ATILIM UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF TRANSLATION AND INTERPRETATION
TRANSLATION STUDIES MASTER'S PROGRAMME

AN ANALYSIS OF TRANSLATION UNIVERSALS THROUGH TRANSLATION STUDENTS' TASKS

Master's Thesis

Tules Önenç

Ankara-2020

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ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled "An Analysis of Translation Universals Through Translation Students' Tasks" and prepared by Tules Önenç meets with the commitee's approval unanimously as Master's Thesis in the field of Translation and Interpretation following the successful defense of the thesis conducted in 18.06.2020.

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ETHICS DECLARATION

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Tules Önenç

ÖZ

ÖNENÇ, Tules. Çeviri Evrensellerinin Mütercim-Tercümanlık Öğrencilerinin Çevirileri Üzerinden Analizi, Yüksek Lisans Tezi, Ankara, 2020.

Bu çalışma Mona Baker'ın (1996) öne sürdüğü "dolaysız anlatım", "yalınlaştırma", "normalleştirme" ve "dengeleme" olarak bilinen Çeviri Evrensellerini öğrencilere verilen bir metin çevirisi aracılığıyla Vinay ve Darbelnet(1972) tarafından önerilen "uyarlama", "yer değiştirme", "bağımlı çeviri", "kipleme", "öykünme", "ödünçleme" ve "eşdeğerlik" yöntemlerini içeren yedi(7) çeviri stratejisinin analiziyle ortaya çıkarmayı amaçlamaktadır.Söz konusu öğrenciler Atılım Üniversitesi Mütercim Tercümanlık Bölümü ikinci,üçüncü ve dördüncü sınıf öğrencilerinden seçilmiştir.Bu çalışma için seçilen metin her sınıf seviyesinden 20 öğrenciye verilmiş ve metnin İngilizce'den Türkçe'ye çevrilmesi istenmiştir. Yapılan çeviriler kullanılan çeviri stratejileri kapsamında araştırmacı tarafından analiz edilmiş , ve bu analizin sonuçları yüzde tabloları, daire ve çubuk grafikleriyle detaylı bir şekilde açıklanmıştır. Niteliksel analizin sonuçları öğrenciler tarafından tercih edilen çeviri stratejileri ve çeviri evrenselleri arasındaki ilişkiyi ortaya koymuştur.Bu çalışmanın sonucunda belirli çeviri stratejileri ile belirli çeviri evrensellerinin bir arada gözlemlenebildiği ve öğrencilerin eğitim seviyesinin ikinci sınıftan dördüncü sınıfa doğru ilerledikçe yaptıkları çevirilerin sözcüğü sözcüğüne çeviriden ieltişimsel çeviriye doğru evrildiği gözlemlenmiştir.

Anahtar kelimeler: Çeviri,Çeviri Evrenselleri,Çeviri Stratejileri

ABSTRACT

ÖNENÇ, Tules. An Analysis of Translation Universals Through Translation Students' Tasks, Master's Thesis, Ankara,2020.

This study investigates Translation Universals which are explicitation, simplification, normalization, and levelling-out (Baker,1996), observed in translation department students papers through a detailed analysis of the seven translation strategies under the heading of direct translation methods which are borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation proposed by Vinay and Darbelnet (1972) . For the aims and purposes of this study, students were chosen from sophomore, junior, and senior year students of Atılım University's department of Translation and Interpretation. A chosen English text was given to 20 students, and they were asked to translate the text into Turkish. The translations of the students were analyzed manually by the researcher in terms of the translation strategies that they have used, and the results of the analysis are interpreted with pie charts and tables of percentages. Following the analysis, the results were combined with the universals of translation. This way, the relation between the usage of translation strategies and translation universals is revealed. The results of the study suggested that there is some correlation between certain translation strategies used and the observation of translation universals. In addition, it is found that as the education level increases (from sophomore to senior year) the translations of the students evolved through a communicative translation rather than a word for word one.

Key words: Translation, Translation Universals, Translation strategies

To my mother…

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LIST OF ABBREVATIONS

ARRABONA	A special corpus which consists 3 different subcorpora put together between 1969 and 1999.
BNC	British National Corpus
DTS	Descriptive Translation Studies
ENPC	English-Norwegian Parallel Corpus
S	Student
SL	Source Language
ST	Source Text
TEC	Translational English Corpus
TL	Target Language
TT	Target Text

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CHAPTER 1: INTRODUCTION

Translation has been a crucial means for human communication for a long time. Most of the information about different cultures, societies and communities are gathered via different kinds of translational activities. However, despite its significance, translational activities have been deemed somehow "second-rated and not worthy of serious academic inquiry" (Baker, 1993).

Baker (1993) argues that since translation studies are shaping our lives and understanding of our world, the area of translation studies cannot be regarded as sub-disciplines of linguistics, literary theories, and cultural communication studies. She also states that most of the studies that have been carried out in the field of translation are about the specific relations between source and target texts and that it is as an emerging discipline that should consider the *nature* of translated texts as much as the relations of source and target texts to contribute to the theoretical branch of the studies.

The idea of studying the nature of translated texts derived from the notion of Descriptive Translation Studies which is proposed by James S. Holmes in 1972 Before Holmes, the debates were on whether a translation had to be “word-for-word” or “sense-for-sense". These debates shed light on the linguistic theories, focusing on the notion of equivalence, which is still in a very important position in translation studies which can be seen in the works of Nida (1964), Newmark (1981) and Koller (1979). These equivalence-based and source text-based approaches were the only criteria about whether a translation was successful or not.

The understanding of seeing translation as a linguistic phenomenon dominated the 1950s and 1960s, and this understanding faced various criticisms throughout the time. From the 1970s and 1980s, there was a change from the source text-oriented to target text-oriented translations, that were affected by Polysystem Theory developed by Itamar Even-Zohar (1978,1990). The reach of translation research enlarged providing significance to the target culture as well as literature and altered the emphasis onto function and goal text instead of the idea of equivalence along with source text. Additionally, Polysystem Theory created the foundation for

the improvements in Descriptive Translation Studies (DTS), which was invented by James Holmes in 1972 (Tanrıverdi Kaya, 2015).

According to Holmes (1972), translation studies have two main objectives. The first one is to describe the phenomena of translating and translations as they show themselves in our experiences, and the second one is to develop general principles that can explain and predict these phenomena. In this framework, DTS finds its place as a sub-branch of "pure" translation studies which is a branch that covers both objectives. This branch of study is the one which "maintains the closest to contact with the empirical phenomena understudy", as Holmes (1972) puts it. So, in order to study the nature of the translated text, one should look for the establishing principles to explain the translating activity and translation itself.

DTS adopts a target-oriented, descriptive, practical and systemic approach and it is providing attention to the limitations and the standards that govern the production and reception of translations (Hermans, 1985, p. 10–11 at Tanrıverdi Kaya, 2015).

Throughout time, the studies of translated texts were concentrated on the concept of equivalence. Although among these studies, Toury (1978) pointed out the notion of norms, instead of equivalence. Norms represent an intermediate level between the source and target texts. We may say that these norms are choices that are made by the translation process while taking into consideration the time and socio-cultural context. Therefore, these norms can be identified through a descriptive analysis with corpora of both source and target texts. One of the important aspects of these norms is that they show that the preferential subject of translation studies are not specific individual translations, but a full corpus of translated texts (Baker,1993). Toury also believed that in order to make translation studies an independent branch of the discipline, we must provide some methodologies and procedures to provide the area with the theoretical framework and that, for this purpose, descriptive translation studies are mandatory for the discipline.

Parallel to Toury’s, Mona Baker (1993,1996) put forward the concept of translation universals. Like norms, these universals can be seen in both source and target texts. She noted that several small-scale studies revealed features that could be

linked to the nature of the translation process itself, not depending on specific linguistic systems. She came up with four translation universals called explication, simplification, normalization, and levelling out. She suggested that to investigate these universals; one should look for distinctive patterns of the translated texts. Hence, we can see and observe the process of translation and what there is in the translation itself by focusing on the product, which is the text, and what kind of distinctive features we can see in these texts without depending on language pairs.

This study discusses the results of the analysis of a cloze test chosen for this study, using the products that students generated from different class levels. By means of the text analysis method proposed by Vinay and Darbelnet (1978) and the strategies and methods that they proposed, this study discusses the universals of translation proposed by Mona Baker(1996), namely explicitation, simplification, normalization, and levelling-out. Although a descriptive approach is adopted, the results are interpreted with a percentage-based table, which adds a quantitative point of view to the study. The overall goal of this study is to identify the universals of translation by an analysis of the chosen strategies and methods by the students and to propose an awareness to them based on their decisions while translating and their consequences of these decisions.

1.1. The Aim and the Focus of the Study

The purpose of this study is to reveal the patterns of translation universals and to examine the emergence and development process of the universals. Another aim of this study is to reveal the frequency of the usage and awareness of translation strategies according to the education level of the students; in other words, to investigate the relationship between the students' class levels and the usage of translation strategies.

For this purpose, a text is chosen and given in the form of a cloze test. The same text is given to 20 students from each class level. Then, the translations of the text are analysed in terms of universals and strategies used. The analysis of the papers have been done by Vinay and Darbelnet’s text analysis methods. Although Baker (1996) suggested that these universals should be observed within a

computerized corpus, the data for this specific study have been investigated manually in terms of the scale and scope of the study.

1.2. Hypothesis

This study hypothesizes that the universals are observed in student papers regardless of the education level. Also, as a universal, normalization will be seen in most of the papers. Although it could depend on the type of texts gathered and chosen strategies, it is believed that translation students will tend to "normalize" the text as much as possible to make it more understandable. Besides, it is presumed that normalization and simplification universals will be seen in sophomore students' papers more than junior students' papers for the former will tend to have a more simplified translation due to the education level. The latter translations will be more "experienced" compared to the former ones. Also, in terms of translation strategy choices, it is believed that sophomore year students tend to use literal translation as translation strategy whereas junior and senior year students tend to choose transposition and modulation more, compared to sophomore year students.

These assumptions are presumed to be related to the competence level of the students. In other words, the used and strategies chosen will depend on the students' class levels. In a general sense, the translations are expected to 'evolve' to communicative translation from word-for-word translations.

1.3. Research Questions

Within the framework of the above, this study aims to answer the following questions:

1) Are the universals of translation, which are explicitation, simplification, normalization, and levelling out observed in translation students' papers?

2) Which strategies do we observe while the translation universals are established?

3) Which of the universals is observed more than others in the student's papers?

4) Which methods and strategies are used to apply explicitation, simplification, normalization, and levelling-out?

If we find answers to the above questions, we can say that the translation universals are developing through time and the strategies chosen by students contribute to the establishment of them. Also, if the relationship between class levels and strategy usage is revealed, this can be used for further cognitive studies of translation. Also, since the student papers will be analysed, we can see what kind of strategies they prefer and use as a tool and see it as an opportunity to understand the students' strong and weak points of their translations. Other than these, if we see a certain pattern between the translation universals and translation strategies, this relation can be used for further studies to contribute to a "more general" translation theory following the aims of Holmes's DTS.

1.4. Outline of the Study

Chapter 1 consists of a general overview of some of the basic concepts such as Translation Universals and Descriptive Translation Studies concerning the topic, hypothesis and research questions of the study.

Following Chapter 1, the first part of Chapter 2 focuses on the basic concepts in detail such as the history and development of translation universals proposed by Mona Baker(1993) and following universals, the concept of Descriptive Translation Studies Later on strategies and methods proposed by Vinay and Darbelnet (1978) are explained in detail. In the second part of Chapter 2, an overview of related literature is conducted.

Chapter 3 aims to give the methodology. This study is a quantitative study in terms of the explanation and discussion of the data and terms of the analysis of the study; it is a descriptive one. In this chapter, the participants, the text to be analysed, and certain limitations of the study are discussed with the application procedure of the English text called “Want to Stop Gulls from Stealing Your Food? Stare Them Down, Study Says” to Turkish.

In Chapter 4, the analysis of the data is shown in detail with tables, which include a detailed analysis of each student's paper. In addition, the percentage tables and pie charts, which include the translation strategies used by sophomore, junior, and senior year students as well as the total strategy usage of these three levels are presented.

Following Chapter 4, in Chapter 5, the analysis of the data is interpreted with the percentages of the used strategies and universals of translation separated according to the class levels of the students.

Chapter 6 presents a link between the analysis of the data and the percentages and gives an overview of the results. Also, it includes proposals and suggestions for further studies.

CHAPTER 2: THEORETICAL BACKGROUND AND RELATED STUDIES

2.1. An Overview of Descriptive Translation Studies and Translation Universals

2.1.1. Cultural turn and descriptive translation studies

Before the emergence of descriptive translation studies in the 1970s which were the years of recovery from Second World War, the "subjects" on translation were seen as sub-branches of comparative literature (literary translation) and linguistics (technical translation, commercial translation, and specialized translation) (Snell-Hornby, 2010). The linguistic studies were considered as the scientific categories, and these studies were mainly focused on the concept of equivalence.

The concept of equivalence was based on the items (mainly words, later this view has moved forward to the level of text) of source and target languages. The level of equivalence was decided with the componential analysis (Nida, 1964). According to this analysis, the words of both source and target languages were divided into components, and the level of equivalence was decided upon some linguistic measurements. Such studies that are based on equivalence were considered as source-oriented, and they were subsequently called "retrospective" studies (Shell-Hornby, 2010).

In the late 1970s, groups of scholars developed an idea of similar perspectives, which was a "prospective" approach. Rather than emphasizing the source language, they argued that the study of translation should concentrate on the function and status of the translation in the target culture (Shell-Hornby, 2010). These groups of scholars were centred in Germany (Hans J. Vermeer with Functionalist Approach), the Netherlands, and Israel (Gideon Toury, Theo Hermans with concentrating on literary translation and Descriptive Studies). The works of these scholars led to a “cultural turn” in translation studies. In 1990 German scholars Susan Bassnet and Andre Lefevere were the first scholars using the term ‘cultural turn' as: “It is without a doubt that the cultural turn is one of the most important influences on the development of translation studies”. The shift from the source text-

oriented and retrospective approaches to function, culture, and target text-oriented approaches started a new era in translation studies.

2.1.2. Descriptive translation studies

In 1972, James S. Homes wrote his seminal paper the name and nature of translation studies, which its name to the area of "translation studies." Therefore, his contribution to the area is highly substantial. Although the act of translation has been taking place since the beginning of history, the name of the discipline is new, and Holmes explains the reasons for that as follows:

> "After centuries of incidental and desultory attention from a scattering of authors, philologists, and literary scholars, plus here and there a theologian or an idiosyncratic linguist, the subject of translation has enjoyed a marked and constant increase in interest on the part of scholars in recent years, with the Second World War as a kind of turning point (Holmes, 1972/ 2004, p.173)."

Although several names have been used, he points out that the scholars cannot decide on the name of this relatively new discipline, and he argues that the lack of communication between scholars is one of the reasons for it. He indicated that there is a need for communication channels that links different scholars' works to be reached all around the world (Holmes, 1972/ 2004 p,173).

More importantly, he drew attention to the topic of the name of this field of research. He claimed that it "would not be wise to continue referring to the discipline by its subject matter" (Holmes, 1972/ 2004, p173). He listed the suggested or used names for the field until the 1970s. The first attempts were to define and identify translation in English as "the art" or "the craft" of translation, "principles" of translation, "fundamentals" or the "philosophy," which occurred similarly in German and French. Then he moved on to more "learned" terms, which are derived from the highly active disciplinary suffix "-ology", such as "*translatology"* in English or *"traduction"* in French; however, these terms were rejected because of their Greek-Latin roots. After these, he mentioned the less classically constructed terms which are emerged in more recent years, such as *"the theory of translating"* or "*theory of translation*" in English; *"Theorie des Übersetzens*" in German and "*théorie de la traduction*" in French. In German and English, these terms are used as "translation

theory" and "Übersetzungstheorie" now. He emphasized that this could be a productive area for this discipline for the future if it is restricted to its proper meaning (Holmes, 1972/ 2004, p.174).

Later, in German, this term was developed and began to be used as "Übersetzunswissenschaft," and in French, the "science de la traduction" began to be used, and it had parallel terms in several different languages. The parallel term in English was first used but Eugine Nida in 1964, in the title of his theoretical handbook as *Towards the Science of Translating,* although he did not aim this phrase to be used as the name of the entire field of study. After explaining the preliminary names of the discipline, he put forward the term "studies" for the first time. He explains it as follows:

> "There is, however, another term that is active in English in the naming of new disciplines. This is the word 'studies'…One need only think of Russian studies, American studies, Commonwealth studies, population studies, communication studies. True, the word raises a few new complications, among them the fact that it is difficult to derive an adjectival form. Nevertheless, the designation 'translation studies' would seem to be the most appropriate of all those available in English, and its adoption as the standard term for the discipline would remove a fair amount of confusion and misunderstanding" (Holmes, 1972/2004, p.175).

As another reason for the impediments of the development of translation studies, he argues, "the lack of a general consensus about the scope and structure of the discipline" (Holmes, 1972/2004, p.175). He asks what constitutes the field of translation studies and its need to look upon the nature of translation studies, which leads him to the definition of Werner Koller. In Holmes's words, he defined the subject as "Translation studies is to be understood as a collective and inclusive designation for all research activities taking the phenomena of translating and translation as their basis of focus."

Based on this explanation, Holmes said that translation studies are an empirical discipline and that it has two main objectives. He defined the first objective as "to describe the phenomena of translating and translations as they manifest themselves in the world of our experience"; and the second one as "to establish general principles through which these phenomena can be explained and predicted"

(Holmes, 1972/2004,p.176). Then, he divided these objectives into two sub-branches as *descriptive translation studies (DTS)* and *theoretical translation studies* (ThTS).

Thus, the term descriptive translation studies were first postulated by Holmes, and he emphasized that this area as the branch of discipline which "constantly maintains the closest contact with the empirical phenomena" (Holmes, 1972/2004, p.176). He further divided the category of DTS into three sub-branches, depending on their focus as *product-oriented*, *function-oriented*, and *process-oriented.*

Product-oriented DTS, which is the branch this study focuses on, is the research area that describes the existing translations. Holmes argues that the starting point of this kind of study is the description of individual translations or text-focused translation description. Another point to study is a comparative translation description where one makes comparative analyses of various translations of the same text in single or in various other languages. He later directs this area of study to diachronic translation studies, which are made in a specific period, language, or text/discourse type and eventually leads to a synchronic one. He states that one of the goals of product-oriented DTS may be a general history of translation, but it was an ambitious idea for that time (Holmes, 1972/2004, p.177). Function-oriented DTS, on the other hand, is focused on the functions of the translated texts in terms of the context of target languages' sociocultural situation, whereas the third sub-branch, process-oriented DTS, mainly focuses on the process of the translation itself. It aims to look upon the back of translators' minds. Holmes argues that this kind of study can lead to future studies of psycho-translation and psychology.

On the other hand, the other main branch of pure translation studies, theoretical translation studies, has different objectives than DTS. It does not focus on the existing translations, functions of them, or the process of translation itself; but rather uses the results of these studies under the branch of DTS, combining them with the information from different fields and disciplines to "evolve principles, theories, and models which will serve to explain and predict what translating and translations are and will be" (Holmes, 1972/2004, p.178). He later divided this branch into two sub-branches as general and partial translation theory. The former aims to develop an overarching theory that includes as many components as it can to

explain all phenomena of translation and to translate. The latter one is specific in its aims, dealing with different aspects of translation theory. Based on this view, he further divided partial translation theory into 6 other branches as following: "*medium-restricted translation theory*"," *area-restricted translation theory*", *"rank-restricted translation theory"*, *"text-type restricted translation theory"*, *"time-restricted translation theory"*, and *"problem-restricted translation theory"*(Holmes, 1972/2004, p.178). He also stated that this kind of study has contributed to the translation theory so far in recent years.

Holmes also mentioned another main branch, which he called *applied translation studies*. He explained this branch with four different components. The first one is foreign language teaching and *translator training* focusing on the teaching methods, testing techniques, and curriculum planning. The second one is *translation aids*, which provide the translators the required lexicographical and terminological tools as well as the grammar. The third area is *translation policy*. It discusses the place of the translator and translating within a society, and the last area is *translation criticism*.

After explaining these branches, he further states that although descriptive, theoretical, and applied translation studies be distinct branches, the contribution that they make to one another is undeniable. Each of them provides the data to supply the findings, and the relation between them is a dialectical one. With the light of these three branches, he stated that it would be needed to give attention to all these branches to make the discipline grow and flourish" (Holmes, 1972/2004, p.183)

As it can be seen, Holmes gives discipline its name after thousands of years, and he contributed to the area significantly. He influenced many other scholars. Later, Gideon Toury re-studied his work in 1995 and developed a map (see Figure 1).He put together the sub-branches of Holmes' Descriptive Translation Studies which he saw obligatory for composing a fully functioning systematic descriptive branch of the discipline. For Toury, translations hold a place in the social and literary system of the target culture and the position that they are in determines the translation strategies for the translators to choose (Munday,2001).

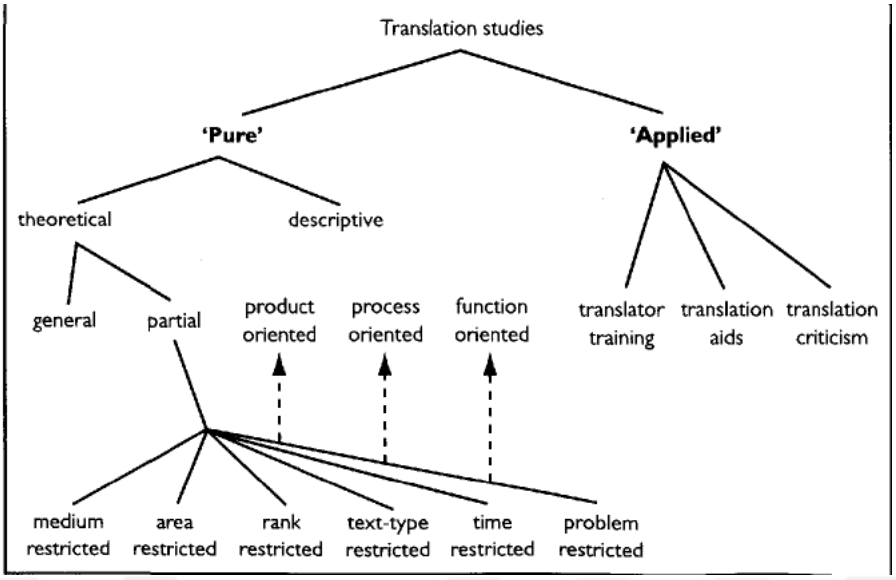

Figure 1. Holmes' map of Toury (Toury,1995, p.10) Retrieved from (Munday,2001,p.10)

Toury gives crucial importance to Descriptive Translation Studies in terms of development of Translation Theory because he states that through the gathering of the actual translational behaviour one can move forward to;

"… gradually, and in a controlled way, towards an empirically justified theory which would consist in a system of interconnected, even interdependent probabilistic statements" (Toury,2004, p.15).

This explanation for him is the eventual goal of translation studies (Laviosa, 2008, p.120).

2.1.3. Universals of translation

The concept of translation universals was first proposed by Mona Baker within her seminal paper "*Corpus linguistics and translation studies-implications and applications"* in 1993. In her paper, she concentrates on the importance of translation studies as a field and that it should be taken seriously by other related disciplines such as linguistics, literary theory, and cultural and communicational studies. She also argues that translation is a phenomenon that shapes our everyday lives and shapes our understanding of the world; therefore, it is too important to be a peripheral discipline. As a result, she states the need for an academic discipline that

takes translation phenomena as its main object of study (Baker, 1193, p.234). She points out that the studies should focus on the nature of the texts rather than concentrating on the only source and target text relations. Baker explained translation universals as follows:

> "Universals of translation are linguistic features that typically occur in translated rather than original texts and are thought to be independent of the influence of the specific language pairs involved in the process of translation" (Baker 1993,p.243).

Baker also proposed a list of potential universals considering the previous studies and hypotheses regarding translation-specific linguistic features of scholars such as Blum-Kulka (1986), Vanderauwera (1985), Shlesinger (1991) and Toury (1985). Although the term universals were first proposed by Baker (1993), the quest for looking for generalizations and certain linguistic features of translated texts was put forwarded by Gideon Toury in the early 1980s with the term 'laws of translation.'

As mentioned in section 2.1.2, Toury gave his attention to the DTS and Translation Theory of Holmes's study. While adopting the scientific approach, he argues that the DTS aims to explain translational behaviour to comprehend and clarify them, and, by identifying regularities, to generalize and invent probabilistic legislation of translational behaviour regarding all variables discovered that are applicable. (Toury 1995: 16). He explained this concept as "What translation DOES involve, under various sets of circumstances, along with the REASONS" in order to validate, controvert or redefine theoretical aspects of what translation "CAN, in principle, involve and predicts what translation is LIKELY to involve under one or various specified conditions" (Toury, 1995,p.15-16).

The above-mentioned statements are explained as conditioned, probabilistic laws of translational behaviour whose basic formula is:

> "The *presence of 1, 2, 3……. enhances the likelihood that X (or: reduces the likelihood that no-X)*" (Toury, 2004, p.26).

Thus, he constitutes two laws based on this explanation.The first law, which is the Law of Growing Standardization in his words, is: " translation, source-text textemes tend to be converted into target-language repertoires" (Toury 1995, p.268). In other words, he argues that the signs that are translated within a text tend to be

translated as signs belonging to the target culture's repertoire, which are given a certain semiotic value by that community. (Rosa,2010/2016).

The second, Law of Interference, is, on the other hand: "in translation, phenomena pertaining to the make-up of the source text tend to be transferred into the target text" (Toury 1995, p.275). This law takes into account the prestige and power relations in terms of interlingual and intercultural relations. He states that "tolerance of interference tends to increase when a translation is carried out from a 'major' or highly prestigious language/culture, especially if the target language/culture is 'minor,' or 'weak' in any other sense" (Toury 1995, p.278). Although he mentioned these phenomena as "laws," he accepts that they can be described as universals of translational behaviour, and he also states that the important thing is their power rather than their mere existence. Furthermore, he identifies universals as "the most powerful tools we have had so far going beyond the individual and the norm-governed" (Toury, 2004, p.29).

In line with Toury, Chesterman (2000/2004), too, sees the translation universals as a scientific inquiry for the sake of descriptive translation studies and to look for generalizations of translation studies. He explains that these laws or general regularities can be investigated and be observed by comparing different translations to set a general descriptive theory of translations, taking into consideration both their differences and similarities.

Chesterman puts two theories beneath this aim. The primary one is S-universals, that are "universal differences between source texts," and the next one is T-universals, that are "universal differences between translations and similar non-translations". (Chesterman, 2004, p.39). He asserts that if such universals are entities which are supported by parts of evidence, they are able to have an explanatory power on the translational feature's development. (Chesterman, 2000, p.26). That is to say; when a universal is supported, it's the status of a law.So one can infer that a translation may exhibit a specific characteristic under specified conditions since all translations have an inclination to show a specific quality under the same circumstances (Chesterman, 2005, p.198 at Laviosa, 2008, p.120).

For the causes of the emergence of these universals, on the other hand, one can look at other related scientific fields such as human cognition. Toury (1995, p.275) investigates that discourse transfer is a good instance of a translation universal which may be explained by basic psychological procedures like changing between target and source codes and vice versa. According to these, Chesterman (2000/2004) concludes that, in the same way as any other subject, in translation studies, overall explanatory laws not merely let us create future predictions but also develop significant interdisciplinary connections. Connected through Toury's map of Translation Studies, Descriptive Translation Studies and Translation Theory are mutually reliant to one another, and also the connection between two "pure" branches of the field and its applied branches are continuously developing. Each branch of the field (like translator training, translation assistance, translation criticism, and translation planning) establishes and uses a different group of regulations based on theoretical predictions and assumptions in addition to empirical evidence regarding translational behaviours and other areas aside from Translation Studies (Toury,1995, p.17-18 at Laviosa,2008, p.121).

Corpus-based DTS and universals

Since the middle 1990's, electronic corpora have been used among the scholars for Descriptive Translation Studies. Laviosa (2008) clarifies that corpus Linguistics and Descriptive Translation Studies have two mutual components: they search the real language, the language in use, instead of idealized data along with the linguistic regularities have been regarded as the criteria of behaviour instead of accepted rules that are the patterns of real behaviour which may be associated with sociocultural factors since these represent and reproduce culture. She explains that there is a research model used in Descriptive Translation Studies and Corpus Linguistics. The use of corpora in Descriptive Translation Studies have been proposed by Mona Baker at 1993, and it had been approved by Toury (1995) as a valuable study tool for exploring laws. Toury and Baker put the value of this development through a methodology to compare outcomes and analyse assumptions, to organize, and increase our understanding of translations and translating. Corpus-

based descriptive research has led to the growth of such a research methodology, especially with all the research of translation universals. Furthermore, investigating universals with a corpus methodology once again reinforces the mutual relationship between the theory and the description, the two “pure” branches of Translation Studies, as proposed by Toury.

The next section will further explain the translation universals and how the corpus studies have explained and tested general theoretical assumptions and suggest explanatory hypotheses.

Simplification

Simplification is characterized by Shoshana Blum-Kulka and Eddie A. Levenston (1983, p.119) as “the procedure and/or result of earning fewer words.” One of the earliest corpus studies of translations affirmed this hypothesis. It was carried out using all the ECC (English Comparable Corpus), and it is a similar monolingual corpus consisted of translational and non-translational narrative and newspaper texts (Laviosa, 1998). This analysis supports the general hypothesis that "translators working into English as their mother tongue, tend to limit the range of words present for them and use a relatively higher proportion of high-frequency lexical items" (Laviosa, 2008).

Correspondingly, Baker (1996, p.181) defined the universal of simplification as “the tendency to simplify the language used in the translation.” She asserts that translators might have a leaning towards splitting up paragraphs in translation. Therefore, an individual can search for typical sentence length at the source and target texts (Baker, 1996, p.181). This claim is supported by an analysis made by Laviosa in 1996 using the subsection of UMIST corpus. She discovered that the standard sentence portion of the translated part of the *Guardian* is especially lower than the standard sentence portion from the similar non-translated segment (Baker, 1996, p.181). Baker suggests that simplification contains the procedure for producing the texts easier for readers, and it is inclined to include obstructing interpretations and choosing an interpretation.

Along with these observations, punctuation is emphasized by Baker. She provides the case of English translations of Andersen's tales to put an example with this idea. Malmkaejer (1997), in her analysis, clarifies that Andersen uses somewhat eccentric punctuation in comparison to Danish standards and indicates that his translators have a tendency to re-evaluate these usages in translations consistently. She asserts that punctuation marks may be placed in order seeing their strengths as "comma-semicolon-period". She discovers that the source texts' punctuation alters, they change or replace it by a weaker mark. The arrangement, as an instance, could be similar to the following: commas become periods or semicolons become periods. Baker (1996, p.182) interprets this scenario as a "cognitive/subconscious approach to make things simpler and easier by making them simpler". Baker also gives an example from May's (1997) studies of the Russian and French translations of Virginia Woolf's *To the Lighthouse*. May found out by transferring the comma the translator provides the reader an opportunity to comprehend the information prior to proceeding into the next. May (1997) interprets this scenario as "...clarifying the usages of punctuation re-evaluate its interpretive or inventive ones". Seeing studies and these observations, Baker asserts that this sort of a change in punctuation marks might be challenging for the research concerning identification.

Opposed to this, Baker (1995), suggests two techniques that are suitable for corpus studies to identify simplification: lexical density and type-token ratio. She elaborates on these techniques as follows: the former is related to the proportion of lexical as opposed to grammatical words, and this is a way to build redundancy and make the text easier to process. She affirms this procedure from Laviosa-Braithwaite's (1996) analysis, which indicates that lexical density is usually lower in translated texts when compared with non-translated texts. Whereas the latter one, type-token ratio, is described as a dimension of the assortment of a language employed in a text or a corpus, e.g., if interpreted text utilizes more or less diverse vocabulary than the initial text. She indicates that utilizing less vocabulary is a sign of a text addressed to speakers of language. These texts are simpler to process. She also indicates this could be translated as, again, a subconscious approach of simplification for translators (Baker, 1996, p.183).

Explicitation

The overall descriptive theory of explicitation is described as "...postulates detected cohesive explicitness from SL to TL whatever the increase traceable to differences between the linguistic and textual symbols demanded" by Blum-Kulka (1986, p.19). This theory was tested by Linn Overas (1998) via a part of the ENPC, a bidirectional English-Norwegian Parallel Corpus. Overas suggested a concept saying that texts and translated English are much more cohesive than their source texts. The hypothesis was confirmed by the outcomes of the analysis. The explicitness degree, for example, inclusion and specification of grammatical and lexical objects, were outnumbered the implicating changes in dictionary; nonetheless, English texts demonstrated a lesser degree of explicitness when compared with Norwegian texts (Laviosa,2008).

Baker (1996, p.180) explains that explicitation is "an overall tendency to spell things out rather than leave them implicit in translation." She suggested *text length* as the evidence for explicitation. She supported this evidence with the observations depending on the length of the translated texts throughout the time. Without any empirical research, it has been observed that translated texts tend to be longer than the original texts independent of the languages. A study conducted by Stig Johansson (1995) confirmed this hypothesis. He found out an increase of 10% in the number of words English translations of Norwegian texts and a little increase in the reverse r direction which is Norwegian translations of English texts.

Baker (1996, p.181) clarifies that along with the text length, explicitation might be observed s*yntactically* and *lexically* and the way to investigate these concepts is via corpora. Not just with the corpora of target and source texts but with all the corpora of translated and original texts in precisely the language. She suggested that if one is to compare original and translated texts, then s/he might discover that the discretionary *that* in reported language is used more often in translations compared to original texts. Therefore, she draws attention to the following point:

> "The tendency to make things explicit in translation may be expressed with the use or overuse of explanatory vocabulary and conjunctions. These may be

> investigated through a comparison of the frequencies of words such as *cause, reason, due to, lead to* and conjunctions and adverbs such as *because, therefore, consequently* in a corpus of original and translated text in the same language" (Baker,1996,p.181).

Later, Baker and Maeve Olohan conducted a study that supported these ideas. They found out that the choice for the usage of optional *that* with the verbs *say* and *tell* showed high levels of grammatical explicitness in translated English texts (2000). In her recent research, Olohan (2003/2004) found a correspondence between the omission of discretionary *that* and using contracted forms. While TEC (Translational BNC (British National Corpus) texts are inclined to omit that and use contractions (Laviosa, 2008).

Another theory that supports the concept of explicitation was suggested by Vilma Papai (2004). Based on the explicitation belief of Baker and Blum-Kulka's explicitation theory, three hypotheses were proposed by Papai. With this particular study, she analyzed the ARRABONA corpus, which can be a joint English and Hungarian corpora. To begin with, she hypothesizes that English and Hungarian translations are formed by five explicitation approaches that include alterations in cohesion in addition to other esoteric and extra-linguistic info and disambiguation of source text things (Papai, 2004). The third and second hypotheses imply that texts that are interpreted possess a degree of explicitness when compared with first texts. Additionally, texts that are translated possess a degree of explicitness in comparison texts that are translated.

Normalization

Baker defined the third universal, normalization or conservatism as "the tendency to exaggerate the features of the target language and to conform its typical patterns. She suggests that this feature is related to source language and the source text. The higher the status of the source text and language, the less the inclination to normalize in translations (Baker, 1996, p.183). She also claims that normalization is visible in the usage of collocational patterns or clichés, punctuation, and typical grammatical constructions. Also, in her analysis of simultaneous interpretation, Schlesinger (1991, p.150) found examples of translators culminate unfinished

paragraphs or correcting ill-formed grammatical instances even if they are intentional .Ben-Shahar (1994, p.212), in his study, provides examples from Faulkner's *Sanctuary* translations to Hebrew, and from these examples, it can be observed that ungrammatical structures tend to be normalized in translations. Baker also mentions the studies of Malmkjaer (1997), May (1997), and Vanderauwera (1985) about the experimental usages of punctuation. All these scholars' studies suggest that there is a tendency to normalize punctuation even when the source writers are known for their specific intentional usages of punctuation (Baker, 1996, p.184). More recently, Dorothy Kenny (2001) conducted a study based on lexical creativity and lexical normalization in a parallel corpus of German literary texts and their English translations. She divided into the creative lexis in German corpus as hapax legomena (word forms which occur just 1 time in the corpus), creative word forms especially for a writer, and inventive author-specific collocations (Kenny, 2001) at Laviosa, 2008). She discovered that 44 percent of hapax legomena and 16% of inventive collocations were normalized. In most of the situations, although normalization is seen as a feature of translation, normalization did not occur as a result. In addition to Kenny's studies, some evidence can be seen in Linn Overas's (1998) study on explicitation, which is mentioned earlier. It shows that translations tend to use typical collocations and to normalize the metaphorical expressions.

Levelling out

The last universal proposed by Baker is called levelling out. This universal is observed not to have caught much attention in the literature. Baker defines levelling out as "the tendency of translated texts to gravitate towards the centre of a continuum" (1996, p.184), but she points out that it is different from normalization. Baker explains it as follows:

> "While normalization concentrates on the target language (exaggerating features of the target language), levelling out is dependent neither on the target language nor the source language and it is "steering a middle course between any two extremes" (Baker,1996,p.184)

For example, in individual texts inside a translated English corpus, it is possible to see similarity in the sense of features such as lexical density, type-token

ratio, and sentence length compared to individual texts within a corpus of texts. The analysis of Laviosa-Braithwaite (1996) found that the variance of lexical density, type-token ratio, and word length are seen consistently on the reduced levels from the translated section of *the Guardian* in contrast to the original section of the same paper (Baker, 1996, p.184).

Although most of the studies about translation universals are conducted through the methods of corpus linguistics, this specific study will not use these methods, for it will be a small-scale study. The data that will be collected for this study will be gathered from the students of the department of translation studies through a form of a cloze test, and this amount of data might not be enough for establishing a parallel corpus consisting of original and translated texts. Besides, the analysis of the data couldn't be done by computer assistance. For these reasons, the gathered data has been examined manually on the observed universals in terms of the methodologies and procedures that Vinay and Darbelnet (1958) suggested.

A Methodology for translation by Vinay and Darbelnet

Vinay and Darbelnet (1958) conducted a comparative stylistic analysis between the languages French and English. Although translation studies had not been flourished at that time, this purely linguistic analysis of two languages influenced a much wider area. They started from the notions of linguistic sign (which consists of the signifier and the signified) and langue and parole put forward by Ferdinand de Saussure. They believed that translators should deal with messages rather than separate linguistic units such as words. They defined the units of translations as "the smallest segment of the utterance whose signs are linked in such a way that they should not be translated individually" (Vinay & Darbelnet, 1995, p.21). After defining the theoretical concepts of comparative stylistics, they suggested methods of translation. They characterized the initial steps that translators take before they start translating. These steps are as follows (Vinay & Darbelnet,1995, p.30):

- identify the units of translation;
- examine the SL text; this consists of evaluating the descriptive, affective, and intellectual content of the units of translation;
- reconstitute the situation which gave rise to the message;
- weigh up and evaluate the stylistic effects,
- produce and revise the ST

They suggested that after evaluating the source text, translators search for solutions to link these evaluations and reflections with the target text units and messages.

To solve the problems of the source text, they suggested two strategies and seven different procedures for translations and emphasized that these strategies and procedures could be used separately, or they could be used as a combination. The two main strategies are called direct/literal translation and oblique translation. The first strategy, direct translation, covers three of these seven procedures, which are as follows:

Borrowing

Borrowing is defined as when the "SL word transferred directly to the TL" (Munday, 2001, p.57). Vinay and Darbelnet suggested that this procedure could be used when the translator wants to add a cultural "flavour" to the translation, such as the usage of Mexican and Spanish food names *'tequila'* and '*tortillas*.' Also, this procedure could be used to fill a semantic gap in the TL (Munday,2001) when there is no cultural equivalent such as Russian *'rouble', 'datchas,'* and *'apparatchik'*. They also add that some borrowings are no longer considered as borrowings because they entered the language a long time ago and that they have become the respective parts of the TL lexicon, such as English words like *'hangar,''menu'* and *'chic.'*

Calque

Calque is defined as a 'special' type of borrowing. For this procedure, a language borrows an expression form of another but then translates each of its elements literally. (Vinay & Darbelnet,1995, p.32). For example, the French calque of the English phrase "Compliments of the Season" is "Compliments de la Saison." Vinay and Darbelnet emphasized that both borrowings and calques often become unified with the TL with some semantic changes, which can turn them into false friends (Munday,2001).

Literal translation

Literal translation is 'word-for-word' translation; the direct transfer of an SL text into a grammatically and idiomatically appropriate TL text(Vinay & Darbelnet,1995, p.34). They described it as the most common translation procedure between languages of the same family (e.g., French and Italian) and even more if they share the same culture. But they stated that the translator could judge literal translation as 'unacceptable' if it;

i. gives another meaning,
ii. has no meaning,
iii. is structurally impossible,
iv. does not have a corresponding expression within the metalinguistic experience of the TL, or
v. has a corresponding expression, but not within the same register. (Vinay & Darbelnet,1995,p.35)

They suggested that where literal translation is not possible, the translators should use the strategy of oblique translation**,** which covers four procedures.

Transposition

Transposition is defined as replacing one-word class with another without changing the message (Vinay&Darbelnet, 1995, p.36). They suggested that this procedure can be implied within the language besides the usage of a translation. But for this aim, transposition can be obligatory and optional. For example, the French phrase *'des son lever'* can be translated *as 'as soon as she got up'* but in the reverse situation *'as soon as she got up'* could be translated as *'des son lever'* or '*des qu'il se lever.'* They explained this example for the English translation allows only basic form while the French translation allows two forms and that the translator can use both calque and transposition as a procedure. Vinay and Darbelnet said that transposition is 'probably the most common structural change undertaken by translators' (Vinay&Darnelnet, 1995, p.94). They listed ten different transposition categories such as verb to noun, adverb to verb, verb to preposition, and so on.

Modulation

Modulation is defined as the changes in the semantics of the message (Munday, 2001:58). Like transposition, modulation could be optional or obligatory. Vinay and Darbelnet give the translation *of 'the time when…*' phrase to '*le moment ou….'* (*Lit. the time where*) an example for obligatory modulation. They explain this situation as the transformation of a negative SL phrase to a negative TL phrase. And for optional modulation, they gave the example *of 'it is not difficult to show…'* to French *'Il at facile demontrer…' (lit.it is not easy to show…)*. They proposed that modulation is justified "when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL" (2000, p.89). Vinay and Darbelnet put much emphasis on modulation and transposition. They indicated that modulation is the 'touchstone of a

good translator' whereas transposition ‘shows a very good command of the target language’ (1995,p.89).

Also, related to the strategy preference, they made an important distinction, which is called servitude and option. Servitude here is explained as the obligatory transpositions and modulations due to the differences between two language systems. The latter, option, is explained as the modulations and transpositions which the translator chooses to make for the sake of its own stylistic preferences, and it is not obligatory. This distinction is important because, according to Vinay and Darbelnet (1978), “ the role of the translator is to choose among the available options to express the sense of the message.”

Equivalence

Equivalence is taken into consideration in terms of the different descriptions of the same situations by different languages stylistically. (Vinay & Darbelnet ,1995, p.39). They gave an example of interjection words such as French *“Aie!”* and English *“Ouch!”*. These two words express the same feeling, which is pain, but they express it in different ways. Also, they gave examples from onomatopoeic words. Where French represents the sound of a cat-like “miaow,” English represents it like “meow”. Vinay and Darbelnet stated that the usage of equivalence could be particularly beneficial for the translations of idioms and proverbs. For example, *‘comme un Chien dans un jeu de quilles’* (Lit.like a dog in a set of skittles) can be translated as ‘like a bull in a china shop’ (Munday, 200, p.58).

Adaptation

Adaptation procedure is explained as changing the cultural reference when a situation in the source culture does not exist in the target culture (Munday, 200, p.58). Vinay and Darbelnet gave the example of *‘cricket’* for this procedure. While *‘cricket’* is well known in the English culture, there is no equivalent in the French culture. So, they said that *‘cricket’* could be translated as *‘Tour de France’* into

French for this reference will be more familiar to the French culture unless the translator has a different agenda.

2.2. Studies Related to Translation Universals

As it is mentioned above, the studies related to translation universals started as solid observations of some concepts that appear in translated texts. Scholars such as Baker (1993), Blum-Kulka (1986), Vanderauwera (1985), Shlesinger (1991), and Toury (1985) identified these patterns and made a basic contrastive analysis. These small-scale contrastive studies then expanded to larger-scale corpus analysis. This section will provide a more elaborated view of the studies that have been conducted by researchers related to translation universals in general and studies about certain translation universals.

Moropa (2000), in his study, examined explicitation and simplification universals in a bilingual corpus translated from English to Xhosa (a South African native language) and analysed the texts manually to find solutions for terminology problems. (Moropa, 2000). In this study, he found out that explicitation and simplification contributed translators in terms of the creation of more appropriate terms. In line with Moropa (2000), there is a recent study on explicitation and simplification universals by Feng, Creeze, and Grant (2018). These scholars have investigated two universals based on the translations in comparable corpora of English Chinese business texts, focusing on collocations. Their study revealed that, as translation universals claims, the usage of collocations in translated texts are seemed to be more ‘simpler' and more ‘explicit’ when compared to native speaker business English(Feng, Crezee, & Grant, 2018).

Cvrček and Chlumská (2015) conducted a study on the universal of simplification, whether it can be observed in translated Czech texts based on a monolingual corpus called the Jerome corpus through type-token ratio analysis. As a result, they discovered that both in translated professional literary texts and fiction texts, there is less variation between the densities of used lexicon compared to non-

translated texts, which means the universal of simplification is observable in translated texts of Czech.

Mozetič focuses on the universal of explicitation in the Slovene texts of translated Anglo-American Literary texts (Mozetič, 2015) focused on the typology of explicitation hypothesis and found out that the universal of explicitation is observable in the translations of literary texts to Slovene language and it has shown that translators as mediators between two languages tend to recourse some translational aids such as explicitation itself. (Mozetič, 2015).

Another study is done by El-Nashar (2016). In his study, the explicitation techniques are examined in the translation of Arabic to English of a text called "Policies and Procedures Manual for Support Staff" (Mostafa El-Nashar, 2016). The purpose of his study is to bring out the evidence for that explicitation technique is required for translation between different language systems such as English and Arabic and to define the distinction between ‘necessary explicitation’ and ‘redundant explicitation’ (Mostafa El-Nashar, 2016). As a result, he found out that among the explicitation techniques, 'explicative paraphrase' is the most frequently used technique, followed by ‘conjunction’ and ‘reference’. (Mostafa El-Nashar, 2016).

Another finding of El-Nashar (2015) is that explicitation does not necessarily cause somehow longer translations, as opposed to Baker's *text length* evidence, as mentioned above in 2.3.1. Redelinghuys and Horn (2013) conducted a study based on features of translated texts to investigate the differences between experienced and non-experienced translators with a corpus-based study.

Redelinghuys’s and Horns’s study aimed to determine the significant differences between the distribution of features of translated languages of experienced and inexperienced translators. The results of the research suggested that experienced translators simplify texts less frequently because they use varied vocabulary, they use long sentences, use contractions more often and have a lower readability index score which indicates their tendency to normalizing texts are less frequent than inexperienced translators (Redelinghuys & Hons, 2013).

There's another study conducted by Redelinghuys (2016), focusing on the universal of levelling-out, because of the rareness of the empirical investigation about this universal. A significant point of this study is the fact that it has paid attention to the subject of levelling out from the translations of inexperienced and experienced translators concerning the occurrence of register variety. In this study, it was hypothesized that less register version will be observed from the dictionary of inexperienced translators and line with translation universals hypothesis, it was presumed that some selected linguistic features will indicate less register version in translations than in non-translated texts (Redelinghuys, 2016). For the aims of this study, Redelinghuys assembled a particular corpus consisted of 3 sub-corpora, which are translations by inexperienced translators, translations by experienced translators, and non-translations. (Redelinghuys, 2016). She found out little evidence about levelling out; but she also stated that there is a connection between variation and translation expertise. The data demonstrated that inexperienced translators just explicate by using conjunctions in studies that are more informal because of their character (Redelinghuys, 2016). In addition, their translations have a smaller vocabulary range in contrast to non-translators and translators in general. One might say that a less language variation can be anticipated due to their language proficiency, the study found that their amount of language usage is much more extensive in translations of texts than in translations of writing. Taking into consideration these two inferences, Redelinghuys suggests that inexperienced translators make more effort when it comes to informal registers (Redelinghuys, 2016).

Some scholars studied translation universals in general, rather than looking through a specific universal. For instance, Yuan and Gao (2008) investigated all four translation universals in a comparable corpus of translated Chinese fiction. They sorted out evidence of specific translational features based on some measurements, such as lexical density, type-token ratio, and sentence length. They concluded that translations that used more content words and adopted idiomatic expressions to give the equivalent effect to the original. (Yuan & Gao, 2008).

Results regarding simplification pointed out that they may depend on the vocabulary and grammar of the languages involved, not on whether the texts are translated or non-translated. So, one might say that even though simplification is a feature of translation, it is maybe not limited to the richness of vocabulary. (Yuan & Gao, 2008). Unfortunately, their evidence regarding explicitation was said to be superficial and that it needed further investigation whereas results regarding leveling-out are evident. While looking through this universal, the researchers took into consideration the readability of the texts and their findings supported their hypothesis, with lexical density analysis, which there is homogeneity between the demonstrations of similarity (in line with the description of levelling-out) of translated and non-translated texts (Yuan & Gao, 2008).

Similarly, Xiao (2010) examined the differences between translated Chinese and native Chinese through a corpus-based study, focusing on the distinctive features of translated English. One of the aims of this study is that observing translation universals in a non-European language to bring out evidence of translation universals in translational aspects of translated Chinese and English, which are two "genetically" distant languages (Xiao, 2010). As a result of his study, Xiao pointed out that less lexical density is observed in translated Chinese texts compared to native Chinese texts. Also he found that compared to translated texts, native Chinese texts has a lower rate of lexical words over function words, a higher rate of high-frequency words over low-frequency words, and a higher repetition rate of high-frequency words (Xiao, 2010) which are indicators of lexical simplification. Besides, he found out that the usage of passive form in the translated texts is an indicator of normalization in the target language.

Oktar, Kansu-Yetkiner & Özgen (2015) conducted a study on explicitation in the framework of students' interpreting processes. They examined and compared 232 sight translations as well as consecutive and simultaneous instances of original texts by the speeches of Turkish Prime Minister Recep Tayyip Erdoğan's and President of the United States Barrack Obama's 3 sets of expressive political speeches. The data was examined based on the tendency towards demethaphorization considering directionality (i.e., English-Turkish vs. Turkish-English) and text-type (i.e.,

informative vs. expressive) parameters (Oktar, Kansu-Yetkiner & Özgen, 2015). Their study revealed that in Turkish-English language pair, there is a continuous tendency towards nominalization, which is a sign of explication in interpreted informative Turkish texts. On the other hand, directionality (from Turkish into English) is a determining factor of demetaphorization in the interpreting of expressive texts (Oktar, Kansu-Yetkiner & Özgen, 2015). Also, they revealed an awareness of learners regarding the usage of implicitness and explicitness and solving potential linguistic difficulties between language pairs in practice (Oktar, Kansu-Yetkiner & Özgen, 2015).

Despite some of some objections to this area of research, translation universals can be viewed as an advantage to the area of Translation Studies and understanding the nature of translation (Chesterman, 2011). In this sense of translation, students need to gain awareness in terms of their development. They may be more conscious when selecting strategies and decision-making processes (Chesterman, 2010 at Redelinghuys, 2016).

From the literature review above, it could be seen that the studies related to translation universals or the features of the translated language are mostly corpus-based studies, and the investigations are mainly conducted with or with the products of experienced or professional translators. Many of these studies are focused on certain text types such as business texts, media related texts, literary texts whereas some of them are focused on a learner corpora with a methodology of corpus studies which are close to the topic of this certain study, but the number of the studies related to learners is very restricted. Also, it is seen that the studies related to translation universals in Turkey are relatively limited. The studies conducted are usually between different language pairs, rather than Turkish-English. Besides, they are concentrated on only one universal. For the reasons stated above, this study will conduct a study on translation students' papers to observe features of the translated language with the usage of translation strategies proposed by Vinay and Darbelnet (1978).

CHAPTER 3: METHOD

This study conducted a descriptive study in terms of the investigation of the data. The given text is analysed manually by the researcher according to the text analysis methods proposed by Vinay and Darbelnet(1978). The strategies and methods that the same scholars proposed are taken as a basis in the analysis. The results of this analysis are then linked with the universals of Translation proposed by Mona Baker (1993). Also, it adopts a quantitative approach with regards to the discussion of the conclusion. The results of the analysis are interpreted with percentages and shown with tables in Chapter 4.

3.1. Participants

The chosen group of students is from the Atılım University department of Translation and Interpretation, and they know English as a second foreign language and speak Turkish as their mother tongue. For this purpose, 20 students were selected from each class level. Therefore, in this study, there are 3 groups of participants who are sophomore, junior, and senior year students. The reason why freshman year students are not included in the research group will be explained in section 3.4. Also, the participants' names, ages, and genders are not regarded as variables in this study, so the permission of the ethical committee is not needed and not obtained for this study.

3.2. Text to be Analysed

For the purpose of this study, an article was chosen from the website of Times magazine, in the New York edition- the New York Times. The article is called “Want to stop gulls from stealing your food? Stare them Down, Study Says”. It is written by Iilina Magra. The online version was featured on August 7, 2019, whereas the print version appeared on August 8, 2019, I section A, page 7 of the New York edition with the headline of “Aggressive Gulls are No Match for a Stare Down, British Researchers Find.”

The article was shortened to a 10-paragraph version from the original 17 paragraph version by the researcher to make the translation as convenient as possible for the students and the analysis for the researcher. Some arrangements in the text were made for the following reasons:

In the process of this study, it is important to take into consideration the difficulty level of the source text, and it is an important variable. Since the same text is given to students from 3 different class levels (sophomore to senior year), it was crucial to choose a text that is not on a too difficult level nor a too simple level. As Riitta Jääskeläinen (1999, p. 245) points out, it is "likely to influence the number of problems and the choice of appropriate strategies, but also the subjects' ability and/or willingness" to perform the translation task (Kujamaki,2004). Students' completion of a translation task is highly dependent on the difficulty level of the text, whether it is for a specific task, or in a "normal" classroom environment (Kujamaki,2004). In difficult texts, the risk of frustration or tiredness could be high, and this would have affected the reliability of the data.

For the purpose of this study, a text which allowed the students to focus on the production of the target language rather than focusing too much on understanding the source text, was chosen. The chosen text is about the gulls, which tend to steal food from people in England's seaside towns. So, this text is not so foreign for the students, and some of the information in the text is already known by the students, and it is relatable (from the coastal cities of Turkey). There aren't any culture-specific items, and the paragraphs that contain some of the taxonomic names of some bird species are cut out of the text to simplify it. The language of the text is understandable and sounds informal rather than formal. There are a lot of quotations from interviewees. There are some idioms, such as *bite the bait* and *stare them down*.

Their assignment was to translate the text for an online news source. The text aims to give information to the Turkish reader about the gulls and some precautions that could be taken to prevent themselves from the possible attacks of the gulls. The original version and the versions that students are given can be found in the Appendices section.

3.3. Procedure

As the first step, students were presented with the above-mentioned text in the form of a cloze test. Each group of students from 3 class levels (sophomore to senior year) received the same text with the aim of enabling accurate comparison and observation of the results. This study is a cross-sectional study in terms of the subjects of the analysis; it observed a collection of people at one time (Neuman,2014). The number of students is as follows: sophomore students (Group A, N≅20), junior year students (Group B, N≅20), and senior year students (Group C N≅20). The text is given as a hard copy and handed out in the classrooms at the same class hour and on the same day to prevent any exchange of answers.

The students were not allowed to use dictionaries to prevent the usage or selection of the same words.

Within a time limit of 45 minutes, which is the length of one course session, the students were expected to translate the text. Following the end of the time limit, the translated texts were collected by the researcher, along with the original non-translated texts.

Later, these translations were analysed manually by the researcher according to the text analysis model proposed by Vinay and Darbelnet (1978), focusing on the methods and strategies proposed by the same scholars. This analysis was followed by linking the methods and strategies to the universals of translation.

The results were rendered with a percentage-based table, and this table is interpreted by the researcher.

3.4. Limitations

The group of participants is limited to Atılım University's students from the Department of Translation and Interpretation. For the aim of this study, 20 translations were collected from the students of each class level.

Also, the above-mentioned cloze text form was given starting from sophomore year students, not freshman students. Although students of Atılım University began to actively translate texts beginning from the first quarter of the sophomore year, they began to translate in the sentence level in junior year in ETI 151 course. The course description of ETI 151 is as follows:

> “Theoretical background information on various concepts including translation, text types, etc.; discussion of these concepts; applying theoretical analysis on different text types such as informative, expressive, and operative.”
>
> (https://www.atilim.edu.tr/en/mtb/page/1762/courses, Retrieved on 08.08.2019)

Also, the aim of the ETI 151 course is as follows:

> "The course aims to enable the students to lyuhearn different functions of the language and various text types and to develop skills to make translation-oriented text analysis on different text types." (https://www.atilim.edu.tr/en/ects/site-courses/14/699/detail, Retrieved on 08.08.2019)

Therefore, another limitation of this study is determined as the selection of students who successfully pass the ETI 151 course, which is Text Studies for Translation. In other words, ETI 151 will be a prerequisite course for sophomore students.

For the aim of this study, a specific text in English was given to the students and they were asked to translate it into Turkish, which is their native language.

The translated texts were analysed according to the seven strategies proposed by Vinay and Darbelnet (1978) which are borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation. Other methods and strategies are not included in the scope of this study.

CHAPTER 4: DATA ANALYSIS

For the aims and purposes of this study, data pairs of 60 texts have been collected from the students, which consist of 20 target texts from sophomore year students, 20 from junior year students, and 20 from senior year students, and these texts are analysed manually. The results of the analysis were calculated by percentages with the usage of Microsoft Excel formulations, and the results are shown through tables, pie charts and bar charts. The quantitative data of the analysis of translation strategies (Vinay and Darbelnet,1984) will be further discussed along with their relation to translation universals proposed by Mona Baker (1993,1996) in Chapter 5.

4.1. Data Analysis of Sophomore Year Students

	TRANSLATION STRATEGIES USED							
	Borrowing	Calque	Literal translation	Transposition	Modulation	Equivalence	Adaptation	
Sophomore Year Students								**Word Count**
S1	3	1	11	1	0	1	1	239
S2	2	3	0	3	1	3	0	287
S3	3	1	15	0	0	0	0	235
S4	2	1	10	0	1	3	0	370
S5	5	6	8	3	1	0	0	257
S6	0	2	2	1	0	3	0	266
S7	3	1	0	2	2	0	0	214
S8	2	1	1	2	4	7	0	265
S9	3	2	4	2	4	1	0	314
S10	3	2	7	2	0	1	0	199
S11	2	1	3	2	4	0	0	268
S12	3	0	0	2	3	0	0	257
S13	0	5	2	3	8	0	0	235
S14	1	2	0	2	7	3	0	268
S15	2	1	3	8	1	1	0	216
S16	3	1	2	5	9	0	0	263
S17	3	1	4	2	3	0	0	235
S18	3	1	5	0	5	0	0	282
S19	3	1	8	4	3	0	1	224
S20	2	1	4	6	5	2	2	187

Table 1. Individual analyses of translation strategies used by sophomore students

Sophomore Year						
Borrowing	Calque	Literal translation	Transposition	Modulation	Equivalence	Adaptation
48	34	89	50	61	25	4
15,4340836	10,93247588	28,61736334	16,07717042	19,61414791	8,038585209	1,286173633

Table 2. Total number and percentages of strategies used by Sophomore Year students

The total number of strategies used by 20 sophomore students (see Table 1) and their results as percentages are shown in Table 2. According to this analysis, as a direct translation strategy, borrowing was used by a total number of 48, and it was used by approximately 15% of the students, whereas it can be seen that 11% of the students preferred to use calque with a total number of 34. Literal translation was used 89 times by 28% of the students. As one of the oblique translation strategies, transposition was used by 16% of the students with a total number of 50. Modulation, on the other hand, was used with a total number of 61 by 19% of the students. Respectively, equivalence and adaptation were used with total numbers of 24 by 8% and 4 by 1% of the students.

As it can be observed in the results of the analysis, the most frequently used strategy is literal translation with 28%, followed by modulation with 19%, whereas the least frequently used strategy is adaptation with 1%, which can be seen in the following pie chart:

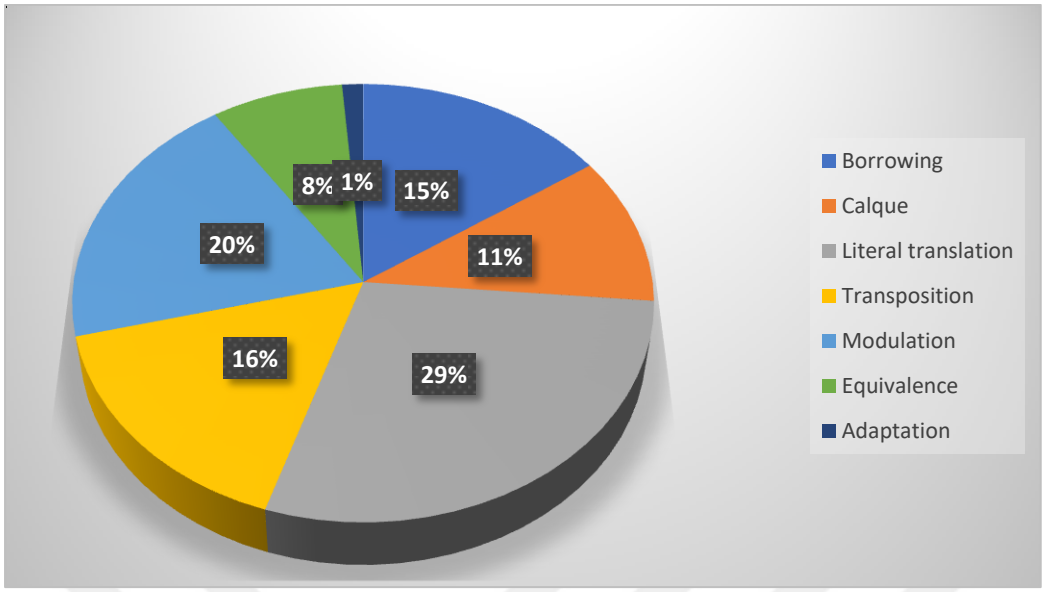

Figure 2. Average percentages of the strategy usage of sophomore year students

4.2. Data Analysis of Junior Year Students

	TRANSLATION STRATEGIES USED							
	Borrowing	Calque	Literal translation	Transposition	Modulation	Equivalence	Adaptation	
Junior Year Students								**Word Count**
S1	2	1	5	1	4	3	0	179
S2	2	1	4	2	6	3	0	222
S3	3	2	1	6	8	0	0	213
S4	3	1	1	5	8	3	0	221
S5	2	1	7	5	7	0	0	223
S6	0	2	3	7	4	1	0	196
S7	2	1	5	2	5	1	0	246
S8	2	1	0	3	10	1	0	217
S9	3	2	2	2	4	1	1	225
S10	2	1	6	3	5	1	1	228
S11	2	1	2	3	8	1	1	234
S12	4	1	2	4	4	1	2	213
S13	2	1	0	0	4	4	3	224
S14	0	0	6	0	2	0	0	133
S15	3	1	0	3	6	2	1	195
S16	2	2	0	6	11	1	0	153
S17	3	2	1	5	3	2	1	215
S18	0	1	8	2	7	4	1	224
S19	2	1	6	5	3	2	2	235
S20	2	1	3	7	7	2	1	186

Table 3. Individual analyses of translation strategies used by junior year students

Junior Year						
Borrowing	Calque	Literal translation	Transposition	Modulation	Equivalence	Adaptation
41	24	62	71	116	33	14
11,35734072	6,648199446	17,17451524	19,66759003	32,13296399	9,141274238	3,878116343

Table 4. Total number and percentages of strategies used by Junior Year students

The total number of strategies used by 20 junior students (see Table 3) and their results as percentages are shown above on Table 4. According to this analysis, as direct translation strategies, borrowing was used with a total number of 41, and it was used by approximately 15% of the students, whereas it can be seen that 6% of the students preferred to use calque with a total number of 24. Literal translation was used 62 times by 17% of the students. As one of the oblique translation strategies, transposition was used with a total number of 71 by 19% of the students. Modulation, on the other hand, was used with a total number of 116 by 32% of the students. Respectively, equivalence and adaptation were used with total numbers of 33 by 14% and 14 by 3% of the students.

As it can be observed in the results of the analysis, the most frequently used strategy is modulation with 32%, followed by transposition with 19%, whereas the least frequently used strategy is adaptation with 4% as it is shown in the following pie chart:

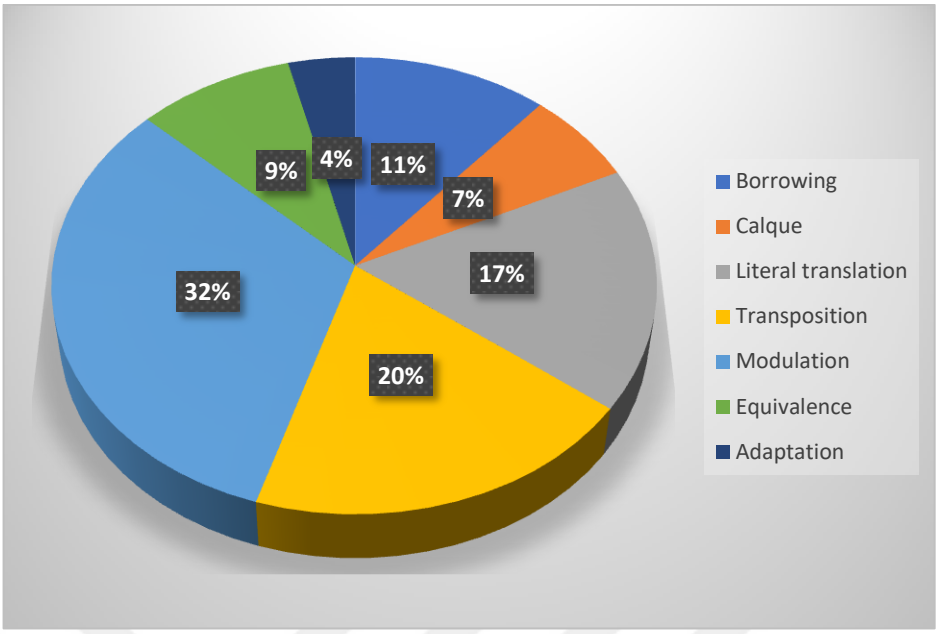

Figure 3. Average percentages of strategy usage of junior year students

4.3. Data Analysis of Senior Year Students

	TRANSLATION STRATEGIES USED							
	Borrowing	Calque	Literal translation	Transposition	Modulation	Equivalence	Adaptation	
Senior Year Students								**Word Count**
S1	2	2	9	4	5	4	4	220
S2	2	1	4	3	6	2	2	137
S3	4	2	10	7	5	3	3	217
S4	3	1	14	2	9	3	3	237
S5	3	1	3	7	8	2	2	234
S6	0	2	9	5	5	1	1	223
S7	2	1	4	2	5	0	0	212
S8	3	1	4	7	10	0	0	220
S9	3	1	3	2	7	3	3	198
S10	4	1	8	3	8	3	2	268
S11	3	1	6	6	11	0	5	268
S12	3	1	7	4	5	0	1	253
S13	4	1	8	2	10	0	2	283
S14	4	1	6	4	10	0	2	250
S15	3	2	5	3	7	2	0	298
S16	2	2	7	6	5	1	0	312
S17	3	1	8	4	6	0	2	256
S18	2	1	7	7	11	1	1	243
S19	2	1	9	4	5	1	0	217
S20	3	1	5	3	3	0	2	221

Table 5. Individual analyses of translation strategies used by senior year students

Senior Year						
Borrowing	Calque	Literal translation	Transposition	Modulation	Equivalence	Adaptation
55	25	136	85	141	26	35
10,93439364	4,970178926	27,03777336	16,89860835	28,03180915	5,168986083	6,958250497

Table 6. Total number and percentages of strategies used by Senior Year students

The total number of strategies used by 20 senior students (see Table 5) and their results as percentages (see Table 6) are as follows: According to this analysis, as direct translation strategies, borrowing was used with a total number of 55, and it was used by approximately 11% of the students, whereas it can be seen that 5% of the students preferred to use calque with a total number of 25. Literal translation was used 136 times by 27% of the students. As one of the oblique translation strategies, transposition was used with a total number of 85 by 17% of the students. Modulation, on the other hand, was used with a total number of 141 by 28% of the students. Respectively, equivalence and adaptation were used with total numbers of 26 by 5% and 35 by 6% of the students.

As it can be observed in the results of the analysis, the most frequently used strategy is modulation with 28%, followed by literal translation with 27%, whereas the least frequently used strategy is equivalence with 5% as it is shown in the following pie chart:

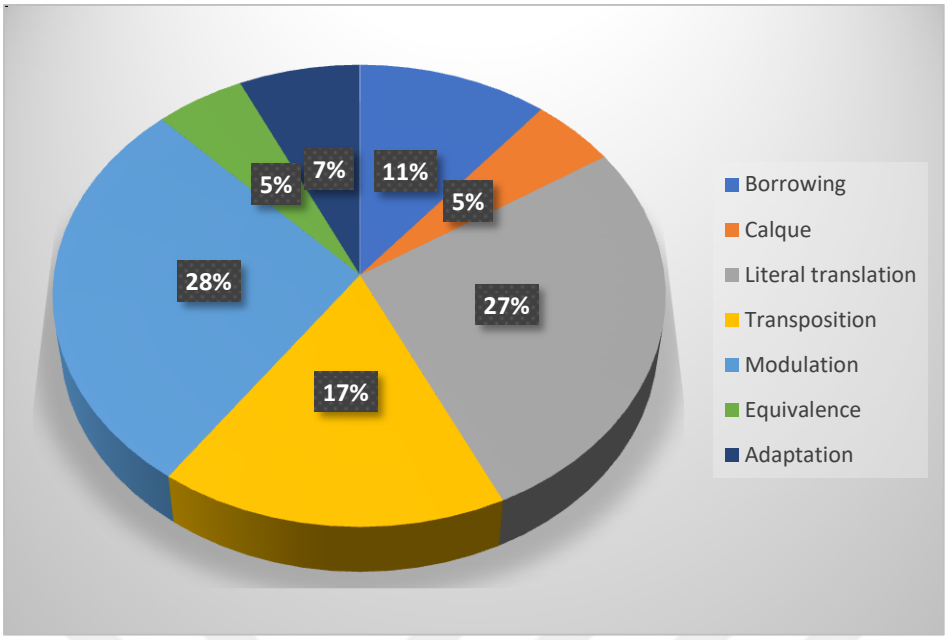

Figure 4. Average percentages of strategy usage of senior year students

4.4. Data Analysis of All Levels

Total						
Borrowing	Calque	Literal translation	Transposition	Modulation	Equivalence	Adaptation
144	83	287	206	318	84	53
12,25531915	7,063829787	24,42553191	17,53191489	27,06382979	7,14893617	4,510638298

Table 7. Total numbers and percentages of all levels together

The total number of strategies used by 60 students from three levels and their results as percentages are as follows (see Table 7): According to this analysis, as direct translation strategies, borrowing was used with a total number of 144, and it was used by approximately 12% of the students whereas it can be seen that 7% of the students preferred to use calque with a total number of 83. Literal translation was used 287 times by 24% of the students. As one of the oblique translation strategies, transposition was used with a total number of 206 by 17% of the students.

Modulation, on the other hand, was used with a total number of 318 by 27% of the students. Respectively, equivalence and adaptation were used with total numbers of 84 by 7% and 53 by 4% of the students.

As it can be observed in the results of the analysis the most frequently used strategy is modulation with 27%, followed by literal translation with 24%, whereas the least frequently used strategy is adaptation with 4%.

Total Statistics				
	Sophomore	**Junior**	**Senior**	**TOTAL**
Percentage of Word Loss per Level	15,31666667	30,3	20,55	22,05555556
Word Count per Level	5081	4182	4767	14030

Table 8. Percentages of the word count of different levels

In terms of word count, as it can be seen in Table 1, only two out of twenty sophomore year students exceeded the 300-hundred-word count of the source text, and a 15 percent word loss has been observed for this level. The total number of words used by this level of students is 5081. On the contrary, none of the junior year students exceeded the word count of the source text, whereas a loss of 30 percent is observed, and the overall word count for this level is 4182. Like junior year students, there weren't any students who exceeded the word count of the source text, and the word loss percentage for this level is observed as 20 percent. The total word count for this level is 4767 (see Table 8).

As it can be observed in the results of the analysis of all levels, the most frequent strategy usage that had seen is modulation with 27%, followed by literal translation with 24%, whereas the least frequently used strategy is adaptation with 5% as it is shown in the following pie chart:

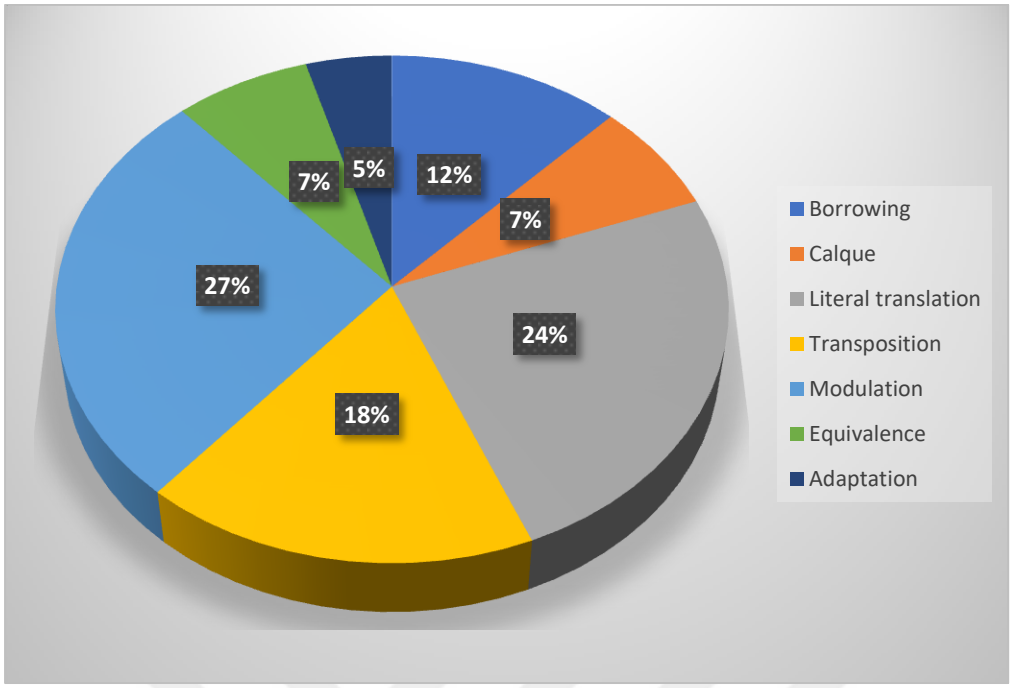

Figure 5. Average percentages of strategy usage of all levels

CHAPTER 5: RESULTS AND DISCUSSION

In this chapter, the results of the translation strategy analysis will be further discussed in terms of their relationship to the translation universals proposed by Mona Baker (1993,1996).

5.1. Discussion of The Data According to The Levels

5.1.1. Discussion of sophomore year students

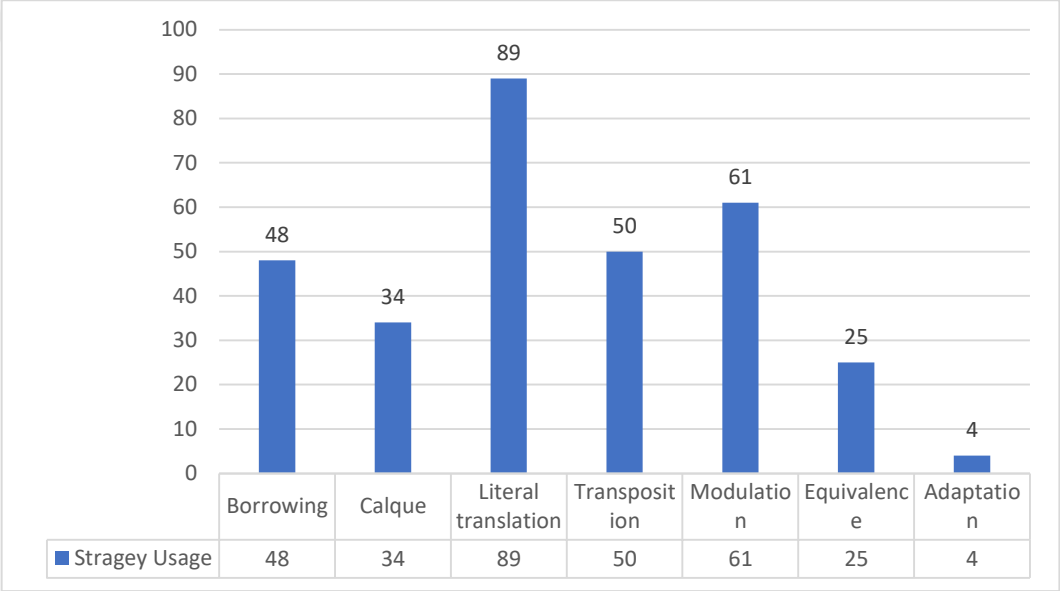

Figure 6. Bar graph of the total number of strategies used by sophomore year students

As can be observed in related tables and figures, the most frequently used translation strategy for this level is literal translation with a percentage of 15, followed by modulation with 19%, and the least frequently used translation strategy is adaptation with 4%.

Based upon the data, it could be suggested that sophomore year students tend to explain phrases where they deem it necessary and that they tend to omit some

words, phrases, or proper nouns as well (examples can be found in Table 9). Also, it can be said that they tend to manipulate the text's meaning in the direction towards which they want to lead the reader through these strategy choices. The overall texts were simplified in relation to the context, even though the students didn't understand the text in full sense. They simplified the text in the way they interpreted it. These context simplifications were applied by choosing relatively simple vocabulary.

In line with Baker's (1996) description of simplification, students tried to make the text easier to read and block other different interpretations and translated the text in the way they would like the reader to understand. Also, as Laviosa-Braithwaite's (1996) study explained, the translated texts tend to use less varied vocabulary than the original text, which is an indicator of a text addressed to the non-native speakers of the language. Other than this, a study that Redelinghuys (2006) conducted explained that the simple vocabulary choices of the translator are indicators of a lower language proficiency, which might be the case for sophomore year students. Based on this evidence, we can observe the universal of simplification in the sophomore year students' papers.

In addition, it can be observed that they tend to make the text more "explicit" by using explanations for phrases that they had a hard time interpreting. By explaining the unclear points to the reader, they displayed overuse of simple vocabulary. Unlike some studies such as Baker's(1996), Stig's(1995) and Redelinghuys and Horn's (2013) find a direct relationship between the universal of explicitation with text length, this relation is not observed in the sophomore year students' papers. As can be observed in Tables 2 and 11, only two out of twenty students exceeded the total word count of 300, but this difference might be explained by the omissions that the students have made.

English Word/Phrase	Turkish Translation	Translation Strategy
Bite the bait	Yemi ısırdı	Literal translation
Stare them down	Bön bön bakmak	Equivalence
bacon	Pastırma / bakon	Adaptation/Borrowing
Old School Pub	Eski okul barı/old school pub'ı	Literal translation/Borrowing
snatch	Aşırmak/ çalmak	equivalence

Table 9. Examples of translation of sophomore year students

5.1.2. Discussion of junior year students

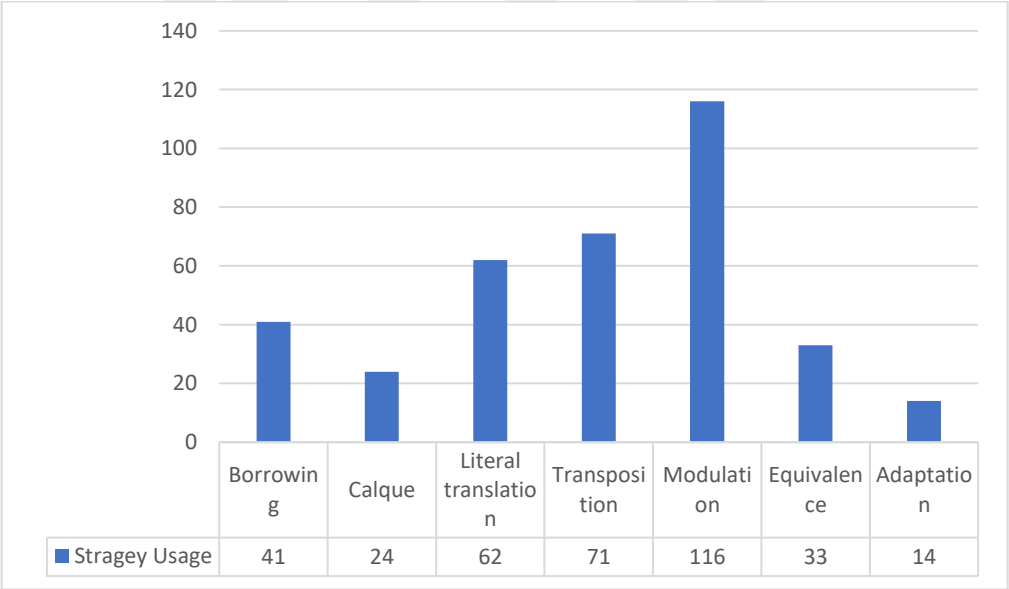

Figure 7. Bar graph of the total number of strategies used by junior year students

As can be observed in related tables and figures, the most frequently used translation strategy for this level is modulation with a percentage of 32, followed by transposition with 17%, and the least frequently used translation strategy is adaptation with 4%.

Based upon these data and the results of the analysis, it can be said that junior year students tend to make more varied vocabulary choices, and they tend to explain the unknown or complicated phrases through simpler and shorter sentences. It is observed that they divided long sentences into short ones, and such an orientation towards shortening and dividing the sentence into more comprehensible sentences was studied by Baker (1996) and Laviosa (2008), which is an indicator of simplification.

Also, in junior year student's papers, it is observed that they tried to explicate the text by using explanations to some phrases where it seemed necessary, especially with clauses. But again, these explanations did not prolong the text. None of the translated texts exceeded the 300-word count.

According to Vinay and Darbelnet (1978), the usage of modulation is the "touchstone of a good translator," whereas the translators who use transposition "have a good command of the target language." In junior year students' data, it can be observed that this usage of modulation is more of an optional one due to the stylistic choices of the translators and the usage of transposition servitude one because of the structural differences between two languages. These usages of modulation and transposition with equivalence lead to normalization universal. As in Baker's description, normalization in junior year students' papers can be observed in the typical usage of grammatical structures, collocational clichés, and idioms (1996).

English Word/Phrase	Turkish Translation	Translation Strategy
Bite the bait	Tuzağa düştü/ yemi yuttu/cipsi yedi	Equivalence
Stare them down	Dik dik bakmak/ alt etmek	Equivalence
bacon	Domuz pastırması	Adaptation
Royal Society	Royal Sosyete/ Soylu toplum	Borrowing/Literal translation
Want to stop gulls from stealing your food?	Martıların yemeğinizi çalmasını istemiyor musunuz?	Modulation
…reportedly offered customers water pistols	Su tabancası hizmeti bile sağlamıştır	Transposition
snatch	Aşırmak/ el koymak	Equivalence

Table 10. Examples of translation of junior year students

5.1.3. Discussion of senior year students

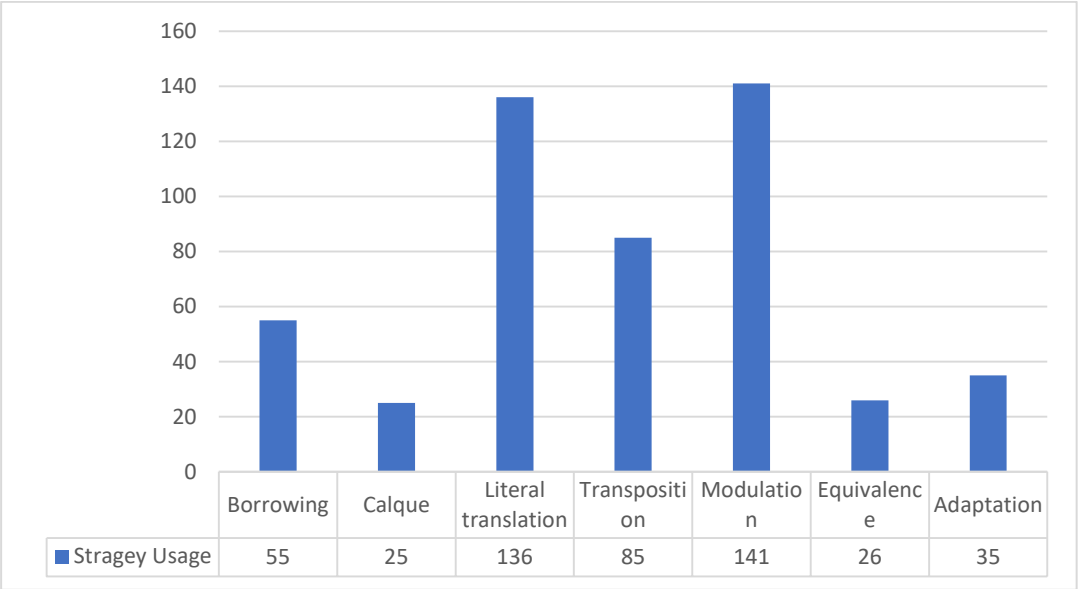

Figure 8. Bar graph of the total number of strategies used by senior year students

As can be observed in related tables and figures, the most frequently used translation strategy for this level is modulation with a percentage of 28, followed by literal translation with 27%, and the least frequently used translation strategy is equivalence with 5%.

Based on these data, it can be said that senior year students tend to simplify the text by omitting some phrases where necessary, but also, they tend to make more varied vocabulary choices. Rather than shortening the sentences, they made richer lexical choices. As Redelinghuys and Hons (2013) suggested in their study, more experienced translators simplify the text less frequently because they use longer sentences with more varied vocabulary. The readability of the texts that senior year students translated is higher than the sophomore and junior year students' translations. The choice of modulation and literal translation as strategies made the texts more readable to the Turkish media audience. Modulation made by the students can be accounted for optional ones. Also, the omitted phrases where somehow "unrelated" for the Turkish reader, or they could be omitted for the sake of the text. Rather than translating word by word like sophomore year students, senior year

students tend to normalize and simplify the text according to the reader with a closer language to Turkish news language and phrases. In addition, the 300-word count of the original text is not exceeded by any of the students. As a result, it can be said that the translations of senior year students are more target-oriented compared to sophomore and junior year students and they are more aware of the needs of the Turkish media readers.

English Word/Phrase	Turkish Translation	Translation Strategy
Bite the bait	Tuzağa düştü/ yemi yuttu/yemi yedi	Equivalence
Stare them down	Dik dik bakmak/ alt etmek/ göz kontağı kurmak	Equivalence/ Literal Translation
bacon	Domuz pastırması	Adaptation
Royal Society	Kraliyet Toluluğu	Literal translation
"Gulls took less time to approach when the experimenter was facing away versus looking directly at them,"	"Deneğin martılardan ters yöne baktığı durumda cipse daha çabuk ulaştığı gözlemlendi."	Modulation
…that they find human gaze aversive…	Insanın gözlerini dikip bakması onlarda caydırıcı etki yaratıyor	Transposition
On a spring afternoon last year, Neil Fraser was walking down the main shopping street in Aberdeen, a port city in northeastern Scotland,	Bir bahar akşamüstü Neil Fraser ana Aberdeen şehrinin ana caddesinde yürüyordu.	Omit
snatch	çalmak	Equivalence

Table 11. Examples of translation of senior year students

CHAPTER 6: CONCLUSION

The focus of this study was to observe explicitation, simplification, normalization, and levelling-out, namely translation universals in student papers which were collected from Atılım University Department of Translation and Interpretation throughout an analysis of the students' use of the 7 translation strategies, which are *borrowing, calque, literal translation, transposition, modulation, equivalence* and *adaptation*. By analysing the papers of the sophomore, junior, and senior year students, it was aimed to reveal the patterns of translation universals with the usage of translation strategies along with their relation to the education levels of the students.

This specific study has analysed the data manually collected from the students, and the results of the analysis were interpreted through tables and graphs providing detailed information on the numbers and percentages of the students and their use of the abovementioned strategies according to their levels. Within this scope, this study is a quantitative one. On the other hand, it is also a descriptive one in terms of the interpretation of the analysis of the data

In terms of the observation of universals of translations, which is the first research question, the results of the analysis suggest that the universals of translation are observable in translation students' papers, but not every translation universal is observable for each level. For sophomore year students' papers, it can be said that universals of explicitation and simplification are the most observable ones whereas, in the junior year students' papers, universals of explicitation, simplification, and normalization are observable. On the other hand, in senior year students' papers, universals of simplification and normalization are observable.

Regarding the second research question, based on the results of the analysis, the universals are observable with certain strategies. It can be said that the universals are observable with the usage of modulation and literal translation.

In terms of the third research question, which is related to the most frequent universals that are observed in the student papers, it can be said that most observable universals are simplification and normalization. Explicitation was observed only in

sophomore and junior year students' papers, whereas simplification and normalization are observed in all three levels.

The observation of translation universals according to the levels of the students and their relation to the strategies that they have chosen to use, which is the framework of the final research question, is as follows:

Based on the data analysis, it can be interpreted that in the case of sophomore year students, universals of explicitation and simplification are observable when literal translation and modulation strategies are used. However, the usage of modulation is more of a "negative" one (Vinay and Darbelnet, 1978) since it is observed that this strategy occurred and created different and out-of-context meanings, whereas literal translation corresponds to a more word-for-word translation and therefore these translations can be considered as distant from a communicative translation.

For junior year students' papers', it can be said that the universal of explicitation can be observed with additional explanations for some phrases with clauses where it seems necessary, while the universal of simplification is observed through the division of long sentences into shorter ones. So, rather than strategies, these universals can be observed through these data. On the other hand, the universal of normalization can be observed with the usages of modulation and transposition, along with the usage of equivalence.

Senior year students preferred to use modulation and literal translation as translation strategies, and it can be said that this led to the occurrence of the universal of normalization. Simplification, on the other hand, is observed where more varied vocabulary was used rather than the division of long sentences. It can be said that these are the indicators of the translations of the senior year students steering towards a direction of communicative translation rather than a word-for-word translation.

6.1. Further Studies and Recommendations

This specific study examined the data manually. While conducting the review of the literature, it was observed that the universal levelling-out is more present in the studies of corpus and computer-aided studies. The data of this study was gathered through students' translations of a specific English text to Turkish, and these translations were paper-based. So, a computer-based corpus was not constructed for this study. Therefore, the universal levelling-out was not detected in the responses of the students. Future studies could make analyses of a similar scope, using corpus and computer-aided methods.

Another future study that can be suggested could be a curriculum arrangement based on the outcomes of this study and similar studies. In terms of the strategies that the students used, the observation of development from a word-for-word translation through a communicative translation could be beneficial for students. Based on the strategies that students used, and the rate of the analysis based on strategies, the materials of the curriculum for different education levels could be regulated. For example, a peer assessment practice could be applied for raising awareness among students in terms of their choices of translation strategies and their relation to the translation universals.

As it is stated in section 3.3, this study is a cross-sectional one. The answers of a group of students from different education levels, namely sophomore, junior, and senior year students, were analysed. The same study could be conducted in the form of panel research (Neuman, 2014). For such kind of a study, a group of students could be chosen from their freshman or sophomore years, and the same group of students' translations of texts can be analysed through their senior year in terms of the translation strategies that they may have used and their relation to translation universals. For the aim of the study, a corpus can be constructed by means of which all the universals, including levelling-out, could be observed more effectively. In addition, their shift through communicative translation approach rather than a word-for-word one could be observed more concretely.

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APPENDIXES

Appendix 1. Original Text to be Translated

Want to Stop Gulls from Stealing Your Food? Stare Them Down, Study Says

By Iliana Magra

Aug. 7, 2019

LONDON — On a spring afternoon last year, Neil Fraser was walking down the main shopping street in Aberdeen, a port city in north-eastern Scotland, when something strange happened. The bacon-and-chicken sandwich he was halfway through eating suddenly vanished from his hand.

The culprit? A hungry bird he hadn't seen coming.

"The sea gull flew in from behind me," Mr. Fraser, a manager at the Old Schoolhouse pub in the city, said by phone on Wednesday. The bird knocked down his hand and, before he realized what was happening, it was all over: "The sandwich and the sea gull were both gone."

Aggressive gulls trying to snatch people's food, and at times succeeding, have been a longstanding nuisance in Britain, and various solutions have been proposed over the years, including not feeding the birds, holding a stick or umbrella overhead and installing wires on roofs that they use for nesting. The Old Schoolhouse pub even reportedly offered customers water pistols to deflect the birds.

Now, new research proposes a different approach: staring them down.

A study published in the journal Biology Letters on Wednesday by the Royal Society, the world's oldest continuous scientific society, suggested that making eye contact might be key to fending off herring gulls, a familiar sight in British seaside towns.

The study, conducted late last year in coastal towns in Cornwall, in southwestern England, focused on that species, which are white-, gray- and black-feathered, with beaks of yellow and red.

The researchers tried to test 74 birds by placing potato chips in front of an experimenter. Just 27 of the gulls bit the bait — a factor that the research team attributed to whether the experimenter was facing toward or away from the gull.

"Gulls took less time to approach when the experimenter was facing away versus looking directly at them," wrote the research team, which was led by Madeleine Goumas, a postgraduate researcher at the University of Exeter. "This demonstrates that gulls use behavioural cues from humans when making foraging decisions in urban environments, and that they find human gaze aversive."

The pattern appears to coincide with gulls' tendency to use the element of surprise when preying on food.

The gulls see humans as large, potentially dangerous animals, Viola Ross-Smith, a spokeswoman for the British Trust for Ornithology, suggested in a phone interview on Wednesday.

"They are more likely to surprise you; they are more likely to attack from behind," Ms. Ross-Smith said, as was the case with Mr. Fraser and his sandwich — although she said that calling such incidents attacks would be an overstatement. "It can feel like an attack to a person," she said, "but they are not really attacks, just a bird feeding."

She added that such occurrences were not common.

"We can also see it in the study - only some birds would attempt to take food," Ms. Ross-Smith said, although she added that the incidents were more likely during peak tourist season, when there were "lots of potential candidates they can take food from."

While the number of herring gulls in urban areas has increased, the species' overall population in Britain appears to be in decline, with about 139,000 breeding pairs remaining, according to the Royal Society for the Protection of Birds, the country's largest nature conservation charity. There are also around 110,000 pairs of lesser black-backed gulls in Britain, it estimates.

The conservation charity also suggests a tactic for defending against any gulls that come close: Move away, or raise your arms over your head. Waving your arms would agitate the birds, it advises.

There are legal restrictions on how gulls can be countered, however.

All gull species in Britain are protected under the Wildlife and Countryside Act 1981 and the Wildlife (Northern Ireland) Order 1985, making it illegal "to intentionally or, in Scotland and Northern Ireland, recklessly injure or kill any gull or damage or destroy an active nest or its contents," the charity said on its website.

"However," it added, "the law recognizes that in certain circumstances control measures may be necessary."

In some cases, the charity said, licenses can be issued permitting the destruction of gull nests if no non-deadly solution is possible and if "it is done to prevent serious damage to agriculture, the spread of disease, to preserve public health and safety and air safety, or to conserve other wild birds."

Correction: *Aug. 11, 2019*

Because of an editing error, an earlier version of this article misidentified a type of gull in Britain. It is the lesser black-backed gull, not the lesser black-billed gull.

A version of this article appears in print on Aug. 8, 2019, Section A, Page 7 of the New York edition with the headline: Aggressive Gulls Are No Match for a Stare Down, British Researchers Find

(Retrieved from https://www.nytimes.com/2019/08/07/world/europe/gulls-food-staring.html)

Appendix 2. An example of the worksheet which the students were given

Dear students,

The following translation task has been designed as a part of an MA thesis study titled **An Analysis of Translation Universals through Translation Students' Tasks**. Your identity and responses will be kept strictly confidential, and the results of this task will only be used for research purposes.

- This text consists of 300 words.
- There is no use of dictionaries of any kind – printed or web-based for this study aims to evaluate the contextual information.
- Collaboration is forbidden.
- The duration of the task is 45 minutes.

You are kindly asked to complete this task. Thank you for your participation.

Tules Önenç

05442708612

tulesonenc@hotmail.com

Thesis Advisor: Prof. Dr. N. Berrin Aksoy

Want to Stop Gulls From Stealing Your Food? Stare Them Down, Study Says

By Iliana Magra

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YÜKSEK LİSANS TEZİ

ORIJINALLIK RAPORU

%17	%11	%9	%12
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Eşleşmeleri çıkar Kapat

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