Ishaq** and **al-Jawahari**, consisted of translating **sense-for-sense**, creating fluent target texts which conveyed the meaning of the original without distorting the target language.

Once again, the terminology of this description is strongly influenced by the **Classical western European discourse** on translation. Salama-Carr (1995) concentrates more on the way translation strategies ‘helped establish a **new system of thought** that was to become the foundation of Arabic-Islamic culture - both on the conceptual and terminological levels’. Over the years, this saw the increased use of Arab **neologisms** rather than the transliteration of Greek terms. Arab translators also became very creative in supplying instructive and explanatory **commentaries** and **notes**.