



**Allameh Tabataba'i University**  
**Faculty of Persian Literature and Foreign Languages**  
**A thesis submitted to the Graduate Studies Office in**  
**partial fulfillment of the requirements for the degree**  
**of MA in Translation Studies**

**Subject**

**Explication**  
**in The Translations of**  
**The Harry Potter Series**

**Advisor**  
**Dr. Salar Manafi Anari**

**Reader**  
**Dr. Farzaneh Farahzad**

**Researcher**  
**Bamdad Salehi**

**Summer**  
**2009**

**عنوان:** تصریح در ترجمه های مجموعه هری پاتر

**پژوهشگر:** بامداد صالحی

**استاد راهنما:** جناب آقای دکتر سالار منافی اناری

**استاد مشاور:** سر کار خانم دکتر فرزانه فرحزاد

**استاد داور:**

**کتابنامه:** دارد

**واژه نامه:** دارد

**نوع پایان نامه:** پژوهشی

**مقطع تحصیلی:** کارشناسی ارشد

**سال تحصیلی:** ۱۳۸۷ - ۱۳۸۸

**محل تحصیل:** تهران

**نام دانشگاه:** علامه طباطبائی

**نام دانشکده:** دانشکده ادبیات فارسی و زبان های خارجی

**تعداد صفحات:**

**گروه آموزشی:** مترجمی انگلیسی

**کلید واژه ها به زبان فارسی:** تصریح، برچسب دستوری، رویکرد مقصد مدار، ادبیات کودکان،

هری پاتر، تقارب، تباعد، پیکره موازی

**کلید واژه ها به زبان انگلیسی:**

Explicitation, Target oriented approach, Harry Potter, Divergence,  
Convergence, Part of Speech Tagging, Word Alignment, Parallel corpora

*To*

*The king of hearts,*

*Dr. Jalil Banan Sadeghian*

## **Acknowledgments**

I'd like to thank those who helped me in writing this thesis:

**Dr. Razieh Abedi**

*Who helped me with the application of language tools,*

**Eng. Babak Salehi**

*Who helped me with the mathematical calculations,*

and,

**Dr. Masoud Ruhizadeh**

*Who helped me with POS-tagging*

## Table of Contents

Dedication.....	II
Acknowledgments.....	III
List of Figures.....	VII
List of tables.....	VIII
List of Appendices .....	IX
List of Abbreviations .....	X
Abstract.....	XI
CHAPTER 1 .....	1
1.1 – Introduction .....	1
1.2 – Background.....	2
1.3 - Statement of the problem.....	3
1.4 - Purpose of the study .....	3
1.5 - Significance of the study .....	4
1.6 - Theoretical framework .....	4
1.7 - Research Questions .....	6
1.8 - Research Hypotheses.....	7
1.9 - Definition of Key Terms .....	7
1.10 - Limitations of the study.....	8
CHAPTER 2 .....	9
2.1 - A Historical Account of Translation Theory .....	9
2.1.1 - Translation and Culture .....	14
2.1.2 - TARGET-ORIENTED APPROACH.....	15
2.2 - Descriptive Translation Studies.....	22
2.3 - The Effect of the Translator.....	24
2.4 - Translation Universals.....	25
2.4.1 - Explication .....	26

2.5 - Translation of Fiction .....	27
2.6 - Children’s Literature in Translation .....	29
2.7 - Constraints on Translation of Children’s Literature .....	31
2.8 – Children's Literature Translation in Iran: the History .....	33
CHAPTER 3 .....	36
3 - Studying Translations.....	36
3.1 - Parallel Corpora.....	36
3.2 - Sentence Alignment .....	37
3.3 - Part-of-speech Tagging .....	39
3.4 - Word Alignment.....	39
3.4.1 - Manual Word Alignment.....	40
3.5 - Not-one-to-one-operations .....	41
3.5.1 - Divergence and Convergence .....	42
3.5.2 - Additions .....	43
3.5.3 - Deletions .....	44
3.5.4 - Studying Additions and Deletions .....	45
3.6 - Lexical Shifts.....	46
3.6.1 - Strategy for Lexical Shifts.....	47
3.7 - Paraphrasing and Lexical Choice .....	49
3.7.1 - Examples of Rejected Lexical Choices in the HP-corpus.....	49
3.8 - The Sequence of Work .....	50
3.8.1 – Alignment Tools .....	51
3.8.2 - WinAlign.....	52
3.8.3 - The Graphical Interface of WinAlign.....	54
3.8.4 - Segmentation.....	56
3.9 - The Corpus.....	58
3.10 - Comments on the Alignment Process.....	62
3.10.1 - Problems Common to the Samples.....	62
Chapter 4 .....	63

4.1 - Translational Results .....	63
4.2.1 - Additions and Deletions .....	64
4.3 - Results for Additions and Deletions .....	64
4.3.1 - Parts of Speech Additions/Deletions .....	68
4.4 - Additions and Deletions in Context.....	73
4.5 - Explication .....	76
4.6 - Lexical Shifts: .....	78
4.7 - Lexical Patterns .....	80
CHAPTER 5 .....	82
5.1 - Discussion on the Translational Results .....	82
5.1.2 - The Relationship between Additions, Deletions and Lexical Shifts .....	83
5.1.3 - Lexical Shifts and Explication.....	85
5.1.4 Explication.....	85
5.1.5 The growth of the Translator .....	89
5.1.6 - Sources of Error for the Translational Results.....	89
5.2 - Discussion on Tools and Methodological Results .....	90
5.2.1 - Using the Alignment Tools.....	90
5.2.2 - Suggestions for Improvements of the Tools .....	91
5.3 - Suggestions for Further Researches.....	94

## List of Figures

Figure 3.1: Screenshot of the segments frames in WinAlign .....	55
Figure 3.2: Segmentation Rules for Word alignment in WinAlign .....	57
Figure 3.3: Word-aligned sample of HP1 .....	58
Figure 4.1: Difference Percentage of Addition/Deletion .....	66
Figure 4.2: Difference Percentage of Addition/Deletion (reorganized).....	67
Figure 4.3 – Growth of Difference Percentage in the First Chapter of HP1 .....	70
Figure 4.4 – Growth of Difference Percentage in Final Chapter of HP4.....	72



## List of Tables

Table 3.1: An excerpt of the sentence aligned corpus.....	38
Table 3.2– alignment quality in WinAlign .....	54
Table 3.3: books and the corresponding samples.....	59
Table 3.4: number of tokens in the HP-corpus .....	60
Table 3.5: The number of segments in the samples .....	61
Table 4.1: The Number of Added and Deleted Tokens .....	65
Table 4.2: Distribution of parts of speech in the 1 <sup>st</sup> Chapter of source and target texts .....	68
Table 4.3: Distribution of parts of speech in the Final Chapter of source and target texts .....	69
Table 4.4: A representation of additions for the different word classes, the added information is shown in bold face and underlined in the target sentence column. ....	73
Table 4.5: A representation of deletions for the different word classes, the deleted information is shown in bold face and underlined in the source sentence column.....	74
Table 4.6: The sizes of the samples (in number of sentences) in the HP-corpus, and the difference in number of sentences .....	77
Table 4.7 – specification of pronouns Vs. Generalization of nouns in samples .....	79
Table 4.8 – Distribution of Types of lexical Shifts .....	79
Table 5.1 – Number of Commas in Source and target Texts .....	88

## List of Appendices

Appendix 1 - List of parts of speech with corresponding tag.....	97
Appendix 2 - Sample results of part of speech tagging of the first chapter of HP1 .....	105
Appendix 3 - Sample results of part of speech tagging of the last chapter of HP4 (English Text).....	111
Appendix 4 - A sample of results from POS-Tagging of the first Chapter of HP1 (Persian Text).....	117
Appendix 5 - A sample of results from POS-Tagging of the last Chapter of HP4 (Persian Text) .....	123
Appendix 6 - Word-aligned sample of HP1 .....	129
Appendix 7 - Word-aligned sample of HP2.....	133
Appendix 8 - Word-aligned sample of HP3.....	137
Appendix 9 - Word-aligned sample of HP4.....	141

## **List of Abbreviations**

DTS	Descriptive Translation Studies
FDG	Functional Dependency Grammar
HP	Harry Potter
POS	Part Of Speech
PT	Polysystem Theory
ST	Source Text
TOA	Target Oriented Approach
TS	Translation Studies
TT	Target Text

## **Abstract**

This thesis is about explicitation in the translations of a series of Harry Potter books by one translator. The researcher tried to show that, firstly, explicitation was manifested in the translations, and secondly, it was gradually increasing. Both English and Persian texts were turned into a parallel corpus and word-alignment was applied to both source and target texts using WinAlign tool. The number of added and deleted words were counted and it showed that the target texts are considerably longer. Lexical shifts of target words to more specific source words, additions, and specification of pronouns confirmed the existence of explicitation in the samples. The number of added words in each sample was counted which showed addition was increasing gradually from the first translated book to the last one. Part of speech tagging was also applied to both source and target texts which proved there was a noticeable addition in the number of nouns and adjectives in target texts. Both Hypotheses in this study were confirmed, i.e. explicitation was manifested in the translations, and it gradually increased in the translations of a series of books written by one author and translated by one translator.

# CHAPTER 1

## Introduction

### 1.1 – Introduction

Translations are always different from the originals not only because of the difference between the source and target languages, but also because of the translation process itself. Studies have shown that there are structural differences not only between an original and its translation, but also between a translated text and the texts written in the same language (Baker, 1996).

Over the years, there has been a shift in translation studies from source text orientation – close rendering - to target text orientation – readability and achieving equivalent effect (Tabbert, 2002). It is a shift from smaller segments to larger ones, and from closeness to ease of understanding. In translation of fictions, especially the works written for children, the target text orientation is more demanded for.

The concept of translation universals is proven to be present in almost any translation. These universals include explicitation, simplification, and normalization. Any translator, naturally, embeds in his/her translation these universals, but does the presence of these universals or the degree of

occurrence of each relate to the skill or proficiency of a translator? Can this be traced? This study aims at tracing translation universals and translator development in a Harry Potter corpus translated into Farsi.

## **1.2 – Background**

The search for universals of translation has started since the mid-nineties, in particular since the advent of electronic corpora as research tools in translation studies (Munday, 2008). Mona Baker was the first who suggested that large electronic corpora might be the ideal tool for investigating the linguistic nature of translations (Baker, 1995). The idea of searching for general laws and regularities is not new in translation studies; the best-known advocate for general laws of translation has been Gideon Toury who proposed this as a fundamental task of descriptive translation studies.

This issue is still controversial since some scholars claim they have clear support for linguistic properties such as simplification, others maintain that the idea of translation universals is inconceivable since we cannot capture translations from all times and all languages. The discussion is still alive and more data is being collected which needs interpretation.

In linguistics, universals have been discussed for quite a while, but a good study of language universals needs taking into account important tendencies shared by many languages not only absolute universals. In translation, the

universals could be meaningful if the data and methods employed are adequate for the purpose.

### **1.3 - Statement of the problem**

Translation universals are not the features of the translated texts but the consequence of translation task. Translation universals can be traced in the translated texts. The process of explicitation, normalization, or simplification is present in the task of a translator. These universals usually help texts to be more readable, especially in the case of children's literature. They may even be used more in this genre. In the present study the researcher tried to trace explicitation as one of translation universals in the translations of the Harry Potter series into Persian by the same translator. The fact that all translations are done by one translator of a series of books written successively by the same author within a few years seems to have an impact on the quality of more recent translations.

### **1.4 - Purpose of the study**

The purpose of this study is to show if translation universals are manifested in the corpus of translations of Harry Potter series. The focus of the study is on explicitation among translation universals. Moreover, it has tried to find any changes between the first and the final works of the translator of a series of books and to show if the manifestation of translation universals increases sequentially, in this case, if the texts are more explicit.

## **1.5 - Significance of the study**

The significance of the study is first to confirm the manifestation of translation universals in a series of translations for children. The study, on the other hand, was performed on the best-selling Harry Potter series which attach more value to the results, and that is also the reason why this corpus is chosen for the study. Equally important is the hypothesis that serial translations of works written by the same author and translated by the same translator have gradual improvements.

## **1.6 - Theoretical framework**

The present study deals with translation universals, especially explicitation. The phenomenon of explicitation has remained in the centre of attention of those preoccupied with translation studies since 1950.

The first definition of explicitation appeared in the classical work of Vinay and Darbelnet in 1958. According to them explicitation is: “ A stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation” (Vinay & Darbelnet, 1958/1995). Probably the most groundbreaking study in the field of explicitation is that of Blum-Kulka. She formulated the explicitation hypothesis, which: “ (...) postulates an observed cohesive explicitness from SL to TL texts regardless of the



increase traceable to differences between the two linguistic and textual systems involved” (Blum-Kullka, 1986, p.16).

The phenomenon of explicitation attracted a lot of interest in the translation studies community. The explicitation hypothesis has been confirmed by numerous researchers, whose studies dealt with the following forms of explicitation among which, the form number 3 has been selected as the theoretical framework with focus on theories of Øverås and Perego:

### **Forms of Explicitation (1)**

- *Adding connectives* (Blum-Kullka, 1986)
- *Reiterating lexical items* (Øverås 1998, Pápai 2004)
- *Categorical shifts of cohesive devices (i.e. from vaguely cohesive to more explicitly cohesive)* (Øverås 1998)

### **Forms of explicitation (2):**

- *Shifts from referential cohesion to lexical cohesion (i.e. lexicalisations of pro-forms)* (Weissbrod 1992, Øverås 1998, Pápai 2004)
- *Shifts from reiteration in the form of paraphrase to reiteration in the form of identical/partial repetition* (Øverås 1998)

### **Forms of explicitation (3):**

- *Adding modifiers and qualifiers* (Vanderauwera 1985)
- *Inserting discourse organizing items* (Pápai 2004)

- *Filling out elliptical constructions* (Weissbrod 1992, Øverås 1998, Pápai 2004, Heltai 2005)
- *Lexical specification* (Øverås 1998)
- *Meaning specification* (Perego 2003)

#### **Forms of explicitation (4):**

- *Replacing nominalizations with verb phrases* (Puurtinen 2003)
- *Replacing metaphors with similes* (Weissbrod, 1992)
- *Including additional explanatory remarks* (Baker, 1992)
- *Spelling out implicatures* (Pym, 2005)

#### **Language-specificity:**

- *Explicitation should be viewed as independent of language-specific differences* (Blum-Kulka, 1986)
- *Exclusion of all obligatory explicating shifts and also those optional shifts which could be attributed to clear-cut stylistic differences between source and target text.* (Séguinot 1988:108)
- *To prove that there was explicitation, there must have been the possibility of a correct but less explicit or precise version.* (Séguinot 1988:108)

## **1.7 - Research Questions**

Is explicitation manifested in the translations?

Is explicitation increasing gradually in a series of translations by one translator of a series of works by one author?

## **1.8 - Research Hypotheses**

Explicitation is manifested throughout the translations.

Explicitation is increasing gradually in a series of translations by one translator of a series of works by one author.

## **1.9 - Definition of Key Terms**

***Translation Universals:*** linguistic features which typically occur in translated rather than original texts and are thought to be independent of the influence of the specific language pairs involved in the process of translation (Mona Baker, 1993, p. 243)

***Explicitation:*** explicitation is the technique of making explicit in the target text information that is implicit in the source text. Explicitation (Implication) strategies are generally discussed together with the addition (omission) strategies (Vinay & Darbelnet, 1958/1995)

***Parallel corpus:*** consists of texts originally written in a language A alongside their translations into a language B (Baker, 1995).

## **1.10 - Limitations of the study**

In this study both English and Persian texts have been used for sentence and word alignment. The English texts were digitally available and the researcher needed to simply copy and paste what he wanted. The Persian texts, however, were not digitally available and the researcher had to turn the hard copies to soft copies by means of typing them which was a bit time-consuming.

POS-tagging of Persian texts was another problem, though a tool was used for assistance.