

国外翻译研究丛书之二十八

THE MAP

*A Beginner's Guide to Doing Research in
Translation Studies*

路线图

——翻译研究方法入门

JENNY WILLIAMS & ANDREW CHESTERMAN



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

H059
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St. Jerome Publishing
Manchester, UK & Northampton MA

图书在版编目 (CIP) 数据

路线图: 翻译研究方法入门 / 威廉姆斯 (Williams, J.),
切斯特曼 (Chesterman, A.) 著.

—上海: 上海外语教育出版社, 2004

(国外翻译研究丛书)

书名原文: *The Map: A Beginner's Guide of Doing Research
in Translation Studies*

ISBN 7-81095-104-1

I. 路… II. ①威…②切… III. 翻译理论—研究—英文
IV. H059

中国版本图书馆CIP数据核字 (2003) 第122624号

图字: 09-2003-479号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 刘 璟

印 刷: 上海长阳印刷厂
经 销: 新华书店上海发行所
开 本: 880×1230 1/32 印张 5.25 字数 162千字
版 次: 2004年4月第1版 2006年6月第3次印刷
印 数: 2 100册

书 号: ISBN 7-81095-104-1 / H · 040
定 价: 9.80 元

本版图书如有印装质量问题,可向本社调换

Published by

St. Jerome Publishing
2 Maple Road West, Brooklands
Manchester, M23 9HH, United Kingdom
Fax +44 161 973 9856
Fax +44 161 905 3498
stjerome@compuserve.com
<http://www.stjrome.co.uk>

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British Library Cataloguing in Publication Data

A catalogue record of this book is available from the British Library.

Library of Congress Cataloging-in-Publication Data

Williams, Jenny.

The Map: a beginner's guide to doing research in translation studies /
by Jenny Williams and Andrew Chesterman.

p. cm.

Includes bibliographical references and index.

ISBN 1-900650-54-1 (Paperback; alk. paper)

I. Translating and interpreting — Research — Methodology. I.
Chesterman, Andrew. II. Title.

P306.5.W547 2002

418 '02' 072 — dc21

Published by arrangement with St. Jerome Publishing.

Licensed for sale in the People's Republic of China only, excluding Hong Kong.

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仅供在中华人民共和国境内销售。

出版说明

近年来,国内翻译研究取得了很大进展,有关翻译研究的丛书也出了多套。不过,长期以来,国内引进的原版翻译著作匮乏,不少研究都是根据二手资料;另外,学习翻译专业的研究生人数越来越多,这种状况若继续存在,将十分不利于学科的发展和翻译人才的培养。鉴于此,上海外语教育出版社约请了多名国内翻译研究著名学者分别开列出最值得引进的国外翻译研究论著的书目,并对这些书目进行整理、排序,最终确定了准备引进的正式书单。该丛书涉及的论著时间跨度大,既有经典,也有新论;内容的覆盖面也相当广泛,既有翻译本体的研究,也有跨学科的研究。这套丛书的引进将会满足翻译专业研究生教学原版参考书和翻译理论研究的需要。

上海外语教育出版社谨以此丛书献给我国的翻译学界。

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(代序)

上海外语教育出版社自成立以来一直是我国外语教育最优秀的后勤部和侦调部。因为它不但为我国各个层次(尤其本科与研究生层次)的外语教育提供了多种高水平的教材、教参和工具书,而且还出版了多学科、多语种和多系列的中文版和外文版的学术著作,比如“现代语言学丛书”、“牛津应用语言学丛书”、“美国文学史论译丛”、“外国文学史丛书”、“剑桥文学指南丛书”、“当代英语语言学丛书”以及列入国家及教育部规划的人文社科重点项目的外国语言文学、文化等方面的图书等。为了适应我国现代化建设和教育改革的需要,还出版了一批国际金融、对外贸易、涉外保险、国际经济法、国际新闻和管理科学等方面的教材与专著。这些著作在外语的学科建设与学术研究以及复合型人才培养等方面都在发挥着强有力的侦察、调研和指导作用。这是外语界有口皆碑的。

随着中外文化交流的纵深发展以及我国现代化建设对人才的需求,对比语言学和翻译学近些年来在我国有了较快的发展,最突出的证据就是①外语类硕士博士点上研究对比与翻译方向的学生在逐年迅速增多,而且我们的高校已经有了翻译学院和翻译系(当然还太少)。②外语专业的学生考中文、法律等其他人文社科专业的硕士、博士以及反方向的走向已经起步。这种跨学科的人才已成为人才资源竞争的最主要对象,因此发展趋势定会看好。上海外语教育出版社为适应这种高层次人才培养和新学科建设的需要,不但积极出版国内关于对比研究和翻译研究的专著和论文集,最近又推出了

原版“国外翻译研究丛书”，这套丛书时间跨度从古代到现代，所选书目皆为译学发展史上有里程碑作用的名家名著，堪称译学经典。他们计划分批出版，以满足读者的需求。

这套丛书的出版首先可以解决国内翻译教学原版参考书多年匮乏的困难，真可以说是我国翻译教学与理论研究的及时雨。我想学习和关心这个学科的师生和其他人士定会对这套书的引进为之欢呼，为之祝贺。

这套丛书的价值还在于能大大促进我国翻译学科建设的的发展。译学学科的发展依赖于研究者在三个方面的深入研究和结合。一是对本国译学的继承性研究；二是对外国译学的借鉴性研究；三是对翻译实践和翻译教学中新问题的探索性研究。只有这三者研究深入并结合好了，才可能从经验与技巧逐步升华为具有科学性的译学理论。这三个方面的研究，改革开放以来，在我国已取得了很显著的成就，这是有目共睹的。翻译学在我国已于20世纪80年代末有了独立学科的初级形态，90年代又有了新的发展，对学科的独立性以及理论体系的结构与功能有了更多的探讨。依照学科建设的规律和研究现状，我们尚需在上述三个方面加大研究力度，而这套丛书就是借鉴性研究的主要资源。从这个角度讲，这套丛书的引进也是我国文化基本建设的重要工程之一。

在新的世纪，文化（包括各类科学技术）会多方面快速深入人类的日常生活，各国之间的交流会空前深广，因此翻译的功能会逐步扩大，实用性翻译人才的需求量定会空前增加。这就要求我们除了做好高层次研究型人才的培养以外，还应十分重视实用性人才的培养和应用译学的研究。我想出版社一定会关注和引导译学建设的理论研究与应用的发展趋势。

杨自俭

青岛海洋大学六三居室

2001年3月28日

出版前言

翻译研究的方法论是翻译界近年来关注的热点之一,其大背景自然是翻译研究的迅猛发展,更直接的原因则是翻译研究本身所具有的跨学科、多学科性质。本书即是一部有关翻译研究基本方法的著作。

在“引言”部分,作者解释了本书的写作宗旨和使用方法,其中一个核心思想就是:研究必须具有价值。怎样的研究是具有价值的呢?那就是要在前人研究的基础上有所创新,为知识的积累做出贡献,使研究成为本学科研究发展过程中的一个组成部分,而不是割断与历史和整体的联系去没头没脑地“重新发明轮子”。这一点对各个层次上的研究者都是适用的,区别只在于对“创新”的含义解释不同,以体现价值大小、水平高低。提出新的思想、新的方法固然是创新,即便是为验证某种已有的理论提出新的证据,或是以独到的方法总结某些成果,同样也是有价值的。

那么,如何使研究具有价值?本书提供了两个方面的指导,一是了解翻译研究发展的现状,以使研究内容具有延续性,二是掌握符合学术规范的基本的研究方法,即从内容和方法两个方面保证使研究具有价值。

第一个方面即对研究课题的介绍集中在第一章,其余部分(第二至第十章)全部用来介绍研究方法。这后面九章所介绍的内容体现了很强的工具性,同样适用于其他领域的学术研究,此书中作者只是根据翻译研究的需要予以整理和解说。这里面包括:

一、研究的基本概念和常识,如什么是“研究”,研究的种类(第四章);什么是“假说”(hypothesis),有哪几类(第五章);

适用于翻译研究的几种主要的理论模式(第三章);作为研究对象的“变项”(variables)及变项之间的几种关系(第六章)。

二、具体方法,如怎样准备开题(第二章);资料的选择与分析(第七章);撰写中的注意事项(第八章);如何准备答辩和学术报告等(第九章)。

三、质量要求,如论文的自我检查要点,以及是否具有学术价值的具体衡量标准(第十章)。

本书语言简明扼要,内容提纲挈领,但许多具体的方法、途径、原则、原理等等又介绍得十分清楚,详略得当,非常实用。同时,构成本书主要内容的以上两个方面也都具有很重要的理论意义。适合我国翻译工作者、翻译专业研究生及相关爱好者使用。

Acknowledgements

The authors are deeply indebted to the following colleagues in Translation Studies who gave generously of their time and expertise in reading and commenting on the first draft of the **The Map**:

Gunilla Anderman, University of Surrey, England
Lynne Bowker, University of Ottawa, Canada
Michèle Cooke, University of Vienna, Austria
Margaret Gibbon, Dublin City University, Ireland
Daniel Gilc, Université Lumière Lyon 2, France
Ritva Leppihalme, University of Helsinki, Finland
Eithne O'Connell, Dublin City University, Ireland
Maeve Olohan, UMIST, England
Margaret Rogers, University of Surrey, England
Şebnem Susam-Sarajeva, University of Helsinki, Finland
Anne Tucker, SILD Division, European Parliament, Luxembourg.

We are also grateful to Translation Studies students at the University of Helsinki and Dublin City University for the feedback they provided on earlier versions of this book.

In addition, Jenny Williams would like to thank Dublin City University for granting her an Albert College Senior Fellowship (2001-2002), which enabled her to take research leave during the final stage of work on **The Map**.

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Introduction

This book is intended as a guide for students who are required to undertake research in Translation Studies and present it in written and/or oral form. It is not an introduction to Translation Studies as such; we assume that readers already have a basic familiarity with the field. **The Map** aims to provide a step-by-step introduction to *doing research* in an area which, because of its interdisciplinary nature, can present the inexperienced researcher with a bewildering array of topics and methodologies. We have called it **The Map** because it is designed to help you find your way through a relatively new and uncharted terrain.

The point in an academic career at which a student engages in Translation Studies research for the first time varies from country to country. As an introductory text, **The Map** is addressed primarily to advanced BA students, to MA/MSc/MPhil students – whether on taught or research Masters programmes – as well as to PhD students who have had little previous experience of research in Translation Studies. We use these academic qualifications in the knowledge that they are culture-specific and with the intention only of indicating general levels of achievement.

Let us assume that a translation is a text in one language which is produced on the basis of a text in another language for a particular purpose. In the context of **The Map**, 'Translation Studies' is defined as the field of study devoted to describing, analyzing and theorizing the processes, contexts and products of the act of translation as well as the (roles of the) agents involved. In Chapter 1 we discuss research in Translation Studies under the following headings: Text Analysis and Translation, Translation Quality Assessment, Genre Translation, Multimedia Translation, Translation and Technology, Translation History, Translation Ethics, Terminology and Glossaries, Interpreting, the Translation Process, Translator Training and the Translation Profession.

We define research broadly as a "systematic investigation towards increasing the sum of knowledge" (Chambers 1989:845). We agree with Gillham (2000a: 2) that "research is about creating new knowledge, whatever the disciplines". Innovation is vital if a discipline is to grow and prosper. However, the definition of 'new

knowledge' will vary according to the level at which the research is undertaken. An essay at advanced BA level will clearly differ in scope from a doctoral dissertation. 'Creating new knowledge' can consist in summarizing new research in an emerging field or providing a very small amount of new evidence to support or disconfirm an existing hypothesis at one end of the scale, to developing a new methodology for Translation History at the other.

The aim of Translation Studies research is therefore to make a contribution to the field which increases the sum of our knowledge. You can make your contribution in a number of ways:

- By providing new data;
- By suggesting an answer to a specific question;
- By testing or refining an existing hypothesis, theory or methodology;
- By proposing a new idea, hypothesis, theory or methodology.

Before you embark on research it is essential that you have some practical experience of translating, whether in the translation classroom or in a professional setting. A researcher in Translation Studies with no experience of translating is rather like the stereotypical back-seat driver who, as we know, ends up being not only unpopular but also ignored and thus ineffectual – and sometimes even gets ejected from the vehicle! It is difficult, if not impossible, to appreciate the thought processes, choices, constraints and mechanisms involved in translation if you have never engaged in the process yourself. Theory and practice are as inseparable in Translation Studies as they are in all other fields of human endeavour. The mutual suspicion and hostility which used to exist between the translation profession and the Translation Studies research community has been giving way in recent times to a more productive relationship. The action research model recently proposed by Hatim (2001) offers some solutions to overcoming this unhelpful division. (See also Chesterman and Wagner 2002.)

Whether your desire to undertake research in Translation Studies is determined by a natural curiosity, a need to obtain a further qualification or a general desire for personal development, one of the first steps you will need to take is to identify a general area which interests you. Personal interest in and enthusiasm for your

subject are vital if you want to make a success of it.

You might be interested in increasing our general understanding of translation or in improving some aspect of translation practice. The first kind of investigation might lead to better theories, better ways of looking at translation. The second would aim at improving translation quality or perhaps raising the status of translators themselves. Applied research of this kind can offer guidelines for better practice based on the study of successful professional translation. It can also test and perhaps revise prescriptive claims in the light of evidence from competent professional practice.

The initial idea for a research project can come from a very wide variety of sources, both academic and non-academic. You might be inspired by a book or a lecture on some aspect of Translation Studies, or by the work of a fellow student. You might be reading *Harry Potter* and wonder how it could be translated into Chinese. Or you could be trying to assemble your new flatpack bookcase and wonder how the largely incomprehensible instructions were produced. Or you could be playing your new video game and wondering who translated the original Japanese soundtrack into English. Or you could simply wake up one morning and wonder how all those European Union directives on Bovine Spongiform Encephalopathy got translated into the languages of the member states – or, indeed, ponder the implications of the enlargement of the European Union for translation.

The initial idea is exciting – but perhaps someone has already researched it? Or perhaps it's not feasible? Or perhaps it's not worth researching? To answer these questions you need to ascertain the current state of research in the field.

There are two reasons why this is essential:

1. The purpose of research is to *add* to the sum of knowledge; reinventing the wheel is a waste of everyone's time.
2. Your research is not taking place in a vacuum: it relates to what has gone before. Even if you consider that everything written on your topic to date is rubbish you must be able to substantiate this opinion and justify your own approach.

Research in Translation Studies can only grow and prosper if hypotheses are constantly being refined, developed and built upon, if ideas are constantly scrutinized. This is why you must first establish the current state of research on the topic you want to investigate.

Whether you have an initial idea or not, the standard Translation Studies reference works such as the annual *Bibliography of Translation Studies* (Bowker *et al.* 1998; 1999 and 2000a), the biannual *Translation Studies Abstracts* (Olohan 1998-), the *Dictionary of Translation Studies* (Shuttleworth and Cowie 1997), the *Encyclopedia of Literary Translation into English* (Classe 2000) and the *Routledge Encyclopedia of Translation Studies* (Baker 1998) all provide a good starting point. Recent surveys of the field include Chesterman (1997) and Munday (2001).

Chapter 1 of **The Map** gives an overview of twelve research areas in Translation Studies which will help you to identify a topic and establish some of the current research questions relating to it. Chapter 2 will assist you in planning your research project: time spent drawing up your research plan is time well spent and can save you time and trouble in the long run. Chapters 3 to 7 provide some of the conceptual and methodological tools you will need. Chapters 8 and 9 are about how to present your research; and, finally, chapter 10 deals with some of the criteria which you and others will use to assess your research.

The Map will thus take you through the research process, which can be described as consisting of a number of stages, some of which will overlap:

- choosing an area
- making a preliminary plan
- searching through the literature
- reading and thinking
- defining the research question
- revising the plan
- collecting data
- analyzing the data
- processing the results
- writing a draft
- evaluating, eliciting feedback
- thinking of implications