

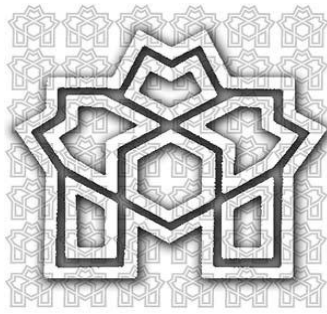
Allameh Tabataba'i University  
Faculty of Persian Literature and Foreign Languages  
Department of English Translation Studies

**Explicitation Variation in Translation of Literature for Children  
and for Adults**

A Thesis Submitted to the School of Graduate Studies in Partial Fulfillment of  
the Requirements for the Degree of Masters of Arts in English Translation  
Studies

Advisor: Dr. Kambiz Mahmoodzadeh  
Reader: Dr. Gholam-Reza Tajvidi  
By: Rahman Taqavi Rad

January 2011  
Tehran –Iran



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2010

**IN THE NAME OF GOD,  
THE COMPASSIONATE,  
THE MERCIFUL**

**فرم گردآوری اطلاعات پایان نامه ها  
کتابخانه مرکزی دانشگاه علامه طباطبائی**

<b>عنوان:</b> تفاوت تصریح در ترجمه ادبیات بزرگسالان با ادبیات کودکان		
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<b>کلید واژه ها به زبان انگلیسی:</b> Explicitation, Implication, Level of explicitation, Normalization, Simplification, Universals of translation		

## چکیده

**الف:** موضوع و طرح مسئله (اهمیت موضوع و هدف): ترجمه متون ادبی یکی از مهمترین بحث های مطالعات ترجمه است. اما از آنجا که ادبیات بزرگسالان با ادبیات کودکان و نوجوانان تفاوت هایی دارد بنابراین ترجمه این نوع متون هم با همدیگر متفاوت خواهد بود. از طرف دیگر، تحقیقات انجام گرفته در زمینه جهانی های ترجمه، تاثیر زیادی بر مطالعات ترجمه داشته است که از میان آنها "تصریح" برجسته و مهم جلوه می کند که تحقیق حاضر به بررسی تفاوت این ویژگی جهانی ترجمه در حوزه ادبیات بزرگسالان با ادبیات کودکان می پردازد.

**ب:** مبانی نظری شامل: مرور مختصری از منابع، چارچوب نظری و پرسشها و فرضیه ها: چارچوب نظری تحقیق حاضر بر اساس نظریه ورمیر معروف به نظریه اسکوپس می باشد که بر اساس آن: هر ترجمه ای برای گیرنده خاص با اهداف معین در شرایط موجود انجام می گیرد. منابع بکار رفته در این تحقیق عبارتند از: متون اصلی و ترجمه کتابهای وداع با اسلحه، خشم و هیاهو و قلعه حیوانات برای ادبیات بزرگسال و همچنین متون اصلی و ترجمه کتاب های شبانگاه، آرزوهای بزرگ و ساندنر برای ادبیات کودکان. پرسش مطرح شده عبارت است از اینکه: آیا تصریح در ترجمه ادبیات بزرگسالان با ادبیات کودکان تغییر می کند؟

**پ:** روش تحقیق شامل تعریف مفاهیم، روش تحقیق، جامعه مورد تحقیق، نمونه گیری و روش های نمونه گیری، ابزار اندازه گیری، نحوه اجرای آن، شیوه گردآوری و تجزیه و تحلیل داده ها: تحقیق حاضر یک تحقیق توصیفی است. نمونه ها از سه فصل آغازین کتابهای انتخاب شده برای حوزه های ادبی بزرگسالان و کودکان بطور جداگانه انتخاب شدند که برای بزرگسالان حدود 45000 واژه و برای کودکان 22000 واژه را شامل می شد. برای هر یک از دو حوزه ادبی دو پیکره زبانی یعنی متن اصلی و ترجمه فصل های انتخاب شده تعیین گردید که مجموعاً شامل چهار پیکره زبانی می شد. دو متغیر یعنی "ابهام لغوی" و "تنوع واژگانی" در هر یک از این پیکره ها بررسی و بصورت عددی سنجیده شد تا بر اساس آنها بتوان "تصریح" را در هر یک از پیکره ها اندازه گیری کرد. در نهایت، تمامی یافته ها در جداول مربوطه ثبت و مقایسه گردید.

**ت:** یافته های تحقیق: در تحقیق انجام شده یافته ها نشان داد که "تصریح" در ادبیات بزرگسال با ادبیات کودکان در متون انتخاب شده بطور معنی داری متفاوت است. یعنی در متون انتخاب شده، "تصریح" در ترجمه ادبیات کودکان نسبت به ترجمه ادبیات بزرگسال بیشتر بود. و این بدین خاطر بود که "ابهام لغوی" و "تنوع واژگانی" در ادبیات کودکان کمتر به چشم می خورد و درصدش پایین بود و از آنجایی که اینها با "تصریح" رابطه معکوس دارند بنابراین دال بر زیادی "تصریح" در ادبیات کودکان و قلت آن در ادبیات بزرگسالان می باشند.

**ث:** نتیجه گیری و پیشنهادات: این تحقیق نشان داد که ترجمه در حوزه های مختلف می تواند متفاوت باشد. دقت در این تفاوت های ظریف می تواند مترجم را در رساندن پیام متن اصلی یاری کند. از آنجا که "تصریح" در ادبیات کودکان نسبت به ادبیات بزرگسال بیشتر است شاید بتوان گفت که سایر جهانی های ترجمه هم چنین فرایندی داشته باشند اما

تحقیق در این زمینه ها هم ضروری است تا اینکه شاهد رشد و بالندگی ادبیات کودکان و نوجوانان در کنار ادبیات بزرگسالان در کشورمان باشیم.

صحت اطلاعات مندرج در این فرم بر اساس محتوای پایان نامه و ضوابط مندرج در فرم را گواهی می نمایم.

نام استاد راهنما:

سمت علمی:

نام دانشکده:

رئیس کتابخانه:

## **Dedication**

**To My Dear Parents**

## **Acknowledgments**

I would like to express my profound gratitude and heartfelt appreciation to my advisor Dr. Kambiz Mahmoodzadeh, without whose help and guidance throughout my thesis I would not have been able to carry out the task. I am also thankful to the reader of my thesis, Dr. Gholam-Reza Tajvidi who kindly read my thesis and whose inspiring ideas have given me insights over six years during my B.A and M.A studies. I take the blame for all the defects in spelling, grammatical structures and any mistakes left uncorrected.

I wish to appreciate the help and support of all my teachers throughout my studies at Allameh Tabataba'i University. I am grateful to my parents whose patience and support helped me carry out my studies as well as my thesis.



## Abstract

This study investigates the differences in explicitation between English-to-Persian literature translations for children and for adults using the corpus-based analysis method. Explicitation is the overall tendency to explicate implicit messages in translation. The assumption is that literature translation for children shows a higher degree of explicitation than for adults because children readers require the explicitly-presented logical context and repetitive lexical items for easy comprehension and easy memorization. My inference is that the differences in explicitation result from the pursuit of literary function in the translation for adults and educational function in the translation for children. Reduced lexical variation and lower lexical ambiguity, help children to learn words easily, catch the message and acquire cultural and specialized knowledge. In contrast, the higher variations in lexicon and higher degree of lexical ambiguity create literary beauty and boost the adult reader's aesthetic appreciation. The research findings concur with Hans J. Vermeer's *skopos* theory that explicitation degree varies when target language audience and translation purposes change.

To this end, two corpora of literature translation were developed. One was composed of the first chapter of three English novels for children with their Persian translations and the other comprised the first chapter of three English novels for adults with their Persian translations.

As lexical ambiguity and lexical variety play a significant role in explicitation, these variables checked either in adults' literature and children's literature with respect to their STs. The results showed that both lexical ambiguity and variety of adults' literature is significantly higher than those of children's, signifying that explicitation varies between these two literary domains that is explicitation in translated children's literature is higher than that of adults'.

In order to make the results reliable, language specific variables were controlled not to affect the results.

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## **List of Abbreviations**

DTS: Descriptive Translation Studies

ST: Source Text

TT: Target Text

TS: Translatio Studies

CCLS: Comparative Children's Literature Studies

TUC: Translatability–Universals Connection

CLTS : children's literature translation studies

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# **Chapter 1**

## **Introduction**

## **1.1 Overview**

Explicitation is considered to be one of the universals of translation, i.e.

linguistic features which are typical of translations in comparison with original texts and which occur in translations not as a result of interference from the source language but rather as a result of the mediating character of the translation process. The process of translation, particularly if successful, necessitates a complex text and discourse processing. The process of interpretation performed by the translator on the ST might lead to a TL text which is more redundant than the SL text (Englund-Dimitrova, 2005).

This study examined the degree of explicitation variation between novels translated for children and for adults based on the analysis of a corpus developed for this end.

Approaches such as manipulation, adaptation, explicitation, etc. should presumably have some degree of variation when translating for adults and for children. Therefore, explicitation as one of the translation universals may differ in the task.

## 1.2 Background of the Problem

A review of the literature on current studies leads us to conclude that an investigation into explicitation tends to be extra-textual factors of different target readers and different translation purposes. Many translation scholars investigated either the translations of different texts genres or those in various language pairs to justify the features of explicitation. They rarely involved in differences in explicitation resulting from translation of the same genre for different purposes. But audiences and purposes are crucial factors in determining different translation strategies and different degrees of explicitation in the translations of the same genre (O'Sullivan, 2005).

Translation of children's literature must take account of the various way of transmitting and using children's literature, and assess texts and their translations according to their textual practice" (O'Sullivan, 2005, pp. 79-80). O'Sullivan (2005, p.82) further states "until the 1990s critical studies of ideology in children's literature concentrated mainly on production aesthetics, disclosing certain elements in the texts. Little attention was paid to the area of reception". On the other hand, "rules in translation are ethical decisions driven by a concern for the type of reader of the transferred text, for the preservation of the *otherness* of the text, and for the negotiation or *struggle with the text* (p. 11).

Therefore, it is time to take into account the receptions or readers of a translated text more than before and make a distinction in explicitation in view of the intended audiences.

### **1.3 Statement of the Problem**

Explicitation is the process of rendering information which is only implicit in the source text explicit in the target text (Vinay & Darbelnet, 1958). Explicitation is obligatory when the grammar of the target language forces the translator to add information which is not present in the source text. For example, as Mollanazar (2001, P.27) states: " In English, there is a distinction among masculine, feminine, and neutral third person singular, but in Persian there is not such a distinction" . So the translators, translating from English into Persian, are obliged to explicitate so as to retrieve the ST's information by adding more indicators in the TT. He (ibid) further writes: " In Persian, the verb carries the categories of person and number, but in English only the third person singular as 'is', 'was' in the present and past continuous tense carries the categories of person and/or number". Then the ST information automatically will be explicitated in TT when translating from English into Persian.