

The Role of Gender in Persian Translations of *A Thousand Splendid Suns* Based on Waddington's Model

Jouya Mahjabin¹, Sayadian Sima², Naeimi Amin³

Abstract

Being among the most controversial issues in the social arena, gender has always made difference among people in societies. Gender is always a topic for research including translation studies which are mainly interested in the representation of ideas in translation process and product. This study attempted to investigate the role of gender in Persian translations of *A Thousand Splendid Suns* based on Waddington's model, method C. In the present study, two translations of *A Thousand Splendid Suns* were studied, one of them was translated by female translators, Ganji and Soleyman Zade and the other one was translated by a male translator, Ghabraei, and they were compared based on Waddington's model, method C. Although there were some deletion cases in male's translation, the results of chi-square showed that there was not any significant difference between the translators in their success to maintain the quality and accuracy in translation. The results of the study showed that the female translators outperformed the male counterpart in completing the part of accuracy. It is hoped that the findings of this research would be beneficial not only to English Translation teachers and learners, but also to translators as well as translation institutes. Furthermore, translators are supposed to translate the books and avoid the errors in the present study regarding quality and accuracy.

Key Words: Gender, translation, *A Thousand Splendid Suns*, Waddington's Model, Method C.

¹ Department of English, Yazd branch, Islamic Azad University, Yazd, ma.mahjabinjouya@iauyazd.ac.ir

² Department of English Language, Meybod branch, Islamic Azad University, Meybod, Iran, Simasayadian@iauyazd.ac.ir

³ Department of English Language, Yazd branch, Islamic Azad University, Iran, naeimi@iauyazd.ac.ir

1. Introduction

In every part of the world, languages are used as a means of conveying messages and connecting with other societies. Translation is a function of the language. Since translation is a product of human language, it can have the same characteristics as human language. Therefore, every translation may be a reflection of its translator's language features (Flotow, 1997). It is a well-known fact that many factors may play a role in a translation. Female and male translators both use linguistic patterns which inevitably bear ideologies, even when they do not think of conveying a certain attitude into the target language and culture. Sometimes male translators or female translators may translate the same text in different ways and it may unconsciously affect loss of meaning, omission, accuracy of the translation, quality of the translation and addition.

The findings of the current research study will suggest some strategies which could be useful in quality and accuracy of translation. In addition, the findings of this research could be useful in other studies such as feminism studies, sociological studies and ideological studies, too.

Raising awareness of the translating aspects of English books may help translation institutes to work and revisit their translating methods to adapt their translating methodology to their learners. Furthermore, translators are supposed to translate the books and avoid the errors in the present study regarding quality and accuracy. The specific questions addressed in this study are the following:

1. What are the differences between male and female translators regarding quality in Persian translations of *A Thousand Splendid Suns*?
2. What are the differences between male and female translators regarding accuracy in Persian translations of *A Thousand Splendid Suns*?
3. Is there any significant difference between the quality in Persian translations by Ghabraei, Ganji and Soleyman Zade?
4. Is there any significant difference between the accuracy in Persian translations by Ghabraei, Ganji and Soleyman Zade?

2. Review of the Related Literature

2.2 Theoretical Framework

Before Waddington's model, all of the models and theories were so abstract that one may face some problems, applying them in the real world. They all described the states of translation, regarding translation quality assessment, which to date, had become a controversial notion in translation studies. But none of them had proposed some applicable and feasible solutions to the problem of translation assessment. In order to analyze Waddington's model, it should be applied to some text, in real conditions, so as to test the reliability and validity of his model, and to see what weak-points and merits it

has, regarding translation quality assessment (Waddington, 2001b). So here there is a brief illustration of three methods of Waddington's model.

Method A

Method A is the work of Hurtado Albir (1995); she drew up a list of possible errors which are divided into three categories:

(1) Inappropriate renderings which affect the understanding of the source text; these are divided into eight categories: *contresens*, *faux sens*, *nonsens*, addition, omission, unresolved extra linguistic references, loss of meaning, and inappropriate linguistic variation (register, style, dialect, etc.).

(2) Inappropriate renderings which affect expression in the target language; these are divided into five categories: spelling, grammar, lexical items, text, and style.

(3) Inadequate renderings which affect the transmission of either the main function or secondary functions of the source text. Hurtado Albir (1995) maintains that "In each of the categories a distinction is made between serious errors (-2 points) and minor errors (-1 point). There is a fourth category which describes the plus points to be awarded for good (+1 point) or exceptionally good solutions (+2 points) to translation problems. In the case of the translation exam where this method was used, the sum of the negative points was subtracted from a total of 110 and then divided by 11 to reach a mark from 0 to 10 (which is the normal Spanish system). For example, if a student gets a total of -66 points, his result would be calculated as follows: $(110-66=44)/11=4$ (which fails to pass; the lowest pass mark is 5)" (p. 52).

Method B

The second method is designed to take into account the negative effect of errors on the overall quality of the translations. At first, the corrector has to decide whether each mistake is a translation mistake or a language mistake. This is done by deciding whether the mistake affects the transfer of meaning from the source language to the target text or not, it means: if the mistake does not affect transferring the meaning from the source language to target language, it is a language error and it is penalized with -1 point; if it effects transferring the meaning from the source language to target language, it is a translation error and it is penalized with -2 points.

However, in the case of translation errors, the corrector also has to judge which how these errors have the negative effect on the translation, take into consideration the objective and the target reader specified in the instructions to the translator in the exam paper.

Waddington (2001a) explained the final mark for each translation is calculated in the same way as for method A: "it means the examiner sets a total number of positive points (in the case of method B, this was 85), and then the corrector subtracts the total number of negative points from this figure, and divides the result by 8.5. For example, if a student is given -30 points, his total mark would be 6.5 (pass): $(85-30 = 55)/8.5 = 6.5$. 5.3" (p. 315).

Method C

Waddington (2001a), after checking the teachers who answered based on a brief description of the method of assessment, received a number of descriptions of error analysis methods and three descriptions of holistic methods. In addition to this, all three methods based their scales on the requirements of professional translation and were consequently of little use for judging the quality of translation into the foreign language. In conclusion, Waddington had to design the holistic method himself. The design was based on the following principles:

(1) For the reasons laid out in section 3 above, Waddington decided to use a unitary scale which treats the translation competence as a whole, rather than divide it into sub-scales reflecting different sub-competences such as ST processing skills, transfer skills, TT processing skills.

(2) It was important to avoid terminology that presupposes specialist knowledge such as applied linguistics on the part of the correctors and write the descriptors in clear, simple language.

(3) To achieve acceptable levels of reliability, it was important to limit the number of levels to a maximum of five. However, in the end, Waddington (2001a) decided to include two marks within each level (for example 5 and 6), so that the correctors could use the traditional Spanish system of marking (from 0 to 10). And, when it came to applying the method, the correctors themselves asked to use half points (5.5, 6.5), and they were allowed to do so, as it would then prove easier to detect possible differences by their applications of this method. (p. 322) In accordance with these principles, the following scale was drawn up:

Table 2.1
Description of the five levels of the holistic Method C

Level	Accuracy of transfer of ST content	Quality of expression in TL	Degree of task completion	Mark
Level 5	Complete transfer of ST information only minor revision needed to reach professional standard	A most all the translation reads like a piece originally written in English. There may be minor lexical. Grammatical or spelling errors.	successful	9.10
Level 4	Almost complete transfer there	Large sections read like a piece originally	Almost completely successful	7.8

	may be one or two insignificant inaccuracies. Requires certain amount of revision to reach professional standard.	written in English there are a number of lexical grammatical or spelling errors.		
Level 3	Transfer of the general idea (s) but with a number of lapses in accuracy needs considerable revision to reach professional standard	Certain parts read like a piece originally written in English but others read like a translation there are a considerable number of lexical grammatical or spelling errors.	adequate	5.6
Level 2	Transfer undermined by serious inaccuracies thorough revision required to reach professional standard ,	Almost the entire text reads like a translation there are continual lexical, grammatical or spelling errors.	inadequate	3.4
Level 1	Totally inadequate transfer of ST content the translation is not worth revising.	The candidate reveals a total lack of ability to express himself adequately in English	Totally inadequate	1.2

Although the above scale is unitary for the reasons already expressed, Waddington preferred to include three different aspects: the accuracy of transfer of ST content to the TT, the quality of expression in the TL and the degree of task completion.

Waddington helped the correctors to judge the translations more consistently by giving them more complete and differentiated descriptors. If a particular student's translation only partially fulfilled the requirements laid down by the descriptors at a certain level, then the corrector had to choose between the lowest mark at that level (for example, 7 at level 4) and the highest mark at the lower level (6 at level 3). Waddington decided to separate accuracy of transfer and quality of expression in view of the results of the research published by Stansfield, Scott and Kenyon (1992), which claims to have empirically validated the existence of these two separate components of overall translation competence. It was also decided to include degree of task completion because the translation task used in the exam whose results form the basis of this research included clear instructions to the students in accordance with recommendations made by Nord (1991) and Hatim and Mason (1997)(Waddington, 2001b).

3. Material and Method

The present study tries to illustrate the role of gender in Persian translations of *A Thousand Splendid Suns* based on Waddington's model, method C. The design used in this study is a qualitative, descriptive and corpus based one. In this study, two Persian translations of *A Thousand Splendid Suns* was written by Khaled Hosseini will be compared with the English book as the corpus of the study. A corpus is defined by (Baker, 1993) as "the unique opportunity to observe the object of their study and the principles that govern translational behavior and the constraints under which it operates" (p. 250).

Generally, ten sections of each chapter, 234 pages, of two Persian translations of *A Thousand Splendid Suns* were chosen and some errors were found. To find clear answers to the question mentioned above, Waddington's model, method C was conducted to distinguish the differences between female and male translators regarding quality and accuracy.

4. Analysis

The collected data from the comparison of *A Thousand Splendid Suns* and Persian translations were analyzed using SPSS software in order to reach the frequency and the percentage of eight categories in method A of Waddington's model. Since the data were in the form of frequencies, the non-parametric chi-square test was used to analyze the differences.

4.1 Findings Related to Quality

In the following text, there is a table that describes some clauses as examples of the whole errors that were found in Ganji and Soleyman Zade's translation regarding quality.

Table 4.1

Quality of expression in Ganji and Soley man Zade's translation

No	SL	TL (Female)	Quality of expression in TL	Degree of task completion	Mark
1	<u>Early one morning, as she was feeding the chickens outside the kolba</u>	یک روز صبح که ننه بیرون کلبه داشت برای مرغها دانه می پاشید	Level 5	Successful	9.5
2	<u>It did not occur to Young Mariam.</u>	مریم نفهمید.	Level 5	Successful	9.5
3	<u>She pictured herself handing him a towel as he shaved, Telling him when he nicked himself</u>	خودش را مجسم می کرد که موقع اصلاح پدر، حوله به دستش می دهد و از او می پرسد کی صورتت را بریدی	Level 4	Almost completely successful	8.5
4	<u>You'll wake up your mother, half deaf as she is</u>	مادرت را که انگار کر شده بیدار میکنی ها	Level 4	Almost completely successful	7
5	<u>Of all the daughters I could have had, why did god give me an ungrateful one like you?</u>	خدایا آخه این چه دختر نمک نشناسی است که به من دادی!	Level 2	Inadequate	4

As it is displayed in table 4.1 the data were analyzed. The whole data collected from female's translation (Ganji and Soleyman Zade) was 73. The researcher randomly chose words in each table for describing.

In the following text, there is a table that describes some clauses as examples of the whole errors that were found in Ghabraie's translation regarding quality.

Table 4.2
Quality of expression in TL in Ghabraie's translation

No	SL	TL (male)	Quality of expression in TL	Degree of task completion	Mark
1	Nana always gave a <u>slow, burdened smile</u> here	ننه همیشه با این حرف <u>لبخند</u> تلخی می زد	Level 5	successful	۹.۵
2	Around <u>Holes and bushes</u> , they boys took turns pushing	پسر ها در میان <u>چاله ها و بوته های</u> <u>فراوان</u> هل می دادند.	Level 5	successful	9.۵
3	He would throw his jacket on the tandoor and <u>Open his arms</u>	کتش را روی تنور می انداخت	Level 4	Almost completely successful	7
4	She would admire Jalil for his vast and <u>Worldly knowledge</u>	جلیل را به خاطر <u>دانش وسیع و</u> <u>شناخت جهان</u> تحسین می کرد.	Level 4	Almost completely successful	7
5	The pout of her <u>lower lip</u> which mommy shared-from her great-grandmother	<u>لب غنچه ای</u> که مامان هم از مادر بزرگ خود به ارث برده بود.	Level 3	Adequate	6
6	I brought back some <u>Water- soaked fruit</u> me	قدری <u>هفت میوه</u> با خودم آورده ام	Level 3	Adequate	6

7	<u>Laila liked the violet plastic drinking glasses</u> <u>They used</u>	لیلا از لیوان‌های پلاستیکی بنفش خوشش می‌آمد.	Level 2	Inadequate	4
8	Rasheed , who <u>took up the window and middle seat</u> , put his thick hand on hers.	رشید در کنار شیشه نشسته بود و دست زمختش را روی دست او گذاشت.	Level 1	Totally inadequate	2

As it displayed in table 4.2 and, the data were analyzed. The whole data collected from male's translation (Ghabraei) was 98. The researcher randomly chose words in table 4.2 for describing.

Table 4.3 shows the percentage and frequency of expression in TL in female's translators.

Table 4.3

Frequency and percentage of quality of expression in TL in Ganji and Soleyman Zade's translation.

No	Degree of task completion	Frequency	Percentage
1	Successful	57	78%
2	Almost completely successful	12	16.4%
3	Adequate	2	2.7%
4	Inadequate	2	2.7%
5	Totally inadequate	0	0

As displayed in Table 4.3, the data that was obtained from female translators meaning Ganji and Soleyman Zade shows 78% of successful completion of the task which is obtained from total number of 57 errors found in their translation. Similarly, 16.4%, they reach almost completely successful degree which is obtained from 12 errors. The addition of 16.4% and 78% is 94.4% that means to a great degree, they were successful in accomplishing the task.

Table 4.4 shows the percentage and frequency of expression in TL in male's translator.

Table 4.4

Frequency and percentage of quality of expression in TL in Ghabraei's translation.

No	Degree of task completion	Frequency	Percentage
1	Successful	76	77.5%
2	Almost completely successful	10	10.2%
3	Adequate	6	6.1%
4	Inadequate	5	5%
5	Totally inadequate	1	1%

As displayed in Table 4.4, the data that were obtained from the male translator meaning Ghabraei shows 77.5% of successful completion of the task which is obtained from total number of 76 errors found in their translation.

Up to 10.2%, they managed to complete task almost successfully which is obtained from 10 errors. The addition of 77.5% and 10.2% is 87.7% which shows a great deal of completion of the task.

A chi-square for group independence was conducted to find out whether the female translators and the male one showed the same quality in their translations. The results showed that there was not any significant difference between the translators in their success to maintain the quality in translation ($\chi^2(4, n = 171) = 3.993, p = .407$).

Table 4.5

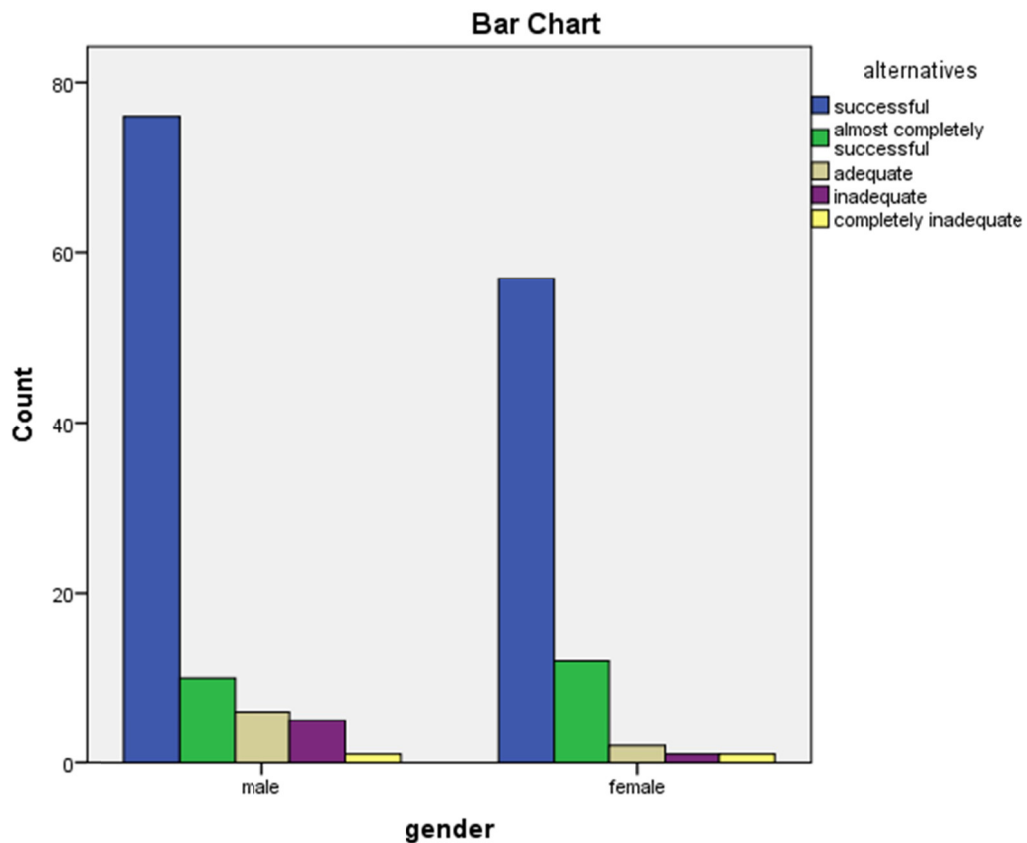
The results of chi-square between the translators regarding quality

Chi-Square Tests			
	value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.993 ^a	4	.407
Likelihood Ratio	4.242	4	.374
Linear-by-Linear Association	.654	1	.419
N of Valid Cases	171		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .85.

Figure 4.1

The significant difference between female and male translators regarding quality



As displayed in figure 4.1, the results that were obtained from chi-square shows that female translators and the male have the same quality in their translations. The results showed that there was not any significant difference between the translators in their success to maintain the quality in translation.

4.2 Findings Related to Accuracy

. In the following text, there is a table that describes some clauses as examples of the whole errors that were found in Ganji and Soleyman Zade's translation regarding accuracy.

Table 4.6
Accuracy of transfer of ST content in Ganji and Soleyman Zade's translation.

No	SL	TL (Female)	Accuracy of transfer of ST content	Degree of task completion	Mark
1	<u>Her palms painted red with henna</u>	<u>کف دست‌هایش حنا بسته</u>	Level 5	Successful	9
2	The facade was made of blue-and-tan <u>Terra-cotta tiles</u>	سر در آنجا از <u>کاشی‌های</u> آبی و خرمایی درست شده	Level 5	Successful	9.5
3	<u>It was true</u>	<u>راست می‌گفت</u>	Level 4	Almost completely successful	7

4	<u>She Made a great show of rubbing her hip</u>	هی پشتش را مالش می داد	Level 4	Almost completely successful	8.5
5	<u>Mariam, you see</u>	مریم	Level 3	Adequate	6

As it displayed in table 4.6 and, the data were analyzed. The whole data collected from female's translation (Ganji and Soleyman Zade) was 73. The researcher randomly chose words in table 4.3 for describing.

In the following text, there is a table that describes some clauses as examples of the whole errors that were found in Ghabraei's translation regarding accuracy.

Table 4.7

Accuracy of transfer of ST content in Ghabraei's translation.

No	SL	TL (male)	Accuracy of transfer of ST content	Degree of task completion	Mark
1	He cast us out of <u>His big fancy house</u>	ما را از عمارت قشنگش انداخته بیرون	Level 5	Successful	9
2	I'll make sure they get you a good seat and all the <u>candy you want</u>	من قول میدهم که صندلی خوبی با هر چه نقل و آب نیات که خواستی بهت بدهند.	Level 5	successful	9
3	Rasheed , who took up the <u>window and middle seat,</u> put his thick hand on hers.	رشید در کنار شیشه نشسته بود و دست زمختش را روی دست او گذاشت.	Level4	Almost completely successful	7
4	She would admire Jalil for his vast and <u>Worldly knowledge</u>	جلیل را به خاطر دانش وسیع و شناخت جهان تحسین می کرد.	Level 4	Almost completely successful	8
5	I brought back some <u>Water- soaked fruit me</u>	قدری هفت میوه با خودم آورده ام	Level 3	Adequate	5
6	<u>Babi had laila lean</u>	بابا و لیلا روی صندلی خم شدند	Level 2	Inadequate	4

7	<u>She was picking her hair</u>	او به موهایش دست کشید	Level 2	Inadequate	4
8	He would throw his jacket on the tandoor and <u>Open his arms</u>	کتش را روی تنور می انداخت	Level 3	Adequate	5

Table 4.8 shows the percentage and frequency of accuracy of ST content in female's translators.

Table 4.8

Frequency and percentage of accuracy of transfer of ST content in Ganji and Soleyman Zade's translation.

No	Degree of task completion	Frequency	Percentage
1	Successful	43	58.9%
2	Almost completely successful	16	21.9%
3	Adequate	11	15%
4	Inadequate	0	0
5	Totally inadequate	3	4%

As displayed in Table 4.8, the data that were obtained from female translators Ganji and Soleyman Zade shows 58.9% of successful completion of the task which is obtained from total number of 43 errors found in their translation. Up to 21.9%, they managed to complete task almost completely successful which is obtained from 16 errors. The addition of 58.9% and 21.9% is 80.8% which shows a great deal of completion of the task.

Table 4.9 shows the percentage and frequency of expression in TL in male's translator.

Table 4.9

Frequency and percentage of accuracy of transfer of ST content in Ghabraei's translation.

No	Degree of task completion	Frequency	Percentage
1	Successful	58	59.1%
2	Almost completely successful	21	21.4%
3	Adequate	12	12.2%
4	Inadequate	2	2%
5	Totally inadequate	5	5%

As displayed in Table 4.9, the data that was obtained from male translator, Ghabraei shows 59.1% of successful completion of the task which is obtained from total number of 58 errors found in their translation. Up to 21.4%, they managed to complete task almost completely successful which is obtained from 22 errors. The addition of 59.1% and 21.4% is 80.5% which shows a great deal of completion of the task.

The percentage of task completion in female's translations, 80.8%, is more than male's translation, 80.7%. In addition, there were many cases of deletion observed in male translator's translation.

The conducted chi-square for group independent with the aim of investigating the difference in accuracy in translation among the two groups shows that the female translators performed almost as accurately as the male translator ($\chi^2(4, n = 171) = 1.831, p = .767$).

Table 4.10

The results of chi-square between the translators regarding accuracy

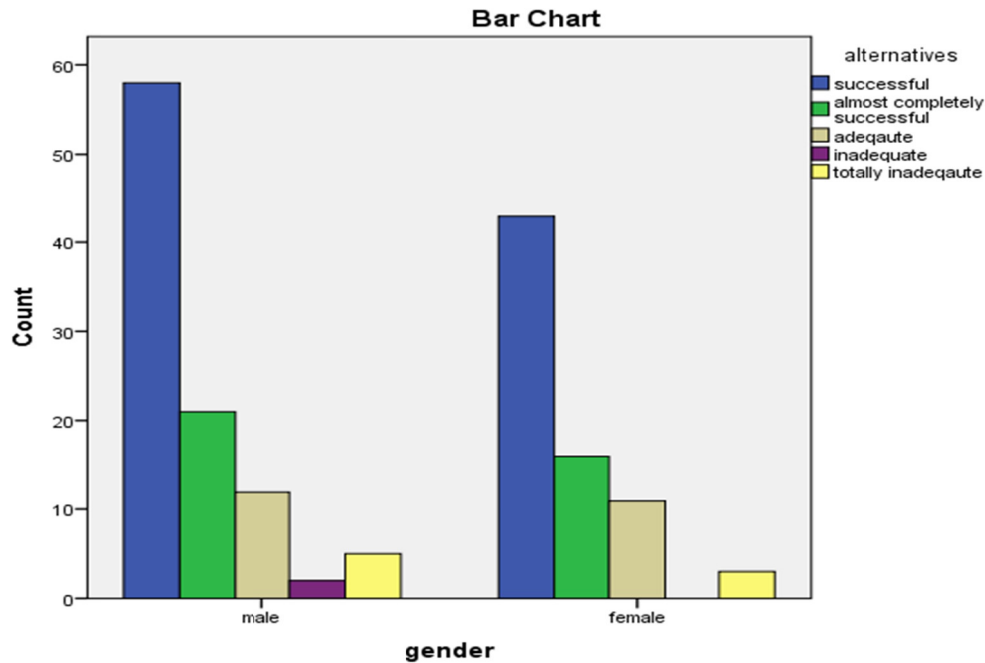
Chi-square tests

	value	DF	ASYMP. Sig. (2-sided)
Pearson chi-square	1.831 ^a	4	.767
Likelihood ratio	2.567	4	.633
Linear-by-linear Association	.059	1	.808
N of valid cases	171		

a.4 cells (40.0%) have expected count less than 5. The minimum expected count is .85.

Figure 4.2

The significant difference between female and male translators regarding accuracy



As displayed in figure 4.2, the results that was obtained from chi-square shows that female translators and the male have the same accuracy in their translations. The results showed that there was not any significant difference between the translators in their success to maintain the accuracy in translation.

5. Discussion

Accuracy and quality of male and female translators were compared and constructed and the results of the study showed that the female translators outperformed the male counterpart in completing the part of accuracy and the results of the study are in line with Shahsavandi (2004) that she conducted a research to study the effect of the grammatical gender in translations and interpretation of Quran. She analyzed the data and applied statistical analyses, after the results, she discovered that gender does not affect the translation and interpretation. Mehrizi(2004) conducted a study on the effect of translator's gender in translation of Quran. He investigated the contrastive analysis between male and female translators of Quran. On the basis of some verses related to women, 350 verses, he compared Saffarzadeh's translation which was the female translator, with Fooladvand's translation which was the male translator. After the results, he discovered that the female translation's accuracy is as much as male translation's accuracy. Moghaddas's study (2013) that was conducted to compare the effect of gender in translation accuracy of Iranian English translators. The researcher selected Six English novels and two translations of each, one made by a male and the other by a female translator. The various findings based on the data analysis of the translations of the male and female translators showed that there is no major difference between the translation of the male and female translation regarding the translation accuracy.

However, the results do not support the results that were obtained by Shafiee and Rabeie (2011), they had an attempt to investigate the functions of gender ideology of the

translator in translating a work by a woman writer. The data were some paragraphs from the source text aligned with their two translated versions. The results showed that male translators tried to passive women writer in their works.

Ahmadi (2011) studied the effects of translators' gender on translation using critical discourse analysis. The research aimed to find out what characteristics translations had undertaken, and what implications the researcher can grasp by applying a critical discourse analysis. The researcher gave a questionnaire which was based on Farahzadi's framework. All of the questions were from *Pride and Prejudice* novel. Before giving the questionnaire, the researcher chose 2 groups; one group was consisted female translators (group A) and the other group (group B) consisted 20 male translators. The researcher talked with the participants in group B about the book and gave the participants a mind map. The researcher intended to understand which of his map mind would affect the answers. the results showed there are qualitative and quantitative differences between two groups and Group B was affected by the speech's researcher.

6. Conclusion

The percentage of task completion up to 94.4%, in female's translation is more than male's translation up to 87.7% regarding quality and the percentage of task completion in female's translations, 80.8%, is more than male's translation, 80.7%, regarding accuracy.

The results of chi-square showed that there was not any significant difference between the translators in their success to maintain the quality in translation. In addition, the conducted chi-square for group independent with the aim of investigating the difference in accuracy in translation among the two groups showed that the female translators performed almost as accurately as the male translator.

The study showed that the results of the study are in line with Shahsavandi (2004), Mehrizi (2004) and Moghaddas (2013). However, the results do not support the results that were obtained by Shafiee and Rabeie (2011) and Ahmadi (2011).

The female translators have more quality in their task completion rather than male translator. In addition, there were many cases of deletion observed in male translator's translation and the female translators are attentive in their translation process.

In brief, it is a possible idea that different perceptions, identities and cultural orientations influence female and male translators, leading them to apply different strategies in translation in terms of quality and accuracy. The findings of this research would therefore be beneficial not only to English translation teachers and learners, but also to translators as well as translation institutes.

References

- Ahmadi, M. H. (2011). *The Study of the Effects of Translators' Gender on Translation Using Critical Discourse Analysis*.
- Arteaga, A. (1994). *An other tongue: Nation and ethnicity in the linguistic borderlands*: Duke University Press.

- Baker, M. (1993). Corpus linguistics and translation studies: Implications and applications. *Text and technology: In honour of John Sinclair*, 233, 250.
- Bressler, C. E. (1999). *An introduction to theory and practice*: New York: Prentice-Hall, Inc.
- Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*: routledge.
- Cameron, D., McAlinden, F., & O'Leary, K. (1988). Lakoff in context: The social and linguistic functions of tag questions. *Women in their speech communities*, 74-93.
- Cameron, J. E., & Lalonde, R. N. (2001). Social identification and gender-related ideology in women and men. *British journal of social psychology*(40), 59-77.
- Catford, J. C. (1978). *A linguistic theory of translation*: Oxford University Press.
- Chamberlain, L. (1988). Gender and the Metaphorics of Translation. *Signs: Journal of Women in Culture and Society*, 13(3), 454-472.
- Chamberlain, L. (2000). Gender and the metaphore of translation. In L. Venuti (Ed.), *The translation studies reader* (pp. 314-330). London: Routledge.
- Chamberlain, L., & Venuti, L. (2000). *The Translation Studies Reader*.
- Flotow, L. v. (1997). Mutual Pun-ishment? Translating Radical Feminist Wordplay: Mary Daly's 'Gyn/Ecology in German. *En Dirk Delabastita (ed.)*, 45-66.
- Flotow, L. v. (2007). Gender and translation. In P. Kuhiwczak & K. Littau (Eds.), *A companion to translation studies*. Great Britain Cromwell Press Ltd.
- Guerin, W. L. (2005). *A handbook of critical approaches to literature*: Oxford University Press, USA.
- Hatim, B., & Mason, I. (1997). *as Communicator*: London: Routledge.
- Hatim, B., & Munday, J. (2004a). *Translation an adanced resource book*. New York: Routledge.
- Hatim, B., & Munday, J. (2004b). *Translation: An advanced resource book*: Psychology Press.
- Holmes, V. (1995). A crosslinguistic comparison of the production of utterances in discourse. *Cognition*, 54(2), 169-207.
- House, J. (1977). *A model for translation quality assessment* (Vol. 88): John Benjamins Pub Co.
- House, J. (1997). *Translation quality assessment: A model revisited* (Vol. 410): Gunter Narr Verlag.
- Hurtado Albir, A. (1995). La didáctica de la traducción. Evolución y estado actual. *Perspectivas de la traducción*, 49-74.
- Karoubi, B. (2013). Translating gender between English and Persian:: Strategies and beyond. *Babel*, 59(4), 473-497.
- Khoshsaligheh, M. (2012). A Critical Review of Gender and Translation.
- Kibort, A., & Corbett, G. G. (2008). Gender grammatical features. Retrieved from <http://www.features.surrey.ac.uk/features/gender.html>.
- Livia, A. (2003). "One man in two is a woman": Linguistic approaches to gender in literary texts. *The handbook of language and gender*, 142-158.
- Mehrizi, M. (2004). Gender and translation of Quran. *Bayyemat*, 49-50, 33-41.

- Moghaddas, B. (2013). The Effect of Gender in Translation Accuracy of Iranian English Translators. *Intl. J. Manage. Humanity Sci*, 2, 227-236.
- Munday. (2006). Identity in focus: The use of focus groups to study the construction of collective identity. *Sociology*, 40(1), 89-105.
- Munday, J. (2006). Varieties of cultural studies. In J. Munday (Ed.), *Introducing translation studies and applications* (pp. 126-143). New York: Routledge.
- Newmark, P. (1993). *Paragraphs on translation: Multilingual matters*.
- Nida, E. A. (1964). *Toward a science of Translating*. Leiden: EJ Brill.
- Nida, E. A., & Taber, C. R. (1969). *The Theory and Practice of Translation*. Leiden: EJ Brill.
- Niranjana, T. (1992). *Siting translation: History, post-structuralism, and the colonial context*: Univ of California Press.
- Nissen, U. K. (2013). Aspects of translating gender. *Linguistik online*, 11(2).
- Nord, C. (1991). Scopus, loyalty, and translational conventions. *Target. International Journal of Translation Studies*, 3(1), 91-109.
- Pauwels, A. (2003). Linguistic sexism and feminist linguistic activism. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 550-570). Berlin: Blackwell Publishing.
- Shafiee, S. S., & Rabeie, A. (2011). The Effect of the Translator's Gender Ideology on Translating Emily Bronte's *Wuthering Heights*.
- shahsavandi, s. (2004). Grammatical gender in translations and interpretation of Quran.
- Showalter, E. (1979). *Towards a feminist poetics*: na.
- Showalter, E. (1985). *Female malady: Women, madness and English culture*: Virago Press.
- Simon, S. (1996a). *Gender in translation cultural identity and the politics of transmission*. London: Routledge.
- Simon, S. (1996b). Gender in Translation, London and New-York. *Routledge*, 1(1996), 7-24.
- Simon, S., Bassnett, S., & Lefevere, A. (1996). Taking gendered positions in translation theory. *Gender in Translation: Cultural Identity and the Politics of Transmission*, 1-36.
- Spivak, G. C. (2000). The politics of translation, 1992. *The Translation Studies Reader*, 397-416.
- Stansfield, C. W., Scott, M. L., & Kenyon, D. (1992). The measurement of translation ability. *The Modern Language Journal*, 76(4), 455-467.
- Talbot, M. (2003). Gender stereotypes: reproduction and challenge. In J. Holmes & M. Meyerhoff (Eds.), *The handbook of language and gender* (pp. 468-486). Berlin: Blackwell Publishing.
- Venuti, L. (1995). *The Invisibility of the Translator. A History of Translation*: London & New York: Routledge.
- von Flotow, L. (2001). Translation in the Politics of Culture. *MEDIEVAL AND RENAISSANCE TEXTS AND STUDIES*, 9-16.

Waddington, C. (2001a). Different methods of evaluating student translations: The question of validity. *Meta: journal des traducteurs/Meta: Translators' Journal*, 46(2), 311-325.

Waddington, C. (2001b). Should translations be assessed holistically or through error analysis? *HERMES-Journal of Language and Communication in Business*, 14(26), 15-37.

بررسی نقش جنسیت در دو ترجمه ی فارسی هزار خورشید تابان بر اساس مدل ودینگتون

مه جبین جویا⁴، دکتر سیما صیادیان⁵، دکتر امین نعیمی⁶

چکیده

جنسیت یکی از مسائل بحث برانگیز اجتماعی است که از لحاظ نقش و رفتار همواره تفاوت شگرفی میان مردم جوامع ایجاد کرده است. جنسیت همواره موضوع مطالعات بوده است که از آن میان می توان به مطالعات ترجمه اشاره کرد که عمدتاً به بازنمایی تأثیر افکار در فرایند و ترجمه ی آثار پرداخته است. پژوهش حاضر سعی دارد تا نقش جنسیت در ترجمه های فارسی کتاب هزار خورشید تابان بر اساس مدل ودینگتون، روش C را بررسی کند. در پژوهش حاضر، دو ترجمه ی فارسی از کتاب هزار خورشید تابان بررسی شد، یکی از ترجمه ها توسط دو مترجم زن، خانم ها گنجی و سلیمان زاده و دیگری توسط یک مترجم مرد، آقای غبرائی انجام شده است که بر اساس مدل ودینگتون، روش C بررسی می شود. بعد از بررسی ها، نتایج تحقیق نشان داد که اگر چه مترجم مرد در ترجمه ی خود مواردی را حذف کرده بود، نتایج آزمون خی دو نشان داد که تفاوت معناداری بین مترجمین زن و مرد در صحت ترجمه و کیفیت ترجمه وجود ندارد. هم چنین نتایج این تحقیق نشان داد که مترجمین زن از دقت بیشتری نسبت به مترجم مرد برخوردار بوده اند. امید است که نتایج تحقیق نه تنها برای معلمان و دانش آموختگان ترجمه مفید باشد بلکه برای مترجمین و موسسات آموزشی نیز مفید می باشد. علاوه بر موارد بالا، مترجمانی که کتاب ها را ترجمه می کنند با خواندن این پژوهش می توانند از خطاهای مرتبط به صحت و کیفیت ترجمه دوری نمایند.

کلمات کلیدی: جنسیت، ترجمه، هزار خورشید تابان، مدل ودینگتون

⁴ دانشجوی کارشناسی ارشد گروه مترجمی زبان انگلیسی، دانشکده علوم انسانی دانشگاه آزاد اسلامی یزد، ایران

⁵ استادیار گروه زبان انگلیسی دانشگاه آزاد اسلامی واحد میبد، یزد، ایران

⁶ استادیار گروه زبان انگلیسی دانشگاه آزاد اسلامی واحد یزد، ایران

This document was created with Win2PDF available at <http://www.daneprairie.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.