



Translation Studies as a Discipline

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ABSTRACT

No doubt translation studies can be considered as one of the most abstract and complex phenomenon, simply, because translation itself is the output of the abstractness of the mind of the speaker, writer, sender, addressor. As it is well-known, translation has been viewed differently due to its nature. It has been viewed in terms of finding equivalence, and in terms of transference of meaning. Still there are other views such as translation as a product, process, interlingual, intra-lingual, inter-semiotics, literary, non-literary. Added to these, it has been defined in terms of extent, level, rank, among many other views. Translation, also viewed in terms of types such as literary, scientific, legal, journalistic, medical, political, religious, among many other types. Consequently, it means that a translator must be a linguist, semanticist, pragmatist, stylist, phonologist, phonetician, morphologist, grammarian, among many other levels of linguistics and levels of semiotics. This means, that a would-be translator is needed in order to give an effective translation similar to that of the source language text. Hence, comes translation studies as a fully fledged discipline. Tackling such comprehensive discipline needs a multi-lingual translator as well as a multi-disciplinary study. As a result , our choice of “Translation as a Discipline” comes. Consequently, in this research a diachronic study as well as synchronic study will be given to cover both horizontal and vertical reviews of the term “Translation Studies”. The study ends with some conclusions showing the interdisciplinary nature of “Translation Studies”.



1. INTRODUCTION:

The main aim of this study is to introduce the reader to major concepts and models of translation studies. Because of the rapid growth in the field, particularly over the last decade, difficult decisions have had to be taken regarding the selection of material. It has been decided, for reasons of space and consistency of approach, to focus on written translation rather than oral translation (interpreting).

Translation studies is a relatively new academic research area that has expanded explosively in recent years. It is related to the study of the theory and phenomena of translation. By its nature, it is multilingual and also interdisciplinary, encompassing languages, linguistics, communication studies, philosophy and a range of types of cultural studies. While translation was formerly studied as a language-learning methodology or as part of comparative literature, translation “workshops” and contrastive linguistics courses, the new discipline owes much to the work of James S. Holmes, whose “the name and nature of translation studies” proposed both a name and a structure for the field. The interrelated branches of theoretical, descriptive and applied translation studies have structured much recent research and have assisted in bridging the gulf that had grown between the theory and practice of translation.

2. The Concept of Translation Studies

Translation studies is the new academic discipline related to the study of the theory and phenomenon of translation. By its nature, it is multilingual and also interdisciplinary, encompassing languages, linguistics, communication studies, philosophy and a range of types of cultural studies.

Throughout history, written and spoken translations have played a crucial role in inter-human communication, not least in providing access to important texts for scholarship and religious purposes. Yet the study of translation as an academic subject has only really begun in the past fifty years. In the English speaking world, this discipline is now generally known as “translation studies”, thanks to the Dutch based US scholar James S. Holmes. In his key defining paper delivered in 1970, but not widely available until 1992 (Holmes 1992,1995), Holmes describes the then nascent



discipline as being concerned with “the complex of problems clustered round the phenomenon of translating and translations” (Holmes 1992, 1994 and 1995).

However, Translation Studies as a discipline is in many ways still in a state of flux. Translation can be seen as a point of intersection between many different academic subjects; it is an area in which many other disciplines have legitimately expressed an interest, and conversely one which has provided its own experts with insights which can profitably be shared elsewhere. There is, for example, a considerable exchange of knowledge, insights and methodologies between Translation Studies and fields as diverse as literary studies, philosophy, anthropology and linguistics; indeed, such is the level of intellectual cross-fertilization that some writers have suggested that the field should be known as an interdiscipline (see Snell-Hornby 1994). Similarly, there are a number of equally legitimate reasons which scholars have had for pursuing an interest in Translation Studies.

Thus, goals and objectives can vary considerably within the discipline. Of course, Translation Studies has been enriched by dint of possessing such a multi-faceted nature. However, at the same time this very nature has meant that there is still considerable lack of agreement on the irreducible minimum of concepts which should form the foundation on which to build; added to this is the fact that Translation Studies is a relatively new discipline which is in many ways still “finding its feet”. The result of such a situation has often been that different branches of the discipline have at times experimented with widely different methodologies, some of which have been imported wholesale from other areas of academic study, and not all of which, unfortunately, have been entirely germane to the study of translation. This is perhaps particularly true of certain approaches adopted from various branches of linguistics. (see Hatim 2001 and Derrida, 2001).

The impact that this situation has on the evolving terminology of Translation Studies has of course been considerable. Along with their methodologies, whole terminologies designed as the descriptive apparatus for completely different areas have been taken over by the discipline. A particular instance of this is the way in which a number of writers interested in investigating translation from a linguistic angle have in the past adopted terms coined in linguistics, often optimistically assuming that



these terms and the notions which lie behind them are equally valuable in the investigation of translation. However, there have of course been many occasions where terms have been borrowed and successfully adapted to their new environment; in this way the terminology of Translation Studies has been enriched by imports from disciplines as varied as linguistics, literary theory and even mathematics and biology. Finally and probably, most significantly from the point of view of the longterm health of the discipline as a whole, there has also been a huge amount of “native” terminology, or in other words terms which have been coined in order to describe concepts and phenomena specifically relevant to the study of translation.

3.The Future of Translation Studies

Translation studies is, therefore, already functioning, to borrow McCarty’s term, at the interstices of existing fields and is developing a new inter-disciplinary character. The question is how far this is a strength or a weakness for the field as a whole. Each of its subject areas is competing for prime position, with perhaps the most evident split being that between linguists and cultural theorists (see Baker, 1992, 1995, 1997, 1998 and 2006). The former dominated in the 1950s and 1960s while in the last decade linguistic theories have been marginalized by scholars moving within, or adopting the practices of, other disciplines. Some translation scholars, among them Bassnett and Lefevere (1998), Bassnett and Triviry (1999) have been scathingly dismissive of those working in linguistics. Given the range of interests and frictions represented in translation studies, one must wonder whether there might at some point not be a total fragmentation of the discipline and either a separation of the different strands or a consolidation of the previous disciplinary separation (modern languages, cultural studies, linguistics, etc.). A key question for contemporary researchers, faced with the proliferation of current work in translation studies, is how far they should specialize. What may be needed in the future is some greater degree of specialization and more collaboration on joint projects. For the moment, however, the kinds of interdisciplinary approach described in this chapter seem to be one way of bridging the gap between linguistic and cultural studies.



4. Translation Studies as an Inter-discipline

In the previous sections, we described how translation studies has developed, initially with courses as a part of other disciplines such as modern languages, contrastive linguistics and comparative literature. Yet, despite the boom in interest in the field at the end of the twentieth century, there still remains a reluctance within some sections of the academic world to place translation studies on an equal footing with longer established disciplines. Thus, for example, in the UK neither the research assessment exercise nor the Arts and Humanities Research Board currently has a category of “translation studies”, forcing scholars in the field to class themselves according to other disciplines (linguistics, cultural or media studies, etc.) or as a miscellaneous “other” category when applying for support of research.

Perhaps because of this, some moves in recent years have been toward establishing links across disciplines. Such interdisciplinary approaches break down barriers and reflect the rapid exchange of knowledge in an increasingly globalized and information-rich society. Translation studies is an example par excellence of a field which can bring together approaches from a wide range of new models specific to its own requirements. (see Snell-Hornby and Kaindl, 1994).

The growth of such interdisciplines can be seen across the board: examples produced by a search for the term interdiscipline on web search engines include archaeoastronomy (the study of the astronomy of given periods in the past associated with specific archaeological sites and peoples), the history of medicine, forensic linguistics (the establishment of, for example, the authorship of texts or statements using linguistic techniques, now increasingly used in court cases), communication studies and humanities computing. (see Toury, 1995).

An interdiscipline, therefore, challenges the current conventional way of thinking by promoting and responding to new links between different types of knowledge and technologies. Increased recognition within the academic world will likely lead to greater funding and status and the interdiscipline may be viewed with suspicion by more established subject areas. (see Wilks, 1998)

An interdiscipline can be studied and taught in its own right and can also promote cross-disciplinary co-operation. Viewing the hierarchy of disciplines as a systemic



order, Munday (2001) sees the “conventional” disciplines having either a “primary” or a “secondary” relationship to a new interdiscipline. This kind of approach which Munday proposes for humanities computing may also be relevant for translation and translation studies. Translation studies would itself be the Phoenician trader among longer-established disciplines, having a primary relationship to disciplines such as linguistics (especially semantics, pragmatics, applied linguistics and contrastive linguistics), modern languages and language studies, comparative literature, cultural studies (including gender studies and postcolonial studies) and philosophy (of language and meaning, including hermeneutics and deconstruction). It is important to point out, however, that the relationship of translation studies to other disciplines is not fixed; this explains the changes over the years, from a strong link to contrastive linguistics in the 1960 to the present primacy of cultural studies. (see Hatim and Msson, 1990).

Other, secondary, relationships come to the fore when dealing with the area of applied translation studies, such as translator training. For instance, specialized translation courses should have an element of instruction in the disciplines in which the trainees are planning to translate such as law, politics, medicine and finance-as well as some input from information technology to cover issues in machine-assisted translation. In the study of the process of translating and interpreting, psychology and cognitive sciences also play a leading role. (see Hatim, 1997 and 2001).

5. Pure Translation Studies

Pure translation studies is the non-applied subdivision of translation studies. As such, pure translation studies is itself split into a descriptive and a theoretical wing. In what follows, these two categories will be explained.

5.1 Theoretical Translation Studies

Theoretical translation studies is the one of two branches making up the area of pure translation studies (the other being descriptive translation studies). The aim of theoretical translation studies is “to establish general principles by means of which (the phenomena of translating and translation (s)) can be explained and predicted”

(Gile, 1995); this objective is pursued on the basis of data provided by Descriptive Translation Studies and insights and information from other disciplines, such as linguistics, literary studies and psychology. Theoretical Translation Studies is further subdivided into general and partial theories of translation.

5.2 Descriptive Translation Studies

Descriptive translation studies have been defined by Holmes (1994) as one of the two subdivision of pure “translation studies” (the other being “theoretical translation studies”). According to Holmes, the aim of this area of the discipline of “translation studies” is “to describe the phenomena of translating and translation (s) as they manifest themselves in the world of our experience”. Holme’s (1992) article has proved to be highly influential in certain circles, and the new approach it has engendered has led to “a considerable widening of the horizon, since any and all phenomena relating to translation, in the broadest sense, become objects of study” (Gentzler, 1993). Thus, for the purposes of Descriptive “Translation Studies” a translation is taken to be “any target-language utterance which is presented or regarded as such within the target culture on whatever grounds” (Toury 1995). It is Toury who has developed the notion of Descriptive Translation Studies to the greatest, arguing that “no empirical science can make a claim for completeness and (relative) autonomy unless it has a proper descriptive branch” (Toury 1995). Toury argues that translations are “facts of one system only: the target system” (Toury 1985, emphasizes original). Thus Descriptive Translation Studies is for him a “target text-oriented discipline consisting of “carefully performed studies into well-defined corpuses, or sets of problems” (Toury 1995). Studies of this type are able to examine such areas as “decisionmaking” in translation, translation “norms” the “third code and universals of translation” (see for example, Toury 1995). Toury argues that such investigations “constitute the best means of testing, refuting, and especially modifying and amending the very theory, in whose terms research is carried out” (Toury 1995, emphasizes original); thus, he stresses the interrelatedness of the various branches of Translation Studies. Holmes’ original model divides Descriptive Translation studies into three areas: “function-oriented translation studies, process-

oriented translation studies and product-oriented translation studies”. Toury argues that the most important of the considerations which these reflect is function, and the least important process, as the purpose of a translation will determine its characteristics as a concrete TL product, which in turn will influence the procedures which the translator follows when producing the translation. Toury also distinguishes between Descriptive Translation Studies and isolated descriptive studies of translation; he argues that it is only the former that has a coherent methodology of its own and is, therefore, able to make verifiable generalizations about translation. Descriptive translation studies (DTS) has three possible foci: examination of (1) the product, (2) the function and (3) the process as we have already mentioned. In what follows, these will be explained in some details.

6 Toury and Descriptive Translation Studies

Toury (1995) focuses on developing a general theory of translation. He calls for the development of a properly systematic descriptive branch of the discipline to replace isolated free-standing studies that are commonplace. Toury goes on to propose just such a methodology for the branch of descriptive translation studies (DTS). For Toury, translations first and foremost occupy a position in the social and literary systems of the target culture, and this position determines the translation strategies that are employed. Toury proposes the following three-phase methodology for systematic DTS, incorporating a description of the product and the wider role of the sociocultural system:

- (1) Situate the text within the target culture system, looking at its significance or acceptability.
- (2) Compare the ST and the TT for shifts, identifying relationships between “coupled pairs” of ST and TT segments, and attempting generalizations about the underlying concept of translation.
- (3) Draw implications for decision-making in future translating.

An important additional step is the possibility of repeating phases (1) and (2) for other pairs of similar texts in order to widen the corpus and to build up a descriptive profile of translations according to genre, period, author, etc. in

this way, the norms pertaining to each kind of translation can be identified with the ultimate aim (as more descriptive studies are performed) of stating laws of behaviour for translation in general.

7. Interdisciplinary Approaches to Translation Studies

Academia has long tended to regard translation as a derivative activity and has been reluctant to accept translation studies as a new discipline. Much research in translation studies, therefore, continues to be conducted within a variety of departments. Snell-Hornby's "integrated" approach is an attempt to overcome divisions between literary and linguistic analysis of translation and is a pointer to the direction which translation studies is taking. Since then, the interdisciplinarity of translation studies has been emphasized, notably in collections of articles encompassing the wide range of the field, but now also in individual studies. These new studies, such as Harvey's, developing from a variety of other disciplines, are creating new methodologies appropriate for translation studies. This truly interdisciplinary approach may enable translation studies to play a leading role in universities, but there is also a counter-tendency toward fragmentation with cultural and linguistic approaches opposing each other. The growth of new technologies, in this as in other fields, is likely to have a major impact on the type and form of future research even if, at present, applications to the practice of translation remain somewhat problematic.

8. Translation Studies: a Map of the Territory

Translation studies is a relatively new academic research area that has been expanded explosively in recent years. While translation was formerly studied as a language-learning methodology or as part of comparative literature, translation "workshops" and contrastive linguistics courses, the new discipline owes much to the work of Holmes, whose "the name and nature of translation studies" proposed both a name and a structure for the field. The interrelated branches of theoretical, descriptive and applied translation studies have structured much recent research and have assisted in bridging the gulf that had grown between the theory and practices of translation.

The mapping of the field of translation studies is an ongoing activity. James Holmes is credited with the first attempt to chart the territory of translation studies as an academic pursuit. His map of the discipline (see Figure 2) is now widely accepted as a solid framework for organizing academic activities within this domain (see Holmes 1970).

Holmes divides the discipline into two major areas: pure translation studies and applied translation studies. Pure translation studies has the dual objective of describing translation phenomena as they occur and developing principles for describing and explaining such phenomena. The first objective falls within the remit of descriptive translation studies, and the second within the remit of translation theory, both being subdivisions of pure translation studies.

Within descriptive translation studies, Holmes distinguishes between product oriented DTS (text-focused studies which attempt to describe existing translations), process-oriented DTS (studies which attempt to investigate the mental processes that take place in translation), and function-oriented DTS (studies which attempt to describe the function of translations in the recipient sociocultural context). Under the theoretical branch, or translation theory, he distinguishes between general translation theory and partial translation theories; the latter may be medium restricted (for example theories of human as opposed to machine translation or written translation as opposed to oral interpreting), area-restricted (i.e. restricted to specific linguistic or cultural groups), rank-restricted (dealing with specific linguistic ranks or levels), text-type restricted (for example theories of literary translation or Bible translation), time-restricted (dealing with translating texts from an older period as opposed to contemporary texts), or problem-restricted (for example theories dealing with the translation of metaphor or idioms).

Applied translation studies, the second major division proposed by Holmes, covers activities which address specific practical applications, most notably translator training, translation aids such as dictionaries and term banks, translation policy (which involves giving advice to the community on such issues as the role of translators and translations), and translation criticism.

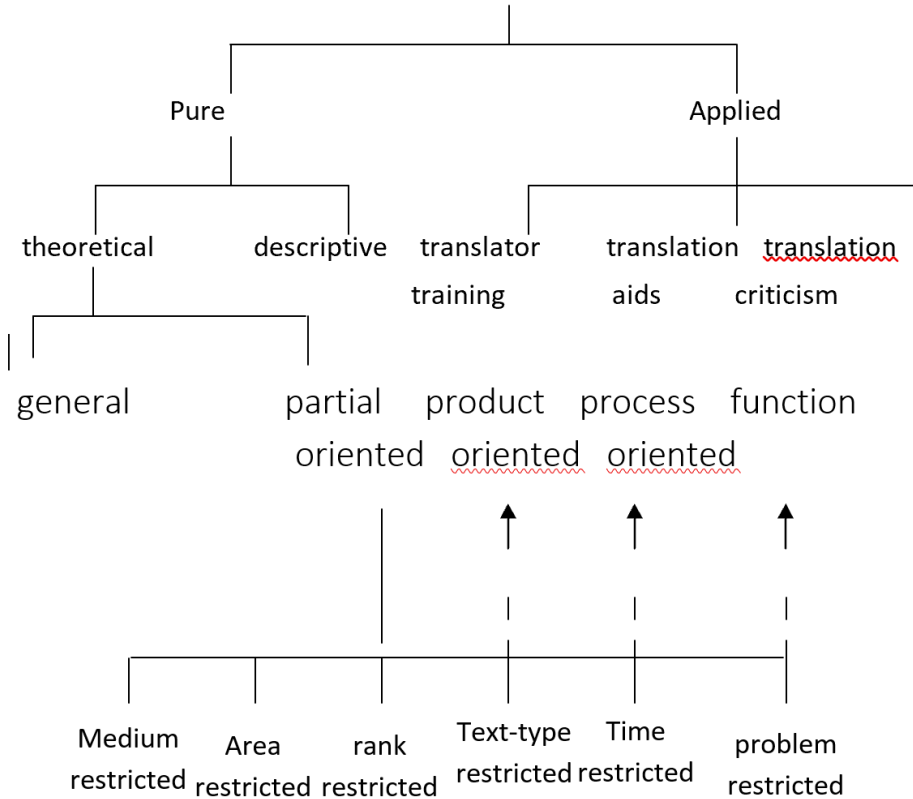


In addition to these basic divisions, Holmes also makes a brief mention of two important types of research: the study of translation studies itself (for example the history of translation theory and the history of translator training) and the study of the methods and models which are best suited to particular types of research in the discipline. Both these areas of study have been receiving more attention in recent years.

And finally, Holmes stresses that the relationship between theoretical, descriptive and applied translation studies is dialectical rather than unidirectional, with each branch both providing insights for and using insights from the other two. Holmes, therefore, concludes that “though the needs of a given moment may vary, attention to all three branches is required if the discipline is to grow and flourish”. It is interesting to compare this position with that of Toury (1995), where it is clear that applied activities such as translator training and translation criticism are not seen as a central component of translation studies but rather as “extensions” of the discipline (see Figure 3). Moreover, by contrast to Holmes’ insistence on the dialectical relationship between all three areas, Toury seems to see the relationship between theoretical and descriptive translation studies on the one hand and what he calls “Applied Extensions” of the discipline on the other as strictly unidirectional.

Translation studies can be summarized and illustrated by the following figure:

Translation Studies



9. Applied Translation Studies

The area of investigation within translation studies contrasted by Holmes (1970) with theoretical and descriptive translation studies (the two of which together make up the field of pure translation studies). In Holmes’ scheme, applied translation studies is further divided into four subsections. The first of these is translator training, and is probably the main area of concern. The second is the production of translation aids as lexicographical and terminological reference works, and grammars which are tailor-made to suit the needs of translators (to which list one might now want to add the various aids associated with machine-aided translation). The third area is the establishment of translation policy, where the task of the translation scholar is “to

render informed advice to others in defining the place and role of translators, translating, and translation in society at large”. Finally there is the activity of translation criticism, the level of which is frequently “very low, and in many countries still quite uninfluenced by developments within the field of translation studies”. Other people have also written about the applied “sub-discipline” and have suggested further areas which it should include; Congrat-Butler (1979) and Delisle and Woodsworth (1995) , for example, characterizes the applied science of translation as essentially language-pair-bound and lists error analysis, translation criticism, translation teaching and the study of translation difficulties as the four main areas of interest. As pointed out by Toury, such applied “extensions” tend by their very nature to be prescriptive, as they are intended to” set norms in a more or less conscious way”. What have been said so far, can be represented by the following figure:

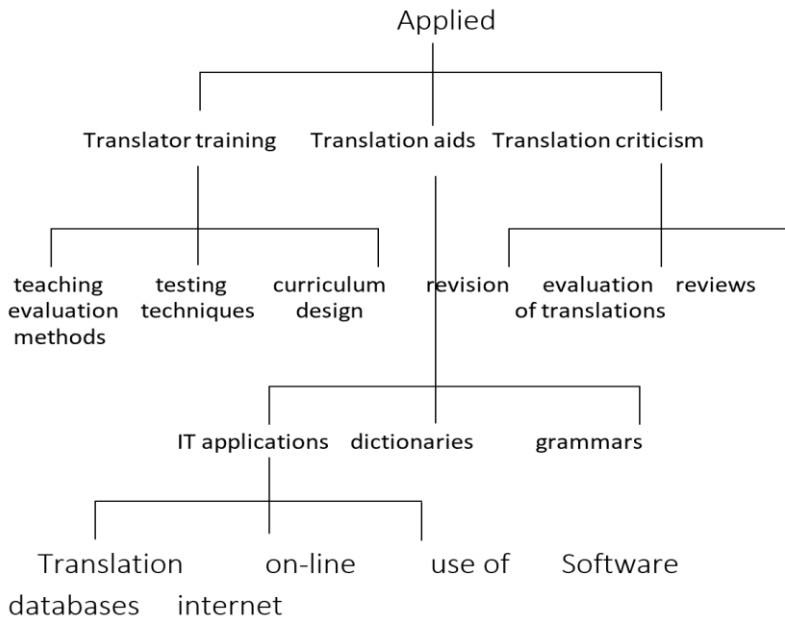


Figure (2): Holmes’s Scheme of Applied Translation Studies



10. Source Text-oriented Translation Studies

Source text-oriented translation studies is a term used by Toury (1980 and 1995) to refer to any approach to translation in which certain ST features are expected to be reproduced in TT-or in other words the relationship between ST and TT is expected to be of a particular kind-if TT is to “qualify” as a translation. The notion of Source Text-oriented Translation Studies is thus intended to reflect the fact that the type of normative approach which is appropriate for the purposes of, for example, translator training or translation assessment has in the past been allowed to dominate other areas of the discipline too, thus stifling the possibility of certain types of inquiry into the nature of translation and the translated text. While Toury’s stance is undoubtedly polemical, there are others who share the basic insight that the discipline has been preoccupied with promoting various kinds of source-target relationship, which a TT “must” display with its ST; Nida, for example, states that “the traditional focus in discussions of translating has been the verbal comparison of the source and target ... texts”, and observes that “generally arguments about the legitimacy of a translation have dealt almost exclusively with the issue of literal versus free correspondences”. One result of this situation has been that many traditional approaches to translation have been centred on a normative notion of Equivalence, and have thus viewed all TTs as inadequate reflections of their STs. Some commentators on translation have even pessimistically concluded that translation (particularly the translation of poetry) is impossible, because the web of linguistic, textual and cultural relationship which ST enters into can never be fully reproduced in any TT, on matter how ingenious it may be. Associated with this perspective has been the tendency to treat any and all apparent discrepancies between ST and TT as “errors”, rather than investigating the possible motivation the translator might have had for incorporating them in the translation.

11. Target Text-oriented Translation Studies

Target text-oriented translation studies is an approach to the study of literary translation proposed by Toury (1995). Arguing that most other approaches ultimately



view TT simply in its role as a reconstruction of ST, Toury suggests an alternative model in which attention is focused on TT and its position in the target culture; he argues that while a TT is (typically) based on another text which preexists in another language, its identity is determined not so much by ST or by translational procedures as by the “constellation of the target culture itself” (Toury 1995). Such a target text-oriented approach aims to be entirely non-prescriptive in its understanding of how the translation process should be carried out; according to Toury, “being regarded as a literary translation ... does not presuppose any definite relationship (s) to another text in another language and another literary polysystem which is, as a result, regarded as its ST”. In other words, all texts which a given cultural or literary system terms as translations are accepted as such, regardless of the translational Norms which have been followed in their production. In this way TT is to a large extent considered to exist independently of its original, having cut itself loose from the source system. This kind of approach is thus basically descriptive, and scholars who work within it are chiefly interested in “the understanding and explanation of translational phenomena within the literary (or cultural, linguistic or other) system in their own terms” (Toury,1995). Because of this reorientation, the phenomenon of pseudotranslation also becomes a valid object of study in its own right. In this way, TT because the point of departure for study, while it is ST which assumes a subordinate role, only being consulted to assist in the task of reconstructing “the process of decision-making resorted to during the act of translating, the extraction of the translational norms on the basis of the existing translational relationships, and, ultimately, the general concept of translation underlying the corpus in question and responsible for those norms, relationships, decisions” (Toury, 1995). Ultimately, the aim of target text-oriented translation studies is to extrapolate from particular case studies in order to reach conclusions as to what is general or even universal in the process of translation itself.

12. Transfer-oriented Translation Studies

Transfer-oriented translation studies is a term used to refer to an approach to historical-descriptive translation research developed by the Gottingen Center for the



Cooperative Study of Literary Translation. The transfer-oriented approach grew out of a number of practical research projects, including, for example, a major study of German translations of American literature. Although they share many of the concerns of Polysystem theorists and their Target Text-Oriented approach—such a view of literature as being composed of systems and an interest in the role played by translation in the historical development of national literatures—some of their conclusions are different from those of the latter group (Gentzler, 1993). Indeed, the very name of the Gottingen group’s approach implies a contrast with target text-oriented (and also Source Text-Oriented) translation studies. The transfer-oriented approach focuses on a translation “as the result of an act of transfer across lingual, literary, and cultural boundaries” Cronin (2003); it is thus more comprehensive than a pure TT orientation as it embraces “considerations of the source side, the target side, and of the differences between them” and also significantly brings the translator into the equation. More specifically, it views literary translation as the result of a compromise on the part of the translator between the demands of the four Norm areas: “the source text as understood by the translator; the source literature, language, and culture as implicated in the text; the state of translation culture (which includes concepts of translation, previous translations of the same and of other texts, etc.); and the target side (for instance in the form of publisher’s policies, local theatre conventions, censorship, etc.)”. Besides these main areas, other more minor factors also need to be taken into consideration, such as the interference of other literatures, the translator’s first-hand experience of the source country, the particular dictionaries consulted by the translator, and the conditions in which the translation was produced Cronin (2003). In all of these areas, it is of course the perceptions of the translator which are paramount thus a translation will inevitably reflect an individual translator’s ethos in that it will have been formed as a result of his or her decisions.

13. Conclusion

This study as its title reveals, is based on two things: (1) translation studies and how as a discipline is related to other disciplines. No doubt translation studies is an



academic research area that has expanded massively in recent years. Translation was formerly studied as a language learning methodology or as part of comparative literature, translation “workshops” and the work of Holmes, who proposed both a name and a structure for the field. The interrelated branches of theoretical, descriptive and applied translation studies were initially structured research. Over time the interdisciplinarity of the subject has become more evident and recent developments have seen increased specialization and the continued importation of theories and models from other disciplines. Viewing the hierarchy of disciplines as a systemic order, one can see the conventional disciplines having either a ‘primary’ or a ‘secondary’ relationship to a new interdiscipline. We believe that translation studies would itself be the Phoenician trader among longer-established disciplines. It has the potential for a primary relationship with disciplines such as linguistics, semantics, pragmatics, applied linguistics, contrastive linguistics, cognitive linguistics, information theory, relevance theory, analytical philosophy, text linguistics, register analysis, psycholinguistics, sociolinguistics, semiotics, text semiotics, speech acts, cultural studies, logic, among many other disciplines. Understanding all these disciplines results in having would-be translators who definitely achieve effective renderings.

As for the future of translation studies it is unknown whether the translation studies will combine or fragment. As for the challenge of the internet age, we don’t know whether it will change the practice of translation and translation studies. This truly interdisciplinary approach may enable translation studies to play a leading role in universities, but there is also a counter-tendency toward fragmentation with cultural and linguistic approaches opposing each other. The growth of new technologies, in this as in other fields, is likely to have a major impact on the type and form of future research even if, at present, applications to the practice of translation remain somewhat problematic.

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پۆخته:

بێگومان د شیاندایه خواندن و فه کۆلینین گریډای بابه تی وه رگێرانی ب ئیک ژ دیارده یین زانستیین رپوت و گه له ک ئالوز بهیته هژمارتن و ئه ف چهنده تشته کی ئاساییه، ژ بهرکو وه رگێرانی ب خو ب بهرهمی زانستیین رپوت سه باره ت میشکی ئاخفتنکهری و نقیسه ری و وه رگری دهیته هژمارتن، ههر وه کی دیار بابه تی وه رگێرانی ژ بهر سرۆشتی ئه وی ب شیوه یین جیاواز هاتییه سرۆقه کرن و ل سه ر بنه مایی هه بوونا هه قسه نگیی و فه گو هازتنا واتایی ته ماشه ی بابه تی وه رگێرانی هاتییه کرن، تا نوکه هنده ک بۆچوونین دی هه نه، کو وه رگێرانی ب بابه ته کی بهرهمدار د بواری پراگتیکیدا و د ناڤه را زماناندا و د بابه تین سیمانتیک و ئه ده بی و نه ئه ده بیدا ده ژمیرن و زیده باری هندئ وه رگێرانی ژ لایئ نارمانج و ئاست و په لیان د ناڤه را گه له ک بۆچووناندا هاتییه دیارکرن، ژ لایه کی دیقه ل سه ر بنه مای جۆران یین وه کی ئه ده بی، زانستی، یاسایی، رۆژنامه گه ری، پزیشکی، رامیاری، ئایینی ته ماشه ی بابه تی وه رگێرانی دهیته کرن، ئانکو پیدقییه که سی وه رگێرانی زمانقان و واتاناس و شیوازناس و زانایی دهنگی و زانایی مۆرفۆلۆژی و زانایی سینتاکسی بیت و شاره زایی د گه له ک ئاستین دیین زمانی و سیمانتیکیدا هه بیت و ئه ف چهنده ژ پیدقییوونا مرۆقی بۆ وه رگێره کی پیدقیییکری دیارده کت ژ پیدقه مه ت هندئ، داکو پیدقییشکر و وه رگێرانه کا کاریگه ری یا وه کی تیگستی زمانی په سه ن (ژیدهر) بهرهم بهیته و ل ئه قیری دیارده بیت، کو خواندین وه رگێرانی وه کو سیسته مه کی پیکفه گریډای کارده کن و ل سه ر ئه قی بنه مای پیدقییه که سی وه رگێر په فتاره کا ته قگر و فره په هه ند و هه مه لایه نی و بهر فره ل گه ل زمانین جیاواز بکه ت و ئه نجامئ ئه قی چه ندئ هه لبژاردا مه بۆ بابه تی خواندین وه رگێرانی وه کو سیسته م دیار ده کت، ل سه ر بنه مایی ئه قی چه ندئ و د ئه قی فه کۆلینیدا دی خواندنه کا نه هه قده م و هه قده م ل گه ل رۆمالکرنا ژیدهرین ئاسویی و ستوونی بۆ زاراقی (خواندین وه رگێرانی) هیتته ئه نجامدان و

فهكؤلين دى ب هندهك دهرةنجامان نهوئن سرؤشتى جياواز بو تايبهتمهنديين ژيىكجودا سهبارهت
(خواندين وهركيراني)

المستخلص

مما لا ريب فيه يمكن اعتبار الدراسات الترجمة واحدة من أكثر الظواهر تجريدًا وتعقيدًا ، وذلك ببساطة لأن الترجمة نفسها هي نتاج الجوهر المجرد لعقل المتحدث والكاتب والمخاطب. كما هو معروف ، فسرت الترجمة بشكل مختلف بسبب طبيعتها. لقد تم النظر إليه من حيث إيجاد التكافؤ ، وايضا من حيث نقل المعنى. لا تزال هناك آراء أخرى مثل الترجمة كمنتج ، عملية ، ، بين اللغات ، بين سيميائية ، أدبية ، غير أدبية. فضلا عن ، تم تحديده من حيث المدى والمستوى والرتبة من بين العديد من وجهات النظر الأخرى. يُنظر إلى الترجمة أيضًا من حيث الأنواع مثل ، الأدبية والعلمية والقانونية والصحفية والطبية والسياسية والدينية. وهكذا ، وبالتالي ، فهذا يعني أن المترجم يجب أن يكون لغويًا ، ودلاليًا ، وبراعمائيًا ، واسلوبيا ، وعالم أصوات ، وعالم صوتي ، وعالم مورفولوجي ، ونحوي ، من بين العديد من المستويات الأخرى في علم اللغة والسيميائية. هذا يعني أن هناك حاجة إلى مترجم محتمل من أجل تقديم ترجمة فاعلة ماثلة لترجمة نص اللغة المصدر. ومن هنا تأتي دراسات الترجمة كنظام كامل. يتطلب التعامل مع مثل هذا الانضباط الشامل مترجمًا متعدد اللغات بالإضافة إلى دراسة مترامية الاطراف. نتيجة لذلك ، يأتي اختيارنا لـ "الدراسات الترجمة كنظام". وبناءً على ذلك ، في هذا البحث ، سيتم إجراء دراسة غير متزامنة ومتزامنة لتغطية المراجعات الأفقية والرأسية لمصطلح "دراسات الترجمة" ، وتنتهي الدراسة ببعض الاستنتاجات التي توضح الطبيعة التعددية للتخصصات في "الدراسات الترجمة".