

## Foreignization in the Literary Translation: A Study of the Urdu Translation of James Hilton's Novel Good Bye Mr. Chips

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### Abstract

*This study explores the projection of foreignization in the Urdu translation of James Hilton's novel Good Bye Mr. Chips by Professor Musarrat Hussain. The novel was originally written in 1934. The traditional approaches to language translation are seen to hide cultural depiction of language. These are the old theories and the translation in the present time is viewed with the lens of broader spectrum. It is a descriptive study. The researchers have used purposive sampling technique to select Various extracts from the Urdu translation of Good Bye Mr. Chips representing foreignization. The data are analyzed qualitatively. This technique is very helpful in connecting the source and target cultures. American translation theorist and translation historian Lawrence Venuti's model of foreignization has been used as a framework. The study concludes that the preservation of the cultural context becomes indispensable in certain situations and foreignization appears a good agent and facilitator for this process.*

**Keywords:** foreignization, translation, Good Bye Mr. Chips, cultural preservation, cultural loss

### 1. Introduction

The main point of translation is to deliver a message from one language to another. After 1970s, translations and translators received a big revolutionary change in the field of translation studies. According to El-Dali (2011), Bracaj (2014), and House (2016) in the past few decades, there has been a notable change in translation studies away from text- and linguistically focused approaches toward culturally oriented ones. Translation is the way for the speech of the source language to find an equivalent target language (Pinchuk, 1977). Thus, the investigation of cultural specific terms in translation studies has received a great attention recently. The use of foreignization and domestication has received a lot of importance.

During the translation process, the translators have to keep in mind different aspects of the text to be translated accurately. The translation of cultural terms (CTs) is one of these aspects. It is considered one of the main concerns for the translators while translating between two languages. The translator has to be very vigilant while translating literary materials. According to Hatim and Manson (1990), the role of a translator is a mediator between cultures instead of merely a linguistic intermediary. Translation is necessarily affected by both SL and TL cultures (Sun, 2011). How to cope with the cultural norms concerned has become one of the key challenges in practical translating. The real challenge for a translator is to choose which cultural norms, should he choose the original language community's cultural norms, the target language cultural norms or a hybrid of the two. In this regard, a theoretical model introduced by American Translation Theorist and translation historian Lawrence Venuti (1995, 1998) received great attention. In this model, he presents the strategies of domestication and foreignization.

Domestication is a translation strategy in which a transparent, fluent style is adopted in order to minimize the strangeness of the foreign text for the target language reader. It focuses on creating a translation that familiarizes the target readers with the source culture (SC). Foreignization is the

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strategy of retaining information from the source text (ST), and involves deliberately breaking the conventions of the target language (TL) to preserve its meanings. It aims to bring the foreign culture closer to the target language readers.

In the present research work, foreignization has been explored and analyzed through various textual examples. This analysis highlights this purpose of this translation technique and its impact on the standard of literary translation.

## 2. Research Questions

The following research questions will be required in the present study:

- i. What is the role of foreignization in the Urdu translation of James Hilton's novel Good Bye Mr. Chips?
- ii. What are the reasons behind the use of foreignization in the novel Good Bye Mr. Chips?

## 3. Literature Review

In the realm of Translation Studies, there has been a great discussion as to which translation strategy should be used while translating cultural material between two languages. For long, the translators and the scholars of translation have found the various methods of translation strategies. According to Oxford Advanced Learner's Online Dictionary (2024), a strategy is "*a plan of action designed to achieve a long term or overall aim*". The word strategy also possesses a conceptual meaning in the field of translation. A translation strategy is a potentially conscious procedure for solving a problem faced in translating a text or any segment of it (Lorscher, 1991). According to Venuti (1998), translation strategies involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it. To denote translation strategies, Venuti uses the notions of domestication and foreignization.

The end of 1990s was the time when there was a boom in translation studies, dividing translations across the division of domesticating and foreignizing. (Kemppanen et al., 2012), mention that Lawrence Venuti is the most frequently mentioned figure in this regard. Venuti (1995) brought the concepts of domestication and foreignization into modern Translation Studies. Schmidt (2013) points out that concerning with Venuti, the two terms are not new one. Baker and Saldanha (2009) argue that Venuti derived these two concepts from his reading of Schleiermacher's famous debate over the translator's option between shifting the reader towards the writer or the writer towards the reader.

Domestication and foreignization strategies introduced by Venuti (1995, 1998), have become one of the most frequently used dichotomies in the last sixteen years. In his book, Venuti criticizes the condition of the translator in modern Anglo-American culture. He criticizes the translations into English as being too domesticated. He further says that through domestication, translators force the Anglo-American values on the texts being translated.

The dichotomy of domestication and foreignization has drawn the researchers' attention considerably. Domestication and foreignization are two basic translation strategies that provide linguistic as well as cultural guidance (Yang, 2012). Foreignization is the strategy that is firmly gripped in certain social and cultural context (Wang, 2013). Therefore, the selection of domestication and especially foreignization is influenced not only by the translators but more significantly by particular social circumstances.

According to Venuti (1995), foreignization is "an ethno deviant pressure on those (cultural) values to register the linguistic and cultural differences of the foreign text, sending the reader abroad". Simply saying, foreignization helps to preserve something of the foreignization of the original text in the target language (TL). According to Venuti (1998b), foreignization is concerned with selecting a foreign piece of text as well as developing a method of translation side by side with the lines that are not included in the dominant cultural values of the receptor language. Venuti (2002, 2008, 2013), claims that a fully foreignized or a thoroughly domesticated translation is impossible to achieve.



According to Schleiermacher (1813/2004), cited in Munday (2012), foreignization is a preferable strategy in which the translator “leaves the writer in place, as much as possible, and moves the reader towards the writer”. In other words, the translation method should be ST oriented. Keeping in mind the views of Schleiermacher, we see that Venuti has the same views regarding foreignization. He is regarded as the representative of foreignization. According to him, it is a ‘highly desirable’ strategy in which the translator takes the reader abroad by making the recipient culture cognizant of the cultural and linguistic disparities in the foreign text (Venuti, 2008). In this way, the role of the translator will be visible. Venuti’s favour towards foreignization is seen even in his definition of translation in which he says “translation is the process that involves looking for similarities between languages and cultures” (Venuti, 1995).

This study fills the research gap that use of foreignization is relevant in this study because it provides a theoretical framework to analyze the translation strategies dealing with source text. Exploring the strategy of foreignization offers valuable insights into how the translator Prof. Musarrat Hussain preserves cultural preservation in his translation of Good Bye Mr. Chips.

#### **4. Theoretical Framework**

Lawrence Venuti's theory of translation, particularly the concept of foreignization has been employed by the researchers to analyze the textual material from the Urdu translation of James Hilton's Good Bye Mr. Chips. This model proposes a strategy that prioritizes preserving the foreignness of the source text in the translation process. Unlike domestication, which aims to make the translated text more familiar and accessible to the target audience, foreignization seeks to maintain linguistic and cultural elements that may appear unfamiliar or exotic. By retaining these foreign elements, translators aim to challenge the hegemony of dominant languages and cultures, while also enriching the target language with new perspectives and experiences.

"Untranslatability" refers to the idea that certain words, phrases, or cultural concepts may resist direct translation due to inherent linguistic or cultural differences between languages. When faced with untranslatable elements in the source text, translators must make strategic decisions about how to convey meaning effectively in the target language. In many cases, foreignization techniques are employed as a means of addressing untranslatability by preserving the unique essence of the source text, even if it means sacrificing some degree of linguistic fluency or readability in the target language.

By considering these linguistic and cultural factors, translators can make informed decisions about when and how to employ foreignization techniques in translation, ultimately enriching the target language with diverse linguistic and cultural perspectives. Keeping in mind all the above mentioned linguistic and cultural factors, the main objective of this research is to address the find out the cultural issues in the Urdu translation of the novel Good Bye Mr. Chips.

#### **5. Methodology**

The researchers have used qualitative approach and descriptive method to analyze the selected lines from Good Bye Mr. Chips along with their Urdu translation. The Urdu translation of James Hilton's novel Good Bye Mr. Chips done by Professor Musarrat Hussain has been used as a sample. It was published by Sunshine Publications, Lahore in 2022. The source used here is the translation of the original text. Following the purposive sampling technique, the projection of foreignization has been found in all chapters of the novel. Each of the chapter is full of the said projection in translation under studied. English and Urdu translation has been analyzed with the lens of Lawrence Venuti's theory of translation. Each line from the data has been analyzed from the underlying strategy of translation. Liberations and limitations of the translator have also been pointed out with the contextual material.



## 6. Textual Data and its Analysis

The researchers have provided textual examples of foreignization. The translation strategy adopted by the translator will link the reader with exemplification of the said issue. For further references, page number of each extract from the translated book has been given.

Foreignization is the strategy of retaining information from the source text, and involves deliberately breaking the conventions of the target language to preserve its meaning. In the following, there are multiple examples which highlight the use of foreignization in the translation of Good Bye Mr. Chips.

**6.1.** For Chips, like some old sea-captain, still measured time by the signals of the past; and well he might, for he lived at Mrs. Wickett's just across the road from the school.(p. 418)

کیونکہ چپس کسی بوڑھے بحری جہاز کے کپتان کی طرح وقت کا تعین ماضی کے اشارات سے کرتا تھا اور (وقت کا تعین) اچھی طرح کر سکتا تھا کیونکہ وہ سکول کے پاس سڑک پار مسز وکٹ کا ہاں قیام پزیر تھا۔

The given extract is the perfect example of foreignization. The word "school" is translated in Urdu in the same way as is in English. The translator has translated it as "سکول". The translation of the target text (TT) is the same as is in source text (ST). The translator preserves the cultural references in the source text.

**6.2.** "You might bring me a cup of tea before prep. Will you?" (p. 418)

"مسز وکٹ، آپ مجھے پریپ سے قبل چائے کی ایک پیالی لادو گی؟"

In the given lines, the translator has translated the word "prep" in the same way as is in (ST). He has translated it as "پریپ". The word prep has multiple meanings in (ST). Its mean may be making ready, arrangement, assembling or assembly. Here in (ST) the word prep is used as a noun. But the translator has translated it the same way.

**6.3.** When you are getting on in years, it is nice to sit by the fire and drink a cup of tea and listen to the school bell sounding dinner, call-over, prep., and lights out. (p. 419)

جب آپ بوڑھے ہو رہے ہوں تو آگ کے پاس بیٹھنا اور چائے کا کپ نوش کرنا اور ڈنر، حاضری، پریپ اور روشنیاں گل کرنے کے لیے سکول کی گھنٹیوں کی آواز سننا خوش آئند لگتا ہے۔

In the given lines there are multiple examples of foreignization which the translator has adopted in order to preserve the foreign culture. The first one is "cup" "کپ", second one is "school" "سکول", the third one is "dinner" "ڈنر" and fourth one is "prep" "پریپ".

**6.4.** Brookfield was playing Barnhurst, and one of the Barnhurst boys, a chubby little fellow, made a brilliant century. (p. 421)

بروکفیلڈ بارنہرسٹ کے خلاف (بیچ) کھیل رہا تھا اور بارنہرسٹ کے ایک لڑکے نے شاندار سنچری بنائی تھی۔

The translated version is the good example of foreignization. The source text (ST) word "century" has been translated as "سنچری" in the target text (TT).

**6.5.** Across the road behind a rampart of ancient alms lay Brookfield.(p. 433)

سڑک کے پار قدیم ہیلمز درختوں کی فصیل کے پیچھے بروک فیلڈ واقع تھا۔

The word "elms" has been translated as "ہیلمز" in (TT). An elm is a kind of trees which are mostly found in mountain areas. They are in profusion in the regions of North America and Eurasia. In order



to preserve the foreign culture the translator has translated this word in the same way as it is in the source text.

6.6. And there were acres of playing fields beyond; (p. 433)

اور کئی ایکڑوں پر پھیلے کھیل کے میدان تھے۔

In the rendered translation, the word “ایکڑوں” is the best example of foreignization. The translator has kept in mind this specific term which is related to land. The target text reader can easily understand the term as it is familiar to him.

6.7. Several notable families supported it; it supplied fair samples of the history-making men of the age -judges, Members of Parliament colonial administrators, a few peers and ‘bishops.’ (p. 434)

کئی ممتاز خاندانوں نے اس کی مدد (مالی) کی، اس نے اس دور کے تاریخ ساز انسانوں کے کافی نمونے بہم پہنچائے۔ ان میں جج، پارلیمنٹ کے ارکان، کالونیوں (نوابوں) کے ناظمین، چند نواب اور بشپ (پادری)۔

The terms “judges” is a judiciary term. The term “parliament” is related to politics. And the term “bishop” is a religious term. The translator has not altered these terms while translating them into (TT). He has translated them as “جج”, “پارلیمنٹ” and “بشپ”. The purpose behind doing all this is that that translator wants to preserve the culture of the (ST) in front of (TT) readers.

6.8. He kept watch to see that their plates were never empty, (p. 442)

وہ دھیان سے دیکھتا کہ ان کی پلیٹیں خالی نہ ہوں۔

In the above line, the translator has translated the word “plates” as “پلیٹیں”. The word plate is commonly used in the (TT) readers. In order to make them more familiar with the word, the translator takes the help of foreignization.

6.9. Mrs. Wickett, before she saved money, had been in charge of the linen-room at the school. (p. 443)

مسنز وکٹ، رقم پس انداز کرنے سے پہلے سکول میں چادریں، تولیے، خلاف وغیرہ رکھنے کے کمرے کی انچارج رہی تھی۔

The above line is the perfect example of foreignization. The translator has translated the (ST) word in charge in the same way in the (TT) as it is in (ST) i.e. انچارج.

6.10. The books were chiefly classical, (p. 444)

زیادہ تر کتابیں کلاسیکل (قدیم یونانی اور لاطینی ادب سے متعلق) تھیں۔

In the above given line the word classic is translated as کلاسیکل. The (ST) word is the same as that of the (TT). In order to preserve the culture of the source text, the writer has taken the help of foreignization.

6.11. She believed that women ought to be admitted to the Universities, she even thought they ought to have a vote. (p. 454)

وہ سمجھتی تھی کہ عورتوں کو یونیورسٹیوں میں داخلہ ملنا چاہیے، حتیٰ کہ وہ یہ بھی خیال کرتی تھی کہ انہیں ووٹ ڈالنے کا حق بھی ملنا چاہیے۔

In the above passage, the translator has translated (ST) words universities and vote as یونیورسٹیوں and ووٹ. These two words are used often in the target text culture in the same way as in source text culture.



6.12. "And can I go to the **station** to meet them?" (p. 492)

اور کیا میں ان سے ملنے کے لیے اسٹیشن پر بھیجا سکتا ہوں۔

In the given line, the word station of the (ST) is translated as اسٹیشن in the (TT). The purpose behind this is that the translator is trying to put the elements of the source text culture into target text culture.

6.13. Not till days afterwards did he realize that it had been a piece of **April foolery**. (p. 493)

بعد میں آنے والے کئی دنوں تک بھی وہ نہ سمجھ پایا کہ یہ ایک اپریل فولری تھی۔

Here in the given sentence, the (ST) word April foolery has been translated as اپریل فولری. April is the word that is used same in the both cultures, but the word foolery can be translated into target text but the translator has used it same as in (ST). The purpose is to maintain the culture of the (ST).

6.14. Chips changed his more commodious **apartments** in School House for his old original bachelor **quarters**. (p. 497)

چپس نے سکول ہاؤس میں اپنے کشادہ اپارٹمنٹ کو اپنے پرانے کنوارے دور کے ابتدائی کوارٹر سے بدل لیا۔

In the given text, the two words of (ST) apartments and quarters has been translated as اپارٹمنٹ and کوارٹر. The translation of these two words is the clear indication that the translator is trying to preserve the culture of the source text.

6.15. He had won, by **seniority** and ripeness an uncharted no-man's-land of privilege; (p. 499)

اسے سینئرٹی اور بزرگی کے سبب منفعت (فائدے) کا ایسا انجانہ مقام حاصل کر لیا تھا جو انسانی رسائی سے ماورا تھا۔

In the above given lines, the translator has translated the word seniority as سینئرٹی. Although there is an (Placeholder1) option for the translation of the particular word in (TT) but the translator has not opted that option in order to preserve the culture of the (ST).

7.

## 8. Conclusion

The study focuses on the use of foreignization technique proposed by Venuti (2008) in translating the text of Good Bye Mr. Chips by Professor Musarrat Hussain in his book Sunshine English Comprehensive Edition 21<sup>st</sup> Edition 2022. The results show that the use of foreignization in the translation of the novel Good Bye Mr. Chips reflects a commitment to preserving the authority and cultural identity of the source text. The qualitative technique allows for a thorough analysis of the data. The study concludes that the readability and fluency of the translated text is not affected by the translator's decisions. This research is helpful for those who are involved in translation practices. It is also significant for the readers who seek to understand the process of foreignization in translation to keep the original version visible.

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