Culture-specific items
Translation procedures for a text about Australian and New Zealand Children’s Literature

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Abstract

The aim of this study is to analyse the problems met when translating culture-specific items in a text about Australian and New Zealand colonial and post-colonial children’s literature into Swedish. The analysis quantifies and describes the different translation procedures used, and contrasts different strategies when there was more than one possible choice. It also outlines the reasons for the choices made when creating a text adapted for a Swedish audience.

The translation methods applied are dynamic equivalence and domestication. As for the categorization of the material, the theories of Newmark (1988) have primarily been followed.

The study shows that the frequency of each translation procedure depends on the type of culture-specific item, and the chosen translation method. It is argued that transference is the most commonly used procedure, and recognized translations are not as frequent as could have been expected with the choice of domestication. This is the case for proper nouns and references to literary works, where transference and dynamic equivalence has been given priority over domestication whenever the factual content was considered to be the most important aspect to follow. As for culture-specific items of the category social culture, neutralisation is the most commonly used procedure. In such cases the domestication method was more influential than dynamic equivalence as the consideration of ethics as well as avoidance of cultural taboos in the target culture were considered to be more important than content.

Key words: addition, culture-specific items, deletion, domestication, dynamic equivalence, neutralisation, proper nouns, recognized translation, transference, translation
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1. Introduction

*Finding the best equivalent for culture specific items (CSIs) is one of the main concerns for each translator.*

(Maasoum 2011: 1767)

Culture-specific items are concepts that are specific for a certain culture. These concepts can refer to domains such as flora, fauna, food, clothes, housing, work, leisure, politics, law, and religion among others. For example, words like *koala*, *espresso* and *sari* are all culture-specific items that exist in a certain culture and not in others. Due to globalization, many of them are known in other cultures as well. Therefore, the choice to use those words in a translation of a text into another language would not be problematic as most people already are familiar with these concepts. However, if there is a lexical gap, i.e. if words or phrases are not known or when lexical equivalents do not exist in the target culture and language, such culture-specific items cause problems in translation.

Culture-specific items will be the main focus of this study that analyses the translation of a text about children’s literature from English into Swedish. The source text contains proper nouns as well as references to Australian and New Zealand society, culture, ecology, and other phenomena that might be unknown to the reader of the target text as Australia and New Zealand are far away from Sweden. Further, there are numerous references to literary works in the text, in the form of titles and quotes. For some of the books mentioned, Swedish translations exist but many of them are still untranslated. A translation problem that occurs is thus the one of deciding if the titles and quotes should be referred to in Swedish, English, or both in the target text. In all of these cases, the translator must consider how he or she can transmit the content of the text in the most appropriate way in order for the reader to fully understand the content of the target text.

1.1 Aim

The aim of this study is to analyse the problems met when translating culture-specific items from domains such as proper nouns, references to literary works, and social culture. The analysis will quantify and describe the different translation procedures used, as well as contrast different strategies when there is more than one possible choice. It will also outline the reasons for the choices made when creating a text adapted for a Swedish audience.
1.2 Material and Readership

The primary source for this study is the book *Children's Literature: An Illustrated History* edited by Peter Hunt and published by Oxford University Press (1995). The selected extract is from Chapter 12, “Colonial and Post-Colonial Children’s Literature: Australia, Canada and New Zealand”. This particular chapter contains three individual subchapters, i.e. “Australia”, “Canada”, and “New Zealand”, where the subchapters “Australia” and “New Zealand” were chosen for the study. The Australian text is written by Michael Stone (1995), lecturer at the University of Wollongong in Australia. For that part, the full text including captions was translated. As for the subchapter about New Zealand children’s literature by Betty Gilderdale (1995), lecturer at the University of Auckland in New Zealand, the first two and a half pages excluding captions were translated.

The source text (henceforth ST) as well as the target text (henceforth TT) have an informative function, giving a brief and chronological overview of Australian and New Zealand literary works published for children from the 1830s until around 1990. The texts are written in a general style using a simple vocabulary without specific terminology, although some literary terms occur. This follows Hellspong and Ledin’s (1997: 79) definition of a text with a general dimension, i.e. the use of simple nouns and few technical terms among others. Further, the ST is narrative in style. The characteristics of such a text are the use of past tense verbs and third person pronouns according to Biber and Conrad (2009: 68). An example from the text by Stone (1995: 328–329) is: “While these writer’s novels were different in mood and characterization they presented traditional images of the Australian family in an idealized landscape”. This sentence shows examples of simple nouns, few technical terms (characterization is a literary term, though), past tense verbs, and a third person pronoun.

The publisher of the ST, Oxford University Press (www), is a department of Oxford University that publishes books within research, scholarship, research and education but also books of general interest for a wider audience. According to the blurb on the inside of the cover of the book, the publisher presents it as “a fascinating study which will delight all readers, young and old”. From this description and the characteristics of the text as specified above, it is assumed that it addresses a wide range of readers with limited background knowledge on the subject. It could be used in basic literary studies but also non-students interested in English-language children’s literature are possible addressees. Further, the book is considered to belong to the genre of popular science. This conclusion is drawn from the study of Min-Hsiu (2010: 129) stating that the key feature defining this genre is “the writing of science for a lay audience”.

As the ST primarily is written for a British audience, they are assumed to have a higher degree of background knowledge than the reader of the TT. Great Britain has a strong connection to Australia and New Zealand as both countries used to be their colonies, and they are still part of the Commonwealth. Therefore, readers in Great Britain have most likely already heard of many of the books, people, places and other culture-specific concepts referred to in the text. This might not always be the case for a Swedish reader, though. Apart from that, it is assumed that a translation of the book or text would have a similar readership as the ST.

As already mentioned, the difficulties in the translation of the ST are proper nouns, references to literary works, and other culture-specific items (henceforth CSIs). In the next section, the methods for dealing with such translation difficulties will be presented.

1.3 Method

In this section the translation methods chosen and the translation tools used when translating the ST will be described. Further, the methods used for categorizing the material in the analysis will be outlined.

1.3.1 Translation Methods

The translation methods chosen are “dynamic equivalence” and “domestication”. Dynamic equivalence is used for content-aspects while domestication concerns the cultural, political and ethical considerations in the translation. Below follows a presentation of these methods.

The term “dynamic equivalence” was defined by Nida (1964), who points out four basic requirements for translations following dynamic equivalence: they should make sense, convey the spirit and manner of the original, have a natural form of expression, and produce a similar response (ibid.: 148). However, he states that whenever it is not possible to meet all of these four requirements, content (or meaning) has priority over form (ibid.: 148–149). Maasoum (2011: 1768) recommends dynamic equivalence in the translation of CSIs in his statement that meaning or content has priority over form in such translations. Further, according to Reiss (1981: 124), texts with an informative function are content-oriented. For such texts, the contents of the ST should also be conveyed in the TT (ibid.: 127). As already mentioned, both the ST and the TT have an informative function, and content is therefore important. Thus, dynamic equivalence is an appropriate choice for the translation.

also means that the translator is “invisible”, that the text is adapted to the values of the receiving culture, and that the author is moved towards the reader. Foreignization, on the other hand, involves the exclusion of dominant cultural values, and a move of the reader towards the writer (ibid.: 218–219). Venuti (2008: 15–16, as cited in Munday 2012: 218–219) advocates the foreignization method but acknowledges that the domestication method is the dominant one in British and American translation culture. Also Zare-Behtash and Firoozkoohi (2009: 1576) have found that domestication has been the most pervasive cultural translation strategy from the 1950s up to the 2000s. However, they state that the choice of domestication or foreignization leads to cultural and ideological factors having an influence on translation, and that the chosen translation method has an influence on the TT readers and cultures (ibid.). For this reason, the preferable choice would be to apply foreignization. However, as the text is informative, there would be a risk that the readers would not fully understand the content of the text with the use of foreignization. Therefore, domestication was chosen for the study.

It should be noted that dynamic equivalence and domestication have one aspect in common. When using dynamic equivalence the aim is to have “a natural form of expression”, something that is equivalent to the definition “an idiomatic and readable TT” according to domestication. This aspect will be referred to as domestication in the following study.

In addition to dynamic equivalence and domestication, certain tools were used in the translation process. These tools are described in the following paragraph.

1.3.2 Translation Tools

Apart from traditional dictionaries and webpages of synonyms and corpora, parallel texts turned out to be useful in the translation. In order to understand, explain and find the most suitable translation for CSIs, the online encyclopaedias Nationalencyklopedin (henceforth NE) and Encyclopaedia Britannica were mostly consulted. In guidebooks written in Swedish, for example Australien: Guiderna som visar dig allt andra bara beskriver by DK Första Klass Reseguider (2012), explanations of geographical names, ecology and social culture were found. As for social culture, information was also found in the book De ursprungliga australierna (Larsen 2005). Further, the books Från Beowulf till Blyton (Lindqvist 2012) and Besök i brittiska barnbokslandskap (Klingberg 1987) were useful when deciding how to handle the various titles of the literary works as well as the literary quotes referred to in the ST. Swedish translations of the literary works discussed in the ST were also consulted before deciding which translation procedure to use. In order to establish if the books mentioned in
the ST were translated into Swedish or not, searches were made on various websites such as LIBRIS and NE.

Throughout the translation work, CSIs were marked out and used as a starting point for the analysis. A description of the methods chosen for categorizing that material in the analysis follows in the next section.

1.3.3 Analysis Methods

The theoretical framework for the analysis is primarily Peter Newmark’s (1988) *A Textbook of Translation*. Newmark (1988: 103) divides CSIs into five categories, and lists twelve different translation procedures that are relevant when translating them.

The study contains a quantitative and a qualitative part, where the quantitative analysis was the first one to be executed. In this work, CSIs were categorized with the name of the translation procedure as defined by Newmark (1988) for each of them. Further, the CSIs were divided into different types such as “proper nouns” and “titles of literary works”, and they were also linked to the relevant cultural category as defined by Newmark (1988). The quantitative analysis was then the starting point for the qualitative analysis as it outlined what type of CSIs that occurred in the ST, as well as which translation procedures that were used in the translation. Those types and procedures were then discussed in the qualitative analysis describing the procedures used and their frequencies, the problems met, as well as the reasons behind the decisions made for the translation of CSIs.

In the next chapter, the theories of Newmark (1988) will be described in more detail.

2. Theoretical Background

This part begins with a short definition of the cultural categories according to Newmark’s (1988) theories. Newmark’s (ibid.) translation procedures specifically listed for CSIs are then presented in more detail. In cases where clarifications have been considered necessary, the theories of Newmark (ibid.) are contrasted with the ones of other scholars.

2.1 Newmark’s Cultural Categories

Peter Newmark (1988: 103) categorises cultural words in five different groups: “ecology”, “material culture”, “social culture”, “organisations, customs and ideas”, as well as “gestures and habits”.
According to Newmark (1988: 103) the category “ecology” comprises animals, plants, local winds, mountains, and plains among others. Such examples are bush and tundra (ibid.: 96). Concepts like food, clothes, housing, transport and communications all belong to the category “material culture” (ibid.: 103). As examples, Newmark presents palazzo and kimono (ibid.: 97). “Social culture” refers to for example work and leisure, and is exemplified by patisserie and boule (ibid.: 98–99, 103). Political, social, legal, religious, and artistic aspects all belong to the category “organisations, customs and ideas”, referring to the institutional terms of the political and social life of a country, for example Riksdag (ibid.: 99, 103). Also historical terms, such as le Grand Siècle, fall under that category (ibid.: 101). As for the category “gestures and habits”, it refers to how people of different cultures behave differently in certain situations, as when greeting each other with a hand shake or a kiss (ibid.: 102).

Newmark’s (1988) translation procedures for the above types of CSIs are presented in the following chapter.

2.2 Newmark’s Translation Procedures

Newmark (1988: 103) points out twelve different translation procedures applied for CSIs, namely “transference”, “cultural equivalent”, “neutralisation” (i.e. functional and descriptive equivalent), “literal translation”, “label”, “naturalisation”, “componental analysis”, “deletion”, “couplet”, “recognized translation”, “paraphrase, gloss, notes etc.”, and “classifier”. Below follows a description only of the procedures that were used in the translation, and they are therefore the only ones that will be relevant for this study, i.e. transference (2.2.1), recognized translation (2.2.2), addition (2.2.3), deletion (2.2.4), neutralisation (2.2.5), and couplet (2.2.6).

2.2.1 Transference

According to Newmark (1988: 81) “transference” means that the source language (henceforth SL) word is transferred into the TT, i.e. it is not translated and becomes a “loan word”. The same procedure is acknowledged by other scholars as well, although they use other names for it. For example, Pedersen (2005: 4) calls it “retention” while Petruccione (2012: 45) lists “preservation” and “repetition” as examples of other names given to this procedure by Davies (2003: 73) and Aixela (1996) respectively.

Normally the following words undergo transference according to Newmark (1988: 82): names of all living and most dead people, geographical names if recognized translations do not exist, names of periodicals and newspapers, titles of untranslated literary works, names of companies and institutions unless recognized translations exist, street names and addresses.
Also terms belonging to the category “ecology” are normally transferred into the TT when they have a strong element of local colour (ibid.: 96). Petrulione (2012: 45) gives similar examples to Newmark’s of when transference is preferable. For example, she states that this procedure should be used for proper nouns as well as CSIs that add local colour to the text, as in the case of *espresso* (ibid.). As for geographical names, Ingo (2007: 138) has the same approach as Newmark claiming that transference is only to be used when no recognized translation exists in the target language (henceforth TL).

Newmark (1988: 99–100) states that transference is preferable when translating CSIs in serious publications, in informative texts, and when the readers are educated. Further, he claims that a sophisticated reader gets closer to the sense of the original when CSIs are transferred instead of translated in the TT (ibid.: 101). If the readers would like to do their own research or consult the original works, transference is thus preferable (ibid.). For this reason, it is important that the translator adds the SL word in brackets whenever he or she has made an attempt to a translation (ibid.).

### 2.2.2 Recognized Translation

Newmark (1988: 89) states that the procedure of “recognized translation” means that if an official or generally accepted translation of an institutional term exists, the translator should use that one instead of an own alternative. As an example he mentions that German *Rechtsstaat* should be translated with “constitutional state” (ibid.)

Pedersen (2005: 3) uses the term “official equivalent” for this type of translation procedure, and refers to executive decisions authenticating the official translation of CSIs. However, he states that official equivalents can also appear as standard translations or preformed TL versions when the CSI has entered the TL (ibid.). As an example, he uses *Donald Duck*, where there is no reason to use anything else than *Kalle Anka* in the translation (ibid.). Newmark (1988: 96) gives similar examples when stating that certain ecological features may become lexical items in the TL, as for example *avocado* and *guava*.

The procedure of recognized translation could be applied to titles of literary works and literary quotes as well according to Ingo (2007: 150–151). He claims that it is important not to present an own translation if official and published translations of the works already exist (ibid.). In such cases, the recognized translation should be used instead. Newmark (1988) does not give any guidance on translated literary works but from the context it can be understood that he holds the same opinion when stating that titles of untranslated literary works should be
transferred as pointed out in the previous section. From this statement it could be concluded that he means that recognized translations should be used whenever existing.

2.2.3 Addition

“Addition” is one of the translation procedures that Newmark (1988: 91, 103) discusses under the heading "paraphrase, additions, gloss, notes etc.". For this study, only the addition procedure is relevant, and it is therefore the only one to be presented.

Newmark (1988: 91) claims that additional information might be necessary when there is a difference between the cultures of the SL and the TL. Further, the need for additions depends on if the TT readership requires it (ibid.: 91). When it is possible, and when additions are not lengthy, they should be done within the text as there will be no interruption in the reader’s flow of attention then (ibid.: 92). Additions that are done within the text can take various forms, and Newmark gives seven different examples (ibid.). The two most commonly used in this study are “parenthesis” and “classifier” (ibid.). Parenthesis is the longest form of addition, as when aides is rendered in the TT as “aides – these are excise dues on such things as drinks, tobacco, iron, precious metals and leather – were imposed in the eighteenth century” (ibid.). As for classifier, an example is when the translation of Speyer becomes “the city of Speyer, in West Germany” (ibid.).

According to Pedersen (2005: 4) one form of adding information is called “explicitation”, which means that the TT is expanded spelling out facts that are implicit in the ST. This concept of explicitation goes in line with the theories of Reiss (1981). As previously mentioned, the ST and the TT have an informative function. According to Reiss (1981: 124), such texts are content-oriented, and they should be translated “according to the sense and meaning”. This means that due to structural and pragmatic differences between the two languages involved, things that are conveyed implicitly in the ST might need to be explicated in the TT, and vice versa (ibid.: 127–128).

It should be noted that the use of addition in translation is not unproblematic. Ingo (2007: 22) refers to the maxims of Grice when discussing how much information should be given. If you say too much or give too much information, the reader will find the text boring (ibid.). On the other hand, if you make too few explanations, there is a risk that the reader will not fully understand the content of the text (ibid.).
2.2.4 Deletion
According to Newmark (1988: 90) “deletion” refers to cases where certain passages, elements or words of the ST are omitted in the translation. Pedersen (2005: 9) calls this procedure “omission”, and according to Maasoum (2011: 1770) the translator should only use it as a last choice as it is contradictory to the aim of being “faithful to the original text”. However, Petrulione (2012: 46) expresses that omissions can be justified in some cases. For example, she refers to Davies (2003: 80) who claims that omissions are motivated when the use of a paraphrase or an equivalent would not be justified in relation to the effort that would be required in providing it (Petrulione 2012: 46). Further, Petrulione (ibid.) refers to Dimitriu (2004) stating that omission can be an option when, for example, avoiding text redundancy, cultural taboos and unnecessary culture bumps, and when wanting to present only essential information.

2.2.5 Neutralisation
The “neutralisation” procedure generalises or deculturalises a cultural word according to Newmark (1988: 83). Two types of this procedure exist, i.e. “functional equivalent” and “descriptive equivalent” (ibid.: 103). As for the functional equivalent, Newmark (ibid.: 83) means that this procedure involves the use of a culture-free word or a new specific term in the TT. As examples he gives “French secondary school leaving exam” as a neutralisation of the French baccalauréat, and “Polish parliament” as a neutralised translation of Sejm (ibid.). The descriptive equivalent, on the other hand, is when a CSI is described in words (ibid.: 83–84). Such an example is “the Japanese aristocracy from the eleventh to the nineteenth century” being used as a descriptive equivalent of samurai (ibid.: 84). Not all translation scholars would use the term descriptive equivalent for this type of rephrasing, though. For instance, Ingo (2007: 298) would label it “paraphrase”. When discussing interpretation he states that “arbetsredskapet som mannen har i handen” can be used as a paraphrase of a tång (ibid.).

Newmark (1988: 98) claims that for the cultural category “social culture”, difficulties arise when a literal translation exists but it might cause negative connotations by the reader of the TT (ibid.). In such cases, the neutralisation procedure might be necessary.

2.2.6 Couplet
According to Newmark (1988: 91) “couplets”, “triplets” and “quadruplets” are a combination of two, three, or four of the other procedures mentioned above. They are particularly common
for cultural words, for example when transference is combined with a functional equivalent (ibid.).

2.3 Summary
In this part, Newmark’s (1988) cultural categories and his proposed translation procedures for CSIs have been presented. In the following analysis section, these procedures will be contrasted and problematized in relation to the translation of the ST about Australian and New Zealand children’s literature from the book *Children’s Literature: An Illustrated History*.

3. Analysis
The first section of the study (3.1) outlines the frequency of the types of CSIs appearing in the ST, defines which cultural categories those CSIs belong to, and quantifies the translation procedures used in the TT. The most frequent types of CSIs are then discussed in the following sections (3.2–3.4), where the frequency of the different translation procedures and the choice between them in relation to the chosen translation methods as described in section 1.3.1 is also presented.

3.1 Quantitative Results
In table 1 below, the results of the quantitative analysis are presented, sorted by type of CSI. The cultural categories of the CSIs are also specified. The ST contained 436 tokens of CSIs in total. Some of the CSIs appeared more than once in the ST, and they were counted as one token on each occurrence.

*Table 1 – CSIs and Cultural Categories*

<table>
<thead>
<tr>
<th>CSI</th>
<th>Token</th>
<th>%</th>
<th>Cultural category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper nouns</td>
<td>235</td>
<td>54</td>
<td>-</td>
</tr>
<tr>
<td>References to literary works</td>
<td>139</td>
<td>32</td>
<td>Social culture</td>
</tr>
<tr>
<td>Social culture</td>
<td>37</td>
<td>8</td>
<td>Social culture</td>
</tr>
<tr>
<td>Ecology</td>
<td>21</td>
<td>5</td>
<td>Ecology</td>
</tr>
<tr>
<td>Proper nouns: organisations, historical terms</td>
<td>4</td>
<td>1</td>
<td>Organisations, customs, and ideas</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>436</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The table shows that the most common CSI in the ST is “proper nouns” not referring to organisations and historical terms (54 %), with “references to literary works” in second place (32 %). As for proper nouns, only the ones referring to organisations and historical terms have been linked to a specific cultural category by Newmark (1988). Thus, the largest group of the
CSIs in the text, proper nouns not referring to organisations and historical terms, has not been assigned a cultural category above as Newmark’s (ibid.) categorization has been followed. As pointed out in section 2.2.1, Newmark (ibid.) speaks of proper nouns in general terms, not as CSIs, when stating that proper nouns are normally transferred into the TT. Additionally, when Massoum (2011: 1771) discusses the translation of CSIs in his study, he specifies the relevant cultural categories for his examples, except in the case of proper nouns. Therefore, other proper nouns than organisations and historical terms might not be a CSI in the sense that Newmark (1988) defines it. However, as that group constitute such a large amount of the total tokens, and as problems were met in the translation of them, they will be analysed and categorised as CSIs in this study. Regarding the second category above, i.e. references to literary works, this group consists of “titles of literary works” and “literary quotes” as will be shown in section 3.3. They have been categorised as social culture above, although Newmark (1988) does not mention such examples in his description of that category. However, Massoum (2011: 1771) defines “untranslated literary texts” as social culture, and the same categorisation has been followed in this study.

Table 2 shows the translation procedures used for CSIs.

Table 2 –Translation Procedures

<table>
<thead>
<tr>
<th>Translation procedures</th>
<th>Token</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transference</td>
<td>292</td>
<td>67</td>
</tr>
<tr>
<td>Addition</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>Recognized translation</td>
<td>57</td>
<td>13</td>
</tr>
<tr>
<td>Neutralisation: Functional equivalent</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Deletion</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Neutralisation: Descriptive equivalent</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>436</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 2 above, it can be concluded that transference was the most commonly used translation procedure with 292 occurrences (67 %). It should be noted, though, that the use of transference might lead to a foreignization of the TT, something that is contradictory to the chosen domestication method. Thus, there is a risk that the readers will not fully understand the content of the text if they do not have sufficient knowledge of English, and dynamic equivalence will be violated as a consequence. However, there is theoretical support for this choice, as will be shown in the following paragraphs. Further, in order to comply with the method of dynamic equivalence, addition appeared on 60 occasions (14 %). It was most often used in combination with transference, as will be discussed in the qualitative analysis that follows.
In conclusion, the following study will focus on the most frequent CSIs. The discussion is divided into three sections: Proper Nouns (3.2), References to Literary Works (3.3), and Social Culture (3.4). Thus, the category “ecology” as well as proper nouns belonging to the category “organisations, customs, and ideas” will not be further discussed as they constitute only 6% of the total amount of CSIs.

### 3.2 Proper Nouns

The most common type of CSI in this study was proper nouns amounting to 54% of the CSIs as shown in table 1. In table 3 below, the different kinds of proper nouns are presented.

#### Table 3 – Proper Nouns

<table>
<thead>
<tr>
<th>Proper nouns</th>
<th>Token</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>People, literary characters</td>
<td>144</td>
<td>61</td>
</tr>
<tr>
<td>Geographical names</td>
<td>76</td>
<td>32</td>
</tr>
<tr>
<td>Others: publishers, newspapers, homes, houses etc.</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>235</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The most common proper nouns in the study were names of people and literary characters (61%) and geographical names (32%) as presented in table 3 above. For this reason, those groups were chosen for the analysis, and they will be discussed under the following headings “Names of People and Literary Characters” (3.2.1) and “Geographical Names” (3.2.2).

#### 3.2.1 Names of People and Literary Characters

Table 4 below presents the translation procedures as well as their frequencies for names of people and literary characters.

#### Table 4 – Translation Procedures for Names of People and Literary Characters

<table>
<thead>
<tr>
<th>Translation procedures</th>
<th>Token</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transference</td>
<td>125</td>
<td>87</td>
</tr>
<tr>
<td>Addition</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Deletion</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Neutralisation: Functional equivalent</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Recognized translation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results presented above show that transference is the most common procedure (87%) for names of people and literary characters as in example (1) below.
The choice of transference in example (1) is due to the theoretical recommendations for proper nouns as pointed out in section 2.2.1, although being in conflict with the chosen domestication method as previously mentioned. However, as recognized translations normally do not exist for names of people, that procedure was not an available option in most cases. Only on one occasion (1%) a recognized translation was used as shown in example (2).

In the above example, there would be no reason to use anything else than Fredag in the translation as it is the commonly known name for this character in the target culture. The choice reflects the theory of Pedersen (2005), and is in line with the domestication method as previously described.

As shown in table 4, addition was used on 10 occasions (7%). In all of the occurrences, it was used as a couplet in combination with transference. This was the case when the names of the authors of the various literary works are referred to with a title and their surname only in the ST as in examples (3)–(4).

In examples (3)–(4) above the given names of the authors were added. Examples (5)–(6) show other cases where information has been added in the translation.
Brenda Niall quotes a letter […]

The choice to add information in examples (3)–(6) above pursues dynamic equivalence, focusing on the content of the text, as described in section 1.3.1. In these examples, the author of the ST presupposes that the reader knows who the people referred to are, omitting given names and other explanations. As the reader of the TT has less background knowledge, the explicitation procedure was used in order to convey facts that are implicit in the ST. This follows Reiss’ (1981) and Pedersen’s (2005) theories as presented in the theoretical background. Although risking that the reader would find that too much information is given, causing a violation of the Gricean Maxims, there is a higher risk that the reader would not fully understand the content of the text if the additional information would not have been given. Further, in examples (3)–(4), the given names of the authors were added in order to facilitate any research that the reader of the TT might want to undertake. As the intended reader is assumed to have a special interest in literature, it is not unlikely that he or she would like to find out more about the books and authors referred to. For these reasons outlined above, and as dynamic equivalence was chosen for the translation, explicitation was considered necessary in examples (3)–(6).

Deletion was used on 5 occasions (3 %) as specified in table 4. All of them were done as a triplet in combination with transference and addition, and they all concerned the title Mrs as shown in example (3). In section 2.2.4 it was explained that deletions can be justified in order to avoid unnecessary culture bumps. As titles are not used much in Sweden anymore, the choice to write Fru Bowman would sound very old-fashioned to the reader of the TT, and create such a culture bump. Further, the choice to omit the title goes in line with the domestication method making the translator invisible and adapting the text to the values of the receiving culture. Although some of the factual content is lost with such deletions, it is justified by Dimitriu’s (2004, as cited in Petrulione 2012) thoughts of presenting only essential information as previously pointed out. For a Swedish reader, it is not interesting to know if a person is married or not, something that is transmitted with the title Mrs or Fru. Thus, domestication was given priority over dynamic equivalence in these cases.

Example (4) is different as the title, Lady, was kept. The reason for doing so is that Lady is a noble title held by only a few people. Such information is interesting for the reader, and a
choice to omit the title in that case would therefore go against the chosen method of dynamic equivalence as part of the factual content would be lost.

As presented in table 4, the neutralisation procedure was used on three occasions (2 %) with the choice of a functional equivalent. In example (7) one such case is shown.

(7) Mickie, Alfred Dudley’s faithful Aboriginal servant in borrowed finery, greets his master’s family on their arrival from England. Despite a recognizable kangaroo, the atmosphere seems West Indian and the Aborigines look like Negroes.

Example (7) shows one of the captions from the text about Australian children’s literature containing a factual error. Here, the word Aborigines has been replaced with Mickie as there is only one aboriginal person in the picture, i.e. the literary character Mickie. This translation choice thus follows dynamic equivalence as a factual error has been corrected. Further, the reason to write Mickie instead of aborigin is due to the domestication method as the use of the word aborigin would sound unidiomatic in this context where the word refers to the only aboriginal person in the picture, i.e. the one that has been introduced in the previous sentence. Thus, both methods of dynamic equivalence and domestication have been followed with the choices made for example (7).

From the above discussion it can be concluded that other procedures than transference were very rare (13 %) for names of people and literary characters. Although violating the domestication method, this choice follows the recommendations of existing translation theory and the fact that recognized translations do not normally exist for this type of proper nouns. Additions, being the second most used procedure (7 %), occurred in combination with transference, and due to the choice of dynamic equivalence. As for neutralisation, both methods of dynamic equivalence and domestication were followed. Finally, the choice of deletion stemmed from the domestication method.

3.2.2 Geographical Names

As pointed out in the theoretical background, Newmark (1988) and Ingo (2007) recommend that geographical names are transferred into the TT when recognized translations do not exist.
Petrulione (2012) seems to have disregarded recognized translations for this category as she does not mention geographical names specifically, only stating that proper nouns should be transferred. However, the recommendations of Newmark (1988) and Ingo (2007) are unanimous, and were therefore followed.

In table 5 below the translation procedures used for geographical names as well as the frequency of each procedure are shown.

**Table 5 – Translation Procedures for Geographical Names**

<table>
<thead>
<tr>
<th>Translation procedures</th>
<th>Token</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognized translation</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>Transference</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Addition</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Neutralisation: Functional equivalent</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The most common translation procedure for geographical names was recognized translation being used on 38 occasions (50 %) as shown in table 5 above. In section 2.2.2 it was pointed out that Pedersen (2005) claims that there is no reason to use anything else than recognized translations if they are lexical items in the TL. In such cases, the choice between transference and recognized translation did therefore not cause any problems, as in the case of *Australia* and *New Zealand* where the recognized translations *Australien* and *Nya Zeeland* were used. As the use of transference in those cases would sound odd, and be contradictory to the actual practice in Sweden, the choice of recognized translations reflects the domestication method.

Transference was the second most used procedure with 25 tokens (33 %). Sometimes, this choice was difficult as recognized translations exist but they did not seem to be the most commonly used alternatives in Sweden. Examples (8)–(9) show two extracts from the texts where transference has been used although recognized translations exist in Swedish.

(8) […] Mrs Jeannie Gunn, living in the Northern Territory […]

(9) […] in the Blue Mountains of New South Wales.

For the above examples, the names of the Australian federal states have entries with the Swedish name in NE, i.e. *Nordterritoriet* and *Nya Sydwales*. However, under the entries with the Swedish names it says “se Northern Territory”, and “se New South Wales”. Then, the
explanations of the federal states are given under the entries with the English names. Thus, it seems as the English names are more frequently used in Sweden as the information about the federal states in question is given under that heading. A search in the corpus Korp of Språkbanken confirmed this suspicion. All searchable corpora except for the ones of social media were chosen, i.e a search in 131 of 198 possible corpora. In the first case, *Northern Territory* resulted in 391 hits, while *Nordterritoriet* got 90 hits. As for *New South Wales*, there were 1 856 hits to be compared with the considerably fewer 60 hits for *Nya Sydwales*. Further, in the Swedish parallel text of DK Första Klass Reseguider (2012), *Australien: Guiderna som visar dig allt andra bara beskriver*, the English names have been used for the federal states throughout the book. Thus, as the English names seem to be more commonly used in Sweden than the recognized translations, transference was chosen in these cases. This follows the method of dynamic equivalence as the choice of recognized translations might have led to confusion, and a risk that the reader would not fully understand the content of the text as they are not as familiar with those names. Further, according to Newmark (1988) transference is preferable in informative texts, as already mentioned. As an example, the readers would need to know the English names if they would like to look up the places on a map.

The addition procedure was used as a couplet with transference, and occurred on 12 occasions (16 %) as specified in table 5. As in the case of names of people and literary characters in the previous section, this choice follows dynamic equivalence, explicating things that are conveyed implicitly in the ST. In examples (8)–(9) above, the classifier *delstaten* was used. The addition has been done within the text as recommended by Newmark (1988). As the classifiers are not lengthy, there will be no interruption in the reader’s flow of attention. The strategy of using classifiers like these was to add them only once, on the first appearance of the federal state in question. Like that, repetition was avoided, and the Gricean Maxims were therefore not violated.

As shown in table 5 above, the neutralisation procedure was used on one occasion (1 %) where a functional equivalent was chosen, something that is shown in example (10).

(10)  […] set on the long finger of sandhills between the Southern Ocean and Coorong. 

Den utspelar sig på den långa sandbanken mellan Indiska oceanen och Coorong söder om Adelaide.

Above, the ST refers to the Southern Ocean, which is "the southern portions of the Pacific, Atlantic, and Indian oceans and their tributary seas surrounding Antarctica" according to
Encyclopedia Britannica (www). The entry on the literal translation in NE (www), *Södra oceanen*, gave the following explanation: “Annat namn på Antarktiska oceanen”. Then, the explanation of the name was given under the entry “Antarktiska oceanen”. Thus, with the same reasoning as for the federal states of Australia pointed out previously in this chapter, *Antarktiska oceanen* seems to be the most commonly used name in Sweden for this ocean. This is confirmed by a search in Korp, where *Södra oceanen* got 60 hits and *Antarktiska oceanen* 99 hits. However, with the choice to use *Antarktiska oceanen* in the translation, there would be a risk that the reader would misunderstand the content believing that the ocean is closer to Antarctica than Australia. This would be confusing as Coorong and Adelaide are situated in Australia, and therefore the functional equivalent *Indiska oceanen* was used instead. This is the name used in the Swedish parallel text of DK Första Klass reseguider (2012: 350). The choice follows both methods of domestication as well as dynamic equivalence, as it creates a readable text without risking misunderstandings of the content.

In conclusion, recognized translation and transference were used in a vast majority (80 %) of the cases of geographical names. Those choices, as well as the use of additions and neutralisation, reflect dynamic equivalence as well as domestication.

3.3 References to Literary Works

The category “references to literary works” is subdivided in two different types, see table 6.

**Table 6 – References to Literary Works**

<table>
<thead>
<tr>
<th>References to Literary Works</th>
<th>Token</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titles of literary works</td>
<td>122</td>
<td>88</td>
</tr>
<tr>
<td>Literary quotes</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>139</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The translation procedures used for references to literary works are presented in table 7 below.

**Table 7 – Translation Procedures for References to Literary Works**

<table>
<thead>
<tr>
<th>Translation procedures</th>
<th>Token</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transference</td>
<td>117</td>
<td>84</td>
</tr>
<tr>
<td>Addition</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>139</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to table 7 above, it is shown that transference was the most commonly used translation procedure for this group of CSIs (84 %). On 22 occasions (16 %), the transference procedure was complemented with addition, forming a couplet.
The difficulty for this category was to choose between transference and recognized translation. As pointed out in sections 2.2.1 and 2.2.2, Newmark (1988) and Ingo (2007) mean that titles of untranslated literary works should be transferred into the TT. If a recognized translation of a literary work or quote exists, however, that one should be used instead.

There are 86 different literary works mentioned in the ST. According to searches in LIBRIS on the author’s names as well as on the titles of the books, 20 of them are translated into Swedish. As some of the books are translated and some are not, the recommendations of Newmark (1988) and Ingo (2007) would mean that a mix of English and Swedish should be used for titles as well as for quotes. This conclusion is drawn from the fact that they do not give any guidance on cases where both translated and untranslated literary works exist in the same text. However, as the aim was to refer to the literary works in a consistent way throughout the text, only one language and procedure should be used for all of them. For the same reason, it was also preferable to use the same procedure for both titles and quotes as they are closely related. Thus, if transference was to be used for the titles, it would be inconsistent to use recognized translations in Swedish for quotes from a book where the title has been referred to in English.

In the following paragraphs, the reasons behind the choice to use transference will be presented. The discussion is separated in two sections: Titles of Literary Works (3.3.1) and Literary Quotes (3.3.2).

### 3.3.1 Titles of Literary Works

Example (11) illustrates that transference has been used for titles of literary works.

(11) Hesba Brinsmead’s novels *Long Time Passing* (1971), […]  
Hesba Brinsmeads romaner *Long Time Passing* (1971), […]

As already mentioned, there exist no Swedish translations for the vast majority of the literary works referred to in the ST. The transference procedure was therefore considered to be the most appropriate choice, although this alternative violates the domestication method. Additionally, a choice to use recognized translations would have led to a need for doing own translations of non-translated works for the sake of consistency. Following dynamic equivalence, that would also have led to additions of the original titles within brackets, in order not to lose some of the contents of the ST. As pointed out in section 2.2.1, Newmark (1988: 101) recommends that the translator adds the SL word in brackets whenever he or she
has made an attempt to a translation. Such additions would have led to very long titles reducing the fluency when reading the TT, something that is contradictory to the domestication method and the recommendations of Newmark (1988). Further, in two different Swedish parallel texts consulted, Klingberg (1987) and Lindqvist (2012), the English titles were transferred almost exclusively, also when the Swedish titles are well-known. For these reasons, the transference procedure was considered to be the most appropriate alternative. This choice primarily reflects dynamic equivalence as the factual content is transmitted without losses. However, it could be argued that the domestication method is disregarded with this choice as the use of English might lead to a foreignization of the text.

As the assumed target audience has a general interest in literature, the Swedish titles of translated works were added in an appendix to the translation, constituting 20 of the 22 additions done for references to literary works. This follows the example of Klingberg (1987), who has added the Swedish titles in a list of all literary works referred to at the end of the book Besök i brittiska barnbokslandskap. With this choice, dynamic equivalence has been followed as the full factual content has been transmitted to the TT readers.

In conclusion, the choice to use transference for titles of literary works is primarily consistent with dynamic equivalence, but it violates the domestication method with the use of English in a Swedish text. However, the alternative to use recognized translations would also violate the domestication method as too lengthy additions would have been needed, something that would have reduced the reading fluency.

3.3.2 Literary Quotes

Example (12) shows the background to the choice of using the transference procedure for literary quotes, apart from being consistent with titles of literary works. Here, the ST refers to a quote from the book Seven Little Australians by Ethel Turner. In the second column below, the recognized translation according to the Swedish edition of the book, Sju syskon (1976), is shown.

(12) In this family separate meals are necessary because of the father’s irritability and ‘seven children’s excellent lungs and tireless tongues’. I den här familjen måste man äta var för sig på grund av faderns retlighet och ”att de sju barnen var ovanligt livliga och högröstade”.
As can be seen above, some of the content of the ST has been lost in the recognized translation of the quote. The meaning in the ST is that these children are very loud and noisy, something that is also transmitted in the translated work. However, the choice of words above results in a partial loss of the referential content of the ST. For instance, the word högröståde does not transmit the content of the ST referring to the capacity of the children’s lungs as well as their tongues. Thus, the ST is metaphoric while the TT has a more neutral tone, i.e. the form of the two texts differs from one another. As pointed out by Nida (1964) and mentioned in section 1.3.1, the use of dynamic equivalence means that form as well as content should be transmitted in the translation whenever possible. In this case it is possible with the use of transference. Therefore, the TT looks as in example (13), where transference has been used for the quote.

(13) In this family separate meals are necessary because of the father’s irritability and ‘seven children’s excellent lungs and tireless tongues’. I den här familjen måste man äta var för sig på grund av faderns retlighet och ”seven children’s excellent lungs and tireless tongues”.

The use of transference in example (13) goes against the chosen domestication method as it reduces the reading fluency, and results in a foreignization of the text as previously mentioned. However, as the form of the TT would be different, and as some of the content would be lost with the use of the recognized translation as shown in example (13), dynamic equivalence was given priority over domestication.

The choice of transference follows the procedure of the Swedish parallel text by Lindqvist (2012), who has transmitted all quotes in English. Thus, examples where Swedish and English are used in the same sentence can be seen in parallel texts, as in the following phrase from Lindqvist’s (2012: 54) Från Beowulf till Blyton: […] om han i gengäld håller ögonen öppna efter en “seafaring man with one leg”.

To summarize, the use of transference for literary quotes violates the domestication method. However, in this case dynamic equivalence as well as consistency with titles of literary works was given priority.

3.4 Social Culture
The translation procedures used and their frequencies for the category “social culture” are shown in table 8.
As shown in Table 8 the most common translation procedure was neutralisation with 16 tokens (43%) of functional equivalents, and 1 occurrence (3%) of a descriptive equivalent. Examples (14)–(15) show cases of functional equivalents where more neutral expressions have been used in the TT compared to the ST for ethical reasons.

(14) [...] where only the black people were at home and where white people felt isolated [...]  
(15) [...] the Aborigines look like Negroes.  

The above examples highlight the problems of connotative problems in translation as pointed out by Newmark (1988), see section 2.2.5. The literal translations, svart, vit, and neger, would cause negative connotations for a Swedish reader; and especially example (15), Negroes, is a word that is very emotive and not used in Sweden anymore. Therefore, the functional equivalents aboriginer, icke-infödda, and av afrikanskt ursprung were used instead, in order to avoid expressions that might be considered as racist by the TT readers. This follows the use in Swedish parallel texts where the words svart and vit are not used when speaking about people. For example, in De ursprungliga australierna by Larsen (2005), words such as ursprungsfolk, ursprungsbefolkning and ursprunglig australier are used for the aboriginal population; and européer, immigranter, icke-infödda, nybyggare, and icke-infödda australier for people of Western origin. Also DK Första Klass Reseguider (2012) has chosen words such as aboriginer and européer instead of referring to people in terms of their skin colour.

As previously mentioned, the choice to omit the words above (replacing them with others) is justified by Dimitriu’s (2004) theories as cited by Petrulione (2012), i.e. in order to avoid cultural taboos. Further, a choice of more neutral words reflects the domestication method where the text is adapted to the values of the receiving culture. Thus, the domestication method has had an influence on the translation and the TT readers and cultures, as claimed by

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### Table 8 – Translation Procedures for Social Culture

<table>
<thead>
<tr>
<th>Translation procedures</th>
<th>Token</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutralisation: Functional equivalent</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Transference</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Addition</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Neutralisation: Descriptive equivalent</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

---

22
Zare-Behtash and Firoozkoohi (2009), and discussed in section 1.3.1. It is possible that this choice violates dynamic equivalence as it involves a change in the content of the text. That would be the case if also the ST would create negative connotations of its readers, i.e. the words *black* and *Negroes* being perceived as racist expressions also in the source culture. With that in mind, it should be noted that the ST is written twenty years ago, in 1995, and that cultural values have changed since then. Thus, it is possible that those expressions are not used in English parallel texts of more recent years. This study does not cover such investigation, though.

Examples (16) and (17) show cases where functional equivalents were chosen for other reasons than ethical ones.

(16) [...] while the inhabitants are at the picnic races [...]  
(17) In a country with a small population – it is currently only 3 million and was considerably fewer before 1950 – [...]  

[... medan invånarna är på hästkapplöpning (picnic races) [...]  
[... I ett land med ett lågt invånarantal, för närvarande bara drygt fyra miljoner och betydligt lägre innan 1950, [...]

In example (16) the expression *picnic races* refers to a type of horse race that is predominant in Australia. According to Punter’s Guide to Picnic Racing (www) and Wikipedia (www) amateur clubs, amateur jockeys, and less competitive horses are competing in these races. As this concept does not exist in Sweden, there is no recognized translation that could be used. Instead, one possibility would be to use the transference procedure in combination with addition in order for the reader to fully understand the content. However, as an explanation of this concept would involve quite a long addition in the translation, it would reduce the reader’s flow of attention, and possibly violate the Gricean maxims by saying too much. As this information is not essential for the reader in this context, it is justified to omit it following the theories of Dimitriu (2004 as cited in Petrulione 2012), and mentioned in the theoretical background. The functional equivalent *hästkapplöpning* was therefore chosen instead of transference. However, as some of the factual content is lost with that expression, the culture-specific SL word was added within brackets as recommended by Newmark (1988) for informative texts. Thus, both domestication and dynamic equivalence are respected as a Swedish word is used with the addition of the foreign word in order for the reader to get closer to the sense of the original.
Example (17) shows another type of problem. As the ST is written 20 years ago, the figure of the New Zealand population, 3 million, is out of date. In order to transmit the correct figure to the TT reader, a search was made on the entry Nya Zeeland in NE (www). There the functional equivalent drygt fyra miljoner was found, and it was therefore used. Although changing the factual content, dynamic equivalence is not disregarded as it is only an adaption to the correct facts at the time when the TT is being produced.

In one case (3 %) the neutralisation procedure was realized with a descriptive equivalent as shown in table 8 and example (18) below.

(18) Strange Objects has a Jamesian ambiguity [...] Det finns en tvetydighet i Strange Objects likt den som man hittar i böcker av Henry James.

In the above example, the ST refers to a special type of ambiguity typical for works of the American author Henry James. The term does not seem to exist in Swedish as there was no information about it in NE’s (www) entry on the name of the author. With dynamic equivalence in mind, the use of a functional equivalent did not seem appropriate, as for example the choice to use only the word tvetydighet would mean that some of the factual content would be lost. As a descriptive equivalent is used, the concept is explained to the reader following dynamic equivalence. It could be noted, though, that Ingo (2007) would name this procedure paraphrase as pointed out in section 2.2.5.

Transference was used on 12 occasions (32 %) as specified in table 8. It was used for concepts that are specific for the Australian and British culture, and where there is a lexical gap as no equivalents exist in Sweden. This choice follows dynamic equivalence as it is not possible to use a functional equivalent because some of the factual content would then be lost. Further, the use of transference in these cases adds local colour to the text, something that is recommended by Newmark (1988) and Petrulione (2012). In order for the reader to fully understand the factual content, the transference procedure was complemented with addition, forming a couplet on 8 occasions (22 %). Examples (19)–(20) show such cases.

(19) […] the ‘Missus’ and Bett Bett […] [...] Bett Bett och hennes ”Missus”, det vill säga husmor.
Ethel Turner in *Seven Little Australians* (1894), tells her readers that nursery tea is ‘more an English institution than an Australian one’.

I *Seven Little Australians* (1894) berättar Ethel Turner för sina läsare att ”nursery tea”, det vill säga när barn äter och dricker te i ett rum tillsammans med barnsköterskan istället för sina föräldrar, är ”more an English institution than an Australian one”.

The additions above refer to what Reiss (1981) and Pedersen (2005) call explicitation. In example (19) above, the addition was done with the use of a classifier while example (20) applies a parenthesis as explained in the theoretical background.

To summarize, the neutralisation procedure was the most pervasive one for the examples of social culture, with the functional equivalent being most frequent. This particular choice reflects the domestication method as expressions that are considered as cultural taboos in Sweden were avoided. However, it is possible that dynamic equivalence is violated if the expressions of the ST are being perceived as racist also in the source culture. When the neutralisation procedure was realized with a descriptive equivalent it reflected dynamic equivalence. Finally, transference was commonly used and it was often complemented with addition in order to comply with dynamic equivalence.

### 3.5 Summary

This chapter contains an analysis of the translation of the most common CSIs in a text about children’s literature, i.e. proper nouns, references to literary works, and social culture. Further, the frequency of the translation procedures used for these different categories have been discussed and contrasted in relation to the chosen translation methods. In the next section, a summary and conclusion of the findings will be presented.

### 4. Summary and Conclusion

This study has focused on the translation of culture-specific items (CSIs) in a text about Australian and New Zealand colonial and post-colonial children’s literature. It quantifies and describes the different translation procedures used, as well as contrasts different strategies when there was more than one possible choice. The aim has also been to outline the reasons for the choices made when creating a text adapted for a Swedish audience.
The choices made in the translation have a foundation in the translation methods chosen, i.e. dynamic equivalence as defined by Nida (1964), and Venuti’s (2008, as cited in Munday 2012) domestication method. Further, the theories of Peter Newmark (1988) have been the primary source for categorizing the material of this study.

In the analysis it is argued that transference was the most commonly used translation procedure with 292 tokens (67 %). This is contradictory to the chosen domestication method and might lead to a foreignization of the text, which is a weakness of the translation. If the Swedish readers do not have sufficient knowledge of English, there is a risk that they will not fully understand the content of the text, and dynamic equivalence will be violated as a consequence. However, as the two most common CSIs in the text were proper nouns and literary works where no recognized translations exist, transference was the most appropriate choice. As a consequence, recognized translations were not as common as could have been expected with the choice of domestication. It was only used on 57 occasions (13 %), being the third most used procedure. The other procedures used were rare as well, i.e. addition (14 %), neutralisation (5 %), and deletion (1 %). A weakness of this conclusion is that there is no foundation in theory to define other proper nouns than organisations and historical terms as CSIs, and they might therefore not be a CSI in the sense that Newmark (1988) defines it. If such proper nouns would not have been included in the study, the results and conclusions would have been different as the percentage rates of the various translation procedures would also have been different as a consequence.

From the study it can be concluded that the most common choice of translation procedure depends on what type of CSI that is translated. As for proper nouns, transference was used in 87 % of the cases of people and literary characters, while recognized translation was the most common procedure for geographical names with 50 % of the tokens. In the case of geographical names, transference reflects dynamic equivalence while domestication has been followed in the cases of recognized translations.

Regarding references to literary works, transference and addition were the only two procedures used. Transference was the dominant procedure (84 %) while addition was less common (16 %). The textual additions explicate things that are conveyed implicitly in the ST, and they have been done due to the choice of dynamic equivalence. Further, the reason for using transference instead of recognized translations, when existing, was consistency as the aim was to refer to titles and quotes in one language only, i.e. English. With this particular choice dynamic equivalence is primarily followed, as the content is transmitted without losses.
These results can be questioned, though, as the study does not have any theoretical support for such a choice when both translated and untranslated works occur in a text.

As for CSIs belonging to the category social culture, the study argues that the neutralisation procedure was the most common procedure, with a functional equivalent being used in 43% of the cases, and a descriptive equivalent for 3% of the CSIs of this category. The use of functional equivalents reflects the domestication method as expressions that are considered as cultural taboos in Sweden are avoided. However, it is possible that it results in a violation of dynamic equivalence if the expressions of the ST are being perceived as racist also in the source culture. Thus, the domestication method has had an influence on the translation, as well as on its readers and their culture.

A possible area for future study is “references to literary works” in factual texts about literature. Such a study could involve an investigation of theoretical support for how to deal with titles and quotes when recognized translations exist for some, but not all of the literary works referred to in a text. Such a study could further analyse how the choices might differ in different types of texts that do not share the same purpose and readership. Further, as the conclusion from the study is that transference is more commonly used, and that recognized translation is not as common as could have been expected, it would be interesting to conduct a study of CSIs in the translation of another type of text on another subject where proper nouns and references to literary works are less frequent. For example, CSIs in a general factual text about Australian and New Zealand society could be analysed. Such a text might have a higher frequency of CSIs belonging to the category social culture. In such a study, recognized translations and neutralisation might be more commonly used, and transference less frequent, than in this one if it applies the domestication method.

A final thought is that this study has shown that it is difficult to follow one translation method consistently. Sometimes there are good reasons to deviate from the chosen method with the result that the TT does not follow one method to one hundred percent in all cases. As has been argued, dynamic equivalence was given priority over domestication whenever the factual content was considered to be the most important aspect to follow. On the other hand, the domestication method was more influential than dynamic equivalence when ethics and avoidance of cultural taboos were considered to be more essential than content.
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