Dominance and Resistance: The Role of Narrative Typology in Translation Commentaries

Prepared by

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Abstract

This study investigates the role of narrative typology in the notion of dominance and resistance by focusing on the role of translation in processual mediation. The study focuses on the commentaries that translation trainees produce in timed sessions in their attempt to either localise or globalise conceptual narratives and adopts contrastive content analysis methods to investigate their reception. The study created a database for their translations and mediations of economic, political, and environmental narratives. The commentaries are analysed using theoretical assumptions offered by the narrative assessment paradigm and discourse analysis focusing on the role of translation. The analysis includes different translations and features of narrativity to consider the

impact of the narrative on the overall mediation. The study reveals how translations positioned different typologies on the spectrum ranging between dominance and resistance, how their dynamics were reconfigured, how their mediation was impacted by re-contextualisation, and how the characters that populated the representations were repositioned. The results raise recommendations for authors who expect their texts, whether uttered or written, to be translated to adopt specific strategies to ensure that their texts retain their intended meaning when translated and minimise the loss in translation.

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1. Introduction

Translation Study's approach to meaning highlights the significance of deconstructing meaning into pragmatic, referential, emotive, and linguistic meaning; it also relates to theoretical approaches to meaning pertaining to semantic, communicative, discursive, and narrative dimensions of meaning. The relation between the pragmatic meaning and the narrative dimension of meaning can be fruitfully integrated into the overarching umbrella of CDA, particularly within the domains of narratives assessment paradigm and translation as reframing. Establishing a connection between CDA and reframing relates to the question of networked narratives that surface in times of conflict and uncertainty with regard to the issues pertaining to representations of reality and the possibility of multiple truths. In representations, translators and interpreters can have no direct knowledge of a narrative without knowing where the narrator is centred and their location in relation to discourses circulating the host and source socio-cultural contexts.

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The narrator's position, the definition of the event, and the way the characters, in any event, are represented, including their relation to the event and to each other, are central to the conceptual narratives this research addresses and requires an approach encompassing CDA and translation as reframing. Compared to the other three types of narratives, ontological/personal/, shared/public, and meta/master narratives, this research explains in the coming sections that conceptual/disciplinary narratives are more equipped than others to recontextualise the events they depict. Baker defines disciplinary narratives as "the stories and explanations that scholars in any field elaborate for themselves and others about their object of inquiry" (2019, p.39). Texts that voice experts who rely on facts rather than opinions or personal experiences to represent reality may draw the attention of their readers or listeners to perspectives that they may have previously overlooked. The introduced perspective can alter the context of the event in question because the narrator may willingly associate or disassociate with discourses and alternative discourses. They may also unwillingly do so because of issues related to disinterest or, as in the case of disciplinary narratives, because they may overlook a discourse requiring an informed opinion, such as legal, medical, cultural, or others requiring prior knowledge and experience.

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Central to the following discussion and analysis are the notions of dominance and resistance, which refer to official and alternative narratives, respectively. The study builds on narrative account of translation and cultural translation because it aims to investigate the position of the translator as a mediator between dominance and resistance in the construction of disciplinary narratives. Choosing these two notions is grounded in the theoretical explanations they offer in relation to disciplinary narratives as well as their capacity to combine theory and practice. When translated, the scientific validity or the priority of the event may be subject to subjective interpretation fuelled by the alternative discourses circulating the host language's socio-political context. For example, the voices narrating an event will not enjoy equal acceptance and impact across different discourses if the text is recontextualised from economic to environmental. Translation adds a further step to such interaction because the events are further recontextualised through interacting with discourses existing in the TL culture.

2. Theoretical framework

Baker's Translation and Conflict: A Narrative Account (2019) can be approached as a socio-narrative translation theory

because it views narratives as inescapable and existential (Hermans et al., 2022). This approach has been fruitfully adopted in translating various texts, including media and literary translations. Accounting for discourse analysis and mediation offers possibilities to further investigate theoretical assumptions offered by the impact of disciplinary narratives. Mediation plays a role in constructing social identities, which surface in providing alternative interpretations of reality that would either seek to reinforce or contest emerging narratives (Schäffner, 2012; Liddicoat, 2016). Geng (2023) also points to such possibilities in his investigation of the relation between narrative typologies and identity, particularly when translators opt to polarise or evaluate the narrative of the source text, which is in line with Fairclough's (2016, p.87) approach to discourse where it can be viewed as an effort of "meaning-making as an element of the social process" because investigating their evaluation or polarisation appreciates their subjectivities.

This study's approach to processual meaning-making is in line with the constructivist ontological position as explained by Saldanha and O'Brien, where they explain that "the meanings of any social phenomenon are not inherent but are ascribed to it by social actors" (2014, p.11). This approach encourages the search for

multiple realities, which is, in turn, consistent with the narrative notion of constructing narratives as Baker highlights that "acknowledging the constructed nature of narratives means that we accept the potential existence and worth of multiple truths" (2019, p.19). In their investigation of the translation of Shuihu Zhuan, Wang and Zhang observed the impact of how "Hong Kong experienced considerable political instability, economic crises, cultural re-orientation and identity reconstruction" on the translation process (2021, p.10). Earlier studies have also investigated the link between the rise of fundamentalism as a consequence of globalisation, where societies attempt to protect and maintain their traditions (Mellor, 2007, pp.12-13). Globalisation cannot occur without the direct involvement of translators and interpreters. Whether through importing or exporting a definition or representation, a value or a narrative, the role of the translator as an active agent of mediation is worthy of investigation.

In her investigation of the internationalisation of translation studies, Tymoczko recommends avoiding the retreatment into "separate branches divided along national lines or the lines of distinct cultural traditions of translations" (2014, p.412). Her findings (ibid) support this notion because the translators "trained

in more than one conceptual framework for translation have an advantage over those who operate rigidly within a single framework" (ibid, p.412). In today's globalised means of communication, issues pertaining to interconnected and sometimes conflicting viewpoints call for approaches appreciating the nature of discourse where discourse, like contexts and narratives, inform and lend meanings to each other and sometimes sanction or redirect the discourses produced synchronically or subsequently. One of the ways discourses are produced is through the direct involvement of translators and interpreters because, through translation, new meanings and interpretations or alternative narratives and representations can be imported from the source culture and impact the existing definitions in the target culture.

Therefore, this study pays special attention to conceptual narratives because, as explained earlier and further elaborated in the later sections, they are more equipped than other types of narratives to offer alternative definitions that may either reinforce or context existing narratives. The current study builds on the approaches and findings of Baker's (2019) and Wang and Zhang's (2021) studies to explore the binarism of dominance and resistance because reflecting on how the news is made accessible in cultural terms and broadcasted, including the process of interpretation and translation,

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"complements existing research in journalism studies as well as translation studies" (Bielsa, 2020. p.368). The narrative translation approach concerning dominance and resistance could also explain how characters populating an event can be repositioned. Wang and Zhang conclude that "the positioning of textual voices in the process of translation is closely related to translatorship, particularly how a translator approaches the narrative tradition of the source system and perceives the distance between the target reader and the source text" (2021, p.10).

3. Methodology

The study's qualitative approach to data collection is prompted by the positivist and interpretivist epistemological positions, as explained by Saldanha and O'Brien (2014, p.22). This proved fruitful in examining the participants' commentaries because their readings show multiple perspectives and realities, and the analysis, therefore, needs to appreciate their subjectivities. In addition, it adopts a constructivist ontological position because constructivism asserts that a social phenomenon is real in the sense that it is a constructed idea subject to constant review by its adherents; it follows that everyone participating in re-narrating an event is, in fact, co-constructing it (ibid, p.11). The methodological

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approach of this study revolves around product-oriented research because it investigates the textual product of translation and interpreting processes.

All the participating trainees were educated in the required translation strategies, including narrative account of translation, pragmatic meaning, and localisation and globalisation. Their commentaries and translations were archived and made available online.[1] Participants 1-20[2] translated ST1, 21-40[3] translated text ST2, and 41-60[4] translated ST3. Each participant was offered one hour to analyse and comment on the source text and then translate it. The participants were not restricted to a specific theory; as the archived documents show, the instructions only say to adopt and defend an appropriate translation theory and translate the following into Arabic. The study is interested in the target text only to validate that their commentaries reflect the target text. Its main interest is in

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[1] The participants answers are available at:
https://drive.google.com/drive/folders/1gnfi-ujplSUWfZHSiDMo28MDa8775RHh?usp=share_link
[2] The commentaries of participants 1-20 are available at:
https://drive.google.com/drive/folders/1flvmALwMtMPjeLX6ZZgv31ZM2oAut6X7?usp=share_link
[3] The commentaries of participants 21-40 are available at:
https://drive.google.com/drive/folders/1DYrKTSohaDsgp5CcXXbwQb75wknju9sq?usp=share_link
[4] The commentaries of participants 41-60 are available at:
https://drive.google.com/drive/folders/1_MfsrXIRs2fnMFw-JUq-VHd98X5uxzq3?usp=share_link

their commentaries, which are investigated in light of Baker's (2019) Narrative Assessment Paradigm.

The study draws on the theory of narrative account of translation as explored by Geng (2023), which investigates the relation between Baker's (2019) four types of narratives and the tendency of translators to polarise, evaluate, and exemplify the construction of narratives. This study emphasises public and personal narrative accounts, particularly those from individuals who lack equal access to media or a platform to voice their perspectives. This inequality often leads to distorted results in the dominance and resistance spectrum. The research delves into the theoretical underpinnings of this binarism, which spans from dominance, favouring the status quo, to resistance, which aims to disrupt the existing narrative dynamics and present an alternative viewpoint. Therefore, public and meta-narratives are the mediating typologies between the representations favouring dominance and those favouring resistance.

Careful reading and investigation of the capacity of the four typologies of narratives, personal, public, disciplinary, and meta-narratives, categorise them as follows.

Figure 1: The Binarism of Dominance and Resistance

Dominance	Mediation		Resistance
Disciplinar y	Publi c	Met a	Ontologic al

As section (6) shows, this study considers relying on public and disciplinary narratives as tools favouring dominance that intends to maintain the status quo, countering alternative narratives, or reinforcing existing representations. In the case of disciplinary narratives, experts are often voiced and enjoy unmatched power and visibility, particularly in official and institutional narratives. Therefore, officials and the elite usually rely on disciplinary narratives to counter alternative narratives or to voice themselves as informed participants. Alternatively, resistance often depends on personal/ontological means of narrative construction because it is more equipped to represent reality from an individual perspective that frequently relies on emotions and personal experiences rather

than the global impact of a given issue or its consequences for a particular society. Therefore, it often centres on the individual rather than the community and highlights the individual's representation of the event from their own personal account.

Although both meta and public narratives are mediation tools in this spectrum, they differ. Meta-narratives are closer to the resistance end of the spectrum because they target humankind regardless of their age group, nationality, religion, affiliation, or any other attribute that individuals might use to identify themselves. Public narratives relate to the shared stories "elaborated by and circulating among social and institutional formations larger than the individual, such as the family, religious or educational institution, the media, and the nation" (Baker, 2019, p.170). Therefore, public and meta-narratives are mediation tools between groups that subscribe to alternative narratives represented through dominance (disciplinary/conceptual) and resistance (ontological/personal).

To account for dominance and resistance, CDA, and the related content analysis, the study subscribes to abductive reasoning, where it isolates notions and arguments from specific theories and investigates them further (Saldanha and O'Brien, 2014, p.15). The method pays special attention to examining

dominance and resistance and, therefore, adopts participant-oriented research to allow investigation of their role in training translators. The study relies on translation trainees from Jordan; consequently, it constructed three narratives in which the translators would not consider themselves direct respondents to avoid implicating them in their representations and allow the study to objectively assess the role of disciplinary narratives in training them. Once a narrative is re-narrated, whether willingly or unwillingly, the translator participates in reconstructing its dynamics, minimising this impact, which is central to enabling the study to focus on the process of translation and interpretation.

4. Case Study

The study constructed the narratives of the three source texts available in Appendix 1 below following Baker's (2019) highly interdependent and overlapping eight narrativity features: temporality, relationality, causal emplotment, selective appropriation, particularity, genericness, normativeness, and narrative accrual. Baker explains, "the eight features overlap and are highly interdependent. Temporal and spatial sequences participate in elaborating patterns of causal emplotment, and causal emplotment, in turn, is partly realised through selective

appropriation, and so on" (2019, p.5). The representation in all three texts follows the means of disciplinary/conceptual narrative construction; they rely on studies and facts rather than opinions, emotions, or personal experiences to distance the representations from ontological and public means of narrative construction. The narratives in question voice experts and international organisations and highlight their explanations. They are also localised in the sense that they discuss issues relating to specific locations to distance the representation from meta means of narrative elaboration.

ST1 mainly utilises causal emplotment and relationality; ST2 relies on normativeness and temporality; and ST3 relies on narrative accrual and uses the features of genericness and particularity. Since the human mind can't make sense of isolated events that are not constituted as a narrative (Baker, 2019, p.61), the provided STs attempt to see how translators would incorporate their consideration of dominance and resistance in accounting for emerging conceptually elaborated narratives. The issues in all three STs have global consequences, be it climate warming, impacting biodiversity, or extremism. ST3 relies on the features of genericness and particularity to test whether the translators recall past experience or narrative experience to sanction the existing narrative because, to contest the present, narratives draw on past

narratives to highlight certain features of the currently emerging meanings (Baker 2019, p.20). ST2 relies on normativeness and temporality to test the attitude of translators to represent reality as a narrative experience. ST1 utilises the features of causal emplotment and relationality to test if they have an impact on the translator's strategic decision in favour of opting to de-normalise the situation.

5. Results

60 translation trainees participated in the study, with 20 participants for each text. The results reveal that participants favour the meta means of narrative construction, as shown in the numbers below. Their commentaries express alternative opinions regarding temporality, for they had rearranged the texts differently; however, they have mostly attempted to target humanity in their translation rather than a specific community.

Table 1: participants' preference: Public and Meta-narrative[5]

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[5] The results from the 60 participating translators are available at:
https://drive.google.com/drive/folders/1gnfi-ujplSUWfZHSiDMo28MDa8775RHh?usp=share_link.

Total participants 60	Public narrative	Meta-narrative	others
ST1	4 (6.66%)	11(18.33%)	5 (8.33%)
ST2	7 (11.66%)	8 (13.33%)	5 (8.33%)
ST3	3 (5%)	11 (18.33%)	6 (10%)
Total	14 (23.33%)	30 (50%)	16 (26.66%)

As discussed before, the study considers public and meta-narratives as mediation tools between dominance and resistance. The adopted features of narrativity in constructing the provided STs proved helpful for the combined preference of the participating translators, standing at (73.33%) in altering the disciplinary narrative dynamics, favouring dominance into meta- and public narrative dynamics, which mediate between dominance and resistance. None of the translators opted for ontological means of narrative construction, which would have favoured resistance; the remaining 15 participants (26.66%) have opted for other strategies

as their commentaries mention other theories such as foreignisation, domestication, or others that relate to heavy reliance on linguistics. Overall, 73.33% opted to mediate reality between dominance and resistance, and the remaining 26.66% opted to preserve the existing dynamics, favouring dominance. None of the 60 participants opted for an ontological narrative, which would have favoured resistance; however, 50% favoured meta-narrative, which is closer to resistance than the public narrative adopted by 23.33% of the participants.

ST2, which had mainly utilised the features of normativeness and temporality in constructing its disciplinary narrative, reveals different results from ST1 and ST3. In ST1, 55% (11) of the participants opted for meta means of narrative construction, while 20% (4) opted for public narrative. Similarly, in ST3, 55% opted for meta-narrative, and 15% (3) opted for public narrative construction. However, ST2 shows similar results between public and meta-narratives, with 35% (7) and 40% (8) respectively. The commentaries show that the impact of the feature of normativeness is of marginal relevance because they point to the significance of independent instances that highlight the feature of causal emplotment. Causal emplotment points to the possibility that

people may agree on facts but disagree on how these facts relate to each other (Baker, 2019, p.67).

For example, in their commentary on ST2, participants (29 and 33)[6] adopt public means of narrative construction and indicate that knowledge of the situation in China can be used to raise Jordanians' awareness of animals. Participant (33) indicates that the conceptual aspect of the ST relates to protecting animals from human activities; the human activity in question, when localised, will focus on overfishing in China, but when globalised, it will encompass other species. On the other hand, in their attempt to globalise the TT and construct a meta-narrative, the participant (25) indicates that the TT distances the reader from the environmental impact and highlights the economic consequences of overfishing.

The feature of genericness that ST3 utilises functions as a coherence tool that would link discourses produced synchronically and subsequently with the presented issue. This explains the preference for globalising the event because it enables the translator to make connections with alternative discourses. For example,

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[6] The commentary of participant (29) is available at:
https://drive.google.com/file/d/1NNunvnr4T19jibv5FGkvmyuXJGp7cZIw/view?usp=share_link and participant (33) is available at:
https://drive.google.com/file/d/1FMK_f4E-qjoxZ4gRpUMvpJzuLcV9L-tv/view?usp=share_link

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participant (43)[7] argues that the ST does not only target institutions and activists and calls them to act; the participant argues that the ST targets students and attempts to raise their awareness regarding education. This aligns with the narrative account of translation, where there are no fully independent stories because each story/event lends meaning to others that were produced earlier or later.

6. Discussion

Translation takes place on a cultural level because "it is an intercultural and interlinguistic product of a complex process that involves human and institutional agents […] operating in specific sociocultural, geographical and historical conditions" (Munday et al., 2022, p.250). Tursunovich argues that accounting for the history of "language, and culture, knowledge of international cultural relations, the field of psychology, and the history of peoples and religions" is essential in order to "be able to show culture in the form of semantic and linguistic units" (2022, p.170). Therefore, with such considerations, the meta means of narrative construction enables the translator to target the masses rather than a specific

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[7] Availabe at: https://drive.google.com/file/d/1LlUrvmM5opq1l6anCqaYuxkiF8-oNGk9/view?usp=share_link.

gender, religion, culture, or any other attribute because translators often reflect on the targeted readership of the target text, the originally targeted readers of the source text, the authorship, and intended meaning before the process of translation itself takes place.

This might explain the participating translators' preference to globalise ST1 and ST3. In situations where the author of the localised ST prefers that their text remains within the confines of the disciplinary and public narrative, the results reveal that the features of normativeness and temporality impact the translators' decision, resulting in the numbers listed above for ST2. Normativeness entails that the constructed narrative in question relies on conventional expectations rather than forms of innovation (Baker, 2019, p.98). In other words, normativeness enables the author to demonstrate a hegemonic understanding of the event in question when there is an alternative narrative elaborated by oppositional movements (ibid).

For example, adopting normativeness as a feature of narrativity in media narratives explains the abundance of references to the Vietnam War in the coverage of the 2023 Israel War on Gaza because to impress upon the readers the gravity of the situation, the

author appreciates that the political dominance of the USA conditions the conception of the readers. The American Prospect (2023) reported, "Israel's War on Gaza Now Resembles Our War on Vietnam". The Telegraph (2024) reported, "Israel could be Biden's Vietnam", and the Massachusetts Daily Collegian (2024) reported, "Gaza and Vietnam are two parallels in American history". These examples illustrate constructing a narrative by utilising familiar storylines and recalling previously established meta-narratives to contextualise the event in question.

In their attempt to globalise ST1, participant (5)[8] argues that to maintain the ST original effect, the translator must first highlight rainforest deforestation's global ecological impact. Therefore, they argue that they deleted references to 'the Amazon' rainforest from the first section of the TT. The reason is to implicate readers who might feel the ST addresses them as outsiders. Therefore, the translator decided to follow inductive reasoning in their TT; the TT moves from the impact of human activities and their consequences and concludes with the situation in the Amazon rainforest after implicating the intended targeted readership as human beings.

[8] Available at:
https://drive.google.com/file/d/17nWtDmS6XnEVuSTvdhTzGfL3b7qd7ma_/view?usp=share_link.

Similarly, in their attempt to globalise ST3, participant (57)[9] argues that the intended meaning is the importance of education in compacting extremism. They argue that the references to Afghanistan are only there to offer examples and, therefore, the TT omits them. They explain their decision by explaining that education suffers from many issues that relate to accessibility, funding, security, and cultural issues, and each country has its own challenges that are different; however, the consequences of denying the children their right to study are the same, including the rise of extremism and economic and social problems.

On the other hand, participant (42)[10] follows an alternative approach; they argue that to preserve the effect of the ST, the translator needs to localise the TT to relate the readers to the possible consequences of this issue by drawing on familiar storylines from their culture then show that it is even more prevalent in Afghanistan. They argue that doing so enables the translator to put this event into perspective and that to globalise the event; the translator first needs to localise it. This shows the impact

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[9] Available at: https://drive.google.com/file/d/1Fz-wt_NCBGFaBgWw5jrZN3I4wJJeXvy0/view?usp=share_link.
[10] Available at: https://drive.google.com/file/d/1Wiq5MiYybNicsRtodnxbbir6uoLyZDIh/view?usp=share_link.

of particularity and genericness that ST3 adopts in constructing its disciplinary narrative. Particularity gives significance to independent instances, and genericness functions as a cohesion and coherence device to link these independent instances either in a cause/effect relation or in terms of lending meanings and alternative interpretations to each other.

The results raise recommendations for authors that expect their produced texts, whether uttered or written, to be translated, mediated, or re-narrated; this might include speeches, reports, and media reports that attempt to raise awareness on local, regional, or global issues that have overlooked consequences. The results apply to narratives utilising conceptual/disciplinary means during narrative construction. The results highlight that the writer's responsibility continues after text production in today's globalised world. Their texts are expected to be translated into other cultures that might reposition discourses and narratives based on the TT's system of beliefs and priorities. Since narratives and discourses do not exist in a vacuum (Du, 2016, p.101), the study recommends that authors know translation procedures and theories to ensure their intended initial meaning is preserved when translated. The features utilised in ST2, normativeness and temporality, proved the most effective in preserving the meaning when its elements are

transferred across linguistic and cultural barriers. The features adopted in ST1, causal emplotment and relationality, and the features of genericness and particularity that ST3 adopts proved useful in motivating the translators to mediate between dominance and resistance.

7. Conclusion

The study reveals that the participants tend to adopt meta means of narrative construction in situations where the issue they are attempting to mediate relates to social or environmental consequences, but they tend to adopt localised means of narrative construction, particularly public narrative when the ST narrative relates to the economy. Therefore, the participants show interest in dominance in social and ecological issues but resistance in economic and political events. Their preference for meta-narratives indicates a need to account for a typology of narratives in their training. Otherwise, the trainees will continue to favour one type of narrative over others.

The manner in which translators deal with culturemes and cultural units is essential for the globalising impact of transferring values and traditions. Ilinca suggests adaptation to be "the most

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appropriate method to translate culturemes since it involves changing the cultural reference of the source language into an equivalent from the target language" (2023, p.140). However, this study does not consider that the translator's responsibility ends with the target text because the target text can then be subject to interpretation from alternative narratives or be the source text for a translation to a third language. Mediating the culturemes into the target culture can cause miscommunication regarding specific customs or cultural references that often bear specific cultural information that relies on shared understandings among a particular community or group. In the age of communication, a more comprehensive approach to cultural translation is needed to address the issue of how traditions are communicated. It is becoming increasingly important to reflect on accounting for globalisation when translating a text that refers to cultural values and norms because the host culture and the target text readers will try to interpret them from their cultural perspectives. In describing translators as meaning-seeking, Ilinca argues that the translator "brings in their linguistic culture, that is values, beliefs, attitudes inherited from their origin culture, which influences the translation process" (2023, p.140).

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8. Appendix 1: Source Texts

Environmental (Source Text 1): The world faces serious consequences due to the Amazon rainforest's destruction in Brazil. A recent study led by researchers from Brazil concludes that almost 11,000 square kilometres of forests were lost in 2020, with the numbers rising every year. The Amazon rainforest is being destroyed because of the need for farming lands and wood, which is a growing industry in South America. The wood often ends up in paper factories, as furniture, or buildings. The consequences of the deforestation of the Amazon reach beyond biodiversity; it contributes to the ever-growing climate change and global warming. Some people rightly refer to the Amazon rainforest as "Earth's lungs". Recent research published in journals such as 'Science and Ecology' call for collective effort to stop the current rate of deforestation due to its huge impact on farming and human health. Efforts to limit this deforestation are essential to the Earth's environmental stability.[11]

Economic (Source Text 2): The findings of recent comprehensive environmental studies reveal that overfishing

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[11] The narrative of ST1 was constructed based on information available at: https://www.cfr.org/amazon-deforestation/#/en and at: https://www.amazonconservation.org/the-challenge/threats/.

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practices in China will result in ecological and economic problems in the near future. According to the findings of a recent study published in the Journal of Science and Environment, China is the world's largest producer and consumer of seafood. According to the United Nations (UN), overfishing has resulted in the depletion of fish on Chinese shores; nearly 30% of China's fisheries are overfished, and a further 50% of them are fully exploited. This depletion does not only affect the ecological systems and environment, but it also affects millions of people dependent on fishing for jobs and food security. Furthermore, unless something is done to alter the situation soon, it may result in an imbalance in food cycles, affecting other animals. Measures need to be taken now to address this problem. This might include relying on sustainable fish farm management and specifying fishing seasons.[12]

Socio-political (Source Text 3): There are security, economic and social consequences for denying the young the right to study in Afghanistan. A study led by UNESCO reveals that millions of Afghans, particularly girls, do not go to school or have access to education because of poverty, insecurity, and cultural

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[12] The narrative construction of ST2 relies on information available at: https://e360.yale.edu/features/how-chinas-expanding-fishing-fleet-is-depleting-worlds-oceans and at: https://hongkongfp.com/2022/03/12/how-chinas-fishing-fleet-is-devastating-ecosystems-harming-poor-countries-and-contributing-to-conflict/

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barriers. Mostly girls, there are an estimated 3.7 million children in Afghanistan who do not go to school. Not allowing children to study is likely to lead to a continuous cycle of poverty and ignorance, which in turn causes issues in sustained development and maintaining stability. In addition, the study concludes that each added year of schooling improves the students' quality of life and contributes to their economic growth. Most importantly, the study shows that education is an effective tool in the fight against extremism and it helps promoting peace and tolerance, which are much needed in Afghanistan. It is expected that future generations will face many challenges and their potential for progress is expected to be limited unless something is done to alter the situation and help students get access to education.[13]

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[13] The narrative in ST3 relies on information and reports published by UNESCO available at: https://www.unesco.org/en/articles/let-girls-and-women-afghanistan-learn and https://www.unesco.org/en/articles/how-unesco-supporting-afghan-girls-and-women-literacy-classes

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ملخص: الهيمنة والمقاومة
دور التصنيف السردي في تعليقات المترجم

تبحث الدراسة في علاقة بين التصنيف السردي في مفهومي الهيمنة والمقاومة من خلال التركيز على دور الترجمة في الوساطة كما تركز على تعليقات المترجم المدرب خلال محاولة توطين او عولمة النص المصدر. تعتمد الدراسة أسلوب تحليل المحتوى المتباين للتحقق من تحليل المترجم للنص. قامت الدراسة بإنشاء قاعدة بيانات تحوي ترجمة المشاركين في الدراسة وتحليلاتهم للنص المصدر، وتأويلاته الاقتصادية والسياسية والبيئية. استخدمت الدراسة الافتراضات النظرية التي يقدمها نموذج التقييم السردي وتحليل الخطاب للتركيز على دور الترجمة كما يتضمن التحليل ترجمات وخصائص سردية مختلفة للنظر في تأثير السرد على وساطة المترجم. خلصت الدراسة الى ميول المترجم المدرب الى انماطا مختلفة على نطاق يتراوح بين الهيمنة والمقاومة وقيامه بإعادة تشكيل ديناميكيات السرد ووضع السياق والشخصيات المذكورة في التمثلات السردية. قادت نتائج الدراسة الى توصيات للمؤلفين المتوقعين ان تتم ترجمة نصوصهم سواء كانت عن طريق الترجمة التتابعية والفورية او الترجمة الكتابية لتبني استراتيجيات معينة عند كتابة النص من اجل ضمان احتفاظ نصوصهم بالمعنى المراد عند ترجمتها وتقليل تأثير الترجمة على النص المصدر.

الكلمات المفتاحية: الترجمة، السرد، التداولية، العولمة.

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