

**Areas of Relevance and Procedures for Translating Culture-Specific
Terms from English into Sorani Kurdish**



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By

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Dedication

To all my family for their support and encouragement

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Abstract

The translation of culture-specific terms between English and Sorani Kurdish can pose significant challenges caused by major cultural differences between the two societies e.g. the legal systems, legislation and the influence of religious beliefs and social attitudes. An additional factor is that while Sorani Kurdish is spoken in the Kurdish region of Iraq, the official language of Iraq is Arabic.

The aim of this study was to attempt to develop a model that would identify 'areas of relevance' and combine this with 'translation procedures' to analyse what factors may influence a translator when s/he is translating culture-specific terms. The theoretical approach of this study is largely based on Nord's (1997) multi-level functional approach to translation for the identification of 'areas of relevance' for translating culture-specific terms and on Dickins' (2012) grid of distinctions in translation procedures, which is based on an analysis of the translation strategies of Ivir (1987), Newmark (1981) and Hervey and Higgins (1992).

The model was applied to an English-Kurdish parallel corpus, which comprises four texts chosen for their potentially culture-specific content and thus their ability to test the use of the model. The analysis of this application was divided into six parts. The first part is an analysis of four aspects of the TTs, involving: 1) culture-specific terms in the four texts in the corpus; 2) the proportion of primary, secondary and other terms and proper words/phrases and common words/phrases and their relationship to each other and rates of successful translation; 3) the proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST hyponymy – TT hyperonymy, (semantic) overlap and other; and 4) the commissioners' apparent priorities overall and their relationship to rates of successful translation.

Parts 2-5 are numerical-based analyses of the success of translation, in relation to a) formality, b) foreignization/domestication, c) i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. semantic) overlap, v. other; and a comparison of all these four sections

The sixth section is an analysis of the translation procedures used to translate the culture-specific terms. The translation procedures are identified as simple procedures and complex translation procedures (consisting of a combination of two or simple translation procedures) in each text of the corpus, with a comparison of each of the texts.

This model, combining the functional approach and Dickins' model of procedures for translating culture-specific terms, was shown to work in this study and it contributes to an understanding of the difficulties facing translators of culture-specific terms and their responses to these difficulties.

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Transliteration system for Sorani Kurdish

د	خ	ح	چ	ج	ت	پ	ب	ا
d	x	ħ	tʃ	dʒ	t	p	b	a
ف	غ	ع	ش	س	ژ	ز	ر	ر
f	ɣ	ʕ	ʃ	s	ʒ	z	ɾ	r
ه	ن	م	ل	ل	گ	ک	ق	ڤ
h	n	m	l	l	g	k	q	v
		ئ	ئ	ی	ۆ	وو	و	ه
		?	e	j/i:	o	u:	w/u	ε

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List of Abbreviations

ST	Source text
SC	Source Culture
TT	Target text
TC	Target culture

Chapter 1

Introduction

1.1 Description of the study

This study examines existing typologies of procedures for translating culture-specific terms and existing accounts of areas of relevance for translating culture-specific terms. It then creates a model of areas of relevance and procedures for translating culture-specific terms and applies it to an English-Kurdish parallel corpus chosen for its potential to highlight the cultural differences between the SC and TC and thus potential difficulties in translating culture-specific terms. The results of the application of the model are then analysed and used to evaluate the adequacy of the model in identifying the factors involved in, and the translation procedures used for, the translation of culture-specific terms.

It was difficult to find suitable texts from the public sector translated into Sorani Kurdish; most are information leaflets that cover very similar subjects, e.g. health, immigration, legal rights and responsibilities. I wanted to have a range of subjects that would highlight as many potential culture-specific problems as possible. I have, therefore, chosen four texts, with a total of approximately 5,500 words, that cover key areas of public service translation, i.e. Health and Safety legislation, FGM, Domestic Abuse and Rights when Detained by the police. All of these texts present difficulties for translators as there is either no equivalent legal framework and/or the social and cultural responses to the subjects are different. The FGM and Domestic Abuse leaflets cover culturally sensitive subjects; there is no Health and Safety in the TC and the Rights when Detained by the police text involves multiple areas of difference between the SC and TC legal systems. Ideally, it would have been preferable to have a larger number of texts but the analysis of the work was very detailed and time-consuming and the time limits for finishing the PhD did not allow for further texts to be analysed.

1.2 Background to the study

Iraq is a multi-cultural society. Arabic and Kurdish are the official languages of the government and Sorani Kurdish is one of the two most commonly spoken Kurdish dialects in the area of the Kurdish Regional Government. Regional languages and cultures can vary according to a number of factors, e.g. local differences, religious beliefs, nationality and level of education. Arabic is the main language of the legal system, which is based on Sharia law and so, even in Sorani Kurdish-speaking areas, some Arabic is used in legal terminology.

As the legal system is based on Sharia law, it is very different to the legal system in England. The SC and the TC also differ in other ways as Iraqi and Sorani Kurdish-speaking society is in many ways more conservative, traditional, patriarchal and religious than that of England. These differences are reflected in social attitudes, behaviours and legislation. This combination of cultural differences can cause difficulties for translators trying to translate legal concepts or expressions of social attitude from English to Sorani Kurdish in a way that will be understood by the TT reader.

My own work as a translator and interpreter in the Public Sector and discussions with other translators have shown that there are significant difficulties for translators working between English and Sorani Kurdish. My MA research into how translators working from English into Sorani Kurdish translated culture-specific terms demonstrated that there was very little consensus about the most appropriate translations. Where there were no clear equivalent terms, translators used a variety of translation procedures or even multiple translation procedures to translate a single culture-specific term. The reason given for this was that their priority was to convey the meaning of something that had no cultural equivalent in Kurdish and would be understood by readers from a range of backgrounds. I am very interested in how translators try to overcome these difficulties and what factors or 'areas of relevance' influence the making of translation choices.

For the purposes of this research, areas of relevance are aspects of a TT that a translator needs to identify in preparation for starting the translation of culture-specific terms. Following from this I am also interested in how the culture-specific terms are translated, i.e. what translation procedures are used, the degree of foreignization and the degree of success of different translation procedures.

1.3 The place of this study within Translation Studies

Holmes' (1988/2004) extensive framework of Translation Studies encompasses both theoretical approaches to, and the practice of, translation. As a 'field of pure research' (ibid. p.184) Holmes suggests that Translation Studies has two aims: '(1) to describe the phenomena of translating and translation(s) as they manifest themselves in the world of our experience, and (2) to establish general principles by means of which the phenomena can be explained and predicted' (ibid.). These aims are the concern of what Holmes' calls 'descriptive translation studies (DTS)' and 'theoretical translation studies (ThTS)' respectively (ibid.).

Holmes describes three types of DTS: product-oriented, function-oriented, and process-oriented.

1. Product-oriented DTS is the description of existing translations both individual translations, i.e. of a single ST to a TT and of comparative translations, i.e. of a single ST into different languages or into different translations into a single language.

2. Function-oriented DTS is concerned with the description of the translation in the context of its 'function in in the recipient socio-cultural situation' (ibid. p.185). Areas of interest include why and when texts were translated and the influence of these translations on the TC.

3. Process-oriented DTS refers to the mental processes involved in translating a text from one language into another (ibid. p.185).

Toury (2012: pp.31-330) develops Holmes' framework by suggesting a three-stage approach to DTS;

1. The study of the acceptability of a translated text both in the TL and into the target culture;

2. Mapping the ST onto the TT to identify the relationship between elements or what Toury calls 'paired segments' (ibid. p.32) of the ST and the TT;

3. Having identified these paired segments, to formulate an understanding of the processes used in translating the paired segments of the ST and TT and in the TT overall.

Toury emphasizes that this three-stage approach is not linear but helical (ibid. p.33), with there being a need to move between the ST and TT to continuously to seek further explanations. Having completed this analysis of the translation in accordance with this three-stage approach, to understand the processes involved, Toury suggests that it may then 'become possible to start speculating on the *considerations* which may have been involved in making the decisions whose results were first to be identified, along with factors that may have constrained the act' (ibid. pp.32-33).

How then does this study fit into the Holmes/Toury map of descriptive translation studies? Referring to the research questions (below), the main aims are concerned with developing and testing a model for translating culture-specific terms based on previous models and identifying areas of relevance for translating culture-specific terms, including the constraints that seem to affect the TT translations. Using the terminology of the map of Descriptive Translation Studies, this study can be placed in both Theoretical Translation Studies (ThTS) and Descriptive Translation Studies (DTS). In respect of ThTS, this is a partial study, restricted by the medium of written texts, the area of the language pair English into Kurdish, public sector texts, contemporary texts and areas of linguistic and cultural interest.

UIn terms of DTS, this study is 'product oriented', 'function oriented' and 'process oriented'. Individual ST-TT pairs are analysed to identify patterns of translation, translation strategies, and translation

constraints and the study is therefore, product-oriented. As a significant part of this study is concerned with socio-cultural factors it can be said to be function-oriented. Finally, as the study attempts to understand the processes used by the translators 'speculating on the considerations involved in making the decisions' (Toury, *ibid.*), it can be said to be process-oriented.

1.4 Research questions

The aim of this study is to attempt to develop a model that will identify 'areas of relevance' for translating culture-specific terms and combine this with 'translation procedures' to analyse what factors may influence a translator when s/he is translating culture-specific terms.

1. What appropriate general model can be developed for translating culture-specific items on the basis of previous models?
2. What are the areas of relevance for translating culture-specific items in public service provider texts from English to Sorani Kurdish?
3. How successful is the model in analysing these culture-specific translations?

1.5 Theoretical approach of the study

The theoretical approach of this study is largely based on Nord's (1997) multi-level functional approach to translation for the identification of 'areas of relevance' for translating culture-specific terms and on Dickins' (2012) grid of distinctions in translation procedures, which is based on an analysis of the translation strategies of Ivir (1987), Newmark (1981) and Hervey and Higgins (1992).

1.6 A brief review of the scholarly literature on Sorani Kurdish

Kurds have lived in and spoken Kurdish in what are now Turkey, Syria, Iraq, Iran, Armenia and Azerbaijan for many centuries (Hassanpour et.al. 2012: p.2), with some Kurdish nationalists and scholars arguing that the Kurds have lived in the region since the first millennium B.C. (Hassanpour 1992: p.49). The estimated number of Kurdish speakers in the 1980s was 20 million (Hassanpour et.al. 2012: p.2), some of these living in the Kurdish diaspora. A brief review of the history of the Kurds and Kurdish is helpful in understanding the position of Kurdish in the Middle East and of the status of Sorani Kurdish in Iraq and in Iran.

After the Arab conquest of Kurdistan in the seventh century, and the subsequent conversion of most Kurds to Islam, written and spoken Arabic were taught as a means to allow people to read the Qur'an and perform their religious duties, e.g. their daily prayers (Hassanpour (1992: pp.49-50). The Arab Caliphate (636-1258) was succeeded by the Mongol and Turkmen empires (1258-1501) and in the 15th and 16th centuries politically powerful but disunited Kurdish Principalities were created and under their patronage Kurdish literature began to develop (ibid. p.52). From the 17th to 19th centuries the Ottoman Empire and Persian Empire fought each other and the Kurds for control of Kurdistan, causing great destruction to the Kurds and their culture (ibid. p.53). During this period, in 1639 Kurdistan was divided between the Ottomans and Persians and the two empires continued to centralise their control over their Kurdish territories. At the end of the First World War in 1918, the Ottomans had been defeated and their Kurdish territories were divided between Britain, which assumed control, through Occupation and Mandate, of what became part of Iraq until 1932 and France, which also assumed control, through Occupation and Mandate, of Syria until 1946. The Turkish part of Kurdistan came under the rule of new secular Republic of Turkey in 1923 (ibid. pp. 53-57). The history of Sorani in Iraq and Iran after this period is considered in the following sections.

1.6.1 Dialects of Kurdish

The question of what is Kurdish is addressed by Haig and Matras (2002: p.3), who define it as 'a bundle of closely-related West Iranian dialects' spoken in areas where people who call themselves Kurds and speak Kurdish live, i.e. Iran, Iraq, Syria, Turkey, Armenia and Azerbaijan. The Kurmanji (North Kurdish) and Sorani (Central Kurdish) dialects are generally clearly accepted as Kurdish and are the dialects spoken by the majority of Kurdish speakers. There are other dialects, e.g. Hawrami, and Kirmanshani (South Kurdish) but they are not as widely spoken (Haig and Matras 2002: p.3), Hassanpour (1992: pp.19-20). The Kurmanji and Sorani dialects are considered to be at an advanced level of standardization (Haig and Matras 2002: p.3; Sheyholislami 2011: p.60).

Although Sorani and Kurmanji are considered to be Kurdish dialects rather than different languages, there are undoubtedly difficulties for speakers of these dialects in understanding each other (Sheyholislami 2011: pp.60-61; Hassanpour 1992: p.24). An example of linguistic differences between the two dialects is the use of case and gender distinctions, which are rarely used in Sorani Kurdish but are retained in Kurmanji (Haig and Matras 2002: p.5). However, some scholars have chosen to accept the view that linguistic differences alone are not sufficient to characterize these dialects as different languages and that the self-identification of the speakers as Kurds and their language as Kurdish is equally as important, i.e. acknowledging the importance social context of the language (Sheyholislami et al. 2012: p.5).

1.6.2 Sub-dialects of Sorani

There are two major sub-dialects of Sorani, Mukri and Slemani, although there are smaller sub-dialects such as Hawleri, spoken in Arbil. 'Slemani' is more usually written as 'Sulemani' but this the Arabic pronunciation of the name while Slemani is the Kurdish pronunciation. I shall be using the Kurdish term 'Slemani' for both the dialect of Sorani and the city, the Arabic version of which is Sulaymaniya (see below under standardization of Sorani for a description of the purification of the Kurdish language). There was a historical dispute between the advocates of the Mukri and Slemani sub-dialects each claiming that their versions of linguistic norms were superior (Hassanpour (1992: pp. 21, 385-389). The Slemani dialect gained dominance for a number of reasons, principally social and political, including the location of an Ottoman military school in Slemani until 1918. There was, therefore, a prominent and influential group of army officers, government officials and religious figures who formed the main intellectual and political centre of Iraqi Kurdistan and played an important cultural role in the development of the language and after 1918, the Slemani subdialect became the officially recognised Sorani dialect in Iraq (Hassanpour 1992: p. 459). The use of the Slemani sub-dialect as the basis for a standard Sorani has been 'accepted by literate members of the subdialects of Sorani in both Iraq and Iran' and its use in broadcasting has increased its use by non-literate speakers (ibid. p.463). Where the term Sorani Kurdish is used in this study, it is the Slemani dialect of Sorani that is being referred to.

1.6.3 Standardization of Sorani

In Iraq, after the end of World War 1, Sorani Kurdish became the language used in local administration, and to a limited extent in media and education, facilitated by the British Mandate (Hassanpour 2012: pp. 70-71; Hassanpour 1992: p. 455). Although this was a limited use of the language it subsequently led to 'alphabetic, lexical, semantic and grammatical codifications' (Hassanpour 2012: p.71), e.g. during the British administration a phonemic orthography based on Persian-Arabic script was developed (Haig and Matras 2002: p. 4). Haig and Matras go on to describe the Sulemani dialect of Sorani as the 'oldest and most established' standardized Kurdish (ibid. p. 4). This standardization continued and by 1985 Sorani had a standardized phonology, orthography, morphology, vocabulary and grammar and had mono- and bi-lingual dictionaries. A major part of the work on vocabulary was the purification of the language, i.e. the removal of loan words from other languages from Kurdish. In Sorani Kurdish in Iraq there had been widespread borrowing of Arabic words and, after 1918, to a much lesser extent words from European languages. The purification of Sorani from 1924-1973 resulted in a reduction of loan words from 46.4 % to 4.4% (Hassanpour 1992: pp. 389-390).

Interestingly, the desire to remove the language of the state, whether Arabic or Persian, from Sorani was achieved using different methods in Iraq and Iran. In Iraq Arabic loan words were replaced by Persian and European words and in Iran Persian words were replaced by Arabic and other languages (ibid. p.460). These different processes of purification demonstrate that ‘standardization is a complex interaction of language ... and social, economic and political structures, culture, literature, and religion’ (ibid. p.467). This more standardized and ‘purified’ version of Sorani was used in literary forms, e.g. prose, poetry, novels and plays and in education, local administration and the media (Hassanpour 1992: pp. 455-6; Sheyholislami 2011: p. 60).

1.7 A brief outline of the position of Sorani in Iraq and Iran

1.7.1 Iraq

In 1958, after a coup against the Hashemite monarchy that was established by King Faisal I in 1921 under the auspices of the British, Iraq became a republic and Kurdish was more actively developed with a Chair of Kurdish Studies in Baghdad, radio broadcasting and the publication of books and journals in Kurdish. After further coup in 1968 by the Ba’athists, negotiations between Kurdish leaders and the Iraqi government resulted in the recognition of Sorani Kurdish as the second official language of Iraq in 1970. In 1974 the Kurds again attempted to gain autonomy but in 1975 they were defeated. Sorani continued to be used in education but there was now also an active policy of Arabisation in education (Hassanpour 1992: p. 462). This continued until the end of the first Gulf War in 1991 when the Iraqi Kurdish area became a partly autonomous region in which Kurdish was the official language. After the end of the second Gulf War, following the invasion of Iraq and the overthrow of Saddam Hussein, Iraq adopted a new constitution in 2005 that recognised Kurdish and Arabic as the official languages of the state in of Iraq (Sheyholislami 2011: p. 63-64).

In the area of Kurdish Regional Government (KRG) in northern Iraq, the official languages are also Kurdish and Arabic. The two most common Kurdish dialects in the KRG are Sorani, spoken in the governorates of Erbil and Slemani and Kurmanji, which is spoken in the Duhok governorate and some parts of Erbil governorate (KRG official website 2018). The Kurdistan Regional Government states that its policy is to promote the two main dialects in the education system and the media. In the KRG in Iraq, Sorani is completely unrestricted and used in daily social interactions, regional and local administration, at all levels of education, and all types of media, including satellite channels and in literary forms.

1.7.2 Iran

The total number of Kurdish speakers in Iran has been estimated as 6-7 million, the majority of whom speak Sorani (Sheyholislami 2012: p. 25) but the position of Sorani in Iran is very different to that of Sorani in Iraq. The official language policy of Iran has not changed since 1906 when Persian became the official language of Iran but local languages, e.g. Kurdish, were allowed in limited settings such as teaching their literature in schools and in the press and mass media with the permission of, and control by, the state (Sheyholislami 2011: p. 62; 2012: p. 31). The interpretation of this policy by officials and their control of the use of the language has meant that Kurdish has been very restricted or at times completely banned, in education, the media and in print, (Sheyholislami 2012: p. 24). Sheyholislami suggests that Iran views minority languages such as Sorani as a serious threat to national unity (ibid. p. 19). An additional possible reason for the suppression of Kurdish is that the Kurds in Iran are mostly Sunni Muslims and, in common with other Sunni populations in Iran, are regarded with suspicion by the Twelver Shiite Iranian Islamic Republic as a potential source of religious terrorism from Wahhabi and Salafi extremist groups such as Ansar al-Islam.

From 1925-1941, Kurdish was banned as were all other languages that were not Persian. From 1941-1979, under Mohammad Reza Shah, minority languages, including Kurdish, could be spoken at home, and in their neighbourhoods and be used in a small number of publications and some broadcasting, all of which were controlled by the state. Education continued to be taught in Persian alone.

The Kurds in Iran were heavily involved in the overthrow of the Shah in 1979 and in return wanted independence inside Iran with education and local government to be conducted in Kurdish. This was not acceptable to the new regime and the national government forces finally took control of the Kurdish areas in 1984. During this time, 1979-1984 the Kurdish political parties, Komola and the KDPI (Kurdish Democratic Party of Iran) had promoted the use and teaching of Kurdish in primary schools and adult classes (ibid. p.29). However, since 1985 Kurdish has continued to be restricted and controlled in Iran.

Between 1997-2005 under the reformist President Khatami, there was some easing of the restrictions on the use of Kurdish and some private institutions were allowed to teach Kurdish reading and writing courses (Sheyholislami 2011: p. 71), the best known of these being organised by the Cultural and Teaching Society of Soma (Sheyholislami 2012: p. 36) which was still teaching Kurdish in 2010.

However, there are no official cases of Kurdish being taught in school and teachers themselves express ambivalence about teaching in or of Kurdish due to the official policy of avoiding the use of any language other than Persian in schools and their concerns about the consequences of using Kurdish,

e.g. receiving letters reminding them that the only language that should be used in schools is Persian (ibid. pp. 35, 38-39). In 2004 an officially approved BA in Kurdish Language and Literature in the Kurdish area of Sanandaj was due to commence and then cancelled before it started (ibid. p.36). Under President Khatami some Kurdish periodicals were in publication but they continued to be monitored by and needed approval from the government (ibid. pp. 32-33).

After President Khatami left office in 2005, Kurdish activities declined and there are now only a limited publications, all subject to state scrutiny. The situation with Kurdish broadcasting is very similar as official state broadcasting on radio and television is limited to a small number of hours per day (ibid. pp.32-33). There are, however, many Iranian Kurdish satellite channels, which are owned by Iranian Kurdish political parties and are able to broadcast outside Iran without censorship. In addition to being available on satellite channels can often be viewed live online. However, the Iranian state actively blocks access on the internet and satellite dishes are banned and so they are not available to Kurds in Iran. Unless the current political situation in Iran changes it seems very unlikely that the language policy of Iran will change and recognise the rights of minority languages such as Kurdish in the foreseeable future.

1.8 Definition of 'culture-specific term'

Culture-specific terms are part of the terminology of the ST, and therefore also part of the SC, and which are difficult to translate into the TT as the content, subject matter, and system are different in the TL and TC and there is therefore a lack of equivalent terms.

Primary culture-specific terms are those that are central to a text, and secondary culture-specific terms, are those that are that are less central to the text but are related to the topic of the text. Other culture-specific terms are those not related to the topic of the text but still needing attention.

For more detailed discussion of these definitions see 4.3.2.1 – 4.3.2.4.

1.9 Successful translation and the notion of equivalence

Equivalence is a complex concept and it is difficult to define precisely. Should equivalence be defined in relation to the style of the ST, the linguistic content, the meaning, or the function? Should it involve the response of the TT reader being the same as that of the ST reader? Should there be multiple levels of equivalence that incorporate both linguistic and social factors? It has not been easy for scholars to agree about the nature and types of equivalence or even its importance. One approach has been to

develop multi-level models of equivalence, e.g. models which take into account multiple linguistic levels (Koller, 1979/1989, Catford 1965). Other multi-level models also include social and cultural factors, such as Dickins, Hervey and Higgins (2002) and Baker (2011). Finally, skopos and functional models additionally emphasize the function of the text (Reiss and Vermeer, 1984, Nord, 1997). Given this range of views about the types and importance of different types of equivalence, it is not surprising that both Snell Hornby (1988: p.22) and Baker (2011: p.5) query the theoretical status of the concept of equivalence. However, as Baker notes, it is generally possible to achieve some kind of relative equivalence influenced by a 'variety of linguistic and cultural factors' (ibid.). Equivalence may be a difficult and controversial concept but it is a useful starting point for translators in analysing the factors that they need to take into account when commencing a translation. In this thesis, I will take it that equivalence involves either identity (sameness) or at least 'significant similarity' between ST and TT features at both linguistic and social and cultural levels.

As there are so many linguistic and social-cultural factors that may influence a translation, it is not possible to produce a perfect equivalent. Different priorities will result in different translations and it is therefore possible that different translations may be regarded as successful according the priorities selected. Often, translators are in the difficult situation where they are trying choose a TT translation that they know will not be an exact equivalent, especially when the culturally differences are significant. In addition to linguistic and socio-cultural factors the choice that they make may also be influenced by a range of individual personal factors, including ideology, values, decision-making processes, and specialist knowledge of the public sector, as well as their understanding of both the SC and SL and the TC and TL (Munday, 2012: p.155).

For this reason a purely linguistic approach to translation quality and equivalence is rather limited as it does not take into account social, political and cultural factors. As Toury says, translations should be assessed 'in terms of their acceptability on all relevant levels, not only as TL texts, but also as translations into the target culture' (2012: p.31). From the perspective of the functional approach adopted in this thesis the important priorities are that the TT is adequate in terms both of syntax and semantics and that its function/purpose is understood by the reader. Thus in a public sector setting 'translation quality is relative' and must prioritise social factors, accessibility and appropriateness for the target readers', and mostly importantly must be communicative (Taibi 2018: p.19).

In this study, the relationships between the success of the TT translation, equivalence and accessibility (i.e. the quality of being easily understood) is understood as an important factor in translating for the Kurdish community, who often rely on translated texts to assist them with understanding and using public sector services as well as their rights and responsibilities in a different culture. In such a setting

Taibi rightly asks the question 'is it more important to mirror the content and stylistic features of the original text or to ensure that their translations are accessible and comprehensible' (ibid. p.175). I have taken this into account when defining a translation as successful, partly successful or not successful and have considered the following. Is it an acceptable rendering of the whole meaning of the ST into the TT? Is it clear; is it likely to be understood by the readership, i.e. would the TT readers be able to use the information in the TT?

Successful

A successful translation ideally does not involve any errors in semantics, syntax or register, is culturally acceptable, conveys the whole meaning, does not cause confusion, is not misleading, is not difficult to understand and sounds natural. However, given that this may not always be possible and is, therefore, problematic, I suggest that in the translation of public sector texts, in addition to a recognition of the difficulties of achieving equivalence (as discussed above), or agreeing on an equivalent, there may need to be some margin of tolerance allowed where significant cultural differences are present. Some examples of this are:

- a minor spelling error, that does not interfere with the understanding of the word or phrase;
- the use of an informal word to translate a formal word if that still conveys the meaning and has no negative connotations;
- the use of a third-language word, e.g. Arabic rather than Sorani Kurdish, where the use of that word, in that context, e.g. a religious context (associated with the Qur'an, which is written in Arabic), or a legal context, associated with the legal system in Iraq, is acceptable.

Partly successful

TA partly successful translation gives the reader a partial understanding but may cause some confusion about the ST meaning. Examples of this are:

- the retention of the English term 'Home Office', as some readers who have been in the UK for a while will understand the term but new arrivals will not;
- the use of near-equivalents;
- the use of near-equivalents with minor spelling errors that do not interfere with the meaning of the translation;
- the use of third-language word, e.g. Arabic or Farsi in a context which is not usual but may be understood;
- the use of an inappropriate register that still partly conveys the meaning, e.g. 'female case-worker' where 'female' is translated using a term that would be offensive to many women.

Not successful

- The meaning of the translation is wrong and will not be understood;
- The explanation of the ST word or phrase is wrong and will be misunderstood;
- OA word or phrase is omitted.

1.10 The environment in which translators work in the UK, the position of the reading public and the relationship between commissioners of translations and translators**1.10.1 The environment in which translators work in the UK**

The National Register of Public Service Interpreters (NRPSI) is currently the registration organisation for interpreters involved in public service work. Agencies and commissioners consult the register to identify people who have certain language skills, qualifications and experience. Although the register is for interpreters, agencies also use it to contact members about potential translation work. The lack of a formal register for translators, and for specialised training for public service interpreters is noted by Townsley (2018, p. 115-117, in Taibi ed. 2018). This may change in the near future as the NRPSI is in discussions about establishing a National Register of Public Service Translators to complement the NRPSI.

Most interpreters do translation work although they typically prefer to do interpreting, which is usually better paid and has the advantage of being conducted in an environment with other professionals. Interpreting has a higher status than translation, is more sociable, provides opportunities for networking and is therefore, in my opinion, a more satisfying experience.

Public service translators in the UK work for organisations in the public sector, e.g. different governmental departments, the NHS, Local Authorities, statutory bodies such as the Health and Safety Executive, voluntary organisations, immigration services, solicitors and the police. They are also sometimes referred to as community translators. Taibi (2018: p.1) defines community translation as 'the written language service that facilitates communication between public services and speakers of minority or marginalised languages'.

Types of documents for translation include short information leaflets from voluntary organisations about the services that they offer, information leaflets from the NHS about medical conditions, services offered by the NHS and how to access these services, government information documents about the asylum and immigration system, the judicial system and aspects of legislation that affect

citizens, information from Local Authorities about their services, e.g. housing, education and Child and Family services and work for solicitors and the police, translating reports and statements.

Fees for translations for solicitors working with clients are paid by the Legal Aid Agency, if their client is funded by legal aid, which limits the amount payable for translation work done on behalf of solicitors and their clients or agencies working for solicitors. Other commissioners often use agencies for their translation work and this affects the amount available to pay the translator as the agency will need to ensure that they make a profit from the assignment. In these situations the translator earns less than if they were working directly with the commissioner of the work. The work is usually paid by ST word and very little consideration is given to the type of content, e.g. the level of complexity of the language, the degree of difficulty that the concepts in the ST may cause the translator or the format, such as the use of a complex and variable format or a leaflet format. All these factors affect the time needed to translate a document but the fee remains the same. The timescales for the completion of a translation can often be short, thus having an impact on the translator's ability to prepare a good quality translation.

This disregard for the complexity of the translation work reflects the low status of the public service translator and the little accorded to TT readers, as the emphasis is on minimising the cost to the commissioner and agency rather than on producing good quality translations that meet the needs of the readers (Taibi 2018: p.174; Taibi and Ozolins 2016: p.23; Townsley 2018; cited in Taibi ed. 2018, p.111).

1.10.2 The position of the reading public

For the purposes of this thesis the readership is Sorani Kurdish speakers in the UK, who are generally asylum seekers or refugees. Some have been settled in the UK for 10 years or more, and some are recent arrivals. They will therefore have different levels of familiarity with and understanding of UK culture, society and language, and require different types of translation and levels of explanation from the translation of a public service document. For example, some members of the community have become familiar with certain words such as 'appeal', 'insurance', 'job centre', 'Home Office', 'council' and 'MOT', thus showing what Taibi and Ozolins (2016: p.3) refer to as a divergence in their use of Sorani Kurdish. They are also a minority group in the UK and, as they are generally asylum seekers or refugees, have limited economic means and power and are not likely to be consulted about the finished translation.

Members of the Sorani Kurdish speaking community come from diverse social backgrounds: villagers, people from towns and cities, traditional and more liberal-thinking families, conservative religious backgrounds, less conservative religious backgrounds and with differing levels of education. Some are educated to university level while others are not literate. The majority the community is Moslem although some people follow other religions such as Christianity, Kakaeye (Yarsanism), Zardasty (Zoroastrianism) and Yezidizi (Yezidi religion). Regardless of other social factors, the community is patriarchal.

An additional difference within the Sorani Kurdish community is that speakers of the language come from both Iraq and Iran and their use of the language differs (see section 1.6 for more details). As noted by Taibi and Ozolins (2016: p.15) such language variation typically occurs where the language is spoken in different countries. Burke (p. 169, in Taibi ed. 2018) describes a similar situation with Swahili, which is spoken in a number of African countries and often contains elements of other languages that are common in those countries, e.g. refugees from Central Africa may include French and English in their use of Swahili.

1.10.3 The relationship between commissioners of translations and translators

A clear brief from the commissioner about what they want from the translation and an understanding of the options available from the translator are important aspects of the process of achieving a successful translation. Ideally this dialogue should take place before each translation is started so that both parties are clear about what has been agreed and would result in a better quality, more effective translation which is therefore better value for money. The need for such collaboration is noted by Taibi (2018: pp.17-18).

However, as most translation work is now arranged via agencies, it is rare that there is any communication whether direct or indirect between commissioners and translators. Local Authorities and local NHS services used to have their own lists of interpreters/translators and briefed the translators directly. However, now that the work has been outsourced to agencies to reduce costs this often means that if there is any brief from the commissioner it is not passed on to the translator and so the translator is put in the position of having to make decisions about what to do about, for example, the retention of the names of certain organisation; e.g. should they retain the English script and also transliterate into Sorani Kurdish as well as explaining the name?

Before the commissioner accepts the final translation, the quality of a draft translation can be improved by proofreading or revision – terms that are often used interchangeably. However, Taibi and

Olozins (2016: pp.127-128) state that they have different functions, i.e. revision is a bilingual process that checks the suitability of the translation against the ST, whereas proofreading is a monolingual process that checks for typing and formatting errors. Agencies often use the term 'proofreading' to mean what Taibi and Olozins define as revision. Where 'proofreading' is requested by agencies the payment is per word and usually half the rate (or less) than is paid per word for the original translation. This demonstrates the lower importance given to revision by agencies as compared to translation.

Although revision of a completed translation work is desirable, it is rarely independently revised, either by a different translator or one of the TT readers (depending on the nature of the TT, e.g. a translator for a TT such as a report or a statement and a member of the TT readership for an information leaflet), possibly because of the time and cost factors. Revising would enhance the quality of the translation and enable a discussion about how to express certain difficult terms or expressions or meanings to take place between translators, and between translators and TT readers. This would have the potential to improve both the standards of translations, and the skills of translators but also, through feedback to commissioners advise them about the importance of briefings and how they want language to be used to convey accurate messages to the TT readers.

Taibi and Ozo (2016 p. 165) emphasise the importance of the social impact of, and the need to, empower marginalized communities through community translation. This is an important goal but it is unlikely to be achieved in the near future given current budget limitations and lack of involvement of commissioner and TT readers in the process. However, it may be possible to improve the training of translators and to persuade commissioners that a good briefing and even the involvement of TT readers in revising the TT would represent good value for the money that they spend.

1.11 My experience as a public sector translator and interpreter in the UK

I have been a community interpreter and translator since 2002 and have been on the National Register of Public Service Interpreters (NRPSI) for Sorani Kurdish since 2007 and Arabic since 2009. My qualifications are a BA Arabic/English Translation and Interpreting, University of Salford (2006), Metropolitan Police Test: Sorani Kurdish/English - interpreting and translation (2007), MA Translating and Interpreting Studies, University of Manchester (2008), and Diploma in Public Service Interpreting, Sorani Kurdish/English Law, Institute of Linguists Educational Trust (2008). I have been a member of the Home Office Interpreters list for Sorani Kurdish and Arabic since 2008 and have been a member of the Chartered Institute of Linguists, Sorani Kurdish /English since 2009.

My interpreting experience is mainly in the public sector with the police in interviews with suspects and witnesses in police stations and arrests in the community; with HMRC interviews; as a court interpreter in Criminal Courts, Immigration Tribunals and Benefits Tribunals; health appointments, social services interviews and meetings with families, Home Office asylum interviews for adults and children, solicitors in interviewing defendants and witnesses in criminal cases, and as an interpreter for defendants in court; work with refugee organisations who provide legal advice and assistance with immigration cases; and with refugee resettlement teams.

My translation work experience is mostly related to these same areas, i.e. with the police translating witness statements and documents for assisting with investigations; with Solicitors, translating witness statements, reports for court, e.g. Complex Local Authority family assessments and the responses of family members; accident claim assessment reports from medical professionals and witness statements for claimants; translation of supporting documentation for asylum claims, e.g. identification documents, threatening letters from various parties, medical reports; medical reports for complaints against NHS services; letters from solicitors explaining court procedures and the details of the progress of family cases and civil cases, etc.; with the NHS – information leaflets about general and specialist services; with charities – information leaflets about services that they provide and advice and information that is useful for their clients, e.g. about the immigration and asylum systems; and with Local Authorities – information leaflets about services that they provide, e.g. housing.

1.12 Problems arising from this work and their urgency

My experience in this work has demonstrated to me the fundamental importance of the need for good quality translation into Sorani Kurdish in the public sector (community translation), as there are very significant cultural differences between the two cultures and good translation is difficult to produce. This is especially important for communities which are trying to access services and to understand their rights and responsibilities in the legal system. Some of problems of translating in this field into Sorani Kurdish have been discussed in section 1.10 above but can be summarised as the lack of communication between the translator about their priorities about how they want their text to be translated and the options available; the varied backgrounds of the readership; the complexity of the format of some documents; and the complexity, difficulty of concepts and lack of equivalence in Sorani Kurdish and the lack of a consensus between translators about the translations of such difficult concepts. There may also be a problem with some translators not fully understanding the content of complex texts.

I have therefore chosen a corpus of texts from the public sector for this thesis in the hope that it will make a contribution to the improvement of translation in this sector.

1.13 Structure of the thesis

Chapter 2 presents key existing typologies of procedures for translating culture-specific terms and reviews the work of translation scholars regarding the translation of cultural references and differences with some examples illustrating the difficulties in translating English into Arabic and English into Kurdish.

Definitions of translation strategies, procedures and techniques (Munday, 2012; Molina and Hurtado-Albir, 2002; Vinay and Darbelnet, 1958/95) are presented and discussed in section 2.2. The chapter goes on to consider Ivir's (1987) seven strategies for translating across cultures, in section 2.3, and Newmark's 'communicative' and 'semantic' translation methods, in section 2.4.

The next section, 2.5, describes the work of Venuti (1995/2008), Schleiermacher (1813/2004), and Berman (1985/2004), which could perhaps be said to be focussed on global translation methods rather than specific translation techniques. In particular, Venuti discusses the use of 'foreignization' and 'domestication', 'the illusion of transparency' and the 'invisibility' of the translator.

The chapter ends with a discussion of Tanjour's (2011) findings in her research into 'reader responses' to different translations of the same English literary text and the extra-linguistic and intra-linguistic influences on translators working in Syria (section 2.6).

Chapter 3 is concerned with existing theories about identifying areas of relevance for translating culture-specific terms. The notion of equivalence in translation and some of the difficulties with this notion are discussed, in section 2.3. Having done this, the chapter moves on to consider some multi-level models for identifying areas of relevance for translating culture-specific terms, i.e. Koller (1979), (section 3.4), Dickins, Hervey and Higgins (2002) (section 3.5), and Catford (1965) (section 3.6.1). It also considers Baker's (2011), analysis of areas of equivalence (section 3.7.1).

The chapter then describes some translation theories/approaches that are more orientated towards extra-linguistic factors, i.e. Vermeer's (1989/2004) skopos theory (section 3.8), which emphasises the purpose or function of the TT; Holz-Mänttari's (1984) translatorial action model, which emphasises the TT function and translation commission (section 3.9), and Nord (1997) (section 3.10), who presents a functionalist model of translation, which includes the TT function, translation commission and text analysis.

Chapter 4 proposes a model for identifying areas of relevance for translating culture-specific terms, in section 4.3. It suggests that it is helpful to acknowledge that the commissioner of a translation and the translator may have their own priorities in translating culture-specific terms (which may or may not differ) and that it is the task of the translator to manage these differences. The model hopefully outlines these priorities or areas of relevance and demonstrates how the translator may be able to identify all the areas of relevance and the potential points where difficulties in translation may occur.

Chapter 5 discusses a range of approaches to translation type, text type and genre (section 5.2), classifications of functions of language, text types, genres and translation types (section 5.3), a comparison of approaches in a figure (section 5.3.7), and procedures for translating culture specific items (section 5.4). Finally a model that combines the commissioner and translator priorities discussed in chapter 4, and Dickins' model for translating culture-specific terms is proposed (section 5.6).

Chapter 6 describes the corpus, which comprises four texts chosen for their potentially culture-specific content and thus their ability to test the use of my model for identifying the commissioner's and translator's priorities and my expanded version of Dickins' model of procedures for translating culturally specific items (section 6.1). The texts are then analysed using my model for identifying commissioner and translator priorities.

The texts refer to aspects of U.K. cultural approaches to health and safety at work, domestic abuse, Female Genital Mutilation and to detention by the police; all areas where the SC and TC differ in their attitudes. The contents of the texts are described in detail and the texts are then discussed using the outline of the commissioner's priorities in my model.

Chapter 7 is an application of the model of procedures for translating culture-specific terms to the corpus. In this chapter, the model of procedures for translating culture-specific terms will be applied to the corpus of the four texts: Text 1 *Your health, your safety: A brief guide for workers*; Text 2 *Female Genital Mutilation (FGM)*; Text 3 *Women: help if you are facing abuse*; and Text 4 *Remember your rights whilst detained*, using the data from the Excel sheets formatted to contain the information for the model of procedures from the texts (Appendix 4), and the 'Notes on Excel analysis of translations' (Appendix 2).

Chapter 7 is divided into five parts. Each of the four texts is analysed in four sections. The first part is an analysis of four aspects of the TTs, involving: 1) culture-specific terms in the four texts in the corpus; 2) the proportion of primary, secondary and other terms and proper words/phrases and common words/phrases and their relationship to each other and rates of successful translation; 3) the proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST

hyponymy – TT hyperonymy, (semantic) overlap and other; and 4) the commissioners' apparent priorities overall and their relationship to rates of successful translation.

The second part is a numerical-based analysis of the success of translation in relation to formality, considering the formality of the ST and TT overall and the correlation – if any – between formality and success of the TT and between informality and success of the TT. The third part is a numerical-based analysis of the success of translation in relation to foreignization/domestication, considering how successful the TT is in relaying culture-specific terms overall, the extent to which the TT uses foreignization/domestication and the correlation – if any – between use of foreignization and success of the TT and between domestication and success of the TT. The fourth part is a numerical-based analysis of the success of translation in relation to i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. semantic) overlap, v. other. This will consider how successful the TT is overall, to what extent the TT uses the various techniques just identified and what the correlation is – if any – between use of these techniques and the success of the TT. The relevant sections are Text 1, section 7.2, Text 2, section 7.3, Text 3, section 7.4 and Text 4 section 7.5). The fifth section is a comparison of all these four sections across all four texts, in sections 7.6, 7.7, and followed by the conclusion, in section 7.8.

Chapter 8 examines the results of the application of the model to the corpus with specific reference to the translation procedures used to translate culture-specific terms. As discussed in chapter 5, the model uses the diagram of translation procedures in Dickins' (manuscript, p. 165) *Thinking Translation Methodology*, based on Dickins (2012) (section 8.1). The translation procedures are identified (section 8.2.1) and the number and proportions of simple translation procedures (section 8.2.2) and complex translation procedures (consisting of a combination of two or simple translation procedures) analysed (section 8.2.3) in each text of the corpus, with a comparison of each of the texts (sections 8.2.4-8.2.10). The final section (8.3) discusses whether or not the model which has been developed is adequate to account for all the procedures which are, in fact, used to translate culture-specific terms in the corpus.

Chapter 9 is the concluding chapter of the thesis and is divided into 6 sections. Section 9.1 is a short account of the study. Section 9.2 contains a brief presentation of the chapters. Section 9.3 presents the key outcomes of the thesis. Section 9.4 considers how the thesis has answered the research questions. Section 9.5 discusses the limitations of this thesis, and 9.6 section outlines the suggested contributions of this thesis.

Chapter 2

Existing Typologies of procedures for translating culture-specific terms

2.1 Introduction

This chapter presents key existing typologies of procedures for translating culture-specific terms and reviews the work of translation scholars regarding the translation of cultural references and differences with some examples illustrating the difficulties in translating English into Arabic and English into Kurdish. Having discussed detailed typologies, theories about the role of translators and the socio-cultural, political and economic factors in making decisions about translating culture-specific terms are then explored.

Definitions of translation strategies, procedures and techniques (Munday, 2012; Molina and Hurtado-Albir, 2002; Vinay and Darbelnet, 1958/95) are presented and discussed. The chapter goes on to consider Ivir's (1987) seven strategies for translating across cultures and Newmark's 'communicative' and 'semantic' translation methods.

Following on from the detailed translation typologies of Ivir and translation methods of Newmark, the next section describes the work of Venuti (1995/2008), Schleiermacher (1813/2004), Berman (1985/2004), which could perhaps be said to be focussed on global translation methods rather than specific translation techniques. In particular, Venuti discusses the use of 'foreignization' and 'domestication', 'the illusion of transparency' and the 'invisibility' of the translator.

The chapter ends with a discussion of Tanjour's findings in her research into 'reader responses' to different translations of the same English literary text and the extra-linguistic and intra-linguistic influences on translators working in Syria.

2.2 Basic Issues

While many general works on translation contain very partial and tentative typologies of translation, so far, no complete and well-established one exists. This reflects the fact that the translation of cultural items is not a straightforward process.

Cultural references and differences are two of the difficult elements facing translators and theorists; they are also issues that cannot be ignored by translators, as they constitute an important feature of many texts, especially literary texts, or those with religious connotations. In fact, other than extremely technical texts reflecting 'universal' features (e.g. those of modern technology), almost all other texts will have some reference to culture that needs to be handled with care by the translator. There are major cultural gaps between English and Kurdish, just as there are between English and other Middle

Eastern languages such as Arabic. This has encouraged translators to develop strategies and procedures to overcome such difficulties.

The translation of cultural items, religious names and religious and job titles, police and military ranks and social positions is not a straightforward process. Such words create multiple problems which require the translator to find satisfactory solutions. Translation theorists and scholars correspondingly need to understand what is exactly meant by "cultural items" in attempting to analyse translation procedures for dealing with such items.

There has been much scholarly discussion of the definitions and types of procedures, techniques, methods and strategies for translating culture-specific terms. As noted by Molina and Hurtado-Albir (2002: p.499) there is disagreement about both the terms and the concepts which these terms refer to. They note that 'classifications ... and terms overlap' (ibid).

Some examples of the confusion relating to terminology can be seen by comparing the definitions proposed by Munday (2012) and Molina and Hurtado-Albir (2002: pp.507-509). Munday (2012: p.86) defines strategy as 'the overall orientation of the translator'. By this he is referring to the focus of the translation, e.g. towards the SL or the TL – foreignizing or domesticating, literal or free. Molina and Hurtado-Albir (2002: pp.507-509) on the other hand use a similar definition to describe what they call the translation method, i.e. '...the way that a particular translation process is carried out in terms of the translator's objective, i.e. a global option that affects the whole text'. They give as examples interpretative, literal, free and academic translation methods ibid. Thus both Munday's strategy and Molina and Hurtado-Albir's translation method could be said to refer to the same concept, i.e. the general manner in which the translator decides to approach a particular translation – something which can perhaps also be described as the focus of Venuti's work (1995).

While they use *translation method* to refer to an overall approach to the translation of a text, Molina and Hurtado-Albir (2002) use *translation strategies* more specifically to mean 'the procedures ... used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind'. Examples of strategies cited in this model are 'strategies for comprehension (e.g. distinguish main and secondary ideas, establish conceptual relationships, search for information) and for reformulation (e.g. paraphrase, retranslate, say out loud, avoid words that are close to the original)'. Molina and Hurtado-Albir (2002: p.508). For Molina and Hurtado-Albir, therefore, translation strategies are a feature of the specific problem-solving stage.

Molina and Hurtado-Albir go on to define *translation techniques* (2002: p.509) as 'procedures to analyse and classify how translation equivalence works'. They also argue (2002: p.508) that the chosen translation method dictates the type of translation techniques to be used for the 'micro-units' of the text, i.e. the words and phrases, e.g. the use of borrowing as a technique having chosen an emphasis on the SL for the translation method. Their view is that techniques can only be evaluated in the context of a particular translation, the intention, the audience and, as already stated, the chosen translation method and cannot be said to be correct or incorrect out of the context of a translation.

However, Molina and Hurtado-Albir (2002: p.508) additionally suggest that translation techniques may also be used as a translation strategy (problem solving). They give an example of paraphrasing being used in reformulation for problem solving as well as a technique to paraphrase a cultural item for TT readers.

By contrast Munday (2012: p.86) defines a translation procedure as a 'specific technique or method' to translate a particular item of text, e.g. transliteration or adaptation rather than as a problem solving stage in the process of translation. This definition of procedure is therefore a matter of translation techniques.

Vinay and Darbelnet's work (1958/1995) has been influential in the analysis of translation strategies/methods and techniques for the translation of specific textual items. As noted in Munday (2012: pp.85-89), their work is the result of an analysis of French and English translations undertaken to identify the translation strategies/methods and techniques. In summary, they categorise two translation strategies/methods and seven procedure/techniques. Vinay and Darbelnet use the terms 'strategy' and 'method' to describe general approaches to particular translation problems. The two strategies/methods they identify are direct and oblique. The direct strategy is their preferred strategy wherever possible and might also be described as literal translation (taking into account that 'literal translation' is a vague term covering a number of possibilities – but cf. immediately below for Vinay and Darbelnet's use of the term 'literal translation'). The three procedures/techniques they identify under the general category of direct translation are: borrowing, calque and literal translation.

Borrowing:

Lexical borrowing from the ST directly without any change e.g. the English word "team" is used exactly as it is in Kurdish, albeit that it is transliterated as *تیم* *ti:m*.

Calque:

A word or expression taken from another language and translated into a target language as a new expression. E.g. the English word "weekend" is translated into Kurdish as *ههفته کۆتایی kotai: hefte*, literally "end of the week". Or "see you later" *ئەتیبینمەوه etbi:nmewe*, literally 'see you later'.

Literal Translation:

A direct word-for-word translation from a ST into a TT without any change, e.g. the English phrase 'secretary general' is translated literally into Kurdish as *سکرێتیری گشتی skrtery gfty*.

Vinay and Darbelnet's second 'oblique' strategy is suggested as an option when direct translation cannot be used. In this case, four procedures/techniques are suggested for use; transposition (obligatory and optional), modulation (obligatory and optional), equivalence and adaptation.

Transposition (obligatory and optional):

This involves changing the word class or one part of speech with another, e.g. a noun for a verb. It is obligatory to do this when the language structures are different, e.g. between English and Sorani Kurdish. 'I want to go' is translated into Sorani Kurdish as *دەمەوێت برۆم* or *من دەمەوێت برۆم* where the English infinitive 'to go' is translated as the verb *ب-برۆم*, meaning 'I go'.

Modulation (obligatory and optional):

This involves the same meaning expressed in a slightly different way in the TL

Obligatory: An example in Kurdish could be translating 'A couple live next door' as 'a husband and a wife live next door' *ژن و مێردێک لەو ماڵەى تەنیشتمان دەژین zn u merdek leu me|e y tenyftmen dezi:n*.

Optional: in English when a Kurdish single male is asked 'do you have children?' about his marital status, it could be translated as 'are you married?' since in the Kurdish culture having children outside marriage is not acceptable.

Equivalence:

This involves translating a word or a phrase or expression into a TL which has the same meaning but a different structure and style to fit the TC, e.g. 'Raining cats and dogs', could be translated into Kurdish as 'raining for orphans' بو ههتیو دهباری *bo hēti:w dēbere*.

Adaptation:

This occurs when a notion in a SC does not exist in the TC, so a roughly corresponding cultural notion is used, e.g. "Church" could be translated by *mosque*.

Despite the confusion about terminology, concepts and classifications it can perhaps be said that there is some agreement about the basis of choosing an approach to translation, i.e. method of translation, and choosing the type of translation techniques that help with this choice.

The next sections in this chapter explore this further by considering the approaches of Ivir, Newmark and Venuti. I have chosen these approaches because they are prominent in the literature and appropriate to the analyses which I want to carry out.

2.3 Ivir's Strategies for Translating across Cultures

Ivir (1987: p.35) says, "translating means translating cultures, not languages". Ivir discusses what the translator can do when there is a difference in the cultures, i.e. a gap in one of the cultures or if there is a difference pertaining to the words of the SL and the TL, i.e. lexical differences. He suggests that there are a number of methods that can be used, but that there are three points to be taken into account if his methods are used.

1. They all achieve 'communicative equivalence in translation' but they may not explain the source culture (SC) to the target culture (TC), e.g. substitution avoids explaining anything about the SC or the SL expression.
2. It may be necessary to use combinations of the methods.
3. Each time a translator finds an area of "unmatched culture", s/he will have to make a new decision about which strategy to use.

Ivir outlines 7 strategies:

1. Borrowing
2. Definition
3. Literal translation
4. Substitution
5. Lexical creation
6. Omission
7. Addition

1. Borrowing or importing the phrase, with a definition

This can be used when necessary, when the phrase is simple, if does not look strange in the TL, if the SL is already familiar to readers in the TL because it already borrows phrases from the SL, if the translator does not do it frequently in one translation and if SL readers accept borrowing from other languages. An example is *starxani*: in Kurdish, which is the name of the national dress for men. The literal translation of ستارخانی *starxani*: is King Star – named after the clothes worn by a king whose name was Star. Another area where this strategy might be useful is food, which is often specific to a culture, e.g. a special Kurdish dish ترخینه *trxenε* which is made in the summer, dried and kept to be eaten in the winter.

2. Definition of the elements of the culture that are missing in the TC

If this strategy is used, it is best to do it together with borrowing. The translator can then put the definition in a footnote or in the main body of the text when it is first used. It should not be overused; it should not interfere with the way that the reader reads the translation. An example of this would be the English words 'boyfriend' and 'girlfriend', where there is no cultural equivalent in either Arabic or Kurdish to refer to a romantic relationship of this kind with a friend.

3. Literal translation

This is best used when the cultural element is the same or similar; the phrase has a similar lexical structure in both languages and can be understood easily, e.g. the translation of 'Afternoon tea' into Sorani Kurdish as عەسەرە چا which means afternoon tea. It can be also be used in, for example, in translating certain items in sacred texts. It is necessary to be careful in case the words are the same in the TL but they mean something different. This strategy should not be used when the translation would be ungrammatical in the TL. For Ivir, literal translation is achieved through the use of word-for-

word translation, which conveys 'both the content and the form', is faithful to the SL and is clearly understood in the TL.

4. Substitution

This can be used when there is a partial overlap of the cultures or in lexical structure. The advantage of this is that it is easy for the TL reader to read and understand but it may lose some of the SL meaning. The translator has to balance the consequences of this option. An example is the forms of greeting that are acceptable in Arab and European society. In Arab societies, men and women do not touch each other in public, but in some European societies, such as France and Italy, men and women kiss each other when they meet in the street. In this situation it would be possible to translate 'they kissed [one another]' into Arabic as 'they met and greeted each other', تم لقاء بينهما, or in Sorani Kurdish as به یه کرد یهک گهیشتن و سلاویان کرد, which also means 'they met and greeted each other'. This would convey the meaning but would not accurately describe the manner in which they greeted each other.

Another example is that, in English, it is possible to say that a woman divorced her husband, but if a translator decided to translate this literally into Iraqi Arabic or Kurdish, it would not be culturally acceptable. This is because, in Iraqi society, men make the decision about divorce. If the translator uses substitution, the translated version of 'the wife divorced the husband' might be طلبت الزوجة الطلاق (Arabic) و طلبتھا زوجها (Sorani Kurdish) ژنکه داواي ته لاقی کرد و پیاومکه ته لاقی دا (literally, 'the woman asked for a divorce and then her husband divorced her'). In this situation, the general meaning is conveyed, but not the specific details about a woman's power, in English society, to divorce her husband.

5. Lexical creation, i.e. the creation of new words or phrases in the target language

This is not often used because new words are difficult to create and may not be understood by the reader. This technique may be used when the translator cannot use any of the previous methods.

6. Omission

This can be used when it would be very difficult to translate and it would not significantly affect the meaning in the TL if it were not translated.

7. Addition of cultural information to translate "implicit" information into "explicit information"

An example from Kurdish is that people refer to 'the year of the uprising'. If this were to be translated into English, the implicit information would have to be made explicit by explaining that this was 1991,

the year that the Kurds in Iraq rose up against the regime of Saddam Hussein. Another example is that, during Saddam's regime, people in Iraq used to ask each other "Did you see the dog on television?" "هل شاهدت الكلب في التلفزيون؟" (Kurdish), which meant that Saddam had delivered a speech or was shown on television the previous night.

2.4 Newmark

2.4.1 Newmark's Semantic and Communicative translation methods

Newmark has proposed 'Semantic' and 'Communicative' translation as translation methods. Semantic translation can be said to favour or be oriented to the ST/SL and source culture, while communicative translation can be said to favour or be oriented to the TT/TL and target culture. These two translation types are similar to Nida's formal equivalence and dynamic/functional equivalence respectively. Nida (1964: p.159) defines formal equivalence as "focussing attention on the message itself, in both form and content" and being "concerned that the message in the receptor language should match as closely as possible the different elements in the source language". By contrast, he defines dynamic equivalence as occurring where "the relationship between the receptor and the message [is] substantially the same as that which existed between the original receptors and the message" (ibid.).

According to Newmark, Semantic Translation occurs when "the translator attempts, within the bare syntactic and semantic constraints of the TL, to reproduce the precise contextual meaning of the author" Newmark (1981: p.22). Semantic translation "attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original" (Newmark 1981: p.39). In a Semantic Translation approach, the translator will place greater emphasis on the ST and source culture in the translation and will attempt to replicate the original even if the resulting TT includes inaccuracies and does not comply with TL linguistic or cultural norms. In this sense a TT which results from Semantic Translation can perhaps be described as a foreignized text. The disadvantages of such an approach include the possibility that the translation may not be fluent and may need explanatory notes. Semantic translation can only be used for a relatively small number of text types such as literature.

Newmark (1981: p.22) describes Communicative Translation as being when "the translator attempts to produce the same effect on the TL readers as was produced by the original on the SL readers". In producing a Communicative Translation, the translator may be more flexible in his approach and use his knowledge about the source culture and SL to assist him in conveying the message and the

intended effect on the readers in the TL. The intention is that the 'contextual meaning' is conveyed with the readership in mind so as to duplicate the effect of the ST on the SL reader (Newmark 2009).

In his later work, Newmark (1991) suggests that the boundaries between these two strategies could be fuzzy. He also introduces the notion of 'language correlation', arguing that the two translation approaches are appropriate for different types of texts:

1. The more important/serious the language (keywords, collocations, emphases) of the original, the more closely it should be translated.
2. The less important the language of a text, the less closely it need be translated (Newmark 2009: p.30).

Newmark is of the opinion that the second correlation could be applied to factual work as long as 'the essential qualities of the action, the facts and the ideas are accurately rendered' (ibid.).

2.4.2. Translation techniques proposed by Newmark

Newmark proposes the following specific translation techniques

1. Transference

For Newmark, transference occurs when a lexical item is transferred from the SL to the TL without any alteration in the TL between 2 languages, e.g. proper names such as the newspaper 'The Guardian'. He argues that once transference has taken place successfully then naturalisation can follow. Naturalisation 'adapts the Source Language word first to the pronunciation, and then to the normal morphology (word forms) of the Target Language' (Newmark 1988: p.82), e.g. the German word *Performanz* and the English word 'performance'. This is sometimes referred to as an 'appropriated word', where the SL word has been in use in the TL for some time so that TL speakers consider it to be a TL word; e.g. in Kurdish 'police' پۆلیس *poli:s* is an appropriated word.

2. Transliteration

Transliteration involves retaining the word in the SL and using it, unchanged, in the TL so that it sounds the same as the word in the SL, i.e. it is phonologically unchanged, or at least minimally changed in accordance with phonological differences between the SL and the TL. This is similar to Newmark's transference technique and can in turn be compared to the use of loan words, i.e. a word from the SL

that is in common use in the TL and which the speakers of the TL recognise is a loan word, e.g. translating 'quality' as کوالیتی *kwaleti*: in Kurdish.

3. *Literal translation*

This can be defined as the translation of the individual words in an SL multi-word unit according using the TL word which is deemed closest in their basic sense to the basic sense of the SL word. An example is English 'Crown Court' translated into Sorani Kurdish as دادگای تاج *dadgaj tadz*. Here *dadgaj* means 'court' and *tadz* means 'crown'. Literal translation under this definition is the same as Vinay and Darbelnet's calque, i.e. 'a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements' (Vinay and Darbelnet 1958: p.32).

4. *Through translation*

Newmark defines this as the 'literal translation of common collocations, names of organizations, the components of compounds' (1988: p.84), e.g. 'Post Office' پۆست ئوفیس *post ?ofjs* and 'Job Centre' جۆب سەنتەر *job senter* are through-translated into Kurdish. This form of translation is a particular type of transliteration applied to proper nouns.

5. *Descriptive equivalent*

This is the use of the TL to describe or explain a cultural term in the SL. Dickins (2012: p.55) interprets this technique as being a response to the question 'what is it?'. It can be compared to one of Newmark's (1981: p.89) techniques for translating metaphors, i.e. 'converting the metaphor to sense'. Newmark recommends that this technique should be used when it is not possible for the image of the metaphor to be transferred from the SL to the TL without altering the register or meaning.

6. *Functional equivalent*

Here Newmark means the use by the translator of a neutral word with the addition of an explanation. Examples are *baccalauréat* – French secondary school leaving exam; *Sjem* = Polish parliament (Newmark 1988: p.83). Dickins (2012: p.55) interprets this technique as being a response to the question 'what does it do?' This can be compared to using a role equivalent: e.g. translating a job title in the SL with the job title of a person with a similar role or function in the TL culture, e.g. translating 'Probation Officer' as کارمەندی چاکسازی *karmendj chaksazi*: [reform officer] in Kurdish. These officers help people in prison and when they leave prison, so could be said to be the nearest cultural equivalent in the Kurdish judicial system.

7. **Cultural equivalent**

This technique is suggested for expressions in the SL which have no cultural meaning or correlation in the TL. In such situations, Newmark suggests the use of the substitution of a culturally equivalent word (i.e. a TL word denoting something with a roughly equivalent status in the TC to that denoted by the SL word in the SC) – just as ‘baseball’ in America might be culturally equivalent to ‘football’ in British culture (cf. Newmark 1988: p.83).

Newmark also talks about ‘equivalent effect’, which emphasises the effect on the readership, (Newmark 1981: pp.132-133), an example of which could be the use of *سەرەتایی* *seretai*, [first or primary] as a translation of ‘screening’ for which there is no direct equivalent in Sorani Kurdish. This seems to be the same as Nida’s ‘equivalent effect’, and may or may not involve cultural equivalence.

2.5 **Venuti**

The work of Venuti could perhaps be said to be focussed on global translation methods rather than specific techniques. In particular he discusses the use of “foreignization” and “domestication” by translators in their work and the political, social and cultural influences which may cause a translator to tend to use “domestication” particularly in English-speaking countries. He also examines the “illusion of transparency” and the “invisibility” of the translator (Venuti 1995/2008).

2.5.1 **Definitions of Foreignization**

Schleiermacher (1813/2004) describes two translation options which are available to translators. The first one could be described as foreignization. This is a translation strategy where the translator “... leaves the author in peace, as much as possible, and moves the reader towards him” (Lefevere 1997: p.74). A recent defence of foreignization is provided by Antoine Berman (1985/2004: p.227, and described by Munday 2012: p. 22). Berman challenges the avoidance of foreignization, arguing that in translation, it is an ethical duty of translators to keep the foreign as foreign. Likewise, his concept of “positive analytic”, in which literal translation can be used to make the target text appear to be foreign, is an example of how to present the sense of the ST and source culture in the TT.

Venuti (1995/2008) argues for the use of foreignization rather than domestication. He believes that TC readers should be reminded that they are dealing with a translated text and not a text which is originally written in their mother language. The only way to achieve this, in Venuti’s view, is to use foreignization as a strategy. In so doing, translators avoid the ‘illusion of transparency’ and the fake naturalization of the target text. According to Venuti, the process of foreignization “may involve lexical and syntactic

borrowings and calques" from the SL into the TL with the intention that readers realize the TT is in fact a translation (Venuti, 2004: p.189). Foreignization can be said to be SL and source-culture oriented.

Although it is often harder to sell translated texts (e.g. literary texts), when they seem translated, there are also advantages in foreignization. It is obvious that the SC is reflected in the TC and thus a new culture is introduced to the target reader with the visible role of the translator. Additionally, through translation, readers of a target text will be able to expand their knowledge about the SC and its SL.

2.5.2 Definitions of Domestication

Schleiermacher (1813/2004) identifies a second translation strategy, which can be termed domestication. Here, the translators "...leave the reader in peace, as much as possible, and moves the author towards him" (Lefevere 1997: p.74). However, as noted by Venuti (1995: p.20), it is not possible to fully reproduce the foreign text in the TL.

Venuti develops Schleiermacher's concept of domestication describing it as a translation strategy exercised by translators to make the TL fluent and natural to read. Venuti argues that in domesticating, the translator intentionally makes himself/herself invisible, formulating the TT so that it is easy to understand and appears not to be translated. This effect is achieved by omitting some of the foreign aspects of the ST/SC in the process of translation. It can be argued that domestication is TL oriented and, accordingly, in Schleiermacher's terms moves the author towards the reader (ibid).

2.5.3 Advantages of foreignization

The following are claimed by Venuti to be advantages of foreignization.

1. *Enriching of TL and target culture*

During the process of translation, bringing foreignness to the TC makes it richer. When translating, translators sometimes try to remain loyal to the author and the SC. In order to do so, they convey the intention and the personality of the writer as well as the cultural expressions. As a consequence, readers of the TC understand they are dealing with a different culture reflected in the TT. This may help create cohesion between cultures since, through translation, people share each other's cultures Venuti, (1995: p.1).

2. Avoidance of narcissism and racism

Transferring some elements of a particular ST, in translating, might mean that some very important SL cultural expressions have been transferred to the TC. In other words, translators may attempt to enrich their own culture by deliberately importing some parts of the SL and culture. This will establish cultural consistency and counter "ethnocentrism, cultural narcissism, racism and imperialism" (Venuti 1995: pp.19-20), as readers become familiarized with other cultures and traditions. Consequently the SC and the SL are both respected. However, Kurdish is a subaltern (lower status) language that has been very heavily suppressed in Turkey, Iran, Syria and Iraq and there has been hostility toward the language of the oppressing state, resulting in historical moves to purify the language of foreign influences (see section 1.6).

3. Educating the reader about the source culture

By adopting a foreignizing method, Venuti (2008: pp.19) believes that the translator may be said to have made an ethical decision to remain loyal to the author, source culture and SL by not changing the TT so that it corresponds to the TC norms and disguises features specific to the SC. In doing so, the translator may then be able to educate the readership about the source culture and SL, using translation as a cultural and political practice, since the process of translation as a whole involves more than just replacing words and texts. To give a political example, the politically disputed geographical area of باشووری کوردستان *bafu:rj kurdstan* could be translated as Iraqi Kurdistan or Southern Kurdistan, with a note to explain the difference between this and Kurdistan as a larger ethnically based, geographical notions to provide information about the source culture.

4. Making the translator's role visible

If the translation is carried out in a manner in which cultural importance and writer's intent are taken into account, the role of the translator will then be obvious because they will clearly be seen as an 'actor' in the translation process and the value and status of their role may be increased.

2.5.4 Disadvantages of foreignization

A number of disadvantages of foreignization have been identified in the literature.

1. It could confuse and alienate the reader if the translation is too difficult to read and could therefore be a counterproductive method.

2. Translators might be restricted in their ability to transfer cultural items into the TL and at the same time maintain cohesion and coherence (Venuti 1995/2008: pp.189-190).

3. Foreignization is most suitable for literary texts but would be difficult to apply to technical texts.

2.5.5 Advantages of domestication

A number of advantages of domestication have been identified in the literature.

1. Fluent, natural translation

Domestication aims to produce a fluent and natural translation, which is easy to read for the target readership. It can be argued that when the TT is fluent, it means that the translator has exercised a domestication strategy to avoid transferring foreign elements of the SC (Venuti (1995/2008: pp.189-190).

2. Meets the need of publishers

Venuti (1995: p.9) argues that it is harder to sell translated materials than original materials; and to facilitate selling more copies, some publishers and commissioners, especially in American and English cultures, expect the use of a domestication strategy. The translators are, therefore, instructed to act in accordance with their policies. Venuti (1995: p.30) goes on to say that a younger generation, prefers to read a plain text without any footnotes.

2.5.6 Disadvantages of domestication

A number of disadvantages of domestication have been identified in the literature.

1. Translator's invisibility

This is the 'illusion of transparency' when the text seems as though it is written in the target language and is not translated. The translator's role and work is thus invisible. In other words, this is a TT oriented approach (Venuti 1995: pp.1-2).

Venuti contends that target culture readers should be reminded that they are dealing with a translated text and not a text which is originally written in their mother language, thus forcing them (readers, commissioners and publishers) to take into account the work of the translator. For Venuti, this decision of whether to adopt a foreignizing or domesticating approach is an ethical one as he believes that a translator has a moral duty to transfer the foreign and sometimes political nature of the ST to the TT, see 2.5.3. However, he does recognise that there are some limitations to this approach as this will have to be done using the language and culture of the TC in order for the reader to understand the TT.

2.5.7 Mediating strategies

Katan (2002) suggests some “mediating” strategies, such that the TT includes some words and expressions which sound foreign but are used in a context where they fit the target text. The reader can feel the sense of the source culture reflected in his own target language without any “distortion”. An example given in Munday (2009: p.85) is to describe a translated order for a coffee with some added politeness (domestication) which is typical of the target culture but keeping the literal translation of the type of coffee ‘thick, double and really hot’ (foreignization).

2.6 Tanjour

In her thesis (2011), Tanjour has explored reader responses to translated texts and, in doing so, has taken into consideration the extra-linguistic and intra-linguistic influences on translators thus taking into account external factors such as those noted by Venuti as well as detailed translation techniques for bridging cultural gaps.

In her research, Tanjour assessed the translation of allusions in two Syrian Arabic translations of D.H. Lawrence’s book *The Virgin and the Gipsy* and concluded that the translation of allusions were inadequate. She assessed the use of explanatory endnotes and footnotes and interpolations such as explanatory glosses (additional information inserted into the text) in the same text.

She considered the extra-linguistic and intra-linguistic factors that were integral to the translation process, talked to publishers about the influences that governed the manner in which texts were translated and used questionnaires to survey the reader responses of Syrian students.

Tanjour interviewed Syrian publishers who acknowledged that they were influenced by external factors, e.g. economic, political, ideological and socio-cultural. Two of the main points made by the publishers were that in Syria economic factors (the cost of the translation, i.e. the number of words used and the quality of the translator where a less qualified translator may be cheaper to use) and the use of censorship limited the number of texts available for translation and the manner in which those texts could be translated (cf. Venuti).

Translators are therefore sometimes limited by the specific instructions of publishers. An example is that some publishers do not allow footnotes/endnotes and some paratextual elements where publishers wish to limit the word count of the translated text in order to minimise the payment to the translator. Some delete such additions to the translation (2011: p.220) if they are made by the translator. Tanjour therefore concludes that publishers in Syria in 2011 have more social power than translators (cf. Venuti).

Tanjour asserts that translators are readers and writers. In their role as readers they try to identify cultural gaps and in their role as writers they attempt to bridge these by their methods of translation (2011: p.223). The translator is thus a reader who is aware of the different cultural contexts and the specific difficulties in translating cultural differences/references for different target readers.

The translator's voice is influential in how the TT is received but he or she is working within and limited by a broader social, economic and ideological context. In addition to this, the translator is influenced by the text type/genre. Translators have to become readers of the ST and decide which procedure/strategy is appropriate as well as attempting to understand the possible wishes of and likely effect on the target reader. In Tanjour's research where interpolations and endnotes were used the role of the translator became more visible. Reader responses were sought through the use of questionnaires. Some of the TTs had interpolations and endnotes and others did not.

Reader feedback was found to be varied, i.e. the reaction of the respondents to the use of endnotes and footnotes varied. Some did not like footnotes or endnotes as they preferred to make more effort to understand the text without the additional information. Others did not wish to interrupt their reading by the distraction of reading an endnote or footnote. However, the majority of those surveyed favoured footnotes, with some preferring both footnotes/endnotes with extra information about cultural references through interpolated glosses. Lack of footnotes/endnotes or interpolations appeared to limit the reader's understanding of the content of the literary text and the use of interpolations and endnotes appeared to increase the reader's understanding of cultural references and of the characters and their relationships.

The reader response appeared to be affected by the purpose of reading the text. If it was for pleasure, they were less likely to want footnotes/endnotes or interpolations. If the reading was undertaken as part of an educational course, then the additions were welcomed as a form of assistance to better understand the cultural references in the text. The readers were unlikely to make any comment if the additions were not highlighted.

This study appears to confirm that in addition to extra-linguistic factors, e.g. socio-cultural, economic, political and ideological and intra-linguistic factors in bridging cultural gaps in a specific cultural context, the translator has to be aware that reader response to the translation is individual. It appears to be partially determined by the reason for reading the text and the readers in this research welcomed a more visible translator presence in the form of additions if they were studying the text for academic purposes. It could therefore be argued that a multi-level approach to translation is necessary in translating cultural differences.

2.7 Conclusion and summary

In this chapter, some of the existing typologies of procedures for translating culture-specific terms were discussed together with some aspects of the previous works of translation scholars regarding the translation of cultural references and differences. The chapter also explored some theories concerning the translator's role followed by the discussion of a number of linguistic and non-linguistic factors in making decisions about translating culture-specific terms.

As well as Ivir's (1987) seven translation strategies for translating across cultures and Newmark's 'communicative' and 'semantic' translation methods, the chapter discussed some definitions of translation strategies, techniques and procedures (Munday, 2012; Molina and Hurtado-Albir, 2002; Vinay and Darbelnet, 1958/95).

This was then followed by a description and discussion of the work of Venuti (1995/2008), Schleiermacher (1813/2004), and Berman (1985/2004). The chapter specifically, concentrated on 'domestication', 'foreignization', the 'illusion of transparency' and 'the invisibility of the translator'.

Finally, the chapter focussed on Tanjour's findings in her research of 'reader responses' to different versions of translations of the same literary English literary text and the influence of extra-linguistic and intra-linguistic factors on translations into Arabic in her home country, Syria.

In the following chapter, existing accounts of 'areas' of relevance for translating culture-specific terms will be explained and a list of fundamental 'areas' of relevance for translating culture-specific terms will be produced.

Chapter 3

Existing accounts of 'areas' of relevance for translating culture-specific terms

3.1 Introduction

This chapter is concerned with existing theories about identifying areas of relevance for translating culture-specific terms. The notion of equivalence in translation and some of the difficulties with this notion are discussed. Having done this, the chapter moves on to consider some multi-level models for identifying areas of relevance for translating culture-specific terms, i.e. Koller's (1979) text analysis approach, Hervey and Higgins' textual matrices model (Dickins, Hervey and Higgins, 2002) and Catford's (1965) linguistic model of translation. Baker's (2011) analysis of different areas of equivalence is also discussed.

The chapter then describes some translation theories/approaches that are more orientated towards extra-linguistic factors, i.e. Vermeer's (1989/2004) skopos theory, which emphasises the purpose or function of the TT; Holz-Mänttari's (1984) translatorial action model, which emphasises the TT function and translation commission; and Nord (1997), who presents a functionalist model of translation, which includes the TT function, translation commission and text analysis.

3.2 Equivalence

When considering 'areas' of relevance for translating culture-specific terms it can be argued that the study of models of equivalence and text analysis is of major importance in identifying such areas. There are many criticisms of this approach, such as the difficulty of defining equivalence, the different types of equivalence and doubts about the possibility of achieving equivalence between two languages but it remains the most useful starting point for translators when they commence work on a translation.

3.3 Equivalence as a prescriptive notion and Equivalence as a descriptive notion

Prescriptive equivalence

Equivalence as a prescriptive notion implies that there is a 'correct', i.e. equivalent, and 'incorrect', i.e. non-equivalent method of translating a ST. In this notion, the 'correct' method would be approved by a person with the authority and experience to assess the quality of the translation. As described by Dickins, Hervey and Higgins prescriptive equivalence "denotes the relationship between an SL

expression and the canonic TL rendering of it as required, for example, by a teacher” (Dickins, Hervey and Higgins: 2002: p.19).

Descriptive equivalence

In this understanding, equivalence is not prescriptive. Descriptive equivalence is defined by Dickins, Hervey and Higgins as follows: “Descriptively, equivalence denotes the relationship between ST features and TT text features that are seen as directly corresponding to one another, regardless of the quality of the TT” (Dickins, Hervey and Higgins 2002: p.19). They argue that it is not possible to achieve true equivalence between the ST and TT, but only parts of the texts.

3.4 Koller

3.4.1 Koller’s definition of translation

As noted by Manna (2011: p.24), according to Koller “What is translated are utterances and texts; the translator establishes equivalence between SL-utterances/texts and TL-utterances/texts, not between structures and sentences of two languages” (Koller, 1977: p.76).

3.4.2 Koller’s definitions of correspondence and equivalence

Munday (2012: p.73) notes that Koller’s definition of correspondence is described as being within “the field of contrastive linguistics which compares two language systems and describes differences and similarities contrastively” (Koller, 1979: pp.176-191). This method allows the translator to recognise false friends and other difficulties with lexical items, morphology and syntax. Munday (ibid.) goes on to describe Koller’s definition of equivalence as relating to “equivalent items in specific ST-TT pairs and contexts”. For Koller (1979/1989: p.185), there is a difference between being competent in a foreign language, i.e. having a good knowledge of correspondence and being competent in translation, which requires knowledge of equivalence and the ability to use equivalence. Koller (1979/1989: p.100) asserts that to talk about the need for a translation to be equivalent to the original without defining the nature of the types of equivalence is “vacuous”. He argues that “this means that the SL content, form, style, function etc. must be preserved, or at least that the translation must seek to preserve them as far as possible”. These types of equivalence are described in his multi-level approach to translation.

3.4.3 Koller’s multi-level text analysis approach to translation

Koller (1979/1989: pp.100-104) describes five types of equivalence relations.

1. Denotative equivalence

This concerns the extra-linguistic content of a text that influences the translator and could be described as a fixed equivalence or “invariance of content”, e.g. of a term such as ‘United Nations’, with specific equivalents in different languages.

2. Connotative equivalence.

This concerns the lexical choices of a translator in conveying the connotations of the content of the ST into equivalent connotations in the TT, especially between near-synonyms. Koller regards this as ‘One of the most difficult problems of translation, and in practice is often only approximate’ (Koller, 1979/1989: p.102).

Koller (1979/1980: p.102) notes nine connotative dimensions:

1. Connotations of speech level, e.g. poetic, normal, colloquial, slang and vulgar.
2. Connotations of socially determined usage, e.g. student language, military usage, working-class language and educated-class language.
3. Connotations of geographical relation or origin, e.g. non-regional, American English, and dialect.
4. Connotations of medium in spoken and written language.
5. Connotations of stylistic effect, e.g. archaic, pompous, plain and descriptive.
6. Connotations of frequency, e.g. common and uncommon.
7. Connotations of register, e.g. normal usage, technical and medical.
8. Connotations of evaluation, e.g. conveying a positive evaluation and conveying a negative evaluation.
9. Connotations of emotion, e.g. using emotion to describe a topic and not using any emotion (being neutral).

3. Text-normative equivalence

This concerns the norms related to the type of text that is being translated and therefore requires a good understanding of the use of both the SL and TL in different types or genres of communication.

4. Pragmatic equivalence (or communicative equivalence)

This is focussed on the receiver or reader of the TT and is similar to Nida's dynamic equivalence (and to Newmark's communicative approach and Venuti's domestication, which is TL oriented). At this level Koller suggests that the needs of the reader would take priority over other types of equivalence.

5. Formal equivalence

This is concerned with the form and style of the ST and the way in which the language is expressed. An example is the use of puns. This type of equivalence may be referred to by others as 'expressive equivalence'. It is important to note that this is not the same as Nida's 'formal equivalence'.

These five levels are intended as a hierarchy for the translator to use, moving from the first, denotative, level to the next level if the first level is not sufficient to achieve a good translation and so on through the hierarchy until the translator achieves a satisfactory translation, i.e. a good communicative translation.

Koller gives more details of how to achieve the different types of equivalence at the five levels by describing the research foci for the different types of equivalence (Koller 1979/1989: pp.187-191). These have been summarized by Munday (2012: p.75).

Denotative equivalence would be achieved by analysing correspondences and the "interaction with textual factors". Here, the research focus would be on lexis.

Regarding connotative equivalence, Koller suggests that a theoretical approach is needed to identify connotative features in different languages. The research foci would be the level of formality of the language, social usage, geographical origin, effect of stylistics, genre and emotion.

Text normative equivalence would be achieved by the use of text analysis to describe and correlate patterns of text between languages. The research focus for this would be an analysis of such patterns of use in different communicative situations.

Pragmatic equivalence is to be achieved by translating the text for a specific audience. This takes priority over other types of equivalence in this model. The research focus for this level of equivalence would be an analysis of how audiences would receive the translated text or communication in different language pairs and different texts.

Formal equivalence is achieved by analysing the stylistic form of the ST and researching the options for using similar stylistic forms, e.g. equivalence in rhyme and metaphor, in the TL.

According to Koller (1979/1989: p.104) his model will allow a translator to do what he considers to be essential, i.e. a translator must commence a translation with “translationally relevant text analysis” so that he can “set up a hierarchy of values to be preserved in the translation” and thus construct a “hierarchy of equivalence requirements” for that specific text. Koller argues for more work to be done to develop a methodology and conceptual apparatus for “translationally relevant text analysis”.

However, Munday suggests that in this model it is not clear how the translator should decide which level to use (Munday 2012: p.74). Manna (2011: p.24) also criticises Koller’s model as not being clear, i.e. it does not provide enough detail for it to be used and understood by translation students or by trainers of translation students.

3.5 Hervey and Higgins: textual matrices model

As already noted, Hervey and Higgins emphasise the notion of “minimising difference” rather than “maximising sameness” (Dickins, Hervey and Higgins, 2002: p.19), arguing that it is not possible to see equivalence as ‘sameness’ since this cannot be achieved in translation. When using their model, it is accepted that some elements of the ST, at all levels, may be lost when translated into the TT. The task is to minimise the loss and ensure that the important elements of the text are not lost in the process of translation. In order to achieve this, the translator has to make decisions about the priority of each aspect of the ST and minimise the translation loss especially in priority aspects in the TT.

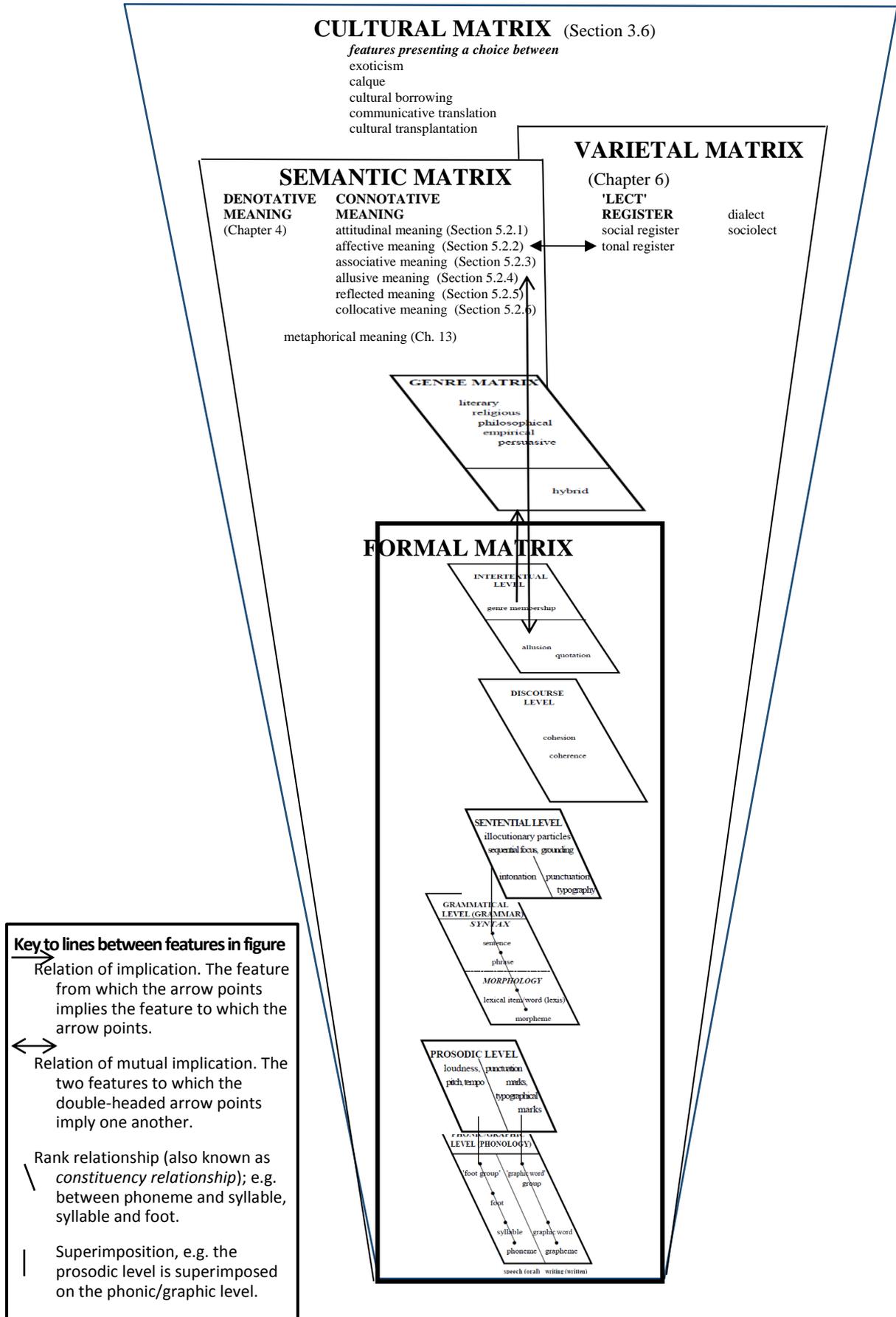
Textual Matrix Model

The textual matrix is a multi-level model for use in finding equivalence between the ST and TT. It assists the translator to analyse the source text at many different levels and to decide which elements of the ST are more important and therefore to give them priority in the translation process. In giving them priority, the translation loss for these elements should be minimised. The model recognises that as a result of prioritising certain elements, translation loss may more reasonably occur in the elements of the ST that have been given less priority.

The model consists of 5 matrices: Cultural, Varietal, Genre, Semantic and Formal. Within most matrices there are levels which are, in the cases of the phonic/graphic level and the grammatical level,

further divided into ranks. The overall textual matrices model can be represented in Figure 3.2 (diagram provided by James Dickins, personal communication).

Figure 3.2



Matrices

Cultural Matrix

This matrix describes options in translating between exoticism (e.g. wholesale foreignness), calque (e.g. idiom translated literally), cultural borrowing (e.g. of the name of a historic movement), communicative translation (e.g. of public notices, proverbs etc.) and cultural transplantation (e.g. *فهڕه‌د* *ferhed* in Kurdish recast as 'Romeo', etc.) (Dickins (2013: p.38).

Varietal Matrix

This matrix is concerned with the way in which language is related to the identity of the speaker and has two sub-areas: register and 'lect'. Register is divided into tonal register and social register. Tonal register is the tone of the speaker, e.g. polite or familiar. The tone is said to have affective meaning. Social register refers to the speaker's social group, e.g. political group, cf. Koller's connotations of speech level.

'Lect' is divided into sociolect and dialect. Sociolect is associated with the language used by different groups within the class structure of a society, e.g. middle class (cf. Koller's connotations of socially determined usage). Dialect is a language variety which is spoken in a defined geographic area, e.g. Howrami Kurdish, which is spoken in the Kurdish mountain areas between Iraq and Iran (cf. Koller's connotations of geographical relation or origin).

Genre Matrix

Dickins et al. suggest five genres which they claim are traditional, at least in the West: these are Literary, Religious, Philosophical, Empirical and Persuasive (cf. Koller's text normative equivalence and connotations of register).

Literary genre: This covers literary texts, e.g. poetry, and drama, etc. and could be said to be author-oriented and may have its own style. As a result of the individual styles of such texts and the likely use of connotation, polysemy and analogy, it is possible that intention of the author and the effect of the translation may not be the same (Dickins, Hervey and Higgins 2002: p.178).

Religious genre: It is suggested that the style of the author will be influenced by the subject and the audience/readership, e.g. a text used to address the general public and one used to address a religious scholar will have linguistic differences (Dickins, Hervey and Higgins 2002: pp.178-179).

Philosophical genre: These are texts associated with ideas and rational thinking, e.g. ethics (Dickins, Hervey and Higgins 2002: p.179).

Empirical genre: The purpose of such texts is to provide information and to present an impartial view of observable facts, e.g. scientific texts (Dickins, Hervey and Higgins 2002: pp.178-9).

Persuasive genre: The purpose of these texts is to persuade the audience/reader to behave or act in a particular way, e.g. political speeches and instruction manuals (Dickins, Hervey and Higgins 2002: p.179).

When translating between two cultures which have a different set of genres, it may be necessary to change genres between the ST and the TT (or very often to create a hybrid or mixed genre) (Dickins et al. *ibid.*)

Semantic Matrix

This matrix is divided into two areas: denotative meaning and connotative meaning (cf. Koller's denotative and connotative equivalence).

Denotative meaning is described as "that kind of meaning which is fully supported by ordinary semantic conventions, such as the convention that 'window' refers to a particular kind of aperture in a wall or a roof" (Dickins, Hervey and Higgins 2002: p.52).

Dickins, Hervey and Higgins suggest that a number of notions have to be considered when a translator is thinking about denotative meaning. The first is synonymy, where two phrases or words have the same meaning, e.g. 'my father's sister' and 'my paternal aunt'. The second and third notions are hyperonymy and hyponymy, where a hyperonym "is an expression with a wider, less specific range of denotative meaning" and a hyponym "is an expression with a narrower, more specific range of denotative meaning" (Dickins, Hervey and Higgins 2002: p.55). They state that it can be difficult to find a TL synonym to reflect the exact meaning in the SL and that the translator may need to rephrase the SL in a way that will be understood in the TL. For example 'cousin' in English is a hyperonym of the Kurdish 'maternal cousin', خالۆزا *xafoza* and 'paternal cousin', ئامۆزا *amoza*. Using a hyponym to translate a hyperonym, as in this case, is described as particularising, i.e. it gives more specific detail or denotative meaning than the original in the ST. If the reverse technique is used, i.e. a hyperonym is used to translate a hyponym, this is described as generalising translation. It is important to identify

the best translation technique on the basis of which textual features are to be prioritized (cf. Dickins, Hervey and Higgins 2016: p.60), as it may result in deletion or addition of significant details. If this occurs “then only compensation can counteract the omission or addition” (Dickins, Hervey and Higgins 2002: p.58).

Connotative meaning is the “associations which, over and above the denotative meaning of an expression, form part of its overall meaning” (Dickins, Hervey and Higgins 2002: p.66). Dickins, Hervey and Higgins describe six types of connotative meaning: Attitudinal, Associative, Affective, Allusive, Collocative and Reflective.

1. Attitudinal meaning

This is the aspect of the full meaning which involves the attitude about the referent (thing or person being referred to). An example of the difference between ‘house’ and ‘home’ is given, noting that ‘house’ is a neutral word but ‘home’ has personal connotations (Dickins, Hervey and Higgins 2002: pp.67-68). In this situation the translator has to be aware of the attitudinal references and work with the semantic differences in the SL and TL in order to achieve as close a translation as possible. Attitudinal meaning can be compared to Koller’s connotation of evaluation.

2. Associative meaning

This is the part of the full meaning which refers to the associations or expectations connected to the referent. An example given by Dickins et al. is the word ‘nurse’, which is generally associated with work undertaken by women (Dickins, Hervey and Higgins 2002: p.68). There may also be different cultural associative meanings in the two languages and the translator has to be aware of these in choosing the correct rendering of the word or phrase. For example, a professional dancer in western culture is a respectable occupation but in Kurdish the occupation is associated with low status and to call a female a dancer is an insult. In such a situation, as Manna (2011: p.30) says, the translator may have to find an alternative ‘if semantically exact rendering is unacceptable in the target culture’.

3. Affective meaning

This refers to the emotional effect on the reader or audience in the TT (Dickins, Hervey and Higgins 2002: p. 69). It is different from attitudinal meaning as it concerns the effect of the TT on the reader whereas attitudinal meaning concerns the attitude to the item in the TT. Affective meaning can be compared to Koller’s connotations of emotion.

4. Allusive meaning

Allusive meaning is “an intertextual feature. It occurs when an expression evokes an associated saying or quotation in such a way that the meaning of that saying or quotation becomes part of the overall meaning of that expression” (Dickins, Hervey and Higgins 2002: p.70). For example, if a person writes in Kurdish about ‘The City of the Immortal Sheikh Mahmood’ they are referring to the Kurdish city of Sulaimany. Here, the allusion is to Sheikh Mahmood, who was based in Sulaimany and led Kurdish uprisings against the British rule in Iraq.

5. Collocative meaning

The notion of collocative meaning is related to collocation, which is “the tendency of words to co-occur regularly in a given language” (Baker 2011: p.52). Each language has its own set of collocations and the translator has to be aware of these and the different collocations in the SL and the TL. Collocative meaning is that “meaning given to an expression over and above its denotative meaning by the meaning of some other expression with which it collocates to form a commonly used phrase” (Dickins, Hervey and Higgins 2002: p.71). An example of different collocations in Kurdish and English would be that ‘grey hair’ in English would have to be translated as ‘white hair’ قژی سپی *q3j spj* in Kurdish. Another Kurdish collocation, relating to food is ‘rice and stew’ برنج و شله *brnd3 u 3le*. This is a very common collocation and describes a popular meal frequently served in restaurants and in the home. The stew can contain different ingredients but is always described as شله *3le* and ‘rice and stew’ are always served together. This collocation is not found in English as this is not a common English meal.

6. Reflected meaning

Reflected meaning is “the meaning given to an expression over and above the denotative meaning which it has in that context by the fact that it also calls to mind another meaning of the same word or phrase” (Dickins, Hervey and Higgins 2002: p.72). An example in Kurdish is calling someone رێوی *rewi:* literally ‘fox’. In colloquial Kurdish *rewi:*, when applied to a person means ‘cunning’. However, this metaphorical meaning also reminds the reader of the more literal sense of رێوی *rewi:* ‘fox’.

Other types of connotative meaning

Dickins et al. present three other types of connotative meaning:

- a) Emphasis: such as the use of semantic repetition, alliteration, repetition, exclamation marks, etc.
- b) Presentation of information as predictable or unpredictable: predictability and unpredictability are a function of the formal properties of theme and rheme.

c) Presentation of information as foregrounded or backgrounded: foregrounding and backgrounding are a function of the formal features of mainness and subordination' (Dickins, Hervey and Higgins 2002: p.74).

Formal Matrix

There are six levels in this matrix.

1. The phonic/graphic level
2. The prosodic level
3. The grammatical level
4. The sentential level
5. The discourse level
6. The intertextual level

The phonic/graphic level and the prosodic level are paired and are concerned with the basic elements of both spoken and written language. There are ranks within the phonic/graphic and grammatical levels starting with the most basic elements, i.e. the phonic/graphic level starting with phonemes and graphemes and becoming more complex going up the ranks – phonemes combining to make syllables and syllables combining to make a foot. The prosodic level describes the aspect of spoken language (loudness and tempo) or written language (typographical marks and punctuation marks), which are overlaid on the phonic/graphic level.

The grammatical and sentential levels are also paired. The grammatical level consists of two areas, morphology, which is concerned with the way in which morphemes are arranged into words, and syntax, which is concerned with the way in which words are arranged into phrases and sentence bases. The ranks within this level are firstly morphemes, then lexical items (words), then phrases and then sentence-bases. When other features such as intonation and sequential focus are added sentence-bases become full spoken sentences. When features such as punctuation and typography are added in written language these become full written sentences. These additional features are included in the sentential level and the features are overlaid on the grammatical level.

Above the grammatical/sentential level, comes the discourse level, which is concerned with “how whole texts and sections of texts, and particularly elements larger than a sentence ‘hold together’” (Dickins 2007: p.47) and includes the notions of cohesion and coherence. Dickins defines cohesion as “the use of explicit connecting words” and coherence as “more abstract and concerns the ways in which sections of text make sense” (Dickins 2007: p.47).

The next level up, the intertextual level, is concerned with how a text relates to other texts, i.e. “the way in which elements of one text relate to elements of another” (Dickins 2007: p.48). The first possible relationship is the use of direct quotes from another text or an allusion to another text, a more indirect manner of relating to another text. In this model, allusion to another text is linked to allusive meaning, which was discussed earlier in this chapter. The second possible way in which a text may relate to other texts is genre membership and this links to the genre matrix in this model.

This multi-level functional and product oriented approach to translation is a useful and practical tool for translators. Rather than placing emphasis on seeking direct equivalence, it is concerned with minimising translation loss. The model guides translators through different levels of textual analysis and provides a structure to assist with identifying which levels or areas should have priority for minimising translation loss in order to increase the functional effectiveness of a translation. Although this approach has been widely praised, it has been suggested that, especially with regard to literary translation, the model does not provide sufficient guidance for translators to help them reach a decision about prioritising areas for minimising of translation loss (Conti, 2003: p.56). However, these are complex decisions that face all translators and depend on the function of both the text overall and the individual phrases or words within the text.

3.6 Other ‘multi-level’ models

3.6.1 Catford

Catford (1965) developed a linguistic model of translation. Munday (2012: pp.92) describes the model as ‘analysing language as communication, operating functionally in context’. Catford’s model has both levels and ranks. Examples of levels are phonology, graphology and grammar, whilst ranks within grammar include sentence, clause, group, word and morpheme. The ranks describe the hierarchy of linguistic units that combine in one level and then become the basic units of the next level, e.g. in the morphology rank morphemes combine to form words and in the syntax rank words combine to form phrases. The levels describe phenomena.

Munday (ibid.) notes that Catford emphasizes the difference between formal correspondence and textual equivalence (cf. Koller’s later use of these notions as described earlier in this chapter). Formal correspondence is defined as ‘any TL category (unit, class, element of structure, etc.) which can be said to occupy, as nearly as possible, the “same” place in the “economy” of the TL as the given SL category occupies in the SL’ (Catford 1965: p.27).

Catford describes rank bound-translation as translation that attempts to find equivalence for each word in the ST and unbounded translation as one where equivalence can be at other levels. A textual equivalent is defined as 'any TL text or portion of text which is observed on a particular occasion...to be the equivalent of a given SL text or portion of text' (ibid.).

In Catford's model, formal correspondence could be described as a system to pair concepts between two languages and textual equivalence as being related to particular ST-TT pairs. According to Catford, translation shifts or 'departures from formal correspondence in the process of going from the SL to the TL' (1965: p.73) occur when the two notions diverge.

Catford presents two types of shift, a shift of level and a shift of category. A level shift (1965: pp.73-75) is described by Munday (2012: p.93) as occurring, for example, when something which is expressed by grammar in one language is expressed by lexis in another. It would, therefore, be necessary to use different levels in his model to translate the item into the TL. An example of this is given in Munday (ibid.), 'cases where the French conditional corresponds to a lexical item in English: e.g. *trois touristes auraient été tués* [lit. 'three tourists would have been killed'] = *three tourists have been reported killed*.

Catford's category shifts (1965: pp.75-82) have four subdivisions: structural shifts, class shifts, unit or rank shifts and intra-system shifts. As noted by Munday (2012: p.93-45), the shifts can be described as below.

Structural shifts: Catford asserts that these are the most frequent types of shift and generally require a shift in grammatical structure. For example the subject pronoun + verb + direct object that is common in English, *I drink tea* in Kurdish is translated as *tea drink I*, چا دهمۆم, *tja dexom* where the subject pronoun *I* is incorporated into the verb as the suffix *m* in Kurdish.

Class shifts: These consist of shifts from one part of speech to another. Catford gives the example of *medical student* in English being translated in French as *un étudiant en médecine*. In this example, the English pre-modifying adjective *medical* is translated by the adverbial qualifying phrase *en médecine*.

Unit shifts or rank shifts: These are shifts where the TL equivalent translation is at a different linguistic rank to that of the ST.

Intra-system shifts: These occur when, even though there are corresponding systems, ‘the translation involves translation of a non-corresponding term in the TL system (1965: p.80). For example, *advice* in English, which is neither singular nor plural (uncountable), is translated into French as *des conseils*, which is plural.

Snell-Hornby (1988) and Bassnett (1980/1991: p.6) criticise Catford for producing a model that is too simplistic and narrow. Snell-Hornby (ibid.) also argues that translation has to be more than just a linguistic process and that cultural and situational features also have to be considered when translating between two languages and, therefore, two cultures.

Munday (2012: p.94) notes that Catford acknowledges that translation equivalence can only be achieved by the use of communicative features in translation such as function, relevance, ‘situation and culture’, which are not adequately represented in his model. Both Munday (ibid.) and Snell-Hornby (1988: p.20) also criticise Catford’s model, arguing that it adopts a narrow linguistic approach that concentrates on translation at the level of sentences and below and that his approach was not tested on whole texts or on real translations but on invented sentences and therefore does not address the cultural features that are a necessary part of translation equivalence.

3.7 Other models

3.7.1 Baker

Baker (2011: p.5) asserts that equivalence has no theoretical status and says that she uses it in her book ‘with the proviso that although equivalence can usually be obtained to some extent, it is influenced by a variety of linguistic and cultural factors and is therefore always relative’ (c.f. Dickins et. al. and the aim of translation as the ‘minimising of difference’).

However, Baker (2011) does acknowledge the importance of equivalence as a starting point in translation by using equivalence at different levels as her chapter headings, working with a ‘bottom up’ approach, i.e. word level equivalence; above-word-level equivalence; grammatical equivalence; textual equivalence: thematic and information structures; textual equivalence: cohesion; pragmatic equivalence (coherence). Baker does not claim that her approach should be used as a multi-level model but describes a range of areas of equivalence that have to be considered by a translator and

have to be put in 'context' (Baker 2011: p.6) when choosing a translation procedure. Here Baker is using 'context' to refer to linguistic and non-linguistic factors.

Word level: Baker discusses definitions of a word and lexical meaning in relation to equivalence.

Above word level: In this chapter Baker discusses the problems related to translation of collocations, idioms and fixed expressions

Grammatical equivalence: Baker notes that there are differing grammatical categories in different languages, e.g. number, gender, person, tense and aspect and voice. She also refers to the importance of word order in different grammatical systems.

Textual equivalence: thematic and information structures and cohesion. Baker considers the difficulties that can arise when attempting to transfer the thematic and information structures of the ST into the TT and concludes by saying that the main aim of the translator must be to produce a text that keeps the information of the TT cohesive and coherent as a text and able to be understood by the target audience.

Pragmatic equivalence: Baker discusses coherence and implicature in a separate chapter as she considers them important in attempting to translate cross-cultural communication. She emphasises the need to consider the implied meanings of textual items (cf. Hervey and Higgins', connotations) in a way that can be understood by the target audience as well as considering writers and cultural context. Munday (2012: p.159) comments that Baker has concentrated on the 'thematic and cohesion structures' in a text and that this is helpful for translators in choosing translation procedures.

3.8 Skopos

As already discussed, a purely linguistic or 'equivalence' approach to translation is limited and it is important to recognise that extra-linguistic factors are also relevant to translation. This has been recognised by a number of theories including skopos theory. The focus of this theory is on the TL rather than ST and whether the TT has fulfilled the 'function' of the translation 'commission'.

In Vermeer's skopos (purpose) theory the TT must be 'functionally adequate' (Vermeer 1989/2004: p.228). For this to occur, the translator must understand the function of the TT and why the translation

has been commissioned. Munday (2012: p. 122) notes that Reiss and Vermeer (1984) describe six levels or rules when using this model. He summarizes them as:

1. A TT (or in skopos theory the *translatum*) is governed by its purpose or 'skopos'
2. A TT is an offer of information in a TL and target culture from the ST, SL and source culture.
3. The offer of information in a TT does not have to be reversible (back to the SL or ST).
4. A TT must be coherent internally.
5. A TT must be coherent with the ST.
6. These rules are in a hierarchy and the first rule about 'skopos' or purpose is the most important.

In this model the 'functional adequacy' of a TT is judged by two rules, the coherence rule and the fidelity rule (Reiss and Vermeer 1984: pp.113-114). Munday (2012: p. 122) summarizes them as:

A. The coherence rule (rule 4): according to Reiss and Vermeer (1984: p.113) the TT 'must be interpretable with the TT receiver's situation', i.e. the translation has to take into account the needs and situation of the reader and produce a translation that makes sense to the TT reader. The translator therefore has to make judgements about extra-linguistic factors that may affect how the TT reader receives the text.

B. The fidelity rule (rule 5): according to Reiss and Vermeer (ibid: p.114), coherence between the ST and TT is achieved through coherence between:

- the ST information received by the translator
- the interpretation of this information by the translator
- the information that is then 'encoded' by the translator and transferred to the TT readers.

The fidelity rule has been criticised as not being clear about what coherence between the final TT and the ST should be (Munday 2012: p.123). As Munday points out, the hierarchical model means that coherence between the ST and TT is at the lowest level of importance and implies that the skopos or purpose overrides even this important level of translation. Munday (ibid.) cites further criticism of skopos theory by Nord (1997: pp.109-122) and Schäffner (1998b: pp.237-238), who contend that the theory does not work with literary texts where the style of the text is often very important and may not have any particular purpose; that the term *translatum* does not help translation theory as the term *target text* already exists and that the model does not pay enough attention to linguistic factors such as the semantic or stylistic nature of the TT.

3.9 Translational action

Holz-Mänttari's (1984) translational action model also considers the purpose or function of the ST and TT and puts them in the sociocultural context of the translation commission as 'translational action'. She describes translation as being focused on communicative function and outcome for the receiver of the TT, and the translation process as being undertaken by a range of roles and players (who could be either people or organizations). The role of these players is to enable a cooperative approach to produce a cross-cultural functionally oriented and adequate communication. She provides a list of the players and their roles:

The initiator: the individual or organization that needs the translation;

The commissioner: the agency or individual who contacts the translator;

The ST producer: the author(s) of the ST;

The TT producer: the translator(s) of the TT;

The TT user: the person who uses the TT, e.g. an advice worker using a translated leaflet;

The TT receiver: the person who is at the end of the process and reads the TT, e.g. the person who received the leaflet from the advice worker; (Holz-Mänttari, 1984: pp.109-111).

The role of the translator is to ensure that the 'functionally oriented communication' between the two cultures (intercultural transfer) takes place with priority being given to the needs of the receiver.

3.10 Nord

Nord (1997) presents a functionalist model of translation that develops some of the features of skopos theory that places emphasis on the function of the TT but also emphasises the translation commission and text analysis. The descriptions below are adapted from Munday (2012: pp. 126-129).

3.10.1 Documentary and instrumental translation in Nord

In her model, Nord suggests two types of translation: documentary and instrumental.

Documentary translation: For Nord (2005: p.80) documentary translation is a 'document of a source culture communication between the author and the ST recipient'. This type of translation allows the translator to use methods that means that the TT reader knows that the text is translated. These methods include literal translation and what she calls 'exoticizing translation' by which she means transferring some lexical items that are culture specific from the ST to the TT (cf. Venuti's concept of foreignization).

Instrumental translation: This is an approach to translation that concentrates on the communicative purpose of the TT and aims to produce a natural translation where the reader is not aware that the text has been translated. The function of the ST for the ST reader must be the same as the TT for the TT reader, e.g. a technical manual.

3.10.2 Main features of Nord's model

There are three main features of this model, which are described in detail below by Munday (ibid) as:

1. The importance of the brief from the commissioner
2. The role of ST analysis
3. The functional hierarchy of translation problems

The importance of the brief from the commissioner (Nord 1997: pp.59-62)

Nord outlines the essential features of the translation brief or commission as including:

- a) Information about both the ST and TT so that the translator can begin to compare the ST and the requirements of the TT, identify where the texts are likely to be different and how to prioritise information and structure the TT
- b) The intended functions of the text
- c) The addressees, both the sender and the recipient
- d) The time and place of text reception
- e) The medium of the translation, e.g. speech or writing
- f) The motive, i.e. why the ST was written and why it is being translated

The role of ST analysis (ibid: pp.62-7)

Nord suggests that the next stage is for the translators to analyse the ST to make decisions about:

- a) is the request for translation realistic/possible?
- b) what are the items in the ST that need to be given priority in the TT?
- c) decide which translation strategy will be most suitable to meet the needs of the translation brief.

Nord proposes a model of text analysis that is made up of eight elements, which Munday (2012: p.128) describes as:

Subject matter: this should include an analysis of how culture-bound it is to the SL or TL context.

Content: this refers to the meaning of the text and includes connotation and cohesion.

Presuppositions: this refers to the general background understanding of the ST and TT readers and with their understanding of culture-specific and genre-specific customs. An example is that a ST may contain redundancies such as explaining that 10 Downing Street is the office of the British Prime Minister, which would not be necessary for a TT for a U.K. audience. Munday (ibid.) also gives the example of the use of symbolism in different cultures, e.g. red as a symbol of happiness in Chinese culture.

Text composition: this consists of two areas; microstructure, which includes information units, stages of a plot, logical relations and thematic structure; and macrostructure, which includes beginning, end, footnotes and quotations.

Non-verbal elements: these are illustrations, italics, font, etc.

Lexis: this includes dialect, register and subject specific terminology.

Sentence Structure: this includes rhetorical features such as parenthesis and ellipsis.

Suprasegmental features: these include stress, intonation, rhythm and 'stylistic punctuation'.

Although Nord proposes this text analysis model, she also says that other text analysis models can be used but that they should "include a pragmatic analysis of the communicative situations involved and that the same model be used for both source text and translation brief, thus making the results comparable" (Nord 1997: p.62).

Functional hierarchy of translation problems

Nord has developed a functional hierarchy of translation, which starts at the top and works down the hierarchy. In her model she adopts a pragmatic perspective and, as in skopos theory, the function of the TT is the most important feature.

1. The first level is where the translator compares the intended function of the ST and the proposed TT to decide which type of functional text (documentary or instrumental) is to be used as the TT.
2. Next the translator analyses the translation commission to decide which functional elements can be transferred into the TT and which will need to be altered to take into account the needs of the TL reader.

3. Nord argues that the choice of translation type helps the translator decide the style of the translation. If a documentary translation is chosen, then it will be more source-culture oriented and if an instrumental translation is chosen then it will be more target-culture oriented.

4. Once these levels have been applied then the translator can use the text analysis model to consider translation at lower linguistic levels.

Munday (*ibid.*) comments that this approach combines the strong points of several theories, i.e. the work of Holz-Mänttari about the players involved in translatorial action into the analysis of the translation commission; the intentions of the ST and TT functions, which uses Reiss and Vermeer's 'skopos'; ST analysis, which appears to be influenced by Reiss and focuses on communicative function and the influences of genre on the ST type and language.

3.11 Conclusion

In this chapter I have presented multi-level models for identifying areas of relevance for identifying culture-specific terms: Koller's (1979) text analysis approach, Hervey and Higgins textual matrices model (Dickins, Hervey and Higgins, 2002) and Catford's (1965) linguistic model of translation analysis. Whilst both Koller and Catford have produced important work in the area of equivalence, Koller's work is not detailed enough to use as a practical model for translation and Catford's work has been criticised for its linguistic orientation. Dickins, Hervey and Higgins have developed a detailed, multi-level textual matrices model, which is practical and can be used by a translator when undertaking a text analysis prior to commencing a translation.

I have also discussed the difficulties of the important notion of equivalence and the fact that a completely equivalent text can never be achieved. Equivalence exists in the socio-cultural context of the text and not just in the text itself, i.e. both intra-linguistic and extra-linguistic factors have to be taken into account. As Baker (2011, p.5) says 'equivalence... is influenced by a variety of linguistic and cultural factors and is therefore always relative'. This difficulty in achieving equivalence is also recognised by Dickins, Hervey and Higgins (2002), who state the aim should be to minimise difference by choosing and prioritising important areas of relevance. Baker additionally discusses the politics and ethics of translation (cf. Manna's (2011) research about the effects of sociocultural pressures on Syrian publishers and Venuti's (1995/2008) views about the political domestication of translation).

In addition to these extra-linguistic factors, I have discussed the importance of skopos theory and the functional approach to translation, and especially the emphasis on the function of the TT, the nature of the translation commission and reader response and how these may influence the identification of areas of relevance for translating culture-specific terms and the choice of translation type, e.g. Nord's (1997) Documentary and Instrumental translation types.

Chapter 4

A model for identifying 'areas' of relevance for translating culture-specific terms

4.1 Introduction

This chapter proposes a model for identifying areas of relevance for translating culture-specific terms. It suggests that it is helpful to acknowledge that the commissioner of a translation and the translator may have their own priorities in translating culture-specific terms (which may or may not differ) and that it is the task of the translator to manage these differences. The model outlines these priorities or areas of relevance and demonstrates how the translator may be able to identify all the areas of relevance and the potential points where difficulties in translation may occur.

4.2 Priorities of the Commissioner and Translator

As part of the process of identifying and prioritising culture-specific terms in preparation for translating a text it could be said that it is necessary for a translator to take into account and to satisfy both the priorities of the commissioner and their own priorities in achieving an acceptable translation.

As Nord says, (1997: p.59) the role of the commissioner has a great influence on the type of translation and in particular in possibly stating their requirements for the following:

1. Function/purpose of the text
2. Target reader/audience
3. Register: formal/informal
4. Direction as to whether the target text should be domesticated or foreignized
5. Other requirements such as deadlines, format, etc.

In practice, the details of the commission can depend on whether the commission is made directly by the commissioner or via a translation agency. A directly commissioned translation may well have specifically stated requirements and involve negotiations with the translator about any queries regarding possible translation options. From my own personal experience I know that a translation agency may well leave the translation entirely in the hands of the translator.

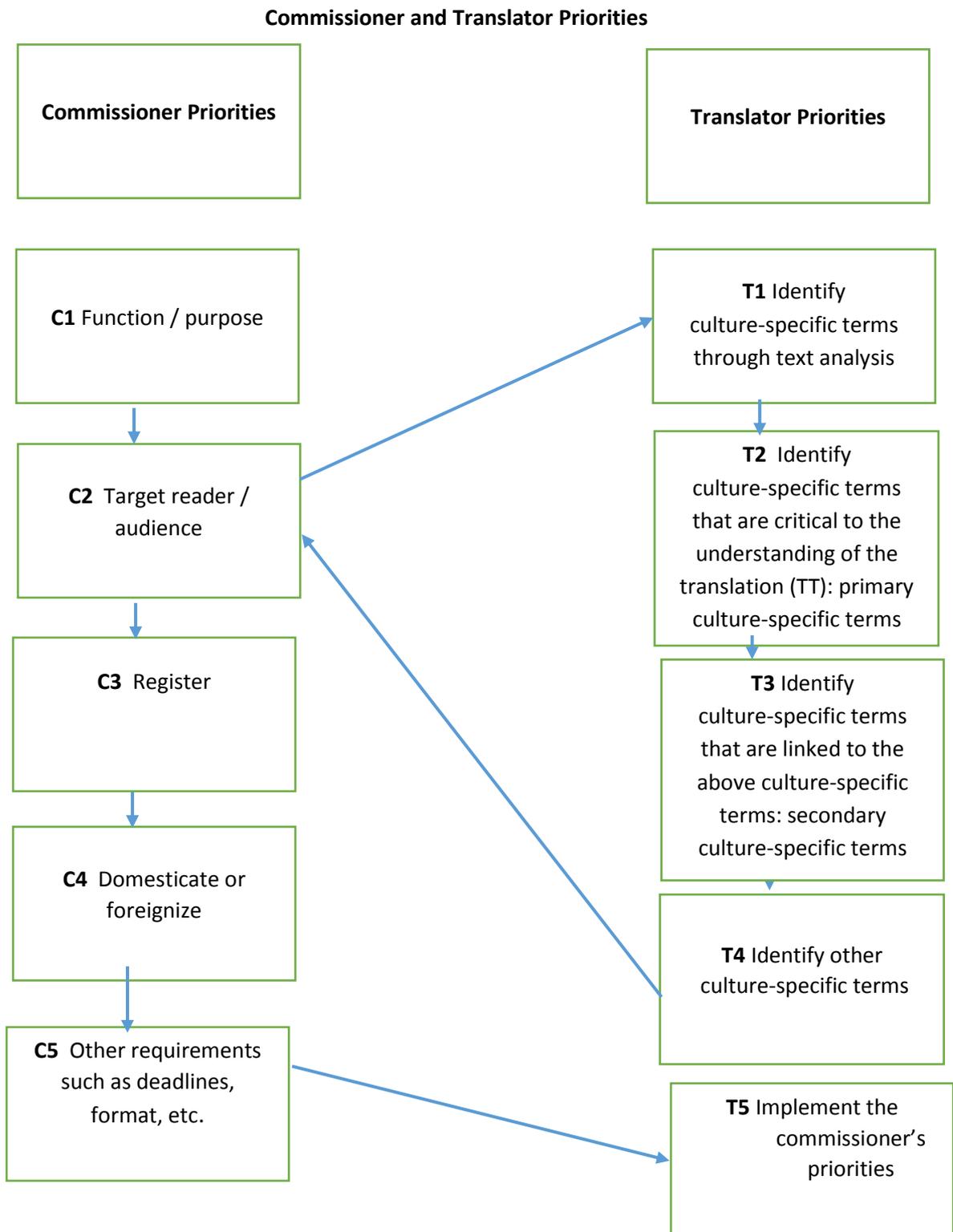
Nevertheless, translators are bound by the commissioner's requirements and under some circumstances have limited options in translating a text. However, although the commissioner may

specify the broad approach to a text, the translator has to do the specifics of the translation. For understanding these specifics it is useful to have a model to analyse the text, to identify the culture-specific terms and to prioritise the importance of these terms in meeting the requirements of the commissioner. This should involve the following steps:

1. Identify culture-specific terms through text analysis
2. Identify culture-specific terms that are critical to the understanding of the translation (TT). I have called these primary culture-specific terms
3. Identify other culture-specific terms that are linked to the primary culture-specific terms. I have called these secondary culture-specific terms.
4. Identify other culture-specific terms

The question then arises as to how the translator should prioritise the culture-specific terms to produce a translation to satisfy the commissioner's priorities. I have produced a diagram below that visualises a model.

4.3 Diagram of Commissioner and Translator Priorities



4.3.1 Commissioner Priorities

4.3.1.1 C1: Function

Knowledge of the function and purpose of the text is vital before the translator commences the translation. This will assist the translator in rendering the message so that the function of the text is clear to the TTRs. As already described in chapter 3, in her model, Nord suggests two types of translation: documentary and instrumental.

Documentary translation: For Nord (2005: p.80), documentary translation is a ‘document of a source culture communication between the author and the ST recipient’. This type of translation allows the translator to use methods that indicate to the TT reader that the text is translated. These methods include literal translation and what she calls ‘exoticising translation’, by which she means transferring some lexical items that are culture-specific from the ST to the TT (cf. Venuti’s concept of foreignization).

Instrumental translation: This is an approach to translation that concentrates on the communicative purpose of the TT and aims to produce a natural translation where the reader is not aware that the text has been translated. The function of the ST for the ST reader must be the same as the TT for the TT reader, e.g. a technical manual.

There are three main features of this model:

1. The importance of the brief from the commissioner
2. The role of ST analysis
3. The functional hierarchy of translation problems

In this thesis, I propose 3 types of translation:

1. **Informative translation:** this approach relates to documents whose function is, for example, to explain regulations, legal or other processes, guidelines, etc. to a specific group of readers (cf. the persuasive genre described by Dickins, Hervey and Higgins 2017: p.63).

2. Technical translation: this approach relates to documents whose function is, for example, to explain technical specifications or instructions for operating machinery (cf. Nord's instrumental translation (2005: p.80) and the empirical genre of Dickins, Hervey and Higgins 2017: p.63).

3. Literary translation: this approach relates to the translation of literary works, for example, novels, poetry and plays (cf. Nord's documentary translation (2005: p.80) and the literary genres of Dickins, Hervey and Higgins 2017: p.62).

As has been suggested by others, such types cannot necessarily be kept separate and there may be overlap in the ST. For example, the majority of the text may have one function but parts of the text may have another. Or it may be that the text could fall into more than one category of genre, for example, the technical details and instructions for using a washing machine could perhaps fall into either the informative or technical translation types above or the persuasive or empirical genres of Dickins, Hervey and Higgins (*ibid.*). Translation types, including my proposals, will be discussed further in the next chapter.

4.3.1.2 C2: Target Readers/Audience

The target text readers' profile should be identified by the translator before the translator starts the translation. By 'profile', I mean the target text readers' expected level of education, location, age, dialect, gender, political view, religion, etc. The more information the translator has about the target text readers' profile the easier it is to analyse the text, identify culture-specific terms and prioritise them.

The nature of the text itself is also important to the translator in terms of its complexity, e.g. is it a straightforward text in terms of vocabulary (terminology, etc.) (using common vocabulary items) and structure (using non-complex structures)? This understanding of the text and knowledge of the intended readers will help the translator to decide how to approach the translation so as to convey the meaning in a way that will be understood by them. One example might be an NHS leaflet about services for readers of all backgrounds, in which case the translator might translate at the simplest possible level whilst still attempting to convey the meaning. Another example might be explaining a legal process, also aimed at all backgrounds but with the ST using more complex structures and terminology. In such a situation the translator might find it necessary to provide more explanation of roles and legal terminology if the cultural gap is wide.

I would suggest that an understanding of all the relevant features of the intended readers' profiles is essential before moving on to any kind of text analysis including analysis of the register of the ST. This information will be necessary to help in identifying areas of potential difficulty for translation into the TT. When considering register, this information will be needed to identify the type of language that will most effectively transfer the meaning of the ST into the TT translation, and is thus a basis for an analysis of register to take place.

4.3.1.3 C3: Register

As well as identifying function and purpose and the TT readers, identifying the register of the ST and potentially of the TT is an essential part of the translation process. Register can be used to denote a number of meanings and there are a number of different models of register that I outline in this section.

Halliday

According to Halliday, 'The category of register is postulated to account for what people do with their language. When we observe language activity in the various contexts in which it takes place, we find differences in the type of language selected as appropriate to different types of situations' (Halliday et al. 1964: p.87).

Halliday et al. (ibid.) assert that it is the type of language used in the situation and not just the situation, which is the important factor, i.e. the relationship between the language use and the situation is the key concept in register.

Halliday (1994: p.22) divides register into field, tenor and mode, where **field** is the content or subject matter; **tenor** is related to the author and the target text reader; and **mode** is the mode of communication, written or spoken. Munday (2012: p.139) notes that, for Halliday, field, mode and tenor are linked to types of meaning that can be observed in the ST and that these meanings are linked to types of linguistic/grammatical choices used by the author. For example, **field** is linked to ideational meaning or a 'representation of the world or an event', and types of 'subject-specific terminology' and 'transitivity structures' such as the active or passive use of verbs. **Tenor** is linked to interpersonal meaning and the use of language to convey a specific relationship, for example, formal or informal ways of addressing a person. Finally, **mode** is linked to textual meaning, and how the ST is made coherent and cohesive.

Although, as Hatim and Mason (1990: p.46) note, Halliday's model places importance on language use and situation, it also seems to place more emphasis on detailed linguistic analysis than do other models of register such as Baker (2011).

Hatim and Mason

Hatim and Mason adopt Halliday's field-mode-tenor model of register analysis, defining register as 'The set of features which distinguishes one stretch of language from another in terms of variation in context to do with the language user (geographical dialect, idiolect, etc.) and/or language use (field or subject matter, tenor or level of formality and mode or speaking vs. writing)' (Hatim and Mason 1997: pp.222-23). They note that where the language associated with a particular field has a highly specialised terminology, such as court work, which relates both to the ST language and development of the ST culture, translators and interpreters will have the task of developing neologisms which they suggest would have to take into account 'the wider questions of identity, ideology, etc.' (ibid: pp.48-49). Whilst neologisms are obviously not the only possible translation method in such situations, the reference to identity and ideology is interesting and relevant to translating culture-specific terms.

House (1997/2009)

House (1997/2009) also adopts Halliday's field-mode-tenor model, defining register as 'a variety of language according to its use in certain contexts' (ibid. p.118). She discusses register in the context of a framework to analyse and identify equivalence between a ST and TT. She suggests that a text and its context 'interact with each other through an inextricable connection between the social environment and the functional organization of language' (ibid: p.34) and that this applies to both the ST and the TT.

House suggests that register cannot be used on its own to analyse a text and that genre must also be included in the analysis as it links the text to the ST or TT culture as a whole or puts it in the context of its culture.

Baker (2011)

Baker (2011: pp.13-14) defines register as 'A variety of language that a language user considers appropriate to a specific situation'. She suggests that register will change as a result of three variables, first identified by Halliday (Halliday: 1978), as discussed in 4.3.1.3 above.

Baker asserts that cultures have their own understanding of the way in which language is used in specific situations. In order to make a decision about the type of register to use in the TT, the translator must therefore have a good understanding of both the ST and TT cultures and their use of language in general and specifically in relation to the ST that is to be translated.

Dickins, Hervey and Higgins (2017)

In their discussion of register, Dickins, Hervey and Higgins (2017: pp.212-214) refer to tonal register and social register, although they acknowledge that there are theoretically other types of register. Tonal register is described as the tone of the language used. This conveys 'affective meaning' and is generally a deliberate choice on the part of the speaker. Dickins, Hervey and Higgins describe affective meaning as the 'emotive effect worked on the addressee' by the particular phrase chosen by the speaker to cause that effect, that is to say there may be other phrases that would convey the same 'literal meaning' but not have same emotive effect' (ibid: pp.99, 289). They suggest that two main factors should be taken into account when considering tonal register: the first is the scale of politeness being used, ranging from extremely formal to aggressive and rude; the second is situation, i.e. the setting of language being used for example in a formal meeting or in a recreational activity (cf. Baker's field or setting of discourse).

Dickins, Hervey and Higgins also indicate the need to be aware of possible different expectations of the tonal register of a particular situation in the SC and TC. For example, where, in western culture, it may be acceptable to be informal in certain situations, this may not be the case in other languages such as Arabic or Sorani Kurdish.

Social register is described as referring to cultural stereotypes in that language unintentionally conveys social information about the speaker, associated with a 'type of person and a type of situation'. Dickins, Hervey and Higgins (2017: p.213) submit that it may be more difficult to translate speech conveying character and social characteristics if the SC and TC do not have similar roles or social characters.

Dickins, Hervey and Higgins (ibid) note that in Standard Arabic it is easier to identify tonal register than social register due to the formal nature of Standard Arabic, so there is less of a connection between language used and social stereotypes. In Sorani Kurdish although it is possible to detect someone's level of education from their use of language, it would be difficult to link it to any other social aspect.

Biber and Conrad (2006)

A rather different model of register has been proposed by Biber and Conrad (2006). This can be described as a linguistic model that considers register in its socio-cultural background. It places emphasis on the communicative purpose of the text in its social and situational context.

Biber and Conrad define register as a type of text 'associated with a particular situation of use (including particular communicative purposes)' (ibid: p.8). They go on to contend that the term 'register' can be divided into three elements; the situational context, the linguistic features, and the functional relationships between the situational context and the linguistic features.

For Biber and Conrad, the linguistic features of a text help to define the register of that text but this can only be done at the same time as considering the 'situational context of the register', e.g. is it a verbal or written text and what is the 'primary communicative purpose'? The third element is function, their argument being that the linguistic features of a particular register are used because they have the function of meeting the needs of the situation and communicative purposes of that register (ibid: pp.6-7) as shown in their diagram below (ibid: p.6).

Situational Context of use (including communicative purposes)	Linguistic Analysis of the words and structures that commonly occur
< Function >	

The situational context of the register is made up of seven situational characteristics: 1. Participants, i.e. author and audience; 2. Relations among the participants, by which they mean the nature of the relationship between the author and the audience, including shared knowledge; 3. Channel or mode of the text, i.e. written or spoken; 4. Production circumstances, for example, planned or unplanned; 5. Setting, referring to the time and place of the communication; 6. Communicative purposes, referring to both the general and specific purposes of the text, such as descriptive, factual, persuasive, political or presenting information; 7. Topic, i.e. the subject of the text and including the social status of the audience.

Biber and Conrad argue (ibid: pp.33-35) that registers are located within their cultures and that different cultures have different ways of defining the language used in different situations, with some registers being culture-specific. They give as an example the work of Duranti (1981, 1994), who describes the different formal stages of a village meeting in Samoa as using different registers. In addition, registers can be highly specialised; they give the examples of spoken religious texts, noting that a sermon in different branches of the Christian faith would have different linguistic conventions and communicative purposes. They give another example of this register of communicative purpose;

in the Islamic faith, in a religious service in a mosque the *tafsiir* and *wa'd* both are part of the religious service but are considered to have separate registers as their communicative purpose is different.

As can be seen in this section, there are many different ways of defining register with significant overlap between the definitions. Some models of register analysis emphasise a linguistic approach with some having complex linguistic theories attached to their models (Halliday, House). Others have a different approach with Dickins, Hervey and Higgins using Tonal register (deliberate meaning) and Social register (unintentional meaning) and Biber and Conrad emphasising situational characteristics and communicative purpose. All incorporate some elements of what Biber and Conrad call 'situational characteristics' or the general social setting of the text, thus emphasising the importance of the socio-cultural setting of the ST and SC and the TT and TC. See the table below for a comparison of the situational characteristics of Biber and Conrad and the other models discussed in this section. I have also added my model for identifying areas of relevance for translating culture-specific terms in the last column.

4.3.1.3.1 Table comparing Biber and Conrad's Situational Characteristics of a text with other models discussed in this section, Halliday, Hatim and Mason, House, and Dickins, Hervey and Higgins
(adapted from Biber and Conrad (2009: p.40))

Biber and Conrad	Halliday	Hatim and Mason	House	Baker	Dickins, Hervey and Higgins	Model adopted in this thesis
Situational characteristics of registers and genres						
Participants author and audience	Tenor				Tonal and Social register	Target text readers C2
Relations among the participants , by which they mean the nature of the relationship between the author and the audience, including shared knowledge	Tenor	Tenor Level of formality	Tenor	Tenor	Tonal (politeness) and Social register	Target text readers C2 <i>Register C3</i>
Channel or mode of the text, i.e. written or spoken	Mode	Mode	Mode	Mode		Other C5
Production circumstances , for example, planned or unplanned						Other C5

Setting , referring to the time and place of the communication						Other C5
Communicative purposes , referring to both the general and specific purposes of the text, such as descriptive, factual, persuasive, political, presenting information					Tonal and Social register	Function /purpose C1 <i>Register</i> C3
Topic the subject of the text and including the social status of the audience.	Field	Field	Field	Field	Tonal (setting) Social register	Function /purpose C1

Having studied the register of the ST, a reflective translator will then have to consider the register of the TT. I suggest that this will be determined, in part, by the function and purpose of the ST and the profile of the intended TT readers. Therefore, as noted earlier in this section and chapter, it may not be possible to directly convey the register from the ST to the TT due to the cultural differences between the ST and TT readers, including the levels of education, social expectations, and social roles.

Other possible difficulties might include, for example, if the text is complex and formal but the TT readers have limited education. How would this affect the translator's task in conveying both register and meaning? Which would take priority? In practical terms, I suggest that the translator would have to attempt to retain the tone of the register with the use of explanations that would convey the meaning to the TT readers.

4.3.1.4 C4: Domestication or Foreignization

The degree of foreignization in a translated text may be affected by the terminology of the text and the guidance of the commissioner about how much of the ST language they wish to be retained in the TT. For example, the commissioner of an NHS leaflet may wish both the job titles and script of the job titles to remain the same in the TT. Another example might be where the commissioner wants the job titles to be transliterated but the translator is required to provide an explanation of the job.

4.3.2 Translator Priorities

4.3.2.1 T2: Primary culture-specific terms

I suggest that the translator would find it helpful to compile a list of culture-specific terms and prioritise them, identifying also the most difficult to translate, i.e. where there is a significant lack of equivalence, particularly where understanding the culture-specific term is critical to understanding

the translation. Culture-specific terms which are central to a text I will call primary culture-specific terms.

For example, ‘First Tier Tribunal’ is a culture-specific term, related to the UK immigration and asylum system and is difficult to translate. When the Home Office refuses an asylum application, the person who seeks asylum is entitled to appeal against the decision at a First Tier Tribunal where the case will be heard by an independent immigration judge. Therefore, it is extremely important that the role of the First Tier Tribunal is made clear in the translation so that the target text readers understand the role of this tribunal. If they do not understand this particular culture-specific term, it will be almost impossible for them to understand the rest of the text.

4.3.2.2 T3: Secondary culture-specific terms

Having compiled a list of primary culture-specific terms, the remaining culture-specific terms which are of direct relevance to the general topic of the text can then be categorised as secondary culture-specific terms. To use a legal example, in explaining a court setting, a ‘court usher’ could be said to be a secondary culture-specific term.

4.3.2.3 T4: Other culture-specific terms

In addition to the primary and secondary culture-specific terms, it is likely that there will be other culture-specific terms, not of direct relevance to the general topic of the text but which will nevertheless have to be considered.

4.3.2.4 T5: Implement the commissioner’s priorities

Having listed the primary and secondary culture-specific terms and any other culture-specific terms that have been identified, and being aware of the commissioner’s stated or assumed priorities of function/purpose, target reader, register and the use of domestication or foreignization, the translator is then in a position to commence work on translating the culture-specific terms, ensuring that the choices made relate to each other in a manner that assists in conveying the meaning of the ST.

4.4 Conclusion and summary

This chapter has proposed a model for identifying areas of relevance for translating culture-specific terms. The model has compared the priorities of the commissioner and the translator as a means of demonstrating how the translator could identify the priorities or areas of relevance for translating culture-specific terms. Having identified these and the potential areas of difficulty, the translator can

then move on to consider how to translate the culture-specific terms themselves. This will be developed in the next chapter.

Chapter 5

A model of procedures for translating culture-specific terms

5.1 Introduction

Having established areas of relevance for identifying culture-specific terms, as well as commissioner and translator priorities, I will now formulate a model of procedures for translating these terms. This model will need to take into account the general requirements or, where these are not available, what the translator assumes to be the general requirements of the commissioner for: 1. The function/purpose of the text (linked to the translation type/text type/genre); 2. The target reader/audience; 3. The ST and TT registers; and 4. To what degree the translation should be domesticated or foreignized. This will be the framework for the model, and the procedures for translating the culture-specific terms will be set within this framework. This could be called the 'context of the translation'; cf. Baker, who describes a range of areas of equivalence that have to be considered by a translator and have to be put in 'context' (Baker 2011: p.6) when choosing a translation procedure. Here Baker is using 'context' to refer to linguistic and non-linguistic factors: what are sometimes called 'linguistic context' and 'situational context'. Other similar terms include the 'cultural context' of Hatim and Mason (1990: p.223), which they define as 'the ideologies, moral systems and socio-political structures' of a culture, while their more general definition of 'context' is 'the extra-textual environment which exerts a determining influence on the language used' (1997: p.215).

5.2 Discussion of definitions of translation type, text type and genre

There are many proposed definitions of translation type, text type and genre in the literature. These often overlap or even contradict, and writers typically recognise not only main genres but also sub-genres. Nonetheless, however they are defined, translation type, text type and genre are important because they are related to the function/purpose of the text. This is an important area for identifying culture-specific terms and will influence analysis of which translation procedures it is appropriate use in order to try to achieve the same purpose as that of the TT.

Baker (2011: p.123) notes that there is "overlap" in the understanding of text type and genre. However, text type is typically used to relate textual material to context, e.g. journal article, and/or to the purpose of the content, e.g. "instruction". Baker refers to "institutional genres" and gives the examples of religious texts and newspaper editorials.

Biber and Conrad (2009) also note that there is no accepted agreement about the use of the terms 'style', 'genre' and 'register', suggesting that "register and genre have both been used to refer to varieties associated with particular situations of use and particular communicative purposes" (ibid. p.21). They differentiate texts by register, style and genre. Their register model has already been discussed in chapter 4 but it is useful to note that their definitions of register, style and genre are concerned with "approaches or perspectives for analyzing text varieties, *not* as different kinds of texts or different varieties" (ibid. p.15). Biber and Conrad (ibid.) do not define texts themselves in the same way as do other models e.g., as members of text types, but as the basis for analysis from the perspective of register, style and genre. Thus, it is this form of analysis, rather than the text variety that is most important. Where they discuss text varieties, they describe them as, for example, 'newspaper article', 'fictional prose' or 'academic article'.

To give a brief summary of these perspectives, of register, style and genre, firstly Biber and Conrad (ibid. p.15) note that texts can be analysed from all three perspectives of register, style and genre, but they assert that a register perspective is "important for the description of all text varieties" (ibid: p.2). They regard the genre and style perspectives as being more specialised, suggesting that they are useful for "understanding the text variety being described" (ibid: p.2), e.g. genre in relation to research articles and style in relation to fictional prose. An interesting difference between the three perspectives of register, style and genre is that, whilst they suggest that register and style can be analysed from sample extracts of a text, genre can only be analysed from the whole text. This perhaps indicates that genre could, in fact, be used as an alternative to text type.

In their discussion of text type and genre Dickins, Hervey and Higgins (2017: p.61) also comment that the terms 'genre' and 'text type' are often interchangeable. Dickins, Hervey and Higgins choose to use the term 'genre', stating that "in determining the genre of a text, the essential fact is the author's attitude to the treatment of the subject matter of the text" (ibid: p.62) and the intended effect on the TTR, which could be described as the purpose or function of the text. They go on to suggest that a translator needs to be familiar with genre types in both SL and TL (ibid: p.61), so that they have an understanding of the 'characteristics' of those genres in both cultures. This is essential for the translator to attempt to achieve the purpose/function and intended effect on the TTR/audience.

5.3 Classifications of functions of language, text types, genres and translation types

In this section I will discuss descriptions of functions of language, text types, genres and translation types and then describe and discuss my proposals for translation types.

5.3.1 Bühler's functions of language

In Bühler's (1934) model of the functions of language, there are three components of communication: the sender who is the author or speaker, the receiver, who is the reader or listener, and the objects and states of affairs, which is what is being written or talked about.

Bühler contends that the language function of a text is determined by the type of communication focus, i.e. sender, receiver or objects and states of affairs. If the focus is on the sender, then the function will be expressive or symptomatic, i.e. concerned with the views or attitude of the sender. If the focus is on the receiver then the function will be appeal or signalling, i.e. concerned with the effect of the communication on the receiver. If the focus is on the objects and states of affairs then the function will be representative or descriptive, i.e. concerned with the objects and states of affairs.

5.3.2 Jakobson's functions of language

Building on Bühler, Jakobson (1960) proposes a more extended model of the functions of language, as shown in the table below. The table itself is taken from Louis Hébert (2011):

Factors of communication and functions of language

Target factor function no.	TARGET FACTOR	SOURCE FACTOR	FUNCTION
1	Context	Message	Referential
2	Addresser	Message	Emotive
3	Addressee	Message	Conative
4	Contact	Message	Phatic
5	Code	Message	Metalingual
6	Message	Message	Poetic

In Jakobson's (1960) model of the functions of language there are six factors involved in verbal communication: 1. Context – the words in the message and the situation of the message (corresponding to Bühler's objects and states of affairs), 2. Addresser – the person speaking or sending the message (corresponding to Bühler's speaker or author), 3. Addressee – the person who receives the message (corresponding to Bühler's receiver), 4. Contact – between the addressor and addressee, 5. Code – a common code or language, 6. Message.

Each of these six factors are linked to one of six functions. If the message is focussed on the context, then the principal function is described as referential, i.e. it involves the content of the message such as a scientific statement giving information 'the earth has one moon'.

If the message is focussed on the addresser, then the principal function is described as being emotive, i.e. it involves the emotion of the addresser rather than the content of the message. An example of this would be conveying emotion through a word such as 'ouch'.

If the message is focussed on the addressee, then the principal function is described as conative, relating to the effect of the message on the addressee, as in commands, e.g. 'come here'.

If the message is focussed on the contact between the addresser and addressee, i.e. starting, continuing or stopping communication, then the principal function is described as phatic, as in saying 'hello', in order to start a conversation.

If the message is focussed on the code, i.e. ensuring that the addresser and addressee have the same understanding of the 'code' or language, as in agreeing on a definition of something, then the principal function is described as metalingual.

If the message is focussed on the message itself 'for its own sake' (Jakobson 1960: p.356), then the principal function is described as poetic, for example, poetry, word play, etc.

The model suggests that there are six basic text types arising from the six functions of language; and although it is also possible that several functions may occur within a specific text, one of these six functions is expected to be dominant.

5.3.3 Reiss' text-types

Katharina Reiss identifies three text types (1977/1989: pp.108-9):

Informative, which provides facts or information about a topic and where the subject is given priority;

Expressive, which concerns creative texts and where the style and form of language and the author are given priority;

Operative, which is persuasive, i.e. persuading a person to do something or behave in a particular way.

There has been criticism of this classification as being limited to three text types, especially as some texts may shift in function within the text itself, e.g. where an informative or operative text may contain creative language to describe something. Nevertheless, identifying the primary function of the text or intention of the author is an important part of the process of the reflective translator deciding on their translation strategy and these three classifications are very practical.

5.3.4 Hervey and Higgins' genres

Another way to classify texts is proposed by Hervey and Higgins, who use term 'genre', e.g. in Dickins, Hervey and Higgins (2017: pp.60-61). Hervey and Higgins argue that a key difference between 'genre' as they use the term, and the way in which 'genre' or 'text type' are used by other writers is their focus on the objective features of the text (rather than the presumed intention of the author), i.e. the intended effect on the receiver and an understanding of how likely it is that the intended effect will occur.

Hervey and Higgins describe five main traditional Western genres, all related to the idea that a genre is situated in a particular 'world' and style(s) of language:

1. Literary genre. They note that there are many types of literary genre but assert that they all have two characteristics. One is creating an imaginary world, the second is that they contain 'features of expression' that 'emphasize, modify or create features of content' (ibid: p.63). They refer to the use of features of literary language, such as manipulation of polysemy, etc. and note that the ST author's intended effect on the audience/reader is less certain or clear than in some other genres.

2. Religious genre. Texts in this genre are not part of a created imaginary world but a 'spiritual world' with a framework and a variety of linguistic styles associated with different situations and forms of religion (cf. Biber and Conrad's description of religious registers, ibid: pp.33-35).

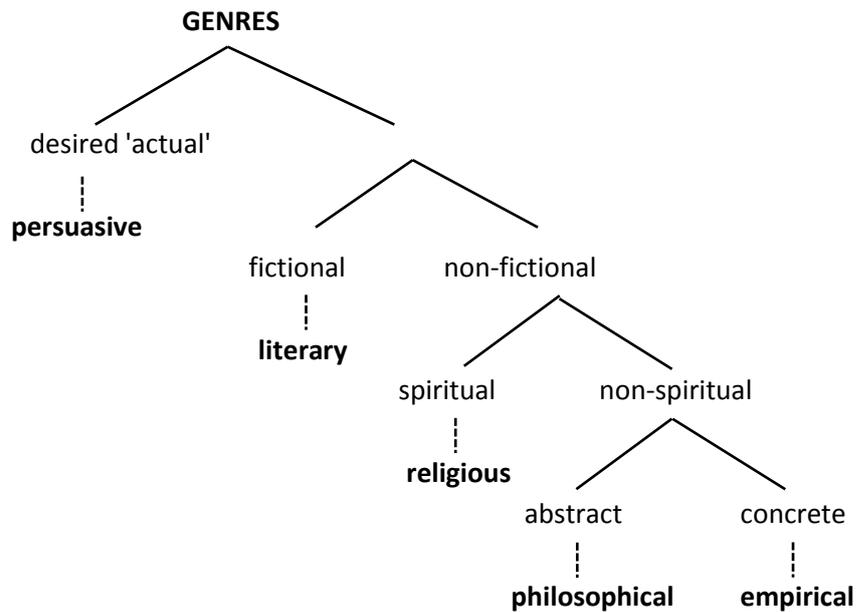
3. Philosophical genre. Texts in this genre are situated in 'the world of ideas', e.g. pure mathematics

4. Empirical genre. This refers to the 'real world' and relates to 'informative' and 'objective' writing in the fields of academic, scientific and technological writing

5. Persuasive genre. Texts in this genre are described as having in common the intention of persuading the audience/reader to 'take a certain course of action'.

Dickins (2017: p.140) suggests a more detailed method of understanding the relationship between Hervey and Higgins' genres. The figure below is taken from Dickins (ibid: p.140).

Relationship between genres in Hervey and Higgins



Dickins suggests a basic genre division between a 'desired' state of affairs, i.e. 'the way one wants things to be' and the 'actual' state of affairs, i.e. 'the proposed real or fictional ways that things are'. Where a text has the purpose of achieving a desired situation, it belongs to the persuasive genre.

The other genres in the 'actual' state of affairs are initially divided into fictional and non-fictional. The genres in the sub heading non-fictional are based in the 'real world' whereas the fictional sub-heading is defined as belonging to a 'world' that is not real even though some aspects of the text may be real, such as the geographical location. Texts of this type are described as belonging to the literary genre.

Dickins further divides the non-fictional sub-heading into spiritual and non-spiritual, with spiritual texts falling into the religious genre. The final division, within the non-spiritual category, is between abstract and concrete with the more abstract concepts in mathematics and philosophy belonging to the philosophical genre and more concrete aspects of the 'actual' world such as science related to explaining the physical world.

There are some similarities between Dickins, Hervey and Higgins' classification and that of Reiss; Dickins, Hervey and Higgins' empirical genre is similar to Reiss' informative text type, their persuasive is being similar to Reiss' operative text type, and their literary genre is similar to Reiss' expressive text type. Dickins, Hervey and Higgins' two additional classifications, religious and philosophical, do not so clearly fit in with Reiss' text types, though the closest approximation is her informative text type.

5.3.5 Nord's translation types

Having looked at language functions / text-types / genres, it is worth here comparing the approach of Nord as this has been extremely influential in translation studies. As already described in chapters 3 and 4, in her model, Nord suggests two types of translation, documentary and instrumental. Her documentary translation puts the emphasis on communicating the ST culture to the TT reader and foreignizing the TT, while her instrumental translation places emphasis on the communicative purpose and function of the translation and a natural or domesticated translation. Unlike Reiss (*ibid.*) these are less like text types that are concerned with content and more like translation procedures that are concerned with the effect on the TT reader and can be described as being at different ends of the scale of domestication/foreignization approach. In common with Reiss' classifications (*ibid.*), Nord's has the advantage of being straightforward and clear but does not address the more specific function of a text, which could be argued to be necessary in order to decide on a foreignizing or domesticating strategy.

As discussed in chapter 4, I propose the following three types of translation, relating to different ST and TT genres:

1. Informative translation

This approach relates to documents whose function is, for example, to explain regulations, legal or other processes, and guidelines, or provide information about a subject such as in a newspaper article or an academic article, etc. to a specific group of readers. One may compare the persuasive and religious genres described by Dickins, Hervey and Higgins (2017: p.63), and the operative text type of Reiss (1977/1989: pp.108-9). The difference with my taxonomy is that with explanatory translation the text might or might not be persuasive, as the primary function would be to explain a subject and only possibly to persuade someone to do something.

2. Technical translation

This approach relates to documents whose function is, for example, to describe technical specifications or instructions for operating machinery, or undertaking a scientific process (cf. Nord's instrumental translation and the empirical genre of Dickins, Hervey and Higgins, (2017: p.63), the informative text type of Reiss (1977/1989: pp.108-9); the referential language function of Jakobson and representative /descriptive language functions of Bühler). The technical translation type differs from explanatory translation in that the subject matter is based on observable facts.

3. Literary translation

This approach relates to the translation of literary works, for example, novels, poetry and plays; cf. Nord's documentary translation and the literary genre of Dickins, Hervey and Higgins (2017: p.62), the expressive text type of Reiss (1977/1989: pp.108-9), the poetic and emotive language functions of Jakobson, and expressive or symptomatic language functions of Bühler. It can also be compared to the religious genre of Dickins, Hervey and Higgins, (2017: p.63), as the style of religious language could be described as expressive and emotive in common with poetry and other literary work. However, the content of much religious texts could also be said to be explanatory.

As noted earlier there has been some criticism of the three text types of Reiss but the advantage of a limited number of text types is that they provide a simpler model for the translator to use. The question is, perhaps, is this too small a number of types to classify the range of texts that might exist in (western) models? I would like to suggest that this is not the case and that my three proposed translation types do cover most possible texts.

Bühler, Jakobson, Reiss, Hervey and Higgins, Nord and the current approach which I will adopt in this thesis can be compared as in the following figure:

5.3.6 Comparison of approaches to functions of language, text types, genres and translation types

Figure 1

Bühler: Language Function	Jakobson: Language Function	Reiss: Text-type	Hervey and Higgins: Genre	Nord	Current approach
Expressive or symptomatic	Emotive	Expressive	Literary		Literary
	Poetic	Expressive	Literary		Literary
Appeal or signalling	Conative	Operative	Persuasive		Explanatory
Representative or descriptive	Referential	Informative	Empirical Religious Philosophical	Instrumental	Technical Literary Explanatory
	Metalingual		Philosophical		Explanatory
	Phatic				

5.4 Procedures for translating culture-specific items

In the following I will consider procedures proposed by various theorists for translating culture-specific items as a prelude to drawing up my own set of procedures.

5.4.1 Newmark

Newmark's procedures have already been addressed in some detail in chapter 2, section 2.4. They are summarised here.

5.4.1.1 Translation techniques proposed by Newmark

As discussed in detail in section 2.4.2, Newmark proposes the following specific translation techniques; transference, transliteration, literal translation, through translation, descriptive translation, functional equivalent and cultural equivalent.

5.4.2 Ivir

5.4.2.1 Ivir's Strategies for Translating across Cultures

Ivir's (1987) procedures have already been addressed in some detail in chapter 2, section 2.3. They are summarised here: He outlines 7 translation strategies, noting that it may be necessary to use a combination of the techniques. The strategies are; borrowing, definition, literal translation, substitution, lexical creation, omission and addition. For details of these see section 2.3.

5.4.3 Dickins' analysis of cultural translation procedures

The following is taken from Dickins (manuscript, p.165) Thinking Translation Methodology:

Figure 2

	<i>COLUMN 1</i>	<i>COLUMN 2</i>	<i>COLUMN 3</i>	<i>COLUMN 4</i>	<i>COLUMN 5</i>	<i>COLUMN 6</i>	<i>COLUMN 7</i>
	FOREIGNISING			CULTURE-NEUTRAL	DOMESTICATING		
	Non-lexicalised/ Ungrammatical	Lexicalised / Grammatical					
	Semantically anomalous		Semantically systematic				
					Situationally equivalent	Culturally equivalent	
	SYNONYMY-ORIENTED				PROBLEM-AVOIDANCE ORIENTED	NON-SYNONYMY ORIENTED	
ROW A: LEXICAL	Cultural borrowing	(‘Literal translation’)	(‘Lexicalised cultural borrowing’)	Explanation	(Omission)	Communicative translation	Cultural transplantation or substitution
ROW B: STRUCTURAL <i>(morphological or syntactic)</i>	Calque		Exoticism				

5.4.3.1 Introduction

Dickins (2012) takes the translation strategies of Ivir (1987), Newmark (1981) and Hervey and Higgins (1992) and has used them to devise a structure that presents distinctions (ibid: p.44) in translating culture-specific items as outlined below. I have not discussed the detail of the strategies of these authors in the context of this grid but have instead concentrated on Dickins’ explanation of the grid.

Source Culture/Source Language-oriented or Target Culture/Target Language oriented

At the top of the grid is the orientation of the translation, i.e. is it Source Culture/Source Language-oriented or Target Culture/Target Language oriented? Dickins says that he assumes that an orientation to the Source Culture is also an orientation to the Source Language and that an orientation to the Target Culture is also an orientation to the Target Language. For Dickins an orientation to the Source Culture/ Source Language is associated with foreignizing translation procedures, columns 1-3, and an orientation to Target Culture/Target Language is associated with domesticating translation procedures, columns 5-7 (Venuti, 1995). Column 4 is culture neutral, involving words and concepts that are culturally shared by both languages.

Non-lexicalised/ungrammatical vs. lexicalised/grammatical

The next differentiation is non-lexicalised/ungrammatical vs. lexicalised/grammatical procedures. A non-lexicalised word or phrase, in column 1, is defined as a word or phrase being used in a sense which is not standard for that word or phrase in the language, while ‘ungrammatical’ means that the TT form

does not accord with standard TL grammar, making the TT element foreignizing. *Bizmar*, used for example as the English translation of the Sorani Kurdish بزمار , *bizmar* is an example of a non-lexicalised word. A translation of لێدانیک لێی دام as 'he beat me a beating' is ungrammatical: the adverbial use of a noun phrase cognate to the verb is not part of the grammar of English.

Semantically Anomalous vs. Semantically Systematic

Semantically systematic translation procedures are given in columns 3-7. 'Semantically Systematic' is defined as 'a standard part of the semantic system of the language', i.e. the meanings of the words/phrases are understood by competent users of the language (ibid: p.46). As Dickins (2012: p. 46) notes, "For example, the meanings of 'fox' as (1) any canine mammal of the genre *Vulpes* and related genera, and (2) a person who is cunning and sly, are semantically systematic in English. The meanings of 'round the bend' as (1) 'around the corner' and (2) 'mad', are also semantically systematic in English. In both these cases all the meanings given can be found in a reliable dictionary".

'Semantically anomalous' meanings are defined as meanings that are 'not part of the semantic system of the language', i.e. the meanings of the words/phrases are not understood by competent users the language. As Dickins (2012, p .46) notes, "The use of 'aardvark' to mean 'an incompetent person' is semantically anomalous. This is reflected in the fact that 'aardvark' is not given in the sense 'an incompetent person' in reliable English dictionaries. Similarly, 'beyond the turning' in the sense 'mad' is semantically anomalous, as reflected in the fact that 'beyond the turning' is not glossed as 'mad' in reliable English dictionaries.

Synonymy-oriented vs. Problem-avoidance Oriented vs. Non-synonymy Oriented

The next set of distinctions are synonymy-oriented vs. problem-avoidance oriented vs. non-synonymy oriented. Synonymy-oriented translation procedures are in columns 1-4. Dickins (ibid: p.47) states that a synonymy-oriented translation is 'likely to be close to synonymous', such near-synonymous translations including some hyponymous, hyperonymous or semantically overlapping translations, (ibid: p.47).

Problem-avoidance oriented translation, column 5, is illustrated by omission. This avoids having to choose an equivalent word or phrase. Non-synonymy oriented translation procedures, columns 6 and 7, are those that are not primarily concerned with synonymy but are more focussed on Source-Culture oriented language and are thus more domesticating procedures.

Situationally Equivalent vs. Culturally Analogous

These are two types of non-synonymy oriented translations. The first, situationally equivalent translation, in column 6, refers to a situation may be the same in both cultures but the words, and associated meanings, that are used in the situation are different. The second type is the use of cultural analogy as a translation procedure, which occurs when there is no 'situational equivalent' in the source culture. As an example of situational equivalence, people see others off on a journey in both Western and Arabic culture. In Britain, one might say to someone one is seeing off, 'Have a nice journey', or 'Have a safe journey', or even 'All the best'. In Sorani Kurdish, one standard phrase is خوات لهگهڵ 'God be with you'. These phrases are situationally equivalent.

Cultural analogy is illustrated by فەرهاد و شیرین as a description of two young lovers is specific to Kurdish culture. Precisely the same 'situation' (i.e., characters) does not occur in Western culture. However, in English literature, and therefore English-language culture, Romeo and Juliet—as doomed lovers—occupy an analogous situation to that of فەرهاد و شیرین in Kurdish culture. فەرهاد و شیرین may therefore, in some circumstances, be replaced by Target Text 'Romeo and Juliet' by a process of cultural analogy.

Lexical vs. Structural (Morphotactic or Syntactic)

Row A and Row B (Columns 1-3 only, i.e. foreignizing) relate to the different translation procedures for a foreignizing lexical unit (word) in row A and for a foreignizing structure, i.e. the way in which words are put together from individual morphemes (morphology) or the way in which words themselves join together from larger phrases (syntax) or both.

Column 1, Row A: Cultural borrowing and Column 1, Row B: Calque (ungrammatical and semantically anomalous)

Cultural borrowing or 'cultural borrowing proper' as Dickins describes it (ibid: p.49) involves non-lexicalised lexical (non-structural) forms. For example, the word دۆنم is used in Sorani Kurdish in Iraq for a measurement of agricultural land (2,500 square metres). When transliterated into English as *donm*, this is a non-lexicalised word consisting of one morpheme.

An example of a calque (ungrammatical and semantically anomalous) is 'Went for beard, moustache put over it', as literal translation of the Sorani Kurdish proverb چوو بۆ ریش سمێلێشی نایه بانێ , whose idiomatic meaning is along the lines 'Not only did you not gain what you went for, but you lost something else as well'.

Column 2, Row A: ‘Literal translation’ ‘literal’ lexical equivalent

This is described as ‘semantic extension mirroring SL usage’ (ibid: p.52), i.e. a ‘literal’ lexical equivalent.

Column 2, Row B: Calque (grammatical but semantically anomalous), ‘literal’ translation of the phrase.

An example of a calque which is grammatical but semantically anomalous is ‘He went for a beard, and had a moustache put over it’, as a translation of the Sorani Kurdish proverb چوو بو ریش سمنلێشی نایه بانی, whose idiomatic meaning, as noted above, is along the lines ‘Not only did you not gain what you went for, but you lost something else as well’.

Column 3, Row A: ‘Lexicalised cultural borrowing’

An example of this in Sorani Kurdish is the word *pesherga*, which although originally foreign to English has now become a fairly well recognised part of the language.

Column 3, Row B: Exoticism

This is described as a translation procedure that reproduces text that is a grammatically and semantically systematic calque/exoticism, i.e. it is borrowed, grammatical, and the meaning is understood but it has some element of foreignization (ibid: p.54).

An example involving English-Arabic translation (from Dickins, Hervey and Higgins 2017: 186) is the beginning of a *Maqamat* of Al-Hariri, which reads شَخَصْتُ مِنَ الْعِرَاقِ إِلَى الْعُوطَةِ. وَأَنَا ذُو جُرْدٍ مَرْبُوطَةٍ. وَجِدَّةٍ مَعْنُوطَةٍ. This has been translated by Nicholson (1987: 119) as “I went from ‘Irak to Damascus with its green water-courses, in the day when I had troops of fine-bred horses and was the owner of coveted wealth and resources”. As Dickins, Hervey and Higgins note, “What is striking about this TT is that it goes beyond the mirroring of grammatical and cultural features – at least if cultural features are defined in a narrow sense – to include replication of prosodic features (rhythm and rhyme) of the ST.”

Column 4, Rows A and B: Culture-neutral word/phrase

This column refers to translation procedures that are culture-neutral and involve an explanation of the ST word or phrase. See also the section on Newmark’s descriptive equivalent above, section 5.4.1.1.

Column 5, Rows A and B: Omission

According to Dickins (ibid: p.56) this column could also be called ‘omission for cultural reasons’. By omitting the culture-specific term the translator avoids any difficulties in managing the translation. As the ‘foreign’ ST term is omitted, the translation procedure can be considered to be domesticating.

Column 6, Rows A and B: Communicative translation

Here ‘communicative translation’ has a particular meaning. Dickins (ibid: p.56-57) provides the following explanation: “A communicative translation is produced, when, in a given situation, the Source Text uses an Source Language expression standard for that situation, and the Target Text uses a Target Language expression standard for an equivalent Target Culture situation” (Dickins, Hervey and Higgins 2002. p.17). He notes that public notices, proverbs and conversational clichés provide good examples of this procedure. Examples from Sorani Kurdish are:

جگهر مکیشان قهده غهیه	No smoking (public notice) (literally: ‘Smoking cigarettes is forbidden)
به تیریک دوو نیشانه دهشکیننیت	To kill two birds with one stone (Sorani Kurdish proverb) (literally: ‘hit two targets with one arrow’)
به بهردیک دوو چۆلهکهی کوشت	To kill two birds with one stone (Sorani Kurdish proverb) (literally: ‘kill two sparrows with one stone’)
شایهنی نیه	Don’t mention it (conversational cliché) (literally: ‘not deserved’)

Column 7, Rows A and B: Cultural transplantation/substitution

The translation procedure in this column differs from that in column 6 in that it applies where there is no situational equivalent and the translator therefore substitutes an alternative from the Target Culture. Dickins (ibid: p.58) gives Newmark’s (1988. p.83) example of substituting ‘cricket’, which is popular in the U.K., for *le cyclisme* (cycling) which is popular in France.

This model or grid/table of procedures for translating culture-specific terms incorporates important concepts that are to be considered when translating culture-specific terms within a scale of the two extremes of foreignization (source text oriented) and domestication (target text oriented), with culture-neutral in the middle. Within these general categories, Dickins considers non-lexicalised/ungrammatical vs. lexicalised/grammatical, semantically anomalous vs. semantically systematic and synonymy-oriented vs. problem avoidance oriented vs. non-synonymy oriented. Having done this, the translation procedures for culture-specific terms are divided into lexical or structural within the grid.

The advantage of this is that it offers a comprehensive view of the possible procedures for use when analysing a translation and the possible reasons for adopting those procedures.

5.4.4 Klingberg

5.4.4.1 Introduction

Klingberg (1986), writing about the translation of children's literature, notes that the decision about how much of the ST and SC to retain in the TT is of particular relevance. His main aim is to provide high quality literature for children by which he means translations that have a 'close adherence to the original text' (ibid: p.10). He asserts that it is important to keep as much of the original ST as possible so that the fictional world itself is transferred into the TT to increase the TT reader's understanding of other, foreign, cultures.

However, Klingberg argues that translators need to accept that the TT has to be understood by the TT reader and they may, therefore, need to change or omit parts of the ST in order to achieve this aim. He also asserts that if certain 'values' in the ST are thought (by the translator or commissioner) not to be suitable to be translated into the TTC, then they may be changed or omitted.

Klingberg (1986: pp.10-54) provides a detailed model for translating culture-specific terms. He starts by defining cultural adaptation, as 'the degree to which a text is adapted to the intended readers'. By this, Klingberg (ibid: p.11) means changes of the content of ST into TT to adapt to needs of the TTR in understanding the ST and the cultural context of the ST. He describes three different types of adaptation:

1. 'Cultural context adaptation' is defined as adapting the ST to the cultural context of the TTR. The nine types of 'cultural context adaptation' are listed in the table below.
2. 'Purification' involves changing one set of values to another set of values (ibid: p.12).
3. 'Modernisation' refers to the updating of language to a more contemporary style of language with the intended purpose of making the TT more easily understood. (ibid: p.12).

5.4.5 A comparison of the translation procedures for translating culture-specific terms of Klingberg (1986) and Dickins (2012)

The following table compares the translation procedures for translating culture-specific terms of Klingberg (1986) and Dickins (2012).

Figure 3

	List of methods of achieving cultural context adaptation (ibid. p18) <i>Domesticating</i>	Dickins' model Columns No.4-7 (in 5.4.3.1 Figure 2 above)
1	Added explanation, the use of the ST with a brief added explanation in the TT	4
2	Rewording, using the ST meaning but deleting the cultural context	6
3	Explanatory translation, "the function or use of the cultural element is given instead of the name for it".	6
4	Explanation outside the text, an explanation in a different part of the text such as an appendix or a footnote	4
5	Substitution, of an equivalent in the culture of the TT	7
6	Substitution, of a 'rough equivalent' in the culture of the TT	7
7	Simplification, "A more general concept is used instead of a specific one, for instance the genus instead of the species".	4 generalisation
8	Deletion, "Words, sentences, paragraphs or chapters are deleted".	5 omission
9	Localisation, "The whole cultural setting of the source text is moved closer to the readers of the target text".	7

Klinberg further suggests what he refers to as preferred methods of translation that minimise 'cultural adaptation' wherever possible.

	Nature of the culture-specific term in the ST	Suggested method of translation	Dickins model Columns 1-7
1	Literary references, including titles	A number of methods depending on how well known the references are in the TL, cultural context adaptation and equivalence (see above for examples of adaptation) can be	

		used as long as it does not cause confusion in the TC.	
2	The culture-specific term is a word or phrase from a foreign, i.e. a third language	This depends on how common the use of the third language is in the TT. Klingberg suggests that it is preserved wherever possible (p. 29), but if this is not possible then it can be translated into the ST.	1 or 7
3	References to mythology and popular belief		
3.1	Names and concepts that have equivalents in TT	Use the TT equivalent (p.30).	6
3.2	Words that have no cultural equivalent in the TT	Use the ST words and translate them into the TT (pp.30-31).	1 plus 4
3.3	Neologisms in the ST	Use the ST words if possible or, if not possible, use words from myths/beliefs in the TTC that reflect the meaning of the ST words (p. 31).	6/7
3.4	Beliefs that are common in the TT culture that are not known in the ST culture	Rewording to make the meaning of the belief clear in the TT (pp.31-32).	4
3.5	Words that belong to a third language that have their own translation in the TT	Use the TT version (p.32).	6
4	Historical, religious and political background	Depends on the function or purpose of the text. If the intention is to foreignize (cf. Venuti), then the terms should be retained. For clarity if the TT reader is not likely to have the necessary cultural knowledge to understand the term, then literal translation with an explanation/addition would retain the ST word or	1 plus explanation

		phrase but allow the TT reader to understand more about the ST culture (pp.33-36).	
5	Buildings, furniture and food	Keep the ST words and add an explanation if necessary (pp. 36-38).	1 plus explanation
6	Customs and practice, play and games	Reword, or addition to make clear how the situation is different in the ST culture (pp. 38-40).	6 or 1 plus explanation
7	Flora and Fauna	Keep the ST names and only explain if necessary (pp.41-43).	1 plus explanation
8	Personal names, titles, names of domestic animals and objects		
8.1 8.2 8.3	Personal names	Literal translation unless the name is being used as a form of word play and this can be transferred into the TT using TL names that can convey the equivalent word play (pp.41-46).	1 or 6
8.4	Names with a particular sound	Attempt to maintain the sound in the TT (pp.46-47)	6
8.5	Personal names from a third language	Where there is a recognised translation in the TL, use this; otherwise transliterate, unless this causes cultural problems or confusion e.g. the name has other connotations (pp.47-48).	3
8.5	Personal titles	Transliteration, n.b. that personal titles do not always cross cultures easily, cf. Mr., Mrs., Miss., and Ms. In English and <i>Kak</i> in Sorani Kurdish, and would need some explanation (p.48-49).	1/ 6
8.6	Names for domestic animals	Literal translation, unless the name is being used as a form of word play and this can be transferred into the TT using TL names that can convey the equivalent word play. Such	3 or 6

		decisions can be difficult (p.49).	
8.7	Names of objects	Transliterate, unless the name is descriptive, then translate the meaning (p.49).	1 or 6
9	Geographical names	Keep the SL name, unless there is a standard translation in the TL. Some addition or explanation may be needed, e.g. the province of... (pp.50-51).	3 3 plus explanation
10	Weights, measures, currency	A complex situation with differences between metric and non-metric measures. If similar non-metric measures do not exist in the TL, transliterate the SL measures (p. 54). For currencies, either keep the ST currency, translate the currency, or explain the currency (p.55).	1, 3 plus explanation

Klinberg makes detailed proposals for translating culture-specific terms in fiction for children. Like Venuti, he prefers the TT to be clearly foreignised and contends that a translator should preserve as much of the cultural context of the ST as possible. His reasons for this are:

- to make more (foreign) literature available to children and to maintain the 'distinctive characteristics' of the ST so that the TT reader not only enjoys the TT but also learns about the ST culture;
- to develop childrens' 'international outlook and understanding' and encourage their interest in other cultures by also maintaining the 'distinctive characteristics' of the ST.

Klinberg argues that the substitution of TC elements for ST elements will not achieve this communication of the differences between the ST and the TT will, therefore, lose the text's foreign identity (cf. Venuti's ethical responsibility of the translator). He does, however, acknowledge that the translator may have to limit degree of foreignization to ensure that the younger reader can understand the TT and, where the values of the SC and TC differ, the translator may need to omit or alter elements in the TT. Whilst this may be desirable and possible when translating fiction, it may not

always be possible in other cases – the specific nature and purpose of the text have to be taken into account.

5.5 Davies

Davies (2003: p.89) discusses cultural references in more general terms. He suggests that they should be thought about “in terms of their contribution to the global effect of the whole text” and refers to the “networks” of culture-specific terms that exist in a text; cf. primary and secondary culture-specific terms in chapter 4.

Davies also refers to the function of cultural references in the text and suggests that this could influence the method of translation; e.g. with wordplay, it may not be necessary to translate each example (omission) as long as the humorous function of word play is represented in the text (ibid: p. 95). Davies discusses puns and wordplay in literature, though it is not clear how this could apply to non-literary translation. It could be that the relative importance of the culture-specific term decides how it should be translated.

5.6 A model to incorporate function, commissioner priorities and translator priorities with translation procedures

For the analysis of my corpus I will combine Dickins’ (2012) model of translation procedures for translating culture-specific terms (see section 5.4.3) and the model which I have developed in this thesis for identifying commissioner and translator priorities (see section 4.3). I have chosen Dickins’ model because of its comprehensive framework for analysing translation procedures. This starts with ST (foreignised) through to culture-neutral to TT (domesticated) and considers the following important factors for analysing translation procedures: lexicalisation, grammaticality, semantic systematicity, synonymy-orientedness, lexicalness and structure? The detailed nature of this model will provide a clear basis for analysing the translation procedures used and to hopefully assist with understanding the potential reasons for using these procedures. This will be combined with my model, based on Nord’s (1997) functional approach, for identifying areas of relevance for translating culture-specific terms, outlining the priorities or areas of relevance for translators and commissioners in identifying and translating culture-specific terms and possible places where there may be complications in the translation process.

I will use these models in combination to analyse the four texts in my corpus and to test whether or not the combined model does in fact identify all the priorities of the translator and commissioner in the corpus and the translation procedures for translating culture-specific terms.

Chapter 6

The Corpus

6.0 Introduction

The corpus comprises four texts chosen for their potentially culture-specific content and thus their ability to test the use of my model for identifying the commissioner's and translator's priorities and my expanded version of Dickins' model of procedures for translating culture-specific items. Although there are some images in the STs, all of which are in the TTs, I have not commented on them, as it is not possible to know whether commissioners' design team simply inserted the translated text into their format or if this was done by the translator. For the purposes of the thesis, I believe that these images are not important. The texts refer to aspects of U.K. cultural approaches to health and safety at work, domestic abuse, Female Genital Mutilation and to detention by the police; all areas where the SC and TC differ in their categories. The content of the texts is first described in summary below and the texts are then discussed using the outline of the commissioner's priorities, including function and audience, in my model.

6.1 Summary of the texts in the corpus

6.1.1 Text 1, Your health, your safety. A brief guide for workers

The joint commissioners of this text are the Trades Union Congress (TUC) and the Health and Safety Executive (HSE). The subject of this text is health and safety at work and although there is some understanding of this in Iraqi Kurdish TC there is no clear statutory framework; thus workers understand the obvious need to be safe at work but there is no means or general expectation of enforcing employers to provide a safe workplace or working conditions. The text contains a number of culture-specific terms and concepts relating to employment including definitions of workers and aspects of employer and employee rights and responsibilities. These will offer opportunities to explore how the translator has conveyed these into the TT and to test the models.

6.1.2 Text 2, Female Genital Mutilation (FGM)

The commissioner of this translation is the Department of Health. FGM is carried out in some Kurdish communities and the concept is commonly understood although the details of what is involved and its potential health risks may not be fully understood or discussed within the community. The discussion of such an intimate and culturally sensitive subject may well present challenges to the translator in conveying a very different cultural view of the practice, as it is illegal in the U.K. (SC) and

not illegal in the TC. It will therefore hopefully offer opportunities to consider how the translator has expressed this in the TT and to test the models.

6.1.3 Text 3, Women: help if you are facing abuse

The commissioner is the Scottish Refugee Council, an organization that works with refugees. This text explains that domestic abuse is not acceptable in the U.K. (SC), describes different forms of abuse and explains how to get help. There are substantial cultural differences between the SC and TC responses to the abuse of women and thus it should be possible to consider how the translator has communicated these differences in attitude and the culture-specific terms in the TT and to test the models.

6.1.4 Text 4, Remember your rights whilst detained

The joint commissioners are the Home Office, the Legal Aid Agency and the Law Society. The legal systems in the UK and Iraq are different as are the roles of the police. This is a detailed description of the rights of a person who is detained in the U.K. that refers to Codes of Practice, and several formal legal bodies, as well as the roles of different police officers and lawyers. It should therefore provide material to test the models.

6.2 Description of the texts using the outline of the commissioner priorities in my model

C1 The function or purpose of the text

C2 Target readers/audience

C3 Register

C4 Domestication/foreignization

C5 Other requirements such as deadlines, format, etc.

6.2.1 Text 1, Your health, your safety. A brief guide for workers

As noted, the joint commissioners of this text are the Trades Union Congress (TUC) and the Health and Safety Executive (HSE).

C1 Function or purpose of the text

This text can be described as being informative (as discussed in chapter 4, section 4.3.1) as the purpose is to explain the general rights and responsibilities of workers under Health and Safety legislation. Specifically it defines a worker for the purposes of the legislation, explains the rights and

responsibilities of workers and employers, gives advice about what to do if a worker is concerned about their health and safety and provides some 'further information'.

C2 Target readers/audience

The target reader is all workers, all levels of education and all ages from young people doing work experience upwards. The translator will, therefore, have to ensure that the translation is clear enough to convey the meaning to all such readers.

C3 Register

The register is formal, the language is relatively simple and the text has a clear structure. However, the text contains a large amount of detail with concepts and terms that are culture-specific and the translator will have to convey both the detail and the communicative purpose of the ST into language that will be understood by a wide range of readers.

C4 Domestication/foreignization

The guidance of the commissioner is not known but the employment-related terminology may affect the degree of foreignization if the terminology is transliterated and then explained.

C5 Other requirements such as deadlines, format, etc.

These are not known.

6.2.2 Text 2, Female Genital Mutilation (FGM)

As noted, the commissioner is the Department of Health.

C1 Function or purpose of the text

This text can be described as informative (as discussed in chapter 4, section 4.3.1) as the purpose is to explain that FGM is illegal in the U.K., to describe different forms of FGM, to explain that there are no religious requirements for FGM, that it is harmful to health and how someone can get help if they have had FGM or are worried that this may happen to them.

C2 Target readers/audience

This text appears to have a wide-ranging target audience; the public, NHS staff, females who have had FGM, females who are worried that FGM may happen to them, families and communities that may think that FGM is legal in the U.K. and anyone who is concerned that someone they know may be at

risk. As the target audience is very broad, the translator will have to take into account a wide range of levels of education, ages (including children and teenagers) and differing cultural attitudes.

C3 Register

The language in this text is formal, appears to be as simple as possible and the structure is clear, e.g. ‘NHS Digital is collecting data about FGM in England on behalf of the Department of Health and NHS England. This data collection is called the FGM Enhanced Dataset’. In the example, the concepts are formal and will not be familiar to most TT readers but the language is as clear as is reasonably possible. However, the terminology is complex and detailed when describing FGM, which is a very sensitive subject in both the SC and TC (although perhaps for different reasons). An example of this is ‘removing some or all of both the clitoris and the small labia (the “lips” that surround the the vagina)’. The ST has addressed this by using factual, technical language and avoiding emotional language. The task of the translator will be to convey the facts of the ST and its communicative purpose (raising awareness of FGM) in a language that is acceptable to the TC, e.g. considering the notions described by Dickins, Hervey and Higgins (2017: pp. 99, 289) in terms of their tonal register and the ‘affective meaning’ of a translation taking into account the politeness scale and the situation.

C4 Domestication/foreignization

The guidance of the commissioner is not known but the health-related terminology and job titles may affect the degree of foreignization if the English script is retained and/or terminology is transliterated and then explained.

C5 Other requirements such as deadlines, format, etc.

These are not known.

6.2.3 Text 3, Women: help if you are Facing Abuse from a Partner or Family Member

As noted, the commissioner is the Scottish Refugee Council, an organization that works with refugees.

C1 Function or purpose of the text

This text can be described as informative (as discussed in chapter 4, section 4.3.1) as the purpose is to explain that domestic abuse is not acceptable in the U.K., to describe different forms of abuse and explain how to get help.

C2 Target readers/audience

The target readers are women who may be facing abuse and thus may be from a wide age group and have varying levels of education. The social, cultural and legal response to abuse in the UK is very different to the cultural response in the TC. The translator will therefore need use methods that accurately convey the information in the text and this difference in attitude.

C3 Register

The language used is formal and is as simple as possible with some subject-specific terminology relating to the descriptions of abuse, etc. The structure of the text is simple and clear. The task of the translator will be to convey the facts of the ST and its communicative purpose of raising awareness of help available to women facing abuse. Given the differences in the cultural attitudes to abuse it is important that the language that is used in the TT accurately conveys the content of the TT i.e. the effect on the reader is the effect that the commissioner intends (Dickins, Hervey and Higgins, *ibid*).

C4 Domestication/foreignization

The guidance of the commissioner is not known but the translation of culture-specific terms may result in some foreignization.

C5 Other requirements such as deadlines, format, etc.

These are not known.

6.2.4 Text 4, Remember your rights whilst detained

As noted, the joint commissioners are the Home Office, the Legal Aid Agency and the Law Society.

C1 Function or purpose of the text

The ST provides a summary and a detailed explanation of the legal rights of a person who is being detained at a police station. It is designed to be given to a person who is being detained so that they understand their legal rights.

C2 Target readers/audience

The target reader is anyone who is detained in a police station and therefore young people and adults of all education levels and all levels of understanding of their legal rights. This is a very broad range of readers and may therefore require multiple translation procedures to convey the meaning of the text.

C3 Register

The language is formal and sometimes simple. However, due to the numerous references to the law and use of legal terminology, the ST is terminologically complex. In such a situation, the communicative purpose of the text may become a priority.

C4 Domestication/foreignization

The guidance of the commissioner is not known but it is possible that, due to the terminology used in the ST, the translation procedures used may result in a somewhat foreignized text.

C5 Other requirements such as deadlines, format, etc.

These are not known.

Chapter 7

Application of the model of procedures for translating culture-specific terms to the corpus

7.1 Introduction

In this chapter the model of procedures for translating culture-specific terms will be applied to the corpus of the four texts: Text 1 *Your health, your safety: A brief guide for workers*, Text 2. *Female Genital Mutilation (FGM)*, Text 3, *Women: help if you are facing abuse* and Text 4, *Remember your rights whilst detained*, using the data from the Excel sheets formatted to contain the information for the model of procedures from the texts and the 'Notes on Excel analysis of translations' in appendix 2.

The chapter is divided into five sections. Each of the four texts is analysed in four sections. The first is an analysis of culture-specific terms in the four texts in the corpus, considering the proportion of Primary, Secondary and Other terms, and proper words/phrases and common words/phrases. It will analyse the proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST hyponymy – TT hyperonymy, (semantic) overlap and other, and then analyse the commissioner's apparent priorities overall.

The second section is a numerical-based analysis of the success of the translation in relation to formality, considering the formality of the ST and TT overall and the correlation – if any – between formality and success of the TT, and between informality and success of the TT.

The third section is a numerical-based analysis of the success of the translation in relation to foreignization/domestication, considering how successful the TT is in relaying culture-specific terms overall, the extent to which the TT uses foreignization/domestication and the correlation – if any – between use of foreignization and success of the TT, and between domestication and success of the TT.

The fourth section is a numerical-based analysis of the success of the translation in relation to i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. semantic overlap, and v. other. This will consider how successful the TT is overall, to what extent the TT uses i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. semantic overlap, and v. other, plus the correlation – if any – between use of i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. semantic) overlap, and v. success of the TT.

The fifth section is a comparison of all the previous four sections across all four texts. This is followed by the conclusion.

7.2 Text 1 Your health, your safety: A brief guide for workers

The subject of this text is a guide to health and safety at work for workers and is commissioned by the Trades Union Congress (TUC) and the Health and Safety Executive (HSE). For a more detailed discussion of this text, see chapter 6, sections 6.1.1 and 6.2.1.

7.2.1 Analysis of culture-specific elements in the translation of Text 1

Table 1 below shows the culture-specific elements in Text 1. As noted in chapter 6, section 6.1.1, there are a number of culture-specific elements relating to aspects of Health and Safety legislation and employer and employee rights and responsibilities in Text 1. The primary terms consist of those concerning the Health and Safety Executive and Trades Union Congress (the joint commissioners), health and safety terms and terminology relating to employment law. The secondary terms are largely the definitions of different types of workers and other related words or phrases. Table 1 also shows whether each term is primary, secondary or other, see chapter 5.4.2 for a discussion of these terms, and whether it is a proper or common word or phrase and if the translation is successful.

Table 7.1

General analysis of culture-specific elements in the translation of Text 1 *Your health, your safety: A brief guide for workers*

No.	Culture-specific Element	Number of occurrences	Primary (P), secondary (S), or other (O) term	Proper (P) or common (C) word or phrase	Translation successful? Yes (Y), No (N), Partly (P)
1	Your health, your safety	2	P	C	Y
2	workers	3	S	C	N
3	worker	1	S	C	N
4	Health and Safety Executive (HSE)	1	P	P	P
5	Health and Safety Executive	2	P	P	P
6	HSE	3	P	P	N
7	Trades Union Congress (TUC)	1	P	P	N
8	Trades Union Congress (TUC) workSMART website	1	P	P	N
9	TUC	1	P	P	N

10	trade unions	1	P	C	P
11	trade union	2	P	C	P
12	health and safety law	1	P	C	Y
13	health and safety	14	P	C	Y
14	Health and safety inspectors	1	P	C	P
15	safety representative	2	P	C	P
16	health, safety or welfare	1	P	C	Y
17	health and safety representatives	1	P	C	P
18	health and safety (policy statement)	1	P	C	Y
19	campaign	1	S	C	P
20	standards	1	S	C	Y
21	full or part-time	1	S	C	P
22	doing work experience	1	S	C	P
23	apprentice	1	S	C	N
24	mobile worker	1	S	C	N
25	homeworker	1	S	C	N
26	migrant worker	1	S	C	N
27	Working in the UK without permission	1	S	C	Y
28	casual	1	S	C	Y
29	agency worker	1	S	C	P
30	agency	1	S	C	P
31	gangmaster	1	S	C	N
32	contractor	1	S	C	Y
33	using your services (the hirer)	1	S	C	Y
34	local authority	1	S	C	Y
35	paid leave	1	S	C	Y
36	to get first-aid treatment	1	S	C	P
37	first-aid arrangements	1	S	C	Y
38	masks	1	O	C	P
39	self-employed	1	S	C	Y
40	poster	1	O	C	Y
41	Policy	1	P	C	N
42	Employers' Liability (Compulsory Insurance) Certificate	1	P	P	N
43	Pay and Work Rights Helpline	1	P	P	Y
44	Employment Tribunal	1	P	P	N
45	Citizens Advice Bureau	1	P	P	P
46	on line	1	S	C	Y
47	leaflet	1	S	C	P
48	© crown copyright	1	S	P	P
Total number of culture-specific elements: 48		Total number of occurrences: 69			

Other	Proper word or phrase	0	0	0	0	0	0	0	0
	Common word or phrase	2	2	1	50	0	0	1	50
	Other	0	0	0	0	0	0	0	0

As can be seen, for both primary and secondary terms the majority of the elements are common words or phrases. The correlations (for each occurrence) are primary terms with proper words or phrases at 13, primary terms with common words or phrases at 27, secondary terms with proper words or phrases at 1, and secondary terms with common words or phrases at 26.

If the analysis is done for each culture-specific term rather than each occurrence the correlation for primary terms with proper words or phrases is at 10, and primary terms with common words or phrases at 11. However, for secondary terms with proper words or phrases it is at 1, and secondary terms with common words or phrases it is at 24.

The highest rate of success of translation is for primary terms and common words or phrases at 19 (70%) and then for secondary terms and common words or phrases at 10 (38%), whilst the least successful are primary terms and proper words or phrases at 9 (69%), and secondary terms and common words or phrases 9 (35%). There are also a quite a high number of partly successful translations e.g. primary terms and common words or phrases at 6 (22%), primary terms and proper words or phrases at 3 (23%), and secondary terms and common words or phrases at 7 (27%). This may reflect the fact that although the ST is clear and uses simple language, the concepts and terms are not common in the TT.

Table 7.4

Proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST hyponymy – TT hyperonymy, semantic overlap, other in

Text 1 *Your health, your safety: A brief guide for workers*

Text 1 <i>Your health, your safety: A brief guide for workers</i>		
Translation Technique	All occurrences	Proportion of occurrences
Synonymy	57	82%
ST hyperonymy – TT hyponymy	4	6%
ST hyponymy – TT hyperonymy	2	2%
(Semantic) overlap	4	6%
other	2	3%

The greatest number of a single translation technique is synonym with a rate of 82%, all the other techniques have been used at a rate of less than 7%.

7.2.1.1 Commissioners apparent priorities overall

In this section I propose that, in terms of the translation itself, in my experience, the commissioner is most likely to be concerned with a) the communicative effect of the translation, i.e. that the information is conveyed accurately and b) the retention of specific elements in the TT such as the names of organisations or jobs, with an explanation of these roles. The reasons usually given for the latter are that the commissioners want the readers not only to recognise the English words but also to understand the function of these roles. In this section I will discuss the retention of specific items. The items selected for analysis are those with abbreviations that are in common use, e.g. 'TUC' or a formal name, e.g. 'Employment Tribunal.'

Three main strategies have been adopted by the translator. i.e:

1. Retention of original element. This may mean that the commissioner has requested this even though it has a foreignizing effect.
2. No retention of original element. This may mean that the commissioner has indicated that the communicative effect is more important than retaining the original element.
3. Partial retention of original element. This may mean that the commissioner has requested the retention of specific parts of the original elements (or that the translator was undecided about how to translate this element).

Text 1

Table 7.5

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 1

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 1					
	Item	Strategies used by the translator			
		Retention of original item in full, where there is no abbreviation	Retention of original item in full including, where there is an abbreviation	Partial retention of the original item	No retention
	© crown copyright	1			
	HSE		3		
	TUC		1		
	Citizens Advice Bureau				1
	Employers' Liability (Compulsory Insurance) Certificate				1
	Employment Tribunal				1
	Health and Safety Executive		1		1
	Health and Safety Executive (HSE)			1 (HSE only)	
	Trades Union Congress (TUC)			1 (TUC only)	
	Trades Union Congress (TUC) workSMART website			1 (TUC only)	
TOTAL		1	5	3	4

The data in this table shows that out of a total number of 13 occurrences, for 6 occurrences the original item was retained in full, for 3 occurrences the original item was retained in part (i.e. the abbreviation only), and for 4 occurrences it was not retained at all. It is possible that the commissioners' priorities were to retain the abbreviations as they are commonly known in the ST culture and if this is the case,

then the translator has worked within these priorities for 9 of the 13 items. It is not clear why the translator did not retain the other 4 items.

7.2.2 Analysis of other prominent elements in the translation of Text 1

7.2.2.1 Success of TT1 in relation to formality

Using the scoring system of informal -1, standard -2 and formal-3, the ST has an overall level of formality of 202 (3 per line), while the TT has an overall level of formality of 196 (per line 2). Table 6 below shows the relationship between formality/informality and the success of the TT.

In this study the following definitions have been used for formal, standard and informal language;

- *Formal language.* Language which expresses concepts specifically related to the subject of the text, e.g. in this text language related to legal processes and Health and Safety at work.
- *Standard language.* Language which is appropriate for use in writing and but is less formal than, e.g. legal language but more formal than colloquial speech.
- *Informal language.* The type of spoken, colloquial language that is used between friends in a relaxed social setting.

Table 7.6

Levels of formality in the ST and TT and the correlation, if any, between formality and the success of the TT and between Informality and success of the TT in Text 1 *Your health, your safety: A brief guide for workers*

Text 1 <i>Your health, your safety: A brief guide for workers</i>								
		Informal =1 No. of occurrences and % of total		Standard = 2 No. of occurrences and % of total		Formal = 3 No. of occurrences and % of total		
ST		0	0%	5	7%	64	93%	
	Level of formality	0		10		192		
	Overall level of formality	202 (3 per line)						
TT		1	1%	9	13%	59	86%	
	Level of formality	1		18		177		
	Overall level of formality	196 (2 per line)						
	Success of translation		% of informal occurrences		% of standard occurrences		% of formal occurrences	
	Yes	0	0%	3	33%	28	48%	

No	1	100%	4	45%	15	25%
Partly	0	0%	2	22%	16	27%

The data in this table does not show a pronounced correlation between the levels of formality and the success of the translation or informality and the success of translation although there is some correlation of 48% between formal and successful and some correlation of 45% between standard and unsuccessful. There is only one occurrence of informal, which was successful.

7.2.2.2 Success of TT1 in relation to foreignization/domestication

7.2.2.2.1 Success of TT1 in relaying culture-specific terms overall

The translator of Text 1 is successful in relaying culture-specific terms in 45% of the occurrences (31 occurrences), partly successful in 26% of the occurrences (18 occurrences), and unsuccessful in 29% of the occurrences (20 occurrences). This could be said to be a low overall rate of success but if the successful (45%) and partly successful (26%) are taken together then the overall rate is 71%.

7.2.2.2.2 Extent of use in TT1 of foreignization/domestication

The total score in terms of foreignization/domestication for Text 1 is -72 and the average score per record in terms of foreignization/domestication is -1 (see Notes on Excel analysis of translations, appendix 2).

Table 7.7

Summary of success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in Text 1 *Your health, your safety: A brief guide for workers*

Text 1 <i>Your health, your safety: A brief guide for workers</i>									
Success of translation	Foreignization			Culture-Neutral			Domestication		
	No.	% of foreignization	% of all records	No.	% of Culture-Neutral	% of all records	No.	% of domestication	% of all records
Yes	22	50	32	8	50	12	1	11	2

No	10	23	15	5	31	7	5	56	7
Partly	12	27	17	3	19	4	3	33	4
TOTAL	44		64	16		23	9		13

As can be seen from this table, foreignization is used in 64% of the occurrences of culturally specific terms in the translation, while in 13% domestication has been used. In the remaining occurrences of culturally specific terms, 23%, culture-neutral forms have been used. The TT is, therefore, mostly foreignized. Taking all the cases of foreignization together, 50% were successful, 27% were partly successful, and 23 % were unsuccessful. Taking all the cases of domestication together, 11% were successful, 33% were partly successful, and 56% were unsuccessful. There is thus some correlation between foreignization and success and if the scores for successful and partly successful are combined the average is 77%. There is no correlation between domestication and successful translation but there is a correlation with unsuccessful translation of 56%.

7.2.2.2.3 Correlation between use of foreignization and success of TT1

Table 7.8

Success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in Text 1 *Your health, your safety: A brief guide for workers*

Text 1 <i>Your health, your safety: A brief guide for workers</i>									
Foreignizing score	No. of occurrences	Proportion of all occurrences %	Success of translation as a proportion of occurrences of this score						
			Yes	%	No	%	Partly	%	
-3	10	14.5	2	20	6	60	2	20	
-2.5	3	4	1	33.3	1	33.3	1	33.3	
-2	27	39	18	66	1	4	8	30	
-1.5	4	6	1	25	2	50	1	25	
-1	0	0	0	0	0	0	0	0	
-0.5	0	0	0	0	0	0	0	0	
0	16	23	8	50	5	31	3	19	
0.5	0	0	0	0	0	0	0	0	
1	1	1.5	0	0	0	0	1	100	
1.5	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	
2.5	0	0	0	0	0	0	0	0	
3	8	12	1	12.5	5	62.5	2	25	

This table shows in more detail the use of foreignization and domestication and the correlations between their use and the success of the translation. I will consider the rows for which there are more than 8 occurrences under the 'foreignizing score' column. Here, a score of -3 correlates with a 60% rate of unsuccessful translation, and a score of 3 correlates with a 62.5% rate of unsuccessful translation. By contrast, a score of 0 correlates with a 50% rate of success, while a score of -2 correlates with a 66% rate of success. Thus, the least successful translations are those at the extremes (i.e. those scoring 3 or -3), while the more successful translations are those which avoid these extremes.

7.2.2.3 Success of TT1 in relation to i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

7.2.2.3.1 Success of TT1 overall in relation to: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

Overall, the translator of Text 1 is successful in 45% of the occurrences (31 occurrences), partly successful in 26% of the occurrences (18 occurrences), and unsuccessful in 29% of the occurrences (20 occurrences). This could be said to be a low overall rate of success but if the successful (45%) and partly successful (26%) are taken together then the overall rate is 71%.

The translator of Text 1 is successful in using: i. synonymy in 43% of occurrences, ii. ST hyperonymy – TT hyponymy in 0% of occurrences, iii. ST hyponymy – TT hyperonymy in 1.5% of occurrences, iv. (semantic) overlap in 0% of occurrences, and v. other in 0% of occurrences.

S/he is partly successful in using: i. synonymy in 22% of occurrences, ii. ST hyperonymy – TT hyponymy in 0% of occurrences, iii. ST hyponymy – TT hyperonymy in 0% of occurrences, (semantic) overlap in 4.5% of occurrences, and v. other in 0% of occurrences.

S/he is unsuccessful in using: i. synonymy in 17% of occurrences, ii. ST hyperonymy – TT hyponymy in 6% of occurrences, iii. ST hyponymy – TT hyperonymy in 1.5% of occurrences, iv. (semantic) overlap in 1.5% of occurrences, and v. other in 3% of occurrences.

7.2.2.3.2. Extent of use in TT1 of: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

See Table 7.9 for the data and a discussion of the data.

7.2.2.3.3 Correlation in TT1 between the use of use i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other and success of translation

The extent of use of and success of translation in relation to i. synonymy. ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other in Text 1 *Your health, your safety: A brief guide for workers* is shown in Table 7.9

Table 7.9

Extent of use of and success of translation in relation to i. synonymy. ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other in Text 1 *Your health, your safety: A brief guide for workers*

Text 1 <i>Your health, your safety: A brief guide for workers</i>			Success of translation as a proportion of occurrences of this translation technique					
Translation Technique	All occurrences	Proportion of occurrences	Yes	%	No	%	Partly	%
Synonymy	57	82%	30	53	12	21	15	26
ST hyperonymy – TT hyponymy	4	6%	0	0	4	100	0	0
ST hyponymy – TT hyperonymy	2	3%	1	50	1	50	0	0
(Semantic) overlap	4	6%	0	0	1	25	3	75
other	2	3%	0	0	2	100	0	0

The greatest number of occurrences of a single translation technique is synonymy at a rate of 82%, while all the other techniques have been used at less than a rate of 6%. There was a variable rate of the use of synonymy in the corpus; Text 2, 94%; Text 3, 44%; Text 4, 27%, see Table 7.38. The most prominent correlation is with synonymy with success at a rate of 53%. Synonymy has a lower correlation with partly successful at a rate of 26% and with unsuccessful with a rate of 21%. The combined rate of successful and partly successful translations is 53% + 26% = 79%. The remaining techniques have occurrences of lower than 5 but it is interesting to note that for ST hyperonymy – TT hyponymy and other, the translations are 100% unsuccessful. (The category 'other' provides results mis-explication of the ST.)

7.3 Text 2 Female Genital Mutilation (FGM)

FGM is subject of this text – the different types, the fact that it is illegal in the UK and the NHS policy in regarding FGM. The commissioner of this translation is the Department of Health For a more detailed discussion of this text see chapter 6, sections 6.1.2 and 6.2.2.

7.3.1 Analysis of culture-specific elements in the translation of Text 2

Table 7.10 below shows the culture-specific elements in Text 2. As noted in chapter 6, section 6.1.2, there are a number of culture-specific elements relating to the detailed description of aspects of FGM, the roles of NHS staff and various sections of the NHS in Text 2.

The primary terms consist of those concerning the types of FGM, the different names for FGM and terminology relating to the NHS. There is only one secondary term and one other term which are both related to culture. Table 7.10 also shows whether each term is primary, secondary or other: see chapter 5, section 5.2 for a discussion of these terms, and whether it is a proper or common word or phrase and if the translation is successful.

Table 7.10

General analysis of culture-specific elements in the translation of Text 2 *Female Genital Mutilation (FGM)*

No.	Culture-specific Element	Number of occurrences	Primary (P), secondary (S), or other (O) term	Proper (P) or common (C) word or phrase	Translation successful? Yes (Y), No (N), Partly (P)
1	Female Genital Mutilation (FGM)	1	P	P	P
2	FGM	28	P	P	Y=3, P=35
3	sunna	2	P	C	Y
4	gudniin	1	P	C	N
5	tahur	1	P	C	N
6	megrez	1	P	C	N
7	khitan	1	P	C	P
8	small labia	1	P	P	Y
9	custom	1	O	C	P
10	preserving tradition	1	S	C	P
11	preserving virginity	1	P	C	Y
12	protecting family honour	1	P	C	Y
13	marriage	1	O	C	P
14	GP	2	P	P	P
15	GPs	1	P	P	Y
16	other healthcare professional	2	P	P	P

17	midwife	1	P	P	Y
18	other healthcare providers	1	P	P	P
19	health professional	1	P	P	P
20	NSPCC	1	P	P	N
21	health visitor	1	P	P	P
22	health passport	1	P	P	P
23	(a statement) opposing Female Genital Mutilation	1	P	P	P
24	NHS Digital	4	P	P	P
25	Department of Health	1	P	P	p
26	NHS England	1	P	P	P
27	FGM Enhanced Dataset	1	P	P	P
28	NHS	1	P	P	P
29	NHS (number)	1	P	P	N
30	© Crown copyright	1	P	P	P
31	Produced by Williams Lea for the Department of Health	1	P	P	P
Total number of culture-specific elements: 31		Total number of occurrences: 64			

As shown in Table 7.10, 31 culture-specific elements were identified in Text 2 with a total of 64 occurrences of these elements.

Table 7.11 below shows the numbers and proportion of primary, secondary and other terms, and proper and common words or phrases in Text 2.

As can be seen, in Text 2, for primary terms the majority of the elements are proper words or phrases. The correlations (for each occurrence) are primary terms with proper words or phrases at 53, primary terms with common words or phrases at 8, secondary terms with common words or phrases at 1, and other terms with common words or phrases at 2.

If the analysis is done for each culture-specific term rather than each occurrence the correlation for primary terms with proper words or phrases is 25, for primary terms with common words or phrases 2, for secondary terms with common words or phrases 1, and other terms with common words or phrases 2.

The highest rate of success of translation is for primary terms and common words or phrases at 4 (50%), and the second highest rate of success of translation is for primary terms and proper words or phrases at 6 (11%). There are no successful translations for secondary or other terms.

The lowest rate of success is for primary terms and common words or phrases at 3 (37.5%), and primary terms and proper words or phrases at 3 (6%). There are no unsuccessful translations for secondary or other terms. There are also a large number of partly successful translations, e.g. primary terms and proper nouns or phrases at 44 (83%).

Table 7.13

Proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST hyponymy – TT hyperonymy, semantic overlap, other in Text 2 *Female Genital Mutilation (FGM)*

Text 2 <i>Female Genital Mutilation (FGM)</i>		
Translation Technique	All occurrences	Proportion of occurrences
Synonymy	60	94%
ST hyperonymy – TT hyponymy	1	1%
ST hyponymy – TT hyperonymy	3	5%
(Semantic) overlap	0	0
Other	0	0

The greatest number of occurrences of a single translation technique is synonym at a rate of 94%, while all the other techniques are used at a rate of less than 6%.

7.3.1.1 Commissioners apparent priorities overall in T2

In this section I propose that, in terms of the translation itself, the commissioner is most likely to be concerned with the communicative effect of the translation and the retention of specific elements in

the TT. In this section I will discuss the retention of specific items. The items selected for analysis are those with abbreviations that are in common use, e.g. ‘GP’ or a formal name, e.g. “NHS Digital’.

Three main strategies have been adopted by the translator. i.e:

1. Retention of original element, e.g. the retention of ‘© Crown copyright’. This may mean that the commissioner has requested this even though it has a foreignizing effect.
2. No retention of original element, e.g. ‘NHS (number)’. This may mean that the commissioner has indicated that the communicative effect is more important than retaining the original element.
3. Partial retention of original element, e.g. ‘Produced by Williams Lea for the Department of Health’, where only ‘Williams Lea’ has been retained. This may mean that the commissioner has requested the retention of specific parts of the original elements (or that the translator was undecided about how to translate this element).

Table 7.14

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 2

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 2					
	Item	Strategies used by the translator			
		Retention of the original item in full, where there is no abbreviation	Retention of the original item in full, including where there is an abbreviation	Partial retention of the original item	No retention
	© Crown copyright	1			
	FGM		28		
	GP, GPs		3		
	NHS Digital		2		2
	NSPCC		1		
	Department of Health				1
	Female Genital Mutilation (FGM)				1
	NHS				1
	NHS (number)				1
	NHS England				1
	FGM Enhanced Dataset			1 FMG	

	Level of formality	0	6	183		
	Overall level of formality	189 (per line 3)				
	Success of translation		% of informal		% of standard	% of formal
	Yes	0	0%	0	0%	10 16%
	No	0	0%	0	0%	6 10%
	Partly	0	0%	3	100%	45 74%

The data in this table shows a pronounced correlation between the levels of formality and partly successful translation at rate of 74%. There is a low correlation between formality and unsuccessful translation at rate of 10%. The combined rate of partly successful and successful was 74% + 16% = 90%. There was no correlation of informality and success of translation, informality being at a rate of 100% partly successful for standard, although there were only 3 occurrences.

7.3.2.2.1 Success of TT2 in relaying culture-specific terms overall

Overall the translator in TT 2 has been successful in relaying culture-specific terms in 16% of the occurrences (10 occurrences), partly successful in 75% of the occurrences (48 occurrences), and unsuccessful in 9% of the occurrences (6 occurrences). Although this is a low rate for success, it is a high rate, if successful (16%) and partly successful (75%) are taken together, i.e. 91%.

7.3.2.2.2 Extent of use in TT2 of foreignization/domestication

The total score in terms of foreignization/domestication for Text 2 is -130 and the average score per record in terms of foreignization/domestication is -2 (see Notes on Excel analysis of translations, appendix 2).

Table 7.16

Summary of success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in Text 2 *Female Genital Mutilation (FGM)*

Text 2 <i>Female Genital Mutilation (FGM)</i>									
Success of translation	Foreignization			Culture Neutral			Domestication		
	No.	% of foreignization	% of all records	No.	% of Culture-Neutral	% of all records	No.	% of domestication	% of all records
Yes	8	14.5	13	2	22.222	3.125	0	0	0
No	6	11	9	0	0	0	0	0	0
Partly	41	74.5	64	7	77.778	10.938	0	0	0
TOTAL	55		86	9		14.063	0	0	0

As can be seen from this table 86% of culture-specific terms have been translated using foreignization and 0% using domestication. The rest of the culture-specific terms, 14%, having been translated using culture-neutral terms. The TT is, therefore, mostly foreignizing. Taking all the instances of foreignization together, 14.5% were successful, 11% were unsuccessful and 74.5% were partly successful. There was no domestication in the TT. There is a clear correlation in this TT between foreignization and partial success. If the scores for successful and partly successful are combined the total is 89 %. The rest of the TT culture-specific terms are translated culture-neutrally, with 22% being successful and 78% being partially successful.

7.3.2.2.3 Correlation between use of foreignization and success of TT2

Table 7.17

Success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in Text 2 *Female Genital Mutilation (FGM)*

Text 2 <i>Female Genital Mutilation (FGM)</i>									
Foreignizing score	No. of occurrences	Proportion of all occurrences %	Success of translation as a proportion of occurrences of this score						
			Yes	%	No	%	Partly	%	
-3	35	55	1	3	5	14	29	83	

-2.5	0	0	0	0	0	0	0	0
-2	1	1.5	0	0	0	0	1	100
-1.5	11	17	4	36	0	0	7	64
-1	8	12.5	3	37.5	1	12.5	4	50
-0.5	0	0	0	0	0	0	0	0
0	9	14	2	22	0	0	7	77.8
0.5	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
1.5	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
2.5	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0

This table shows more detail of the use of foreignization and domestication and the correlations, if any, between their use and the success of the translation. Taking into account only those categories for which there are 8 or more occurrences, a score of -3 correlates with an 83% rate of partially successful translation, a score of -1.5 correlates with a 64% rate of partially successful translation and a score of -1 correlates with a 50% rate of partially successful translation.

7.3.2.3 Success of TT2 in relation to i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other?

7.3.2.3.1 Success of TT2 overall in relation to: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

Overall the translator in Text 2 has been successful in 16% of the occurrences (10 occurrences), partly successful in 75% of the occurrences (48 occurrences), and unsuccessful in 9% of the occurrences (6 occurrences). Although this is a low rate for success, it is a high rate, if successful (16%) and partly successful (75%) are taken together, i.e. 91%.

The translator of Text 2 is successful in relation to: i. synonymy in 14% of occurrences, ii. ST hyperonymy – TT hyponymy in 0% of occurrences, iii. ST hyponymy – TT hyperonymy in 1.5% of occurrences, iv. (semantic) overlap in 0% of occurrences, and v. other in 0% of occurrences.

S/he is partly successful in relation to: i. synonymy in 70% of occurrences, ii. ST hyperonymy – TT hyponymy in 1.5% of occurrences, iii. ST hyponymy – TT hyperonymy in 3% of occurrences iv. (semantic) overlap in 0% of occurrences, and v. other in 0% of occurrences.

S/he is unsuccessful in relation to: i. synonymy in 10% of occurrences, ii. ST hyperonymy – TT hyponymy in 0% of occurrences, iii. ST hyponymy – TT hyperonymy in 0% of occurrences, iv. (semantic) overlap in 0% of occurrences, and v. other in 0% of occurrences.

7.3.2.3.2. Extent of use in TT2 of: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

See Table 7.18 for the data and a discussion of the data.

7.3.2.3.3 Correlation in TT2 between the use of use i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other and success of translation

The extent of use and success of translation in relation to i. synonymy. ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other in Text 2 *Female Genital Mutilation (FGM)* is shown in Table 7.18.

Table 7.18

Extent of use and success of translation in relation to i. synonymy. ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other in Text 2 *Female Genital Mutilation (FGM)*

Text 2 <i>Female Genital Mutilation (FGM)</i>			Success of translation as a proportion of occurrences of this translation technique					
Translation Technique	All occurrences	Proportion of occurrences %	Yes	%	No	%	Partly	%
Synonymy	60	94	9	15	6	10	45	75
ST hyperonymy – TT hyponymy	1	1.5	0	0	0	0	1	100
ST hyponymy – TT hyperonymy	3	4.5	1	33.3	0	0	2	66.7
(Semantic) overlap	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0

The greatest number of occurrences of a single translation technique is synonym at a rate of 94%, while all the other techniques have been used at a rate of less than 5%.

There are no clear correlations between any of the techniques and success of translation. However synonymy has the rate of 75% % for partly successful. The combined rate for successful and partly successful is 15% + 75% = 90%. The other techniques had a rate of occurrence of less than 5%.

7.4 Text 3 Women: help if you are facing abuse

This text describes different forms of abuse and explains how to get help. The commissioner is the Scottish Refugee Council, an organization that works with refugees. For a more detailed discussion of this text see chapter 6, sections 6.1.3 and 6.2.3.

7.4.1 Analysis of culture-specific elements in the translation of Text 3

Table 7.19 below shows the culture-specific elements in Text 3. As noted in chapter 6, section 6.1.3, there are a number of culture-specific elements relating to aspects of descriptions of types of abuse and the roles of people and agencies who may be able to provide help to women in this situation. These form the majority of both the culture-specific elements and the primary terms. The secondary terms are largely related to less specific terms. Table 7.19 also shows whether each term is primary, secondary or other, see chapter 5 (section 5.2) for a discussion of these terms, and whether each is a proper or common word or phrase and if the translation is successful.

Table 7.19

General analysis of culture-specific elements in the translation of Text 3 *Women: help if you are facing abuse*

No.	Culture-specific Element	Number of occurrences	Primary (P), secondary (S), or other (O) term	Proper (P) or common (C) word or phrase	Translation successful? Yes (Y), No (N), Partly (P)
1	Scottish Refugee Council	3	P	P	N= 1, P=2
2	The Scottish Refugee Council, 5 Cadogan Square, (170 Blythswood Court) Glasgow G2 7PH	1	P	P	N
3	Web: www.scottishrefugeecouncil.org.uk	1	P	C	Y
4	abuse	2	P	C	P
5	Partner	3	P	C	P
6	domestic abuse	8	P	C	P
7	intimate partner	1	P	C	N
8	emotional	1	S	C	Y
9	sexual	1	S	C	Y
10	gender	1	P	C	Y
11	sexuality	1	P	C	Y
12	victim	1	P	C	Y
13	unacceptable	1	O	C	Y
14	lawyers (register)	1	P	C	Y
15	report	1	P	C	Y
16	[reports of] domestic abuse [seriously]	1	P	C	P
17	female caseworker	1	P	C	P
18	interpreter	1	S	C	Y

19	specialist agencies	1	O	C	Y
20	counselling (and advice)	1	S	C	N
21	(dealing with your experiences of) domestic abuse	1	P	C	P
22	asylum claim	1	S	C	Y
23	legal representative	1	P	C	Y
24	Registered Charity No: SC008639	1	O	C	Y
Total number of culture-specific elements: 24		Total number of occurrences: 36			

As shown in table 7.19, 24 culture-specific elements were identified Text 3 with a total of 36 occurrences of these elements.

Table 7.20 below shows the numbers and proportion of primary, secondary and other terms and proper and common words or phrases.

Table 7.20

Primary, secondary and other terms and proper and common words or phrases in the translation of Text 3 *Women: help if you are facing abuse*

Primary terms	Secondary terms	Other terms		Proper word or phrase	Common word or phrase
16	5	3		2	22
67%	21%	12%		8%	92%

Table 7.21 below shows the correlations between primary, secondary and other terms, and proper, common or other words or phrases in Text 3. These are shown both for each term and for each occurrence of the term. Table 6 also shows if the translations for these correlations were successful.

Table 7.21

Correlations between primary, secondary and other terms and proper and common words or phrases in Text 3 *Women: help if you are facing abuse*

Text 3 <i>Women: help if you are facing abuse</i>									
Type of culture-specific term	Proper or common word or phrase	No. of correlations for each term (not each occurrence)	No. of correlations for each occurrence	Translation successful for each occurrence? Yes, No Partly.					
				Y	%	N	%	P	%
Primary	Proper words or phrases	2	4	0	0	2	50	2	50
	Common words or phrases	13	23	6	26	1	4	16	70
	Other	0	0	0	0	0	0	0	0
Secondary	Proper words or phrases	0	0	0	0	0	0	0	0
	Common words or phrases	6	6	5	83	1	17	0	0
	Other	0	0	0	0	0	0	0	0
Other	Proper words or phrases	0	0	0	0	0	0	0	0
	Common words or phrases	3	3	3	100	0	0	0	0
	Other	0	0	0	0	0	0	0	0

As can be seen, in Text 3 for both primary and secondary terms the majority of the elements are common words or phrases. The correlations (for each occurrence) are primary terms with proper words or phrases at 4, primary terms with common words or phrases at 23, secondary terms with common words or phrases at 6, other terms and common words or phrases at 3.

If the analysis is done for each culture-specific term rather than each occurrence the correlation for primary terms with proper words or phrases is 2, for primary terms with common words or phrases it is 13, for secondary terms with common words or phrases it is 6, and for other terms and common words or phrases it is 3.

The highest rate of success of translation is for primary terms involving common words or phrases at 6 (26%), and then for secondary terms involving common words or phrases at 5 (83%), whilst the lowest rates of success are for primary terms involving proper words or phrases at 2 (50%), and secondary terms involving common words or phrases 1 (17%). There are also a high number of partly successful translations, e.g. primary terms involving common words or phrases at 16 (70%), and primary terms involving proper words or phrases at 2 (50%). There are no partly successful translations for secondary or other terms.

Table 7.22

Proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST hyponymy – TT hyperonymy, semantic overlap, other in Text 3 *Women: help if you are facing abuse*

Text 3 <i>Women: help if you are facing abuse</i>		
Translation Technique	All occurrences	Proportion of occurrences
Synonymy	16	44%
ST hyperonymy – TT hyponymy	6	17%
ST hyponymy – TT hyperonymy	2	6%
(Semantic) overlap	1	3%
Other	11	30%
Comprised of		
(TT hyperonymy + hyponymy)	(1)	
(TT synonymy + hyponymy)	(10)	

The greatest number of translation occurrences involve synonym at a rate of 44%, ‘other’ at a rate of 30% (10 of 11 of which are TT synonymy + hyponymy) and ST hyperonymy – TT hyponymy at a rate of 16.667%. Other techniques have been used at a rate of less than 7%.

7.4.1.1 Commissioners apparent priorities overall in Text 3

In this section I propose that, in terms of the translation itself, the commissioner is most likely to be concerned with the communicative effect of the translation and the retention of specific elements in the TT. In this section I will discuss the retention of specific items. The items selected for analysis are those with a formal name, e.g. ‘Scottish Refugee Council.

Three main strategies have been adopted by the translator. i.e:

1. Retention of original element. This may mean that the commissioner has requested this even though it has a foreignizing effect.
2. No retention of original element. This may mean that the commissioner has indicated that the communicative effect is more important than retaining the original element.
3. Partial retention of original element. This may mean that the commissioner has requested the retention of specific parts of the original elements (or that the translator was undecided about how to translate this element).

TEXT 3**Table 7.23**

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 3

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 3					
	Item	Strategies used by the translator			
		Retention of the original item in full, where there is no abbreviation	Retention of the original item in full, including where there is an abbreviation	Partial retention of the original item	No retention
	Scottish Refugee Council	2			1
	The Scottish Refugee Council, 5 Cadogan Square, (170 Blythswood Court) Glasgow G2 7PH	1			
	Web: www.scottishrefugeecouncil.org.uk	1			
	Registered Charity No: SC008639			1 (SC008639 retained)	
TOTAL		4	0	1	1
		Note that 'Scottish Refugee Council' has been retained in full in 2 occurrences and not retained at all for one occurrence.			

The data in this table does not show a pronounced correlation between the level of formality and the success of the translation but there is some correlation of formality with partly successful at a rate of 48%. The combined rate of successful and partly successful is 39% + 48% = 87%. The levels of informality shows some correlation with success at a rate of 40% and a pronounced rate of correlation with partly successful at 60%.

7.4.2.2.1 Success of TT3 in relaying culture-specific terms overall

Overall the translator in TT3 has been successful in relaying culture-specific terms in 39% of the TT (14 occurrences), unsuccessful in 14% of the TT (5 occurrences) and partly successful in 47% of the TT (17 occurrences). This could be said to be a low overall rate of success but if the successful (39%) and partly successful (47%) translations are taken together then the overall rate is 86%, meaning that the great majority of translations are at least partly successful.

7.4.2.2.2 Extent of use in TT3 of foreignization/domestication

The total score in terms of foreignization/domestication for Text 3 is -24 and the average score per record in terms of foreignization/domestication is -0.7 (see Notes on Excel analysis of translations, appendix 2).

Table 7.25

Summary of success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in Text 3 *Women: help if you are facing abuse*)

Text 3 <i>Women: help if you are facing abuse</i>									
Success of translation	Foreignization			Culture Neutral			Domestication		
	No.	% of foreignization	% of all records	No.	% of Culture-Neutral	% of all records	No.	% of domestication	% of all records
Yes	6	55	17	8	32	22	0	0	0
No	2	18	5	2	8	6	0	0	0
Partly	3	27	8	15	60	42	0	0	0
TOTAL	11		30	25		70	0	0	0

As can be seen from this table 30% of culture-specific terms have been translated in the TT using foreignization and 0% using domestication. The bulk of the TT culture-specific terms, 69%, have been

translated using culture-neutral translation. The TT is, therefore, mostly neither foreignized nor domesticated. Taking all the instances of foreignization together, 55% were successful, 18% were unsuccessful and 27% were partly successful, showing something of a correlation of foreignization with success. The combined rate for successful and partly successful is 55% and 27% = 82%. There is no domestication. There is a correlation between culture-neutral and partly successful translation of 60%.

7.4.2.2.3 Correlation between use of foreignization and success of TT3

Table 7.26

Success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in Text 3 *Women: help if you are facing abuse*

<i>Text 3 Women: help if you are facing abuse</i>								
Foreignizing score	No. of occurrences	Proportion of all occurrences %	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
-3	6	17	1	17	2	33	3	50
-2.5	0	0	0	0	0	0	0	0
-2	1	3	1	100	0	0	0	0
-1.5	1	3	1	100	0	0	0	0
-1	3	8	3	100	0	0	0	0
-0.5	0	0	0	0	0	0	0	0
0	25	69	8	32	2	8	15	60
0.5	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
1.5	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
2.5	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0

This table shows in more detail the use of foreignization and domestication and the correlations between their use and the success of the translation. Considering only categories with 6 or more occurrences, a score of -3 correlates with a 50% rate of partly successful translation. If the partly successful and successful rates are combined the rate is 50% + 17% = 67%. The culture-neutral score of 0 correlates with a 60% rate of partly successful.

7.4.2.3 Success of TT3 in relation to i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other?

7.4.2.3.1 Success of TT3 overall in relation to: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

Overall the translator in TT3 has been successful in 39% of the TT (14 occurrences), unsuccessful in 14% of the TT (5 occurrences) and partly successful in 47% of the TT (17 occurrences). This could be said to be a low overall rate of success but if the successful (39%) and partly successful (47%) translations are taken together then the overall rate is 86%.

The translator of TT3 is successful in relation to: i. synonymy in 30% of occurrences, ii. ST hyperonymy – TT hyponymy in 3% of occurrences, iii. ST hyponymy – TT hyperonymy in 5% of occurrences, iv. (semantic) overlap in 3% of occurrences, and v. other in 0% of occurrences.

S/he is partly successful in relation to: i. synonymy in 8% of occurrences, ii. ST hyperonymy – TT hyponymy in 14% of occurrences, iii. ST hyponymy – TT hyperonymy in 0% of occurrences, iv. (semantic) overlap in 0% of occurrences, and v. other in 28% of occurrences.

S/he is unsuccessful in relation to: i. synonymy in 6% of occurrences, ii. ST hyperonymy – TT hyponymy in 0% of occurrences, iii. ST hyponymy – TT hyperonymy in 0% of occurrences, iv. (semantic) overlap in 0% of occurrences, and v. other in 3% of occurrences.

7.4.2.3.2 Extent of use in TT3 of: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

See Table 7.27 for the data and a discussion of the data.

7.4.2.3.3 Correlation in TT3 between the use of use i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other and success of translation?

The extent of use and success of translation in relation to i. synonymy, ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other in Text 3 *Women: help if you are facing abuse* is shown in Table 7.27.

Table 7.27

Extent of use and success of translation in relation to i. synonymy, ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other in Text 3 *Women: help if you are facing abuse*

Text 3 <i>Women: help if you are facing abuse</i>			Success of translation as a proportion of occurrences of this translation technique					
Translation Technique	All occurrences	Proportion of occurrences	Yes	%	No	%	Partly	%
Synonymy	16	44%	11	69	2	12	3	19
ST hyperonymy – TT hyponymy	6	17%	1	17	0	0	5	83
ST hyponymy – TT hyperonymy	2	5%	2	100	0	0	0	0
(Semantic) overlap	1	3%	1	100	0	0	0	0
Other Comprising (TT hyperonymy + hyponymy) (TT synonymy + hyponymy)	11 (1) (10)	31%	0	0	1 (1)	9 (100)	10 (10)	91 (100)

The greatest number of translations involve synonyms at a rate of 44%, 'other' at a rate of 31% (10 of 11 of which are TT synonymy + hyponymy) and ST hyperonymy – TT hyponymy with a rate of 17%. Other techniques have been used at a rate of less than 6%.

The predominant correlation with the success of translation is synonymy at a rate of 69%, while synonymy has much lower correlation with partly successful at a rate of 19% and unsuccessful at a rate of 12%. The most common partly successful techniques were ST hyperonymy – TT hyponymy at a rate of 83% and 'other' (mostly TT synonymy + hyponymy) at a rate of 91%.

7.5 Text 4 Remember your rights whilst detained

This text explains the rights of a person who is detained by the police in the U.K. The joint commissioners are the Home Office, the Legal Aid Agency and the Law Society. For a more detailed discussion of this text see chapter 6 (sections 6.1.4 and 6.2.4).

7.5.1 Analysis of culture-specific elements in the translation of Text 4

Table 7.28 below shows the culture-specific elements in Text 4. As noted in chapter 6 (section 6.1.4), there are a large number of culture-specific elements relating to aspects of the legal rights of a person detained in the U.K. in Text 4. The primary terms consist of terminology concerning legal rights, the relevant Codes of Practice, accessing legal advice, the system of charging people who are detained and the custody process.

The secondary terms consist of terms related to the legal rights but are not terminology relevant to this study. Table 7.28 also shows whether each term is primary, secondary or other, see chapter 5 (section 5.2) for a discussion of these terms, and whether each is a proper or common word or phrase and if the translation is successful.

Table 7.28

General analysis of culture-specific elements in the translation of Text 4 *Remember your rights whilst detained*

No.	Culture-specific Element	Number of occurrences	Primary (P), secondary (S), or other (O) term	Proper (P) or common (C) word or phrase	Translation successful? Yes (Y), No (N), Partly (P)
1	detained	11	P	C	P
2	[how long they can] detain [you for]	1	P	C	P
3	you need to be detained	1	P	C	P
4	detention	5	P	C	P
5	[they are] detaining [you]	1	P	C	P
6	Detained people	1	P	C	N
7	under the Mental Health Act	2	P	P	P
8	if you have been detained under the Mental Health Act	1	P	C	P
9	Notice	5	O	C	Y=1, P=4
10	notice of Rights and Entitlements	1	O	P	P
11	EU Directive	1	O	P	Y
12	Code of Practice C	1	P	P	Y
13	Codes of Practice	8	P	P	Y
14	Annex B of Code C of the Codes of Practice	2	P	P	Y

15	solicitor	39	P	C	Y
16	interpreter	8	S	C	Y
17	get you one	1	S	C	Y
18	you may be charged	1	P	C	Y
19	[if you are] charged	1	P	C	Y
20	you have been charged with an offence	1	P	C	Y
21	any offence you have been charged with	1	P	C	Y
22	without being charged	2	P	C	Y
23	if you are charged with an offence	1	P	C	Y
24	charge [you with an offence]	1	P	C	Y
25	case	5	S	C	Y
26	cases	1	S	C	Y
27	custody records	4	P	C	P
28	police custody officer	5	P	C	N
29	your custody record	1	P	C	P
30	[keep you in] custody	2	P	C	P
31	you are in custody	1	S	C	P
32	custody officer	2	P	C	P
33	Independent Custody Visitor/s	4	P	P	N
34	Home Office	1	P	P	P
35	Legal Aid Agency	1	P	P	P
36	Legal aid	1	P	P	P
37	[if they do] legal aid [work]	1	P	P	P
38	The Law Society	1	P	P	P
39	[when legal] advice [is limited]	1	P	C	P
40	[legal] advice	8	P	C	P
41	[free legal] advice	1	P	C	P
42	[free] advice.	1	P	C	P
43	Criminal Defence Service (CDS) Direct	1	P	P	N
44	CDS Direct	4	P	P	N
45	[telephone] advice OR Telephone Advice see below	1	P	C	P
46	[qualified] advisors	1	P	C	P
47	Qualified	1	P	C	P
48	eye witness identification procedure	1	P	C	Y
49	appropriate adult	9	P	P	Y
50	you allege serious misconduct	1	P	C	Y
51	duty	4	P	C	P
52	[duty] solicitor	4	P	C	Y

53	Defence Solicitor Call Centre (DSCC)	1	P	P	N
54	DSCC	4	P	P	N
55	[you can still speak to a] solicitor [of your choice on the telephone if you want to]	1	P	C	Y
56	healthcare professional	1	P	C	P
57	Right to remain silent	1	P	C	P
58	you do not have to say anything. However, it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence.	1	P	O	P
59	bail	1	P	P	Y
60	record	4	P	C	Y
61	translations	1	p	C	Y
62	translation	3	P	C	Y
63	British Sign Language English [interpreter]	1	P	P	Y
64	oral translation	1	P	C	Y
65	written translation	1	P	C	Y
66	trial	1	P	C	Y
67	tried by a judge and jury	1	P	C	Y
68	to be tried	1	P	C	Y
69	Police Superintendent	1	P	P	P
70	inspector	1	P	P	N
71	Crown Prosecution Service	1	P	P	Y
72	police caution	1	P	C	P
73	a written statement	1	P	C	Y
74	police notes	1	P	C	P
75	DNA	1	P	C	Y
76	witness identification procedure	1	P	C	Y
77	Your Cell	1	P	C	P
78	a cell	1	P	C	P
79	'it' refers to 'cell'	1	P	C	P
80	drink drive offence	1	P	C	Y
81	healthcare professional	1	P	C	P
82	mentally vulnerable	1	P	C	N
83	learning difficulties	1	P	C	Y
84	mental health problems	1	P	C	N
85	"appropriate adult"	9	P	C	Y
86	Approved [Healthcare Practitioner]	1	P	P	P

87	Healthcare Practitioner	1	P	P	N
88	Independent Police Complaints Commission (IPCC)	1	P	P	N
89	[your] MP	1	S	P	Y
Total number of culture-specific elements: 89		Total number of occurrences: 218			

As shown in Table 7.28, 89 culture-specific elements were identified in Text 4 with a total of 218 occurrences of these elements.

Table 7.29 below shows the numbers and proportion of primary, secondary and other terms and proper and common words or phrases

Table 7.29

Primary, secondary and other terms and proper and common words or phrases in the translation of Text 4 *Remember your rights whilst detained*

Primary terms	Secondary terms	Other terms	Proper word or phrase	Common word or phrase	Other
80	6	3	27	61	1
90%	7%	3%	30%	69%	1%

Table 7.30 below shows the correlations between primary, secondary and other terms, and proper, common or other words or phrases in Text 4. These are shown both for each term and for each occurrence of the term. Table 7.30 also shows if the translations for these correlations were successful.

Table 7.30

Correlations between primary, secondary and other terms and proper and common words or phrases in Text 4 *Remember your rights whilst detained*

Text 4 <i>Remember your rights whilst detained</i>									
Type of culture-specific term	Proper or common word or phrase	No. of correlations for each term (not each occurrence)	No. of correlations for each occurrence	Translation successful for each occurrence? Yes, No, Partly.					
				Y	%	N	%	P	%
Primary	Proper words or phrases	25	41	15	37	17	41	9	22
	Common words or phrases	54	151	83	55	11	7	57	38
	Other	1	1	0	0	0	0	1	100
Secondary	Proper words or phrases	1	1	1	100	0	0	0	0
	Common words or phrases	5	17	15	88	0	0	2	12
	Other	0	0	0	0	0	0	0	0
Other	Proper words or phrases	2	2	1	50	0	0	1	50
	Common words or phrases	1	5	1	20	0	0	4	80
	Other	0	0	0	0	0	0	0	0

As can be seen, for Text 4 for both primary and secondary terms the majority of the elements are common words or phrases. The correlations (for each occurrence) are primary terms with proper words or phrases at 41, primary terms with common words or phrases at 151, primary terms with other at 1, secondary terms with proper words or phrases at 1, secondary terms with common words or phrases at 17, other terms and proper words or phrases at 2, and other terms and common words or phrases at 5.

If the analysis is done for each culture-specific term rather than each occurrence the correlation for primary terms with proper words or phrases is at 25, that for primary terms with common words or phrases at 54, and that for primary terms with other words or phrases at 1. For secondary terms with proper words or phrases it is at 1, and for secondary terms with common words or phrases it is at 5.

For other terms and proper words or phrases it is at 2, other for terms and common words or phrases at 1.

The highest rate of success of translation is for primary terms and common words or phrases at 83 (55%) and then for secondary terms and common words or phrases at 15 (88%) (note the lower number of occurrences but the higher average than that for primary terms and common words or phrases), whilst the lowest rates of success is for primary terms and proper words or phrases at 17 (41%). The highest number of partly successful translations is for primary terms and common words or phrases at 57 (38%).

Table 7.31

Proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST hyponymy – TT hyperonymy, semantic overlap, other in

Text 4 *Remember your rights whilst detained*

Text 4 <i>Remember your rights whilst detained</i>		
Translation Technique	All occurrences	Proportion of occurrences
Synonymy	58	27%
ST hyperonymy – TT hyponymy	12	5%
ST hyponymy – TT hyperonymy	93	43%
(Semantic) overlap	30	14%
Other	25	11%

The most frequent translation techniques are ST hyponymy – TT hyperonymy at a rate of 43%, synonymy at a rate of 27%, (semantic) overlap at a rate of 14%, and ‘other’ at a rate of 11%. The remaining technique, ST hyperonymy – TT hyponymy, was used less at a rate of less than 6%.

7.5.1.1 Commissioners apparent priorities overall for Text 4

In this section I propose that, in terms of the translation itself, the commissioner is most likely to be concerned with the communicative effect of the translation and the retention of specific elements in the TT. In this section I will discuss the retention of specific items. The items selected for analysis are those with abbreviations that are in common use, e.g. ‘DNA’ or a formal name, e.g. ‘Crown Prosecution Service’.

Three main strategies have been adopted by the translator. i.e:

1. Retention of original element. This may mean that the commissioner has requested this even though it has a foreignizing effect.
2. No retention of original element. This may mean that the commissioner has indicated that the communicative effect is more important than retaining the original element.
3. Partial retention of original element. This may mean that the commissioner has requested the retention of specific parts of the original elements (or that the translator was undecided about how to translate this element).

TEXT 4

Table 7.32

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 4

Strategies used by the translator in translating items that may have been identified or are assumed to have been identified for retention by the commissioner in Text 4					
	Item	Strategies used by the translator			
		Retention of the original item in full, where there is no abbreviation	Retention of the original item in full, including where there is an abbreviation	Partial retention of the original item	No retention
	Criminal Defence Service (CDS) Direct			1 (CDS) only	
	CDS Direct			4 (CDS only)	
	Codes of Practice	2			6
	DNA		1		
	DSCC		4		
	Home Office	1			
	Independent Police Complaints Commission (IPCC)		1		
	Legal Aid Agency	1			
	The Law Society	1			
	Defence Solicitor Call Centre (DSCC)				1

	EU Directive				1
	Annex B of Code C of the Codes of Practice			2 (B and C retained)	
	paragraph 6.6 of Code C of the Codes of Practice			1 (6.6 and C retained)	
	Code of Practice C			1 (C only retained)	
	Crown Prosecution Service				1
TOTAL		5	6	9	9
		Note that 'Codes of Practice' has been translated in full in two occurrences and not retained at all in six occurrences.			

The data in this table shows that out of a total number of 29 occurrences for 11 occurrences, the original item was retained in full, for 9 occurrences the original item was retained in part and for 9 occurrences it was not retained at all. It is possible that the retentions were a priority for the commissioner. The reasons for the 9 partial retentions are not clear, although it is possible that a request was made for 'CDS' to be retained. It is not clear to me why the translator did not retain the remaining 9 occurrences, especially 'Codes of Practice' where for 2 of the 8 occurrences s/he did retain the item.

7.5.2 Analysis of other prominent elements in the translation of Text 4

7.5.2.1 Success of TT4 in relation to formality

Using the scoring system of informal -1, standard -2 and formal-3, the ST has an overall level of formality of 629 (3 per line) while the TT has an overall level of formality of 627 (3 per line). Table 7.33 below shows the relationship between formality/information and the success of the TT.

Table 7.33

Levels of formality in the ST and TT and the correlation, if any, between formality and the success of the TT and between Informality and success of the TT in

Text 4 Remember your rights whilst detained							
		Informal =1 No. of occurrences and % of total		Standard = 2 No. of occurrences and % of total		Formal = 3 No. of occurrences and % of total	
ST		0	0%	25	11%	193	89%
	Level of formality	0		50		579	
	Overall level of formality	629 (per line 3)					
TT		1	0.459%	25	11%	192	88%
	Level of formality	1		50		576	
	Overall level of formality	627 (per line 3)					
	Success of translation		% of informal		% of standard		% of formal
	Yes	0	0%	17	68%	99	51%
	No	0	0%	0	0%	28	15%
	Partly	1	100%	8	32%	65	34%

The data in this table shows a correlation between formality and successful translation at rate of 51% and some correlation with partly successful at a rate of 34%. The combined rate of successful and partly successful is 51% + 34% = 85%. There is a pronounced rate of correlation between standard and success at 68% and some correlation with partly successful at a rate of 32%. There is a correlation of 100% between informal and partly successful but this is only for one correlation.

7.5.2.2.1 Success of TT4 in relaying culture-specific terms overall

Overall the translator of Text 4 has been successful in relaying culture-specific terms in 53% of occurrences (116 occurrences), unsuccessful in 13% of occurrences (28 occurrences) and partly successful in 34% of occurrences (74 occurrences). This could be said to be a medium overall rate of success but if the successful (53%) and partly successful (34%) are taken together then the overall rate is 87%.

7.5.2.2.2 Extent of use in TT4 of foreignization/domestication

The total score in terms of foreignization/domestication for Text 4 is -121 and the average score per record in terms of foreignization/domestication is -0.6 (see Notes on Excel analysis of translations, appendix 2).

Table 7.34

Summary of success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in

Text 4 Remember your rights whilst detained									
Success of translation	Foreignization			Culture Neutral			Domestication		
	No.	% of foreignization	% of all records	No.	% of Culture-Neutral	% of all records	No.	% of domestication	% of all records
Yes	31	48	14	83	55	38	2	50	1
No	17	27	8	11	8	5	0		
Partly	16	25	7	56	37	26	2	50	1
TOTAL	64		29	150		69	4		2

As can be seen from this table, 29% of the TT culture-specific terms are translated using foreignization and 2% using domestication. The rest of the culture-specific terms, 69%, are translated using culture-neutral forms. The TT is, therefore, mostly culture-neutral.

Taking all the instances of foreignization together, 48% were successful, 27% were unsuccessful and 25% were partly successful. Taking all the instances of domestication together, 50% were successful, 0% were unsuccessful and 50% were partly successful. There appears to be no significant correlation between foreignization and success. However, if the scores for successful and partly successful are combined the average is $48\% + 25\% = 73\%$. There is no correlation between domestication and successful translation but if the scores for successful and partly successful are combined the average is $50\% + 50\% = 100\%$. There is a correlation of 55% between culture-neutral translation and success.

7.5.2.2.3 Correlation between use of foreignization and success of TT4

Table 7.35

Success of translation in relation to foreignization/domestication, table showing the correlation, if any, between the use of foreignization and the success of the TT and between the use of domestication and the success of the TT in *Text 4 Remember your rights whilst detained*

Text 4 Remember your rights whilst detained								
Foreignizing score	No. of occurrences	Proportion of all occurrences %	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
-3	13	6	1	8	9	69	3	23
-2.5	1	0.5	0	0	0	0	1	100
-2	36	16	18	50	6	17	12	33
-1.5	6	3	4	67	1	17	1	16.5
-1	8	4	8	100	0	0	0	0
-0.5	0	0	0	0	0	0	0	0
0	150	69	83	56	11	7	56	37
0.5	1	0.5	0	0	0	0	1	100
1	0	0	0	0	0	0	0	0
1.5	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
2.5	0	0	0	0	0	0	0	0
3	3	1	2	67	0	0	1	33

This table shows in more detail of use of foreignization and domestication and the correlations between their use and the success of the translation. Taking into account only those categories for which there are 8 or more occurrences, a score of -3 correlates with a 69% rate of unsuccessful translation but a score of -2 correlates with a 50% rate of success. A score of -1 correlates with a 100% rate of success. A score of 3 correlates with a 67% rate of successful translation. There is a correlation of 56% between culture-neutral translation and success.

7.5.2.3 Success of TT4 in relation to i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other?

7.5.2.3.1 Success of TT4 overall in relation to: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

Overall the translator of Text 4 has been successful in 53% of occurrences (116 occurrences), unsuccessful in 13% of occurrences (28 occurrences) and partly successful in 34% of occurrences (74 occurrences). This could be said to be a medium overall rate of success but if the successful (53%) and partly successful (34%) are taken together then the overall rate is 7%.

The translator of Text 4 is successful in relation to: i. synonymy in 19% of occurrences, ii. ST hyperonymy – TT hyponymy in 0% of occurrences, iii. ST hyponymy – TT hyperonymy in 32% of occurrences, iv. (semantic) overlap in 0.5% of occurrences, and v. other in 0.5% of occurrences.

S/he is partly successful in relation to: i. synonymy in 5% of occurrences, ii. ST hyperonymy – TT hyponymy in 5% of occurrences, iii. ST hyponymy – TT hyperonymy in 10% of occurrences, iv. (semantic) overlap in 12% of occurrences, and v. other in 3% of occurrences.

S/he is unsuccessful in relation to: i. synonymy in 3% of occurrences, ii. ST hyperonymy – TT hyponymy in 0.5% of occurrences, iii. ST hyponymy – TT hyperonymy in 0.5% of occurrences, iv. (semantic) overlap in 1% of occurrences, and v. other in 8% of occurrences.

7.5.2.3.2 Extent of use in TT4 of: i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other

See Table 7.36 for the data and data discussion.

7.5.2.3.3 Correlation in TT4 between the use of use i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. (semantic) overlap, v. other and success of translation?

The extent of use and success of translation in relation to i. synonymy. ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other Text 4 *Remember your rights whilst detained* is shown in Table 7.36

Table 7.36

Extent of use and success of translation in relation to i. synonymy. ii. ST hyperonymy-TT hyponymy, iii. ST hyponymy-TT hyperonymy, iv. (Semantic) overlap, v. other Text 4 *Remember your rights whilst detained*

Text 4 <i>Remember your rights whilst detained</i>			Success of translation as a proportion of occurrences of this translation technique					
Translation Technique	All occurrences	Proportion of occurrences %	Yes	%	No	%	Partly	%
Synonymy	58	27%	42	73	6	10	10	17
ST hyperonymy – TT hyponymy	12	5%	0	0	1	8	11	92
ST hyponymy – TT hyperonymy	93	43%	71	76	1	1	21	23
(Semantic) overlap	30	14%	1		2	7	27	90
Other	25	11%	1	4	18	72	5	20
(hyperonym + synonymy)	(1)		(1)					

The most frequent translation techniques are ST hyponymy – TT hyperonymy at a rate of 43%, synonymy at a rate of 27%, (semantic) overlap at a rate of 14% and ‘other’ at a rate of 11%. The remaining technique, ST hyperonymy – TT hyponymy, was used at a rate of less than 6%.

The data in the table shows that there are two predominant correlations with success, ST hyponymy – TT hyperonymy, at a rate of 76% and synonymy at the rate of 73%. If the results for successful are combined with those for partly successful the totals are as follows: ST hyponymy – TT hyperonymy, 76% + 23% = 99 and synonymy 73%. + 17% = 90. (Semantic) overlap has a high correlation with partly successful, at 90%, and a low correlation with successful at 3% and unsuccessful at 7%. ‘Other’ has a high correlation with unsuccessful translation at a rate of 72%.

The last technique, ST hyperonymy – TT hyponymy, was used in less than 6% of the occurrences. However, it is interesting that it has the rate of 0% correlation with successful translation and a rate of 92% with partly successful.

7.6 Comparison of culture-specific elements in the translations of texts 1-4

7.6.1 Primary, Secondary and Other Terms and Proper Nouns, Common Nouns and Other in Texts 1-4: numbers and correlations

Table 7.37

Primary, Secondary and Other Terms and Proper Nouns, Common Nouns and Other in Texts 1-4

TEXT		Primary terms	Secondary terms	Other terms	Proper word or phrase	Common word or phrase	Other
1	No.	21	25	2	11	37	
	%	44%	52%	4%	23%	77%	
2	No.	28	1	2	21	10	
	%	90%	3%	7%	68%	32%	
3	No.	16	5	3	2	22	
	%	67%	21%	12%	8%	92%	
4	No.	80	6	3	27	61	1
	%	90%	7%	3%	30%	69%	1%

7.6.1.1 Text 1

In Text 1 the majority of culture-specific terms are secondary 25 (52%), possibly due to the number of descriptive terms for workers and the working arrangements covered by the legislation and the majority of the nouns or phrases are common 37 (77%).

The highest correlation involving primary, secondary or other culture-specific terms with proper or common or other nouns or phrases is between secondary terms and common words or phrases at 24

for each term and at 26 for each occurrence. The success rate of translation for this correlation, for each occurrence is 10 (38%). The second highest correlation is between primary terms and common words or phrases at 11 for each term and 27 for each occurrence. This has the highest rate of success for translation, i.e. 19 (70%). The lowest correlation of success is between primary terms and proper words or phrases at 10 for each term and 13 for each occurrence with a rate of unsuccessful translation at 9 (69%).

7.6.1.2 Text 2

In Text 2 the majority of culture-specific terms are primary 28 (90%) and the majority of the nouns or phrases are proper nouns or phrases 21 (68%) (possibly due to the large number of NHS related terms).

The highest correlation between primary, secondary and other culture-specific terms with proper or common or other nouns or phrases involves primary and proper words or phrases at 25 for each term and at 53 for each occurrence. The success rate for this correlation, for each occurrence is at 6 (11%).

The second highest correlation is between primary terms and common words or phrases at 2 for each term and 8 for each occurrence. This has the highest rate of success for translation, i.e. 4 (50%). However, there are a very low number of occurrences. This is also the correlation showing the lowest rate of successful translation at 3 (37.5%).

7.6.1.3 Text 3

In Text 3, the majority of culture-specific terms are primary at 16 (67%), and the majority of the nouns or phrases are common at 22 (92%). The highest correlation between primary, secondary and other culture-specific terms with proper or common or other nouns or phrases involves secondary and common words or phrases at 13 for each term and at 23 for each occurrence. The success rate for this correlation, for each occurrence is 6 (26%).

The second highest correlation is between secondary terms and common words or phrases at 6 for each term and 6 for each occurrence. This has the highest rate of successful translation, i.e. 5 (83%).

The lowest correlation for success of translation is between primary terms and proper words or phrases at 2 for each term and 4 for each occurrence, with a rate of unsuccessful translation at 2 (50%).

7.6.1.4 Text 4

In Text 4, 80 (90%) of the culture-specific terms are primary and 61 (69%) of the nouns or phrases are common.

The highest correlation between primary, secondary and other culture-specific terms with proper or common or other nouns or phrases involves primary and common words or phrases at 54 for each term and at 151 for each occurrence. The success rate for this correlation, for each occurrence is 83 (55%).

The correlation between secondary terms and common words or phrases at 5 for each term and 17 for each occurrence has the highest rate of success for translation, i.e. 15 (88%).

The lowest correlation for successful translation is between primary terms and proper words or phrases at 25 for each term and 41 for each occurrence with a rate of unsuccessful translation at 17 (41%). Overall, the majority of culture-specific terms are primary in three of the texts, 2, 3 and 4, and the majority of the nouns or phrases are common in three of the texts, 1, 3 and 4.

7.6.2 The rate of success of translation for the most common correlation in each text

In Text 1 the highest correlation is between secondary terms and common words or phrases at 24 for each term and 26 for each occurrence. The rate of successful translation is 10 (38%).

In Text 2 the highest correlation is between primary terms and proper words or phrases at 25 for each term and 53 for each occurrence. The rate of successful translation is 6 (11%).

In Text 3, the highest correlation is between secondary terms and common words or phrases at 13 for each term and at 23 for each occurrence. The rate of successful translation for this correlation is 6 (26%).

In Text 4 the highest correlation is between primary terms and common words or phrases at 54 for each term and at 151 for each occurrence. The rate of successful translation for this correlation, for each occurrence is at 83 (55%).

The highest correlations in the four texts vary. For Text 1 and Text 3, the correlation is between secondary terms and common words or phrases. For Text 2 it is between primary terms and proper words or phrases, and for Text 4 it is between primary terms and common words. No conclusions can be drawn from these results.

7.6.3 The correlation producing the most successful translations in each text

In Text 1 the correlation producing the most successful translations is between primary terms and common words or phrases at 11 for each term and 27 for each occurrence. This has the highest rate of success for translation, i.e. 19 (70%).

In Text 2 the correlation producing the most successful translations is between primary terms and common words or phrases at 2 for each term and 8 for each occurrence. This has the highest rate of success for translation, i.e. 4 (50%).

In Text 3 the correlation producing the most successful translations is between secondary terms and common words or phrases at 6 for each term and 6 for each. This has the highest rate of success for translation, i.e. 5 (83%).

In Text 4 the correlation producing the most successful translations is between secondary terms and common words or phrases at 5 for each term and 17 for each occurrence. This has the highest rate of success for translation, i.e. 15 (88%).

The most successful translations for all four texts involve correlations with common nouns or phrases, two with primary terms and two with secondary terms. This suggests that common nouns or phrases may present fewer difficulties for translation in general than proper nouns or phrases, although it is not possible to draw a conclusion about the correlations with primary or secondary terms as they are split evenly between the four texts, i.e. two primary and two secondary.

7.6.4 The correlation producing the least successful translation in each text

In Text 1, the correlation producing the least successful translations is between primary terms and proper words or phrases at 10 for each term and 13 for each occurrence, with a rate of unsuccessful translation of 9 (69%).

In Text 2, the correlation producing the least successful translations is between primary terms and common words or phrases at 2 for each term and 8 for each occurrence, with a rate of unsuccessful translation of 3 (37.5%). However, this is for a very low number of occurrences.

In Text 3, the correlation producing the least successful translations is between primary terms and proper words or phrases at 2 for each term and 4 for each occurrence, with a rate of unsuccessful translation of 2 (50%).

In Text 4, the correlation producing the least successful translations is between primary terms and proper words or phrases at 25 for each term and 41 for each occurrence, with a rate of unsuccessful translation of 17 (41%).

For three of the four texts, texts 1, 3 and 4, the correlation most likely to produce an unsuccessful translation is between primary terms and proper nouns or phrases, while for Text 2, the correlation most likely to produce an unsuccessful translation is between primary terms and common words or phrases. It is possible, therefore, to suggest that primary terms in general, especially when correlated with proper nouns or phrases are most likely to be difficult to translate.

7.6.5 Translation techniques used in the four texts

Table 7.38

Translation techniques used in the four texts

Order of use	Text 1			Text 2			Text 3			Text 4		
	Translation technique	all occurrences		Translation technique	all occurrences		Translation technique	all occurrences		Translation technique	all occurrences	
		No.	%		No.	%		No.	%		No.	%
1	Synonymy	57	82	Synonymy	60	94	Synonymy	16	44	ST hyponymy – TT hyperonymy	93	43
2	ST hyperonymy – TT hyponymy	4	6	ST hyponymy – TT hyperonymy	3	5	Other Comprised of (TT hyperonymy + hyponymy) (TT synonymy + hyponymy)	11 (1) (10)	30	Synonymy	58	27
3	(Semantic) overlap	4	6	ST hyperonymy – TT hyponymy	1	1	ST hyperonymy – TT hyponymy	6	17	(Semantic) overlap	30	14
4	ST hyponymy – TT hyperonymy	2	3	(Semantic) overlap	0	0	ST hyponymy – TT hyperonymy	2	6	Other	25	11
5	other	2	3	Other	0	0	(Semantic) overlap	1	3	ST hyperonymy – TT hyponymy	12	5

Overall, three of the four texts, (1, 2 and 3) have synonymy as the major translation technique – Text 1 at a rate of 57 (82%), Text 2 at a rate of 60 (94%) and Text 3 at a rate of 16 (44%). Text 4 has ST hyponymy – TT hyperonymy as the major translation technique, at a rate of 93 (43%). As Text 4 is a description of the English legal system, which is different to the legal system in the TC, it is possible

that the translator has been unable to find suitable synonyms and has therefore used hyperonymy as a translation technique to explain culture-specific terms.

7.6.6 Comparison of commissioners' apparent priorities in the texts 1, 2, 3 and 4

Table 7.39

Comparison of the strategies used by the translator in translating items that may have been identified identified or are assumed to have been identified for retention by the commissioner in all texts

Comparison of the strategies used by the translator in translating items that may have been identified identified or are assumed to have been identified for retention by the commissioner in all texts					
		Strategies used by the translator			
	Total No. of occurrences	Retention of the original item in full, where there is no abbreviation	Retention of the original item in full, including where there is an abbreviation	Partial retention of the original item	No retention
Text 1	13	1	5	3	4
Text 2	44	1	34	2	7
Text 3	6	4	0	1	1
Text 4	29	5	6	9	9

Table 7.40

Comparison of the strategies used by the translator in translating items that may have been identified for retention by the commissioner in all texts by number and proportion of all occurrences

Comparison of the strategies used by the translator in translating items that may have been identified for retention by the commissioner in all texts by number and proportion of all occurrences			
Text No.	Total No. of occurrences	Retention of item in full	Retention of item in full plus partial retention of item
		No. and proportion of all occurrences	No. and proportion of all occurrences
Text 1	13	6 (46%)	9 (69%)
Text 2	44	35 (79%)	37 (84%)
Text 3	6	4 (67%)	6 (83%)
Text 4	29	11 (3738%)	20 (69%)

The data in the tables above shows that there is a difference in the rate of retention in full between the four texts from Text 4 at a rate of 11 (38%) to Text 2 at a rate of 35 (79%). The difference in the

rate of retention in full plus partial retention between the four texts is from Text 4 at a rate of 20 (69%) to Text 2 at a rate of 37 (84%). Although there is quite a high rate of occurrences in the second group, it is perhaps not consistent enough or high enough to state that this was the commissioner's priority. Additionally, in three of the texts (2, 3 and 4), a single item has been translated differently. This could mean either the commissioners did not express a view about the translation or that the translator was unclear about how to translate the item. Overall, it seems possible that some preference may have been expressed about the retention of the items but that if this is the case, it has perhaps not been expressed clearly or the translator has not been clear about the preference.

7.7 Comparison of the translation of other prominent elements in texts 1-4

7.7.1 Comparison of formality in all texts

Table 7.41

Comparison of formality in all texts, comparing levels and rates of formality

Comparison of formality in all texts, comparing levels and rates of formality						
Text number	Informal = 1 No. of occurrences and % of total		Standard = 2 No. of occurrences and % of total		Formal = 3 No. of occurrences and % of total	
1	1	1%	9	13%	59	86%
2	0	0%	3	5%	61	95%
3	0	0%	5	14%	31	86%
4	1	0.5%	25	11.5%	192	88%

The data in this table shows that in all four texts, the majority of occurrences are formal, at a rate between 15 (86%) and 59 (86%) – 61 (95%). The number of standard occurrences is at a rate between 25 (11.5%) – 5 (14%), with the exception of Text 2, at a lower rate of 3 (5%) which also has a higher rate of formal occurrence of 61 (95%).

Table 7.42

Comparison of the numbers and rates of success of translation of informal, standard and formal occurrences and of the TT overall

Numbers and rates of success of translation of informal, standard and formal occurrences and of the TT overall										
Text No.	Level of formality of ST, overall and by line	Level of formality of TT, overall and by line	Informal		Standard		Formal		TT overall	
			No.	%	No.	%	No.	%	No.	%
1	202 (per line 3)	196 (per line 2)	0	0	3	33	28	48	31	45
2	189 (per line 3)	189 (per line 3)	0	0	0	0	10	16	10	16
3	103 (per line 3)	103 (per line 3)	0	0	2	40	12	39	14	39
4	629 (per line 3)	627 (per line 3)	0	0	17	68	99	51	116	53

The level of formality, both overall and per line, largely remains the same in the ST and TT with the exception of Text 1 where it is reduced slightly from 202 (3 per line) to 196 (2 per line).

There is a high correlation between the success of the translation of formal occurrences and of the TT overall, possibly because all the texts have a high rate of formal occurrences. In Text 2, formal occurrences have a rate of success of 10 (16%) and the TT overall has a rate of success of 10 (16%). In Text 3 formal occurrences have a rate of success of 12 (39%) and the TT overall has a rate of success of 14 (39%). There are small differences for Text 1 and Text 4; in Text 1 formal occurrences have a rate of success of 28 (48%) and the TT overall has a rate of success of 31 (45%) and in Text 4 formal occurrences have a rate of success of 99 (51%) and the TT overall has a rate of success of 116 (53%). In Text 3 there is a similar rate of success of translation between standard occurrences at 2 (40%) and the TT overall at 14 (39%). In Text 1 there is a lower rate of success of translation between standard occurrences at 3 (33%) and the TT overall at 31 (45%) overall. In Text 4 there is a higher rate of success of translation in standard occurrences at 17 (68%), than in the TT overall at 116 (53%). In Text 2 there are no standard occurrences.

Table 7.43

Comparison of the numbers and rates of unsuccessful translation of informal, standard and formal occurrences and of the TT overall

Numbers and rates of unsuccessful translation of informal, standard and formal occurrences and of the TT overall										
Text No.	Level of formality of ST, overall and by line	Level of formality of TT, overall and by line	Informal		Standard		Formal		TT overall	
			No.	%	No.	%	No.	%	No.	%
1	202 (per line 3)	196 (per line 2)	1	100	4	45	15	25	20	29
2	189 (per line 3)	189 (per line 3)	0	0	0	0	6	10	6	9
3	103 (per line 3)	103 (per line 3)	0	0	0	0	4	13	5	14
4	629 (per line 3)	627 (per line3)	0	0	0	0	28	15	28	13

The level of formality, both overall and per line, largely remains the same in the ST and TT with the exception of Text 1 where it is reduced slightly from 202 (3 per line) to 196 (2 per line).

There is a high correlation of between the rate of unsuccessful translation of formal elements and of the TT overall, possibly because all the texts have a high rate of formal occurrences. Text 1 has a slightly lower rate of unsuccessful translation for formal occurrences at a rate of 15 (25%) than the TT overall at a rate of 20 (29%) and Text 4 has a slightly higher rate of unsuccessful translation for formal occurrences at a rate of 28 (15%) than the TT overall at a rate of 28 (13%).

In Text 1 there is a higher rate of unsuccessful translation in standard occurrences at 4 (45%), than in the TT overall at 20 (29%). There are no results for standard occurrences in the other three texts.

There does not appear to be any direct correlation between the level of formality by line and the rate of unsuccessful translation. However, in Text 1, which has the lowest rate of formality, 196 (2 per line), the rate of unsuccessful translation of formal occurrences is 15 (25%) and in the TT overall the rate of unsuccessful translation is 20 (29%), this being the highest rate of the four texts. This might initially suggest that as a lower rate of formality is correlated with a higher rate of unsuccessful translation of formal occurrences, it would also be correlated with a lower rate of successful translation. However, this is not the case as the rate of successful translation of formal elements is 15 (25%), while the rate of successful translation is 20 (29%) in the TT overall, the second highest of the four texts.

Table 7.44

A comparison of the numbers and rates of partly successful translation of informal, standard and formal occurrences and of the TT overall

Numbers and rates of partly successful of translation of informal, standard and formal occurrences and of the TT overall										
Text No.	Level of formality of ST, overall and by line	Level of formality of TT, overall and by line	Informal		Standard		Formal		TT overall	
			No.	%	No.	%	No.	%	No.	%
1	202 (per line 3)	196 (per line 2)	0	0	2	22	16	27	18	26
2	189 (per line 3)	189 (per line 3)	0	0	3	100	45	74	48	75
3	103 (per line 3)	103 (per line 3)	0	0	3	60	15	48	17	47
4	629 (per line 3)	627 (per line 3)	1	100	8	32	65	34	74	34

The level of formality, both overall and per line, largely remains the same in the ST and TT with the exception of Text 1 where it is reduced slightly from 202 (3 per line) to 196 (2 per line).

In all the texts there is a high correlation between the rate of partly successful translation of formal occurrences and of the TT overall, possibly because all the texts have a high rate of formal occurrences.

In texts 1 and 4 there is some correlation between the rates of partly successful translation for standard occurrences in the texts and the texts overall; i.e. in Text 1, the rate of partly successful translation for standard occurrences is 2 (22%) and in the TT overall it is 18 (26%). In Text 4 the rate of partly successful translation for standard occurrences is 8 (32%) and in the TT overall it is at 74 (33%).

However, there is little correlation for the rates of partly successful translation for standard occurrences in texts 2 and 3. In Text 2 the rate of partly successful translation for standard occurrences is 3 (100%) and in the TT overall it is 48 (75%) and although both figures are high, there is a 25% difference between the rates. In Text 3 the rate of partly successful translation for standard occurrences is 3 (60%) and in the TT overall it is 17 (47%). Thus, there is no clear correlation.

Conclusions of the comparison of formality in all texts, comparing levels and rates of formality and success of translation.

A limited number of conclusions can be drawn from this comparison, the first being that all four texts have a high level of formality in respect of the analysed translation elements.

In all four texts there is a high correlation between successful, unsuccessful and partly successful translations of formal occurrences and the rates in the TT overall.

The results for rates of standard occurrences were very variable and it was not possible to draw any conclusions.

7.7.2 Comparison of the success of all TTs in relation to foreignization/domestication

Table 7.45

Summary of the rate of successful translation in relation to foreignization/domestication, table comparing the correlation, if any, between the use of foreignization/domestication and the rate of successful translation in the four TTs and comparing them to the rate of successful translation in each TT overall.

Text No.	Successful translation										
	TT overall		Foreignization			Culture-Neutral			Domestication		
	No.	%	No.	% of foreignization	% of all records	No.	% of Culture-Neutral	% of all records	No.	% of domestication	% of all records
1	31	45	22	50	32	8	50	12	1	11	2
2	10	16	8	14.5	13	2	22	3	0	0	0
3	14	39	6	55	17	8	32	22	0	0	0
4	116	53	31	48	14	83	55	38	2	50	1

Comparison of the rate of successful translation in each TT overall with the rates of successful translation in occurrences of foreignization, culture-neutral translation, and domestication

A comparison of the rate of successful translation in each TT overall with the rates of successful translation in occurrences of foreignization, culture-neutral translation and domestication shows the following. Text 1 has no clear correlation between the TT success overall at a rate of 31 (45%) and foreignization at a rate of 22 (50%) or with culture-neutral translation at a rate of 8 (50%), as both of these have a higher rate of success. There is no correlation with domestication at a rate of 1 (11%), which has a low level of occurrence.

Text 2 has a correlation between TT success overall at a rate of 10 (16%) and foreignization at a rate of 8 (14.5%) but not with culture-neutral translation at a rate of 2 (22%) or domestication (no occurrences).

Text 3 has no correlation between the TT success overall at a rate of 14 (39%) and foreignization at a rate of 6 (55%), which is a higher rate or with culture-neutral translation at a rate of 8 (32%), which is a lower rate or domestication (no occurrences).

Text 4 has some correlation between the TT success overall at a rate of 116 (53%) with culture-neutral translation at a rate of 83 (55%) and domestication at a rate of 2 (50%). However, there is no direct correlation with foreignization at a rate of 31(48%) which is a lower rate.

Comparison of rate of successful translation for occurrences of foreignization, culture-neutral and domestication in texts 1, 2, 3 and 4

The data in this table shows that the rate of successful translation for foreignization is 22 (50%) for Text 1, 8 (14.5%) for Text 2, 6 (55%) for Text 3, and 31 (48%) for Text 4. Three of the four texts have rates around 50% with the exception of Text 2, which has a rate of 14.5%.

The rate for successful translation for culture-neutral translation for Text 1 is 8 (50%), for Text 2 it is 2 (22%), for Text 3 it is 8 (32%) and for Text 4 it is 83 (55%). Two of the texts, 1 and 4, have rates at around 50% while the other two, 2 and 3, are lowerin. (The number of occurrences of culture-neutral translation in Text 2 is low at 2).

There are only two texts with successful domestication in translation: Text 1 at 1 (11%) and Text 4 at 2 (50%). Both have a low number of occurrences.

Table 7.46

Summary of the rate of unsuccessful translation in relation to foreignization/domestication, showing the correlation, if any, between the use of foreignization/domestication and the rate of unsuccessful translation in the four TTs and comparing them to the rate of unsuccessful translation in each TT overall.

Unsuccessful translation											
	TT overall		Foreignization			Culture-Neutral			Domestication		
Text No.	No.	%	No.	% of foreignization	% of all records	No.	% of Culture-Neutral	% of all records	No.	% of domestication	% of all records
1	20	29	10	23	15	5	31	7	5	56	7
2	6	9	6	11	9	0	0	0	0	0	0
3	5	14	2	18	5	2	8	6	0	0	0
4	28	13	17	27	8	11	8	5	0	0	0

Comparison of the rate of unsuccessful translation in each TT overall to the rates of unsuccessful translation in occurrences of foreignization, culture-neutral and domestication

A comparison of the rates of unsuccessful translation in each TT overall with the rates of unsuccessful translation in occurrences of foreignization, culture-neutral translation and domestication shows that Text 1 has some correlation between the rate of unsuccessful translation overall at 20 (29%) and the rate of unsuccessful culture-neutral translation at 5 (31%), a lower correlation with the rate of unsuccessful translation of foreignization at 10 (23%) and none with the rate of unsuccessful translation of domestication at 5 (56%) which is a higher rate.

Text 2 has a high rate of correlation between the TT rate of unsuccessful translation overall at 6 (9%) and the rate of unsuccessful translation of foreignization at 6 (11%). There are no occurrences of unsuccessful translation of culture neutral translation or domestication.

Text 3 has a low rate of correlation between the rate of unsuccessful translation overall at 5 (14%) and the rate of unsuccessful translation of foreignization at 2 (18%), which is higher, and no correlation between the rate of unsuccessful translation of culture neutral translation at 2 (8%), which is much lower. There are no occurrences of unsuccessful translation of domestication.

Text 4 has no correlation between the rate of unsuccessful translation overall at 28 (13%) and the rate of unsuccessful translation of foreignization at 17 (27%) or the rate of unsuccessful culture-neutral translation at 11 (8%). There are no occurrences of unsuccessful translation of domestication.

Comparison of rate of unsuccessful translation for occurrences of foreignization, culture-neutral translation, and domestication in texts 1, 2, 3 and 4

The data in this table shows that the rate of unsuccessful translation for foreignization for Text 1 is 10 (23%), for Text 2 it is 6 (11%), for Text 3 it is at 2 (18%) and for Text 4 it is 17 (27%). There is no correlation across these rates.

The rate of unsuccessful translation for culture-neutral translation for Text 1 is 5 (31%), for Text 2 it is 0 (0%), for Text 3 it is 2 (8%) and for Text 4 it is 11 (8%). Two of the three texts have low rates of unsuccessful translation; for Text 3 it is 2 (8%) and for Text 4 it is 11 (8%). The third text, Text 1, has a much higher rate at 5 (31%). The rate of unsuccessful translation for domestication for Text 1 is 5 (56%). There are no occurrences of unsuccessful translation of domestication in the other texts.

Table 7.47**Summary of partly successful translation in relation to foreignization/domestication**

Table showing the correlation between the use of foreignization/domestication and the rate of partly successful translation in the four TTs and comparing them to the rate of partly successful translation in each TT overall

Partly successful translation											
TT overall		Foreignization				Culture-Neutral			Domestication		
Text No.	No.	%	No.	% of foreignization	% of all records	No.	% of Culture-Neutral	% of all records	No.	% of domestication	% of all records
1	18	26	12	27	17	3	19	4	3	33	4
2	48	75	41	74.5	64	7	78	11	0	0	0
3	17	47	3	27	8	15	60	42	0	0	0
4	74	34	16	25	7	56	37	26	2	50	1

Comparison of the rate of partly successful translation in each TT overall to the rate of successful translation in occurrences of foreignization, culture-neutral and domestication

A comparison of the rate of partly successful translation in each TT overall with the rates of successful translation in occurrences of foreignization, culture-neutral translation and domestication shows that Text 1 has a high correlation between the TT rate of partly successful translation overall at 18 (26%) and the rate of partly successful translation involving foreignization at 12 (27%) but not with the rate of partly successful translation involving culture-neutral translation at 3 (19%) or of domestication at 3 (33%).

Text 2 has a high correlation between the TT rate of partly successful translation overall at 48 (75%) and the rate of partly successful translation involving foreignization at 41 (74.5%) and the rate of partly successful translation involving culture-neutral translation at 7 (78%). There are no occurrences of partly successful translation involving domestication.

Text 3 has no correlations between the TT rate of partly successful translation overall at 17 (47%) and of partly successful translation involving foreignization at 3 (27%) or the rate of partly successful translation involving culture-neutral translation at 15 (60%). There are no occurrences of partly successful translation involving domestication.

Text 4 has some correlation between the TT rate of partly successful translation overall at 74 (34%) and the rate of partly successful translation involving culture-neutral translation at 56 (37%), but no

correlation with the rate of partly successful translation involving foreignization at 16 (25%) and the rate of partly successful translation involving domestication at 2 (20%).

Comparison of the rate of partly successful translation for occurrences of foreignization, culture-neutral and domestication in texts 1, 2, 3 and 4

The data in this table shows that the rate of partly successful translation for foreignization for Text 1 is 12 (27%), for Text 2 it is 41 (774.5%), for Text 3 it is 3 (27%) and for Text 4 it is 16 (25%). There is some correlation between the rates for texts 1 at 12 (27%), Text 3 at 3 (27% and Text 4 at 16 (25%) but none with Text 2 at 41 (74.5%).

The rate of partly successful translation for culture-neutral translation for Text 1 is 3 (19%), for Text 2 it is 7 (78%), for Text 3 it is 15 (60%), and for Text 4 it is 56 (37%).

The rate of partly successful translation for domestication for Text 1 is 3 (33%) and for Text 4 it is 2 (50%). There are no other partly successful translations for domestication.

Table 7.48

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -3 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -3 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	10	14.5%	2	20	6	60	2	20
2	35	55%	1	3	5	14	29	83
3	6	17%	1	17	2	33	3	50
4	13	6%	1	8	9	69	3	23

The data in this table shows some correlation between the rate of partly successful translation in Text 1 at 2 (20%) and Text 4 at 3 (23%), which are quite low rates. The rate for Text 2 is high at 29 (83%).

There is some correlation between the rate of unsuccessful translation in Text 1 at 6 (60%) and Text 4 at 9 (69%). These are quite high rates of unsuccessful translation.

There is some correlation between the rate of successful translation in Text 1 at 2 (20%) and Text 3 at 1 (17%) although these are for very low occurrences.

Table 7.49

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -2.5 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -2.5 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	3	4%	1	33.3	1	33.3	1	33.3
2	0	0%	0	0	0	0	0	0
3	0	0%	0	0	0	0	0	0
4	1	0.5%	0	0	0	0	1	100

There are only four separate occurrences for this table and it is not possible to draw any conclusions except that for two of the four occurrences they were partly successful.

Table 7.50

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -2 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -2 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	27	39%	18	66	1	4	8	30
2	1	1.5%	0	0	0	0	1	100
3	1	3%	1	100	0	0	0	0
4	36	16%	18	50	6	17	12	33

The data in this table shows there is some correlation between the rate of partly successful translation for Text 1 at 8 (30%) and Text 4 at 12 (33%). These are both low rates. Text 2 has only one occurrence.

Text 1 has a high rate of successful translations at 18 (66%) and Text 2 has a lower rate at 18 (50%). Text 3 has only one occurrence and Text 2 has no occurrences.

Table 7.51

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -1.5 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -1.5 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	4	6%	1	25	2	50	1	25
2	11	17%	4	40	0	0	7	64
3	1	3%	1	100	0	0	0	0
4	6	3%	4	67	1	16.5	1	16.5

The data in this table shows no correlations between the texts for successful translation, unsuccessful translation or partly successful translation. However, for occurrences of 4 or above, Text 4 has a high rate of successful translation at 4 (67%) and Text 2 shows a high rate of partly successful translation at 7 (64%).

Table 7.52

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -1 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of -1 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	0	0%	0	0	0	0	0	0
2	8	12.5%	3	37.5	1	12.5	4	50
3	3	8%	3	100	0	0	0	0
4	8	4%	8	100	0	0	0	0

The data in this table show a high correlation between the high rate of success of translation in Text 3 at 3 (100%) and Text 4 at 8 (100%). Text 2 has lower rate of partly successful translation at 4 (50%).

Table 7.53

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 0 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 0 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	16	23%	8	50	5	31	3	19
2	9	14%	2	22	0	0	7	78
3	25	69%	8	32	2	8	15	60
4	150	69%	83	56	11	7	56	37

In this table the data shows some correlation between the rate of successful translation for Text 1 at 8 (50%) and Text 4 at 83 (56%). There is also some correlation in the low rates of unsuccessful translation between Text 3 at 2 (8%) (although this is for a low number of occurrences) and Text 4 at 11 (7%). There are high rates of partly successful translation in Text 2 at 7 (78%) and Text 3 at 15 (60%).

Table 7.54

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 0.5 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 0.5 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	0	0%	0	0	0	0	0	0
2	0	0%	0	0	0	0	0	0
3	0	0%	0	0	0	0	0	0
4	1	0.5%	0	0	0	0	1	100

There is only one occurrence in this table and this was a partly successful translation.

Table 7.55

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 1 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 1 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	1	1.5%	0	0	0	0	1	100
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0

There is only one occurrence in this table and this was a partly successful translation.

Table 7.56

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 3 in texts 1, 2, 3 and 4

A comparison of the rate of success of translation as a proportion of occurrences of the foreignizing score of 3 in texts 1, 2, 3 and 4								
Text no.	No. of occurrences	Proportion of all occurrences	Success of translation as a proportion of occurrences of this score					
			Yes	%	No	%	Partly	%
1	8	12%	1	12.5	5	62.5	2	25
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	3	1	2	67	0	0	1	33

The data in this table shows that there is a high rate of successful translation in Text 4 at 2 (67%), although this is only for two occurrences. There is also a high rate of unsuccessful translation in Text 1 at 5 (62.5%).

Summary of comparison of the success of all TTs in relation to foreignization/domestication

The following is a summary of the rate of successful, unsuccessful and partly successful translation in relation to foreignization/domestication, compared to the rate of successful translation in all of the TTs overall.

In relation to successful translation there is some correlation between the Text 2 rate overall at 10 (16%) and foreignization at 8 (14.5%) and between the Text 4 rate overall at 116 (53%) and culture-neutral translation at 83 (55%) and domestication at 2 (50%).

In relation to unsuccessful translation there is some correlation between the Text 1 rate overall at 20 (29% and culture-neutral translation at 5 (31%), and between the Text 2 rate overall at 6 (9%) and foreignization at 6 (11%). Text 2 also has a higher rate of unsuccessful translation of domestication at 5 (56%) than in the text overall.

In relation to partly successful translation there is some correlation between the Text 1 rate overall at 18 (26%) and foreignization at 12 (27%), between the Text 2 rate overall at 48 (75%) and foreignization at 41 (74.5%) and culture-neutral translation at 7 (78%), and between the Text 4 rate overall at 74 (33%) and culture-neutral translation at 56 (37%).

Generally Text 2 has some correlation between the rate of translation overall for all three of success of translation and all three levels of foreignization. Text 1 has some correlation between unsuccessful and culture-neutral translation and partly successful and foreignization. Text 4 has some correlation between successful translation and both culture-neutral translation and domestication, and partly successful translation and culture-neutral translation. Text 3 has no correlations between these types.

Table 7.57

Summary of the range of rates of successful, unsuccessful and partly successful translation for foreignization, culture-neutral and domestication for all texts.

Foreignization				Culture-neutral				Domestication			
Successful											
High No.	%	Low No.	%	High No.	%	Low No.	%	High No.	%	Low No.	%
6	55	8	14.5	83	55	2	22	2	50	1	11
Unsuccessful											
17	27	6	11	5	31	11	8	5	56	One text only	
Partly successful											
41	74.5	16	25	7	78	3	19	2	50	3	33
								For 2 texts only			

The data in this table shows that the highest rates are for partly successful translation for all levels of foreignization, followed by successful translation and then unsuccessful translation. However it should be noted that the minor exception to this is that lowest rate for successful and culture-neutral is at 2

(22%) which is slightly higher than the lowest rate for partly successful and culture-neutral translation at 3 (19%).

Summary of the comparison of the rate of success of translation as a proportion of occurrences of the individual foreignizing scores in texts 1, 2, 3 and 4

For foreignizing scores available in three or more texts, there is very little consistency between the scores and the rate of success for the individual scores. There are three correlations that are largely consistent. The first is for the foreignizing score of -2 for the correlation with successful translation where the rates are all higher, i.e. Text 3 at 1 (100%), Text 1, 18 (66%) and Text 4 at 18 (50%). This may indicate that in these texts this level of foreignizing score did not cause a problem for translation.

The second is for the foreignizing score of 0 for the correlation with unsuccessful translation where the rates are all lower, i.e. Text 4 at 11 (7%), Text 3 at 2 (8%) and Text 1 at 5 (31%). This may indicate that this neutral foreignizing score was less likely to result in an unsuccessful translation.

The third is for the foreignizing score of -3 for the correlation with successful translation where the rates are all lower, i.e. Text 2 at 1 (3%), Text 4 at 1 (8%), Text 3 at 1 (17%) and Text 1 at 2 (20%). This may indicate that this, the highest foreignizing score, caused problems in achieving a successful translation.

7.7.3 Comparison of the use translation techniques in all four texts

Comparison of the rate of success of the translation in the text overall and the success of the individual translation techniques in all four texts.

Success of the overall translation of all four texts

Overall, the translator of Text 1 is successful in 45% of the TT occurrences (31 occurrences), partly successful in 26% of the occurrences (18 occurrences), and unsuccessful in 29% of the occurrences (20 occurrences).

Overall the translator of Text 2 has been successful in 16% of the TT occurrences (10 occurrences), partly successful in 75% of the occurrences (48 occurrences), and unsuccessful in 9% of the occurrences (6 occurrences).

Overall the translator of TT3 has been successful in 39% of the TT occurrences (14 occurrences), partly successful in 47% of the TT (17 occurrences) and unsuccessful in 14% of the occurrences (5 occurrences).

Overall the translator of Text 4 has been successful in 53% of the TT (116 occurrences), partly successful in 34% of occurrences (74 occurrences), and unsuccessful in 13% of occurrences (28 occurrences).

Table 7.58

Success of translation technique as a proportion of all occurrences: figures below are for percentages of all occurrences				
Synonymy				
	No. of all occurrences	Success of translation as a proportion of all occurrences %		
		Successful	Unsuccessful	Partly successful
Text 1	69	43	17	22
Text 2	64	14	9	70
Text 3	36	30	5	8
Text 4	218	19	3	4

The data in this table shows some correlation between the overall success of translation in the text and the rates of success for synonymy for Text 1 and Text 2, i.e., Text 1 overall is successful in 45% of the TT occurrences while for synonymy it is successful at a rate of 43%. Overall it is partly successful in 26% of occurrences and for synonymy it is successful at a rate of 22%. Overall it is unsuccessful in 29% of the occurrences and for synonymy it is unsuccessful at a rate of 17%. Text 2 has been successful in 16% of TT occurrences and for synonymy at a rate of 14%, partly successful in 75% of occurrences and for synonymy at a rate of 70% and unsuccessful in 9% of the occurrences and for synonymy at a rate of 9%. It is possible that this may be the result of the relatively high number of uses of this translation technique in these texts; i.e. in Text 1 it is at a rate of 57 (82%) and in Text 2 it is at a rate of 60 (94%). There are no other correlations between the overall success of translation in the text and the rates of success for synonymy.

Table 7.59

Success of translation technique as a proportion of all occurrences: : figures below are for percentages of all occurrences				
ST hyperonymy – TT hyponymy				
	No. of all occurrences	Success of translation as a proportion of all occurrences		
		Successful	Unsuccessful	Partly successful
Text 1	69	0	6	0
Text 2	64	0	0	2
Text 3	36	3	0	14
Text 4	218	0	0.5	5

The data in the table shows no correlations between the overall success of translation in the text and the rates of success for ST hyperonymy – TT hyponymy.

Table 7.60

Success of translation technique as a proportion of all occurrences				
ST hyponymy – TT hyperonymy				
	No. of all occurrences	Success of translation as a proportion of all occurrences		
		Successful	Unsuccessful	Partly successful
Text 1	69	1	1	0
Text 2	64	1	0	3
Text 3	36	5	0	0
Text 4	218	33	0.5	10

The data in the table shows no correlations between the overall success of translation in the text and the rates of success for ST hyponymy – TT hyperonymy.

Table 7.61

Success of translation technique as a proportion of all occurrences				
(semantic) overlap				
	No. of all occurrences	Success of translation as a proportion of all occurrences		
		Successful	Unsuccessful	Partly successful
Text 1	69	0	1	4
Text 2	64	0	0	0
Text 3	36	3	0	0
Text 4	218	0.5	1	12

The data in the table shows no correlations between the overall success of translation in the text and the rates of success for (semantic) overlap.

Table 7.62

Success of translation technique as a proportion of all occurrences				
other				
	No. of all occurrences	Success of translation as a proportion of all occurrences		
		Successful	Unsuccessful	Partly successful
Text 1	69	0	3	0
Text 2	64	0	0	0
Text 3	36	0	3	25
Text 4	218	0.5	8	2

The data in the table shows no correlations between the overall success of translation in the text and the rates of success for other.

In summary, apart from the correlations between the overall success of translation in Text 1 and Text 2 and the rates of success for synonymy, there are no other correlations.

Success of translation as a proportion of occurrences of translation technique

Table 7.63

Success of translation as a proportion of occurrences of this translation technique								
Synonymy								
	All occurrences	Proportion of occurrences	Success of translation as a proportion of occurrences of this translation technique					
			Yes	%	No	%	Partly	%
Text 1	57	82%	30	53	12	21	15	26
Text 2	60	94%	9	15	6	10	45	75
Text 3	16	44%	11	69	2	12	3	19
Text 4	58	27%	42	73	6	10	10	17

The data in this table shows some correlation between a relatively high level of success of translation of synonymy and three of the texts, i.e. Text 1 at a rate of 30 (53%), Text 3 at a rate of 11 (69%) and Text 4 at a rate of 42 (72%). The fourth text, Text 3, is much lower at a rate of 9 (15%).

There is also some correlation between a relatively low level of partly successful translation of synonymy and the same three texts, i.e. Text 1 at a rate of 15 (26%), Text 3 at a rate of 3 (19%) and Text 4 at a rate of 10 (17%). The fourth text, Text 2, is much higher at a rate of 45 (45%).

In all four texts this is a relatively low rate of unsuccessful translation of synonymy, i.e. Text 1 at a rate of 12 (21%), Text 2 at a rate of 6 (10%) and Text 3 at a rate of 2 (12%) and Text 4 at a rate of 6 (10%).

Table 7.64

Success of translation as a proportion of occurrences of this translation technique								
ST hyperonymy-TT hyponymy								
	All occurrences	Proportion of occurrences	Success of translation as a proportion of occurrences of this translation technique					
			Yes	%	No	%	Partly	%
Text 1	4	6%	0	0	4	100	0	0
Text 2	1	1.5%	0	0	0	0	1	100
Text 3	6	17%	1	17	0	0	5	83
Text 4	12	5%	0	0	1	8	11	92

The data in this table shows some correlation between a relatively high rate of partly successful translation involving ST hyperonymy-TT hyponymy for the three texts in this group, i.e. Text 2 at a rate of 1 (100%), Text 3 at a rate of 5 (83%) and Text 4 at a rate of 11 (92%). There are no other correlations in this table, possible because this translation technique has a low number of occurrences.

Table 7.65

Success of translation as a proportion of occurrences of this translation technique								
ST hyponymy-TT hyperonymy								
	All occurrences	Proportion of occurrences	Success of translation as a proportion of occurrences of this translation technique					
			Yes	%	No	%	Partly	%
Text 1	2	3%	1	50	1	50	0	0
Text 2	3	4.5%	1	33.3	0	0	2	66.7
Text 3	2	5%	2	100	0	0	0	0
Text 4	93	43%	71	76	1	1	21	23

The data in this table shows a correlation between a higher rate of success of translation of ST hyponymy-TT hyperonymy for two of the texts, i.e. Text 3 at a rate of 2 (100%) and Text 4 at a rate of

71 (76%). The other two texts are closer and lower, i.e. Text 1 at rate of 1 (50%) and Text 2 at a rate of 1 (33%). There are no other correlations in this table.

Table 7.66

Success of translation as a proportion of occurrences of this translation technique								
(Semantic) overlap								
	All occurrences	Proportion of occurrences	Success of translation as a proportion of occurrences of this translation technique					
			Yes	%	No	%	Partly	%
Text 1	4	6%	0	0	1	25	3	75
Text 2	0	0%	0	0	0	0	0	0
Text 3	1	3%	1	100	0	0	0	0
Text 4	30	14%	1	3	2	7	27	90

The data in this table shows some correlation between a higher rate of partly successful translation of (semantic) overlap for two of the texts, i.e. Text 1 at a rate of 3 (75%) and Text 4 at a rate of 27 (90%). There are no other correlations in this table.

Table 7.67

Success of translation as a proportion of occurrences of this translation technique								
Other								
	All occurrences	Proportion of occurrences	Success of translation as a proportion of occurrences of this translation technique					
			Yes	%	No	%	Partly	%
Text 1	2	3%	0	0	2	100	0	0
Text 2	0	0	0	0	0	0	0	0
Text 3	11 (1) (TT hyponymy + hyponymy) (10) (synonymy + hyponymy)	31%	0	0	1 (1)	9 (100)	10 (10)	91 (100)
Text 4	Other 25 (1) (hyponym + synonym)	11%	1 (1)	8	18	72	5	20

The data in this table shows some correlation between a high level of unsuccessful translation of other translation techniques in two texts, i.e. Text 1 at a rate of 2 (100%) and Text 4 at a rate of 18 (72%).

There is also one correlation of a high rate of partly successful translation and other translation techniques, i.e. in Text 3 at 10 (91%). These results may reflect the complexity of the translation techniques that have been used.

Summary

Rate of success of the translation in the text overall and the success of the individual translation techniques in all four texts.

In summary, apart from the correlations between the overall success of translation in Text 1 and Text 2 and the rates of success for synonymy, there are no other correlations for rate of success of the translation in the text overall and the success of the individual translation techniques in all four texts.

Success of translation as a proportion of occurrences of translation technique

For synonymy texts 1, 3 and 4 had higher rates of successful translation but Text 2 had a low rate of successful translation. The same three texts, 1, 3 and 4, had lower rates of partly successful translation and Text 2 had a high rate of partly successful translation. All four texts had relatively low rates of unsuccessful translation. For ST Hyperonymy- TT hyponymy texts 2, 3, and 4 had a high rate of partly successful translation. Text 1 had none.

7.8 Conclusion

1. This chapter has applied the model of procedures for translating culture specific terms from an English ST into a Sorani Kurdish TT in four texts: Text 1 *Your health, your safety: A brief guide for workers*, Text 2. *Female Genital Mutilation (FGM)*, Text 3, *Women: help if you are facing abuse* and Text 4, *Remember your rights whilst detained*.

2. The application shows that for the areas of analysis chosen the model works well in analysing the texts. It is possible to identify and correlate specific features, showing the differences and similarities between the texts. It would be possible to analyse many other different combinations in addition to those in this chapter. However, I have chosen these combinations because they are the most significant ones for my study.

3. The model seems to account for all of the procedures although some of them, especially the translation techniques and the use of synonymy, hyperonymy, hyponymy and semantic overlap in the TT, show a range of complex translation procedures involving two or more techniques. However, the model makes it possible to identify and analyse even these complex procedures.

4. Dickins' model for translating culture-specific items, Dickins (2014, manuscript, p. 165) which has been incorporated into this model is seen to work, as demonstrated in the section on foreignization.

Chapter 8

8 Analysis of results

8.1 Introduction

This chapter examines the results of the application of the model to the corpus with specific reference to the translation procedures used to translate culture-specific terms in the corpus. As discussed in chapter 5, the model uses the diagram of translation procedures in Dickins (2014, manuscript, p. 165) Thinking Translation Methodology, based on Dickins (2012). Comments on individual translations are given in Appendix 3.

	<i>COLUMN 1</i>	<i>COLUMN 2</i>	<i>COLUMN 3</i>	<i>COLUMN 4</i>	<i>COLUMN 5</i>	<i>COLUMN 6</i>	<i>COLUMN 7</i>	
	FOREIGNISING			CULTURE-NEUTRAL	DOMESTICATING			
	Non-lexicalised/ Ungrammatical	Lexicalised / Grammatical						
	Semantically anomalous		Semantically systematic				Situationally equivalent	Culturally equivalent
	SYNONYMY-ORIENTED				PROBLEM-AVOIDANCE ORIENTED	NON-SYNONYMY ORIENTED		
ROW A: LEXICAL	Cultural borrowing	(‘Literal translation’)	(‘Lexicalised cultural borrowing’)	Explanation	(Omission)	Communicative translation	Cultural transplantation or substitution	
ROW B: STRUCTURAL (morphological or syntactic)	Calque		Exoticism					

8.2 Which procedures are used to translate culture-specific terms in the corpus?

8.2.1 Table 1

A comparison of the simple and complex translation procedures, and the proportion of their use in all four texts

A comparison of the simple and complex translation procedures, and the proportion of their use in all four texts								
Translation procedure	Text 1		Text 2		Text 3		Text 4	
	No.	%.	No.	%	No.	%	No.	%
Simple								
Cultural borrowing	10	15	37	58	4	11	13	6
<i>Cultural borrowing using Kurdish script</i>	4	6	11	17	3	8	0	0
<i>Cultural borrowing using English script</i>	6	9	22	34.5	1	3	7	3
<i>Cultural borrowing using Kurdish and English script</i>	0	0	4	6.5	0	0	6	3

8.2.2 Simple translation procedures

There are 9 simple translation procedures used in the four texts, or 11, if cultural borrowing is subdivided into cultural borrowing using Kurdish script, cultural borrowing using English script and cultural borrowing using Kurdish and English script.

Two of these simple procedures are used in all of the texts, i.e., cultural borrowing as an overall procedure, but in different combinations i.e. cultural borrowing using Kurdish script is used in 3 texts, Text 1 at a rate of 4 (6%), in Text 2 at a rate of 11 (17%), in Text 3 at a rate of 3 (8%) and not in Text 4; cultural borrowing using English script is used by all 4 texts, i.e. Text 1 at a rate of 6 (9%), Text 2 at a rate of 22 (34.5%), Text 3 at a rate of 1 (3%) and Text 4 at a rate of 7 (3%). The other procedure is explication which is used in Text 1 at a rate of 14 (20%), Text 2 at a rate of 7 (11%), Text 3 at a rate of 9 (25%) and Text 4 at a rate of 46 (21%).

The proportions of simple translation procedures are discussed further in section 8.2.6 of this chapter.

8.2.3 Complex translation procedures

There are a total of 16 complex translation procedures and interestingly two of the texts, Text 1 and Text 2, have two completely different sets of procedures and Text 3 and Text 4 have only one shared procedure. The reason for this is not clear, but it could perhaps be related to the preferences of the translator in the use of, for example, in Text 1 of cultural borrowing using Kurdish script, *plus*, grammatical but semantically anomalous calque x 2, and cultural borrowing (overall) *plus* explication x 3 or the use of '*plus* explication' in 2 of the 3 procedures in Text 2, and in 3 of the 6 procedures in Text 4. There are no obvious patterns in Text 3.

8.2.4 Table 2

Comparison of the number of types of simple and complex translation procedures used and the three translation procedures with the largest number of occurrences in simple and complex translation procedures for TT 1, 2, 3 and 4.

Comparison of the number of types of simple and complex translation procedures used and the three translation procedures with the largest number of occurrences in simple and complex translation procedures for TT 1, 2, 3 and 4.								
Text	No. of types of simple translation procedures	Simple translation procedure with the			No. of types of complex translation procedures	Complex translation procedure with the largest number of occurrences and the second largest number of occurrences		
		1)largest number of occurrences	2) second largest number of occurrences	3) third largest number of occurrences		Name	No.	%
1	5 (cultural borrowing is made up of 2 types, 1. Using English script, 2. Using Kurdish script)	1) Grammatical but semantically anomalous calque	29	42	5	Cultural borrowing using Kurdish script, <i>plus</i> grammatical but semantically anomalous calque*	3	4
		2) Explication	14	20				
		3) Cultural borrowing	10	15				
2	4 (cultural borrowing is made up of 3 types, 1. Using English script, 2. Using Kurdish script, 3. Using Kurdish and English script)	1) Cultural borrowing	37	58	3	Cultural borrowing using English script, <i>plus</i> explication*	10	16
		2) Explication	7	11				
		3) Grammatically and semantically systematic calque/exoticism	3	9				
3	6 (cultural borrowing is made up of 2 types, 1. Using English script, 2. Using	1) Culture-neutral word or phrase	13	36	3	Cultural borrowing <i>plus</i> explication*	2	6
		2) Explication	9	25				
		3) Cultural borrowing	4	11				

	Kurdish script)							
4	8 (cultural borrowing is made up of 2 types, 1. Using English script, 2. Using Kurdish and English script)	1) Culture-neutral word or phrase 2) Explication 3) Grammatical but semantically anomalous calque	101 46 31	46 21 14	6	Cultural borrowing <i>plus</i> explication 2) Culture-neutral word or phrase <i>plus</i> explication	6 2	3 1

8.2.5 The number of types of simple translation

The number of types of simple translation procedures in TT 1 is 5, although cultural borrowing can be further divided into 2 types of cultural borrowing (cultural borrowing using Kurdish script and cultural borrowing using English script).

The number of types of simple translation procedures in TT 2 is 4, although cultural borrowing can be further divided into 3 types of cultural borrowing (cultural borrowing using Kurdish script, cultural borrowing using English script and cultural borrowing using Kurdish and English script).

The number of types of simple translation procedures in TT 3 is 6, although cultural borrowing can be further divided into 2 types of cultural borrowing (cultural borrowing using Kurdish script and cultural borrowing using English script).

The number of types of simple translation procedures in TT 4 is 8, although cultural borrowing can be further divided into 2 types of cultural borrowing (cultural borrowing using English script and cultural borrowing using Kurdish and English script).

8.2.6 Simple translation procedure with the 1) largest number of occurrences, 2) second largest number of occurrences, 3) third largest number of occurrences

The data in this table shows that in TT 1, the largest number of occurrences of a simple translation procedure is for grammatical but semantically anomalous calque at a rate of 29 (42%), the second largest number is for explication at a rate of 14 (20%) and the third largest is for cultural borrowing at a rate of 10 (15%).

In TT 2, the largest number of occurrences of a simple translation procedure is for cultural borrowing as an overall strategy at a rate of 37 (58%) the second largest number is for explication at a rate of 7

(11%) and the third largest is for grammatically and semantically systematic calque/exoticism at a rate of 6 (9%).

In TT 3, the largest number of occurrences of a simple translation procedure is for culture-neutral word or phrase at a rate of 13 (36%) the second largest number is for explication at a rate of 9 (25%) and the third largest is for cultural borrowing at a rate of 4 (11%).

In TT 4, the largest number of occurrences of a simple translation procedure is for culture-neutral word or phrase at a rate of 101 (46%) the second largest number is for explication at a rate of 46 (21%) and the third largest is for grammatical but semantically anomalous calque at a rate of 31 (14%).

Overall, five simple translation procedures 1. explication, 2. culture-neutral word or phrase, 3. cultural borrowing, 4. grammatical but semantically anomalous calque and 5. grammatically and semantically systematic calque/exoticism, appear in the four texts as follows; explication has the second highest number of occurrences in all four texts, culture-neutral word or phrase has the highest number of occurrences in two texts, Text 3 and Text 4 and cultural borrowing has the third highest number of occurrences in two texts, Text 1 and 3.

Grammatical but semantically anomalous calque is in 2 texts, Text 1 at highest level of occurrences and Text 4 at third highest level of occurrences. Grammatically and semantically systematic calque/exoticism is in one text, Text 2 at third highest level of occurrences.

Overall four simple translation procedures account for the three highest levels of occurrence in the four texts, i.e. 11 of the 12. These are 1. explication, 2. culture-neutral word or phrase, 3. cultural borrowing and 4. grammatical but semantically anomalous calque. One, grammatically and semantically systematic calque/exoticism, accounts for the remaining level.

8.2.7 The number of types of complex translation procedures

There are 5 complex translation procedures in Text 1, 3 in TT 2, 3 in Text 3 and 6 in Text 4.

8.2.8 Comparison of complex translation procedure with the largest number of occurrences and the second largest number of occurrences in the four texts

The data in this table shows that in Text 1, the largest number of occurrences of a complex translation procedure is for cultural borrowing using Kurdish script, *plus* grammatical but semantically anomalous calque at a rate of 3 (4%), the four other complex translation procedures had one occurrence each.

In Text 2, the largest number of occurrences of a complex translation procedure is for cultural borrowing using English script, *plus* explication at a rate of 10 (16%), the two other complex translation procedures had one occurrence each.

In Text 3, the largest number of occurrences of a complex translation procedure is for cultural borrowing *plus* explication at a rate of 2 (6%), the two other complex translation procedures had one occurrence each.

In TT 4, the largest number of occurrences of a complex translation procedure is for cultural borrowing *plus* explication at a rate of 6 (3%), the second largest number is for culture-neutral word or phrase *plus* explication at a rate of 2 (1%).

Overall, for three of the four texts, 2, 3 and 4, the complex translation procedure, cultural borrowing (in general) *plus* explication, has the largest number of occurrences.

8.2.9 Key points for simple procedures

Two simple procedures are used in all of the texts, i.e., cultural borrowing, in general, but in different combinations, and explication.

Overall four simple translation procedures account for the three highest levels of occurrence in the four texts, i.e. 11 of the 12. These are 1. explication, 2. culture-neutral word or phrase, 3. cultural borrowing and 4. grammatical but semantically anomalous calque. One, grammatically and semantically systematic calque/exoticism, accounts for the remaining level. Explication has the second highest number of occurrences in all four texts.

8.2.10 Key points for complex translation procedures

Overall, for three of the four texts, 2, 3 and 4, the complex translation procedure, cultural borrowing (in general) *plus* explication, has the largest number of occurrences.

There are a total of 16 complex translation procedures. Interestingly the translators have used different sets of complex procedures apart from one shared set in Text 3 and Text 4.

In a research study for an unpublished MA, Mustafa (2008) found that when Kurdish interpreters were asked to interpret/translate English legal terms into Sorani Kurdish, there was little agreement of how to translate these terms but, like the translators in this study, there was frequent use of explication,

and complex translation procedures (and the use of equivalent Arabic terms). In both studies communication of the meaning of the TT culture-specific terms appears to take priority.

8.3 Is the model which has been developed adequate to account for all the procedures which are, in fact, used to translate culture-specific terms in the corpus?

The model has been successful to the degree that all the translation procedures that have been used can be described by the model. It has worked for both simple translation procedures and for complex procedures, with the complex procedures consisting of two or more of the simple procedures.

It is a useful and accurate method to use to analyse the type of translation procedures used, the numbers and proportions of their use and the differences in their use between the texts in the corpus.

Chapter 9

Conclusions and recommendations

9.0 Introduction

The first section of this chapter, section 9.1, is a short account of the study. Section 9.2 contains a brief presentation of the chapters. Section 9.3 presents the key outcomes of the thesis. Section 9.4 considers how the thesis has answered the research questions. Section 9.5 discusses the limitations of this thesis, and Section 9.6 outlines the contributions of this thesis.

9.1 Short account of the study

This study examined existing typologies of procedures for translating culture-specific terms and existing accounts of areas of relevance for translating culture-specific terms and then devised a model of areas of relevance and procedures for translating culture-specific terms. This was applied to a corpus chosen for the potential to highlight the cultural differences between the SC and TC. The results of the application of the model were then analysed and used to evaluate the adequacy of the model in identifying the factors involved in, and the translation procedures used for, the translation of culture-specific terms.

9.2 Brief presentation of chapters

In chapter 2 some existing typologies of procedures for translating culture-specific terms were discussed, with particular reference to the translation of cultural references and differences. The chapter explored some theories concerning the translators' role, and linguistic and non-linguistic factors in making decisions about translating culture-specific terms.

Chapter 3 presented multi-level models for identifying areas of relevance for identifying culture specific terms: Koller's (1979) text analysis approach, Hervey and Higgins' textual matrices model (Dickins, Hervey and Higgins, 2002) and Catford's (1996) linguistic model of translation analysis. It also discussed the difficulties of the important notion of equivalence and the fact that a completely equivalent text can never be achieved. Skopos theory and the functional approach to translation were discussed, especially the emphasis on the function of the TT, the nature of the translation commission and reader response and how these may influence the identification of areas of relevance for

translating culture-specific terms and the choice of translation type, e.g. Nord's (1997) Documentary and Instrumental translation types.

Chapter 4 proposed a model for identifying areas of relevance for translating culture-specific terms, which compares the priorities of the commissioner and the translator as a means of demonstrating how the translator could identify the priorities or areas of relevance for translating culture-specific terms.

Chapter 5 considered a number of models of procedures for translating culture-specific terms and developed a new model for this thesis that combines Dickins' (2012) model of translation procedures for translating culture-specific terms and the model developed in this thesis for identifying commissioner and translator priorities (see chapter 4). This model was used to test whether or not the combined model does in fact identify priorities of the translator and commissioner in the corpus and the translation procedures for translating culture-specific terms.

Chapter 6 described the corpus, which comprises four texts chosen for their potentially culture-specific content and thus their ability to test the use of my model for identifying the commissioner's and translator's priorities and my expanded version of Dickins' model of procedures for translating culturally specific items.

Chapter 7 applied the model of procedures for translating culture specific terms to the corpus. The chapter is divided into five sections. The first is an analysis of culture-specific terms in the four texts in the corpus, considering the proportion of Primary, Secondary and Other terms, proper words/phrases and common words/phrases. It analysed the proportion of different translation techniques used: synonymy, ST hyperonymy – TT hyponymy, ST hyponymy – TT hyperonymy, (semantic) overlap, and other, and then analysed the commissioners' apparent priorities overall.

The second section is a numerical-based analysis of the success of translation in relation to formality, The third section is a numerical-based analysis of the success of translation in relation to foreignization/domestication. The fourth section is a numerical-based analysis of the success of translation in relation to i. synonymy, ii. ST hyperonymy – TT hyponymy, iii. ST hyponymy – TT hyperonymy, iv. semantic) overlap, and v. other. The fifth section is a comparison of all these four sections across all four texts followed by a conclusion.

Chapter 8 examined the results of the application of the model to the corpus with specific reference to the translation procedures used to translate culture-specific terms in the corpus. The chapter discusses the number and proportions of simple translation procedures and complex translation

procedures (consisting of a combination of two or simple translation procedures) in each text of the corpus and then compares the results for all of the texts.

9.3 Key outcomes of this research

9.3.1 Rates of successful translation and correlations between primary and secondary culture-specific terms and common nouns or phrases

The most successful translations for all four texts involve common nouns or phrases, two with primary terms and two with secondary terms. This suggests that common nouns or phrases may present fewer difficulties for translation in general although it is not possible to draw a conclusion about the relative ease of translating primary as compared to secondary terms as they are split evenly between the four texts, i.e. two primary and two secondary.

For three of the four texts, texts 1, 3 and 4, unsuccessful translation is most likely with primary terms which are proper nouns or phrases, while for Text 2, an unsuccessful translation is most likely with primary terms which are common words or phrases. It is possible, therefore, to suggest that primary terms in general, especially when these are proper nouns or phrases are most likely to be difficult to translate.

9.3.2 Translation techniques

Overall, three of the four texts, 1, 2 and 3, have synonymy as their most common translation technique. However Text 4 has ST hyponymy – TT hyperonymy as its most common translation technique. As Text 4 is a description of an aspect of the English legal system, which is different to the legal system in the TC, it is possible that the translator has been unable to find suitable synonyms and has therefore used hyperonymy as a translation technique to explain culture-specific terms.

9.3.3 Commissioners' apparent priorities

In the study, it was suggested that the retention of certain culture-specific terms in the TT text may have been requested by the commissioners. Although there is quite a high rate of occurrences of full or partial retention, it is perhaps not consistent enough or high enough to state that this was the commissioner's priority. Additionally, in three of the texts (2, 3 and 4), a single item has been translated differently and that could mean either the commissioners did not express a view about the

translation or that the translator was unclear about how to translate the item. Overall, it seems possible that some preference may have been expressed about the retention of items but that if this is the case, it has perhaps not been expressed clearly or the translator has not been clear about the preference.

9.3.4 Formality

The level of formality, both overall and per line, largely remains the same in the ST and TT with the exception of Text 1 where it is reduced slightly from 202 (3 per line) to 196 (2 per line). In all four texts there is a high correlation between the rates of success of translation of formal occurrences for successful, unsuccessful and partly successful and the rates in the TT overall.

9.3.5 Foreignization

In a comparison of the success of the translations of the TTs overall and in relation to foreignization/domestication, it was not possible to come to any conclusions as the correlations were too variable. Generally Text 2 has some correlation between the rate of success for the translation overall for all three rates of success of translation and all three levels of foreignization.

For foreignizing scores available in three or more texts, there is very little consistency between the scores and the rate of success for the individual scores. There are three correlations that are largely consistent. The first is for the foreignizing score of -2 for the correlation with successful translation where the rates are all higher, i.e. Text 3 at 1 (100%), Text 1 at 18 (66%) and Text 4 at 18 (50%). This may indicate that in these texts this level of foreignizing score did not cause a problem for translation.

The second is for the foreignizing score of 0 for the correlation with unsuccessful translation where the rates are all lower, i.e. Text 4 at 11 (7%), Text 3 at 2 (8%) and Text 1 at 5 (31%). This may indicate that this neutral foreignizing score was less likely to result in an unsuccessful translation.

The third is for the foreignizing score of -3 for the correlation with successful translation where the rates are all lower, i.e. Text 2 at 1 (2%), Text 4 at 1 (8%), Text 3 at 1 (17%) and Text 1 at 2 (20%). This may indicate that this, the highest foreignizing score, caused problems in achieving a successful translation.

9.3.6 Translation Techniques: Synonymy

There were high rates of success for the use of the translation technique of synonymy in three texts 1, 3 and 4. Text 2 had a low rate of successful translation. The same three texts, 1, 3 and 4, had lower rates of partly successful translation and Text 2 had a high rate of partly successful translation. All four texts had relatively low rates of unsuccessful translation. For ST Hyperonymy- TT hyponymy texts 2, 3, and 4 had high rate of partly successful translation. Text 1 had none.

9.3.7 Translation Procedures

9.3.7.1 Key points for simple translation procedures

Two simple procedures are used in all of the texts, i.e., cultural borrowing in general, but in different combinations, and explication. Overall four simple translation procedures account for the three highest levels of occurrence in the four texts, i.e. 11 of the 12. These are 1. explication, 2. culture-neutral word or phrase, 3. cultural borrowing and 4. grammatical but semantically anomalous calque. One, grammatically and semantically systematic calque/exoticism, accounts for the remaining level. Explication has the second highest number of occurrences in all four texts.

9.3.7.2 Key points for complex translation procedures

Overall, for three of the four texts, 2, 3 and 4, the complex translation procedure, cultural borrowing (in general) *plus* explication, has the largest number of occurrences. There are a total of 16 complex translation procedures and interestingly two of the texts, Text 1 and Text 2, have two completely different sets of procedures, while Text 3 and Text 4 have only one shared procedure. The reason for this is not clear, but it could perhaps be related to the preferences of the translator for the use of certain translation procedures. In a research study for an unpublished MA, Mustafa (2008) found that when Kurdish interpreters were asked to interpret/translate English legal terms into Sorani Kurdish, there was little agreement of how to translate these terms but, like the translators in this study, there was frequent use of explication, and complex translation procedures (and the use of equivalent Arabic terms). In both studies, communication of the meaning of the TT culture-specific terms appears to take priority.

9.3.8 A note on Text 2

Text 2 produced different results from the other texts within the study on several occasions and this seems to be the result of having a large number of one culture-specific term 'FGM', which was retained in the TT. This affected the results of the correlations involving primary culture-specific terms, proper nouns, formality, synonyms, and foreignization.

9.4 Research Questions

The aim of this study has been to attempt to develop a model that will identify 'areas of relevance' for translating culture-specific terms and combine this with 'translation procedures' to analyse what factors may influence a translator when s/he is translating culture-specific terms. There are three research questions. I will consider how the thesis has answered these immediately below.

1. What appropriate general model can be developed for translating culture-specific items on the basis of previous models?

The thesis considered a number of theories for translating culture-specific terms as presented by Newmark (1981), Klingberg (1986), Ivir (1987), Hervey and Higgins (1992) and Davies (2003). Dickins' analysis of cultural translation procedures (2012) builds on the translation strategies of Ivir (1987), Newmark (1981) and Hervey and Higgins (1992) to develop a matrix providing a detailed analysis of culture-specific translation procedures. The advantage of this approach is that it is a comprehensive analysis that offers alternative translation procedures, at both the lexical and structural levels, that are placed within a foreignization (ST-oriented) – domestication (TT-oriented) continuum. The approach can, therefore, be used to analyse the choice of procedures made by a translator and the possible reasons for making that choice. This is the model that I have combined with my model for identifying culture-specific terms for the analysis of the corpus.

A number of multi-levels theories concerned with the identification of areas of relevance for translating culture-specific terms were considered in chapter 3, i.e. Koller (1979), Dickins, Hervey and Higgins (2002), Catford (1965) and Baker (2011). Skopos and functional theories were also considered. It is the functional approach of Nord (1997, with its emphasis not just on text analysis but also TT function and the nature of the translation commission that I have adopted for my model. The model, which is explained in chapter 5, describes two sets of areas of relevance or priorities, one for the commissioner and one for the translator. The commissioner's priorities are: 1. the function/purpose of the text, 2. the target reader/audience, 3. the register of the text, 4. the use of foreignization or domesticating translation procedures, and 5. other priorities such as deadlines, format, etc. The

translator's priorities are: 1. to identify culture-specific terms through text analysis, 2. to identify culture-specific terms that are critical to the understanding of the translation (TT): primary culture-specific terms, 3. to identify culture-specific terms that are linked to the above culture-specific terms: secondary culture-specific terms, 4. to identify other culture-specific terms, 5. to implement the commissioner's priorities.

2. What are the areas of relevance for translating culture-specific items in public service provider texts from English to Sorani Kurdish?

The areas of relevance in each text are generally obvious and focus on the cultural aspects, customs and conventions of British law. However, within each text there are specific sub-topics with specific areas of relevance, e.g. in Text 1, *Health and Safety at work*, what employees can legally expect from their employer and procedures to follow if the employee has concerns about health and safety; in Text 2, *FGM*, definitions of and the illegality of FGM in the UK and how to get help if FGM has occurred; in Text 3, *Domestic Abuse*, definitions of types of domestic abuse and the options available to women who are being abused; and Text 4, *Remember your rights when detained*, access to free legal advice and the periods of time for which a person can be detained.

3. How successful is the model in analysing these culture-specific translations?

The corpus was analysed using the areas of relevance for translating culture-specific terms in my model in combination with Dickins' (2012) analysis of procedures for translating culture-specific terms. It was possible to identify all the areas of relevance and the translation procedures in the corpus using this model, including where multiple translation procedures had been used to translate a single term. Different combinations of the factors in the model, i.e. register, primary, secondary or other culture-specific term, proper or common noun or phrase, translation procedure, use of synonymy, hyponym, hyperonym, overlap or other, success of translation and commissioner's apparent priorities were analysed within and across the four texts to analyse possible correlations with the rate of successful translation. The model was successful in analysing these factors, providing a large amount of information for the study. It was also able to provide information to allow speculation about why a particular translation choice had been made, e.g. what use of synonymy and translation procedure with what types of culture-specific term. By adding comments in the analysis sheets against selected translations it was possible to note if patterns occur and the reason for translations not being completely successful within the terms of the model.

9.5 Limitations of the thesis

The main limitation is the size of the corpus (the reasons for this were discussed earlier in the thesis), which is too small to provide conclusive quantitative results. Another limitation is the lack of a focus group of native speakers to evaluate the translations. This would have been too time-consuming for this study. However, it would have allowed the analysis of the level of success of the translations, and the reasons for this analysis, to be tested with potential readers and provided a useful contribution to the study.

In spite of these limitations, the corpus is representative of translated public sector texts and the analysis does show that, for these texts, there is a relatively low rate of successful translation culture-specific terms (for a variety of reasons) and that there appears to be a lack of clear guidance from the commissioners about their priorities for the production of the translations. The implication of this is that there is a significant possibility that readers might not be receiving the correct information from the not very successful translations, with all the consequences that might arise from this situation. It also seems that although the translators may have gone to some lengths to communicate meaning through the use multiple translation procedures, they may also may not have sufficient specialist knowledge of the subject to be able produce a successful translation. The implication of this is that there is a lack of translator training. Another implication is that there is a lack of reviewing processes for public sector translation either done by other translators or by a sample of the intended readers.

9.6 Contribution of the thesis

1. As far as I am aware, this is the only research that that has attempted a study of translation of culture-specific terms from English to Sorani Kurdish using a model combining the functional approach and Dickins' model of procedures for translating culture-specific terms.

This study will hopefully contribute to the understanding of a) the difficulties encountered by translators when translating from English into a language based in a multi-cultural society such as the Sorani Kurdish community from Iraq, and b) the responses to these difficulties on the part of translators, who seem to have placed a significant emphasis on communicative effect in their high use of explication and their use of complex translation procedures (i.e. the combination of two or more simple translation procedures).

2. As this model was shown to work in this study for the language pair English-Sorani Kurdish, further applications of the model would contribute to an understanding of whether the model works in other translation contexts. Examples of this might be to use the same language pair with other texts, test

the model on other language pairs, and apply different analyses within the model. The model could also be adapted to vary the factors used. It would be of particular interest for it to be tested by researchers working on other 'refugee'/'migrant' languages.

3. Given the apparent lack of discussion between commissioners and translators about how to achieve the best translation for the intended readers, it is very important for commissioners and agencies acting on their behalf to involve translators and potential readers in developing a better commissioning process, so that potential readers are empowered by the best possible translation.

4. This model could be used to improve the way that public service translators work by identifying areas of difficulty in translating culture-specific terms and, for example, providing the opportunity for researchers and translators to work on acceptable translations of subject-specific terms and to provide better training.

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<http://cabinet.gov.krd/p/p.aspx?l=12&p=215>

Website links for the corpus

Text 1

Your health, your safety. A brief guide for workers in English

<http://www.hse.gov.uk/pubns/indg450.pdf>

Your health, your safety. A brief guide for workers in Sorani Kurdish

<http://www.hse.gov.uk/pubns/kurdish/indg450-kurdish.pdf>

Text 2

More information about FGM in English

<http://www.nhs.uk/Conditions/female-genital-mutilation/Documents/2905942-DH-FGM-Leaflet-English.pdf>

More information about FGM in Sorani Kurdish

<http://www.nhs.uk/Conditions/female-genital-mutilation/Documents/2905949-DH-FGM-Leaflet-Kurdish-Sorani.pdf>

Text 3

Women: Help if you are Facing Abuse from a Partner or Family Member in English

http://www.scottishrefugeecouncil.org.uk/assets/0000/0184/Domestic_Abuse_English.pdf

Women: Help if you are Facing Abuse from a Partner or Family Member in Sorani Kurdish

http://www.scottishrefugeecouncil.org.uk/assets/0000/0268/Final_KURDISH_Domestic_Abuse_PR.pdf

Text 4

Remember your rights whilst detained

Guidance: Notice of rights and entitlements: a person's rights in police detention in English

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/332266/CodeC-NoRE.pdf

Remember your rights whilst detained

Guidance: Notice of rights and entitlements: a person's rights in police detention in Sorani Kurdish

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315888/PACE_CODE_C_UPDATED_APRIL_2014_Kurdish_Sorani.pdf

Appendix 1 The Corpus (in the accompanying DVD)**Appendix 2 Notes on Excel analysis of translations****1. Your health, your safety (Sheet 1)****1.1 Overall statistics for Your health, your safety (Sheet 1)**

1.1.1	Total number of records (rows) analysed:	69
1.1.2	Total score in terms of foreignization/domestication:	-72
1.1.3	Average score per record (row) in terms of foreignization/domestication:	-1
1.2	Individual (simple) translation techniques (all possibilities listed, including non-occurring ones, but excluding records involving complex translation techniques):	
1.2.1	Cultural borrowing: number of records	10
1.2.1.1	Cultural borrowing, as percentage of total translations	15%
1.2.2	Cultural borrowing using Kurdish script: number of records	4
1.2.2.1	Cultural borrowing using Kurdish script, as percentage of total translations	6%
1.2.3	Cultural borrowing using English script: number of records	6
1.2.3.1	Cultural borrowing using English script, as percentage of total translations	9%
1.2.4.1	Cultural borrowing using Kurdish and English script: number of records	0
1.2.4.2	Cultural borrowing using Kurdish and English script, as percentage of total translations	0%
1.2.5	Ungrammatical calque/exoticism: number of records	0
1.2.5.1	Ungrammatical calque/exoticism, as percentage of total translations	0%
1.2.6	Literal translation: number of records	0
1.2.6.1	Literal translation, as percentage of total translations	0%
1.2.7	Grammatical but semantically anomalous calque: number of records	29
1.2.7.1	Grammatical but semantically anomalous calque, as percentage of total translations	42%
1.2.8	Lexicalised cultural borrowing: number of records	0
1.2.8.1	Lexicalised cultural borrowing, as percentage of total translations	0%
1.2.9	Grammatically and semantically systematic calque/exoticism: number of records	0
1.2.9.1	Grammatically and semantically systematic calque/exoticism, as percentage of total translations	0%
1.2.10	Culture-neutral word or phrase: number of records	1
1.2.10.1	Culture-neutral word or phrase, as percentage of total translations	1.5%
1.2.11	Explication: number of records	14
1.2.11.1	Explication, as percentage of total translations	20%

1.2.12	Omission: number of records	0
1.2.12.1	Omission, as percentage of total translations	0%
1.2.13	Communicative translation: number of records	0
1.2.13.1	Communicative translation, as percentage of total translations	0%
1.2.14	Substitution: number of records	8
1.2.14.1	Substitution, as percentage of total translations	11%
1.2.15	General equivalent: number of records	0
1.2.15.1	General equivalent, as percentage of total translations	0%
1.3	Complex translation techniques (only occurring complex translation techniques listed)	
1.3.1	Cultural borrowing using Kurdish script, <i>plus</i> grammatical but semantically anomalous calque: number of translations	3
1.3.1.1	Cultural borrowing using Kurdish script, <i>plus</i> grammatical but semantically anomalous calque, as percentage of total translations	4%
1.3.2	Cultural borrowing using English script, <i>plus</i> grammatical but semantically anomalous calque: number of translations	1
1.3.2.1	Cultural borrowing using English script, <i>plus</i> grammatical but semantically anomalous calque, as percentage of total translations	1.5%
1.3.3	Cultural borrowing using English script <i>plus</i> explication: number of records	1
1.3.3.1	Cultural borrowing using English script <i>plus</i> explication, as percentage of total translations	1.5%
1.3.3	Cultural borrowing using Kurdish script <i>plus</i> explication: number of records	1
1.3.3.1	Cultural borrowing using Kurdish script <i>plus</i> explication, as percentage of total translations	1.5%
1.3.4	Cultural borrowing using English and Kurdish script <i>plus</i> explication: number of records	1
1.3.4.1	Cultural borrowing using English and Kurdish script <i>plus</i> explication, as percentage of total translations	1.5%
1.4	Primary, secondary and other terms	
1.4.1	Primary terms: number of records	40
1.4.1.1	Primary terms, as percentage of total translations	58%
1.4.2	Secondary terms: number of records	27
1.4.2.1	Secondary terms, as percentage of total translations	39%
1.4.3	Other terms: number of records	2
1.4.3.1	Other terms, as percentage of total translations	3%
1.5	Denotative ST-TT relationship	
1.5.1	Synonym: number of records	57
1.5.1.1	Synonym, as percentage of total translations	82%

1.5.2	TT Hyperonym: number of records	2
1.5.2.1	TT Hyperonym, as percentage of total translations	3%
1.5.3	TT Hyponym: number of records	4
1.5.3.1	TT Hyponym, as percentage of total translations	6%
1.5.4	Overlap (overlapping translation): number of records	4
1.5.4.1	Overlap, as percentage of total translations	6%
1.5.5	Other: number of records	2
1.5.5.1	Other, as percentage of total translations	3%
1.6 Success of translation		
1.6.1	Yes (successful): number of records	31
1.6.1.1	Yes (successful), as percentage of total translations	45%
1.6.2	Partly successful: number of records	18
1.6.2.1	Partly successful, as percentage of total translations	26%
1.6.3	No (unsuccessful): number of records	20
1.6.3.1	No (unsuccessful), as percentage of total translations	29%

2. FGM (Sheet 2)

2.1 Overall statistics for FGM (Sheet 2)

2.1.1	Total number of records (rows) analysed:	64
2.1.2	Total score in terms of foreignization/domestication:	-130
2.1.3	Average score per record (row) in terms of foreignization/domestication:	-2

2.2 Individual (simple) translation techniques (all possibilities listed, including non-occurring ones, but excluding records involving complex translation techniques):

2.2.1	Cultural borrowing: number of records	37
2.2.1.1	Cultural borrowing, as percentage of total translations	58%
2.2.2	Cultural borrowing using Kurdish script: number of records	11
2.2.2.1	Cultural borrowing using Kurdish script, as percentage of total translations	17%
2.2.3	Cultural borrowing using English script: number of records	22
2.2.3.1	Cultural borrowing using English script, as percentage of total translations	34.5%
2.2.4.1	Cultural borrowing using Kurdish and English script: number of records	4
2.2.4.2	Cultural borrowing using Kurdish and English script, as percentage of total translations	6.5%
2.2.5	Ungrammatical calque/exoticism: number of records	0
2.2.5.1	Ungrammatical calque/exoticism, as percentage of total translations	0%
2.2.6	Literal translation: number of records	0
2.2.6.1	Literal translation, as percentage of total translations	0%

2.2.7	Grammatical but semantically anomalous calque: number of records	0
2.2.7.1	Grammatical but semantically anomalous calque, as percentage of total translations	0%
2.2.8	Lexicalised cultural borrowing: number of records	0
2.2.8.1	Lexicalised cultural borrowing, as percentage of total translations	0%
2.2.9	Grammatically and semantically systematic calque/exoticism: number of records	6
2.2.9.1	Grammatically and semantically systematic calque/exoticism, as percentage of total translations	9%
2.2.10	Culture-neutral word or phrase: number of records	0
2.2.10.1	Culture-neutral word or phrase, as percentage of total translations	0%
2.2.11	Explication: number of records	7
2.2.11.1	Explication, as percentage of total translations	11%
2.2.12	Omission: number of records	0
2.2.12.1	Omission, as percentage of total translations	0%
2.2.13	Communicative translation: number of records	0
2.2.13.1	Communicative translation, as percentage of total translations	0%
2.2.14	Substitution: number of records	0
2.2.14.1	Substitution, as percentage of total translations	0%
2.2.15	General equivalent: number of records	2
2.2.15.1	General equivalent, as percentage of total translations	3%
2.3	Complex translation techniques (only occurring complex translation techniques listed)	
2.3.1	Cultural borrowing without transliteration using English script, <i>plus</i> grammatically and semantically systematic calque: number of records	1
2.3.1.1	Cultural borrowing without transliteration using English script, <i>plus</i> grammatically and semantically systematic calque: as percentage of records	1.5%
2.3.2	Cultural borrowing using English script, <i>plus</i> explication	10
2.3.2.1	Cultural borrowing using English script, <i>plus</i> explication	16%
2.3.3	Grammatically and semantically systematic calque, <i>plus</i> explication: number of records	1
2.3.3	Grammatically and semantically systematic calque, <i>plus</i> explication, as percentage of records	1.5%
2.4	Primary, secondary and other terms	
2.4.1	Primary terms: number of records	61
2.4.1.1	Primary terms, as percentage of total translations	95%
2.4.2	Secondary terms: number of records	1
2.4.2.1	Secondary terms, as percentage of total translations	2%

2.4.3	Other terms: number of records	2
2.4.3.1	Other terms, as percentage of total translations	3%
2.5 Denotative ST-TT relationship		
2.5.1	Synonym: number of records	60
2.5.1.1	Synonym, as percentage of total translations	94%
2.5.2	TT Hyperonym: number of records	3
2.5.2.1	TT Hyperonym, as percentage of total translations	4.5%
2.5.3	TT Hyponym: number of records	1
2.5.3.1	TT Hyponym, as percentage of total translations	1.5%
2.5.4	Overlap (overlapping translation): number of records	0
2.5.4.1	Overlap, as percentage of total translations	0%
2.5.5	Other: number of records	0
2.5.5.1	Other, as percentage of total translations	0%
2.6 Success of translation		
2.6.1	Yes (successful): number of records	10
2.6.1.1	Yes (successful), as percentage of total translations	16%
2.6.2	Partly successful: number of records	48
2.6.2.1	Partly successful, as percentage of total translations	75%
2.6.3	No (unsuccessful): number of records	6
2.6.3.1	No (unsuccessful), as percentage of total translations	9%

3. Women: Help if you are facing abuse (Sheet 3)

3.1 Overall statistics for Women: Help if you are facing abuse (Sheet 3)

3.1.1	Total number of records (rows) analysed:	36
3.1.2	Total score in terms of foreignization/domestication:	-24
3.1.3	Average score per record (row) in terms of foreignization/domestication:	-0.7

3.2 Individual (simple) translation techniques (all possibilities listed, including non-occurring ones, but excluding records involving complex translation techniques):

3.2.1	Cultural borrowing: number of records	4
3.2.1.1	Cultural borrowing, as percentage of total translations	11%
3.2.2	Cultural borrowing using Kurdish script: number of records	3
3.2.2.1	Cultural borrowing using Kurdish script, as percentage of total translations	8%
3.2.3	Cultural borrowing using English script: number of records	1
3.2.3.1	Cultural borrowing using English script, as percentage of total translations	3%
3.2.4.1	Cultural borrowing using Kurdish and English script: number of records	0
3.2.4.2	Cultural borrowing using Kurdish and English script,	

	as percentage of total translations	0%
3.2.5	Ungrammatical calque/exoticism: number of records	0
3.2.5.1	Ungrammatical calque/exoticism, as percentage of total translations	0%
3.2.6	Literal translation: number of records	0
3.2.6.1	Literal translation, as percentage of total translations	0%
3.2.7	Grammatical but semantically anomalous calque: number of records	0
3.2.7.1	Grammatical but semantically anomalous calque, as percentage of total translations	0%
3.2.8	Lexicalised cultural borrowing: number of records	2
3.2.8.1	Lexicalised cultural borrowing, as percentage of total translations	5%
3.2.9	Grammatically and semantically systematic calque/exoticism: number of records	1
3.2.9.1	Grammatically and semantically systematic calque/exoticism, as percentage of total translations	3%
3.2.10	Culture-neutral word or phrase: number of records	13
3.2.10.1	Culture-neutral word or phrase, as percentage of total translations	36%
3.2.11	Explication: number of records	9
3.2.11.1	Explication, as percentage of total translations	25%
3.2.12	Omission: number of records	0
3.2.12.1	Omission, as percentage of total translations	0%
3.2.13	Communicative translation: number of records	0
3.2.13.1	Communicative translation, as percentage of total translations	0%
3.2.14	Substitution: number of records	0
3.2.14.1	Substitution, as percentage of total translations	0%
3.2.15	General equivalent: number of records	3
3.2.15.1	General equivalent, as percentage of total translations	8%
3.3	Complex translation techniques (only occurring complex translation techniques listed)	
3.3.1	Cultural borrowing <i>plus</i> literal translation: number of records	1
3.3.1.1	Cultural borrowing <i>plus</i> literal translation, as percentage of total translations	3%
3.3.2	Cultural borrowing <i>plus</i> explication: number of records	2
3.3.2.1	Cultural borrowing <i>plus</i> explication, as percentage of total translations	6%
3.3.3	Grammatically <i>plus</i> semantically systematic calque: number of records	1
3.3.3.1	Grammatically <i>plus</i> semantically systematic calque, as percentage of total translations	3%
3.4	Primary, secondary and other terms	
3.4.1	Primary terms: number of records	27
3.4.1.1	Primary terms, as percentage of total translations	75%
3.4.2	Secondary terms: number of records	6

3.4.2.1	Secondary terms, as percentage of total translations	17%
3.4.3	Other terms: number of records	3
3.4.3.1	Other terms, as percentage of total translations	8%
3.5 Denotative ST-TT relationship		
3.5.1	Synonym: number of records	16
3.5.1.1	Synonym, as percentage of total translations	44%
3.5.2	TT Hyperonym: number of records	2
3.5.2.1	TT Hyperonym, as percentage of total translations	5%
3.5.3	TT Hyponym: number of records	6
3.5.3.1	TT Hyponym, as percentage of total translations	17%
3.5.4	Overlap (overlapping translation): number of records	1
3.5.4.1	Overlap, as percentage of total translations	3%
3.5.5	Other: number of records	0
3.5.5.1	Other, as percentage of total translations	0%
3.5.6	Synonym and hyperonym: number of records	0
3.5.6.1	Synonym and hyperonym, as percentage of total translations	0%
3.5.7	Synonym and hyponym: number of records	10
3.5.7.1	Synonym and hyponym, as percentage of total translations	28%
3.5.8	Hyperonym and hyponym: number of records	1
3.5.8.1	Hyperonym and hyponym, as percentage of total records	3%
3.6 Success of translation		
3.6.1	Yes (successful): number of records	14
3.6.1.1	Yes (successful), as percentage of total translations	39%
3.6.2	Partly successful: number of records	17
3.6.2.1	Partly successful, as percentage of total translations	47%
3.6.3	No (unsuccessful): number of records	5
3.6.3.1	No (unsuccessful), as percentage of total translations	14%
4. Remember your rights whilst detained (Sheet 4)		
4.1 Overall statistics for Remember your rights whilst detained (Sheet 4)		
4.1.1	Total number of records (rows) analysed:	218
4.1.2	Total score in terms of foreignization/domestication:	-121
4.1.3	Average score per record (row) in terms of foreignization/domestication:	-0.6
4.2 Individual (simple) translation techniques (all possibilities listed, Including non-occurring ones, but excluding records involving complex translation techniques):		
4.2.1	Cultural borrowing: number of records	13
4.2.1.1	Cultural borrowing, as percentage of total translations	6%
4.2.2	Cultural borrowing using Kurdish script: number of records	0
4.2.2.1	Cultural borrowing using Kurdish script, as percentage	

	of total translations	0%
4.2.3	Cultural borrowing using English script: number of records	7
4.2.3.1	Cultural borrowing using English script, as percentage of total translations	3%
4.2.4.1	Cultural borrowing using Kurdish and English script: number of records	6
4.2.4.2	Cultural borrowing using Kurdish and English script, as percentage of total translations	3%
4.2.5	Ungrammatical calque/exoticism: number of records	0
4.2.5.1	Ungrammatical calque/exoticism, as percentage of total translations	0%
4.2.6	Literal translation: number of records	4
4.2.6.1	Literal translation, as percentage of total translations	2%
4.2.7	Grammatical but semantically anomalous calque: number of records	31
4.2.7.1	Grammatical but semantically anomalous calque, as percentage of total translations	14%
4.2.8	Lexicalised cultural borrowing: number of records	6
4.2.8.1	Lexicalised cultural borrowing, as percentage of total translations	3%
4.2.9	Grammatically and semantically systematic calque/exoticism: number of records	2
4.2.9.1	Grammatically and semantically systematic calque/exoticism, as percentage of total translations	1%
4.2.10	Culture-neutral word or phrase: number of records	101
4.2.10.1	Culture-neutral word or phrase, as percentage of total translations	46%
4.2.11	Explication: number of records	46
4.2.11.1	Explication, as percentage of total translations	21%
4.2.12	Omission: number of records	0
4.2.12.1	Omission, as percentage of total translations	0%
4.2.13	Communicative translation: number of records	0
4.2.13.1	Communicative translation, as percentage of total translations	0%
4.2.14	Substitution: number of records	3
4.2.14.1	Substitution, as percentage of total translations	1%
4.2.15	General equivalent: number of records	0
4.2.15.1	General equivalent, as percentage of total translations	0%
4.3	Complex translation techniques (only occurring complex translation techniques listed)	
4.3.1	Cultural borrowing <i>plus</i> explication: number of records	6
4.3.1.1	Cultural borrowing <i>plus</i> explication, as percentage of total records	3%
4.3.2	Cultural borrowing <i>plus</i> grammatical but semantically anomalous calque: number of records, as percentage of total records	1 0.5%
4.3.3	Cultural borrowing <i>plus</i> culture-neutral word or phrase:	

number of records	1
4.3.3.1 Cultural borrowing <i>plus</i> culture-neutral word or phrase, as percentage of total records	0.5%
4.3.4 Culture-neutral word or phrase, plus explication: number of records	2
4.3.4.1 Culture-neutral word or phrase, plus explication, as percentage of total records	1%
4.3.5 Grammatical but semantically anomalous calque <i>plus</i> explication: number of records	1
4.3.5.1 Grammatical but semantically anomalous calque, <i>plus</i> explication, as percentage of total records	0.5%
4.3.6 Explication plus omission: number of records	1
4.3.6.1 Explication plus omission, as percentage of total records	0.5%
4.4 Primary, secondary and other terms	
4.4.1 Primary terms: number of records	193
4.4.1.1 Primary terms, as percentage of total translations	89%
4.4.2 Secondary terms: number of records	18
4.4.2.1 Secondary terms, as percentage of total translations	8%
4.4.3 Other terms: number of records	7
4.4.3.1 Other terms, as percentage of total translations	3%
4.5 Denotative ST-TT relationship	
4.5.1 Synonym: number of records	57
4.5.1.1 Synonym, as percentage of total translations	26%
4.5.2 TT Hyperonym: number of records	94
4.5.2.1 TT Hyperonym, as percentage of total translations	43%
4.5.3 TT Hyponym: number of records	12
4.5.3.1 TT Hyponym, as percentage of total translations	5.5%
4.5.4 Overlap (overlapping translation): number of records	30
4.5.4.1 Overlap, as percentage of total translations	14%
4.5.5 Other: number of records	24
4.5.5.1 Other, as percentage of total translations	11%
4.5.6 Hyperonym plus synonym	1
4.5.6 Hyperonym plus synonym, as percentage total translations	0.5%
4.6 Success of translation	
4.6.1 Yes (successful): number of records	116
4.6.1.1 Yes (successful), as percentage of total translations	53%
4.6.2 Partly successful: number of records	74
4.6.2.1 Partly successful, as percentage of total translations	34%
4.6.3 No (unsuccessful): number of records	28
4.6.3.1 No (unsuccessful), as percentage of total translations	13%

Appendix 3 Comments on the translations

Text 1, Sheet 1

Comments on the text “Your health, your safety: A brief guide for workers – HSE”

Source text page 1 line 3 and target text page 1 line 3

“Your health, your safety” has been translated as تەندروستیت، سهلامەتیت. The translation is successful. “Health and safety” is a standard legal English term, which is understood by source text ST readers. Although the individual words do exist, this term does not exist in the target culture TC.

Source text page 1 line 4 and target text page 1 line 4

“Workers” has been translated as کەریکاران. The translation is unsuccessful because the translator has used a substitution i.e. *labourer*. Here, the SK word has a narrower meaning (it is a hyponym), while the English word ‘worker’ is a hyperonym.

Source text page 1 line 7 and target text page 1 line 7

“Health and Safety Executive (HSE)” has been translated as راپەراندنی تەندروستی و سهلامەتی (HSE). The translation is only partly successful because the translation is word-for-word and culturally anomalous. It requires an addition or explanation e.g. *the organization of HSE* رێکخراوی راپەراندنی (the same applies in Arabic). Words such as *organization* in this context are sometimes called ‘classifiers’; e.g. Baghdad is typically translated into Arabic as مدينة بغداد *the city of Baghdad*, and the Nile is translated as نهر النيل *the river [of the] Nile*. It is possible that the commissioner has instructed the translator to retain the abbreviation HSE. Overall, I do not think that the target reader will fully understand the translation.

Source text page 1 line 8 and target text page 1 line 7

“Trades Union Congress (TUC)” has been translated as کۆنگرەى سهەندیکای کەریکاران (TUC). The translation is unsuccessful because the back translation is “Congress of syndicate of labourers”, which is incorrect. Also, the function of a *syndicate* is different in the TC. The function and the whole meaning have not been delivered. It is possible that the commissioner has instructed the translator to retain the abbreviation “TUC”. Overall, I do not think that the target reader will understand the translation.

Source text page 1 line 9 and target text page 1 line 8

As for source text page 1 line 4 and target text page 1 line 4, above.

Source text page 1 line 9 and target text page 1 line 9

“Health and safety law” has been translated as یاسای تەندروستی و سهلامەتی. The translation is successful.

Source text page 1 line 10 and target text page 1 line 9

“TUC” has not been translated and retained as it is i.e. TUC. The translation is unsuccessful. It is possible that the commissioner has instructed the translator to retain the abbreviation TUC. The translator has used cultural borrowing without transliteration using English script. In this thesis, I have analysed all cultural borrowings as synonyms of the ST term, because they are supposed to have the same meaning as the ST term, even though they may not be understood by TT readers.

Source text page 1 line 10 and target text page 1 line 10

“Trade unions” has been translated as سهەندیکای کەریکاران; back translation “syndicate of labourers”. The translation is only partly successful because the function of a trades union is different in the two cultures.

Source text page 1 line 11 and target text page 1 line 11

“Campaign” has been translated as خەبات. The translation is only partly successful because the translator has used, خەبات *xēbat*, which means *struggle* in SK. ‘Campaign’ is borrowed and domesticated into Sorani Kurdish of Southern Kurdistan with a slightly different pronunciation, i.e. کەمپەین *kempî:n*. Yet, the translator has still used *xēbat*.

Source text page 1 line 11 and target text page 1 line 10

“Standards” has been translated as *ستاندارد*. The translation is successful. The translator has used cultural borrowing with transliteration using Kurdish script. The word ‘standard’ has now been fully domesticated into SK, as *ستاندارد*, like some other words such as ‘offer’, ‘team’, etc.

Source text page 1 line 12 and target text page 1 line 12

“Full or part-time” has been translated as *به شێوهی کاتی ئەواو یان نیمچهکات*. The word *njmtfε* usually means *half*, but it could also mean *part*. This translation is only partly successful because it requires explanation in the form of a footnote, endnote or in-text explication.

Source text page 1 line 15 and target text page 1 line 15

“Doing work experience” has been translated as *شارهزایی کار وهربرگريت*. The concept of ‘work experience’ is not known in the TC. The translation is only partly successful because the meaning of ‘work experience’ is different to what is conveyed by the TT form in this context.

Source text page 1 line 16 and target text page 1 line 15

“Apprentice” has been translated as *شاگرد*. The concept of ‘apprentice’ is not known in the TC. The translation is unsuccessful because the translator has used substitution, the back translation of *شاگرد* being ‘waiter’.

Source text page 1 line 16 and target text page 1 line 15

“Mobile worker” has been translated as *کریکاری گهروک*. The translation is unsuccessful because the translator has mis-explained it and the word ‘worker’ is translated as *labourer*. Here ‘worker’ is a hyponym of the TT *کریکاری*, while TT *کریکاری گهروک* as a phrase can be regarded as an attempted synonym of ST ‘mobile worker’.

Source text page 1 line 16 and target text page 1 line 16

“Home worker” has been translated as *کریکاری ناومال*. The translation is unsuccessful because the translator has mis-explained it and the word ‘worker’ is translated as *labourer*, as in source text page 1 line 16 and target text page 1 line 15, above. Here TT *کریکاری* is a hyponym of ST ‘worker’, while *کریکاری ناومال* ‘as a phrase can be regarded as an attempted synonym of home worker’. The back translation is *labourer in home*, which does not make sense.

Source text page 1 line 16 and target text page 1 line 16

“Migrant worker” has been translated as *کریکاری کوچەر*. The translation is unsuccessful because the translator has mis-explained the ST and the word ‘worker’ is translated as *labourer*. Here TT *کریکاری* is a hyponym of ST ‘worker’, while *کریکاری کوچەر* ‘as a phrase can be regarded as an attempted synonym of ‘migrant worker’. The back translation is *migrant labourer*.

Source text page 1 line 17 and target text page 1 line 17

“Working in the UK without permission” has been translated as *له شانشینی یهکگرتودا بهیجی مؤلەت کاربکهیت*. The translation is successful. In the TC one generally does not necessarily have to obtain a work permit to undertake an employment.

Source text page 1 line 18 and target text page 1 line 18

“Casual” has been translated as *جاروباربهینی پیویست*. The translation is successful.

Source text page 1 line 18 and target text page 1 line 18

“Agency worker” has been translated as *کریکاری دهزگا نهیجیسی*. The word *azans* ناژانس is sometimes used in SK for “agency”. So, the translation is partly successful because members of the Kurdish community in the UK normally understand the word ‘agency’. Here TT *کریکاری* is a hyponym of ST ‘worker’, while *کریکاری دهزگا نهیجیسی* ‘as a phrase can be regarded as an attempted synonym of ‘agency worker’. The back translation is *migrant labourer*.

Source text page 1 line 18 and target text page 1 line 18

“Agency” has been translated as *دهزگا dezga*, which does not convey the ST sense. *azans* ناژانس is used sometimes used to translate ‘agency’ (see source text page 1 line 18 and target text page 1 line 18, above). *edzenci* نه یجیسی is used and understood in the Kurdish community in the UK. It could be said

that it is domesticated into SK in the UK-based Kurdish community. ‘Agency’ is also sometimes translated as ئازانس *azans*, e.g. when it refers to *a news agency*.

Source text page 1 line 18 and target text page 1 line 18

“Gangmaster” has been translated as سه‌رکرده‌ی تاقمه‌که‌ت. The translation is unsuccessful because the TT means *a leader of your gang*, which has negative connotations. “Gangmaster” does have some negative connotations in the SC but in this context it is a recognised legal role.

Source text page 1 line 19 and target text page 1 line 19

“Contractor” has been translated as به‌لینده‌ره‌که‌ت. The translation is successful. The word قونته‌راتچی *qonterettji*: is also used. This is informal and means *a contractor* for a small job. While it looks like a transliteration of ‘contractor’, the suffix چی is originally a borrowing from Turkish, and is used to produce nouns of profession. Here, the translator has used به‌لینده‌ره, which is a formal word and as such is more appropriate.

Source text page 1 line 19 and target text page 1 line 19

“Using your services (the hirer)” has been translated as خزمه‌تگوزاریه‌کانت به‌کارده‌هه‌ننیت (ئه‌وه‌ی که‌ توی به‌کری). The translation is successful. (گرتوه).

Source text page 1 line 20 and target text page 1 line 20

“Health and safety” has been translated as ته‌ندروستی و سه‌لامه‌تی. The translation is successful.

Source text page 1 line 21 and target text page 1 line 22

“Health and safety” has been translated as ته‌ندروستی و سه‌لامه‌تی. The translation is successful.

Source text page 1 line 25 and target text page 1 line 24

“Health and safety” has been translated as ته‌ندروستی و سه‌لامه‌تی. The translation is successful.

Source text page 1 line 28 and target text page 1 line 27

“Health and safety” has been translated as ته‌ندروستی و سه‌لامه‌تی. The translation is successful.

Source text page 1 line 29 and target text page 1 line 29

“Health and safety” has been translated as ته‌ندروستی و سه‌لامه‌تی. The translation is successful.

Source text page 1 line 30 and target text page 1 line 31

“HSE” has not been translated. The translator has retained the original ST form, ‘HSE’. The translation is unsuccessful. It is possible that the commissioner has instructed the translator to retain the abbreviation ‘HSE’. Target readers will not understand the function and the full meaning of HSE.

Source text page 1 line 30 and target text page 1 line 31

“Local authority” has been translated as ده‌سه‌لاتی خۆجی. The translation is successful.

Source text page 1 line 30 and target text page 1 line 30

“Health and safety” has been translated as ته‌ندروستی و سه‌لامه‌تی. The translation is successful.

Source text page 1 line 32 and target text page 1 line 32

“Trade union” has been translated as سه‌ندیکایه‌کی کریکاران. See source text page 1 line 10 and target text page 1 line 10, above.

Source text page 1 line 32 and target text page 1 line 32

“Safety representative” has been translated as نوینه‌ری سه‌لامه‌تی. The translation is partly successful because the functions of the ST and TT forms are different.

Source text page 1 line 33 and target text page 1 line 33

“Safety representative” has been translated as نوینه‌ری سه‌لامه‌تی. See source text page 1 line 32 and target text page 1 line 32, above.

Source text page 1 line 35 and target text page 1 line 36

“Paid leave” has been translated as پشووې سالانه به کړنوه. The translation is successful although it could create some confusion and might require further specific explanation.

Source text page 2 line 4 and target text page 2 line 6

“Health and safety” has been translated as تهنډروستی و سهلامتی. The translation is successful.

Source text page 2 line 6 and target text page 2 line 8

“Health and safety” has been translated as تهنډروستی و سهلامتی. The translation is successful.

Source text page 2 line 7 and target text page 2 line 9

“Health, safety and welfare” has been translated as تهنډروستی و سهلامتی و خوشگوزهرانی. The translation is successful.

Source text page 2 line 13 and target text page 2 line 16

“Health and safety” has been translated as تهنډروستی و سهلامتی. The translation is successful.

Source text page 2 line 16 and target text page 2 line 20

“Health and safety representative” has been translated as نوینهرمکانی تهنډروستی و سهلامتی. The translation is only partly successful because the SC and TC systems are different.

Source text page 2 line 18 and target text page 2 line 22

“To get first-aid treatment” has been translated as چارهسهری کتوپیری ومردمگريت. The translation is partly successful because first-aid has established equivalents in SK – فریاگوزاری سهرمتایی – *frjaguzari: seretai:* or فریاکهوتنی سهرمتایی *frjakeutni: seretai:*. The same is true in Arabic, where the standard equivalent for ‘first aid’ is إسعافات أولية. The translators has, instead, chosen *?jmerdzenci:* for ‘first aid’.

Source text page 2 line 22 and target text page 2 line 27

“Mask” has been translated as ماسک. The translation is only partly successful because it has been transliterated as it is. ‘Mask’ has a standard SK equivalent which is ده مامک *demamk*.

Source text page 2 line 26 and target text page 2 line 31

“Self-employed” has been translated as کار بۆخوت دمکهیت (self-employed). The translation is successful. It is possible that the commissioner has instructed the translator to retain ‘self-employed’.

Source text page 2 line 27 and target text page 2 line 31

“First-aid arrangements” has been translated as دابین کړدنې رڼوشوینې فریاکهوتنی سهرمتایی. The translation is successful. The translator has used a different translation for first-aid earlier in the text. This shows the lack of consistency in the translator's work.

Source text page 2 line 30 and target text page 2 line 35

“Health and safety” has been translated as تهنډروستی و سهلامتی. The translation is successful.

Source text page 2 line 30 and target text page 2 line 35

“Poster” has been translated as پوسټر *poster*. The translation is successful. The word has now been domesticated and has become a part of SK. It could be said that the word is no longer a CST.

Source text page 2 line 32 and target text page 2 line 38.

“Worker” has been translated as کړنکار. The translation is unsuccessful. See source text page 1 line 4 and target text page 1 line 4, above.

Source text page 1 line 4 and target text page 1 line 4

“Health and safety (policy statement)” has been translated as راپورتی پؤلسی تهنډروستی و سهلامتی. The translation is successful overall, but for the word ‘policy’ the translator has used cultural borrowing with transliteration using SK script, which is unsuccessful.

Source text page 2 line 35 and target text page 3 line 4

“Employers’ Liability (Compulsory Insurance) Certificate” has been translated as دلنئیایی نوئی بهرپرسیارنیتی. دلنئیایی تهوزیمی دهبیت له شوینی کارکردنندا ببینریت (تهوزیمی یاسایی خاوهنکار (دلنئیایی تهوزیمی دهبیت له شوینی کارکردنندا ببینریت). The translation is unsuccessful.

tewzi:mi: is a Farsi word for ‘compulsory’. The entire paragraph is mixed up as the English and the Kurdish scripts are inserted in different positions and it does not make any sense.

Source text page 2 line 37 and target text page 2 line 41

“Your health, your safety” has been translated as *تەندروستیت، سه‌لامەتیت*. The translation is successful. However, the footnotes in the three pages in this text are dealt with inconsistently by the translator. On page one, the translator has translated the footnote. On page two, the translators has not translated and neither has s/he retained the original text. On page three, s/he has retained the English text.

Source text page 2 line 37 and target text page 2 line 41

“Workers” has been translated as *کریکاران* which means *labourers*. See source text page 1 line 4 and target text page 1 line 4, above.

Source text page 3 line 4 and target text page 3 line 6

“Health and safety” has been translated as *تەندروستی و سه‌لامەتی*. The translation is successful.

Source text page 3 line 7 and target text page 3 line 10

“Trades Union Congress (TUC) workSMART website” has been translated as *مآڵپەری کۆنگرەهی سه‌ندیکای* (TUC) *ۆرکسمارت*. The translation is unsuccessful.

Source text page 3 line 8 and target text page 3 line 14

“Pay and Work Rights Helpline” has been translated as *هێلی یارمەتی مافەکانی پارەدان و کارکردن*. The translation is successful. The telephone number is written in English in the SK text.

Source text page 3 line 10 and target text page 3 line 15

“Health and safety” has been translated as *تەندروستی و سه‌لامەتی*. The translation is successful.

Source text page 3 line 12 and target text page 3 line 17

“Health and safety” has been translated as *تەندروستی و سه‌لامەتی*. The translation is successful.

Source text page 3 line 13 and target text page 3 line 18

“Employment Tribunal” has been translated as *تەریبیونالێکی کارکردن*. The translation is unsuccessful. The translator has used cultural borrowing using Kurdish script for ‘tribunal’, plus grammatical but semantically anomalous calque. S/he should have used the word *court* to explain what the ‘tribunal’ is.

Source text page 3 line 13 and target text page 3 line 18

“Trade union” has been translated as *سه‌ندیکای کریکاران*. The translation is only partly successful because the function of a trades union is different in the two cultures.

Source text page 3 line 14 and target text page 3 line 19

“Citizen Advice Bureau” has been translated as *فەرمانگەهی رێنمایی هاوڵاتیان*. The translator has used *رێنمایی renmai:* throughout the text which means *guidance* and not *advice*. It is likely that the translator is an Iranian Kurd. The translator has used the same word *رێنمایی renmai:* for *guidance* in the text. So for both *advice* and *guidance* s/he has used *رێنمایی renmai:*. Although the word *advice* has been translated as *guidance* the overall meaning is correct and the translation is therefore partly successful. The office is called CAB and not CGB. It obviously provides advice and guidance.

Source text page 3 line 16 and target text page 3 line 21

“Health and safety” has been translated as *تەندروستی و سه‌لامەتی*. The translation is successful.

Source text page 3 line 17 and target text page 3 line 23

“HSE” has not been translated. The translator has retained the original. The translation is unsuccessful.

Source text page 3 line 18 and target text page 3 line 22

“On line” has been translated as *لەسه‌ر ئینتەرنێت*. The translation is successful. The back translation is *on the internet*.

Source text page 3 line 18 and target text page 3 line 24

“HSE” has not been translated. The translator has retained the original. The translation is unsuccessful.

Source text page 3 line 20 and target text page 3 line 25

“Health and Safety Executive” has been translated as *رێپەراندنی ئەندروستی و سهلامتی*. See source text page 1 line 7 and target text page 1 line 7. In the beginning of the text, the translator translated HSE into SK and retained the HSE abbreviation in English. It is possible that the commissioner has instructed the translator to do so. Overall, I do not think that the target reader will fully understand the translation.

Source text page 3 line 23 and target text page 3 line 28

“Health and Safety Inspectors” has been translated as *پشکنه‌رانی ئەندروستی و سهلامتی*. The translation is only partly successful because the translation is word for word. It requires an addition or explanation so the TC readers can understand the function and the responsibilities of the inspectors.

Source text page 3 line 25 and target text page 3 line 30

“Leaflet” has been translated as *بلاقۆکه*. The translation is partly successful. Translator seems to have created the Kurdish word *بلاقۆکه*, which sounds like Badini Kurdish. The word *leaflet* has now almost been domesticated and is normally understood by the members of the UK-based Kurdish community.

Source text page 3 line 26 and target text page 3 line 31

“© crown copyright” has not been translated and is retained as it is. It is possible that the commissioner has requested this. The translation is only partly successful because the translator has used cultural borrowing using English script and SK readers are unlikely to properly understand the text.

Source text page 3 line 28 and target text page 3 line 34

“Health and Safety Executive” has not been translated and retained as *Health and Safety Executive*. It is possible that the commissioner has requested this. The translation is unsuccessful because the translator has used cultural borrowing using English script and the SK readers will not understand the function of *Health and Safety Executive*.

Text 2, Sheet 2**Comments on the text “Female Genital Mutilation (FGM)”****Source text page 1 line 1 and target text page 1 line 1**

“Female Genital Mutilation (FGM)” has been translated as *ئەتککردنی کۆنەندامی زاووزیی مێینه*. The translation is partly successful. It is possible that the commissioner has requested that the translator retains the abbreviation. ‘FGM’ is now understood by some educated SK speakers/activists/feminists who understand some English and work with women’s organizations and agencies that deal with gender and female issues. The translator has translated the word ‘mutilation’ as *ئەتککردن* *etkkrdn* which is also used for *rape* or *humiliation*. The translator has kept the English ‘FGM’ in the TT. In SK *خەتەنە* *xetene* is also used. This is very similar to the Arabic word *ختان* *xitān, xatān*, which the translator could have used successfully.

Source text page 1 line 5 and target text page 1 line 5

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 1 line 7 and target text page 1 line 7

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 1 line 9 and target text page 1 line 8

“Sunna” has been translated as *سوننەت*. The translation is successful. This is because, most, if not all, religious words are understood by SK speakers, especially religious people. The translators has used

cultural borrowing using an Arabic word which is accepted in Kurdish. This can be described as a cross-translation.

Source text page 1 line 9 and target text page 1 line 8

“Gudniin” has been transliterated as گودنن. The translation is unsuccessful. This is because “Gudniin” is a common noun, and when it is transliterated and not explained, it won’t be understood by SK readers. The translators has used cultural borrowing with transliteration using Kurdish script without explication.

Source text page 1 line 9 and target text page 1 line 9

“Tahur” has been transliterated as تههور. The translation is unsuccessful. This is because, “Tahur” is a common noun, and when it is transliterated and not explained, it won’t be understood by SK readers. The translators has used cultural borrowing with transliteration using Kurdish script without explication.

Source text page 1 line 9 and target text page 1 line 9

“Megrez” has been transliterated as مینگریز. The translation is unsuccessful. This is because, “Megrez” is a common noun, and when it is transliterated and not explained, it won’t be understood by SK readers. The translators has used cultural borrowing with transliteration using Kurdish script without explication.

Source text page 1 line 9 and target text page 1 line 9

“Khitān” has been transliterated as خمتان *xatān, xitān*. The translation is partly successful. The translator has used cultural borrowing with transliteration using an Arabic word, with a slightly different pronunciation, which is accepted in Sorani Kurdish. This can be described as a cross-translation.

Source text page 1 line 11 and target text page 1 line 10

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 1 line 13 and target text page 1 line 12

“Small labia” has been translated as لچى بچووكى زى. The translation is successful as the translator has explained the notion properly.

Source text page 1 line 19 and target text page 1 line 19

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 1 line 21 and target text page 1 line 21

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 1 line 21 and target text page 1 line 21

“Custom” has been translated as دابونهريت. The translation is partly successful. In this text the translator has used دابونهريت for both ‘tradition’ and ‘custom’.

Source text page 1 line 24 and target text page 1 line 23

“Preserving tradition” has been translated as پاراستنى روسم و نهريت. The translation is partly successful. In this text the translator has used دابونهريت for both ‘tradition’ and ‘custom’. But روسم is added to ‘tradition’ to explain it. روسم is Arabic and Farsi.

Source text page 1 line 25 and target text page 1 line 24

“Preserving virginity” has been translated as پاراستنى پاکیزهیی. The translation is successful. The translator has used two words پاراستن *parastn* and پاکیزهیی *pakizai*: for the original text which consists of two words, *preserving virginity*. The translator has used پاراستن for both ‘preserving’ and ‘protecting’. پاکیزهیی is very formal register and therefore, may not be understood by less educated readers.

Source text page 1 line 27 and target text page 1 line 26

“Protecting family honour” has been translated as *پاراستنی شهره‌فی خیزان*. The translation is successful because family honour means their daughter's virginity.

Source text page 1 line 28 and target text page 1 line 27

“Marriage” has been translated as *شوکردن*. The translation is only partly successful; *هاوسه‌رگیری hawsergi:ri:* would have been more appropriate and natural. In this context the translator might refer to a female, but it would still be more appropriate to use *هاوسه‌رگیری hawsergi:ri:*. The meaning of the word *marriage* is broader than the word *شوکردن*.

Source text page 1 line 29 and target text page 1 line 28

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 1 and target text page 2 line 1

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 2 and target text page 2 line 2

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 2 and target text page 2 line 2

“Sunna” has been translated as *سوننه‌ت*. See source text page 1 line 9 and target text page 1 line 8, above.

Source text page 2 line 3 and target text page 2 line 3

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 4 and target text page 2 line 4

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 5 and target text page 2 line 5

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 5 and target text page 2 line 7

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 9 and target text page 2 line 7

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 10 and target text page 2 line 9

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 18 and target text page 2 line 10

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 19 and target text page 2 line 18

“GP” has been translated as GP جی پی. The translator has retained the original. The translation is partly successful. It is possible that the commissioner has requested that the translator retains the abbreviation. The role of GP does not exist in the target culture TC. This is because the health system is different in Kurdish-speaking countries. Although ‘GP’ is understood by the majority of the members of the UK based Kurdish community and by SK speakers who have knowledge about medical matters, the role of GP has not been explained.

Source text page 2 line 19 and target text page 2 line 19

“Other healthcare professional” has been translated as کەسێکی کارامەیی سەرپەرشتی تەندروستی. The translation is partly successful. The role of *healthcare professional* has not been fully explained. The role is different in the TC. This is because the health system is different in Kurdish-speaking countries. Although this translation might be understood by the majority of the members of the UK-based Kurdish community and by SK speakers who have knowledge about medical matters, the function of *healthcare professional* has not been properly explained.

Source text page 2 line 20 and target text page 2 line 20

“Midwife” has been translated as مامان *maman*. The translation is successful. This is not always a professional role in the TC. The task is undertaken by an older woman. There is no such thing as a male midwife in Kurdish culture. The role of *midwife* is thus different in the SC and the TC and this has not been explained. The health system generally is different in Kurdish-speaking countries.

Source text page 2 line 21 and target text page 2 line 18

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 23 and target text page 2 line 23

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 24 and target text page 2 line 25

“NSPCC” has not been translated. The translator has retained the original. The translation is unsuccessful. It is possible that the commissioner has requested that the translator retains the abbreviation, or the translator has used this to avoid making mistakes or confusion. Such abbreviations always create difficulties for translators because, in order to translate them, one has to know the full name and then to be able to translate the meaning and the function.

Source text page 2 line 27 and target text page 2 line 27

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 2 line 28 and target text page 2 line 27

“GP” has been translated as GP جی پی. The translator has retained the original. The translation is partly successful. See source text page 2 line 19 and target text page 2 line 18, above.

Source text page 2 line 28 and target text page 2 line 27

“Health visitor” has been translated as سەردانکاری تەندروستی. The translation is partly successful. See source text page 2 line 28 and target text page 2 line 27, above.

Source text page 2 line 28 and target text page 2 line 28

“Other healthcare professional” has been translated as ھەر کەسێکی کارامەیی سەرپەرشتی تەندروستی کە. The translation is partly successful. See source text page 2 line 19 and target text page 2 line 19, above.

Source text page 3 line 1 and target text page 3 line 1

“Health passport” has been translated as پاسپۆرتی تەندروستی. This is a word-for-word translation and no equivalent exists in the TC. The function has not been explained. The translation is only partly successful as the purpose of *health passport* has not been translated. The word *passport* has been borrowed into SK with a slight pronunciation as پەساپۆرت *pesaport*.

Source text page 3 line 2 and target text page 3 line 2

“(A statement) opposing Female Genital Mutilation” has been translated as راپۆرتیک بۆ بهگژاچو نهوهی ئهتککردنی کۆنهدامی زاووزی مینه. The translation is partly successful. Earlier in the translator has kept the English form “FGM”. It is likely that the commissioner has requested that the abbreviation be retained. ‘FGM’ is currently understood only by some Kurdish professionals and some Kurds who speak English. The lack of consistency can be noticed in the translation. The translator has translated the word *statement* as *report* راپۆرت *Raport*. S/he has translated the word *mutilation* as *هتککردن* *etkkrdn* which is also used in SK for *rape* or *humiliation*. Unlike the previous translations in the text, the translator has not retained the English abbreviation ‘FGM.’

Source text page 3 line 5 and target text page 3 line 5

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 3 line 8 and target text page 3 line 7

“FGM” has not been translated. The translator has retained the original. The translation is partly successful. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 3 line 9 and target text page 3 line 8

“NHS Digital” has been transliterated as ئین ئیج ئیس دیجیتال (NHS Digital). The translation is partly successful. The translator has used cultural borrowing with transliterated using Kurdish and English scripts. The translation is partly successful. ‘NHS Digital’ does not exist in the TC and the purpose, function and role have not been explained. It is possible that the commissioner had requested that the translator retain the abbreviation. ‘NHS’ is probably understood by most Kurds who have been living in the UK for quite some time. However, Kurdish people who live in the Kurdish-speaking countries do not understand ‘NHS’.

Source text page 3 line 9 and target text page 3 line 9

“FGM” has been translated as شێواندنی کۆنهدامی زاووزی مینه (FGM). The translation is successful. I think this is a better translation of ‘FGM’ than the other versions in the text. The translator has used cultural borrowing without transliteration using English script for ‘FGM’, plus explication. See also source text page 1 line 1 and target text page 1 line 1, above.

Source text page 3 line 10 and target text page 3 line 8

“Department of Health” has been translated as بهشی تهندروستی. The translation is unsuccessful. The health system and the government structures in Britain and Kurdistan are different. *Department of Health* does not exist in the target culture TC. In the target culture, there is a *Ministry of Health* وهزارتی تهندروستی. This has been translated literally, which does not explain the role of the department.

Source text page 3 line 10 and target text page 3 line 8

“NHS England” has been transliterated as ئین ئیج ئیس ئینگلتیره. The translation is only partly successful. The translator has failed to explain the function and the role of *NHS England* which does not exist in the target TC. Although the UK-based Kurdish community might be familiar with the words NHS and England, they will still need to know the purpose and function of the body.

Source text page 3 line 11 and target text page 3 line 10

“FGM Enhanced Database” has been translated as زانیاری چروپیری FGM. The translation is only partly successful. See also source text page 1 line 1 and target text page 1 line 1, above.

Source text page 3 line 13 and target text page 3 line 12

“NHS” has been translated as ئین ئیج ئیس. The translation is partly successful. The translator has failed to explain the function and the role of *NHS* which does not exist in the target TC. See also source text page 3 line 10 and target text page 3 line 8, above.

Source text page 3 line 14 and target text page 3 line 13

“FGM” has been translated as کۆنهدامی زاووزیان شێویندراوه FGM. The translation is successful. See source text page 3 line 9 and target text page 3 line 9, above.

Source text page 3 line 15 and target text page 3 line 15

“NHS Digital” has been transliterated as نئین ئیچ ئیس دیجیتال (NHS Digital). The translation is partly successful. See source text page 3 line 9 and target text page 3 line 8, above.

Source text page 3 line 16 and target text page 3 line 16

“NHS (number)” has been translated as (ژماره‌ی) نئین ئیچ ئیس. The translation is only partly successful. The translator has failed to explain the function and the role of the *NHS*, which does not exist in the target TC. See also source text page 3 line 10 and target text page 3 line 8, above.

Source text page 3 line 17 and target text page 3 line 17

“FGM” has been translated as FGM. شئیواندنی کۆئەندامی زاووزیی مئینه. The translation is successful. See also source text page 3 line 9 and target text page 3 line 9, above.

Source text page 3 line 18 and target text page 3 line 17

“FGM” has been translated as FGM. شئیواندنهکه. The translation is successful. I think this is a better translation of FGM than the other versions in the text. The translator has used cultural borrowing without transliteration using English script for ‘FGM’, plus explication. See also source text page 1 line 1 and target text page 1 line 1, above.

Source text page 3 line 18 and target text page 3 line 18

“FGM” has been translated as FGM. شئیواندنهکه. The translation is successful. See source text page 3 line 18 and target text page 3 line 17, above.

Source text page 3 line 18 and target text page 3 line 18

“FGM” has been translated as FGM. شئیواندنهکه. The translation is successful. See source text page 3 line 18 and target text page 3 line 17, above.

Source text page 3 line 19 and target text page 3 line 19

“FGM” has been translated as FGM. شئیواندنهکه. The translation is successful. See source text page 3 line 18 and target text page 3 line 17, above.

Source text page 3 line 20 and target text page 3 line 20

“GP” has been translated as (GPs) دکتۆرهکان (GPs) *dktoreskan*, the latter word meaning *doctors*. The translator has retained the original. The translation is successful. It is possible that the commissioner has requested that the translator retains the abbreviation. See source text page 2 line 19 and target text page 2 line 18.

Source text page 3 line 20 and target text page 3 line 20

“Other healthcare providers” has been translated as دابینکارانی دیکه‌ی سه‌رپهرشتی تەندروستی. The translation is partly successful. See also source text page 2 line 19 and target text page 2 line 19, above.

Source text page 3 line 21 and target text page 3 line 21

“NHS Digital” has been transliterated as نئین ئیچ ئیس دیجیتال (NHS Digital). The translation is partly successful. See source text page 3 line 9 and target text page 3 line 8, above.

Source text page 3 line 23 and target text page 3 line 23

“Health professional” has been transliterated as پێشه‌وه‌ری تەندروستی. The translator has previously used *karamê* for *professional*. But s/he has now used *pi:shewer*. There is inconsistency in the rendition. The translation is partly successful.

Source text page 3 line 24 and target text page 3 line 24

“NHS Digital” has been transliterated as نئین ئیچ ئیس دیجیتال (NHS Digital). The translation is partly successful. See source text page 3 line 9 and target text page 3 line 8, above.

Source text page 3 line 28 and target text page 3 line 29

“FGM” has been translated as FGM. شئیواندنی کۆئەندامی زاووزیی مئینه. The translation is successful. See also source text page 1 line 1 and target text page 1 line 1, above.

Source text page 3 line 30 and target text page 3 line 30

“© Crown copyright” has been translated as ‘© Crown copyright’. The translation is only partly successful. *Copyright* might be understood by some educated SK speakers. It could have been translated as مافی چاپکردنی پارێزراره *maffj chapkrdni: parezrawe*. The back translation is *the right of copying is preserved*.

Source text page 3 line 32 and target text page 3 line 32

“Produced by Williams Lea for the Department of Health” has been translated as ئامادهکردنی ولیهمس لی (Williams Lea) بۆیهشی تهندروستی. *Williams Lea* is transliterated and written in English between brackets. *Department of Health* is the Ministry of Health in the TC but has been translated word for word. The translation is only partly successful because it has not been fully explained.

Text 3, Sheet 3:**Comments on the text “Women: Help if you are Facing Abuse from a Partner or Family Member”.**

ئافرماتان: یارمەتیت بۆ دابین دکریت ئەگەر لەلایەن هاوسەر مەکتەوه یان ئەندامێکی خێزانە مەکتەوه دوچار ی دەستدرێژی بیت.

Source text page 1 line 1 and target text page 1 line 1

“Scottish refugee council” has not been translated. The translator has retained the original text, i.e. *Scottish refugee council*. The translation is unsuccessful. *Scottish refugee council* is understood by some SK speakers in the UK as a body but the function will not be understood unless it is properly translated, i.e. ئەنجومەنی تاییەت بە کاروباری پەناپەرەن لە سکۆتلەندا *enjumeni: taybet be karubarj peneberan le skotlenda*. The back translation is: *A council which deals with refugees issues in Scotland*.

Source text page 1 line 4 and target text page 1 line 5

“Abuse” has been translated as دەستدرێژی, meaning *assault*. *The translation is partly successful because دەستدرێژی destdrezhzi: is a form of abuse*.

Source text page 1 line 5 and target text page 1 line 4

Partner” has been translated as هاوسەر, meaning *spouse*. The word هاوسەر usually means *a wife or a husband*. Generally *partner* does not mean one of a married couple. However, in this context/leaflet it does mean this. It has a broader meaning than the Kurdish equivalent هاوسەر *hawser*. The translation is partly successful. *Hawser* means 'spouse', i.e. husband or wife. It is a hyponym because هاوسەر *hawser* has a narrower meaning than 'partner'. So, *partner* is a hyperonym as it has a wider meaning than هاوسەر *hawser*.

Source text page 1 line 6 and target text page 1 line 6

Domestic abuse” has been translated as تووندوتیژی ناومال. This It should have been translated as توندوتیژی خێزانی *tundutizji: xezani:*, which is taken from the Arabic translation العنف الأسري *al'unf al'usary* This approach is called 'indirect translation'. The translation is partly successful because it means *assault and violence at home / or in the home*.

Source text page 1 line 7 and target text page 1 line 7

Domestic abuse” has been translated as تووندوتیژی ناومال. See comment on source text page 1 line 6 and target text page 1 line 6, above. Source text page 1 line

Source text page 1 line 7 and target text page 1 line 7

Intimate partner” has been translated as هاوسەریکی نزیك. The translation is unsuccessful because this means *a close partner*. The translation includes a hyperonym of *intimate*. It also involves a hyponym for the translation of *partner* which is هاوسەر *hawser* in SK and has a narrower meaning. The translation is wrong.

Source text page 1 line 8 and target text page 1 line 8

“Domestic abuse” has been translated as تووندوتیژی ناومال. See comment on source text page 1 line 6 and target text page 1 line 6.

Source text page 1 line 9 and target text page 1 line 10

“Domestic abuse” has been translated as ده ستدریژی و تووندوتیژی ناومال. See comment on source text page 1 line 6 and target text page 1 line 6, above.

20 and target text page 1 line 22. “Domestic abuse” has been translated as ده ستدریژی و تووندوتیژی ناومال. See comment on source text page 1 line 6 and target text page 1 line 6, above.

Source text page 1 line 22 and target text page 1 line 24

“Scottish refugee council” has been translated as سکوتیش ریفیوجی کاونسل. The translator has transliterated it. It should have been translated as سکوتلەندا له سکوتهنەدان *enjumeni: taybet be karubarj peneberan le skotlenda*. The back translation is: *A council which deals with refugees issues in Scotland*. The translation is partly successful since the UK based SK speakers may partly understand SRC, but they will not understand the role of the council. It is likely that the commissioner has requested this.

Source text page 1 line 23 and target text page 1 line 25

“Female caseworker” has been translated as کەیسوهرکەری ئافرەت. The translator has again used ئافرەت *afret* for the word *female*, which is not acceptable to some females (they do not want to be called this) because they think the word has come from the Arabic word عَوْرَة *awrah* which means genital organs ; genitalia ; genitals ; loins ; private parts. So females see this as a form of humiliation. The translation is partly successful because the members of the UK-based Kurdish community understand the word *caseworker* which the translator has transliterated.

Source text page 1 line 25 and target text page 1 line 27

“Interpreter” has been translated using the Arabic word موتەرجم *The muterdzjm* (which is also used in SK and some other languages). S/he could have used a proper formal SK word which is وه رگێر *uerger*. موتەرجم is also used in informal and spoken SK. موتەرجم *muterdzjm* is a hyperonym because, موتەرجم which is originally Arabic but is used in informal SK, means both interpreter and translator. The translation is successful.

Source text page 1 line 28 and target text page 1 line 29

“Partner” has been translated as هاوسەر. See comment on source text page 1 line 5 and target text page 1 line 4.

Source text page 2 line 1 and target text page 2 line 1

“Specialist agencies” has been translated as دەزگا پسپۆر و تایبەتمەند. The translation is successful. a near-synonym doublet (cf. Dickins, Hervey and Higgins, 2017: pp. 83-85).

Source text page 2 line 2 and target text page 2 line 1

“Counselling (and advice)” has been translated as رینمایی و (ناموژگاری). The translation is unsuccessful. ‘Counselling’ is translated as رینمایی *renmai:*, which means *guidance*. The translation is incorrect. The translator has used mis-explication.

Source text page 2 line 2 and target text page 2 line 2

“(dealing with your experiences of) domestic abuse” has been translated as چۆنیەتی رووبەر و بوونەوهی مهسهلهی دهستدریژی و تووندوتیژی ناومال. See comment on source text page 1 line 6 and target text page 1 line 6.

Source text page 2 line 5 and target text page 2 line 5

“Partner” has been translated as هاوسەر. See comment on source text page 1 line 5 and target text page 1 line 4.

Source text page 2 line 5 and target text page 2 line 5

“Domestic abuse” has been translated as مهسهلهی دهستدریژی و تووندوتیژی ناومال. The translator has added مهسهلهی *meselej* which means *the matter of*. See also comment on source text page 1 line 6 and target text page 1 line 6. The translation is partly successful because it is translated as *assault and violence at home / or in the home*.

Source text page 2 line 6 and target text page 2 line 6

“Asylum claim” has been translated as داواى پەنابەرى. The translation is successful. Alternatively, it could have been translated as داواى مافی پەنابەرى which is more formal.

Source text page 2 line 6 and target text page 2 line 6. “Legal representative” has been translated as نوێنەریکی یاسایی (موحامیەك). The translation is successful. The back translation is *a legal representative (your solicitor)*. See also comment on source text page 1 line 16 and target text page 1 line 18.

Source text page 2 line 8 and target text page 2 line 8

“The Scottish Refugee Council, 5 Cadogan Square, (170 Blythswood Court) Glasgow G2 7PH” has been not translated. The translator has retained the original text. It is possible that the commissioner has asked that. *Refugee council* is understood by SK speakers in the UK as a body but the function will not be understood unless it is properly translated i.e. ئەنجومەنى تايبەت بە کاروبارى پەنابەران لە سکۆتلەندا. *enjumeni: taybet be karubarj peneberan le skotlenda*. The back translation is *A council who deals with refugees issues in Scotland*.

Source text page 2 line 12 and target text page 2 line 12

“Web: www.scottishrefugeecouncil.org.uk” has been translated as مەلپەر: www.scottishrefugeecouncil.org.uk. Again, although *refugee council* is understood by SK speakers in the UK as a body, the function will not be understood unless it is properly translated, i.e. ئەنجومەنى تايبەت بە کاروبارى پەنابەران لە سکۆتلەندا. *enjumeni: taybet be karubarj peneberan le skotlenda*. The back translation is *A council which deals with refugees issues in Scotland*. Overall, the translation is successful.

Source text page 2 line 13 and target text page 2 line 13

“Registered Charity No: SC008639” has been translated as ژمارەى تۆمار وەکو ریکخراوێکی خێرخوازی SC008639. The translation is successful.

Text 4, Sheet 4

Comments on the text “Remember your rights when detained”

Source text page 1 line 1 and target text page 1 line 1

The word “detained” has been translated as دەسگیر کراویت. This is used in spoken language. It is spelled wrong in written SK. The correct spelling should be دەسگیر کراویت. The letter ت *t* is silent in spoken SK. Throughout the text, all occurrence of دەسگیر کراویت are spelled incorrectly. The correct spelling should be دەسگیر کراویت. The letter ت *t* is missing. This is because it is silent in spoken SK and the translator seems to be confused. The translation is partly successful.

Source text page 1 line 2 and target text page 1 line 2

Notice has been translated as ئاگادارى, which means ‘announcement’. The translator has used ئاگادارى, which could also mean *announcement* in English. In SK تێبینى would have been better. The translation is partly successful.

Source text page 1 line 3 and target text page 1 line 3

EU Directive has been translated as رێنمانییهکانى یهكێتى ئەوروپا. Here the English abbreviation is not retained. The back translation is ‘the EU guidance’. The translation is successful.

Source text page 1 line 6 and target text page 1 line 6

Code of Practice C has been translated as رێساكانى کارکردن. The English text is partly retained in the retention of the ‘C’. The translation is successful.

Source text page 1 line 7 and target text page 1 line 7

In SK the general equivalents of ‘solicitor’ has different meanings according to the person's qualifications and experiences in the field of law. When a university student graduates, s/he is رَاهینەر and after some years of practice, they will be کارا. Then when they are more senior, they will be ر.اوێژکار. Solicitor is also sometimes translated as وەکیل which is taken from Arabic and Farsi. The UK legal system is completely different to the ones in the Kurdish-speaking countries i.e. Iraq and Iran (South and Eastern Kurdistan). So the roles of the solicitors and the way they work are different. In the UK there are different names for legal professionals and legal representatives e.g. ‘lawyer’.

'solicitor', 'advocate', 'barrister', 'legal executive', 'legal clerk', 'counsel'. Since the legal systems are different, they will create huge difficulties for translators and interpreters working between English and SK.

Source text page 1 line 10 and target text page 1 line 10

Codes of Practice has been translated as 'Code of Practice' ریساکانی کارکردن. The translator has used cultural borrowing using English script, plus explication. It is possible that the commissioner wanted the translator to keep the English. Although the translator is inconsistent, the translation is successful.

Source text page 1 line 19 and target text page 1 line 18

The word "arrested" has been translated as دمسگیر کراویت. The SK equivalent is spelled wrong. The correct spelling should be دمسنگیر کراویت. The letter ت *t* is silent in spoken SK. Throughout the text, all occurrences of دمسگیر کراویت are spelled incorrectly. The correct spelling should be دمسنگیر کراویت. The letter ت *t* is missing. The translation is successful. دمسگیر کراویت has incorrectly been used for *detained* in this text instead of دمسست بهسسر کراویت which is a correct equivalent for *detained*. The translator has used different translations for the word 'detained', i.e. راکیراویت (in Arabic-توقیف) and گیراویت, دمسنگیر, etc. راکیراویت means 'you are remanded'. There is inconsistency in the translation.

Source text page 1 line 19 and target text page 1 line 18, ST.

The word "detained" has been translated as راکیراویت. See also source text page 1 line 19 and target text page 1 line 18 above. The translation is partly successful. This is better than some other translations which the translator has provided for 'detained'.

Source text page 1 line 20 and target text page 1 line 20

"Solicitor" has been translated as پاریز در مکت. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 1 line 21 and target text page 1 line 21

The word "arrested" has been translated as "دمسگیر کراویت". The SK equivalent is spelled wrong. The correct spelling should be دمسنگیر کراویت. The letter ت *t* is silent in spoken SK. Throughout the text, all occurrences of دمسگیر کراویت are spelled incorrectly. The correct spelling should be دمسنگیر کراویت. The letter ت *t* is missing. The translation is successful. دمسگیر کراویت has incorrectly been used for *detained* in this text instead of دمسست بهسسر کراویت, which is a correct equivalent. The translator has used different translations for the word 'detained', i.e. راکیراویت (in Arabic-توقیف) and گیراویت, دمسنگیر, etc. راکیراویت means 'you are remanded'. There is inconsistency in the translation.

Source text page 1 line 23 and target text page 1 line 23

The word "interpreter" has been translated as وەرگیر (موتسرجیم). Here, وەرگیر is a proper SK word. موتسرجیم is also used in spoken SK, but it is Arabic and used in other West Asian languages. Another alternative, تسرجومان, is very rarely used and it is very informal. The translator has used a double translation (موتسرجیم) وەرگیر.

Source text page 1 line 26 and target text page 1 line 28, ST

The word "detained" has been translated as راکیراویت. The translation is partly successful. See also source text page 1 line 19 and target text page 1 line 18, above.

Source text page 1 line 27 and target text page 2 line 1,

The word "detain" has been translated as راتبگرن. The translation is partly successful. See also source text page 1 line 19 and target text page 1 line 18, above.

Source text page 1 line 28 and target text page 2 line 2

The phrase "if you are charged" has been translated as نهگه به فهرمی تومختیار بکرنیت. The back translation is *if you are formally accused*. It is difficult to distinguish between 'charged' and 'accused' when translating into SK.

Source text page 1 line 28 and target text page 2 line 2

The word “case” has been translated as كهيس, which is essentially the same in both SK and English. The word كهيس ‘case’ kejs has now been naturalised into SK. It is almost the same in meaning as Arabic قضية qaḍīyah.

Source text page 1 line 28 and target text page 2 line 2, ST

The word “solicitor” has been translated as پارێزەر, which is a successful translation. See source text page 1 line 7 and target text page 1 line 7, above.

Source text page 1 line 29 and target text page 2 line 3

The word “evidence” has been translated as بملگه. Although translation is still successful, it would have been better if the translator had used the plural بملگهكان. This refers mainly to written evidence in SK. “Evidence” has a singular and plural in SK.

Source text page 1 line 30 and target text page 2 line 6

The phrase “police custody officer” has been translated as ئهفسهرى گرتنى بنكهى پوليس, which is incorrect. The back translation is “the officer taking the police station”. While ئهفسهرى گرتنى بنكهى پوليس is used here, ئهفسهرى گرتنى بنكهى پوليس is used elsewhere in the text. The two of them are very different in meaning. Also in another part of the text “police custody officer” is translated as ‘arresting officer’ ئهفسهرى گرتن. The translator has not explained the rank and the role of the officer. The meaning is not clear to the SK readers because the police ranks and the entire system are different in Kurdish-speaking countries.

Source text page 1 line 31 and target text page 2 line 6, ST

The phrase “Home Office” has been retained as it is in the TT. The translation is partly successful. It is possible that the commissioner has asked the translator to retain this English term as it is. This should have been explained or translated as the ‘Ministry of Internal Affairs’.

Source text page 1 line 31 and target text page 2 line 6

The phrase “Legal Aid Agency” has been retained as it is in the TT. The translation is partly successful. It is possible that the commissioner has asked the translator to retain this English term as it is. The function and the purpose of the agency should have been explained to the target readers.

Source text page 1 line 31 and target text page 2 line 6, ST

“The Law Society” has been retained as it is in the TT. The translation is partly successful. It is possible that the commissioner has asked the translator to retain this English term as it is. “The Law Society”, of course, does not mean anything in SK and it should have been explained. The translator has failed to explain the function/role of the Law Society.

Source text page 1 line 34 and target text page 2 line 9

“Notice of Rights and Entitlements” has been translated as تيبينى ماف و ريگه پيدانهكان. Entitlements should have been translated as شايستهكانت. The translator has used ريگه پيدانهكان, which is relatively acceptable and might be understood by SK readers. The translation is partly successful.

Source text page 2 line 3 and target text page 3 line 3

The word “solicitor” has been translated as پارێزەر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 4 and target text page 3 line 4

The word “solicitor” has been translated as پارێزەر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 5 and target text page 3 line 5

The word “solicitor” has been translated as پارێزەر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 6 and target text page 3 line 7

“Police Custody Officer” has been translated as ئهفسهرى گرتن له بنكهى پوليس. The translation is unsuccessful. See source text page 1 line 30 and target text page 2 line 6, above.

Source text page 2 line 9 and target text page 3 line 9, ST

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 11 and target text page 3 line 11

“Legal advice” has been translated as رینمایی یاسایی. The translation is partly successful. “Advice” has been translated as رینمایی which means *guidance*. It should have been translated as ناموزگاری.

Source text page 2 line 12 and target text page 3 line 12

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 13 and target text page 3 line 13

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 17 and target text page 3 line 17

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 18 and target text page 3 line 18

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 19 and target text page 3 line 19

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 20 and target text page 3 line 21

“Legal advice” has been translated as رینمایی یاسایی. The translation is partly successful. See source text page 2 line 11 and target text page 3 line 11, above.

Source text page 2 line 21 and target text page 3 line 22

The word “case” has been translated as کھیس. See source text page 1 line 28 and target text page 2 line 2, above.

Source text page 2 line 21 and target text page 3 line 22

“Involving less serious matters” has been translated as مہملہ پیوہندیان بہکیشہی سوکترہوہ ہہیہ. The back translation is ‘a lighter matter’.

Source text page 2 line 21 and target text page 3 line 22

“Legal advice” has been translated as رینمایی یاسایی. The translation is partly successful. See source text page 2 line 11 and target text page 3 line 11, above.

Source text page 2 line 22 and target text page 3 line 23,

“[Telephone] advice” has been translated as [تہلفونی] رینمایی. The translation is partly successful. “Advice” has been translated as رینمایی, which means *guidance*. It should have been translated as ناموزگاری.

Source text page 2 line 22 and target text page 3 line 23

“[Qualified] advisors” has been translated as [کارا] راویژکاری. The translation is partly successful. راویژکار means *advisor* and کارا means *active*. I believe that the translator does not understand the role of the qualified advisor.

Source text page 2 line 22 and target text page 3 line 23

“Qualified” has been translated as کارا. The translation is partly successful. کارا means *active*. I believe that the translator does not understand the role of the qualified advisor.

Source text page 2 line 22 and target text page 3 line 24

“Criminal Defence Service (CDS) Direct” has been translated as خزمه‌نگو ازاري بهرگري تاوانكاري راسته‌وخو (CDS). The abbreviation is retained. It is possible that the commissioner has requested this. The translation is unsuccessful because the role and the function have not been explained.

Source text page 2 line 23 and target text page 3 line 25

The word “solicitor” has been translated as پاريزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 26 and target text page 3 line 27

“Eye witness identification procedure” has been translated as ريزوشويني ناسينه‌وه له ريگه‌ي شاهيديكه‌وه كه به چاوي خوي روداومكه‌ي بينيوه. The back translation is *the procedure of identifying through an eye witness who with his/her own eyes has seen the incident*. The translation is successful.

Source text page 2 line 27 and target text page 3 line 30

“Appropriate adult” has been translated as كه‌سنيكي گه‌وره‌ي گونجاو. The back translation is “A suitable adult”. The word گونجاو means ‘suitable’. It is acceptable but ته‌واو would have been more acceptable. Overall, the translation is successful.

Source text page 2 line 30 and target text page 3 line 33

“You allege serious misconduct” has been translated as تو باسي نه‌ومت كردووه كه گوايه پوليس هه‌لسوكه‌وتي زورخرابي نواندوه. The ST meaning has been completely explained in the TT, and the translator used addition. The back translation is “You have mentioned that apparently the police have behaved very badly”. Overall, the translation is successful.

Source text page 2 line 31 and target text page 4 line 1

“[Free] advice” has been translated as رينمايي [خوريابي]. Here, خوريابي means ‘free’ but it is informal. بي‌بهرامبهر is formal. The translator has used رينمايي which means *guidance*. ‘Advice’ should have been translated as ناموزگاري. The translation is partly successful.

Source text page 2 line 31 and target text page 4 line 1

“CDS Direct” has been translated as ‘دائير نكت’ CDS. The translator has transliterated the word “direct” and kept the “CDS” in English. S/he has failed to explain the role / function of ‘CDS Direct’. The translation is unsuccessful. The abbreviation is retained. It is possible that the commissioner has requested this. But this is not clear.

Source text page 2 line 32 and target text page 4 line 3

The word “solicitor” has been translated as پاريزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 32 and target text page 4 line 4

“[If they do] legal aid [work]” has been translated as نه‌گه‌ر نه‌و كه‌سه‌h

Source text page 2 line 33 and target text page 4 line 5

The word “solicitor” has been translated as پاريزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 33 and target text page 4 line 6

The word “solicitor” has been translated as پاريزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 2 line 33 and target text page 4 line 6

“[duty] solicitor” has been translated as پاریزمر The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above. “Duty” has been translated as نیشگر, which is usually used for night shifts.

Source text page 2 line 35 and target text page 4 line 8

“[duty] solicitor” has been translated as پاریزمر The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above. “Duty” has been translated as نیشگر is usually used for night shifts.

Source text page 3 line 1 and target text page 4 line 9

“Legal advice” has been translated as رینمایی یاسایی. The translation is partly successful. See source text page 2 line 11 and target text page 3 line 11, above.

Source text page 3 line 2 and target text page 4 line 10

“Defence Solicitor Call Centre (DSCC)” has been translated as ناوه ندی پهیو مندی هکائی پاریزمرانی بهرگری. The translator has explained this using word-for-word translation and that has affected the meaning. For ‘solicitor’, see source text page 1 line 7 and target text page 1 line 7, above.

Source text page 3 line 3 and target text page 4 line 11

“DSCC” has not been translated; rather the abbreviation is retained. The translation is not successful. The translator has failed to explain the role / function of the DSCC.

Source text page 3 line 3 and target text page 4 line 11

“Legal advice” has been translated as رینمایی یاسایی. The translation is partly successful. See source text page 2 line 11 and target text page 3 line 11, above.

Source text page 3 line 3 and target text page 4 line 12

“CDS Direct” has been translated as “CDS دایر ټکت”. See source text page 2 line 31 and target text page 4 line 1, above.

Source text page 3 line 4 and target text page 4 line 12

The word “solicitor” has been translated as پاریزمر, which is a successful translation. See source text page 1 line 7 and target text page 1 line 7, above.

Source text page 3 line 4 and target text page 4 line 13

“[duty] solicitor” has been translated as پاریزمر The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above. “Duty” has been translated as نیشگر, which is usually used for night shifts.

Source text page 3 line 5 and target text page 4 line 14

“DSCC” has not been translated; rather the abbreviation is retained. The translation is not successful. The translator has failed to explain the role / function of the DSCC.

Source text page 3 line 5 and target text page 4 line 14

“DSCC Direct” has been translated as ‘CDS دایر ټکت’. The translator has not translated ‘DSCC’. However, the word ‘direct’ has been transliterated as دایر ټکت using SK script. This does not make sense since the function and the role of the DSCC has not been explained. The translation is unsuccessful. The abbreviation ‘DSCC’ is retained. It is possible that the commissioner has requested this, but this is not known.

Source text page 3 line 6 and target text page 4 line 14

“Legal advice” has been translated as رینمایی یاسایی. The translation is partly successful. See source text page 2 line 11 and target text page 3 line 11, above.

Source text page 3 line 8 and target text page 4 line 16

“Legal advice” has been translated as رینمایی یاسایی. The translation is partly successful. See source text page 2 line 11 and target text page 3 line 11, above.

Source text page 3 line 8 and target text page 4 line 17

“Legal advice” has been translated as *رێنمایی یاسایی*. The translation is partly successful. See source text page 2 line 11 and target text page 3 line 11, above.

Source text page 3 line 9 and target text page 4 line 17

“[When legal] advice [is limited]” has been translated as *کاتیکی رێنمایی یاسایی خۆراییی بەرتهسک کرابیتەوه*. The translator has added the Kurdish word for *free*, which is *خۆراییی xoraii*. The back translation is “When free legal advice is narrowed”. The word ‘limited’ has been translated as *بەرتهسک* it is acceptable but *سنوردار* is more appropriate. The translation is partly successful.

Source text page 3 line 9 and target text page 4 line 19

“DSCC Direct” has been translated as *دایرێکت CDS*. See source text page 3 line 5 and target text page 4 line 14, above.

Source text page 3 line 10 and target text page 4 line 19

“[You can still speak to a] solicitor [of your choice on the telephone if you want to]” has been translated as *هێشتا هەر دەتوانیت لەسەر تەلەفون لەگەڵ پارێزەرێک قسە بکەیت کە خۆت پێت خوشە*. The translation is successful.

Source text page 3 line 11 and target text page 4 line 20

The phrase “Legal Aid Agency” has been retained as it is in the TT. The translation is partly successful. See source text page 1 line 31 and target text page 2 line 6, above.

Source text page 3 line 12 and target text page 4 line 22, ST

“DSCC” has not been translated; rather the abbreviation is retained. The translation is not successful. See source text page 3 line 5 and target text page 4 line 14, above.

Source text page 3 line 12 and target text page 4 line 22

The word “solicitor” has been translated as *پارێزەر*, which is a successful translation. See source text page 1 line 7 and target text page 1 line 7, above.

Source text page 3 line 13 and target text page 4 line 23

The word “solicitor” has been translated as *پارێزەر*, which is a successful translation. See source text page 1 line 7 and target text page 1 line 7, above.

Source text page 3 line 15 and target text page 4 line 26

The word “solicitor” has been translated as *پارێزەر*, which is a successful translation. See source text page 1 line 7 and target text page 1 line 7, above.

Source text page 3 line 16 and target text page 4 line 27

“DSCC” has not been translated; rather the abbreviation is retained. The translation is not successful. See source text page 3 line 5 and target text page 4 line 14, above.

Source text page 3 line 16 and target text page 4 line 27

“[free legal] advice” has been translated as *رێنمایی یاسایی خۆراییی*. The translation is only partly successful. This is because “advice” has been translated as *رێنمایی*, which means guidance / instructions. It should have been translated as *ئامۆژگاری*

Source text page 3 line 16 and target text page 4 line 28

“[duty] solicitor” has been translated as *پارێزەر*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above. “Duty” has been translated as *ئێشکەر*, which is usually used for night shifts.

Source text page 3 line 21 and target text page 5 line 1

“Codes of Practice” has been translated as *رێساکانی کارکردن*. The translation is successful.

Source text page 3 line 22 and target text page 5 line 2

“Codes of Practice” has been translated as *رێساکانی کارکردن* (Code of Practice). The translation is successful. Here the translator has kept the original English text and translated it at the same time. It

is likely that the commissioner has requested this. The translator has used two different equivalents, one after another, in the same paragraph for “Code of Practice”. The translation is successful overall.

Source text page 3 line 24 and target text page 5 line 4

“Notice” has been translated as ناگاداری. The translation is partly successful. The translator has used ناگاداری which could also mean *announcement* in English. In SK تیبینی would have been better.

Source text page 3 line 25 and target text page 5 line 6

“Codes of Practice” has been translated as ریساکانی کارکردن. The translation is successful.

Source text page 3 line 27 and target text page 5 line 9

“Codes of Practice” has been translated as ریساکانی کارکردن. The translation is successful.

Source text page 3 line 27 and target text page 5 line 9

“[Police] custody officer” has been translated as نهفسری گرتن. The translation is not successful. *نهفسری گرتنی بنکهی پولیس* was used earlier (source text page 1 line 30 and target text page 2 line 6). However, *نهفسری گرتن* *efseri: grtn* is used here. The two are very different in meaning. The back translation is “arresting officer”, which is incorrect. The translator has not explained the rank, responsibility and the exact role of the officer. This is not clear to the SK readers because police ranks and the entire system are different in the SK speaking countries. The word ‘officer’ is the same in SK but with slightly different pronunciation *efser* نهفسر. ‘Police’ has been omitted and “custody officer” has been misinterpreted. The translation is unsuccessful.

Source text page 3 line 30 and target text page 5 line 13

“Healthcare professional” has been translated as کارامیهکی سمرپهرشتی نهفروستی. The translation is partly successful. The back translation is *a wise health care*.

Source text page 4 line 1 and target text page 5 line 20

“Right to remain silent” has been translated as مافی مانهوه بهیندهنگی (فسنهکردن). The translation is partly successful. The translator has used a double translation with brackets. The translator should have explained the purpose of this.

Source text page 4 line 2 and target text page 5 line 21

Here the police caution “You do not have to say anything. However, it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence” has been translated as تو ناچار نیت هیچ شتیک بلنیت. بهلام لهگهل نهومشدا، بپدمچیت زیان بهیگرگی لهخوکردنت بگهینیت نهگهر کاتیک پرسپارت لیکرا باسی شتیک نهکویت که دواتر خوت له دادگا پشتی پچ دهبستیت. هر شتیک بلنیت لهوانیه وکو بهلگه بهکارنیت. The translation is only partly successful because it is almost a word-for-word translation and the purpose of the caution has not been clearly translated.

Source text page 4 line 8 and target text page 5 line 28

The word “arrested” has been translated as دمسگیر کراویت. See also source text page 1 line 19 and target text page 1 line 18, above, and source text page 1 line 21 and target text page 1 line 21, above.

Source text page 4 line 9 and target text page 5 line 28.

The word “detained” has been translated as راگیراویت. See also source text page 1 line 19 and target text page 1 line 18 above. The translation is partly successful. This is better than some other translations which the translator has provided for ‘detained’.

Source text page 4 line 14 and target text page 6 line 2

The word “arrest” has been translated as “دمسگیر”. See source text page 1 line 19 and target text page 1 line 18, above.

Source text page 4 line 16 and target text page 6 line 5

“You need to be detained” has been translated as به راگیراوی بهیلریتیهوه. The translation is partly successful. See source text page 1 line 19 and target text page 1 line 18, above.

Source text page 4 line 18 and target text page 6 line 7

The word “solicitor” has been translated as پاریزمر, which is a successful translation. See source text page 1 line 7 and target text page 1 line 7, above.

Source text page 4 line 23 and target text page 6 line 12

“Arrest” has been translated as دمسگیر کردن. The SK equivalent is spelled wrong. The correct spelling should be دمسگیر کردن. See source text page 1 line 1 and target text page 1 line 1. The translation is successful here. دمسگیر کراویت has incorrectly been used for *detained* in this text instead of دست به سهر کراویت which is a correct equivalent for *detained*.

Source text page 4 line 25 and target text page 6 line 12

“Detention” has been translated as راگرتن. The translator has used different translations for the words detention and detained i.e. راگرتن (in Arabic-توقيف) راگراویت واته. دمسگیر کراویت, کراویت, etc. راگراویت means ‘you are remanded’. These are of course all different from one another in terms of their meanings. There is inconsistency in the translation. The translation is partly successful. This is better than some other meanings the translator has provided for detained.

Source text page 4 line 25 and target text page 6 line 13

“Detained” has been translated as را دمگیر نیت. The translation is partly successful. See source text page 4 line 25 and target text page 6 line 12, above.

Source text page 4 line 26 and target text page 6 line 14

“Your custody record” has been translated as توماری گرتنی تو. The translation is partly successful. There is inconsistency in the translation. This is better than some other meanings the translator has provided for custody and custody, custody officer and custody record.

Source text page 4 line 27 and target text page 6 line 15

“Detained” has been translated as را بگیر نیت. The translation is partly successful. See source text page 4 line 25 and target text page 6 line 12, above.

Source text page 4 line 26 and target text page 6 line 16

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 4 line 28 and target text page 6 line 16

“Police custody officer” has been translated as نهفسمری پولیس بو راگرتن. This translation is different to the other translations of this term in this text. ‘Police custody officer’ has been translated in many different ways. They are all incorrect. It is obvious that the translator does not understand the role and the function of the police custody officer. The back translation is ‘A police officer for remanding’. ‘Custody officer’ has been misinterpreted. The translation is therefore unsuccessful. See also source text page 1 line 30 and target text page 2 line 6, above.

Source text page 4 line 31 and target text page 6 line 20

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 4 line 32 and target text page 6 line 22

“Arrest” has been translated as دمسگیر کردن. See Source text page 1 line 1 and target text page 1 line 1, above.

Source text page 4 line 33 and target text page 6 line 22

“Detention” has been translated as راگرتن. See source text page 4 line 25 and target text page 6 line 12, above.

Source text page 5 line 1 and target text page 7 line 1

“Interpreter” has been translated as وهرگیز (موتارجیم). See source text page 1 line 23 and target text page 1 line 23, above.

Source text page 5 line 1 and target text page 7 line 1

“Translations” has been translated as *وهرگيرانى*. Here, *وهرگير* is a proper SK word. The word *وهرگير* is used in SK for both interpreter and translator. *موتترجيم* is also used in spoken SK. But it is Arabic and is used in the other similar Asian languages. *تترجومهوان* is also used in SK spoken language that I have heard, but it is rare and very informal. The translator has used a double translation (*موتترجيم*) is Arabic and is used in some other Asian languages. It is also used in informal and spoken SK. The translation is successful.

Source text page 5 line 6 and target text page 7 line 7

“British Sign Language English [interpreter]” has been translated as *وهرگيرنىكى ئىنگلىزى زمانى هئىماى بهرىتانى*. See also, source text page 5 line 1 and target text page 7 line, above.

Source text page 5 line 7 and target text page 7 line 9

“Interpreter” has been translated as *وهرگير*. See source text page 5 line 1 and target text page 7 line 1, above.

Source text page 5 line 8 and target text page 7 line 10

“[They are] detaining [you]” has been translated as *[تويان] دهسگير كردوه*. This is used in spoken language. It is spelled wrong in written SK. The correct spelling should be *دهسنگير كردوه*. See also Source text page 1 line 1 and target text page 1 line 1, above.

Source text page 5 line 9 and target text page 7 line 11

“Custody” has been translated as *راگرتن*. The translator has used different translations for the word ‘custody’, i.e. *راگير اوپت واته* (in Arabic -توقيف), *دهسنگير كراوپت*, *گير اوپت*, *گرتن*, etc. *راگير اوپت* means ‘you are remanded’. There is inconsistency in the translation.

Source text page 5 line 10 and target text page 7 line 12

“Custody” has been translated as *راگرتن*. See source text page 5 line 9 and target text page 7 line 11, above.

Source text page 5 line 10 and target text page 7 line 12

“You have been charged with an offence” has been translated as *به فهرمى تومنتبار دهكر نيت لهسه سهر پئچيهكى ياسايى*. The back translation is ‘you will be formally charged’. The translation is successful.

Source text page 5 line 11 and target text page 7 line 14

“Record” has been translated as *تومار*. The translation is successful. “Record” is also used as a borrowing in SK but it is pronounced slightly different i.e. *رىكورد* *rycord*.

Source text page 5 line 12 and target text page 7 line 14

“Detained” has been translated as *دهسگير كراوپت*. See source text page 1 line 1 and target text page 1 line 1, above.

Source text page 5 line 12 and target text page 7 line 12

“Any offence you have been charged with” has been translated as *تومنتبار دهكر نيت لهسه سهر پئچيهكى ياسايى*. The translation is correct.

Source text page 5 line 14 and target text page 7 line 18

“Record” has been translated as *تومار*. The translation is successful. See source text page 5 line 11 and target text page 7 line 14, above.

Source text page 5 line 14 and target text page 7 line 19

“Record” has been translated as *تومار*. The translation is successful. See source text page 5 line 11 and target text page 7 line 14, above.

Source text page 5 line 16 and target text page 7 line 20

The word “solicitor” has been translated as *پاريزه*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 5 line 18 and target text page 7 line 23

“Oral translation” has been translated as *وهرگنیرانیکی زارمکی*. Because the word *وهرگنیر* in SK means both written and oral translation, the translator has used a denotatively precise equivalent for “oral translation”, which is *وهرگنیرانیکی زارمکی*.

Source text page 5 line 18 and target text page 7 line 23

“Interpreter” has been translated as *وهرگنیر*. See source text page 5 line 1 and target text page 7 line 1, above.

Source text page 5 line 19 and target text page 7 line 24

“Written translation” has been translated as *وهرگنیرانیکی نووسراو*. Because the word *وهرگنیر* in SK means both written and oral translation, the translator has used a denotatively precise equivalent for “written translation”, which is *وهرگنیرانیکی نووسراو*.

Source text page 5 line 20 and target text page 7 line 25

“Custody officer” has been translated as *ئەفسەری راگرتن*. See source text page 1 line 30 and target text page 2 line 6, above.

Source text page 5 line 23 and target text page 7 line 28

“Interpreter” has been translated as *وهرگنیر*. See source text page 5 line 1 and target text page 7 line 1, above.

Source text page 5 line 23 and target text page 7 line 28

“Record” has been translated as *تۆمار*. See source text page 5 line 11 and target text page 7 line 14, above.

Source text page 5 line 25 and target text page 7 line 28

“Accurate record” has been translated as *تۆماری راست و دروست*. This is a proper Kurdish term. The translation is successful.

Source text page 5 line 26 and target text page 7 line 30

“Interpreter” has been translated as *وهرگنیر*. See source text page 5 line 1 and target text page 7 line 1, above.

Source text page 5 line 29 and target text page 7 line 32

“Translation” has been translated as *وهربگنیردریت*. Here, *وهرگنیران* is a proper SK word. The word *وهرگنیران* is used in SK for both interpretation and translation. *تەرجومه - تهرجومه* is also used in spoken SK. But it is Arabic and is used in the other similar Asian languages (with different pronunciations). The translation is successful.

Source text page 5 line 29 and target text page 7 line 32

“Notice” has been translated as *ئاگاداری*. See source text page 3 line 24 and target text page 5 line 4, above.

Source text page 5 line 29 and target text page 7 line 33

“Translation” has been translated as *وهرگنیراو*. See source text page 5 line 29 and target text page 7 line 32, above.

Source text page 5 line 30 and target text page 7 line 33

“Interpreter” has been translated as *وهرگنیر*. See source text page 5 line 1 and target text page 7 line 1, above.

Source text page 5 line 31 and target text page 7 line 34

“Translation” has been translated as *وهرگنیراو*. See source text page 5 line 29 and target text page 7 line 32, above.

Source text page 5 line 32 and target text page 8 line 1

“Embassy” has been translated as *بالتویزخانه* which is a successful translation.

Source text page 5 line 32 and target text page 8 line 1

“Consulate” has been translated as کونسولخانه which is a successful translation.

On the same source text page 5 line 34 and target text page 8 line 3, the translator has used different translations, i.e. “embassy سفارعت” and “consulate سفیر”. The two words are Arabic. “Embassy سفارعت” is correct, but “consulate سفیر” is incorrect because سفیر in both Arabic and SK means *Ambassador*.

Source text page 5 line 36 and target text page 8 line 5

The word “solicitor” has been translated as پاریزر, which is a successful translation. See source text page 1 line 7 and target text page 1 line 7, above.

Source text page 6 line 1 and target text page 9 line 1

“Detained” has been translated as ڤراگیراوی. In the same text دمسگیر کراویت has been used earlier, which is incorrect or at least only partly correct as it means *arrested*. دمست بهسەر کراویت is correct in this context. The translation is overall partly successful. See also source text page 1 line 19 and target text page 1 line 18, above.

Source text page 6 line 2 and target text page 9 line 2

“Detained” has been translated as ڤراگیراوی. See source text page 6 line 1 and target text page 9 line 1, above.

Source text page 6 line 6 and target text page 9 line 2

“Without being charged” has been translated as بهیئە ساخبوونەهەوی هیچ تۆمەتتیک. The translation is successful.

Source text page 6 line 4 and target text page 9 line 4

“Tried by a judge and jury” has been translated as له لایەن دادوەر و دەستەئە سویندخۆرانەوه له دادگای کراوندا. له لایەن دادوەر و دەستەئە سویندخۆرانەوه. The translation is successful. *destej swendxoren* is used for 'jury'. This is 'cross translation', i.e. a translation via the Arabic translation هیئە المحلفین *hai'āt almuhāllifyn*. The translator has kept 'crown' کراون *kraun* and transliterated it. The translator has used cultural borrowing using Kurdish script for 'crown', plus explication for the whole element.

Source text page 6 line 4 and target text page 9 line 5

“Police superintendent” has been translated as ڤاودیری پۆلیس *tjawderj poli:s* which means police inspector. The translator has not explained the rank and the role of the officer. It is not clear to the SK readers because the police ranking and the entire system is different in the SK speaking countries. I have said “Other” as the police ranking is completely different. The translation is partly successful.

Source text page 6 line 5 and target text page 9 line 7

“Detain” has been translated as به گیراوی throughout the text the translator has used different equivalents for ‘detain’. دمسگیر کراویت is one of them and it is incorrect because it means *arrested*. دمست بهسەر کراویت is correct for ‘detain’. See also source text page 1 line 19 and target text page 1 line 18.

Source text page 6 line 7 and target text page 9 line 7

“Without being charged” has been translated as بهیئە تۆمەتبارکردنی فەرمی. The translation is successful.

Source text page 6 line 7 and target text page 9 line 8

The word “case” has been translated as کەیس. See source text page 1 line 28 and target text page 2 line 2, above.

Source text page 6 line 10 and target text page 9 line 12

The word “solicitor” has been translated as پاریزر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 6 line 12 and target text page 9 line 14

“Review officer” has been ڤاویباخشاندنەوه. The translation is successful.

Source text page 6 line 14 and target text page 9 line 16

“Detention” has been translated as “راگرتن”. See source text page 4 line 25 and target text page 6 line 12, above.

Source text page 6 line 16 and target text page 9 line 18

“Bail” has been translated as كەفالهت, which has the same meaning in both SK and Arabic. The translation is successful.

Source text page 6 line 17 and target text page 9 line 19

“Detention” has been translated as راگرتن. See source text page 4 line 25 and target text page 6 line 12, above.

Source text page 6 line 20 and target text page 9 line 22

“[Keep you in] custody” has been translated as بۆچی پۆلیس دەیانەویت له راگرتن بتهیننەوه, which does not quite mean the same as the ST phrase. The back translation is *why do the police want to keep you in remand*. The translation is partly successful.

Source text page 6 line 21 and target text page 9 line 23

The word “solicitor” has been translated as پارێزەر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 6 line 22 and target text page 9 line 24

“[keep you in] custody” has been translated as تۆ له راگرتن بهیننەوه, which does not quite mean the same as the ST phrase. The translator is inconsistent and does not seem to understand the function and the role of custody. The translation is partly successful because it is difficult to say whether the word راگرتن means ‘custody’ or not in this particular context. The back translation is *to keep you in remand*.

Source text page 6 line 23 and target text page 9 line 26

The word “case” has been translated as كەیس. See source text page 1 line 28 and target text page 2 line 2, above.

Source text page 6 line 26 and target text page 9 line 28

The phrase “[you may be] charged” has been translated as ڕەنگە بەفەرمی تۆمەتبار بکرنیت. The translator has added بەفەرمی *fermi*: which means *formally*. The back translation is *you may formally be charged*. The translation is successful.

Source text page 6 line 26 and target text page 9 line 29

The phrase “to be tried” has been translated as دادبیینیت بۆ بکرنیت, which is correct.

Source text page 6 line 27 and target text page 9 line 30

The word “case” has been translated as كەیس. See source text page 1 line 28 and target text page 2 line 2, above.

Source text page 6 line 28 and target text page 9 line 31

“If you are charged with an offence” has been translated as ئەگەر بەفەرمی لەسەر سەرپنجیەکە یاسایی تۆمەتبار بکرنیت, which has been explained correctly by the translator and is therefore a successful translation.

Source text page 6 line 28 and target text page 9 line 32

The word “solicitor” has been translated as پارێزەر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 6 line 30 and target text page 9 line 34

“Trial” has been translated as دادبیینی. The word دادگایی could have also been used, though the translation is still successful. Although the legal systems are different and the ways courts try defendants are different in English-speaking and Kurdish-speaking countries, the translator has still been able to render the meaning successfully.

Source text page 6 line 31 and target text page 9 line 35

“Crown Prosecution Service” has been translated as شاهانه گشتی داواکاری. The translation is successful. In SK گشتی داواکاری *dauakari gftj* means *public prosecutor*. The target reader understands the word گشتی داواکاری and its purpose.

Source text page 7 line 3 and target text page 10 line 3

“Notice” has been translated as تیبینی, which is correct. The translation is successful and better than ناگاداری which has been used earlier in the text. In the source text page 3 line 24 and target text page 5 line 4, ST. “Notice” has been translated as ناگاداری. In the source text page 1 line 2 and target text page 1 line 2, *notice* has been translated as ناگاداری again.

Source text page 7 line 4 and target text page 10 line 4

“Codes of Practice” has been translated as ریساکانی کارکردن. The translation is successful.

Source text page 3 line 22 and target text page 5 line 2

“Codes of Practice” has been translated as ریساکانی کارکردن (Codes of Practice)’. The translation is successful. Here the translator has kept the original English text and translated it at the same time. It is likely that the commissioner has requested this. The translator has used two different styles/equivalents, one after another, in the same paragraph for “Code of Practice”. The translator is overall successful.

Source text page 1 line 10 and target text page 1 line 10

“Codes of Practice” has been translated as ریساکانی کارکردن (Codes of Practice)’. See source text page 3 line 22 and target text page 5 line 2, ST, above.

Source text page 7 line 5 and target text page 10 line 6

“Police custody officer” has been translated as نهفسهري گرتني بنكهی پؤلیس. This is incorrect. نهفسهري گرتني is used here بنكهی پؤلیس is used before. The two of them are very different in meaning. In a different part of the same text, “Police custody officer” is translated as نهفسهري گرتن *efserj grtn*. The back translation is “arresting officer”, which is incorrect. The translator has not explained the rank and role of the officer. The meaning is not clear to SK readers because the police ranking and the entire system is different in the SK speaking countries. The translation is not successful partly because the translator is inconsistent.

Source text page 7 line 8 and target text page 10 line 8

“Mentally vulnerable” has been translated as له بارهی دهر و نیهوه له باریکی ناسکیت. The translator has explained the meaning wrongly. The translation is unsuccessful. The translator has failed to distinguish between ‘mental’ عه قلی and ‘psychological’ ده روونی. Here ‘mental’, refers to long-term mental illness such as schizophrenia and ‘psychological’ to changes in behaviour that may or may not be temporary. It is difficult to differentiate between the two in SK.

Source text page 7 line 8 and target text page 10 line 9

“Learning difficulties” has been translated as سستی فیربوون. The back translation is *slow learning*. The translation is successful.

Source text page 7 line 9 and target text page 10 line 9

“Mental health problems” has been translated as کیشهی تندرستی دهر و نیهوه. The translator has failed to distinguish between mental عه قلی and psychological ده روونی. It is difficult to differentiate between the two in SK. The translation is incorrect because it means ‘psychological problems’.

Source text page 7 line 10 and target text page 10 line 11

“Appropriate adult” has been translated as "کهسی گهره ی گونجاو". The translation is successful.

Source text page 7 line 11 and target text page 10 line 12

“Notice” has been translated as ناگاداری. The translation is partly successful. The translator has also used ناگاداری before which could also mean *announcement* in English. In my view in SK تیبینی would have been better as in source text page 7 line 3 and target text page 10 line 3. There “notice” has been translated as تیبینی, which is correct.

Source text page 7 line 12 and target text page 10 line 13

“Appropriate adult” has been translated as *كهمسى گهورهى گونجاو*. The translation is successful.

Source text page 7 line 14 and target text page 10 line 15

“Police caution” has been translated as *هوئشدارى پولىس*. The translation is only partly successful. This is because the translator has failed to explain the purpose of the caution. This would have been difficult to explain. Nevertheless, the translator’s job is to make sure the meaning and the function of the ST is rendered correctly. Earlier in the text, *police caution* has been used. This is helpful for the target reader to understand. Even if the explanation is not given later in the text, the reader would be able to understand. See source text page 4 line 2 and target text page 5 line 21, above.

Source text page 7 line 15 and target text page 10 line 16

“Appropriate adult” has been translated as *كهمسى گهورهى گونجاو*. The translation is successful.

Source text page 7 line 15 and target text page 10 line 16

The word “solicitor” has been translated as *پاريزمر*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 3 line 13 and target text page 4 line 23

The word “solicitor” has been translated as *پاريزمر*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 7 line 16 and target text page 10 line 17

The word “solicitor” has been translated as *پاريزمر*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 3 line 13 and target text page 4 line 23

The word “solicitor” has been translated as *پاريزمر*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 7 line 16 and target text page 10 line 17

“Appropriate adult” has been translated as *كهمسى گهورهى گونجاو*. The translation is successful.

Source text page 7 line 19 and target text page 10 line 20

“Appropriate adult” has been translated as *كهمسى گهورهى گونجاو*. The translation is successful.

Source text page 7 line 21 and target text page 10 line 23

“A written statement” has been translated as *ئيفادهى نووسراو*. The translation is successful. The translator has used *ئيفاده* for a statement. The word is Arabic and in SK it is *utename* or *ute* *وته* or *leduan* *لیدوان* would have been better.

Source text page 7 line 21 and target text page 10 line 24

“Police notice” has been translated as *تیبینییهکانی پولىس*. The translation is only partly successful. The translator has failed to explain the purpose of the notice.

Source text page 7 line 23 and target text page 10 line 26

“DNA” has been translated as *دى ئین نهى* (DNA). The translation is successful. It is possible that the commissioner has asked the translator to retain ‘DNA’ as it is.

Source text page 7 line 24 and target text page 10 line 28

“Witness identification procedure” has been translated as *رئوشونینی ناسینهوه له ریگهه شاهییدموه*. The translation is successful. It would have been better if a footnote or an endnote was used to explain the function and the process of the WIP.

Source text page 7 line 25 and target text page 10 line 29

“Appropriate adult” has been translated as *كەسى گەورەى گونجاو*. The translation is successful. It would have been better if a footnote or an endnote was used to explain the function and the role of the ‘Appropriate adult’.

Source text page 7 line 26 and target text page 10 line 30

The word “case” has been translated as *كەيس*. See source text page 1 line 28 and target text page 2 line 2, above.

Source text page 7 line 27 and target text page 10 line 31

“Detained” has been translated as *رابگير نييت*. The translation is partly successful. See source text page 4 line 25 and target text page 6 line 12, above.

Source text page 7 line 28 and target text page 10 line 32

“Appropriate adult” has been translated as *كەسى گەورەى گونجاو*. The translation is successful. See also source text page 7 line 25 and target text page 10 line 29, above.

Source text page 7 line 28 and target text page 10 line 33

“Charge [you with an offence]” has been translated as *تو به فەرمى تۆمەتبار دەكەن*. The translation is successful.

Source text page 7 line 29 and target text page 10 line 33

“Offence” has been translated as *سەر پێچیهكى ياسايى*. The translation is successful.

Because if someone is arrested “Custody record” has been translated as *تۆمارى گرتن*. The translation is partly successful. The translator has used *تۆمار* for ‘record’, which is acceptable. However, for ‘custody’ *گرتن* is used which means *arrest* and it is of course incorrect, because if someone is arrested they will be taken to custody and their records will be taken and kept there.

Source text page 7 line 33 and target text page 11 line 4

The word “solicitor” has been translated as *پاريزەر*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 7 line 33 and target text page 11 line 4

“Appropriate adult” has been translated as *كەسى گەورەى گونجاو*. See also source text page 2 line 27 and target text page 3 line 30, above.

Source text page 7 line 34 and target text page 11 line 5

“Custody record” has been translated as *تۆمارى گرتن*. The translation is partly successful. The translator has used *تۆمار* for ‘record’ which is acceptable. However, for custody *گرتن* is used which means *arrest* and it is of course incorrect, because if someone is arrested they will be taken to custody and their records will be taken and kept there.

Source text page 7 line 35 and target text page 11 line 6

“Custody record” has been translated as *تۆمارى گرتن*. The translation is partly successful. See source text page 7 line 25 and target text page 10 line 29, above.

Source text page 7 line 36 and target text page 11 line 8

“Custody record” has been translated as *تۆمارى گرتن*. The translation is partly successful. See source text page 7 line 25 and target text page 10 line 29, above.

Source text page 8 line 2 and target text page 11 line 10

The word “solicitor” has been translated as *پاريزەر*. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 8 line 6 and target text page 11 line 14

“Custody officer” has been translated as *ئەفسەرى گرتن*. The translation is unsuccessful. It has been translated as *arresting officer*. The word ‘officer’ is the same in Kurdish with different pronunciation *ئەفسەر* *efsەر* ‘Custody’ has been translated as *arrest*, which is *گرتن* in SK.

Source text page 8 line 7 and target text page 11 line 16

“Your cell” has been translated as ژووره تاكه كهميهكمت. The translation is only partly successful. The translator has used the word تاكه كهميهكمت which means 'solitary confinement' in English and سجن انفرادي *sġn infirady* in Arabic. It does not exactly mean a cell.

Source text page 8 line 8 and target text page 11 line 17

“A cell” has been translated as ژووریکي تاكه كهميهكمت. The translation is partly successful. The translator has used the word تاكه كهميهكمت which means 'solitary confinement' in English and سجن انفرادي *sġn infirady* in Arabic. It does not exactly mean a cell.

Source text page 8 line 9 and target text page 11 line 18

“It” here refers to a cell and has been translated as ژووره تاكه كهميهكمت. The translation is only partly successful. The translator has used the word تاكه كهميهكمت which means 'solitary confinement' in English and سجن انفرادي *sġn infirady* in Arabic. It does not exactly mean a cell.

Source text page 8 line 6 and target text page 11 line 14

“Exercise” has been translated as ودرزش. The translation is partly successful. The translator has used the word ودرزش which means *sport*. I believe that in this context راهینان or at least ودرزشی (which is ممارسة الرياضة in Arabic) would have been better. What is meant a physical exercise: چالاکي in SK and نشاط بدني *našāt badany* in Arabic. راهینان (meaning the same as خول) can also be used as an equivalent of *training*. In Arabic تدريب *tadryb* (which is ممشق in SK) is used mainly in a military context even when it refers to a morning exercise. In general تمرین *tamryn* is used for *exercise*; especially before a match or a sports event players do تمرین to prepare themselves.

Source text page 8 line 26 and target text page 12 line 7

“Custody” has been translated as گرتوخانه. The translation is partly successful. The translator has used گرتوخانه which means *prison*.

Source text page 9 line 2 and target text page 13 line 2

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 9 line 4 and target text page 13 line 4

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 9 line 5 and target text page 13 line 5

“Codes of Practice” has been translated as ریساکانی کارکردن. The translation is successful.

Source text page 9 line 5 and target text page 13 line 17

“Paragraph 6.6 of Code C of the Codes of Practice” has been translated as له پهرمگرافی 6.6 ی ریسای ریساکانی کارکردندا. The translation is successful.

Source text page 9 line 8 and target text page 13 line 9

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 9 line 10 and target text page 13 line 11

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 9 line 10 and target text page 13 line 12

“Annex B of Code C of the Codes of Practice” has been translated as له پاشکوی... ریسای... ریساکانی کارکردندا. The translation is successful.

Source text page 9 line 14 and target text page 13 line 15

“Codes of Practice” has been translated as ریساکانی کارکردن. The translation is successful.

Source text page 9 line 15 and target text page 13 line 16

“Annex B of Code C of the Codes of Practice” has been translated as پاشکوی...ریسای...ریساکانی کارکردن. The translation is successful.

Source text page 9 line 18 and target text page 13 line 19

“Drink drive offence” has been translated as سه‌رپنچی لښخوړینی ټوټومیل به‌سه‌رخوښی. The translation is successful. This is because the translator has successfully explained it and it is very clear to understand by SK readers of all levels and social classes.

Source text page 9 line 19 and target text page 13 line 20

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 9 line 20 and target text page 13 line 22

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 10 line 1 and target text page 14 line 1

“Detained” has been translated as دمسگير كړدن. The translator has been inconsistent throughout and used different translations for the words ‘detention’ and ‘detained’: راگير اویت واته (in Arabic) and دمسگير كراویت, گير اویت, etc. These are of course all different with one another in terms of their meanings. There is an obvious inconsistency in the translation. The translation is only partly successful.

Source text page 10 line 1 and target text page 14 line 1

“Under the Mental Health Act” has been translated as “به‌گویره‌ی یاسای ټنډروستی د‌روونی سالی 1983”. The translation is only partly successful. The translator has failed to distinguish between *mental* عه‌قلی and *psychological* ده‌روونی *derwnj*. It is sometimes not easy to differentiate between the two notions in SK. It is also difficult to provide a precise translation for the word ‘Act’. This is because *Law* and *Act* have almost the same meaning in English and do not have two denotatively corresponding terms in SK.

Source text page 10 line 2 and target text page 14 line 2

“Detained” has been translated as “را‌بگير نيیت”. See source text page 10 line 1 and target text page 14 line 1, above.

Source text page 10 line 2 and target text page 14 line 2

“Under the Mental Health Act” has been translated as “به‌گویره‌ی یاسای ټنډروستی د‌روونی سالی 1983”. See Source text page 10 line 1 and target text page 14 line 1, above.

Source text page 10 line 3 and target text page 14 line 3

“If you have been detained under the Mental Health Act” has been translated as ټنگه‌ر به‌گویره‌ی یاسای د‌مسټ به‌سه‌ر. The usage د‌مسگير كراویت is incorrect as it means ‘arrested’. راگير اویت واته is correct. The translator has used different translations for the word ‘detained’: راگير اویت واته (in Arabic) and دمسگير كراویت, گير اویت, etc. راگير اویت means ‘you are remanded’. There is inconsistency in the translation, because if someone is arrested they will be detained and their records would be taken and kept. The translator has also failed to distinguish between *mental* عه‌قلی and *psychological* ده‌روونی *derwnj*. See source text page 10 line 1 and target text page 14 line 1, above.

Source text page 10 line 4 and target text page 14 line 4

“Arrested” has been translated as گير اویت. The translator has failed to distinguish between the terms *arrest* and *detain*. S/he has used a variety of translations for the two words: راگير اویت واته (in Arabic) and دمسگير كراویت, گير اویت, etc. There is inconsistency in the translation and it is partly successful here. د‌مسگير كراویت would have been better and more formal.

Source text page 10 line 6 and target text page 14 line 6

“Approved Mental Health Professional” has been translated as “پسپوړنکی باوهر پينکراوی ټنډروستی د‌روونی”. The translator has failed to distinguish between *mental* عه‌قلی *εεqlj* or هزری *hzrj* (which is a formal SK word for عه‌قلی *εεqlj*). *εεqlj* is used in spoken and it is derived from Arabic (*εεqlj* عه‌قلی) and

psychological دەروونی *derwnj*. It is sometimes not easy to differentiate between the two terms in SK. Also it is difficult to provide the direct translation for the word 'Act'. See source text page 10 line 1 and target text page 14 line 1, above.

Source text page 10 line 12 and target text page 14 line 13

"Approved [Healthcare Practitioner]" has been translated as *کهسێکی خاوەن ئەزمونی باوەڕپێکراوی سەرپەرشتی* *تەندروستی*. The translator has not translated 'Practitioner'. However, here, the explication provides enough meaning for the SK readers to understand this notion. The translation is therefore partly successful.

Source text page 10 line 12 and target text page 14 line 13

"Healthcare Practitioner" has been translated as *سەرپەرشتی تەندروستی*. The translation is unsuccessful. The translator has not translated 'Practitioner'.

Source text page 10 line 15 and target text page 14 line 17

"Independent Custody Visitors" has been translated as *سەردانکارانی بێلایەنی راگرتن*. The translation is unsuccessful. The translator has used word-for-word translation without explanation of the visitors' roles and the custody's function.

Source text page 10 line 17 and target text page 14 line 19

"Independent Custody Visitors" has been translated as *سەردانکارانی بێلایەنی راگرتن*. The translation is unsuccessful. The translator has used word-for-word translation without explanation of the visitors' roles and the custody's function.

Source text page 10 line 18 and target text page 14 line 20

"Detained people" has been translated as *کەسانی دەسگیرکراو*, which is used in spoken language. It is spelled wrong in written SK. The correct spelling should be *دەستگیرکراو*. See also source text page 1 line 19 and target text page 1 line 18, above, and source text page 1 line 21 and target text page 1 line 21, above. The translation is partly successful.

Source text page 10 line 20 and target text page 14 line 22

"Independent custody visitors" has been translated as *سەردانکارانی بێلایەنی راگرتن*. The translation is unsuccessful. The translator has used word-for-word translation without explanation of the visitors' roles and the custody's function.

Source text page 10 line 21 and target text page 14 line 23

"Independent custody visitors" has been translated as *سەردانکارانی بێلایەنی راگرتن*. The translation is unsuccessful. The translator has used word-for-word translation without explanation of the visitors' roles and the custody's function.

Source text page 10 line 22 and target text page 14 line 24

"You are in custody" has been translated as *تۆ لە راگرتن دایت*. The translation is partly successful. The translator has translated *custody* as *گرتن*, which means *arrest* (informal) and is incorrect. The translation is partly successful because if someone is arrested they will be remanded and their records would be taken and kept there. However, the translator has failed to explain the custody's function.

Source text page 10 line 27 and target text page 14 line 31

"Inspector" has been translated as *پشکنەر (ئینسپیکتەر)*. The translation is unsuccessful. The translator should have explained the role, position and responsibilities of the inspector. This translation does not make sense because the ranking and the whole system is different in Kurdish-speaking countries and the police role is different as a whole.

Source text page 10 line 28 and target text page 14 line 32

"Independent Police Complaints Commission (IPCC)" has been translated as *کۆمیساری بێلایەنی گازەندە* " (IPCC) *پۆلیس*". The translation is unsuccessful. The translator should have explained the role, position and responsibilities of the IPCC. The translation does not make sense because the whole system is different in SK speaking countries. A more correct translation is: *کۆمسیۆنی بێلایەنی تاییەت بە لیکۆلێنەوه لەمەو*. IPCC *سکالایانە* *یە* *کە دژی پۆلیس دەمکرتن*.

Source text page 10 line 29 and target text page 14 line 33

The word “solicitor” has been translated as پاریزمر. The translation is successful. See also source text page 1 line 7 and target text page 1 line 7, above.

Source text page 10 line 29 and target text page 14 line 33

“[Your] MP” has been translated as “نه ندام په رله مانی ناوچه کت” (MP). The translation is successful. The translator has added the word ناوچه کت, which means *your area*. The back translation is *the MP in your area*.