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Fourth edition

# INTRODUCING TRANSLATION STUDIES

Theories and Applications

Jeremy Munday



ROUTLEDGE

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# A visual tour of *Introducing Translation Studies*

## Pedagogical features

*Introducing Translation Studies* offers a variety of ways to help lecturers introduce this vibrant discipline, and to help students understand the key concepts and issues.

### Key concepts

■ **Definition** of translating and interpreting. The process of translating is long established, but the discipline of translation studies is new.

**KEY CONCEPTS** Each chapter opens with a series of straightforward definitions of the key concepts that the chapter will cover.

### Key texts

■ **Key text** by **Gabriela Saldanha** (eds) (2009) *The Routledge Handbook of Translation Studies, Part II: History and Traditions*, 2nd edn. Routledge.

**KEY TEXTS** Essential articles and books in the topic area.

### Case studies

■ **Case study** The following case study considers two series of translations from the Hebrew of the open book of the Old Testament of the Christian Bible.<sup>10</sup>

**CASE STUDIES** Case studies in each chapter to give focus and insight into the theories discussed.

### Exploration

■ **Exploration** The term 'translation' is used for 'translation' in the language of the origin. What do these terms suggest about their translation?

**EXPLORATION** Within each chapter there are links to extra journal material on the ITS companion website to encourage further exploration of ideas.

### Discussion

■ **Discussion and research points** Look at the analysis in the case study. Are there any other kinds of model? The analysis focuses on the seven p

**DISCUSSION AND RESEARCH POINTS** At the end of each chapter are a number of questions that can be set as assignments, or discussed in class. They can also serve as a platform for related research project ideas.

### Further reading

See Hatim (2009) for a useful overview of discourse and functional theories, and also Baker et al. (2002) for recent theories. See Halliday and Hasan (1976) for

**FURTHER READING** Additional sources for students to explore particular issues raised in the chapter.

## Companion website



[www.routledge.com/cw/munday](http://www.routledge.com/cw/munday)

*Introducing Translation Studies* also includes a comprehensive companion website of online resources for both students and lecturers. These include:

### Student resources

- Video presentation by the author on each chapter, discussing the key issues for students to consider
- Interactive timeline to explain how translation theories have evolved since the first theorists
- Multiple-choice questions to test understanding of definitions and concepts
- Additional discussion questions and further reading

### Lecturer resources

- PowerPoint presentations for each chapter, which can be downloaded and annotated, providing lecturers with a ready-made foundation for lecture preparation
- Free access to journal articles with accompanying teaching notes

## Routledge Companion Websites



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## Abbreviations

@AC	Before Common Era
AC	Common Era
DTS	descriptive translation studies
SL	source language
ST	source text
TL	target language
TT	target text



# Introduction

Translation studies is the now established academic discipline related to the study of the theory, practice and phenomena of translation. This book brings together and clearly summarizes the major strands of translation studies, in order to help readers acquire an understanding of the discipline and the necessary background and tools to begin to carry out their own research. It also presents and discusses theoretical frameworks into which professional translators and trainee translators can place their own practical experience.

The first three editions of *Introducing Translation Studies* (2001, 2008 and 2012) presented a practical introduction to an already diverse field. This fourth edition, while maintaining the structure and much of the material, is **fully revised** and **updated**. New content has been included throughout, 'exploration boxes' have been inserted within the text to link to full-text articles available on the *Introducing Translation Studies* companion website (<http://www.routledge.com/cw/munday>) and other material has been located online. The website also contains new video summaries of each chapter and revised PowerPoint presentations that may be customized by the tutor.

However, the general structure of the book remains the same. It sets out to give a critical but balanced survey of many of the most important trends and contributions to translation studies in a single volume, written in an accessible style. The different contemporary models are applied to illustrative texts in brief case studies so that the reader can see them in operation. The new research contained in these case studies, together with the 'discussion and research points' sections, is designed to encourage further exploration and understanding of translation issues.

The book is designed to serve as a **coursebook** for undergraduates and postgraduates in translation, translation studies and translation theory, and as a **solid theoretical introduction** for students, researchers, instructors and professional translators. The aim is to enable the readers to develop their understanding of the issues and associated technical language (**metalanguage**), and

## 2 INTRODUCTION

to begin to apply the models themselves. The reader is also encouraged out a closer examination of specific issues and to pursue further reading in those areas that are of greatest interest. In this way, the book may provide a stimulating introduction to a range of theoretical approaches to translation that are relevant both for those engaged in the academic study of translation and for the professional linguist.

Each of the chapters surveys a major area of the discipline. Each is designed to be self-standing, so that readers with a specific focus can quickly find the descriptions that are of most interest to them. However, conceptual links between chapters are cross-referenced and the book has been structured so that it can function as a coursebook. The twelve chapters might be covered in one or two weeks, depending on the length of the course, to fit into a semesterized system. The discussion and research points additionally provide substantial initial material for students to begin to develop their own research.

The progression of ideas is also from the introductory (presenting main issues of translation studies in Chapter 1) to the more complex, as the students become more accustomed to the terminology and concepts. In general, the progression is chronological, from pre-twentieth-century theory in Chapter 2 to linguistic-oriented theories (Chapters 3 to 6) and to more recent developments from cultural studies such as postcolonialism (Chapter 8), and from sociology (Chapter 9) and new technologies (Chapter 11). But it is also conceptual, since some of the earlier theories and concepts, such as equivalence and universals of translation, are constantly being revisited (e.g. in Chapter 10).

Clarity has been a major consideration, so each chapter follows a similar **format** of:

- an introductory table clearly presenting key terms and ideas;
- the main text, describing in detail the models and issues under discussion;
- 'exploration boxes' with links to relevant full-text articles online and with self-study or classroom activities;
- an illustrative case study, which applies and evaluates the main model of the chapter;
- suggestions for further reading;
- a brief evaluative summary of the chapter;
- a series of discussion and research points to stimulate further thought and research;
- links to the **ITS website** ([www.routledge.com/cw/munday](http://www.routledge.com/cw/munday)) where each chapter is accompanied by a video summary, multiple-choice recall test,



customizable PowerPoint slides, extra research articles, further read hints and research project questions. Extra case studies in other languages appear.

In common with other anthologies and introductory books, this volume is necessarily selective. The theorists and models covered have been chosen because of their strong influence on translation studies and because they are particularly representative of the approaches in each chapter. Much other worthy material has had to be excluded due to space constraints and the focus of the book, which is to give a clear introduction to a number of theoretical approaches. Over recent years, the field has continued to expand dramatically with a considerable increase in the number of publications and the borrowing of concepts from new fields such as cognitive studies, sociology, literary theory and corpus linguistics. It is not practicable, and indeed would be impossible, to attempt to be fully comprehensive. I am also aware that the organization of the book inevitably gives preference to those theorists who have advanced major new ideas and gives less than sufficient due to the many scholars who work in the field producing detailed case studies or less high-profile work.

For these reasons, detailed suggestions are given for **Further reading**. These are designed to encourage students to go to the primary texts, to follow up ideas that have been raised in each chapter and to investigate the research that is being carried out in their own countries and languages. In this way, the book should ideally be used in conjunction with the readers mentioned in section 1,2 and be supported by an institution's library resources. An attempt has also been made to refer to many works that are readily available, either in recent editions or reprinted in one of the anthologies. The emphasis is on encouraging reflection, investigation and awareness of the new discipline, and on applying the theory to both practice and research.

A major issue has been the choice of languages for the texts used in the illustrative case studies. There are examples or texts from Chinese, English, French, German, Italian, Portuguese and Spanish. Some additional examples are given from Arabic, Bengali, Dutch, Punjabi and Russian. Yet the case studies are written in such a way as to focus on the theoretical issues and should not exclude those unfamiliar with the specific language pairs. A range of text types is offered. The earlier editions included the Bible, *Beowulf*, the fiction of Garcia Márquez and Proust, European Union and UNESCO documents, a travel brochure, a children's cookery book, the translations of *Harry Potter* and subtitled films from Bengali, French and German. This fourth edition expands to discuss website

localization, other types of technical translation, videogame transcreation, crowdsourced translations, amongst others.

## A guide to chapters

The book is organized as follows.

Chapter 1 discusses what we mean by 'translation' and what the scope is of the discipline of translation studies. It discusses the three types of translation defined by Jakobson: intralingual, interlingual and intersemiotic. It then presents the well-known Holmes/Toury conceptual map of the discipline, and critiques it with new conceptualizations and knowledge structures used in the construction of the online publications database, the *Benjamins Translation Studies Bibliography*.

Chapter 2 describes some of the major issues that are discussed in writings about translation up to the twentieth century. This huge range of over 2,000 years, beginning with Cicero in the first century @AC, focuses on the 'literal vs. free' translation debate, an imprecise and circular debate from which theorists have emerged only in the last sixty years. The chapter describes some of the classic writings on translation over the years, making a selection of the most well-known and readily available sources. It aims to initiate discussion on some of the key issues.

Chapter 3 deals with the concepts of meaning, equivalence and 'equivalent effect'. Translation theory in the 1960s under Eugene Nida shifted the emphasis to the receiver of the message. This chapter encompasses Nida's model of translation transfer, influenced by Chomsky's generative grammar, and his concepts of formal equivalence and dynamic equivalence. Newmark's similarly influential categories of semantic translation and communicative translation are also discussed, as is Koller's analysis of equivalence.

Chapter 4 overviews attempts that have been made to describe the product and process of translation. These include classifications of the linguistic changes or 'shifts' which occur in translation. The main model described here is Vinay and Darbelnet's classic taxonomy, but reference is also made to other traditions, such as Loh's English-Chinese model, and to Catford's linguistic model. The latter part of the chapter introduces some of the work that has been conducted from a cognitive perspective, which seeks to explain message processing and how translation as communication is achieved. This section



covers the interpretive model of the Paris School, Gutt's work on relevance the and recent advances in empirical studies.

Chapter 5 covers Reiss and Vermeer's text-type and skopos theory of the 1970s and 1980s and Nord's text-linguistic approach. In this chapter, translation is analysed according to text type and function in the TL culture, and prevailing concepts of text analysis – such as word order, information structure and thematic progression – are employed. Hybrid and multimodal text genres are also discussed.

Linked closely to the previous chapter, Chapter 6 moves on to consider House's recently modified Register analysis model and the development of discourse-oriented approaches in the 1990s by Baker, and Hatim and Mason, who make use of Hallidayan linguistics to examine translation as communication within a sociocultural context.

Chapter 7 investigates systems theories and the field of target-oriented 'descriptive' translation studies, following Even-Zohar, Toury and the work of the Manipulation School.

Chapter 8 examines the cultural and ideological approaches in translation studies. These start with Lefevere's work of the 1980s and early 1990s – which itself arose out of a comparative literature and Manipulation School background – and move on to more recent developments in gender studies and translation (in Canada), to postcolonial translation theories (in India) and other ideological implications of translation. The chapter then focuses on a case study of translation from Asia.

Chapter 9 looks at the role of the translator and the ethics of translation practice. It begins by following Berman and Venuti in examining the foreign element in translation and the 'invisibility' of the translator. The idea explored is that the practice of translation, especially in the English-speaking world, is considered to be a derivative and second-rate activity, and that the prevailing method of translation is 'naturalizing'. The role of 'agents' such as literary translators and publishers is also described and linked to recent work on the sociology and historiography of translation, incorporating theories from Bourdieu, Latour and Luhmann.

Chapter 10 investigates a range of philosophical issues around language and translation, ranging from Steiner's 'hermeneutic motion', Pound's use of archaisms, Walter Benjamin's 'pure' language, and Derrida and the deconstruction movement. These question some of the basic tenets of translation theory.

Chapter 11 looks at the challenges presented by the unprecedented growth in new technologies. It discusses audiovisual translation, the most prominent of the new research areas, but also localization processes in translation practice and corpus-based translation studies. These technological advances have forced

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a dramatic revision of some long-held beliefs and the reassessment of issues such as equivalence and translation universals.

Chapter 12 brings together some of the distinct strands of the discipline in Chesterman's call for 'consilience'. It then discusses how research advances may be achieved, with the reaching out to other disciplines, and proposes specific advice for those working on reflexive translation commentaries and MA or PhD research projects.

## CHAPTER 1

# Main issues of translation studies

## Key concepts

- Definitions of translating and interpreting.
- The practice of translating is long established, but the discipline of translation studies is relatively 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.

## Key texts

- Holmes, James S.** (1988b/2004) ‘The name and nature of translation studies’, in Lawrence Venuti (ed.) (2004), *The Translation Studies Reader*, 2nd edition, London and New York: Routledge, pp. 180–92.
- Jakobson, Roman** (1959/2012) ‘On linguistic aspects of translation’, in Lawrence Venuti (ed.) (2012), *The Translation Studies Reader*, 3rd edition, London and New York: Routledge, pp. 126–31.
- Snell-Hornby, Mary** (2006) *The Turns of Translation Studies*, Amsterdam and Philadelphia: John Benjamins, Chapter 1.
- van Doorslaer, Luc** (2007) ‘Risking conceptual maps’, in Yves Gambier and Luc van Doorslaer (eds) *The Metalanguage of Translation*, special issue of *Target* 19.2: 217–33.



## 8 INTRODUCING TRANSLATION STUDIES

## 1.1 The concept of translation

Watch the introductory video on the companion website.

The main aim of this book is to introduce the reader to major concepts and models of translation studies. Because the research being undertaken in this field is now so extensive, the material selected is necessarily only representative and illustrative of the major trends. For reasons of space and consistency of approach, the focus is on written translation rather than oral translation (the latter is commonly known as **interpreting** or **interpretation**), although the overlaps make a clear distinction impossible (cf. Gile 2004). More subtly, interpreting is defined, by Otto Kade, as 'a form of Translation (in the wider sense) in which (a) the source language text is presented only once and thus cannot be reviewed or replayed, and (b) the target language text is produced under time pressure, with little chance for correction and revision' (Pöchhacker 2009: 133, following Kade 1968).<sup>1</sup>

The English term **translation**, first attested in around 1340,<sup>2</sup> 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').

The **process of translation** between two different written languages involves the changing of 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**):



Thus, when translating a product manual from Chinese into English, the ST is Chinese and the TT is English. However, internationalization and communication practices have meant that this traditional conceptualization of translation needs



to be broadened to include those contexts in which there is no clearly defined source text. This may be because there are multilingual versions of the same text, each of which is deemed to be equally valid (e.g. the Acquis body of European Union law), or because of an 'unstable' source text that is subject to constant updating or adaptation, each iteration of which requires a modification of existing target texts rather than a completely new translation (e.g. a multilingual website). The traditional ST-TT configuration is the most prototypical of 'interlingual translation', one of the three categories of translation described by the Russo-American structuralist Roman Jakobson (1896–1982) in his seminal paper 'On linguistic aspects 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'
- (2) **interlingual** translation, or 'translation proper' – 'an interpretation of verbal signs by means of some other language'
- (3) **intersemiotic translation, or 'transmutation'** – 'an interpretation of verbal signs by means of signs of non-verbal sign systems'.

(Jakobson 1959/2012: 127)

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). The use of the term **semiotics** 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. Examples would be Jeff Wayne's famous 1978 musical version of H. G. Wells's science-fiction novel *The War of the Worlds* (1898), which was then adapted for the stage in 2006, or Gurinder Chadha's 2004 Bollywood *Bride and Prejudice* adaptation of Jane Austen's *Pride and Prejudice*. **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. In the following example, *revenue nearly tripled* is a kind of intralingual translation of the first part of the sentence, a fact that is highlighted by the trigger expression *in other words*.

In the decade before 1989 revenue averaged around [NZ]\$1 billion a year while in the decade after it averaged nearly [NZ]\$3 billion a year – in other words, revenue nearly tripled.<sup>3</sup>

## 10 INTRODUCING TRANSLATION STUDIES

It is **interlingual translation**, between two different verbal sign systems has been the traditional focus of translation studies. However, as we shall see as the book progresses, notably in Chapters 8 to 10, the very notion of 'translation proper' and of the stability of source and target has been challenged. The question of what we mean by 'translation', and how it differs from 'adaptation', 'version', 'transcreation' (the creative adaptation of video games and advertising in particular, see section 11.1.8), 'localization' (the linguistic and cultural adaptation of a text for a new locale, see section 11.2) and so on, is a very real one. Sandra Halverson (1999) claims that translation can be better considered as a **prototype** classification, that is, that there are basic core features that we associate with a prototypical translation, and other translational forms which lie on the periphery.

Much of translation theory has until recently also been written from a western perspective and initially derived from the study of Classical Greek and Latin and from Biblical practice (see Chapter 2). By contrast, Maria Tymoczko (2005, 2006, 2007: 68–77) discusses the very different words and metaphors for 'translation' in other cultures, indicative of a **conceptual orientation** 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. For instance, in India there is the Bengali *rupantar* (= 'change of form') and the Hindi *anuvad* (= 'speaking after', 'following'), in the Arab world *tarjama* (= 'biography') and in China *fan yi* (= 'turning over'). Each of these construes the process of translation differently and anticipates that the target text will show a substantial change of form compared to the source.<sup>4</sup> Tymoczko (2007: 107–39) also frames the 'cross-cultural' concept of translation as an interface of representation, transmission and transculturation.

### 1.1 Exploration: The term 'translation'

Which word(s) are used for 'translation' in the languages you work with? Explore their origins. What do these terms suggest about the conceptualization of translation?

### 1.2 What is translation studies?

Throughout history, written and spoken translations have played a crucial role in interhuman communication, not least in providing access to important texts for



scholarship and religious purposes. As world trade has grown, so has the importance of translation. By 2015, the global market for outsourced translation, interpreting and related technologies was estimated to exceed US\$38 billion, while international organizations such as the European Union translate between 24 languages and spend some €456 million per year on translation and interpreting services.<sup>5</sup> Yet the study of translation as an academic subject only really began in the second half of the twentieth century. In the English-speaking world, this discipline is now generally known as '**translation studies**', thanks to the Dutch-based US scholar James S. Holmes (1924–1986). In his key defining paper delivered in 1972, but not widely available until 1988, Holmes describes the then nascent discipline as being concerned with 'the complex of problems clustered round the phenomenon of translating and translations' (Holmes 1988b/2004: 181). By 1995, the time of the second, revised, edition of her *Translation Studies: An Integrated Approach*, Mary Snell-Hornby was able to talk in the preface of 'the breathtaking development of translation studies as an independent discipline' and the 'prolific international discussion' on the subject (Snell-Hornby 1995, preface). Little more than a decade later, the editors of the second edition of the *Routledge Encyclopedia of Translation* comment on 'new concerns in the discipline, its growing multidisciplinary, and its commitment to break away from its exclusively Eurocentric origins, while holding on to the achievements of the past decades' (Baker and Saldanha 2009: xxii).

There are four very visible ways in which translation studies has become more prominent. Unsurprisingly, these reflect a basic tension between the practical side of professional translating and the often more abstract research activity of the field. First, just as the demand for translation has soared, so has there been a vast expansion in **specialized translating and interpreting programmes** at both undergraduate and postgraduate level. These programmes, which attract thousands of students, are mainly oriented towards training future professional commercial translators and interpreters and serve as highly valued entry-level qualifications for the professions. The types of translation covered at each institution vary. These may include MAs in applied translation studies, scientific and technical translation, conference and bilateral interpreting, audiovisual translation, specialized Sign Language and audio description. A smaller number of programmes focus on the practice of literary translation. In Europe, literary translation is also supported by the RECIT network of centres where literary translation is studied, practised and promoted.<sup>6</sup> The first of these was set up in Straelen, West Germany, in 1978.

Second, the past decades have also seen a proliferation of **conferences, books and journals** on translation in many languages. Longer-standing





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'Jeremy Munday's *Introducing Translation Studies* has long been admired for its combination of theoretical rigour and down-to-earth explanation, and this new edition will further confirm it as the go-to introduction for students and teachers alike. Its further incorporation of ideas from a Chinese context is particularly welcome.'

**Robert Neather**, *Hong Kong Baptist University, China*

'An even better fourth edition of a widely popular and commonly used book in Translation Studies (TS). Munday's volume is a sound and accessible introduction to TS, combining scholarly rigor with reader-friendly style and an excellent didactic orientation, which will continue to make this book highly attractive to students, teachers and newcomers.'

**Sonia Colina**, *University of Arizona, USA*

*Introducing Translation Studies* remains the definitive guide to the theories and concepts that make up the field of translation studies. Providing an accessible and up-to-date overview, it has long been the essential textbook on courses worldwide.

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This is a practical, user-friendly textbook ideal for students and researchers on courses in Translation and Translation Studies.

**Jeremy Munday** is Professor of Translation Studies at the University of Leeds, UK, and is a qualified and experienced translator. He is author of *Style and Ideology in Translation* (Routledge 2008) and *Evaluation in Translation* (Routledge 2012), editor of *The Routledge Companion to Translation Studies* (2009) and co-author, with Basil Hatim, of *Translation: An Advanced Resource Book* (Routledge 2004).

TRANSLATION STUDIES / APPLIED LINGUISTICS / MODERN LANGUAGES

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