

The Analysis of Newmark's Translation Strategies in the Persian Translation of Burnett's 'the Secret Garden'

Mahdi Dehghani Firouz Abadi ¹ Mahdieh Sadat Miri²

1. Assistant Professor, English Department, Tolouemehr Non-Profit University, Qom, Iran.
dr.dehghani.ell@gmail.com (corresponding author)

2. Master of English Translation, English Department, Tolouemehr Non-Profit University, Qom, Iran.
mhadieh1377@gmail.com

Abstract

Translation as an effective means of communication is used to exchange knowledge and convey the meaning expressed in the source language. The challenge of translating culture-specific items necessitates the use of specific strategies to convey the meaning of culture-specific expressions in the target language. In this sense, using wrong translation strategies during translation can affect how the translation turns out. The purpose of this study was to use Newmark's model to examine translation strategies of the culture-specific items in a Persian translation of Frances Hodgson Burnett's novel, the Secret Garden. The findings showed that the most effective translation strategies chosen were literal translation, functional equivalent, transference, descriptive equivalent, and modulation. The most and least frequently employed translation strategies were literal translation and expansion, respectively.

Keywords: Culture-specific items; Newmark's model; Translation strategies

Citation: Dehghani Firouz Abadi, M & Miri, M. S. (2024). *Applications of Language Studies*, 2(1), 152-170

Received: 2024-02-19

Revised: 2024-04-25

Accepted: 2024-04-30

Article type: Research paper

P-ISSN: 2588-6975

E-ISSN: 2588-6983

Publisher: Hazrat-e Masoumeh University Press

DOI: <https://doi.org/10.22034/jals.2024.712778>

1. Introduction

Translation of one language into another and translation as a branch of Applied Linguistics have, through the spread of humanity, continuously played a central role in international interaction by sharing knowledge and culture between languages. Jothiraj et al. (2013, p. 1). argued that “translation plays an important role in the inter-lingual process of communication”. Cenac (2009) states that translators require “a thorough knowledge not only of the two languages involved but of the cultures behind them” (p. 6). Brogger (1992) asserted that “language and culture are inextricably interwoven and interdependent” (as cited in Risager, 2007, p. 132). He went on to say that “culture is language and language is culture”. Snell-Hornby (1988) based this precise relationship between culture and translation on the readership of the source and target texts, as well as their respective cultures.

Originally described by Vermeer (1989) as the cultivation of the soul or mind, culture encompasses institutions, ideas, material objects like tools, clothing, and shelter, as well as behaviors like courting and childrearing. “The way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression” is what Newmark defined as culture (Newmark, 1988, p. 94). “Those textually actualized items whose functions and connotations in a source text involve a translation problem in their transference to a target text, whenever this problem is a product of the non-existence of the referred item or of its different inter-textual status in the cultural system of the target text” (Aixela ,1996, p. 58). A properly translated culture-specific item does not sound like translation. It sounds like it was written originally in the source language. Therefore, professional translators will endeavor to translate based on the translation approach of the Culture-Specific Items.

Translation strategies “involve the basic task of choosing the foreign text to be translated and developing a method to translate it” (Venuti,1998, p. 240). Daghoughi and Hashemian (2016) classified and translated CSIs from Persian into English using Newmark's (1988) theories. They discovered that the most common strategy for rendering CSIs was functional equivalent, while the least common strategies were paraphrase and modulation. Based on these findings, the researcher concluded that functional equivalent could be

considered the most effective strategy in translating the CSIs of the literary books because it made such texts more tangible and understandable for readers of the target text.

The purpose of the present research study is to investigate the dominate translation strategies of culture-specific items of the Persian translations of an English novel, *The Secret Garden*, based on Newmark's model of translation. This paper addresses the following research question: What are the translation strategies of culture-specific items in the novel *The Secret Garden* by Frances Hodgson Burnett and its Persian translations?

2. Review of Literature

2.1. Culture-specific Items in Translation

According to Halloran and Kashima (2006), translation involves more than just conveying language, therefore extra-linguistic cultural factors must be taken into account. As stated by Muñoz-Calvo (2010, p. 5), translation plays an undeniable role in the shaping of cultures, of national identities, and it is the vehicle that may make compatible the strengthening of our group identity and consequent knowledge of our own culture with the sharing and learning of other cultures; cultures and their texts becoming accessible and available to international audiences in their own language.

According to Newmark (2010), culture is "the greatest obstacle to translation, at least to the achievement of an accurate and decent translation" (pp. 172-173). Literary translation has a crucial and challenging role in the transmission of cultural elements. "A translation in which the content of the message is changed to conform to the receptor culture in some way, and/or in which information is introduced which is not linguistically implicit in the original" is what Nida and Taber defined as cultural translation (Nida & Taber, 1982, p. 199). Cultural differences present one of the hardest translation challenges for literary works.

When the cultures are similar, there is less difficulty in translating. This is because both languages will probably have terms that are more or less equivalent for the various aspects of the culture. When the cultures are very different, it is often difficult to find equivalent lexical items. (Larson, 1984, p. 95- 96)

According to Maasoum and Davtalab (2011), translation can pose significant challenges for the translator in terms of making numerous cognitive decisions about how to

improve the items' comprehensibility for the target audience, as well as how to employ the most suitable style and structure to satisfy their audience and accurately convey the meaning and form of the original cultural item. Items that are culturally specific provide a number of issues that might be difficult to resolve.

2.2. Translation Strategies

According to Oxford Online Dictionary, the term strategy refers to “a detailed plan for achieving success in situations such as war, politics, business, industry, or the skill of planning for such situations” (Hornby, 2012). In other words, strategy is a kind of tactic or a planned way used by an individual, organization, or country to achieve a particular purpose. It can be exclusive, being used only by one who deigned it, or inclusive, being used by others or the public. It can be claimed that almost everyone uses strategy in his life or career because he has a specific purpose. Translators are those who employ various types of strategies presented by different scholars to produce high quality translations, to satisfy their clients, and to compete with each other in today's market.

Translation strategy, as Krings (1986) stated, is “the translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task” (p. 18). In the same context, Löescher (1991) defined translation strategy as “a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it” (p. 8). In both definitions, the notable point is the word conscious. It refers to the translator's consciousness of how to adopt the translation strategies. The unwise decision in using translation strategies may lead him to failure. In this way, he may not be able to communicate with the target reader due to the awkward translation he has produced.

Translation strategies “involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it” (Venuti, 1998, p. 240). He introduced two opponent translation strategies, including domestication and foreignization with special focus on the latter. He believed that foreignization helps retain something of the foreignness of the original. He defined it as “an ethno-deviant pressure on those (cultural) values to register the linguistic and cultural difference of the foreign text, sending the reader abroad” (p. 20). Both strategies, as he stated, are “deeply rooted in specific social and cultural circumstances” (p.

175). It means that choosing domestication and foreignization strategies is not heavily dependent on the translator, but on the specific social situations (Wang et al, 2013).

These two extremes have been specified by other scholars in earlier times. Nida (1964), for instance, differentiated between formal equivalence and dynamic equivalence and indicated that the orientation of formal equivalence is towards the ST structure, whereas the aim of dynamic equivalence is to seek “the closest natural equivalent to the source -language message” (p. 166). Newmark's (1988) semantic translation and communicative translation are two other opposite poles of translation strategies.

In an increasingly multicultural world, there is a growing awareness of the role of culture in translation, as well as of the role of translators as active mediators between the source culture (SC) and the target culture (TC). It has long been acknowledged that the meaning a text carry depends on how knowledgeable a translator is about both the SC and TC (Ceramella, 2012). Many translation scholars have stressed that the concept of culture is essential for understanding the importance of culture-specific items in translation (Newmark, 1988). Culture has been defined as a way of life and a complex system of beliefs, values, attitudes, and rules which a group of people share (Larson, 1984). Culture encompasses language, history, social structure, religion, tradition, and daily life of a group, and is reflected in culture-specific features and items in the language (Newmark, 1998). In order to be able to translate such items adequately into the TL/TC, the translator not only has to be proficient in the SL, but also profoundly knowledgeable about the SC.

Newmark (1988) used procedure instead of strategy and mentioned that “while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language” (p. 81). Then, Newmark (1988) divided neologism translation procedure as follows:

1. *Transference* is used to transfer the source language word into the target language without any manipulation. According to Newmark (1988), “transference is the process of transferring a SL word to a TL text as a translation procedure” (p. 81). Newmark believes that the translator uses this method to “attract the reader or to give a sense of intimacy between the text and the reader” (Newmark, 1988, p. 82). Translators should use the method of transference for the name of all living or dead people, geographical

names, name of the periodical, and newspapers, titles of untranslated literary works, plays, films; names of private companies and institutions, names of public institutions; street names, and addresses (Newmark, 1988).

2. *Naturalization* "succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL" (Newmark, 1988, p. 82).

3. *Cultural equivalence* in which the source language cultural word is translated into the target language cultural word. This strategy is "an approximate translation where a SL cultural word is translated by a TL cultural word" (Newmark, 1988, p. 83). However, "they are not accurate".

4. *Neutralization* (including functional or descriptive equivalent) in which the translator uses some description to clarify the meaning of the cultural word for his or her audience (descriptive equivalent) or neutralizes or generalizes the source language word or uses a cultural free word (functional equivalent). "Description and function are essential elements in explanation and therefore in translation" (Newmark, 1988, p. 84).

4.1. *Functional equivalent*: is "applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralizes or generalizes the SL word". He also defines functional equivalent as "the most accurate way of translating i.e. deculturizing a cultural word" (Newmark, 1988, p. 83).

4.2. *Descriptive equivalent* which enables us to have a correct perception of CSIs by using other words and phrases. This strategy helps the translator to use some descriptions to clarify the meaning for his audience. Nida (1964, p. 237) argued that "descriptive equivalents are deliberate attempts to produce satisfactory equivalents for objects, events, attributes, and relational for which no regular term exists in the receptor language".

5. *Componential analysis* is unpacking of the words in order to find the meaning that is presented by lexical form. Componential analysis is defined as "comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense

components. Normally the SL word has more specific meaning than the TL word” (Newmark, 1988, p. 114).

6. *Synonymy*: is defined as a “near TL equivalent to a SL word” (1988, p. 84).

7. *Literal translation* in which the source language expression is transferred through literal translation. “The literal translation of common collocations, name of organizations, the components of compounds and perhaps phrases, which is also known as calque or loan translation” (Newmark. 1988, p. 84).

8. *Shifts or transpositions* have to do with “a change in the grammar from SL to TL”. The first type of shift occurs when there is a change from singular to plural. The second type of shift is required when an SL grammatical structure does not exist in the TL. Finally, the third type of shift is the one where literal translation is grammatically possible but may not accord with the TL (Newmark, 1988, p. 86). Nida believes that “a shift may also be necessary when a word that seems to be of the same hierarchical level as the source language word actually occupies a different position because of cultural differences” (Nida, 1964, p. 237).

9. *Modulation* in which the translators try to create the message of the SL in the TL in conformity with the current norms of the TL. In modulation the SL and the TL may be different in terms of perspective (Newmark, 1988, p. 88).

10. *Accepted or recognized translation*: is “the official generally accepted translation of any institutional term” (1988, p. 89).

11. *Translation Label* is a provisional translation, usually of a new institutional term, which should be made in inverted commas, which can later be discreetly withdrawn.

12. *Compensation* is used "when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in contiguous sentence” (Newmark, 1988, p. 90). Fawcett (1997) defines compensation as “...when something in the source language is not translatable” (pp. 31-33).

13. *Paraphrase* "is an amplification or explanation of the meaning of a segment of the text” (Newmark, 1988, p. 90). He is not completely agreeing to list paraphrase in

translation procedures, “since the word is often used to describe free translation”. He explains that “if it is used in the sense of the minimal recasting of an ambitious or obscure sentence, in order to clarify it, I accept it” (Newmark, 1988, p. 91).

14. *Reduction and Expansion* refers to expressing the meaning of a ST phrase with fewer words or vice versa.

15. *Couplets, triplet and quadruplet* occur when the translator combines two or more than two different procedures for dealing with a single problem (Newmark, 1988, p. 91).

16. *Notes* explain the meaning of the word or phrases are “additional information in a translation” (Newmark, 1988, p. 91) which can be within the text, at the bottom of the page, at the end of the chapter and finally as a glossary at the end of the book (Newmark, 1988, p. 92). Notes, Additions, and Glosses are additional information used by the translator in a translation to overcome CSIs.

The translator can work toward producing a thorough translation for all reader types by using the trustworthy tools provided by Newmark's (1988) taxonomy of translation processes. Furthermore, this makes it simple for the translator to decide on the translation's general macro-level strategy depending on the goal it seeks to achieve. Both in theory and in practice, translation students and aspiring translators can benefit from Newmark's taxonomy. This is a result of the fact that his taxonomy covers a wide range of translation techniques, from TT-oriented to ST-oriented ones. They are also simple to deal with and clearly described.

3. Methodology

3.1. Corpus

For the present study, an American Novel, Frances Hodgson Burnett's *the Secret Garden*, and its Persian translation (by Ali Panahi Azar) was selected. The study conducts a descriptive analysis in order to scrutinize the Persian translations of CSIs in Frances Hodgson Burnett's Novel. To this end, the study adopts the translation procedures for CSIs put forward by Newmark's strategies. The process of analyzing translated materials entails comparing the translated text to its source text. As it would be impractical to analyze every facet of the texts

in a single study, the researcher should focus just on one aspect of the ST. As is also the case in this study, which takes culture-specific items from the original text and compares them with the corresponding elements in the two target texts (TTs) (ST) to determine how the translators handled the texts according to Newmark's typology.

3.2. Procedure

In the first place, the researcher gathered the terms that were mostly associated with the cultural domain from the English novel and its translation into Persian. Next, these terms were taken from the chosen pages and categorized using Newmark's model. In order to prevent further errors and eliminate faults in the categorization of these terms, the researcher employed data sheets. After determining the items in the source text that were culture-specific and choosing the type of their translation strategies, two graduate students of translation studies were chosen as inter-raters and asked to validate the researcher's chosen strategies for translating CSIs.

After that, the words were entered into the word processing program to carry out the next, briefly described steps. All of the data was categorized by the researcher and placed into six sections of the charts. The statistics were in the first section, Newmark's techniques were covered in the second, Persian translation was covered in the third and fourth sections, and the right interpretation was covered in the last section. The percentages of the various mistakes in the translation were then calculated by the researcher using various graphs.

After gathering the necessary data and utilizing the Statistical Package for Social Sciences (SPSS version 23), the researcher implemented a frequency table. To determine whether the obtained frequencies were statistically significant, a chi-square test was performed. A total frequency table was created to identify the most frequently utilized strategy in translating the culture-specific items to assess the quality of the translation strategies used

4. Results

To answer the research question of this study, the researcher used the descriptive statistics including the frequency and percent of strategies used by participants. Descriptive Statistic is best to obtain quick summaries of numeric variables, or to compare several numeric variables

side-by-side. Newmark (1988, p. 95) classifies culture-specific items into five categories: ecology (flora, fauna, winds, etc.); material culture (artifacts, food, clothes, house, towns, and transport); social culture (work and leisure); organizations, customs, and ideas (political, social, legal, religion, or artistic); and gestures and habits.

Table 1

The Frequency and Percentage of CSIs in Each Newmark's Category

Cultural Category	Frequency	Percentage
Ecology	101	56%
Material Culture	43	24%
Social Culture	12	6.6%
Organizations Customs, Activities, Procedures, Concepts	11	6.2%
Gestures and Habits	13	7.2%
Total	180	100%

According to Table 1, 180 CSIs were taken from the study corpus. Among these, there were samples pertaining to ecology (101 samples), material culture (43 samples), social culture (12 samples), organizations (customs, activities, procedures, concepts), gestures and habits (13 samples), and social culture (12 samples). The objects that were most culture-specific belonged to the ecology group. Following the collection of CSIs according to Newmark's (1988) classification system, the researcher identified the translation techniques used by Ali Panahi, the translator, in translating CSIs into Persian and categorized them according to the translation techniques of Newmark's (1988) translation model, which was a legitimate, dependable, and useful translation model.

For example, translator may use transference, naturalization, cultural equivalency, neutralization, componential analysis, synonymy, literal translation or through translation, shifts or transpositions, modulation, accepted or recognized translation, translation label, compensation, paraphrase, reduction, couplets, triplet, quadruplet, notes, and so on. Newmark (1988) lists various translation techniques that translators employ to bridge the lexical and cultural gaps in the translation of cultural words.

Ali Panahi Azar translated the CSIs of *The Secret Garden* using several strategies, including thirty-two functional equivalents and sixty-eight literal translations. As a result, his primary translation technique for conveying the CSIs was direct translation in this book. He did not translate fifteen CSIs either. As he left out and mistranslated the majority of the items, his translation was poor.

Table 2

The Frequency and Percentage of Strategies Used by the Persian Translator

Strategy	Frequency	Percentage
Transference	18	10%
Literal translation	68	37.8%
Functional equivalent	32	17.8%
Descriptive equivalent	13	7.2%
Cultural equivalence	3	1.7%
Reduction	8	4.4%
Expansion	0	0.0%
Synonymy	9	5%
Modulation	15	8.3%
Deletion	14	7.8%
Total	180	100%

In Table 3, the descriptive statistics showed that the most effective translation strategy chosen by the language translator is literal translation.

Table 3

The Frequency and Percentage of Strategies Used

Strategy	Frequency	Percentage
Literal translation	167	46.4%
Functional equivalent	51	14.2%
Total	218	100%

Literal Translation

Literal translation is a translation that transfers the meaning of the original language word for word. “Literal translation, also referred to as calque or loan translation, of common collocations, organization names, compound words, and possibly phrases” (Newmark, 1988, p. 84).

Table 4

Literal Translation

Number	CSIs	Ali Panahi Azar Translation
1	Sweet-scented things	چیزهای خوشبو
2	Field-mice	موشهای مزرعه
3	Apple-Tree	درخت سیب

In the above samples, the translator translated these noun phrases which are consisted of two nouns in a literal form. They used literal translation or calque strategy for translating these items. For instance, water-rats were rendered based on these two nouns.

Functional Equivalent

According to Newmark, functional equivalent “applied to cultural words, requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralizes or generalizes the SL word”. He also defines functional equivalent as “the most accurate way of translating i.e. deculturizing a cultural word” (1988, p. 83).

Table 5

Functional Equivalent

Number	CSIs	Ali Panahi Azar Translation
1	Brougham	کابین
2	Native Prince	پسر بومی
3	Evergreens	سروها

First, according to Oxford advanced learner's dictionary (2012), a brougham means a type of carriage used in the past, which had a closed roof and four wheels and was pulled by one horse. This translator rendered this item based on its functional equivalence meaning in the target language. Second, with regard to Merriam-Webster dictionary (2009), native means belonging to a particular place by birth. Therefore, Ali Panahi translated this item based on its functional equivalence in Iran.

Transference

Transference, in its unaltered form, is the act of moving a word from the source language into the target language. When translating names of people (living or dead) geographic names, titles of plays, movies, books, and other media, names of private and public organizations, street names, and addresses, translator should use the transference approach (Newmark, 1988).

Table 6

Transference

Number	CSIs	Ali Panahi Azar Translation
1	Mary Lennox	ماری لنوکس
2	Yorkshire	یورکشایر

Descriptive Equivalent

Descriptive equivalent allows us to appropriately perceive CSIs with a variety of terms and phrases. By employing this strategy, the translator gives his audience some descriptions to aid in understanding the message. According to Nida (1964, p. 237), descriptive counterparts are deliberate attempts to offer suitable replacements for objects, occasions, attributes, and connections for which there is no regular term in the target language. The translator has provided their audience with an explanation of the underlined terms in the target text in these cases. It is evident that the translator uses specific terms to convey the obvious meaning of the source text to the reader.

Table 7

Descriptive Equivalent

		Translation
1	Heather and gorse and broom	هاتر و گورس و بروم
2	Rain in torrent	باران در تاورنت

Synonymy

A synonymy is described as a “near TL equivalent to an SL word” by Newmark (1988, p. 84). According to the Oxford Advanced Learner's Dictionary (2012), straw is chopped and dried wheat stalks, and crumpet is a small, round, flat cake with tiny holes on the top that is eaten hot with butter. Translator selected the best and “near TL equivalent” for this term in Persian. The reader may understand these Persian equivalents in the same way.

Table 8

Synonymy

Number	CSIs	Ali Panahi Azar Translation
1	Crumpets	کرامپت
2	Straw	سویا
3	Private Hotel	هتل خصوصی

5. Discussion

To accurately translate culture-specific items (CSI), translators of literary texts need to take into account a number of elements. The quality of the CSI translation is determined by the translator's ability to employ suitable methodologies and possess cultural competence, as the meaning of CSI cannot be deduced from its words. The goal of the current study was to

employ Newmark's (1988) translation strategy model to investigate the various translation tactics used in CSI, Secret Garden.

Due to the diversity of languages and cultures, as well as the necessity of social interaction in daily life, translation has shown to be a highly effective tool for knowledge exchange and communication. It would appear that language and culture are intertwined, and that taking both into account while translating is crucial. Cultural differences present one of the hardest

translation challenges for literary works. According to Nida (2000), "differences between cultures may cause more severe complication for the translator than do differences in language structure" (p. 130), cultural differences are just as significant as linguistic differences. Shunnaq et al. (2008) believes that a good translator "has to bear in mind the fact that he should exchange ideas and messages not merely words" (p. 22). Using translation strategies as problem-solving tools to translate frozen patterns of language is effective. To produce a good translation, the translator should be conscious of translation strategies to choose more suitable strategies in their translation.

The findings of the current research study are consistent with those of Daghoughi and Hashemian (2016), in which they looked at the methods employed in literacy novels based on Newmark's Model to translate English CSI into Persian. Translating culturally specific items can present significant challenges for translators, as they must make numerous intellectual decisions about how to improve the items' comprehensibility for the target audience, as well as how to employ the most appropriate style and structure to satisfy their audience and convey the meaning and form of the original cultural item accurately (Maasoum and Davtalab, 2011). The findings of the present study demonstrated that the most effective translation strategies chosen by language Translators are literal translation, functional equivalent. The most and the least used translation strategies by Ali Panahi Azar as the language translator is literal translation.

The results of this study showed that the quality of EFL translation is significantly impacted by the use of proper translation procedures. Thus, we concluded that the greater use of translation strategies would make learners and translators more aware of the implications of challenges in both the understanding and translating CSI, as well as deal with the likely

major obstacles during the translation process. Appropriate strategies are also used to translate CSI, which determines the quality of the CSI translation and results in higher scores in various translation assessments. The study's conclusions suggested that pre-service and even in-service educators should become knowledgeable about how translation methodologies affect translating crime scene interpretation. Using Newmark's (1988) translation strategies to translate CSI can be explained by looking deeply into the nature of the concepts and literature.

6. Conclusion

CSIs are extensively used in every language in all forms of communication. The translation of CSIs is among the trickiest translation-related issues. Since the meaning of CSI cannot be deduced from any one of its component parts, the quality of the translation depends on the strategies used to translate it. The results of the quantitative analysis of the data indicated that literal translation and functional equivalent translation were the translators' most successful approaches to handling the task of translating CSI. The results showed that the translator (Ali Panahi Azar) employed literal translation most frequently and expansion, less frequently, to make the translation more understandable and relatable to the intended audience.

Conflict of Interest

The author(s) certify/certifies that they have no affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in the present research paper.

References

- Aixela, J. F. (1996). Culture-specific items in translation. In R. Alvarez & C. A. Vidal (Eds.), *Translation, power, and subversion* (pp. 52-78). Clevedon: Multilingual Matters.
- Cenac, O. M. (2009). On some difficulties in translating from English into Romanian. *Translation Studies: Retrospective and Prospective Views*, 5, 6-11.
- Ceramella, N. (2012). Is English a Killer Language or an International Auxiliary? Its Use and Function in a Globalised World. *International Journal of Language, Translation and Intercultural Communication*, 1, 9-23.
- Daghoughi, S., & Hashemian, M. (2016). Analysis of culture-specific items and translation strategies applied in translating Jalal Al-Ahmad's by the Pen. *Canadian Center of Science and Education*, 9(4), 171.
- Fawcett, P. (1997). *Translation and Linguistic Theories Explained*. Manchester (UK), St. Jerome Publishing.
- Ghanoonparvar, M. R. (1988). *Translating the garden*. Austin, University of Texas Press.
- Halloran, M. J., & Kashima, E. S. (2006). Culture, social identity and the individual. In T. Postmes & J. Jetten (Eds.), *Individuality and the group: Advances in social identity* (pp. 137– 154). Sage Publications, Inc. <https://doi.org/10.4135/9781446211946.n8>
- Hornby, A. S. (2012). Oxford advanced learner's dictionary of current English / [by] A.S. Hornby; editor Jonathan Crowther. Oxford, England: Oxford University Press.
- Jothiraj, H., Howland-Harris, J., Evley, R., & Moppett, I.K. (2013). Distractions and the anaesthetist: a qualitative study of context and direction of distraction. *British journal of anaesthesia*, 111 3, 477-82.
- Krings, H.P. (1986). Translation problems and translation strategies of advanced German learners of French. In J. House, & S. Blum- Kulka (Eds.), *Interlingual and Intercultural Communication*. Tübingen: Gunter Narr.

- Larson, J. R. (1984). The performance feedback process: A preliminary model. *Organizational Behavior & Human Performance*, 33(1), 42–76.
[https://doi.org/10.1016/0030-5073\(84\)90011-4](https://doi.org/10.1016/0030-5073(84)90011-4)
- Lörscher, W. (1991). Thinking-aloud as a method for collecting data on translation processes. In (Ed) Tirkkonen-Condit, S., *Empirical Research in Translation and Intercultural Studies* (pp. 67–77). Tübingen: Gunter Narr.
- Lörscher, W. (1991). Translation performance, translation process, and translation strategies. A Psycholinguistic Investigation. Tübingen, Gunter Narr.
- Maasoum, S. M., & Davtalab, H. (2011). An Analysis of Culture-specific Items in the Persian Translation of “Dubliners” Based on Newmark’s Model. *Theory and Practice in Language Studies*, 1, 1767-1779.
- Muñoz-Calvo, M. (2010). Translation and Cross-Cultural Communication. In Muñoz- Calvo, M. & Buesa-Gomez, C. (Eds.), *Translation and cultural identity: Selected essays on translation and cross-cultural communication* (pp. 1-11). London: Cambridge Scholars Publishing.
- Newmark, P. (1988). *A textbook of translation*. New York and London: Prentice Hall.
- Newmark, P. (2010). Translation and Culture. In B. Lewandowska-Tomaszczyk & M. Thelen (Eds.), *Łódź Studies in Language* (Vol. 19, pp. 171-182). Frankfurt am Main: Peter Lang GmbH.
- Nida, E. A. (1964). Towards a science of translation, with special reference to principles and procedures involved in Bible translating. Leiden: Brill.
- Nida, E. A., & Taber, C. R. (Eds.). (1974). *The theory and practice of translation* (Vol. 8). Brill Archive.
- Risager, K. (2007). *Language and culture pedagogy from a national to a transactional paradigm* (Vol. 14). Multilingual Matters.
- Shunnaq, M., Schwab, W. A., & Reid, M.F. (2008). Community development using a sustainable tourism strategy: a case study of the Jordan River Valley tourist way. *International Journal of Tourism Research*, 10, 1-14.

- Snell-Hornby, M. (1988). *Translation studies: An integrated approach*. Amsterdam: J. Benjamins
- Venuti, L. (1995). *The translator's invisibility: A history of translation*. London and New York: Routledge.
- Venuti, L. (1998). Strategies of translation. In M. Baker (Ed.), *Routledge Encyclopedia of Translation Studies (1st ed.)* (pp. 240-244). London: Routledge.
- Vermeer, H. (1989). Skopos and Commission in Translational Activity. In: L. Venuti. *The Translation Studies Reader*. London: Routledge.
- Wang, L. L., Watts, A. S., Anderson, R. A., & Little, T. D. (2013). Common fallacies in quantitative research methodology. In T. D. Little (Ed.), *The Oxford handbook of quantitative methods: Statistical analysis* (pp. 718–758). Oxford University Press.

