Translation studies and other disciplines

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У статті проаналізовано різни підходи щодо предмету перекладознавства та різних аспектів його вивчення. Зроблено спробу показати зв'язок перекладознавства з різними дисциплінами: лінгвістикою, літературознавством, культурологією тощо.

Translation Studies is a vibrant, diverse and essentially interdisciplinary field. It has developed enormously in the past twenty years. It interfaces with a wide range of other disciplines from Linguistics to Cultural Studies. The article is aimed to explore different approaches to Translation Studies.

Translation is an extremely complicated activity which calls for highly qualified individuals, fully competent to perform their tasks. Translation competence involves expertise in a number of areas, including the knowledge of different concepts and theories. Getting to know various definitions of translation, diverse approaches and controversial concepts may help students to make informed decisions about producing target texts.

What do we mean by translation? The term ‘translation’ is an incredibly wide concept, which can be understood in many different ways. The Concise Oxford English Dictionary gives the following definition of it: Translation n. – 1. the act or an instant of translating. 2. a written or spoken expression of the meaning of a word, speech, book, etc. in another language.

The first of these two applications refers to translation as a process; the second describes its product. Both applications are interdependent and interrelated.

Roman Jakobson [6: 113-118] makes a very important distinction between three types of translation:

(1) intralingual translation - translation within the same language, which can involve rewording or paraphrase;
(2) interlingual translation - translation from one language to another;
Here is a good illustration of the first – intralingual - type of translation. J.K. Rowling wrote the book “Harry Potter and the Philosopher’s Stone” (Bloomsbury 1997). This book appeared as “Harry Potter and the Sorcerer’s Stone in the USA” (Scholastic 1998). Not only the title; several other words were changed. For example, British words biscuits, football, rounders, sherbet lemons were replaced with American cookies, soccer, baseball and lemon drops. The American version also includes some morphological and syntactical alterations. Got was replaced with gotten, dived with dove, at weekends with on weekends, in the street with on the street and fill in form with fill out form.

In R. Jacobson’s interpretation, only interlingual translation is deemed ‘translation proper.’ The word ‘translation’ is also used to denote a manual or theoretical work of the subject or, in other words, an academic discipline. Translation as a discipline has been known by different names at different times. W. Wilss [10] came up with the expression the ‘science of translation’. Some scholars called it ‘translatology’. The Netherlands-based scholar James S. Holmes argued for the adoption of the term “Translation Studies” as the standard term of the discipline as a whole [5: 172-175]. He is also credited with the first attempt to chart the map (territory) of the discipline. His map of the science is now accepted as a solid framework for organizing academic activities within this domain.

Thus, “Translation Studies” is the academic discipline which concerns itself with the study of translation at large, including literary and non-literary translation, various forms of oral interpreting, as well as dubbing and subtitling. The term “Translation studies” can also be used in reference to the whole spectrum of research and pedagogical activities, from developing theoretical frameworks to conducting individual case studies, to engaging in practical matters such as training translators and developing criteria for translation assessment [8: 277].

J. Holmes divides Translation Studies into two major areas: pure translation studies and applied translation studies.

**Pure Translation Studies** (PTS) has the dual objective of describing phenomena as they occur and developing the principles for describing and explaining such phenomena. The first objective falls within the remit of descriptive translation studies; and the second within the remit of translation theory (encompassing general and partial translation theories).

**Descriptive Translation Studies** (DTS) are subdivided into product-oriented, process-oriented and function-oriented DTS.

The starting point for product-oriented study is the description of individual translations, or text-focused translation description, in which comparative analyses are made of various translations of the same text, either in one language or in different languages. Such individual and comparative descriptions provide the materials for surveying larger corpuses of translations, for instance those made within a specific period, language, and/or text or discourse type. One of the goals of product-oriented DTS may be a general history of translations.

**Process-oriented DTS** studies investigate the mental processes that take place in translation - the problem of what exactly takes place in the ‘little black box’ of the translator’s mind, as he creates a new, more or less matching text in a different language. The process is unusually complex. However, psychologists have already developed and are still working on highly sophisticated methods of analyzing and describing these complex mental processes. In the future, this area of study may be called translation psychology or psycho-translation studies.

**Function-oriented DTS** is geared toward the description of the function of translations in the recipient socio-cultural context. In other words, it focuses on contexts rather than texts. This approach makes it possible to understand which of the texts were successfully translated at a certain time in a certain place and what caused a failure in rendering the others. Those investigations could lead to the development of translation sociology or socio-translation studies.

The theoretical branch of translation includes the general translation theory and partial translation theories. The latter may be medium restricted (i.e. theories of human translation as opposed to machine translation, or written translation as opposed to oral interpreting), area-restricted (i.e. restricted to specific linguistic or cultural group), rank-restricted (dealing with
specific linguistic ranks or levels), text-type restricted (i.e. Bible translation), time-restricted (i.e. translating texts from an older period), or problem restricted (i.e. translation of metaphors or idioms).

Theoretical translation or general translation theory uses the results of descriptive translation studies to discover principles, form theories and establish models which will serve to explain and predict what translating and translations are and will be. The ultimate objective of the translation theoretician is to develop a full, inclusive theory accommodating a sufficient number of elements, thus making it possible to explain and to predict all phenomena falling under the categories of translating and translation.

Applied Translation Studies covers translator training, translation aids and translation criticism. Below is Holmes’ map of Translation Studies:

The relationship between theoretical, descriptive and applied translation studies is dialectical rather than unidirectional, with each branch both providing and using insights from the other two.

It is interesting to compare the position of J. Holmes with that of G. Toury [9]. According to Toury’s point of view, Translation Studies are subdivided into Pure and Applied Extensions. Pure Translation Studies fall into Theoretical and Descriptive, while Applied Translation Studies are seen as extensions of the discipline with the following components: Translator training, Translation aids and Translation criticism:

The diversity of Translation Studies can be also illustrated by the following areas of research suggested by A. Chesterman and J. Williams [3: 6-27], which include: Text analysis and translation; Translation quality assessment; Translation of literary and other genres; Multi-media translation; Translation and technology; Translation history; Translation ethics; Terminology and glossaries; The translation process; Translator training; The characteristics of the translation profession.

I.S. Alekseeva [1: 337-339], Professor of St. Petersburg University, distinguishes 10 main aspects of the theory of translation: General theory of translation; Special theory of translation; Translatology of the text; Theory of translation process; Theory of different types of translation;
Scientific translation criticism; Applied translation; Philosophy of translation; History of translation; Methods of teaching translation.

According to the famous Ukrainian translator Victor Koptilov [2: 8-10] there are the following branches of the discipline of translation: General Theory, Partial Theories, Stylistic theories, History of Translation and Criticism of Translation.

Mapping the field of translation studies is an ongoing activity.

Translation Studies has two main objectives: to describe the phenomena of translating and translations as parts of our world experience and to establish general principles by means of which these phenomena can be explained and predicted.

In the early 1950s and throughout 1960s, Translation Studies was treated as a branch of applied linguistics. In the 1970s and during 1980s, scholars drew more heavily on theoretical frameworks and methodologies borrowed from other disciplines, including psychology, communication theory, literary theory, philosophy and cultural studies. Albrecht Neubert and Gregory Shreve [7: 8-10] write that translation is ‘a house of many rooms’ and that these different rooms are often simply different discourses and perspectives on a common object of interest – translation.

Translation Studies as a discipline is characterized by a vast body of data, an increasing amount of literature, and a multiplicity of different approaches. Each of the approaches focuses on specific aspects of the discipline, depending on whether it investigates the product or the process of translation, on the specific angle it chooses, and on the terminology it prefers. The current stage of the academic discipline of Translation Studies is a mixed bag.

There are currently a number of theoretical perspectives from which translation can be studied. The study of translation has gone far beyond the confines of one discipline. See for instance the description of Functionalist approaches, Linguistic approaches, Polysystem Theory and Cognitive approaches to translation in Routledge Encyclopedia of Translation Studies [8].

Basil Hatim [4: 3-10] emphasizes the fact that the majority of translation practitioners have developed a sensitivity to issues raised not only in the theory of language, but in literary theory, the study of culture and society, comparative literature and comparative linguistics. Translation is seen as a textual practice and translations as meaningful records of communicative events. Alongside this plurality of approach, a diversity of aims and objectives is also evident. The general purpose of Translation Studies may still be to describe translation phenomena and to establish general principles; yet the methods of analysis are more varied and the cultural and ideological features of translation have become as prominent as linguistics.

Translation Studies has evolved to such an extent that it has turned into an inter-disciplinary research, interfacing with a whole host of various fields. The map of disciplines illustrates the breadth of contacts:
The map of disciplines can never be fully comprehensive. Different works bring new aspects of translation which result in giving a better understanding of the subject.

**БІБЛІОГРАФІЯ**


**МАКРОЛИНГВИСТИЧЕСКИЙ ПОДХОД К ПРОБЛЕМЕ ПЕРЕВОДА ФРАЗЕОЛОГИЗМОВ**

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У статті розглядаються питання навчання перекладу. Робиться висновок про необхідність розвивати творчі навички студентів під час навчання переводу фразеологізмів враховуючи припини колоніалізму та навчання лінгвокультурних знань іншої іноземної мови.

The article deals with translation activities studies. As conclusion, you must develop student's creative activities in studying phraseology's translation using the principles of comparison and cultural studies of second foreign language.

Фразеологические единицы в контексте культуры и в силу своего образного эмоционально-экспрессивного характера в художественном произведении выступают в качестве ведущих языковых средств, обеспечивающих выразительность и красоту формы. Их переводу уделено немало внимания в теоретических работах, в каждом пособии по переводу, в особенностях по переводу художественной, публицистической, общественно-политической литературы, во многих публикациях по теории фразеологии и сопоставительной лингвистике. Связанные с этим проблемы рассматривается по-разному, рекомендуются различные методы перевода, встречаются несовпадающие мнения [1;2;3;4;5].

Как отмечается многими исследователями, перевод фразеологических единиц представляет собой значительные трудности [4: 37]. Это объясняется тем, что многие из них являются яркими, эмоционально насыщенными оборотами, принадлежащими к определенному речевому стилю и часто носящими ярко выраженный национальный характер. Особенностями контекста, в котором они употребляются, также нельзя пренебрегать [1: 118].

Сегодня существует несколько подходов к обучению профессиональному переводу (лингвистический, социосемантический, прагматический, коммуникативный) [3: 83-84].

Лингвистический подход к профессиональному переводу связан с тем фактом, что перевод как процесс всегда имеет дело по меньшей мере с двумя разными языками (в нашем случае, с тремя). Последователи этого подхода к переводу основное внимание уделяют не формальным, а содержательным отношениям между оригиналом и переводом.

Социосемантический подход фокусирует основное внимание на социальных аспектах и на взаимодействии разнообразных знаковых систем в реальных актах вербальной коммуникации. В этом случае много факторов включено в сферу интересов макролингвистики, которая изучает соотношение лингвистического, экстралингвистического и паралингвистического факторов в речевом общении, то есть весь комплекс проблем, связанных с влиянием на этот процесс особенностей языка, культуры и мышления человека.