The Most and Least Used Translation Strategies for Conveying Culture-Specific-Items in Young Adult Literature from English into Persian

Sarah Mosavat
Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran

Sepideh Rahimpour*
Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran

Abstract

One of the most challenging tasks for translators is how to translate a piece of young adult literature for the new generation of young adults who are more familiar with English, more aware of the source texts, and more acquainted with the foreigners’ culture thanks to global telecommunications. Since transferring the Culture-Specific-Items to the young adults is getting complicated, this study was conducted over the corpus, The Hunger Games Trilogy and its translation by Shabnam Saadat into Persian, in order to find firstly the most and least used translation strategies. Therefore, the CSIs were identified based on Newmark’s categorization and Aixela’s model was applied to all CSIs. The results revealed that while the most used translation strategies were naturalization and linguistic (non-cultural) translation, the least used ones were intratextual and extratextual gloss. To identify the most understandable and favorite ones by the young adults as second goal, the selected CSIs, one for each category, were translated using the least used strategies. According to criterion based sampling, the required sample included participants who were accessible and met the required grade in KET test in order to be able to read and write in English. As Data collection process in a qualitative study, solicited diaries and focus group interviews were held. The final conclusion affirmed that the young adult participants were keen on extratextual gloss. Although this study was limited to CSIs, the findings can help the translators and translation students in choosing source texts and translation strategies for young adult literature.

Keywords: Culture-Specific Item, Translation Strategy, Young Adult Literature.
Introduction

During the progress of the field of translation studies and a growing awareness of the need to understand and account for the underlying cultural meaning, cultural issue has become very important. The increasing growth in cultural relations between different nations made the translation procedures different from what they used to be. Therefore, an incremental change in translating strategies for cultural concepts must be considered. Although development in technology made adults all around the world more familiar with the other countries, still children and young adults are having their first excursions in knowing the other countries’ cultures.

It must be mentioned that according to Nilsen and Donelson (2009), ‘young adults’ are “those who think they’re too old to be children but who others think are too young to be adults” (p. 3) and young adult literature is “anything that readers between the approximate ages of twelve and eighteen choose to read either for leisure or to fill school assignments” (2009, p. 3). But today’s teenagers are mostly familiar with English language thanks to technology and institutional education, and they are interested in reading both source and target texts. Therefore, translation is criticized by them; so comparing translation strategies for cultural concepts in literary texts, particularly young adult literature and a search for the most and the least used ones may result in giving more awareness to translators. So the concern is whether these preferred and most used translation strategies convey the meanings rooted in different cultures for these readers and give them the information they desire or not.

The studies show although the translators are more educated in knowing how to translate, still there are lots of problems in finding and applying suitable strategies for culture specific items. In this study, the researcher tried to identify the applied strategies by Shabnam Saadat in order to, first; find the most preferred strategies and the least preferred ones for culture-specific items, and then; deal with teenagers to find their desired and understandable ones.

Research Questions

1- Which strategies are adopted the most for translating culture specific items from English into Persian in young adult literature?
2- Which strategies are adopted the least for translating culture specific items from English into Persian in young adult literature?
3- How do the most and least used strategies convey the meaning of culture specific items?

Culture-Specific Items

In Aixela’s opinion, the initial obstacle that a translator copes with is conceiving a tool for the analysis, “a notion of culture-specific item that will enable us to define the strictly cultural components as opposed to the linguistic or pragmatic ones” (Aixela, 1996, pp. 56-57). Therefore, he suggests an elaborate definition for culture-specific items defining “Those textually actualized items whose functions and connotations in a source text involve a translation problem in their transference to a target text”. (Aixela, 1996, p. 58)

The most broad and applicable categorization of culture-specific items is proposed by Newmark (1988) which is adapted by a lot of scholars naming Chung-ling (2010), Espindola, &Vasconcellos (2006), Pavlovic and Poslek (1998). The table below is used in this study as a criterion to find the culture-specific items in the corpus.
<table>
<thead>
<tr>
<th>CSI</th>
<th>Description</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Ecology</td>
<td>Geographical feature which are value-free, politically and commercially including: Flora (all the plants that grow in a particular place or country), Fauna (all the animals living in a particular area or historical period), plains, hills, etc.</td>
<td>Newmark (1988)</td>
</tr>
<tr>
<td>3- Social Culture</td>
<td>Work and leisure</td>
<td>Newmark (1988)</td>
</tr>
<tr>
<td>5- Anthroponyms</td>
<td>Ordinary and Famous People’s Names and Nicknames and Names referring to Regional Backgrounds which acquire identification status</td>
<td>Espindola &amp; Vasconcellos (2006)</td>
</tr>
<tr>
<td>6- Fictional Character</td>
<td>A person in a novel, play or a film, who is related to fiction, works of imagination</td>
<td>Espindola &amp; Vasconcellos (2006)</td>
</tr>
<tr>
<td>7- Slang/Idioms</td>
<td>Dialects and a specific style of speaking that are specific to a society or a group of people</td>
<td>Chung-ling (2010), Espindola &amp; Vasconcellos (2006)</td>
</tr>
</tbody>
</table>

**Translation strategies suggested for culture-specific items**

As Krings (1986) defines the translation strategy as “translator’s potentially conscious plans for solving concrete translation tasks” (p. 18). Since it is the translator who decides for the strategies to use, he has an important role in choosing the strategies; Aixela (1996) mentions, it is the translator’s duty to choose different strategies based on the source language culture and the target culture. These strategies as Aixela in his article “CSIs in Translation” suggests are divided into two main groups from conservative (5 strategies) to substitution (6 strategies).
Conservation

1- Repetition: It is simply the transference of the CSI from source text to target text, so the translator keeps as much as possible the original reference (Aixela, 1996, p. 61). This strategy is mostly used for the languages which are not different in alphabet and mostly for names.

2- Orthographic Adaptation: It includes transcription or transliteration, mainly used when the original term is given in a different alphabet from the alphabet used in the target culture. For instance, “Victors’ Village” to the Persian alphabet “ویکتورز ویلج”.

3- Linguistic (non-cultural) Translation: This way, the translator chooses a very close reference to the original text and increases its understandability by giving a TL version which still belongs to the cultural system of the ST. Repeated examples are units of measurement and currencies such as the transference of American “mile” to Persian “kilometer” which is vital as Persian readers cannot understand the distance given in mile.

4- Extratextual Gloss: The translator uses one of the above strategies but takes it into account as required to give some explanation of the meaning or implications of the CSI. This gloss can be footnote, endnote, glossary, commentary, translation in brackets, in italics, etc.

5- Intratextual gloss: This is the same as the previous one but the translator feels he/she can or should include the gloss as an indirect part of the text, not to disturb the readers’ attention.

Substitution

1- Synonymy: This strategy is a stylistic one used to avoid the constant repeating of the CSI in the source text, such as "Katniss" to "مبارز".

2- Limited Universalization: When the translator feels that the CSI is not understandable for the reader or another helpful CSI exists in the source language which can be an alternative, figures to replace it. Of course the replaced one is not as specific as the first one to the source language, for example “give my shoulder a pat” to "آرام به شانه ام می زند".

3- Absolute Universalization: It is very similar to the one before. The only difference is when the translator cannot find a better known CSI in the source language or prefer to delete any alien connotation, he chooses a neutral term, for instance “white liquor” to "نوشیدنی".

4- Naturalization: A method when the translator makes a final choice to transfer the CSI into the target language in order to avoid confusion. Some scholars do not recommend it but it is utilized in children’s literature yet, for example “the last thing I needed was another mouth to feed” to "فقط یه نونخور اضافی کم داشتم".

5- Deletion: So long as the CSI is “unacceptable ideologically or stylistically or it is not relevant enough for the effort of comprehension required for the readers” (Aixela, 1996, p. 64), or too obscure that the translator does not want to use any strategies, he/she deletes the CSI, such as “drunk as a skunk” which was deleted.
6- **Autonomous Creation:** When the translator decides to use some non-existence cultural reference in the S, for instance “count on it” to "رویش حساب کن. خیالت راحت باشد".

**Method**

**Corpus**

In choosing the corpus, the following criteria were taken into account: First, The Hunger Games trilogy is one of the ten best and most selling young adult literature in the published years. The Hunger Games which is published in 2008, Catching Fire published in 2009 and Mockingjay published in 2010, according to Amazon website. Second, the author of this trilogy, Suzanne Collins, is an American television writer and novelist who became a New York Times best seller for The Underland Chronicles and also The Hunger Games in 2008. She was named to the Time 100 list of the year 2010. Third, after the film’s public release of The Hunger Games, Iranian publishers and translators as well as teenagers got caught in the themes and its genre. That’s why this trilogy and its translation by Shabnam Saadat were chosen as the corpus of this research. It must be highlighted that although this trilogy was translated into Persian by two translators, Shabnam Saadat translations were chosen as the corpus in this study since she translated this trilogy earlier and in more copies than the second one.

**Participants**

According to Lincoln and Guba (1985), the most useful strategy for the qualitative studies is maximum variation sampling and various focus groups help get richer information. Therefore, the researcher decided to get nine teenagers to participate in this study in order to have three focus groups. Moreover, to use diaries as a strategy for data collection, participants must have certain abilities. “The first is literacy. The individuals must have the capacity to read and write in the language in which the research is being conducted” (Jacelon & Imperio, p.3, 2009). That’s why the researcher took a KET test (Capel & Ireland, 2003) to reassure the participants’ abilities in reading and writing. According to criterion based sampling, the required sample included those participants who met the following criteria: first, they needed to be accessible, so the girls were chosen. And second, they needed to meet the required grade in KET test in order to be able to read and write in English. Finally, factors like gender, experience and nationality were not the variables in this study. Furthermore, because this research just focuses on understandability based on reading and writing skills, the two sections of reading and writing were included in the KET test. All participants got more than 40 out of 50, so they had the qualifications needed.

**Solicited diaries**

According to Zimmerman and Wieder (1977), the diary-interview method which combines solicited participant diaries and face-to-face follow-up interviews is considered a proper way for qualitative researches. In addition, Jacelon and Imperio (2009) believe that solicited participant diaries are an excellent source of data when mixed by initial and follow-up interviews. These diaries are conducted by a set of open-ended questions which are designed to persuade participants to focus on the notion given by the researcher. According to their article, “solicited diaries have a different focus from unsolicited personal ones. They are written with the researcher in mind. In this case, the writer completes the diary reflecting the issues that are of
interest to the researcher and with the knowledge that the diary will be read and interpreted by another person” (Jacelon & Imperio, p.3, 2009).

Therefore, diaries were given plus some questions as the focus, so the participants did each diary which provided some open-ended questions reflecting researcher-requested topics. It must be noted that the order of these translated texts in the diaries and the provided questions were different on purpose to make the participants think deeply about each of them.

Focus group interviews

Focus group research is “a way of collecting qualitative data, which essentially involves engaging a small number of people in an informal group discussion ‘focused’ around a particular topic or set of issues” (as cited in Onwuegbuzie, Dickinson, Leech and Zoran, 2009). Moreover, as Flick (1998), Lincoln and Guba (1985) advocated, it was tried to have three focus groups in order to reach saturation. Preparing an environment for the participants to feel comfortable and talk in those meetings was another goal which was achieved by separating students of different levels in different groups. Eventually, the researcher prepared interview questions based on Creswell (2007) and McNamara (2009) tips and was encouraged to have an initial interview, pilot test as Kvale (2007) named, in order to correct each interview question, if any, which had flaws, limitations or other weaknesses.

Procedure

The first two books of The Hunger Games trilogy were chosen as the corpus of this study which were carefully read in order to identify the CSIs in the source text and the target translation by Shabnam Saadat according to the mentioned categorization. Then Aixela’s model (1996) was applied to all the CSIs one by one and then the used translation strategies were extracted. Since translating all CSIs were not necessary, the researcher selected one CSI for each category from the source text based on the mentioned categorization and translated them by using the Aixela’s least used strategies on her own. These two translated parts with the source text in nine diaries with some open-ended questions reflecting researcher-requested topics were given to participants. They were asked to write at least nine diaries, according to Jacelon and Imperio (2009) who admitted that “the optimum length of time for recording solicited diaries is between 1 and 2 weeks” (p.6). In spite of the initial focus group interview, the participants were asked to attend two more sessions.

Results and Discussion

After studying the corpus and determining the culture-specific items based on Newmark (1988), Chung-ling (2010), Espindola, & Vasconcellos (2006) categorization in order to find the most and least used translation strategy for CSIs. Table 4.1. shows the results as following: Table 4.1.

<table>
<thead>
<tr>
<th>Names of CSIs</th>
<th>Number of CSIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colors</td>
<td>33</td>
</tr>
<tr>
<td>Food</td>
<td>43</td>
</tr>
</tbody>
</table>
Note. CSI is the abbreviation for Culture-Specific-Item.

Aixela’s model was utilized to all culture-specific item. To double-check the identification of translation strategies for each CSI, the process was done again within 15 days and the correlation was determined as 0.96. The results indicate that the most used translation strategies are naturalization and Linguistic (non-cultural) Translation and the least used ones are repetition, intratextual gloss and extratextual gloss. Since repetition is a strategy used for two languages which have the same alphabet system, it cannot be used in Persian language. Table 4.2 shows the results.

Table 4.2. The Numerical Results Of Translation Strategies For Culture-Specific-Items Found In The Corpus.

<table>
<thead>
<tr>
<th>Names of Translation Strategy</th>
<th>Number of Translation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute Universalization</td>
<td>42</td>
</tr>
<tr>
<td>Limited Universalization</td>
<td>34</td>
</tr>
<tr>
<td>Naturalization</td>
<td>382</td>
</tr>
<tr>
<td>Orthographic Adaptation</td>
<td>50</td>
</tr>
<tr>
<td>Linguistic (non-cultural) Translation</td>
<td>111</td>
</tr>
<tr>
<td>Deletion</td>
<td>19</td>
</tr>
<tr>
<td>Synonymy</td>
<td>28</td>
</tr>
<tr>
<td>Autonomous Creation</td>
<td>7</td>
</tr>
<tr>
<td>Repetition</td>
<td>0</td>
</tr>
<tr>
<td>Intratextual Gloss</td>
<td>0</td>
</tr>
<tr>
<td>Extratextual Gloss</td>
<td>0</td>
</tr>
</tbody>
</table>

In order to answer the last research question, the researcher selected some culture-specific items from various categories mentioned and used the least used translation strategies to translate them into Persian, so she provided the source text sentences with those selected culture-specific items plus Shabnam Saadat’s translation and the researcher’s ones in a diary. The diaries were ended in some open-ended questions reflecting researcher-requested topics. The participants were asked to write solicited diaries for nine days. It must be noted that before starting this part,
the researcher held an initial focus group interview or pilot session in order to make them familiar with the purpose of this study.

**Results for Solicited Diaries**

To answer the last question, the researcher provided the source text sentences with those selected culture-specific items plus Shabnam Saadat’s translation and the researcher’s ones in a diary. The diaries were ended in some open-ended questions reflecting researcher-requested topics. The participants were asked to write solicited diaries for nine days. It must be noted that before starting this part, the researcher held an initial focus group interview in order to make them familiar with the purpose of this study. This first session was also considered as the pilot focus group interview. With the purpose of answering the third question and to get richer data, the researcher undertook to hold three sessions for each focus group as stated before. In the following sections, the results of these attempts were presented.

As a result of an initial interview and non-stop availability of the researcher, the following findings emerged. This part represents a brief introduction including age, the KET test score, level of English and findings from solicited diaries of each participant.

**Participant 1.** is 18 years old, the oldest teenager among the participants. She is studying English in the highest upper intermediate level and her score in the KET test was 46 out of 50. Although experience was not a factor in this study, it is not unrelated to say that she always reads novels, their source texts. She knows a lot about the famous translators in Iran and their way of translating. One of the examples of her solicited diaries is demonstrated as follows:

**Diary 1**

*In each chart, the explanation for the word, mocking jay, has come in different places. In first chart, it is not mentioned that what mocking jay means. I think this method is not that much good because sometimes reader of the book needs to know more about some specific words that help him/her to get the purpose of the text in a better way.*

*In second one, meaning of mocking jay has come after the text. In this method, when reader finishes the paragraph, she/he references explanation of the word and get the purpose of it in a better way.*

*The last chart is using the second one somehow, but the explanation is among the text, after where mocking jay comes. So as long as reader reads the text and doesn’t finish it yet, reference the explanation.*

*First one is not good at all. So I won’t choose it because in my opinion knowing some explanation about some specific words in a text is necessary. And Between second and third one, I prefer the second one. Because when I read a text and a separated sentence comes among the main sentence, it’s annoying for me. Actually it makes me pay less attention to the main sentence. But when explanation comes at the end of the page, it give me two options: read it during reading the main sentence or read it whenever you finish it. But when explanation comes among the main sentence, it’s like saying: “Come on! Read me now!!!I’m more important than the main sentence!!!!” My favorite one! Sure the footnote. I made my choice on the main sentence.*

*I mean I choose the one that doesn’t damage the main sentences and text, and makes me understand the purpose of the text and some key words in a better way.*

As this solicited diary plus the other six ones showed, participant one did not enjoy reading the original translator’s text, since there were no explanations given for the culture-specific items
she did not know. In all her diaries, she stated that “to read a book meant to get the purpose”. For her, understanding everything in the source text was the ultimate goal.

In one of her diaries, she mentioned a why question which was interesting for the researcher. She asked “if the translator doesn’t want to make unknown words known, then why she chose a foreign text in young adult literature?”

Among the two other translated texts, the ones with the least used strategies, she chose the footnote or extratextual gloss. In her opinion, the explanation immediately after the culture-specific item in the text, intratextual gloss, made her read it and also moved her away from the main sentence (she meant main idea), which was annoying. On the contrary, the footnote gave her choice; to read the explanation while reading the story or to read at when each page finishes. She emphasized on the main idea and expressed that the footnote did not damage the structure of the sentence. That’s why she would enjoy the extratextual gloss more.

Participant 2. is 17, studying English in the highest upper intermediate level and her score in the KET test was 45 out of 50. She has been the researcher’s student for some terms. She is kind of those students who always have a question to ask and never let a text go without fully understanding it word by word. She has great knowledge of teenage novels especially science fiction, which is her favorite genre.

Since she is not that patient enough, like all teenagers, and always gets tired of a task too soon, the researcher let her not write the diaries after four nights. Also, she wrote her diaries as short as possible. An example of her diaries is given here.

Diary 3
In this diary, applesauce is a common dessert in U.S. and it is unknown for us here in Iran. So it’s a good idea to describe, but in parenthesis. Because the description is short and not too difficult and it’s not like those long and confusing ones, so it won’t take you away from main point. And as I said I’d rather know everything so the best translation for me is the third one (meaning in parenthesis).
But if your goal is just to read and get the main point and that’s all, so it will be ok without description. And also the footnote is ok. I just want to know the meaning.

What she focused on was knowing what was common in American culture but uncommon in our own. Unlike participant 1, her opinion about being taken away from the text is different. According to what she thought, being taken away from the main point in the text means reading the description out of the text, or extratextual gloss. Therefore, she preferred to have the description in parenthesis inside the text. Although she highlighted the use of more information as description inside the text, she mentioned that the reader’s goal determined whether she/he needed it or not.

Participant 3. is 14 years old and she got 43 out of 50, which was the lowest mark. Her mark confirmed her level in English which was the lowest term. What must be noted is that she is the quietest girl among others. She always waits to be asked, so diary writing is the perfect way to know her opinion. Since she did not use email and handed her diary in paper, an example of her diaries was given in the following scanned picture.
The translations are different because of their way to explain about some of the words that we don't know the meaning of them. In one of the translation the writer explains the meaning of the word in the middle of the translation & in the other one, she/he explains it in the end.

I prefer those ones that explain about the words end of the translation, because it can convey the meaning & I can understand better. The others translation confused me & they are away from the meaning.

For example I prefer (2) in the Diary, first I can understand it better, I can understand the main idea, second it is so clear & simple. It's not complex & I can relationship with this tent.
As she mentioned in this example and all the other diaries, she preferred the extratextual gloss strategy. The criteria she used to judge and choose the best was conveying the meaning and understanding better. She focused on being clear, simple, not complex, which motivated her to make a relationship with the text. In her opinion, the original translated text did not provide enough explanation she needed, while the intratextual gloss strategy confused her and took her away from the main idea.

Participant 4 is 15, she got 44 out of 50. She is very energetic and at the same time always immersed in thinking. She reads a lot, her favorite genre is not science fiction but scientific articles especially about astronomy. An example of her diaries is given in the following scanned picture.
Diary 4

The first one doesn't explain about a strange word. I think in this case it's really necessary to know the meaning of "the blood bath at the cornucopia." So it's really bad translation. I prefer both the second one and the third one, but I think it's better to explain the meaning of this word immediately after the word because it's very intangible word. If I don't understand the meaning of this word very soon, I will be confused and I won't understand the meaning of whole text, for this reason I think in this reason it's better to explain the meaning in parentheses, not in footnote.
What differentiates her diaries from other participants is that she did not have the same opinion about all translated texts. As you see in the example, she emphasized on the expression “in this case”; since other cases were different. She confronted a word which was very eccentric and she could not guess what it meant. She described it as “intangible”, consequently wanted to have the meaning immediately after the word, inside the text, in parenthesis, which is intratextual gloss. She came to this conclusion that without understanding the meaning, she would get confused.

Although in most diaries she preferred gloss, regardless of any kind, in one of her diaries she highlighted the importance of the word which was partly responsible in playing a role in understanding the whole meaning. The diary is given at the bottom.
Diary 3

If we see in general and if we want to understand the meaning of the whole story, we don’t need to understand what’s the meaning of appesause (in my opinion actually). In this case I prefer the second one and nearly the first one too.

In my opinion it depends on reader but I prefer translation which is pithy. Always very full translation isn’t needed.
As a conclusion, she elaborated more on the reader, whether she/he preferred a pithy or concise translation or not.  

Participant 5. is 15 years old. Although she is studying English in the highest upper intermediate level, her score in the KET test was 43 out of 50. She is bilingual, speaking English and French and also, she reads a lot in different genres. It must be noted that she has read the source books before. However, the two new translations were interesting for her.  

Diary 5
The first time I read this text, I remember I checked my dictionary to know the meaning of tuxedo. But in the two other translations, it was very easy for the reader to get the meaning very fast in the text. In the first one, cause of its complete translation, I mean translating the special word exactly in the middle of the text that the reader concentrates is my favorite. Because I can imagine it carefully and I can feel the situation. I think most teenagers imagine each situation with themselves so knowing the words help us understand better.

Bringing the meaning at the end of the text in footnote is better than nothing but not my favorite.

The interesting point she mentioned in her diaries is how to “imagine” and “feel” the situation. According to what she wrote, the meaning of words helps teenagers to imagine the situation which results in feeling it. Without imagining and then feeling the situation while reading the text, she got confused, that’s why she checked a dictionary for the original translated text. The intratextual translation was her favorite since she could get the meaning immediately inside the text.  

Participant 6. is 16 years old and she got 45 out of 50. She is studying in upper intermediate level, as her mark shows. Based on the experience the researcher has in all classes with her, she reads literature a lot. Also, she can be considered a writer, since some short stories were written by her. Even her typing and the style of her writing is somehow different from the other teenagers.  

Diary 7
One of the translations doesn’t have any information pointed. In my opinion, this book needs the reader to imagine everything from very normal to legendary ones. Or it is a mystery. But in the next part, you can find some necessary information about the word that helps you understand easier and better. I think the translator had better give the meanings of very strange words but in a way that keeps the mysterious side of the story and encourage the reader to imagine even by giving more information. I mean in translating a book it is so important to give the readers enough enthusiasm. You know, I think there’s no need to have the meaning inside the paragraph because it has a little force. I don’t want to be forced to read it but when I find it at the bottom or in the footnote, the translator can keep the design of sentences and paragraphs and at the same time help the readers understand more. Therefore, the footnote is the one I prefer. In this translated part, the translator preserved the organization of the text and told us what was inside writer’s mind without disturbing it. Also the readers still use their imagination and if they couldn’t have anything in their mind, there is a choice. And it is to read the footnote.

Otherwise, why they are reading a book so strange, full of vague and not clear words.
For me, the book that wants me to imagine something never heard before or existed is my favorite.

As you have seen her diary, what she focused on was different from other participants. As it was mentioned before, she is a writer and she uses her imagination to make a world which is distinct and as she commented “never heard or existed before”. Hence, the translated part which did not distract her from imagining the writer’s world is her favorite. She emphasized on letting
the reader free to use her imagination and make the unknown words in her mind, whereas she indicated that giving more information— as footnote— helps the reader to understand more easily and better.

Like other participants, she appreciated the chance to choose and this chance was given by extratextual gloss. Some of the words which were used in this diary were considered new by the researcher. Although she doesn’t know anything about translation studies, “preservation” and keeping the author’s style were vital for her. On account of “disturbing” the flow of the text, the intratextual gloss wasn’t regarded as her prized one.

Participant 7. a 16-year-old girl, got 45 out of 50 in the KET test, which attested her level in English. Unlike some other participants, she is not acquainted with literature and she hasn’t read a lot of books. However, in the term with the researcher, she was concerned with the meanings of strange words and focused on their equivalents in our language.

Diary 9
In first and third chart, there’s an explanation for the word Panem. This explanation hasn’t come in second chart and its place is different is first and second one. This explanation doesn’t effect on the meaning of the text, but it helps us to get the purpose of the chart in a better way and pay more attention to some details that shows us some interesting points in the text. I prefer the first chart. Explanation in texts such as this one can be useful. When I read second text, I just understood that Katniss used to say something about Capitol when she was a child and this “something” wasn’t something good! In second translation, I couldn’t understand that how her country was like, but when I read the explanation in first and second text, I realize something about where she lives. I mean I could feel that the writer wanted to show a point of view to us by calling Katniss country, Panem. But in second text I didn’t know anything about Panem, so I couldn’t understand that it can mean something special and I said to myself: “Well this country can be called anything and Panem is just a name, not something more!”

But between first and third, I would choose first. Because the explanation is a small phrase so when I’m reading the text, I like to read the explanation whenever I finish the main sentence. Well, I made my decision about preferred one, based on purpose of the reading. I chose the one that helped me to understand the feeling that the writer wanted to give me.

As shown in this diary, this participant like all the others, did not enjoy the original translated text, since there was no explanation about the culture-specific item. For the two other ones, she pointed out that the explanation in the gloss doesn’t affect the meaning of the text, but it presented the “purpose” of the text. This purpose can be paying more attention to interesting details and finally, feeling what the author wanted her readers to feel, as she mentioned.

She determined the first as her favorite, which is the extratextual gloss. She acknowledged that without this explanation, the country’s name, Panem, was just a name to her. On the other hand, she knew the country of the protagonist better with the explanation and where this name came from.

Moreover, the extratextual gloss can let her read the text and when she finished “the main sentence”, she could go over the gloss freely.

Participant 8. is 17 years old, and she is studying English in the highest upper intermediate level and her score in the KET test was 45 out of 50. Although it is not related, noting that she is the one with pretty British accent is of interest. Like all teenagers, the only books she studies are for school, but she reads British books and watches British films in her free time. An example of one of her solicited diaries was demonstrated as follows:
Diary 8
While reading the source text and comparing with the three different translations, I understood that I know the meaning of the word "night gown" actually. But in all charts, the translator used a very general word in Persian "لباس". In my opinion, there is no need to put parenthesis or use a footnote. The translator could give the explanation in the text. But if I am required to choose, I will choose the one inside the text, because reading a word which is known and usual for us in the text is more comfortable. And it is my favorite one, too. If the word is very odd or we see it for the first time or it needs long explanation, footnote can be helpful.
I have to admit that I still haven’t understood the translator!!!!!!!!!!!!!!!!!!!!!

This participant found out that the word was very usual, whereas the translated text by the original translator shifted the word’s meaning to a much universalized one. Despite the fact that in her opinion, it seemed necessary to have the explanation in the flow of the story by the translator, she chose the intratextual gloss, since the word was usual and the explanation was not too long.

On the other hand, she would require an explanation out of the text if the word seemed too strange. As the final notion, she exclaimed again why the translator did not expand the sentence more to insert the meaning in the text.

Participant 9. is 18 and she is studying English in high upper intermediate level. That’s why she got 45 out of 50. She started English when she was 5 and now, she knows a lot of vocabularies, grammar structures and also, she has read different journals in English. Among the other teenagers, she is good at reasoning. An example of her diaries is shown as following:

Diary 6
As the first point, I have to say that I’m not good in translation but I am good in reading comprehension. I almost try to use some techniques to get the main point even in Farsi texts. Therefore, with the original English text, I do not need any explanation.
But while I was reading the English text and the three translated charts, I realized that the word “goose liver stew” is not common. Probably it is natural for the ones living in the north but not for me. And as a matter of fact, I have to confess that I didn’t know it can be that much expensive till I read the explanation. You know, based on the situation, one can guess it to be a fancy dish. But by the word, I need the explanation to get more.
If I want to choose my favorite, I will say the footnote. I don’t want to have the sentences not related to the story in the text, but I enjoyed reading it to know more. You know, in my opinion, more information shouldn’t confuse the reader.

In the way that she explained, it can be understood easily that knowing some techniques for finding or guessing the meaning of a new word is enough for comprehension. According to her, the situation or the short paragraph given in the chart helped her convey the meaning; though the interesting point is that she was not able to predict the extent of the dish’s expensiveness.
As some other participants mentioned before, she preferred the footnote, since it did not confuse her. As a result, it can be concluded that the intratextual gloss was confusing her or moving her away from the main point.

Results for Focus Group Interviews
According to Flick (1998), Lincoln and Guba (1985), it was attempted to have three focus groups in order to reach saturation. Moreover, as Krueger (2000) and Morgan (1997) recommended that a qualitative study need three to six focus groups. Therefore, there was an
effort to prepare three focus groups and provide an environment for the participants to feel comfortable and talk in those meetings, which was another goal achieved by separating students of different levels in different groups.

As stated by McNamara (2009) and Creswell (2007), the interviews were held in one of the classes in the English school the researcher works in order to have the least amount of distracters. Various examples of the original translated text and the researcher’s translated parts were given to the participants and then, the questions were asked. As a criteria for trustworthiness of this study, a peer debriefer helped the researcher during the interview sessions and also in the process of data analysis. Eventually, after the interviews were audiotaped and transcribed, the researcher was able to provide these parts in the following which present the results obtained from the three focus groups.

In the first focus group, all three members had the same opinion about the most understandable and also their favorite translation, the extratextual gloss. They all agreed on this point that the extratextual gloss did not disturb the main sentence and did not stop the stream of the story. Furthermore, they were all concerning the right to choose. Since it gave them enough freedom to read it whenever they want, extratextual gloss was their choice.

Although they all had an agreement over the extratextual gloss, not very intensely one of them indicated that for short definitions, intratextual gloss could be applied. While the other two participants somehow agreed, it was noted that having an explanation between parentheses inside the text would probably not preserve the main idea and result in confusing.

In terms of measurement units, they all admitted that it would be better if the translator did not change them into Persian but provide an extratextual gloss at the beginning of the story. They wanted to see the foreign forms of them since they yearned to feel it as a foreign culture. They affirmed it by this proof that if the author did not demand its readers, she never gave all of these units precisely in the text.

In the second group, reaching an agreement was too hard. The only thing two of them accorded was both extratextual and intratextual translated parts. The criteria they emphasized was not being confused and keeping the main idea. Although they did not mention which strategy was their favorite, based on their answers it was clear that they embraced the gloss not the original translation. They also indicated that all of them have read the series of Harry Potter books and they mentioned that the translator did her best to provide a gloss at the beginning of the book for most names in the books. Concerning participant three in this group, it must be pointed that she did not agree with the other two. She was not satisfied neither with the extratextual and intratextual gloss nor the original translated text. Her notion was to insert the definition in the flow of the story by the translator. Although the other participants claimed that using this method, fidelity to the source text was blemished, she underlined with this method, the amount of understandability would be improved.

The third focus group accommodated pretty easily. They all preferred the extratextual gloss as a consequence of having choices. What they looked for was concentration which was achieved by the extratextual gloss. Regarding the measurement units, they preferred the local kind. However, for the other foreign words they accentuated the explanation in the footnote since they could make up everything in their mind and if they could not, an explanation would be helpful for understanding the text.
Trustworthiness

According to Lincoln and Guba (1985), “trustworthiness” is a method for evaluating qualitative researches which involves establishing: credibility, transferability, dependability and confirmability. Five techniques mentioned by Lincoln and Guba (1985) to achieve the so-called criteria were fulfilled by the researcher. Through different stages of solicited diaries and focus group interviews, the researcher tried her best to be involved in as a participant observer, attempted to follow the participants, answer any question anytime anywhere, and give clarifications so the participants got totally immersed in the related activities.

Also, the researcher got benefit of triangulation defined by Lincoln and Guba (1985) as “the corroboration of results with alternative sources of data” (pp. 305-307). Therefore, she used both solicited diaries and focus group interviews to have various sources of data. Furthermore, consulting with the thesis advisor was used as another source of data.

In addition, the results were given to some members of the researcher’s own major formally and informally to provide the technique of member checking. Also, the researcher did an attempt to keep a reflexive journal of all the ideas, decisions and activities she tried in this study to be capable of providing a thick and rich description of the participants’ feelings and insights about what they wrote in the diaries and what they said in the interviews.

Another technique is having a peer debriefer to give her interpretation over all the angles and stages of this research. She acknowledged to go over the study, especially in the parts of data collection and data analysis, also was asked to attend the pilot and follow-up focus group interviews as a kind of moderator and commenter.

Conclusion

This study was an attempt to investigate and analyze the least used translation strategies, their application in young adult literature and the young adults’ opinions about them. To achieve this goal, the Trilogy of The Hunger Games was determined in order to find culture-specific items. Then, Aixela’s model was applied to all the culture-specific items and the most and the least used translation strategies which were applied by the translator, Shabnam Saadat were diagnosed.

Consequently, the least used translation strategies were applied to some culture-specific items randomly by the researcher and they were given to the participants in solicited diaries and presented in the interviews to the chosen focus groups. The results indicated that the participants enjoyed the least used strategies. However, agreement over one of the least used translation strategies was challenging to achieve.
References


منابع فارسی
سعادت، ش. (1391). زاغ مقلد. تهران: نشر افراز.
سعادت، ش. (1390). اشتغال. تهران: نشر افراز.