تدعوكم وحدة الترجمة لحضور جلسة حوارية حول

RESEARCH METHODOLOGIES
IN TRANSLATION STUDIES

منهجيات البحث في دراسات الترجمة

يقدمها د. عيسى عسيري

رئيس قسم الترجمة في كلية اللغات والترجمة، أستاذ مساعد في دراسات الترجمة

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CERTIFICATES OF ATTENDANCE ARE AWARDED

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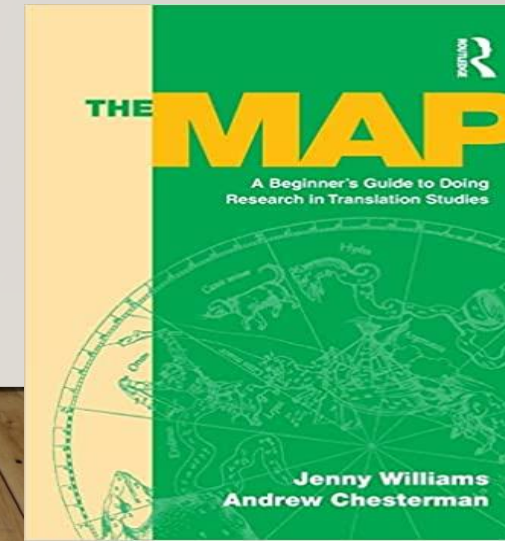# 1. OVERVIEW OF TRANSLATION STUDIES & RESEARCH METHODOLOGIES

➢ **What do we mean by Translation Studies?**

- **Definition: Translation Studies as a discipline is regarded as an academic field that focuses on the study of translation and interpreting. It involves the analysis of the process of translation, the translation product, the participants involved in translation, and the context in which translation takes place.**

- **The central considerations of TS: Process, Product, Participants, & Context.**

- **Interdisciplinary nature of TS: TS as a discipline relates to a wide range of disciplines, such as linguistics, literary studies, cultural studies, anthropology, psychology, and sociology, among others.**

1. OVERVIEW OF TRANSLATION STUDIES & RESEARCH METHODOLOGIES

➢ **What is the definition of research methodologies in relation to TS?**

➢ **Various methods and techniques adopted to investigate and analyse translation/interpreting processes, products, participants, and contexts.**

➢ **These methodologies include qualitative, quantitative, or mixed research methods.**

➢ **Recent years have witnessed an increase in the number of translation training programmes across the world.**

➢ **"The Map: A Beginner's Guide to Doing Research in TRN" published in 2002.**

1. OVERVIEW OF TRANSLATION STUDIES & RESEARCH METHODOLOGIES

➢ **Research methodologies incorporated into TS.**

➢ Guba and Lincoln (2005:191) argue that "methodology is inevitably interwoven with and emerges from the nature of particular disciplines".

➢ Linguistics & literary criticism were for a long time the main source of theories and methods in translation research, which was based on comparative text analysis carried out with varying levels of linguistic or literary insights.

➢ During the 1980s; methodologies borrowed from other disciplines, including psychology, communication theory, anthropology, philosophy and cultural studies (Baker 1998:278).

➢ Although some scholars see translation studies as interdisciplinary by nature (Snell-Hornby 1988), this does not mean that the discipline is not developing or cannot develop a coherent research methodology of its own. Indeed, the various methodologies and theoretical frameworks borrowed from different disciplines are increasingly being adapted and reassessed to meet the specific needs of translation scholars. (Baker 1998:279)

➢ **Research methodologies incorporated into TS.**

➢ **The focus here is on 4 observations: the texts that are the product of translation, the translation process, the participants involved in that process, and the context in which translations are produced and received.**

➢ **It is important to stress, however, that (1) whether a piece of research is process-, product-, participant- or context-oriented is not determined by the methodology itself or even the source of data but by the ultimate aims of the researcher, and (2) when investigating any of these aspects of translation it is impossible to exclude from view all the others▯ there is inevitable overlap.**

➢ **Another taxonomy was proposed by Chesterman (2000) consisting of comparative, process & causal.**

2. CENTRAL PRINCIPLES/TERMS IN RESEARCHING TRN

➢ **Terms such as model, framework, theory, typology, concept, method and methodology** often go unexplained or are used synonymously, resulting in a lack of comprehension.

➢ **A model is a representation of the 'reality' of your research topic or domain.**

➢ **A framework is a set of ideas and approaches that can be used to view and gather knowledge about a particular domain.**

➢ **A concept is an idea deriving from a model or a framework.**

➢ **A theory organises sets of concepts to define and explain some phenomenon or, in Chesterman's words, a theory is "an instrument of understanding" (2007:1).**

➢ **A typology is a typical model of the way items tend to be found in relation to each other.**

➢ **A methodology is a general approach to studying a phenomenon whereas a method is a specific research technique. In Sealy's words, "methodology is the science of method" (2010:61).**

2. CENTRAL PRINCIPLES/TERMS IN RESEARCHING TRN

Model	• X Model of cognitive processing
Framework	• Cognitive load analysis • Concepts: translation process, STM, LTM, restrained capacity...
Theory	• MiniMax
Methodology	• Empirical/Experimental

Methods	• **Quantitative**
	   •Eye Tracking
	   •Keyboard Logging
	• **Qualitative**
	   •TAP
	   •Questionnaire

Tools	• Eye Tracker (Hardware & Software) • Keyboard Logging Software • Dictaphone • On-line Questionnaire

2. CENTRAL PRINCIPLES/TERMS IN RESEARCHING TRN

➤ **Logic-related research terms: Induction involves the development of theories and hypotheses from the data collected (it moves from particular instances to general statements).**

➤ **Deduction involves the testing of existing theories or hypotheses through data (it moves from general statements to specific instances).**

➤ **Nature-related research terms: Williams and Chesterman (2002:58) explain that empirical research "seeks new data, new information derived from the observation of data and from experimental work; it seeks evidence which supports or disconfirms hypotheses, or generates new ones".**

➤ **This type of research is generally seen in opposition to conceptual research, which "aims to define and clarify concepts, to interpret or reinterpret new ideas, to relate concepts into larger systems, to introduce new concepts or metaphors or frameworks that allow a better understanding of the object of research"**

2. CENTRAL PRINCIPLES/TERMS IN RESEARCHING TRN

➢ **Research questions: Explorative (what), Descriptive (what), Explanatory (why), or Evaluative (what is the impact?).**

➢ **Hypotheses are specific types of research questions that are not phrased as questions but as statements about relationships; they define a hypothesis as "[a] testable assertion about a relationship or relationships between two or more concepts" (Matthews & Ross 2010: 58).**

➢ **The literature review is "a systematic, explicit, and reproducible method for identifying, evaluating, and synthesising the existing body of completed and recorded work produced by researchers, scholars, and practitioners" (Fink 2005: 3).**

➢ **Data can be spoken or written, non-verbal, structured in different ways, produced by individuals or groups, factual or representing opinions, and it can include the researcher's own reflections (Matthews and Ross 2010:181).**

➢ **Validity relates to whether one's findings are "sufficiently authentic, trustworthy, related to the way others construct their social worlds) that I may trust myself in acting on their implications".**

➢ **Translation research involves research into human behaviour and society, as well as into language and text. It may involve, as its core focus, the translator, the interpreter, the author, the commissioner, the student, the publisher, the recipient, the culture, the politics, power and ideology of those cultures and so on**

3. PRODUCT-ORIENTED RESEARCH IN TS

➢ It focuses on methodological approaches to researching the **textual product** that is the outcome of the translation or interpreting process.

➢ As pointed out in the introduction, whether a piece of research is process-, product- or context-oriented is not determined by the methodology itself or even the source of data, but the ultimate aims of the researcher.

➢ Broadly speaking, research on translated texts can be carried out with a descriptive/explanatory or evaluative purpose in mind.

➢ The use of **critical discourse analysis (CDA) and corpus linguistics (CL)** for descriptive/ explanatory research. The evaluation of the translated product is then dealt with translation quality assessment and the challenges of conducting research that involves assessment of the quality of the translated product.

➢ In linguistics, in its most basic and traditional sense, **'discourse' refers to language 'above the sentence'.** This means that words, clauses, phrases, or sentences are never considered in isolation unless they constitute texts in themselves. DA (including CDA) differs from other branches of linguistics in that it focuses on whole texts. Text is understood very broadly as "every type of communicative utterance" (Titscher et al 2000:20) (including signs, news, shopping lists etc.)

3. PRODUCT-ORIENTED RESEARCH IN TS

➢ The relationship between language and context can be observed from the two vantage points of text and context. We can examine how the context has influenced the choices made in a given text: Alternatively, taking the text as a point of departure, we can use DA or CDA to find out what the text tells us about the context.

➢ Critical discourse analysis (CDA) is a qualitative analytical approach for critically describing, interpreting and explaining the ways in which discourses construct, maintain, and legitimize social inequalities. CDA rests on the notion that the way we use language is purposeful, regardless of whether discursive choices are conscious or unconscious (Mullet, 2018).

➢ CDA provides theories & methods for the empirical study of the relationships between discourse, social and cultural developments in different social domains. CDA is concerned with how power is exercised through language, helping to reveal some of the hidden values, positions and perspectives to examine the discourse in relation to social cultural issues such as race, politics, and gender identities.

➢ In translation studies, the work of Hatim and Mason (1990, 1997) laid the foundations for the use of CDA. Since then, CDA has been used extensively to explore issues of ideology in the translation of a wide variety of written genres, such as parliamentary speeches (Calzada Prez 2007), news (Kang 2007; Kuo and Nakamura 2005) and fiction (Munday 2008). It has also been used in interpreting research (Mason 2005, 2006, 2009c; Wadensjö 1998, 2000).

3. PRODUCT-ORIENTED RESEARCH IN TS

➢ **Corpus linguistics (CL):** within modern linguistics, a corpus refers to a machine-readable collection of texts, enabling researchers to explore research questions amenable to this method (Biber, Conrad, & Reppen, 1998).

➢ Another detailed definition of a corpus is offered by McEnery, Xiao, and Tono (2006, p. 4) as "a collection of sampled texts, written or spoken, in machine-readable form which may be annotated with various forms of linguistic information".

➢ McEnery and Wilson (2001, p. 2) regard corpus linguistics as a methodological approach to studying language, rather than a distinct branch of linguistics such as morphology or syntax. In essence, corpus-based analyses are heavily dependent upon computers, with both manual and automatic methods being required to process the collected texts (Biber et al., 1998).

➢ **Corpus linguistics (CL):** within m Corpus-based methods have been adopted by translation researchers since the mid-1990s, with the aim of exploring linguistic similarities and variations between different sets of texts (Baker, 1993, 1995).

➢ In the most basic typology, corpora used in translation studies can be divided into three types: **parallel, multilingual, and comparable** (Baker, 1995, p. 230).

➢ A **parallel corpus**, commonly referred to as a "translation corpus", can be defined as a set of texts in language A (i.e. the SL) aligned with their translations in language B (i.e. the TL) (Baker, 1995, p. 230).

3. PRODUCT-ORIENTED RESEARCH IN TS

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➢ A multilingual corpus is composed of "sets of two or more monolingual corpora in different languages, built up either in the same or different institutions on the basis of similar design criteria" (p. 232).

➢ The term "comparable corpus" refers to "two separate collections of texts in the same language: one corpus consists of original texts in the language in question and the other consists of translations in that language from a given source language or languages" (p. 234).

➢ A more detailed typology of corpora used in translation is suggested by Zanettin (2012, pp. 10-11), consisting of three broad categories based on the languages involved in the corpus design: a monolingual comparable corpus, bilingual corpus, and multilingual corpus.

➢ A monolingual comparable corpus is a corpus which contains two sets of data in the same language (i.e. translated vs. non-translated texts) (p. 10).

➢ A bilingual corpus involves two sets of texts in two languages and can be divided into two types: a parallel corpus and a comparable corpus (p. 10).

➢ A multilingual corpus consists of sets of data built from more than two languages and can be further divided into parallel and comparable corpora (p. 10).

3. PRODUCT-ORIENTED RESEARCH IN TS

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3. PRODUCT-ORIENTED RESEARCH IN TS

➢ The adoption of **corpus-based methods** has become widespread in the field of translation studies, providing methodologies and techniques to answer research questions in theoretical and applied branches of translation.

➢ Baker (1993, p. 235) states that õlarge corpora will provide theorists of translation with a unique opportunity to observe the object of their study and to explore what it is that makes it different from other objects of studyö.

➢ The importance of incorporating corpus linguistics into translation is also asserted by Laviosa (2002, p. 235), who highlights that **corpus-based translation studies (CBTS**) has õstrong links with target oriented and Descriptive Translation Studies with regard to its object of study while at the same time it envisages a methodology which draws on insights and analytical tools of a linguistic perspectiveö. A wide range of translational aspects have been investigated within the paradigm of CBTS.

➢ A major focus in this area of research has been the work on the **õuniversalsö** or recurrent linguistic features of translated texts, such as explicitation, simplification, normalisation, and levelling-out (Kruger & Van Rooy, 2012; Redelinghuys & Kruger, 2015; Xiao, 2010; Zanettin, 2012).

➢ **Translator style and ideology** have also been investigated, aiming to gain insights into the style of individual translators and how their ideological stances are manifested in translation choices (Effie, Ioannis E., & Angeliki, 2014; Olohan & Baker, 2000).

➢ Furthermore, CBTS has become useful in the field of applied translation studies in the quest to provide translators with the skills needed to carry out translation, by introducing corpora in **translation teaching curricula** (Zanettin, 1998; Zanettin, Bernardini, & Stewart, 2003).

4. PROCESS-ORIENTED RESEARCH IN TS

- **Process-oriented TRN research:** translation process research seeks to understand translator or interpreter behaviour, competence, expertise, the cognitive processes that orient these, and the relations between cognition and the translated or interpreted product.

- Furthermore, since translation is not divorced from social context, process research seeks to understand the effect of the context on the process. Individuals, with their specific traits and ways of processing, are also a central focus. Hence, while translation process research is frequently understood to mean investigating the mental operations involved in translating, in fact it encompasses a much broader object of interest.

- **Examples:** think-aloud protocols (TAPs) that were mainly applied. More recently, new tools such as **keystroke logging software, screen recording and eye tracking** have opened up new research avenues.

- The term **'think-aloud protocol'** refers to a type of research data used in empirical translation process research. The data elicitation method is known as 'thinking aloud' or 'concurrent verbalisation', which means that subjects are asked to perform a task and to verbalise whatever crosses their mind during the task performance. The written transcripts of the verbalisations are called think-aloud protocols (TAPs).

- The study of eye movements using **eye-tracking** technology has become an important method in a number of areas within translation studies (TS).

5. PARTICIPANT-ORIENTED RESEARCH IN TS

➤ **Participant-oriented TRN research: ever since the publication of Douglas Robinson's The Translator's Turn (1991) there have been calls for more attention to be paid to the human agents in the translation process, in particular, to translators and interpreters.**

➤ **In 2009, Chesterman suggested adding a branch called 'Translator Studies' to Holmes' famous map of the discipline.**

➤ **In the last decade or so, this trend can be linked to the development of a new sociological approach to the study of translation, with several publications proposing new theoretical frameworks in order to ex- plain the interaction between human agents, translated texts and their context of production and reception from a sociological perspective (Inghilleri 2005a; Chesterman 2006; Wolf and Fukari 2007; Wolf 2011).**

➤ **Examples: (questionnaire surveys or interviews).**

➤ **A questionnaire is defined by Matthews and Ross (2010:201) as "(1) a list of questions each with a range of answers; (2) a format that enables standardized, relatively structured, data to be gathered about each of a (usually) large number of cases". The term 'survey' is often used as a synonym for 'questionnaire'.**

➤ **Edley and Litosseliti (2010:176) describe interviews as a mechanism by which one party (the interviewer) extracts vital information from another.**

6. CONTEXT-ORIENTED RESEARCH IN TS

➢ **Context-oriented TRN research:** most translation studies research today claims to pay attention to context.

➢ Koskinen notes that "[i]t has rather become a truism to say that translations do not take place in a vacuum, that they need to be interpreted and evaluated in their relevant context" (2008:72).

➢ A novel development, however, has been the use of ethnographic models that take a more material approach to the notion of context and consider more mundane (lacking interest) physical settings in addition to the textual and ideational contexts.

➢ The focus here is to investigate external factors affecting individual translators, the circumstances in which translations take place and how translations influence the receiving culture.

➢ Examples include political, economic, social and ideological factors, such as the impact of state censorship on translations or how the reception of translations.

7. PREPARING THE RESEARCH REPORT IN TS

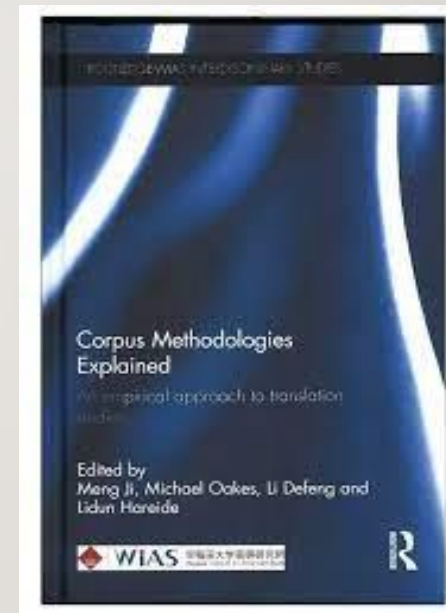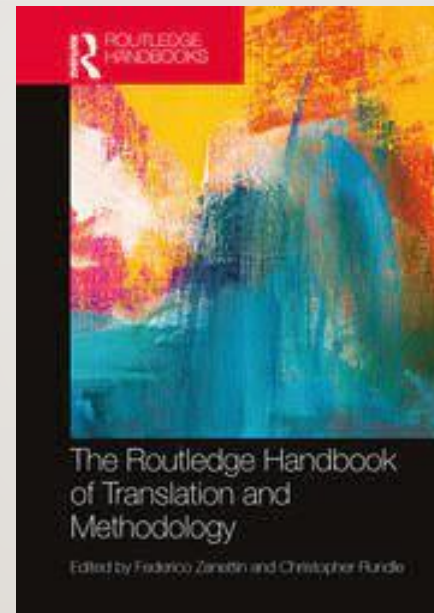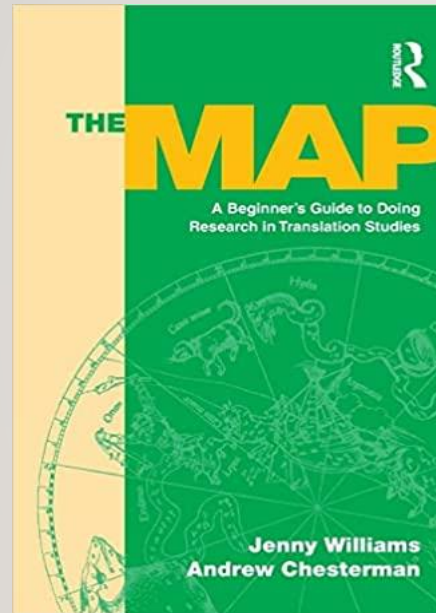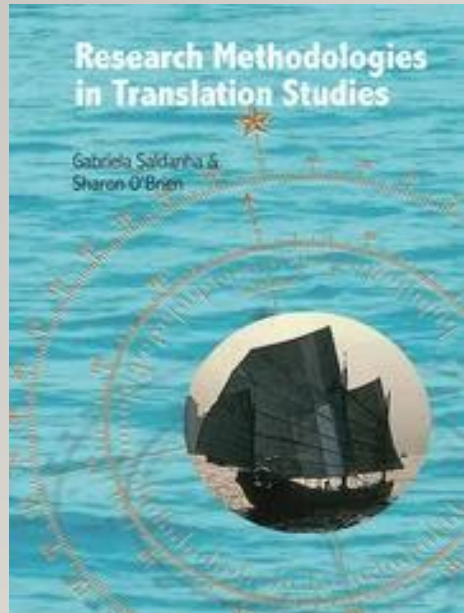- I _ L _ M _ A _ D _ C

- **Introduction**

- **Literature Review**

- **Methodology**

- **Analysis/Findings**

- **Discussion**

- **Conclusion**