Perspectives in Translation Studies

Perspectives in Translation Studies

Edited by

Floriana Popescu

**CAMBRIDGE
SCHOLARS**

P U B L I S H I N G

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PREFACE

In 2006, Romania's prospective accession to the European Union opened new windows to professional translators and interpreters aspiring to develop a successful and rewarding career in European institutions. Representatives of these institutions organized (two) meetings with academics training translators and with professional translators in Bucharest, with a view to exploring the native potential in the field. In the year preceding the accession, this event was equally felt to be incentive to both academic teaching and learning communities, now facing the challenge of providing the system with highly qualified professionals and creating a real sense of competition for students in their search for professional opportunities.

The fifth of the largest Romanian towns, situated on the left bank of the Danube in the eastern part of the country, Galați has had a history different from most of the other places in the country. Its geographic position has always facilitated commerce and intercultural communication and along the centuries, it has hosted people or groups of people coming from far and remote countries to construct their own business or do business with locals, to work here for consulates[1] and legations, to establish themselves and to live here for shorter or longer stays. Before the world wars Austrians, English, Turks represented the transient minorities who co-existed with better represented minorities like the Jews, Greeks, Armenians and Italians. The two most important industrial sites of Galați, both privatized after the 1989 events, continued the tradition of intercultural exchanges, once the Indian owner of the ArcelorMittal steel plant and the Dutch owner of the Damen Shipyard started developing their business here. In addition, international conferences started being organized in the region and interpreters were required.

It is against this background that the Faculty of Letters at "Dunărea de Jos" University of Galați, România decided to organize postgraduate

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[1] In his monographic study on Galați, *Istoria oraşului Galați de la origini până la 1918*, [*The History of the Town of Galati from is Beginnins to 1918*] Galați: Porto-Franco, Păltânea (1998: 95-183) mentions that at the end of the 19th century the consulates of France, Austria, United Kingdom and Italy were active in the public life of the town.

studies to train professional translators. Given the previous experience and the promising future ahead, our faculty hosting an international conference on translation studies was a natural thing to happen. The 1ˢᵗ and the 2ⁿᵈ Annual International Conferences **Translation Studies: Retrospective and Prospective Views**, hosted by the Faculty of Letters[2], "Dunărea de Jos" University of Galați, Romania in 2006 and 2007, were carefully planned so as to become a forum where the young joined the experienced professionals and academics could share opinions, could talk about their success and their questions which still could hardly find an answer. This is why the contributors herein outline a complex and multilingual perspective on various topics, whose motto could be *diversity within unity*. In spite of the *diversity* rising from the envisaged topics as well as the participants' nationality, its *unity* was ensured by their one and only major concern, translation studies.

The metaphorical structure the book offers (with only one study in both the opening and the closing chapters and its core of two chapters, each with four articles or studies) invites to imagining that between the two "cover" chapters translation studies reveal a never-ending story (where novels will always be written and, some of them, translated and where the migrating labour force requires specialist knowledge, at least for communication purposes) and where the answer to a question will always make room for another question…

The authors contributing to this volume provide answers to questions translators may have had to answer in their attempts to make a foreign culture/world look familiar or at least similar to their native environment. They discuss translation strategies which were applied in the translating of English or American novels or poetry into other languages (Georgian, Lithuanian, Russian and Romanian).

In its main section, Translation Studies as a Fully-fledged Discipline, chapter one describes the Turkish remake of the itinerary of translation studies from practical concerns into an academic subject.

By its introduction, chapter two breaks the seemingly regular pattern of the volume, introducing an interview, for the following two reasons:

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[2] Our heartfelt thanks go to A.N.C.S., the Romanian National Authority for Scientific Research, "Dunărea de Jos" University of Galați, on the one hand, for their generous financial support of this conference, and on the other hand, to the team of the English Department at the Faculty of Letters (Ioana Ivan-Mohor, Isabela Merilă, Mariana Neagu, Lidia Mihaela Necula, Ligia Pîrvu, Steluța Stan, Daniela Șorcaru, Daniela Țuchel, Antoanela Marta Dumitrașcu) for their steady efforts and dedication in the preparation and unfolding of the event.

a) the simple wording of both questions and answers will raise (prospective readers/or) learners' awareness of translation issues (such as, the "life expectancy" of a translation product, a translator's skills and sound knowledge of two cultures, as well as pedagogical aspects of the translation teaching/learning/assessing process)

b) the semi-formal style of the interview underlying both its oral character and its friendly tone provides both insights into a translator's mind and the fruit of the translator's decade-long experience.

The four contributions making up the body of chapter two uncover problems of the translators of English or American literature and it was thus arranged as to consider both novels and poetry.

Research in Translation Studies, as reflected in chapter three, focuses on translational aspects of smaller units of language. The contributions are ordered gradually so as to first present discreet words, such as the verbs *to hear* and a *auzi*, as well as recategorized or one-word eponyms. The next approach refers to more complex and difficult lexical combinations, the collocations. Although proverbs represent a sample of traditional legacy, travelling from culture to culture, they were included in the chapter as another example of lexical combination, i.e., the phraseological unit. The study of translational issues in paremiology will be inspiring, due to its double perspective, as both English and Romanian are, in turn, source and target languages. Secondly, the proverbs in focus cover only one topic: friendship and, finally, their analysis is based on obvious parallelism (be it semantic, lexical or syntactic).

Even more complex issues on the process and practice of translation have to be solved in the case of film translating explored in chapter four. Fine observations, refined and authorized commentary, a wide range of examples are presented as particular aspects of translation in a globalized world.

This book is purposefully compiled to look like the portrait of a conference (at least one in our university), namely with scholarly, well-documented, accurate, detailed contributions and thorough analyses, on the one hand, and with at least one "playful" and "simple" (please, read accessible) presentation or approach, on the other.

As an editor, my conviction is that not only teachers and students concerned with translation studies but professional translators and interpreters as well, will find this book resourceful, practical, accessible and useful in their professional endeavours.

CHAPTER ONE

TRANSLATION STUDIES
AS AN ACADEMIC DISCIPLINE

INTRODUCTION:
FROM TRANSLATION
TO TRANSLATION STUDIES

FLORIANA POPESCU

Nowadays, the term *translation* involves a high degree of complexity notwithstanding that it is a "registered" mark of a particular scientific market equally shared by theorists and practitioners. Bassnett (2002:11-21) thoroughly describes not only the meanings assigned to this term[1] but also its close relationship with the status accorded to the translator as compared to that of the writer.

For centuries, an ever-growing translation heritage has been contributed to. Writings stand as proof that the bulk of literary, scientific, technological, documentary, historic, philosophical, political translation products have transferred ideas from one culture to another serving as a vehicle to present in understandable and interesting form the knowledge which should be passed on not only from generation to generation but also from one culture to another. Practitioners, who undertake the heavy burden of making translations, rarely confess about the hardships they have to go through in their quest of the perfect solution as responsible mediators between two cultures and languages.

Gradually, the question of translation *evaluation* has gained contour and translators themselves comment on translations and "concentrate on exposing the frailties of other translators" (Bassnett 2002: 13). In addition to translators' explorations and questioning the "quality" of the product translation, theorists have developed debates on the current-state-of-affairs in the same field; they have advanced new theories and created methods of text interpretation or analysis. Now and then, they open new research horizons to their academic or professional readership.

Such an opening was witnessed in 1972, when James Holmes

"gave a seminal paper on 'The Name and Nature of Translation Studies' in which he also suggested, through a 'map', possible divisions and subdivisions of the new field" (Dimitriu 2005: 17).

Dimitriu considers this to be the moment when Holmes[2] signs "the birth certificate of the modern discipline of Translation Studies" (2005: 17).

A few years later, in 1978, Translation Studies is defined to be "the discipline which concerns itself with problems raised by the production and description of translations" (Lefevre qtd in Bassnett 2002:11) whose goal is "to produce a theory which can also be used as a guideline for the production of translations" (Lefevre qtd in Dimitriu 2005: 18).

Holmes[3], the theorist successful in outlining a new academic field of research, distinguishes two main strands within his suggested framework: pure translation studies and applied translation studies. The former strand (in our tabular mapping) is a double-folded pursuit, in that, theoretical aspects may be related to either the creation of theories developing principles applicable in the description of the translation process or the description proper of the phenomena occurring in the translation process. Under the theoretical branch, Holmes distinguishes between a general translation theory and partial translation theories. These last theories may be medium- or area- restricted or they may concern themselves with "parts" of the translated text, being text-type restricted, time restricted or problem restricted. Descriptive translation studies may be:

a) product-oriented–in such a case, approaches attempt to describe already existing translations;
b) process-oriented–approaches of this type aim to investigate the mental processes which unfold during the translation process;
c) function-oriented–these approaches describe the role translations may play in the culture receiving them.

The latter strand, applied translation studies considers those activities addressing practical matters (the training of translators, the aids to be used in translation activities as well as translation criticism).

In his paper, Holmes briefly refers to two important research fields: the study of Translation Studies itself and the study of the best methods and models to be applied in the case of particular types of research in the discipline.

Now, that the research framework has been established, Translation Studies historiographers, based on the research focus, distinguish the following stages in the evolution of this discipline during the second half of the 20th century:

a) in the early 1960s the field of Translation Studies is characterized by "the growing acceptance of the study of linguistics and stylistics

within literary criticism that has led to developments in critical methodology…" (Bassnett 2002: 13)

b) in the late 1970s, i.e. its early years, literary translations provide the scope for scientific scrutiny,

c) in the 1980s, the focus moves towards cultural studies "involving ideological pressures […] that may be associated with the translator's work" (Dimitriu 2005: 19);

d) in the late 1990s the discipline is seen to address linguistics and thus, "to occupy a new space of its own" (Bassnett qtd in Dimitriu 2005: 19).

Familiar with western literature, some of the eastern academics agree with its statements (Croitoru 2007: 205) acknowledge Translation Studies to be

"indeed a discipline in its own right: not merely a minor branch of comparative literary study, nor yet a specific area of linguistics, but a vastly complex field with many far-reaching ramifications" (Bassnett 2002: 11).

and bring their colourful touch to the ultimate rank in Holmes' 1972 envisaged map. Some others aim to verify the validity of the Translation Studies theories put forward by western literature within the Translation Studies framework of their local research community and they succeed in proving it.

Chapter 1 provides a description of the stages covered by Translation Studies in its gradual and steady transformation into a fully-fledged discipline.

Although Translation Studies also covers a wide range of pedagogical activities, such as the tailoring of translation studies syllabi, the creation of a data base to include both original products and their translated versions, the drawing of comprehensive lists of reliable translation aids – dictionaries, glossaries, lexicons, developing criteria for testing translation skills, patterns or scoring sheets for translation assessment, etc., many of these aspects were avoided in the specialist literature.

In her case study, Yazici, creates and comments on a regional research framework wherein she places several paradigms enabling her to focus, among other things, on the empirical study, the system theory and the interdisciplinary character of translation studies, as academic interests. The case is based on the dissertations carried out by PhD and MA students revealing the evolution of these academic interests into the fully-fledged discipline of Translation Studies seen through the Turkish perspective.

References

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Notes

[1] Bassnett (2002: 11-21) mentions opinions in the literature to describe translation as "art", "craft", "science" and "neither a creative art nor an imitative art… but somewhere between the two".

[2] at the time, James Holmes, taught translation at the University of Amsterdam, and presented his paper at the 3rd International Conference of Applied Linguistics in Copenhagen

[3] Holmes (qtd in Dimitriu 2005: 217) maps TS as a discipline with two major branches, but for practical purposes, we present it in a tabular form with letter/number indications to suggest the degrees of subordination:

I. "Pure" Translation Studies, a branch which distinguishes between

    A. Theoretical

        1. General

        2. Partial

            a) Medium restricted

            b) area restricted

            c) rank restricted

            d) text-type restricted

            e) time restricted

            f) problem restricted

    B. Descriptive

        1. product-oriented

        2. process-oriented

        3. function-oriented

II. Applied Translation Studies which has to consider

    C. Translator training

    D. Translation aids

    E. Translation criticism

TRANSLATION STUDIES
AS A FULLY-FLEDGED DISCIPLINE

MINE YAZICI

Introductory remarks

This paper tackles the adventure of Translation Studies in their time-taking process of becoming a fully-fledged discipline, as perceived from the angle of the Turkish experience, making it a regional research in the field. It first deals with its primary relations with other fields such as literary criticism, linguistics, and sociology; next, it considers secondary relations in the light of sociological approaches and analyzes its position as an autonomous field in maintaining its secondary relations. The issue of the system autonomy as well as its connectivity with other systems is discussed in the light of the system theory posed by Niklas Luhmann.

With these concerns in my mind, I have developed a research model to study the position of Translation Studies as a fully-fledged discipline in Turkey. It has two goals: the former is making students gain academic awareness in their research doing and the latter is to prove in what way the interdisciplinary nature of Translation Studies does not create an obstacle in its becoming a fully-fledged discipline. For these purposes, MA and PhD dissertations defended between 1980 and 2006 were randomly selected, at first; next, paradigms such as main subjects, subfields of dissertations, their research topics and methods, goals and theoretical approaches, theoretical supports, the nature of their relations, be they primary or secondary, etc. were identified to determine their relations with other fields and their contribution to the field of Translation Studies in the gradual process of their emerging into a functionally-differentiated system.

This case study serves not only to clarify the stages of process Translations Studies has gone through in its becoming a fully-fledged discipline, but it also aims at disclosing how empirical research can be done in the pitch of Translation Studies setting out from a regional research perspective.

1. Interdisciplinary approaches in Turkish translation studies

For the last two decades, Translation Studies has grown into a fully-fledged discipline almost all over the world, Turkey included. The subject of translation had been assumed to be a subfield of philology, linguistics or language teaching departments up till the '80s. After the mid-1980s, with the opening of departments of translation studies in two leading state-run universities, i.e., Hacettepe University and Bogazici University respectively, their number has increased to fourteen[1]. Nevertheless, the number of three departments of linguistics has still remained unchanged, although studies in linguistics were first initiated in Istanbul University[2] in 1947 by C.E Bazell (Kempson 1985:340-342).

The primary relations of the departments of Translation Studies with the above-mentioned departments cannot be ignored. But the question here is whether they continue their relationship or cooperation with these departments or whether they have detached from each other completely. If this issue is to be discussed within the framework of Istanbul University, it can be claimed that they have been isolated from each other. What initiates this isolation refers not only to the relations within the sections, but also to the misconception of scientific autonomy. The division of sections has been made according to the languages studied in both departments; yet, the intra relations of the sections are stronger in the departments of Translation Studies than in the philology departments. The underlying reason for this is that the sections of department of translation studies share the same infrastructure with each other. It is for the same reason that students of different sections of languages have shared not only the same schedule, but they have also taken some common classes in the Translation Studies department. These classes are 'translation theory', 'fields of linguistics', 'translation-oriented translation analysis', philosophy, translation history and media, respectively[3]. However, this is not valid for the departments of Western languages. They claim linguistic diversity as a reason for the isolation of the sections. Meanwhile, they disregard the mere thing that they share the same field of study. It is true that knowledge of (a certain foreign) language is a prerequisite for the students to be admitted as undergraduates of these departments; yet, language cannot be related to the knowledge of a certain specific field. In other words, they disregard the fact that these departments have been established not on the basis of language knowledge, but on basis of the knowledge in a certain specific field. This results in not only lack of communication within the department, but also in the weakening of its interdisciplinary relations.

Nevertheless, a discipline gains its autonomy not by isolation, but by interdisciplinary relations. As long as a field has the methods and means to discern, compare and discuss its position and function in relation to the other, it will survive as a fully-fledged discipline. Therefore, one can deduce that 'specialization' is directly related to the interdisciplinary relations (Kurultay 2006: 283-296). Nowadays, even conventional disciplines have to conduct interdisciplinary studies to see the multi-faceted aspects of truth. This means that, while currently disciplines have to preserve their defining features, they should not avoid getting into contact with other disciplines, at least for the sake of creating new fields of problematization. This approach will actually come to an end with proposing new subfields within the discipline. Otherwise, academic subjects will be condemned to remain as isolated efforts without any function at all. Accordingly, we can neither detach Translation Studies from interdisciplinary relations nor reject its autonomy as a fully-fledged discipline.

Translation Studies is interdisciplinary from start to finish. This means that it can bring several findings from other fields, and modify them for its own use in such a way as to yield new theories and models for its own ends. Accordingly, the interdisciplinary research can be defined as a kind of academic study in which researchers introduce results of investigations from complementary fields into their own studies. This brings forth the issue of defining the relations of Translation Studies with other fields of study. There are two types of relations in translations, primary and secondary, and they will be outlined in what follows.

Primary relationships can be defined as the relations that contribute to laying the foundations of a discipline. These relations broaden the scope of Translation Studies (TS from now) in such a way as to cause it to flourish as an autonomous field: thereby not only enriching its scope of study, but also helping it develop as an autopoietic (self-producing) system. Accordingly, "TS has primary relations with literature, linguistics, language learning, and sociology" (Munday 2001:182). And it is only through the retrospective rationalization of translations in spatial and temporal dimensions that TS has consolidated its theoretical basis.

The direction of the relationship reverses in the case of secondary relationships. They are related not only to the performance of translations in specific fields, but also to the extent of the autonomy the discipline has acquired in the course of time. Just as TS consolidates its foundations by the support of its primary relationships, so does its contribution to translations in other fields increase through secondary relations.

As opposed to retrospective direction of primary relations, secondary

relations have the "prospective end" as a means of transfer of the universal heritage of knowledge (Munday 2001: 183).

2. A sociological account of Translation Studies as an interdisciplinary subject

TS can grow into a scholarly study only after it has set up correlations between system and environment. Sociological relations first led to socio-cultural studies: however, they have not yielded what is expected from translation studies. Starting from environment without any regard to linguistic material may endanger the foundations of TS, because even if Translation Studies is an interdisciplinary field it has to develop its own identity as well as its object of study out of the existing fields. This leads researchers to focusing their attention on system theories. In Niklas Luhmann's "social systems theory" (qtd in Vermeer 2006), "communication" is what constitutes the structure of a system. Since the main function of translation is to provide international communication, it fulfills the main condition of being acknowledged as a system. However, the existence of a system is bound by its potentiality to create a self reproducing system. Otherwise, it would dissolve back to the environment it emerges from. Therefore, a system can maintain itself as long as it reproduces itself in its own communication. Here, one can ask to what extent both translations themselves as well as the literature of speciality which they trigger will form a translation system or to what extent TS fulfills the conditions of the social system theory of being entitled as "a functionally differentiated system" in spite of its interdisciplinary nature? Moreover, one can question the efficiency of translation studies[4] in creating a self-reproducing system.

Since the core element of system theory is "communication", actual translations can be referred to as one of the system fundamental components in terms of the translator's direct relationship with the source text. However, their function in the system is to provide communication not only between source texts and target texts, but also between the expectations of readers and previous translations readers may be familiar with.

However, fulfilling the expectations related with anterior discourses has not been enough to form a scientific system. It is only when expectations are filtered and processed in such a way as to yield connectivity between anterior and posterior communications that we can mention the existence of a fully-fledged discipline. In this case, 'expectations' as structures of the system fix the conditions of

communications. That is to say that as long as the structures are in harmony with the process, a system can operate. It is for this reason that Luhmann linked the operation of systems to programmes. In this case, expectations related to translations are the building blocks of the translation system in that they reproduce translations in consideration for the expectations of the target culture (Vermeer 2006:10-33). This brings forth the issue of questioning the function of the syllabi; it is obvious that the main function of the syllabi is to diminish the degree of complexity in communication. However, in the process of complexity reduction, it creates its own language to provide connectivity between communications, which results in creating a self-referencing system. As long as it refers to itself, we can admit the existence of a syllabus of a discipline, be it simply scientific or academic. It can be claimed that a field of study can evolve into an autonomous discipline only on condition that it create such syllabi which process the meaning of the related knowledge in its own terms.

Therefore, as long as researchers discern the heterogeneity of other disciplines and create self-referencing syllabi they will be able to claim the autonomy of TS against other disciplines (Hermans 1999:138-144).

3. TS as a fully-fledged discipline vs TS as an interdiscipline

In the light of Luhmann's approach to system, it is inferable that gaining autonomy as fully-fledged discipline requires both "identification" and "problematization". While "identification" refers to demarcating the borders of the field, "problematization" refers to discerning problems experienced in the field of application rather than solving them. A discipline develops as much as it identifies its problems in relation to its environment (Leitch 2005: http://dih.fsu.edu/). Consequently, the higher the problematization is, the higher the specialization is.

Holz Mantäri relates "problematization" to "the principle of transfer." One can infer from this remark that it is "the principle of transfer" that conditions the terms of translations (qtd in Kurultay 2006:286). Therefore, as long as the field of Translation Studies discerns, identifies and questions the problems of translations experienced in other fields, it can provide connectivity between them within its own borders of communication, and it can claim its autonomy. Accordingly, it can be concluded that Translation Studies has indebted much of its autonomy to its interdisciplinary relations bound by the principles of transfer.

4. A case study on TS dissertations

In the light of the brief sociological account of interdisciplinary relations, the next section will deal with the question of whether the interdisciplinary nature of Translation Studies is an obstacle in its becoming a fully-fledged discipline. Our work starts from already stated opinions (Leitch 2005 in http://dih.fsu.edu/interculture/).

A case study on randomly selected MA and PhD dissertations defended between 1980 and 2006 will reveal the extent to which the Department of Translation Studies in Istanbul University has fulfilled the prerequisites of initiating and developing a fully-fledged discipline as an interdisciplinary subject.

4.1. Introductory remarks

In the light of the theoretical account of TS as a fully-fledged discipline, a case study was conducted on PhD and MA dissertations defended between the years 1985 and 2006 to illuminate what stages Turkish endeavours have gone through in developing it into a fully-fledged discipline. The findings show that this progressive scientific itinerary consisted of three phases:

a) the initial phase, which is related to bibliographical records,
b) the operational phase, which is related with content analysis and
c) the final phase which focuses on the assessment of the interdisciplinary relations.

For practical reasons, the first two stages will be skipped over and special attention will be paid to the last phase of the case study in order to disclose the contribution of interdisciplinary relations to the autonomy of TS. The relations between the paradigms are arranged in an algorithmic flow.

4.2. The Preoperational Phase

This phase consists of two investigation stages: the former is concerned with approaches to bibliographical records, while the latter is related to the content analysis of the dissertations. This phase can also function as the archive of the department. Moreover, tracing back the relationships between the research paper defense year, its research main subject and its scientific advisor's name may yield findings not only about

the performance of the academic staff, but also the way the a (certain) academic has evolved in the course of time. Accordingly, the paradigms of main subjects and of key words follow the bibliographical records. Their identification serves to demarcate the borders of the field.

A field of study can develop as long as the number of its fields of specialization increases. Therefore, keeping the record of main subjects will also disclose the subfields of speciality (Yazıcı 2004:111-21).

However, faced with the multitude of main subjects, they will be narrowed down in such a way as to yield the main fields of specialization. For example, Table 1 below shows the statistical data obtained from the analysis of this case study:

Main subject	Numerical data	
	Number	Percentage
Literary Translation	7	35%
Translation as institution	4	20%
Translation of magazines and comics	2	10%
Criticism	1	5%
Interdisciplinary	1	5%
Oral translation	1	5%
Technical translation	1	5%

Table 1-1. Fields of specialization in TS

Based on statistical data, the fields of specialization to further evolve from TS may follow one of the seven main branches presented in the Main Subject column.

4.2.1. Operational paradigms

In our case study, the operational paradigms deal with the content analysis of the dissertations in the study data bank. They are arranged in such a way as to yield logical correlations with each other. Accordingly, they were devised for research, analysis, interpretation and presentation and they will be briefly commented upon, in the next paragraphs.

4.2.1.1. Focus of study.

The first operational paradigm refers to or considers the object of study. That is to say, a researcher may study the products pertaining to the field of translations. In this particular case, a researcher may have as a starting point either a translation product peculiar to a specific field or may

as well start from the mental mechanisms and stages any translator goes through during the pains-taking and time-consuming process of translation. While the former approach results in a so-called product-oriented study, the latter results in a process-oriented study. Nevertheless, in some cases a researcher may have to apply both alternatives together. Therefore, the focus of study paradigms may be listed as (a) product-oriented, (b) process-oriented and (c) product- + process-oriented.

4.2.1.2. Scientific method

This is the operational paradigm which refers to the method the researcher has applied in dealing with his/her subject of study and which inserts three variables. They are interpretive variable, the causal variable and the descriptive variable, respectively. Of course, these paradigms are related to the researcher's logical sequencing. If s/he follows the inductive method, the type of the research is generally descriptive. Yet, in the case of the interpretive method, the researcher generally does her/his reasoning on a deductive basis. As for the causal research, the investigator follows a circular way of thinking as opposed to the linear way of thinking applicable both in the descriptive and the interpretive research. It means that s/he starts from a universal statement or a claim, on whose basis the discussion and commentary unfolds in light of the concrete data the researcher has collected from empirical research. That is to say, a researcher performing a causal method-based research should reason both inductively and deductively in order to rationalize the claims or the hypothesis advanced in the beginning of the research.

4.2.1.3. Field of approach

This paradigm aims to disclose what field of scientific study the research aims to approach. There are two basic fields to be placed against the background of scientific research, i.e., the theoretical field and the field of application. In this case study, the variables are related to the field of TS.

4.2.1.4. Consistency

The last paradigm to consider is related to the discrepancy between the theoretical basis of the dissertation and the method which is applied in the performing of the study. Although all of the dissertations cover theoretical knowledge which represents a considerable percentage within the whole

dissertation, it is observed that it hardly plays any role in guiding the researcher to apply to and rely on a certain strategy. However, theoretical knowledge is functional as long as its correlations are set up with the practical aspects discussed in the dissertation. I consider that one of the researcher's main concerns should be that of providing a high degree of consistency between the theoretical and practical elements of the research paper, in case s/he wants the respective study to have scientific validity. I also believe that consistency lies in the core of a scientific study in terms of its function of providing the touchstone of the self-reflexive system.

4.3. Evaluation

The results of the case study operational paradigms are presented in a tabular form to cover the evaluation stage of our research. The table discloses the variables related with paradigms and the findings obtained from them.

Focus of study	Scientific method	Field of approach	Consistency
Product-oriented 11, i.e. 55%	Interpretive 4, i.e. 20%	Theoretical 10, i.e. 50%	Existent 8, i.e. 40%
Process-oriented 6, i.e. 35%	Discovery 10, i.e. 50%	Applied field 10, i.e. 50%	Non-existent 12, i.e. 60%
Product+process 3, i.e. 15%	Causal 6, i.e. 30%		

Table 1-2. Findings of the paradigm-related variables.

The concluding findings regarding the variable of consistency are bound by the findings obtained from the previous paradigms. Nevertheless, consistency has not only retrospective relations but also a prospective end as shaping and verifying the paradigms of interdisciplinary relations in the final stage of the case study. For this reason, I would like to focus on the paradigm of consistency in the evaluation of the operational paradigms. As mentioned above, the paradigm of consistency refers to the discrepancy between theory and practice. Accordingly, 8 (40%), of dissertations can seize the correlation between the theory and practice. 12 (60%) of them cannot bridge the gap between the two fields of approach. This means that 12 (60%) of the dissertations cannot contribute to the foundations of TS as an autopoietic system. That is to say, they maintain the interdisciplinary relations but they cannot manage to explain relations within the framework of TS.

Therefore, we can hardly acknowledge these research studies to be "scientific" in spite of the fact that translation studies reveal an interdisciplinary nature. They only provide translation studies with data without any contribution to the foundations of the discipline. As a result, only 40 percent of the dissertations could be accepted as scientific research in terms of their consistency between the theoretical basis and the thematic flow of the research.

4.4. The Post operational phase

Since the paradigms of content analysis are arranged in an algorithmic flow, the data obtained from the previous section have fixed the paradigms in the following section. However, the relationship is bilateral. If the findings in the final phase verify the findings in the operational phase, it will also verify the disclose accountability of the research model. Accordingly, three paradigms are identified in the final stage.

The "Starting point" is the first paradigm identified in the model questions and it discloses wherefrom the dissertation sets out. A researcher may start from a field of study, but the claims s/he has proposed in/at the beginning may force her/him to change the course of the investigation in the pursue of the initially-asserted claims. However, the research may draw the researcher to another field in the direction of the criterion he/she is in search for. That is to say, the starting and the end point of the research may not overlap with each other. The second paradigm, "Theoretical approaches", discloses whether dissertations set out from theories of translation or from the theoretical framework of other fields. The correlations set up between the starting point of study and the theoretical approach will reveal to what extent the dissertation deviates from the borders of Translation Studies. The data obtained from these paradigms will also yield what "type of relations" the dissertations may have with other fields (Williams and Chesterman 2002: 69-82). Thus, the last paradigm, which discloses the primary and secondary relations, is that of the "type of relations".

4.5. Case study conclusions

The findings of the three post operational phase paradigms were processed and, for practical reasons, they are presented in a tabular form.

Starting point of study	Findings	Theoretical Approach	Findings	Type of relations	Findings
Literature	6 (30%)	Literary	5 (25%)	Primary	11/4
Linguistics	2 (10%)	Linguistic	4 (20%)	Secondary	9/4
Translation Studies	5 (25%)	Sociological	11 (55%)		
Specific Field	7 (35%)				
Total achievement					**8 (40%)**

Table 1-3. Findings of the post operational phase paradigms

According to the numerical findings in the table, it can be claimed that the Turkish literary criticism of translations, viewed through the perspective of PhD and MA dissertations, has launched scholarly studies in the field of TS. While 6 (30%) of the dissertations start from the field of literature, only 2 (20%) out of a total number of 20 have linguistics as their starting point. Dissertations which start from the borders of translation studies cover only 25% of the whole corpus. This is a low percentage if compared with other fields; however, when considering the defining feature of translation studies to be their interdisciplinary character, then it looks and it is accepted as natural. It is only when the dissertation ends in another field that it can be questioned in terms of its contribution to the making and progress of this discipline.

As for the numerical findings of the studies on specific fields, they are higher than those that set out from Translation Studies. Its underlying reason for this result can be related to the function of translations as a means of transfer of knowledge, which may have been, in turn, the underlying reason for its having remained a secondary activity for ages.

Compared with Western approaches to translation studies, where linguistics has played the major role in the foundation of TS, in Turkey it is only after the emergence of the literary critiques on translations that researchers have begun to question the interpretive and impressionistic strategies of the Literary criticism of translation. Therefore, as table 3 shows it, the literary approaches preceded the linguistic approaches; thus, an amount of 5 dissertations representing 25% of the created corpus had literature as a "theoretical approach" whereas an amount of 4 (20%) took linguistics for their "theoretical approach". The slight difference between the two approaches indicates which of the domains of analysis has first paved the way for Translation Studies as a scientific field per se.

As for the correlation between approaches and primary relationships, it is obvious that the number of dissertations on literature is equal with the number of literary approaches. If this is to be questioned from the point of the interdisciplinary relations, the findings in the case study show it that both literary and linguistic approaches were dominant between 1985 and 1995.

Since 1995 onwards, as the foundations of the discipline have gradually consolidated, it has been observed that the number of studies setting out from TS has increased (e.g. 5). In other words, it coincides with the time when descriptive studies on translations have consistently gained popularity and researchers have begun to set up correlations between the linguistic data and culture. This brings forth the adoption of the sociological approach in describing the function of translations in the field of application. The highest rate of sociological approach amounting to 11 dissertations, i.e., 55% of the total number, indicates that TS has been acknowledged as a separate discipline or system since 1995, and it has created its peculiar language of communication ever since. That is also the underlying reason for which the number of studies based on secondary relations has increased to nine since 1995.

Therefore, the year of 1995 is a turning point in TS in terms of its determinant paradigms, as would be the case with relationships and theoretical approaches.

However, when these findings are analyzed in terms of the relations efficiency, the conclusion is that only 4 dissertations out of the 11 setting out from primary relations, succeeded in supporting the theoretical basis of TS as a fully-fledged discipline. As for the efficiency of dissertations which started from secondary relations, it is only 4 out of 9 that managed to explain the translation activity within the theoretical framework of TS as an autonomous field. These findings characterize 8 research papers, i.e., 40% of all dissertations, which also complement the findings in the operational phase.

Final remarks

As demonstrated in the foregoing, the interdisciplinary nature of translation studies does not result from such a practical need as for the organization of accumulated knowledge in the field of practice. It is a different mechanism which acquires its autonomy by maintaining its relations with other disciplines, thereby developing into a separate field of problematization, which is bound by the principle of transfer. On the one hand, this will increase the numbers of problems which result in its further

division into subfields or even into the expansion of these subfields and, on the other hand, it will consolidate the foundations of TS.

Nowadays, it is only after such dynamic interrelationships of disciplines that an autonomous field comes into being.

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Notes

[1] The list of the universities in Turkey is as follows:

       Istanbul Üniversitesi,
       Boğaziçi Üniversitesi,
       Yıldız Teknik Üniversitesi,
       Hacettepe Üniversitesi,
       İstanbul Teknik Üniversitesi,
       19 Eylül Üniversitesi,
       Mersin Üniversitesi,
       Atılım Üniversitesi,
       Uludağ Üniversitesi,
       Okan Üniversitesi,
       İzmir Ekonomi Üniversitesi,
       YediTepe Üniversitesi,
       Marmara Üniversitesi,
       Haliç Universitesi.

[2] He came to Istanbul in 1942 under the auspices of the British Council and took up a chair of English language, and in 1944 he also established the section of General Linguistics within the department. He returned home 1957 as the chair of the Department of General linguistics. During his office in Istanbul University, he wrote an impressive number of articles on general Linguistics, published in *the Journal of Department of English Philology*. However, his commitments have not sufficed for linguistics to be acknowledged as a separate discipline by the academia.

[3] The syntagms between inverted commas are English versions of the Turkish denominations of the academic subjects.

[4] We shall distinguish between the two meanings assigned to the same syntagm: Translation Studies or TS (refers to the academic subject proper) and translation studies (is used as a referent for the practices and commentaries concerning the less or even non-scientific approaches to translations).