

Evidence of Explicitation in Texts Translated from English into Korean: A Corpus-based Pilot Study

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1. Introduction

This paper is a small-scale pilot study using a corpus of student and professional translations to validate explicitation as a feature of translated texts. As Baker (2000) asserts, corpus-based approaches to translation studies are not about learning how to translate, but have to do with understanding something about translation, for instance the nature of translated texts. This is the rationale for this paper, which examines a small parallel corpus for evidence of explicitation in texts translated from English into Korean. It further attempts to examine the different level of explicitation in texts produced by student translators and a professional translator. The assumption is that student and professional texts differ and that the degree of difference depends on the type

of explicitation.

2. Explicitation in Translation

2.1 Previous studies

The features which have been identified as universals of translated texts include explicitation, simplification, and normalization. Explicitation has received most attention, as is evident in Blum-Kulka (1986), Baker (1992, 1993, and 1995), Laviosa-Braithwaite (1995, 1996) and Olohan and Baker (2000). It means taking what is implicit in a source text and making it explicit in a target text. Blum-Kulka (1986) is considered to have carried out the first systematic study of explicitation, in which she shows that shifts in the forms of cohesive markers used in translation result in shifts in the levels of explicitness. Drawing on research findings of Levenston (1976) and Berman (1978), Blum-Kulka demonstrates that differences in the levels of explicitness are related to differences between the two languages with regard to stylistic preferences for types of cohesive markers. In her view, in the process of translation the target text becomes more redundant than the source text, with an increased level of cohesive explicitness. She calls this phenomenon the explicitation hypothesis and assumes that explicitation is inherent in translation.

In her well-known course-book, *In Other Words*, Baker (1992) discusses examples of translators' building extensive background information into the target text. Her paper entitled *Corpus Linguistics and Translation Studies* (1993) introduces a marked rise in the level of explicitness as a universal of translation. She uses an example from her own book (1992), in which a simple clause in English is translated with a lengthy paragraph in Arabic in order to make the target text more accessible to the reader. She believes the application of corpus tools and techniques to translation studies will allow us to identify

the distinct features of translated texts.

In “Comparable corpora: towards a corpus linguistic methodology for the empirical study of translation,” Laviosa-Braithwaite (1995) uses the original language corpus, original English texts and the target English-language corpus. She also compares a small corpus produced by trainee translators with professional translations. Considering the use of optional *that* in reported clauses to be an aspect of explicitation at the syntactic level, she hypothesizes, first, a significantly higher occurrence in the target language texts than in the original language texts and, second, a higher occurrence in texts produced by learners than in those produced by professionals. Her analysis of the data supports her hypothesis, and she concludes that the differences between professional and non-professional translations are related to such internal factors as a higher level of awareness of the translation process and the impact of the translated text and the ability of the professional translator to deal with texts at a higher level.

In another corpus-based analysis, Olohan and Baker (2000) examine the use of optional *that* with the reporting verbs *say* and *tell*. They compare concordance data from the translated texts in the Translational English Corpus (TEC) with data from original English texts in the British National Corpus (BNC) in order to find evidence of common features of translation. Their results show an apparent preference for the use of optional *that* with the verbs *say* and *tell* in translated English, supporting the notion of syntactic explicitation in translation.

2.2 Types of explicitation

According to Klaudy's work (2001) presented in *Routledge Encyclopedia of Translation Studies*, there are four types of explicitation: obligatory, optional, pragmatic, and translation-inherent.

First, obligatory explicitation is triggered by differences in the linguistic

structures of the source text language and the target text language, both at the syntactic and the semantic levels. Explications at these levels are obligatory because they are governed by the grammaticality of the target language sentences. Second, optional explications are triggered by the differences in strategies of text construction and style preferences of the languages involved. They are optional because they are not directly related to the grammaticality of the target language. Third, pragmatic explications are triggered by differences between the cultures of the source language community and the target language community. Because what is considered general knowledge in the source language community may not be seen as such in the target language community, it may be necessary for the translator to provide explanations. Fourth, translation-inherent explications are triggered by the language-independent attributes of translation.

I will focus here on obligatory and pragmatic explications. Obligatory explication will be analyzed in the translations of three sentences containing free modifiers, that is, adjective phrases modifying NPs and located at the beginning, middle or end of a clause. Pragmatic explication will be examined using expressions which contain cultural information; for the sake of convenience, these will be two metonyms and one culture-specific expression in both student and professional translations.

My assumption is that both student and professional translations will show traces of explications, whether they are triggered by differences in linguistic structures or differences in the shared knowledge of the SL and TL communities. I do expect to see differences in the level of explication in translations produced by the students and the professional.

3. Data and Methodology

3.1 Collection of data

My data come from twenty translated texts of the same source text produced by students in their first year of graduate school and one translation by a professional free-lance translator with six years of field experience.

The source text is a 5,000-word-long article from *Mercedes*, a quarterly magazine targeted at Mercedes customers around the world. The original text is in German. The source text comes from the English issue for the second quarter of 2001. At first I hesitated to use a translation as the source text, but then decided that, since the article was published and distributed publicly, the quality would be high enough to consider it a text in its own right. My purpose is not to examine its faithfulness to the source text but to examine features of texts translated into Korean.

Translations were collected from first and second semester classes. The students were given a sufficient amount of time, one week, to translate the 5,000-word text at home, using all the available resources, such as a mono-lingual dictionary, a bi-lingual dictionary, and the Internet. The professional translation was obtained directly from the translator, who had been commissioned to do the job by a translation agency. She was given approximately three days for the job, less than half the time given to the students, but in the Korean industry three days is not considered too little time for a text of this length. Her translation was published without additional editing, which is not uncommon for a small translation agency.

Twenty student translations were used in this study. For greater reliability, I should have used the same number of professional translations; however, for a non-literary text, obtaining more than one commissioned, professional translation is virtually impossible, as only one is needed for publication. In the future, it might be worthwhile to have a translation done simply to use it in

translation analysis.

3.2 Software tool

The analysis in this study was carried out with the help of ParaConc, a software tool similar to MonoConc, but designed for parallel texts in two different languages, as the name of the software suggests. The texts were first converted into *.txt* files and then aligned manually. Then the search began. With this software, a key word can be entered in the language of the source text, or English in this case. ParaConc will then display the search results from the source text along with the matching results from the target text. A key word may also be entered in the target text in order to get matching results from the source text. The text can then be compared with relative ease.

3.3 Data analysis

3.3.1 Obligatory explicitation

The following sentences come from a story about a female cheetah named *Nora* and a male cheetah named *Jock*. Each contains a free modifier, an adjective phrase, modifying nearest NP preceding it. In the SL text, the modifying phrase can be located in a distant position from the NP it modifies, while this is not possible in the TL text. For natural-sounding Korean, the translator needs to make structural shifts, and this often involves explicitation.

(1) Nora sits like a statue on a small rock, proud and unapproachable, her eyes fixed on a point somewhere in the distance.

(2) Jock, smaller and more delicately built, strides straight up to us, composed and imposing.

(3) Captivated, we follow the athletic posturing of his muscles under the golden, spotted coat.

3.3.1.1 Student translations

The first of the sentences appears below with the corresponding student translations. Here the free modifier *proud and unapproachable* modifies the preceding NP, Nora and is located in the middle of the sentence. The words in parenthesis are rough back-translation of the phrases in question.

(1a) Nora sits like a statue on a small rock, **proud and unapproachable**, her eyes fixed on a point somewhere in the distance.

TT1: 노라는 멀리 한 곳을 응시한 채 조그만 바위 위에 조각상과 같이 앉아있다. 그 **당당한 기쁨에 감히 근접할 수가 없다.** (cannot dare to approach due to the imposing dignity)

TT2: 암치타 노라가 조그만 바위 위에 **거만하고 냉담한 자세로** 꼼짝도 않고 앉아서 멀리 떨어진 한 곳을 바라보고 있다. (with an arrogant and indifferent attitude)

TT3: ‘노라’는 **범접할 수 없는 위엄을 뽐내며** 작은 바위 위에 조각상처럼 앉아 멀리 떨어진 한 점을 응시하고 있다. (boasting unapproachable dignity)

TT4: 노라는 조그마한 바위에 **감히 다가갈 수 없는 당당한 모습으로** 조각상처럼 앉아 물끄러미 먼 곳을 내다보고 있다. (with an imposing posture forbidding us from getting nearer)

TT5: 노라는 작은 바위 위에 마치 조각상 같은 자세로 앉아있다. **도도해 보이고 범접하기 어려운 분위기를 가지고 있는** 노라는 어딘가 먼 곳을 응시하고 있다. (with a posture that looks arrogant and unapproachable) TT6: **당당하면서 범접하기 힘든** 노라는 조그마한 바위 위에 마치 조각상처럼 움직이지 않고 먼 곳 어딘가를 유심히 바라보고 있다. (imposing and unapproachable)

TT7: 노라는 작은 바위 위에 조금도 움직이지 않고 거만하고 매서운 눈 빛으로 먼 곳을 뚫어지게 쳐다보고 있다. **범접할 수 없는 기운이 위압감마저 준다.** (The unapproachable posture even gives an overwhelming feeling)

TT8: 노라는 작은 바위 위에 **당당하고 범접하기 어려운 분위기로** 멀리 있는

한 곳에 시선을 고정시킨 채 조각상과 같이 앉아있다. (with an imposing and unapproachable posture)

TT9: **당당하고 용맹스러운 자태의** 암컷 치타가 조그만 바위 위에 마치 움직이지 않는 조각상처럼 앉아있다. (with an imposing and dauntless posture)

TT10: 암컷인 노라(Nora)는 작은 바위에 석상처럼 앉아있다. **뻗뻗하며 쉽게 범접할 수 없는 모습이다.** (It is a fair and not readily approachable posture.)

TT11: 노라는 작은 바위 위에 흔들림 없는 동상처럼 앉아 멀리 떨어진 한 점을 주시하고 있다. (Not-translated)

TT12: 노라(Nora)는 시선을 먼 어딘가에 고정시킨 채 **도도하며 가까이 하기 어려운 자세로** 작은 바위에 동상처럼 앉아있다. (with an arrogant and unapproachable posture)

TT13: Nora는 **의연하고도 범접하기 어려운 모습으로** 멀리 한 곳을 응시한 채 작은 바위위에 석상처럼 꼼작않고 앉아있다. (with a firm and unapproachable posture)

TT14: Nora가 **범접할 수 없는 당당한 자세로** 저 멀리 어딘가를 바라보며 작은 바위 위에 앉았다. (with an unapproachable and imposing posture)

TT15: 작은 바위 위에 움직임 없이 곳곳이 앉아 있는 노라(Nora), **당당하고 쉽게 접근할 수 없는 분위기의** 그녀가 어딘가를 응시하고 있다. (with an imposing and unapproachable air)

TT16: 노라는 **거만하고 범접할 수 없는 자세로** 어딘가에 시선을 고정한 채, 작은 바위 위에 조각상처럼 앉아 있다. (with an arrogant and unapproachable posture)

TT17: ‘노라’는 작은 바위 위에 **도도하고 의기양양한 자세로** 앉아 먼 곳에 시선을 고정하고 있다. (with an arrogant and triumphant posture)

TT18: 노라가 멀리 한곳을 응시한 채 작은 바위에 마치 동상처럼 **도도히** 앉아 있다. (arrogantly)

TT19: 노라는 **도도하고 근접할 수 없는 자세로** 작은 바위 위에 동상처럼 움직이지 않고 앉아 있다. 눈은 먼 곳의 한 점을 응시하고 있다. (with an

arrogant and unapproachable posture)

TT20: 노라는 작은 바위 위에 동상처럼 앉아 **도도하게** 먼 곳을 응시하고 있다.
(arrogantly)

The modifier phrase, *proud and unapproachable*, was explicated in fifteen of the twenty student texts, or seventy-five percent. TTs 1 and 10 rendered it as separate sentences. In TTs 5, 9 and 15 it became adnominal phrase, while in TTs 2, 3, 4, 8, 12, 13, 14, 16, 17, 19 it became an adverbial phrase. TT7 was excluded because the translation was considered an arbitrary interpretation, rather than an explication. In TTs 18 and 19, the free modifier phrases were rendered as adverbial phrases in the TL texts, but some of the meanings were lost in the process. TT11 did not translate the modifier phrase at all.

In the following example, the free modifier phrase is located in sentence-final position, some distance from the subject 'Jack.' This is the second sentence, followed by student translations:

(2a) Jock, smaller and more delicately built, strides straight up to us, **composed and imposing.**

TT1: 노라보다 좀더 작은 체구에 날렵한 몸매의 조크는 침착한 움직임으로 우리를 향해 다가온다. **그 모습이 위압적이다.** (The posture is overbearing.)

TT2: 노라 보다 더 작고 가냘픈 몸매를 가진 수치타 잭이 **침착하고 당당한 자세로** 우리 있는 쪽을 향해 성큼성큼 다가오고 있다. (in a composed and imposing posture)

TT3: 노라 보다 몸집은 작지만 더 근육이 붙은 '자크'는 우리를 향해 **당당하면서도 차분하게** 걸어왔다. (dignified and composed)

TT4: 노라보다 몸집은 작지만 균형 잡힌 체형을 한 조크는 **차분하면서도 위압적인 자세로** 우리를 향해 어슬렁거리며 다가오고 있다. (in a composed and imposing posture)

- TT5: 노라보다 몸집이 작고 섬세하게 생긴 조크는 단정하고 **당당한 걸음으로** 우리를 향해 성큼성큼 내딛는다. (with dignified steps)
- TT6: 노라 보다는 크기가 작고 날렵한 몸매의 잭은 **침착하면서 위풍 당당하게** 우리에게로 곧바로 성큼성큼 다가오고 있다. (composed and imposing)
- TT7: 맹수들 중 몸집이 작고 잘 달리는 날씬하고 날렵한 몸매를 가진 사냥의 명수 치타 잭이 **침착하고 위압적인 태도로** 우리에게 성큼성큼 다가온다. (with a composed and overbearing attitude)
- TT8: 로라 보다 몸집이 작고 더 잘생겼고 우리를 향해 앞발을 든 잭은, **침착하고 눈길을 끄는** 치타였다. (composed and eye-catching)
- TT9: 한편, 암컷보다 작지만 더 섬세한 몸집을 가진 수컷 치타가 **위용을 드러내며** 성큼성큼 우리를 향해 걸어온다. (betraying imposing bravery)
- TT10: 체구는 조금 작지만 섬세하게 발달한 근육을 가지고 있는 수컷 자크 (Jock)는 허리를 곧게 세우고 우뚝 앉아있는 모습이 **차분하면서도 위협적이다.** (composed and menacing)
- TT11: 몸집이 노라보단 작지만 훨씬 튼튼한 체격을 가진 잭이 우리 앞으로 성큼성큼 **위풍당당하게** 걸어왔다. (imposingly)
- TT12: 노라보다 더 작고 섬세해 보이는 자크(Jock)는 **침착하며 위압적인 자세로** 우리쪽을 향해 성큼성큼 다가 오고 있다. (in a composed and overbearing posture)
- TT13: Nora보다 작지만 더욱 정교한 체형을 지닌 Jock은 **침착하면서 당당한 모습으로** 성큼성큼 곧바로 우리를 향해 다가오고있다. (in a composed and imposing posture)
- TT14: Nora보다 작고 단단한 체구의 Jock은 취재진쪽으로 앞발을 들고 내려며 다가온다. (not translated)
- TT15: 노라 보다 조금 작지만 단단한 몸집의 족(Jock)이 우리가 있는 방향으로 성큼성큼 걸어 오고 있다. **느긋하면서도 당당하다.** (It is relaxed but imposing.)
- TT16: 좀더 작고 여리게 생긴 조크는 우리에게 곧장 성큼 다가와서 **침착하고 인상적인 자세를** 드러낸다. (composed and impressive pose)
- TT17: 노라보다 더 작고 가냘픈 '죽'은 우리에게 성큼성큼 다가온다. **침착하고**

당당하다. (composed and imposing)

TT18: 노라 보다는 작은 몸집의 몸이 잘 단련된 자크가 우리를 향해 성큼 걸어 온다. **침착하고 당당한 모습이다.** (It is a composed and imposing posture.)

TT19: 조크는 노라보다 좀 작지만, 몸매가 잘 빠졌다. 조크는 **침착하고 당당한 태도로** 우리쪽을 향해 똑바로 성큼성큼 다가온다. (in a composed and imposing posture)

TT20: 노라 보다 몸집이 작은 잭은 **침착하고 당당하게** 우리 쪽으로 다가온다. (composed and imposing)

In eight of the twenty target texts, the modifier phrase was explicated. In TTs 2, 4, 7, 12, 13, 19, it became an adverbial phrase explicating the NP modified. In TTs 16 and 18 the modifier phrase was predicated, explicating the NP. In total, forty percent of the translations rendered by students showed explicitation. Compared to the example 1, the ratio is significantly low, leading one to consider whether the location of the modifier has an effect on a translator's tendency to explicitate it. This, of course, would have to be tested before any generalization can be made.

Let us look at the last example, in which the modifier phrase is in the sentence-initial position.

(3a) **Captivated**, we follow the athletic posturing of his muscles under the golden, spotted coat.

TT1: **그 움직임에 매혹되어** 금빛 바탕에 검은 점 무늬 가죽 밑으로 보이는 근육 움직임에 따라 렌즈를 맞추고 있다. (captivated by the movement)

TT2: **그 장면에 매료되어** 우리는 담황색 바탕에 검은색 얼룩무늬 가죽 밑에서 일어나는 잭의 근육 움직임을 계속 주시했다. (attracted by the scene)

TT3: **이런 모습에 매혹된** 우리는 자크의 황금빛 얼룩 털 밑에 감춰진 강인한 근육을 바라봤다. (captivated by this posture)

- TT4: **바퍼스 씨는 이들 치타의 모습에 취하여**, 황금 빛 바탕에 조밀하게 산재해있는 검은 얼룩무늬와 날렵한 느낌을 주는 근육 등 빠짐 없이 바라보고 있다. (Mr Barfuss, enchanted by these postures of cheetahs)
- TT5: 우리의 눈길은 **이러한 조크의 풍채에 사로잡힌 채** 조크가 걸음을 내디딜 때 마다 황금색 점박이 무늬 아래로 움직이는 근육의 움직임을 따라간다. (fascinated by this posture of Jock)
- TT6: **그 모습에 넋을 잃은** 우리 일행은 황금색의 점들이 박혀있는 이 책의 활기찬 움직임을 쫓아간다. (enchanted by the posture)
- TT7: **치타의 당당함에 압도되어** 우리는 누런 바탕에 둥근 점무늬가 산재해있는 피부 아래로 걸을 때 탄력 있게 움직이는 건장한 근육에 눈을 뗄 수가 없다. (overwhelmed by the cheetah's dignity)
- TT8: **이런 모습에 매혹 당한** 우리는 황금색 위의 검은 점 박 무늬 속에 감춰진 운동선수와 같은 근육질의 치타를 따라갔다. (captivated by this posture)
- TT9: **완전히 매료된** 우리는 점이 박힌 황금빛의 옷을 입고 우람한 근육을 뽐내는 이 수컷 치타의 뒤를 밟지 않을 수 없다. (completely enchanted)
- TT10: 황금 빛 점박이 피부 속에 감추어져 있는 운동선수와 같은 근육질에 **우리는 완전히 매료될 수 밖에 없었다.** (could not help but be completely enchanted by)
- TT11: **시선을 작에게 고정**한 우리는 반점을 가진 황금 빛 가죽아래 운동선수처럼 역동적인 자세를 취한 치타의 모습을 지켜보았다. (with eyes fixed on Jock)
- TT12: **이에 매혹된** 우리는 검은 색 반점을 가진 황금 빛 외피아래에서 근육을 움직이고 있는 치타가죽을 따라가고 있다. (captivated by this)
- TT13: 우리는 **홀린 듯** 이 황금빛 점무늬를 지닌 근육질의 강인한 몸짓의 야생동물을 쫓고있던 중이었다. (as if we were enchanted.)
- TT14: 취재진은 점이 새겨진 금빛 가죽 치타의 단단한 근육을 이용한 동작에 **매료되었다.** (were fascinated by the movement)
- TT15: **그 모습에 매혹되어** 우리는 얼룩 무늬 금빛 털옷을 걸친 잘 다듬어진 날렵한 몸매의 그를 따라가고 있다. (enchanted by the posture)

- TT16: 그 모습에 사로잡힌 채 우리는 황금색의 얼룩무늬 아래에 강하게 드러나는 근육질을 따라 사진을 찍는다. (captivated by the posture,)
- TT17: 우리는 족의 움직임에 사로잡혀, 노란 점박이 털코트에 싸여있는 그 튼튼한 근육을 바라본다. (captivated by Jock's movement)
- TT18: 자크에게 매료된 우리는 담황색 얼룩 무늬 털 아래 숨겨진 탄탄한 근육의 움직임을 주시한다. (attracted by Jock)
- TT19: 우리는 조크의 매력에 사로잡혀 검은 점이 박힌 황금 빛 가죽 속의 잘 발달된 근육의 움직임을 자세히 살펴 본다. (enchanted by Jock's charm)
- TT20: 우리는 점박이 금빛 털 아래로 움직이는 그 근육의 자태를 넋을 잃고 바라본다. (enthralled)

The free modifier phrase was explicated in fourteen of the twenty texts rendered by student translators. As shown in TTs 1, 2, 3, 4, 5, 6, 7, 8, 12, 15, 16, 17, 18 and 19, the object of captivation was expressed explicitly, accounting for seventy percent of the total. The seemingly explicated TT14 was excluded from counting because it did not explicate with regard to the object which was captivated.

3.3.1.2 Professional translation

We will now look at the corresponding text produced by the professional translator, applying the same standard for the explication of modifiers.

- (1b) 작은 바위 위에 마치 동상처럼 미동도 없이 앉아 있는 노라는 근접할 수 없는 위엄을 풍기며 저 멀리 어딘가를 응시하고 있다. (betraying unapproachable dignity)
- (2b) 노래에 비해 체구가 작고 가냘픈 조크가 침착하고 당당한 모습으로 우리 쪽을 향해 똑바로 걸어왔다. (in a composed and imposing posture)
- (3b) 그의 당당함에 매료된 우리는 검은 얼룩 무늬 밑으로 드러나는 근육의 미세한 움직임 하나까지도 놓치지 않으려고 온 신경을 집중했다. (attracted by his dignity)

In two of the three sentences, the free modifiers were explicated with noun phrases built into the target text as shown in (2b) and (3b). In the case of (1b), however, the translation does not seem appropriate, as the modifier phrase does not modify the NP, Nora. Instead, the phrase is treated as an adverbial phrase in the TL text. On the surface, the expression seems to have been explicated, but the interpretation seems a bit arbitrary because it does not explicate the NP modified.

Because of the limited data, it is difficult to draw conclusions about the levels of explication in student and professional translations, but it does seem safe to say that obligatory explicitations do occur in translation from English into Korean.

3.3.2 Pragmatic explication

Pragmatic explication is triggered by the differences in the shared knowledge of the SL and TL communities. Such information as place names and culture-specific events and customs require translators to make decisions in order to make the work as accessible to the target language community as possible. As Baker (1992) mentions translators need to provide information to fill the gap in culture.

3.3.2.1 Student Translation

The first example has two metonyms which contain cultural information. Let us first look at how the students deal with the problem.

(4a) But perhaps **Stuttgart** is not really the right location. In **the Serengeti**, says Barfuss, it was all very different...

TT1: 아마 **스튜트가르트**는 적합한 장소가 아닌 듯하다. **세렌케티**에서는 이와 전혀 다른 이야기가 펼쳐지고 있다고 바퍼스씨가 말한다. (Stuttgart, in the Serengeti)

- TT2: 하지만 아마도 슈트트가프트의 동물원에서는 이런 치타의 진면모를 알 수 없을 것이다. 세렌게티 평원에서는 아주 다른 치타의 모습을 볼 수 있다고 바르푸스씨는 말한다. (in Stuttgart zoo, in the Serengeti plain)
- TT3: 하지만 바르푸스씨는 말하기를 스투트가르트는 최적의 로케이션은 아니며 오히려 세렌게티였다면 상황이 훨씬 좋았을 것이라고 말한다. (Stuttgart, Serengeti)
- TT4: 바르푸스 씨는 세렌게티가 스투트가르트와는 상당히 다르다는 말로 이야기를 시작한다. (Stuttgart, Serengeti)
- TT5: 그러나 아마도 스투트가르트가 최적의 장소가 아닐 것이다. Barfuss는 서렌게티는 모든게 달랐다고 말한다. (Stuttgart, Serengeti)
- TT6: 하지만 슈트트가르트가 최적의 장소는 아니다. 세렌게티(Serengeti)에서는 모든 것이 여기와는 달랐다고 바르푸스는 말한다. (Stuttgart, in the Serengeti)
- TT7: 하지만 세렌게티 국립공원은 완전히 다른 곳이었다고 바르푸스씨는 말한다. (the Serengeti National Park)
- TT8: 그러나 Stuttgart(스튜트가르트) 국립공원보다 더 좋은 장소가 있을 수도 있다. 세렌게티 국립공원에서는 모든 것이 달랐다고 한다. (the Stuttgart National Park, in the Serengeti National Park)
- TT9: 아마도 스투타르트 (Stuttaart)는 치타의 참 모습을 볼 수 있는 곳은 아닌 것 같다. 세렌게티(Serengeti)에서는 모든 것이 달랐다고 바르푸스씨는 말한다. (Stuttaat, in Serengeti)
- TT10: Not translated
- TT11: 그러나 스투트가르트 동물원은 치타의 진면목을 보여주기엔 적당한 장소가 아니다. 바르푸스씨에 따르면 세렌게티에서는 상황이 완전히 달랐다. (the Stuttgart zoo, in the Serengeti)
- TT12: 바르푸스는 빌헬마 동물원과는 달리 세렌게티 국립공원(Serengeti National Park)은 모든 상황이 판이하게 달랐었다고 설명을 해줬다. (the Wilhelma Zoo, Serengeti National Park)
- TT13: 그러나 이 야생동물원은 아마도 적합한 로케이션이 아닐지도 모른다. 세렌게티 동물원은 생각과는 아주 다르다고 Barfuss씨는 말한다. (this

wildlife zoo, the Serengeti zoo)

- TT14: 그는 아마 **Stuttgart**는 적합하지 않은 장소라고 말한다. **세렌게티**에서 치타는 이런 모습이 아니었다고 (Stuttgart, in Serengeti)
- TT15: 아마도 **스투트가르트**가 적절한 장소가 아닌 듯 싶다. **세렌게티**에서 바 퍼스씨는 그 곳은 매우 다른 곳이었다고 말한다. (Stuttgart, in Serengeti)
- TT16: 하지만 이런 작품을 위해 **슈투트가르트**는 정말 딱 맞는 곳이 아닌 것 같다. 바퍼스씨는(이하 마토로 통일) **세렌게티**에서는 모든 것이 매우 달 랐다고 말한다. (Stuttgart, in Serengeti)
- TT17: 어찌면 ‘노라’와 ‘죽’이 있어야 할 자리는 **스투트가르트**가 아니라 자신의 작업실이었어야 한다고 느꼈을 지도 모른다. 하지만 바퍼스는 이곳 **세 렌게티**에선 모든 것이 다르게 느껴졌다고 말한다. (Stuttgart, in Serengeti)
- TT18: **스티르트**는 우리가 찾고 있는 곳은 아니다. 바퍼스는 **세렌게티**야 말 로 전혀 다른 모습을 보여 주었다고 말한다. (Stuttgart, Serengeti)
- TT19: 하지만 치타에 대해 정말로 강한 인상을 받은 것은 **슈투트 가르트**에서 가 아닌 것 같다. 바퍼스의 말에 따르면 **세렌게티 야생 동물 보호구**에 서는 아주 다른 모습이었다고 한다. (Stuttgart, in Serengeti Wildlife Reserve)
- TT20: 장소가 달라서 일까? 바퍼스의 말에 따르면 **세렌게티**에서는 모든 것이 달랐다. (in Serengeti)

In the source text, there are two place names, which most students rendered word for word, leaving the culture gap unfilled. Here, *Stuttgart* refers to the *Stuttgart Zoo* and *Serengeti* a national park in Tanzania. Only five of the twenty students, or twenty-five percent, built extra information about *Stuttgart* into the target text, as shown in TTs 2, 8, 11, 12, and 13, and six out of twenty, or thirty-five percent, added information about *Serengeti*, as in TTs 2, 7, 8, 12, 13, and 19. This ratio is quite low in comparison with the ratio of explicitation we have seen in previous examples.

Now let us look at another example with corresponding student translations.

In this example, the source text contains one cultural expression.

(5a) Indeed, anything that moves from 0 to 75 mph in three seconds flat earns the respect of even **Formula 1 drivers**.

TT1: 실로 치타의 발진 속력은 정지 상태에서 삼 초 이내에 75마력을 낼 수 있는 **포뮬라 1 드라이버에** 비교 될 수 있다. (Formula 1 drivers)

TT2: 3초내에 시속 75마일의 속도를 낸다면 **F1 자동차 경주에서 우승한 선수도** 경탄할 것이다. (a driver who won F1 car race)

TT3: 불과 3초안에 0 -> 시속 75 마일의 속도를 내는 가속은 **포뮬러 1 자동차 드라이버의** 존경을 살만큼 대단한 것이다. (Formula 1 car drivers)

TT4: 치타는 정지상태에서 시속 75마일까지 도달하는 데 3초 밖에 걸리지 않기 때문에 초기 가속 시 경주용 자동차도 따돌릴 수 있을 정도이며 **경주용 자동차 운전자들의** 부러움을 살 수 있을 정도이다. (drivers of racing cars)

TT5: **포뮬러 원(Formula 1)그랑프리 출전 선수들마저도** 정확히 3초 이내에 시속 0마일에서 시속75마일 까지 속력을 낼 수 있는 것에 대해서는 경탄을 금치 못한다. (racers to the Formula 1 Grand Prix)

TT6: 치타의 스피드는 최고의 성능을 자랑하는 스포츠카도 무색케 할 정도인데 왜냐하면 **가장 빠르다는 포뮬러1이** 3초 만에 시속 75마일의 속력을 내는데 치타는 이를 앞지르기 때문이다. (Formula 1, the fastest one)

TT7: **포뮬러1드라이버조차도** 시속 75마일로 달릴 수 있는 것에는 경외감을 느낄 것이다. (even the Formula 1 drivers)

TT8: 사실 단 3초 내에 시속 75 마일 까지 속도를 낼 수 있는 것은 그 무엇이든지 **포뮬라 원 선수로** 존경 받는다. (Formula 1 players)

TT9: 정확히 3초 만에 시속 75 마일 의 속력을 낼 수 있는 치타는 **경주차 중 최고라는 포뮬러 원의** 명성을 얻기에도 손색이 없다. (Formula 1, known as the best of the racing cars)

TT10: 사실, 3초 만에 시속 110킬로 미터까지 이를 정도의 가속이라면 **포뮬라 1 레이서도** 혀를 내 두르는 정도다. (a Formula 1 racers)

- TT11: 사실 단지 3초 만에 120Km의 속도에 도달할 수 있다면 **포뮬러 1 경주에서도** 충분히 통할 수 있다. (in a Formula 1 race)
- TT12: 정확히 3초 내에 시속 120 킬로미터에 이르는 속도라면 **포뮬러 1에 참가하는 레이서들의** 탄성을 절로 자아내게 한다. (racers participating in Formula 1)
- TT13: 정확히 3초만에 시속 75마일의 가속력을 낼 수 있다면 이는 실로 **경주용 승용차에** 버금가는 것이다. (racing cars)
- TT14: 3초 이상 75mph 속도를 지속하는 차가 **Formula 1(경기용 자동차의 종류)**에 해당한다. (Formula 1, a type of racing car)
- TT15: 정지 상태에서 3초 만에 시간당 75 마일 까지 속도를 낼 수 있다는 사실에 **자동차 경주 우승자들조차도** 혀를 내두를 정도이다. (even the winners of car racing)
- TT16: 실제로 3초내에 시속120킬로미터로 움직이는 것은 **포뮬러 원(배기량 1500~3000cc의 엔진이 달린 경주용 차) 운전자들이** 전속력으로 달리는 것과 같다. (Formula 1, a racing car equipped with 1500~3000cc of exhaust capacity, drivers)
- TT17: 사실 어떤 물체라도 0마력에서 3초 만에 75마력으로 움직일 수 있다면 **‘포뮬라 원(배기량 1500-3000 c.c.의 엔진이 달린 경주차)’급 드라이버**가 존경할 정도다. (Formula 1 (a racing car equipped with 1500~3000cc of exhaust capacity) driver)
- TT18: 3초 안에 멈춘 상태에서 시속 75 마일을 낼 수 있는 차타는 단연코 **카 레이서들의** 찬탄을 받을 것이다. (car racers)
- TT19: 사실, 정확히 3초 내에 속도가 0에서 시속 120.675 킬로미터로 발전하는 것이 있다면, **포뮬라 원의 운전자들의** 존경을 살만하다. (drivers of Formula 1)
- TT20: 사실 3초안에 정지상태에서 120km/h 이상의 속력을 낼 수 있으니 **포뮬러1 드라이버 만큼의** 찬사를 받을 만 하다. (as highly as a Formula 1 driver)

The writer of the source text assumes readers know who Formula 1 drivers

are. Since this information is not readily available to readers of the target language community, twelve of the twenty students, or sixty percent, incorporated extra information into the target text as shown in TTs 2, 4, 5, 6, 9, 11, 12, 13, 14, 15, 16, and 17. The ratio is quite high when compared to the previous example of two metonyms. It is possible that the students consider the expression **Formula 1 drivers** is more cultural than the place names used in the previous example.

3.3.2.2 Professional translation

The following is the professional translation of the same source text.

(4b) 어찌면 도심 한가운데에 위치한 스투트가르트 동물원에서 치타의 진정한 매력을 느껴보겠다고 덤빈 것이 지나친 기대였는지도 모르겠다. 바퍼스는 **탄자니아의 세렌게티에서라면** 훨씬 다른 모습을 볼 수 있었을 것이라며 아쉬움을 표시했다. (in the Stuttgart Zoo located in the middle of a city, in the Serengeti of Tanzania)

(5b) 실제로, 단 3초안에 시속 75 마일의 속력을 낼 수 있는 치타에게라면 **세계 최고의 속도를 자랑하는 포뮬러 1 드라이버라도** 경의를 포함 법하다. (even a Formula 1 driver boasting the world's fastest speed)

In (4b) the professional translator incorporates external information about the place names, enhancing the accessibility of the target text. She referred to *Stuttgart* as a zoo located in the middle of a city and *Serengetti* as a part of Tanzania, emphasizing the difference in the two places. In the second example, she also incorporates additional information. It is noteworthy that the professional translation explicated the place names providing more detailed information, while the student translations show a relatively low level of explicitation. Professional translators with more experience and capacity for handling texts might well be more likely to fill in the culture gaps.

3.4 Comparisons of word count

Finally, I decided to look at the length of the translations just to see where there was a noticeable difference. Because none of the students translated the title of the text while the professional translated both the main title and subtitle, I excluded the titles in order to compare the number of words. Since the number of words in a Korean text may vary with the number of word divisions, I calculated the number of words and also the number of letters, including spaces. I simplified the process by taking a random sample, with five student translations out of twenty.

	Student 1	Student 2	Student 3	Student 4	Student 5	Professional
Number of words	1,039 (△139)	1,097 (△81)	1,048 (△130)	1,091 (△87)	1,031 (△147)	1,178
Number of letters (including space)	4,129 (△626)	4,354 (△401)	4,388 (△367)	4,332 (△423)	4,310 (△445)	4,755

* Figures in () refer to the difference with that of a professional translation.

As the above table shows, the student translators used slightly fewer words than the professional, indicating a possible difference in the level of explicitation. Although more data is needed before a generalization can be made, the consistent difference in the number of words shown above does suggest this possibility.

4. Concluding remarks

As we have seen, the texts translated from English into Korean by students

and a professional show evidence of explicitation. It was assumed from the beginning that there would be a difference when dealing with cultural information which would seem to require pragmatic explicitation. The student translations are not very consistent in supplying this, possibly because the students were not aware that it was necessary. The findings of this paper do support the notion of explicitation as a common feature of translated texts. As Baker (1993) states, we will get nearer to the answers to the practical question of how to improve our translations once we identify universals of translation in its own right.

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K C I

[Abstract]

**Evidence of Explication in Texts Translated from English into
Korean: A Corpus-based Pilot Study**

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Using a small parallel corpus of student and professional translations, this paper examines the phenomenon of explication in texts translated from English into Korean. It discusses previous studies on the notion of explication and provides a brief description of the software tool and data to be analyzed. Based on the assumption that student and professional texts differ and that the degree of difference depends on the type of explication, it further attempts to examine the different levels of explication in texts produced by both student translators and a professional translator.

This paper adopts the classification of explication provided by Klaudy (2001). Of the four types of explication, obligatory, optional, pragmatic, and translation-inherent, this paper focuses on obligatory and pragmatic ones. The data used here are authentic data obtained from translation classes from a graduate school and from a professional translator.

The paper focuses on the translation of three free modifier phrases in student and professional translations for the potential traces of obligatory explication. For the analysis of pragmatic explication, the paper focuses on two metonyms containing cultural information and one cultural expression. The findings support the evidence of explication as one of the common features of translated texts both in student and professional translations. In terms of the different level of explication, however, it is hard to make any generalization

as only one professional translation is used while there are twenty student translations. Obtaining more than one commissioned, professional translation is virtually impossible for a non-literary text as only one is needed for publication. For greater reliability, in the future, it might be worthwhile to have more translations done simply to use them in analysis.

▶Key Words: free modifier, obligatory explicitation, pragmatic explicitation, professional translation, student translation, universal feature

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