

Applying Pym's Typology Of Translation Solutions To Korean-English Text Analysis: A Preliminary Study To Use The Typology In An Undergraduate Translation Class

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This paper presents an analysis of Pym's typology of translation solutions and identifies some points to be considered when applying the categories to translations from Korean into English. The study tracks a full-text translation produced by a professional translator with the aim of drawing pedagogical implications for undergraduate translation classes. As the definitions and explanations of the typology are sometimes confusing, and the examples are insufficient to comprehend the terminology, it has been essential to investigate the effectiveness and limitations of the typology. This study tries to improve translation teachers' understating and application of the typology, given that they may struggle to implement the strategies while using the typology as the basis of their teaching methods. Based on the results, which were established after five rotations of text analysis by three co-researchers, the study suggests that teachers refer to a frequency chart and a modified typology of translation solutions for Korean-English translation. This study ultimately seeks to effectively guide translation teachers through the typology. (Hankuk University of Foreign Studies)

Keywords: Pym's typology, translation solutions, undergraduate translation education, text analysis, Korean-English translation

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1. Introduction

The process of selecting a proper strategy, in order to reach an advanced translation level, should be routine and the ability to choose from an array of translation strategies is required to be taught for undergraduate students (Nam, 2009). To simply define a translation strategy, it is any well-established way of solving a translation problem (Chesterman, 2000).

Even though there has been a lot of research on Korean to English translation strategies, many studies often focus on translation errors or a few specific translation problems (Kim, 2010; Lee, 2012; Oh, 2010; Park, 2019). There are not enough guides or examples for a translation teacher to better educate on translation strategy: which translation solutions can be most frequently applied, which ones are needed, and what difficulties students might encounter when applying the solutions.

The general consensus among researchers has been that it is necessary to go through one full translated story to understand a professional translator's translation process, see what translation problems are faced, and how they are solved. In doing so, students can learn how to apply each solution to their own translation problems. Consequently, translation trainees can acquire translator competence which consists of two distinguished abilities: i) the ability to produce several target text outcomes for one source text and ii) the ability to select one final target text from those candidates (Pym, 1992).

This study analyzes Korean-English translation based on Pym's typology of translation solution types which he emphasized could be applied to multiple language pairs. The typology suggests translation solutions which can help translators determine a proper selection when encountering a translation problem, especially, when there is not an equivalent target expression while mediating texts.

Pym put forward that the typology was designed to educate trainee translators and interpreters as opposed to focusing on understanding the actual cognitive process of translators, which means the trainees learn the terminology and allows them to extend their conceptions of the translator's tasks (Pym 2016: 233). Even if it is mentioned that the typology is pedagogical, in this study, the researchers found that it would be too early to adopt it straight into the translation class and teach translation trainees because there

are sparse documented examples of Korean-English translation. Furthermore, as with other scholars' previous translation solutions, Pym's explanation on the typology may not seem clear enough to enable the researchers' understanding of how such solutions should be applied for the definitions of the terms.

As texts were analyzed, the researchers found some inconsistencies in the application of the typology in Korean-English translation. There needed to be a discussion about the difficulties and limitations of the typology during its application. It would therefore be preferable to suggest changes for more practical use of the typology for translation education.

The second section introduces Pym's typology with literature reviews. The third section shows how textual analysis was conducted by three researchers. In the fourth section, the data analysis and the modified typology are detailed, and the last section provides a conclusion. Ultimately, this research suggests more specific typology for Korean-English language pairing and demonstrates the possibility of applying the typology into Korean-English translation pedagogy.

2. Literature Review

2.1. *Translation Solutions*

Translation solutions is a term used by Pym so as to collectively refer to translation strategies, translation techniques and translation methods of other scholars. Although those terms are interpreted with subtle differences according to each scholar's definitions, such terms are used to propose translation solutions when translators cannot find a proper equivalent expression. Before taking a look at Pym's typology, it would be beneficial to study prior research by some other scholars who suggested translation solutions.

Vinay and Darbelnet's (1958) translation strategies and procedures provide one of the most frequently quoted solutions. There are seven solutions from borrowing to

adaptation: *borrowing* which means translating foreign words as they are; *calque* which corresponds to literal translations of each of the elements in the foreign phrase; *literal translation* translating source language to the target one without any change; *transposition* indicating grammatical change; *modulation* altering the point of view of the source text; *équivalence* representing the translation of idioms and proverbs; and *adaptation* replacing cultural elements (Munday 2016: 89-91).

Some other scholars referred to translation solutions by calling them strategies, techniques or methods, and each proposal has its own strengths. To briefly review some scholars' works mentioned by Pym, Torop's model of translation solutions (1995/2000) is meaningful in that he attempts to systematize the translation solutions in a top-down approach. Schreiber's model of translation procedures (1993/1998) depends on Skopos theory, which categorizes not only other scholars' previous solution types but also suggests translation solutions that extend the scope of editing, revision, post-editing and probably more. It is also noteworthy that translation procedures are placed as a subcategory of translation methods in Schreiber's model. Newmark's (1981) list of solutions is basically similar to Vinay and Darbelnet's categories but consists of seventeen solutions with some additions of *prosodic effects* to their seven representative categories. Chesterman (1997) distinguishes three classes of solution types and organizes translation shifts in terms of syntactic, semantic and pragmatic.

Chinese translation scholar Loh's (1958) translation solutions was published in the same year as Vinay and Darbelnet, and Ye and Shi (2009) influenced by Loh's work, developed twelve solution types. In Japan, given the differences between English and Japanese, some scholars supposed and modified their own translation solutions. For instance, in addition to Vinay and Darbelnet's translation strategies, resegmentation is discussed (Anzai, 1983; Sakamoto, 2014) as well as the translation of polite language. Developing Vinay and Darbelnet's work, Hasegawa (2011) summarizes by adding omission, addition, modes of re-organization, etc.

Although several scholars have suggested solution types since Vinay and Darbelnet's translation strategies, in many cases, the researchers found some difficulties in understanding translation solutions; each distinction was either unclear or explanations and examples were often only applicable to some language pairs, and most of the

solutions focused on translation behavior, so it was difficult to employ such offerings in the field of translation pedagogy.

2.2. Pym's Typology

As mentioned above, Pym summarizes the translation solutions that have previously been discussed in Translation Studies¹⁾, and proposes a new tentative typology of translation by integrating and clarifying the various advantages of translation solutions in previous theories.

Since each language reflects its own culture and develops different language expressions, there can be difficulties for a translator to mediate between languages. Pym describes that translators select an appropriate solution amidst diverse translation solutions to solve those translation problems they face during the translating process.

At present, the degree of difficulty in each translation problem may vary from what is an immediate resolution to the extent of a few hours/days of careful consideration. In other words, there may be a case where a translator can create a target expression without much effort, normally using their own experience or intuition; Pym classifies the situation of this simple solution as *cruise mode*. On the other hand, there can be more complicated translation problems in which a translator needs their own research from diverse resources such as a dictionary, internet, parallel texts, etc., or even a discussion is needed with some other professionals. Pym distinguished such cases as *bump mode*, and this specifically refers to a situation where a translator can think of more than one translation, in which case the translator should be able to select the most appropriate translation to effectively deliver the intention of the source text. Bump mode is divided into three categories which contain the seven solutions in the second column of Table 1. The seven solutions have various sub-solutions, which can be identified in the third column. The proposed typology is as shown in the table below.

1) The ideological background of each scholar's translation solution is excluded from the discussion in this study.

Table 1. Pym’s typology (2016: 220)

Cruise mode	<i>normal use of language skills, reference resources, parallel texts, intuition – anything prior to bump mode –so no special solutions are needed)</i>		
Bump mode	Copying	Copying words	Copying Sounds Copying Morphology Copying Script ...
		Copying Structure	Copying Prosodic Features Copying Fixed Phrases Copying Text Structure ...
	Expression Change	Perspective Change	Changing Sentence Focus Changing Semantic Focus Changing Voice ...
		Density Change	Generalization/Specification Explication/Implication Multiple Translation Resegmentation ...
		Compensation	New Level of Expression New Place in Text ...
		Cultural Correspondence	Corresponding Idioms Corresponding C.S.I ...
	Content Change	Text Tailoring	Correction/Censorship/Updating Omission of Content Addition of Content ...

Among the translation solutions of many scholars, there are four main reasons why Pym’s typology was chosen as the text analysis tool. First, it integrates other scholars’ solutions and simultaneously improves clarity of the terms. Because the terms are quite intuitive, this typology can be advantageous for translation teachers to reduce time in explaining each solution’s meaning. Second, the typology is devised to be applied to multiple language pairs while previous translation solutions were focused on a

comparison of European languages. Because the two languages, Korean and English, are not close to one another, Pym's intention to apply the typology for multiple language pairs can be a benefit. Third, it is used for pedagogical purposes rather than text analysis (232-233). The typology based on features of former scholars' solutions has been developed by compiling a history of instances of students with different backgrounds in languages he taught. The most prominent of the table above is in that the third column and open-ended list (221) can be adjusted or extended depending on the characteristics of each language. The researchers are expected to develop a modified typology for Korean-English pair.

This study will conduct a text analysis of Korean-English translation using the typology, and add or adjust lists applicable to Korean-English translation in the third column via the researchers' repeated discussions.

3. Method

Text analysis is an important method in the translation field while studying product-oriented texts (Bell, 1991). By analyzing texts, it is possible to examine not only how translators solve translation problems, but also in what condition they use certain strategies (William & Chesterman 2014: 6). This study was conducted with the goal of deconstructing and understanding translation solutions completed by a professional translator in advance of applying them to the undergraduate translation class. It is supposed that some categories can be directly applied to Korean-English translation without any modification, while others need adjustment. By identifying the translation solutions used by a professional translator in her translation, this study intends to minimize teachers' reliance on trial and error in translation education classes, exemplifying how Pym's typology can be better utilized in translation pedagogy.

Text selection for translation education should be carefully made after considering genre, content, easiness, length, and other factors, so as not to discourage students with elementary translation skills (Choi, 2015).

The texts analyzed in this study are from a short story, 'City of Specters', from *The*

Accusation: Forbidden Stories from Inside North Korea written by Bandi (2017) and translated by Deborah Smith (2017). She has been one of the well known translators for Korean to English translation since she won *Man Booker International Prize*, which made her translation attractive for undergraduate students to study and learn from, regardless of some criticism on her translation (Kim, 2016; Kim, 2017). Among her translations, an excerpt from the book *The Accusation* was chosen to reduce the burden that students might have to scrutinize one full story. This study used the following texts:

ST: 「유령의 도시」 in 『고발』 written by Bandi (Dasan Books)²⁾

TT: ‘City of Specters’ in *The Accusation* translated by Deborah Smith (Serpent’s Tail)

Three co-researchers performed the textual analysis. To maintain objectivity and increase the validity of this study, the textual analysis was performed five times in total with a number of discussions and debates. The research cycle contained four stages and the procedure is explained in Figure 1.

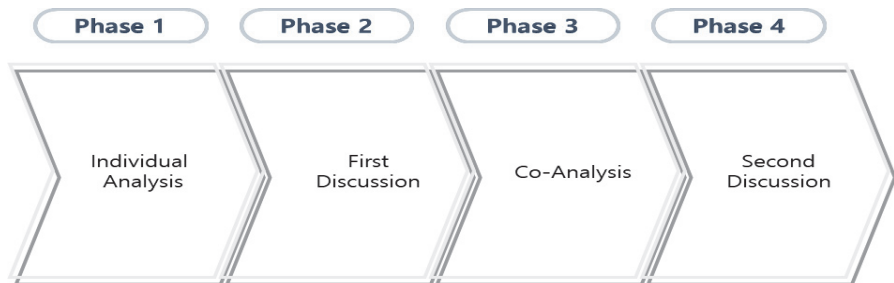


Figure 1. Research Flow Chart

- 2) The *Accusation* has been published by two different publishers: Chogabje.com (2014) and Dasan Books (2017). Even though Smith translated *The Accusation* from 『고발』 (which was first published by Chogabje.com), this study selected the Dasan Books edition. The primary reason for this is that by the time we analyzed the text, the Chogabje.com edition was out of print. Since it is not easily accessible for future readers, the researchers believe the Dasan edition is a better option for demonstrating examples. Secondly, when comparing these two editions, the differences between them were negligible. Seong (2020) also agrees that the two versions are very close to each other. The Dasan edition contained more North Korean words, and Chogabje.com seemed to substitute these words for South Korean words. By selecting the latter edition, the researchers could reduce variable risks due to a lack of understanding of the source text. Notably, some different usages of punctuation were found, but it was assumed that the publishers had different editing styles, which would not affect this study’s analysis result.

Individual analysis was the first step in the process. Each member decided upon which of Pym’s solution types should be used in each sentence. Referring to Pym’s solutions and definitions, the researchers noted the parts that were appropriate to the application of Pym’s typology. In the second step, the discussion was conducted to determine which solutions gave sufficient or insufficient explanations, and all of the discussions among the researchers were transcribed. The first discussion of phase two was confirmed during the next co-analysis. In the second discussion of the last phase, the typology modification was carried out and the researchers continued examining the subject matter in order to develop their understanding.

4. Results

4.1. Data Analysis

The source text is composed of 393 sentences in total. The target text has 372 sentences, which is six percent reduction in total sentences from the source text. One unit of text analysis is equivalent to one sentence of the source text. The researchers made a table below to compare ST-TT pairs with Pym’s typology solutions.

No.	Source Text	Target Text	Solutions	
1	국경절 행사를 하루 앞둔 평양은 불장게 달아 있었다.	The day before the National Day celebrations, Pyongyang was decked out in all its finery(+).	Copying Perspective Density	script(평양) sentence focus
2	석 달 전부터 다그쳐오는 행사 준 비의 마지막 날이니 그릴 만도 했 다.	The past three months of tireless(+) preparation had paid off in spectacular fashion.	Perspective	Sentence focus
3	한경희는 전동차가 ‘풍년역’에 몇 었을 때에야 겨우 자리 하나를 얻 어 비집고 앉았다.	When the subway train pulled into Pungnyeon station, Han Gyeong-hee <u>only just managed to jump on(+)</u> , shoulder her way through to the back of the carriage(+), and grab the last available space.	Copying Density	Script(풍년) explication

Figure 2. Text analysis units and examples

4.1.1. *Cruise mode*

At the very beginning of the text analysis with Pym's typology, the researchers faced a problem with distinguishing cruise mode from bump mode. Discussion was needed to avoid any confusion as to what extent cruise mode could be applied. Pym mentioned that cruise mode is a translator's thinking mode when there is one clear solution, and accordingly, the translator does not need any special help (2016: 220). In this research, cruise mode is applied to two different cases below.

Cruise mode #1

In the case that there is one clear solution a translator is able to make a decision intuitively, and there is no need for them to consider alternatives. This corresponds to Pym's cruise mode.

ST: “그런데요[so]?”

TT: “so?”

ST: “아, 예-[Ah, yeah]”

TT: “Ah, yes.”

Cruise mode #2

This cruise mode has been detailed in this research. One translator's selection can affect the rest of the translation while mediating a whole text. Once a translator faces a translation obstacle, and makes the decision to transition from bump mode, the same issue would not arise when it is again confronted. Here is an example.

ST: “육층[sixth floor] 삼호!”

TT: “fifth floor, apartment no. 3!”

A translator recognizes the difference between the source culture and the target culture. In Korea, when you enter a building, the floor numbers begin at the first floor without ‘0’. In accordance with the target culture, 육층(sixth floor) is translated to fifth

floor. For example, the first time Smith encounters the translation problem of building floor numbers, she might choose a solution using cultural correspondence, one of the bump mode solutions. The second time she notices 육층(sixth floor), she could translate it without hesitation because there is one clear solution; this is why the second choice was made using the cruise mode.

In the story, the problem of floor numbers was repeated 6 times in total. To keep the statistical consistency on the frequency chart (see Figure 3), the first solution using the bump mode was counted as bump mode in the statistics. After the initial bump mode, the next solution was identified using cruise mode, and the last four instances were not included in the statistics.

4.1.2. Bump mode

All other sentences beyond cruise mode are analyzed using the bump mode. Bump mode is composed of three categories: copying, expression change and content change, and those three categories have their own sub-solutions. When those sub-solutions can be understood by examples, the researchers shortened their explanations in their discussion of this study. It should be noted that expression change shows remarkable features in the results of this study as it occurs frequently and has a meaningful implication for translation students.

4.1.2.1. Copying³⁾

Copying words

Copying script and copying sounds both result in phonetic spellings. The former one represents the foreign sound using the target language alphabet and it can explain how Korean is Romanized. The latter one is limited to a few language pairs, and it usually becomes a loanword as time goes by. The translation processes of those two copying solutions are very close to one another, even Pym mentioned that copying script and copying sounds could be combined (222). The researchers also decided to divide copying words into two sub-solutions: copying morphology which is based on meanings

3) Since literal translation is close to the copying solutions, back translation of ST is not offered for copying solutions.

and copying script which copies sounds while neglecting copying sounds.

Copying Sounds	(Combined with Copying Script)
Copying Morphology	ST: 소년 궁전 (72) TT: Children's palace (55)
Copying Script	ST: 평양 (51) → TT: Pyongyang (35) ST: 30리 (75) → TT: 30ri (57)

Copying structure

This solution type is very close to word-for-word literalism (223). Among three sub-categories, copying fixed phrases was the only copying structure solution type that was found in the target text. Two other solution types are not present.

Copying Prosodic Features	Not found
Copying Fixed Phrases	ST: <u>자라 보고 놀란 애 슬뚜껑 보고도 놀란다는...</u> TT: <u>The child who fears turtles will flinch at a manhole cover.</u> ST: <u>토영삼굴</u> TT: <u>Rabbit with Three Burrows</u>
Copying Text structure	Not found

4.1.2.2. Expression change

Perspective change

Perspective change is a sub-solution of expression change that corresponds to classical Modulation (224). While keeping the original meaning during translation, a way for a professional translator to deliver the meaning can vary depending on different points of view. Undergraduate students, however, tend to stick to the source text while translating. The examples below show the sub-categories of perspective change. Since sentence focus changing is frequently used by the professional translator, the researchers assume that this one would be a useful and worthy translation method to teach.

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Changing Sentence Focus	ST: 그러나 오늘은 <u>그럴 수가 없었다</u> [she couldn't do it]. (53) TT: Today, though, <u>this wasn't an option</u> . (37) ST: 지금 <u>명식의 눈에는</u> 그 초상화들이 <u>보이지 말아야 했다</u> [Now, Myeong-shik's eyes should be kept from seeing...]. (55) TT: <u>Gyeong-hee had to keep Myeong-shik from seeing</u> those portraits. (39)
Changing Semantic Focus	ST: 남편의 <u>유임함</u> [only] 구제책이었다. (54) TT: This was <u>all</u> Gyeong-hee's husband had to offer ... (38) ST: ... 너무도 <u>천진스레</u> [naively] 살고 있소. (66) TT: But you go about <u>without a care</u> in the world, ... ST: ... <u>무조건</u> [absolutely] 도착하라! (71) TT: All participants must, <u>without exception</u> , present themselves (54)
Changing Voice	Not found

Density change

To help readers with their understanding, some necessary information is specified or added while some extraneous information is reduced or omitted during translation. All of these changes belong to density change. During the discussion among the researchers, it was quite easy to figure out if the information density of each sentence had been changed or not. However, after categorizing the translation as a density change, it was very challenging to make a consensus on which sub-category of density was clearly used in each sentence. It was found that opinions can vary according to the source text understanding of each reader. Consequently, more time was spent on understanding the source and deciding which sub-category of the solutions was applied while the researchers discussed this category.

Generalization	ST: <u>단순한 커튼 문제가 아니라</u> [not simply about the problem of curtains] (64) TT: <u>over home furnishings</u> . (47)
Specification	ST: 그 <u>차림새와 갖춤새</u> [outfit and belongings]로 보아 (51) TT: <u>Their appearance, and particularly the things they were carrying</u> (35)

Implication	ST: <u>당신은 전설 속의 어비는 알아도 현실 속의 어비는 너무도 모르며 살고</u> <u>있단 말이오</u> [You know Eobi of the myth but you live without knowing Eobi in the reality]. (66) TT: <u>You think the Eobi is just a fairy tale?</u> (49)
Explication	ST: <u>내 그리 말했는데두</u> [I told you many times] <u>귀에 안 먹어드오?</u> (65) TT: <u>I've told you time and time again to get rid of those damned curtains.</u> As far as I can see, it just goes in one ear and out the other. (48)

Some omissions and additions of expression were also found in the text, and it became a sub-category of density change in the typology revision. Since these changes do not affect the flow of the whole story, this category was not considered content change, which is one of the three main categories of bump mode. Instead, the researchers adjusted the density change category to include omissions and additions of expression.

Omission of Expression	ST: <u>그런 말 말구 내 말을 듣소</u> [Don't say that, you'd better listen to me] (65) TT: -
Addition of Expression	ST: - TT: <u>The secretary frowned.</u> (46)

Unlike the other expression change solutions, two or more sub-types of density changes can occur in one sentence, and it is named multiple translation.

Multiple Translation	ST: <u>오호동 육층 삼호집에서는 날마다 퇴근녘인 저녁 여섯시</u> [every day from six, around the time to leave the office, in the evening] <u>부터 다음날 출근시간</u> <u>전까지</u> [until the office-going hour the next day] <u>창문들에 청색 덧커튼을 치</u> <u>곤 하는데 이상하다</u> [it is suspicious]. (60) TT: In apartment 3 on the fifth floor of Building 5, <u>every day from around six</u> <u>in the evening until the next morning</u> , blue double curtains are drawn in both windows. <u>I find this extremely suspicious.</u> (44)
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In addition, there are sentences re-assembled; one sentence breaks to two or more, on the contrary, two or more sentences combines to one.

Resegmentation	ST: 자기의 안전을 위해 세 개의 굴을 가지고 산다는 토끼처럼 돌다리도 항상 두드려보며 건너야 하는 것이 이 평양이라는 도시의 생리라는 걸 말요[Like the rabbit which has three burrows for the safety, we should always stamp on a stone bridge before crossing it, and this is the nature of this city, Pyongyang]. (65) TT: Like the rabbit who keeps three burrows to hurry into as needed, you can never be too careful. // That's the moral of the story. // Always stamp on a stone bridge before crossing, to check that it will bear your weight. // Those are the rules for living in Pyongyang. (48)
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The researchers needed to discuss if it would be more ideal to reposition these two categories, multiple change and resegmentation, after completing the text analysis and checking their frequency. The researchers' discussion result can be found on the modified typology of Table 2.

Compensation

There are times a translator faces a challenge due to a lack of culturally relevant equivalent word; they have to find a good alternative, and it becomes a new level of expression. As target readers do not have enough understanding of the source culture, it would behoove a translator to find an alternative phrase from the target culture. In this case, a direct comparison between source and target sentences would be useless because target readers cannot understand the true meaning of the source text. However, this new level of expression can create a similar understanding for both reader groups.

Pym's new place of expression (e.g., footnotes, endnotes, paratexts) was not found.

New level of expression	ST: … (중략) 솥뚜껑[a caldron lid] 보고도 놀란다는… (63) TT: … (중략) will flinch at a <u>manhole cover</u>. (46) ST: 답답하오. 답답해[I am repressed and pent-up]. (64) TT: <u>Answer me!</u> (48)
New place of expression	Not found ⁴⁾

4) Two Korean texts show different style of footnotes. No footnotes were found in the English version. It could be the result of a translator's style or the publisher's policy.

After part of the source text is omitted or downsized through generalization, implicitation, or omission of expression, the disappeared content is relocated to somewhere else in the text. This is a very classical compensation strategy but Pym did not include it in the typology. To avoid any confusion, this research named this sub-category relocation and added it under the compensation category.

Relocation	ST: 수산물 상점 지배인[<u>manager of a marine products shop</u>]! (52) TT: Ah, Comrade Manager! (36)
	ST: 서른여섯 나이에 통 크고 배짱 센 여자 지배인으로 소문난 한경희였지만 보모가 ‘어비’라는 말로 정통을 찌르고 드는 데는 어지간히 당황하지 않을 수 없었던 것이다. (52)
	TT: Though something of a celebrity when compared with the other mothers— <u>manager of a marine products shop</u> at the age of thirty-six, with a forceful personality that matched her strapping frame—she couldn’t help being unsettled by the mention of Eobi. (36-37)

Cultural correspondence

Cultural correspondence is when an idiom in the source language is translated to an idiom in the target language.

Corresponding idioms	ST: 그러며 <u>궁여지책</u> 으로 중얼거렸다. TT: Glancing around her, as <u>a last resort</u> she'd brought her face close to his.
Corresponding C.S.I.	ST: 세 살잡이[<u>three-year-old</u>] ⁵⁾ 아들애는 풀로 붙인 듯 TT: The <u>two-year-old</u> boy was practically glued to her,

Another cultural correspondence is when different punctuation marks are used. The researchers went through the text analysis in order to suggest a modified typology as a translation teaching material for undergraduate students, and decided to add this sub-category of punctuation marks to increase novice translators’ awareness about the differences of each language’s punctuation marks.

5) Koreans include 40 weeks of pregnancy to count their age. When a baby is born, he/she becomes one year old.

Punctuation marks	ST: ‘보모가 무슨 눈치라도 챜 것이 아닐까?’[single quotation marks] TT: <i>Has the governess picked up on something?</i> [italics]
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4.1.2.3. Content Change

Sub-solution types of content change were not found. There have been many expression changes, but it seems that most of the source text writer’s intentions are maintained in the target text.

4.1.2.4. Unclassified

There are some changes between the source and target sentences, for which the researchers could not explain or classify. Those inexplicable changes did not match the translator’s typical patterns. Here is an example: Typically, the translator appropriately translated 100 만[million] to *million*. All of the sudden, the translator translated the same number to *a hundred thousand people*, which the researchers labeled as an unclassified change. Another example is one of the Romanized locations is switched from 창전 [Changjeon] to Yangcheon crossroads without a clear reason. Additionally, in the source text the main character, Gyeong-hee, gives a speech, which in the translation is given by her husband. The original meaning is maintained throughout the speech, but the character giving the speech is switched. Therefore, unexpected changes, in which it is difficult to prove the translator’s intention or the reason, are regarded as unclassified.

4.2. Discussion

Theory teaching and learning are important but it is not always easy to apply theories to practice. Undergraduate students may often struggle in applying theories they learned to their practical translation. To bridge the gap between theory and practice, it is the teacher's role to help students with enough data and examples. However, many theoretical books focus on European language translation rather than Korean, as a result, teachers need to compile Korean-English translation examples themselves. This study exemplifies each translation solution with Korean to English translation examples which many textbooks or articles about translation strategies do not suggest.

Furthermore, the research result can reveal pedagogical implications via a frequency chart of bump mode solutions in Figure 3 below. Even after the cruise mode was detailed in this research, it only occupied less than 5% of the total solutions and was excluded from the frequency chart.

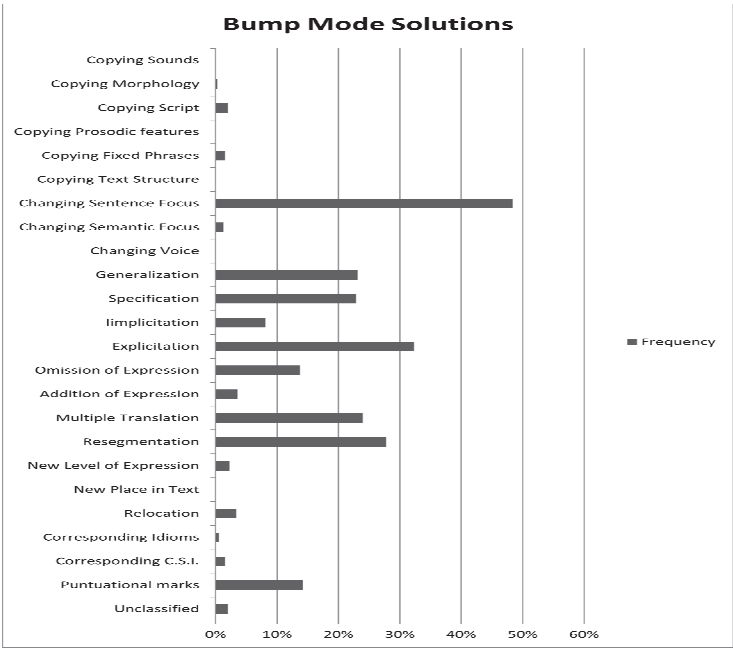


Figure 3. Frequently used bump mode solutions in *The Accusation*

Many translation trainers have found that trainee translators tend to work from the source text as it is written. Most students apply the copying strategy to be as accurate as possible since translators are required to be literal, accurate and faithful to the original text (Pym 2016: 242). This study, however, shows that the professional translator changes expressions and selects diverse solutions. In other words, there are many ways to be faithful to the text, other than copying. Sentences can be approached with different perspectives; the quantity of information in sentences can be adjusted; the sentence location can be changed, or even combined and separated.

As Figure 3 shows, changing sentence focus is the most frequently used translation

solution. In addition, density change by generalization, specification, implicitation, explicitation, or even multiple translation is the second most utilized. Resegmentation to reorganize a phrase, a sentence, or a paragraph is commonly employed as well.

If these various translation solutions are applied to translation tasks or activities in the translation classes, it would likely be more effective to help students acquire different translation solutions and skills.

In addition, the research can propose the revised typology for Korean-English language pairs. The modified typology is suggested as follows, based on the frequency chart of the text analysis. Even though the modification was slight, the researchers think it can still help translation teachers to reduce their trial and error while using the typology in the classroom. To maximize its benefits, the researchers added the reasons as to why and how the modification was created.

Table 2. A modified typology for Korean–English Translation

Cruise mode	1) No special solutions are needed 2) Repeated translation problem		
Bump Mode	Copying	Copying words	Copying Morphology Copying Script (≡ Copying Sounds)
		Copying Structure	Copying Prosodic Features Copying Fixed Phrases Copying Text Structure
	Expression Change	Perspective Change	Changing Sentence Focus Changing Semantic Focus Changing Voice
		Density Change	Generalization/Specification Explicitation/Implicitation Addition/Omission of expression
		Compensation	New Level of Expression New Place in Text (notes, paratexts) Relocation
		Cultural Correspondence	Corresponding Idioms Corresponding C.S.I Punctuation marks
		Resegmentation	Changing sentences or clause breaks
	Content Change	Text Tailoring	Correction/Censorship/Updating Omission of Content Addition of Content

One of the difficulties while applying the topology is to define cruise mode. The original typology explains that a translator does not need any help with translation solutions for a very simple problem. However, another case was found during the text analysis where cruise mode is applied when the same translation problem is repeated and a translator already made a decision for it. Cruise mode is more precisely defined by detailing the second case of the mode.

For bump mode, some sub-solutions are added or deleted, or even positions of sub-category moved, etc. Primarily, the copying solution is simplified. Copying sounds is integrated with copying script within the category of copying words including the romanization of Korean. This is due to the fact that copying script seems to include sounds as well. Secondly, the density change solution in the expression change category is more specified; the addition or omission of expression is added, and the location of multiple translation is re-designated as an overall label of density change in order to make sure it allows several translation solutions to be used at the same time. Thirdly, a few new solutions are added. Relocation is added in compensation, likewise punctuation marks are added in cultural correspondence. Finally, resegmentation is moved from the third column to the second column of the typology since it occurs often with perspective change or density change. This corresponds with Pym's approach later on (Pym, 2018: 45). The revised typology may be referred to as the Korean-English specific version.

While having a discussion on bump mode, the researchers found that the second column such as copying words, copying structure, perspective change, etc. can help teachers guide students. It was easy for three individuals to reach an agreement in one specific instance, while significant discussions were needed for the final sub-solutions. It seems that those categories in the second column of the typology can be a practical educational guide in the translation classes. For example, students can try to add or reduce the amount of information by simply identifying density change even though they do not understand every detailed sub-solution.

5. Conclusion

This study discusses Korean-English translation text analysis based on Pym's typology to indicate that a professional translator employs diverse translation solutions. The frequency chart of Figure 3 from the study can help undergraduate students visualize various translation solutions when they encounter a translation problem, which is an essential competence to become a capable translator.

Before its application to the classroom for translation training, this study conducted a text analysis to identify difficulties and limitations of the typology. It aimed to seek ways to use the typology in Korean to English translation pedagogy. Through this process, this study suggests the revised typology in accordance with the analysis results and discussions among researchers. Even though the researchers are not professional literary translators, their background would be a minor problem to have this text analysis because this study focuses on the typology instead of the translation quality evaluation.

However, the researchers recognize this study has its limitations in that it analyzed only one short story translated by one professional translator. The result, therefore, cannot be generalized for all Korean to English translation, though the researchers think the typology is still worth teaching in undergraduate translation classes to increase students' awareness of diverse translation solutions. In addition, there is still a risk of subjectivity even though three researchers participated in the text analysis.

Regardless of limitations, the study has positive aspects. The study analyzed a text using Pym's typology, and then examined its effectiveness. By suggesting frequency data and rigid typology for Korean-English pair, this research tried to help translation teachers reduce trial and error as the typology is applied in the classroom. Thus, it is hoped various experimental research will directly apply the results to translation pedagogy.

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