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Operationalizing the translation purpose (Skopos)

Contents

1 Problem Statement

1.1 Problem and aim of research project

A consistent claim among functional translation researchers is that *Skopos* (Reiß & Vermeer [1]1984, [2]1991) is the determining factor in translation; however, they fail to show how a *Skopos* effects the translation process or appears in a translated text. Moreover, the given examples do not explain under which actual *Skopos* the translation has been rendered, so that until now, translators and students do not exactly know for what purpose a *Skopos* is positioned within the translation process and to which results it leads.

If we want *Skopos* to be a useful term in translation science, the following requirements have to be fulfilled:

Taking the translation commission as a starting point we have to find out how *Skopos* is related to it. Can the translation commission already be regarded as a *Skopos*?

The minimum information needed to determine a *Skopos*, which governs a target text needs to be specified.

It needs to be known how *Skopos* can be integrated into existing methods. This step is necessary, if we want to draw a line between translation as a fully creative act and translation as a scientific discipline, which can be taught at universities.

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On the basis of these considerations this research project aims to define *Skopos* by a set of parameters in order make it 'operationalizeable'. Operationalizing means, that it will be possible to derive clear instructions from the *Skopos* on how to create a text serving a given purpose. A *translation purpose* thus defined can then be interfaced with existing methods.

1.2 Skopos in Translation Theory

While "Grundlegung einer allgemeinen Translationstheorie" (Groundwork for a General Translation Theory, translated by Sunwoo) by Reiß & Vermeer ([1 1984] 2 1991) is not the first functionalist approach in translation theory, it is one of the most known, because for the first time extra-linguistic and textual factors like the 'client', the 'recipient's culture' and especially the 'purpose' of a text became the focus of attention. These factors were considered to be of great importance for a translator's decisions when creating a target text. As the functionalist approach took practical experience of translation professionals into account, Vermeer's so-called „*Skopos* theory" established a new movement in translation theory: functionalism.

In comparison to linguistic or equivalence-based theories, Vermeer considered equivalence between a source text and a target text no longer as the normal case, but rather regarded a source text only as an "Informationsangebot (offer of information)", which - dependending on the *Skopos* – can be wholly or partly simulated into an offer of information in a target language and culture (Reiß & Vermeer 2 1991:76).

The problem with the technical term *Skopos* is that Vermeer ([1 1989] 3 1992:90) refers it to the act of translating as well as to the translation result and also to the translation mode. He also uses the term *Skopos* synonymously with "function" (Reiß & Vermeer 2 1991:96), but differently from the understanding of his co-author Reiß, who uses "function" in relation to the source text (1971). As a consequence later scholars used the term when writing either about translation action (Holz-Mänttari 1984; Holz-Mänttäri, 1993; Wilss 1991), about the translation result (Vermeer 3 1992; Nord 1993; Nord 3 1995; Ammann 1995; Hönig & Kußmaul 5 1999) or about the translation mode (Prunč 1997). What is confusing is that the majority of the functionalists take this kind of *indefinite* term for granted (Diszdar 1998). There are only a few fair, content- and methodology- orientated critics on the *Skopos* theory's weak points (stated above in 1.1) (e.g. Gerzymisch-Arbogast 1994, Gerzymisch-Arbogast & Mudersbach 1998; Liedtke 1997; Liedtke 2005).

Another problem of functional literature up to now is that they all lack a 'scientific' methodology. In spite of all good efforts, especially by Nord (1993; 1995), it is not clear from the point of view of a student, what exactly – step by step - has to be done during the translation process.

Let us take the wh-questions from Nord (3 1995:41, 165f.) for example. How does "wozu" (what…for) differ from "warum" (why) and "mit welcher Funktion" (with what function); besides, what is the exact definition of "function", if it does not have the same meaning as *Skopos* (Nord 1993:8ff.)? The explanation Nord gives with respect to the term function is confusing (Nord 1993:9; Nord 3 1995:31ff, 79, 83ff.), because in the course of her works, she uses this term synonymously with *Skopos* (Nord 3 1995:31), also in the sense of a term dependent on the original author's intention (3 1995:32) and finally as a term reflecting the reader's expectation (Nord 3 1995:83f.). Therefore we find the term "function" in "Funktionskonstanz vs. Funktionsvarianz" (1993:26), "Funktionsgerechtigkeit + Loyalität" (1993:17ff.), "Textfunktion" (3 1995:79ff.) "distinktive Funktion des Titels" (1993:87), "metatextuelle Funktion des Titels" (1993:91) etc. What then is really the meaning of the term "function"?

Furthermore we have to ask what a "tone" of a text means and how it is detectable in a text? What are the criteria for "Wirkung" (effect) and how does it appear in a text? This problem is also raised by Inhoffen (1991:26).

Another question with respect to the wh-questions arises when applying them to the target text: one has to ask oneself, who is meant by "who"? Is it the original author (in line with Nord's "loyalty" concept (1993:17ff.; ^{3}1995:31ff.)? Or is it the client (in the understanding of the functionalists)? Or the publisher? Or the translator?

None of these terms mentioned above is determined by its constraints and its parameters. That's why there could be a potentially infinite number of answers to these questions and therefore it is impossible to derive an operationalization from it.

Even if we assume that all questions could be answered clearly, what would we do next having all these answers? How do they give us an exact instruction of what has to be done in the following steps? How does the *Skopos* influence the translation? What is most confusing about functionalist theory is that almost all functionalists (except for Holz-Mänttäri 1984) give translation examples, but do not state under which *Skopos* the translation was made. In the end we only see a source text and a target text, but do not know how the act of translating was exactly performed. In the end we are left with the impression that everything is intuition and creativity again. But if we want translation to be recognized as a serious discipline at university level we have to offer not only theoretical models, but defined terms and intersubjectivly transparent and repeatable methods.

2 Data

In practice a professional gets a commission and a source text from a client who is generally a layperson and has no idea about the target or the source culture and language. The information the translator gets from him is very vague. Mostly the client just says that he needs a translation until day X.

For the purposes of this paper we will take an authentic translation case with a source text containing technical terminology in line with the paper presented within the context of the EU High Level Scientific Conference Series, which was held in Vienna on the topic of LSP Translation Scenarios in May 2007:

The manager of a Korean firm requests to have a user manual for a digital satellite receiver translated. The source text is in English, because it is the basic text for all European countries. The text is to be translated into German. This is the only information that is provided.

For illustration purposes we will only deal with an excerpt of the commission, i.e. the table of contents. Below you will see the source text and the target text.

1 Overview
  1.1 Introduction
  1.2 Controlling the digital receiver
    1.2.1 the front panel
    1.2.2 the remote control
  1.3 What is common interface?

2 Installation
  2.1 Packing Contents
  2.2 Safety Precautions
  2.3 Connection Panel
  2.4 Connecting the digital receiver
  2.5 Inserting batteries into the remote control
  2.6 Searching broadcasting services
    2.6.1 Configuring LNB settings
    2.6.2 Configuring DiSEqC1.2 settings
    2.6.3 Configuring USALS setting
    2.6.4 Searching services
  2.7 Copying services
  2.8. Resetting to factory settings

Fig. 1: Source text

0 SICHERHEITSHINWEISE UND WARNUNGEN

1 ALLGEMEIN
  1.1 Einführung
  1.2 Ausstattungsmerkmale

2 VOR DER INBETRIEBNAHME
  2.1 Lieferumfang
  2.2 Die Fernbedienung
    2.2.1 Einlegen der Batterien in die Fernbedienung
  2.3 Die Vorderseite
  2.4 Der Common-Interface-Schacht
  2.5 Die Rückseite

3 ANSCHLUSS DES DIGITALEN RECEIVERS
  3.1 Anschluss an die Satellitenantenne
  3.2 Anschluss an den Fernseher über SCART
  3.3 Anschluss an den Fernseher über CINCH-Steckverbinder (RCA JACK)
  3.4 Anschluss an den Fernseher über YUV
  3.5 Anschluss an den Fernseher über S-VIDEO
  3.6 Anschluss an den Videorekorder über SCART

4 KONFIGURATION
  4.1 Konfiguration der LNB-Einstellung
  4.2 Konfiguration von DiSEqC 1.2
  4.3 Konfiguration von USALS

5 SENDER
  5.1 Sender suchen
  5.2 Sender kopieren
  5.3 Zurückstellen auf Werkseinstellung

GLOSSSAR

Fig.2: Target text

As you can see there are differences between the source and target text concerning the chapter order, the division; for one reason or another, more sections exist in the target text, which do not exist in the source text.
How can these changes be explained on a theoretical basis?

In the sections that follow you will be introduced to a model which in its test for adequacy will provide an answer to this question.

3 Intuitive solution

3.1 Intuitive solution concerning the translation commission and translation purpose

It is obvious that a translation commission as we get it in practice is insufficient as far as information is concerned. Nevertheless we have to take all information provided into consideration because although a client may not be able to express himself in theoretical terms, he often has a concrete idea of what he wants or a reason what he needs the target text for. But as a layperson he may not be aware of the fact that he keeps information important for the translator to himself. Therefore it is the task of the professional translator to get as much information from the client as possible.

To judge what information is important for the translation we first have to think about the constraints which determine the creation of a text in general. Surely such determinators are the writer and his/her interest or motivation to write the text, the reader and his/her interest or motivation to read the text, the situation (time, place, occasion) in which the text is written or presented/is read, the culture, the text type, the publisher and his layout guidelines. It is necessary to be aware of these constraints in order to know what minimum information is needed by the professional translator when producing a (target) text. Therefore it is important to explicate the translation commission from the layperson (in the phenomenon area) into a form that can be used by a professional (in the 'scientific' area). The explicated form containing the answers from the client should be given a separate name and will here be called "*translation purpose*". The reason why it shouldn't be called *Skopos* is, that in Vermeer's functional theory there is no differentiation between the concept of a translation commission and a *translation purpose*.

3.2 Intuitive solution concerning the operationalization

As operationalization means to derive instructions from a concept, in our case from the concept of the *translation purpose* in terms of what the translator has to do in order to produce a target text, the *translation purpose* has to contain instructive information. Such instruction must be feasible within a translation method developed from the basis of a scientific model.

4 Formal solution

4.1 Model for Constituting the Translation Purpose from the Translation Commission

If we want to convert the translation commission from a layperson (phenomenon area) into the *translation purpose* for the professional translator (scientific area) we need a step bridging the area of phenomena and science.

Therefore it will be necessary to find a pre-theoretical terrain, where both areas can meet. I therefore propose a pre-theoretical form which regulates all translation commissions regardless of text type. This pre-theoretical form is a checklist with 6 items explicating the translation commission. The translator goes through the items by asking the client and filling in the answers given by the client. Even if there is no chance of getting all of the answers to the following questions and even if the translator is forced to enter some of the answers on his own, this checklist is a visualization of what the translator assumes to be of interest in the translation process.

Translation Commission Checklist

- In what language is the original and in what language should the translation be?
- Who is the client and what are his interests?
- For what situation is the text needed?
- What type of text does the client expect?
- What readership does the client want to address?
- Is there a certain form, a layout guideline or a software the translator has to use?

Having filled in the checklist with the pre-theoretical answers of the client, the translator now has enough information to think of producing a target text. From here the translator as a text specialist is able to extract relevant information influencing directly the target text and to add valuable information to it, e.g. knowing what reader type the client wants to address the translator can now estimate the specialist knowledge, the cultural knowledge and the interest of the reader type. The result is that the translator can derive the *translation purpose* from these assumptions.

The *translation purpose* in general looks like this:

“Translate a (language) source text to a (language) target text considering the following requirements:
- Client is …(description of client), client has the interest to …. (description of his interest)
- Situation for which the target text is needed is …(description of time, place, occasion)
- Text type is … (description of text type in pre-theoretical terms)
- Reader type the client wants to address to is …(description of a reader type)

→ specialist or world knowledge level of this reader type is …
→ cultural knowledge level of this reader type is…
→ Interest of this reader type to read the text is …

- Translate using (software), following (layout guidelines)

The checklist with the answers – the *translation purpose* – contains an instruction with exact specifications for the target text. The translator now has a *translation purpose* which is a useable (‘operationalizeable’) term for the professional and for translation science, because the translation instruction can be performed according to a translation method, which is adjustable to the identified conditions.

In the following the model which is basis for the translation method in order to perform the instruction of the *translation purpose* is introduced (For more detailed information concerning the “Method for Constituting the *Translation Purpose* from the Translation Commission” cf. Sunwoo 2009 (forthcoming).

4.2 The Text Situating Model

The “Text Situating Model” (Mudersbach forthcoming) is a model which sets out to precisely situate a text with as many text determining parameters as possible. According to Mudersbach most text classifications show a deficit because they don’t proceed from the individuals, the person who produces and the one who reads a text in a situation. They often try to classify a text with textual criteria like fiction vs. non-fiction, specialist text vs. text for laymen or try to differentiate between expressive, informative and operative texts according to Bühler’s “organon model” (Bühler ²1965) (Reiss in Reiß & Vermeer ²1991, Nord 1993). This kind of rough classification is not precise enough to describe all the text types or categories (= ‘Sorten’) we deal with in practice. If we want to have a useful text classification, we have to take a look at the communication situation, at the message and the language used and finally at the participants in the communication process, who felt the need to produce or receive a text. Therefore, the “Text Situating Model” (Mudersbach forthcoming) includes 4 models to situate a text:

1) The Communication Model (Hexagon Model)
2) The Tetrad Model
3) The Sense Giving Model
4) The Model of the Life Domain

The "Text Situating Model" (Mudersbach forthcoming) is the basis for the "text localization method" (Sunwoo 2009 forthcoming), applicable to source text analysis, and also for the "text constitution method" (Sunwoo 2009 forthcoming), applicable to target text planning.
In the following, each of these theoretical models will be explained separately in its essentials.

4.2.1 Communication Model (Hexagon Model) as a basis model

This model describes the utterance of a speaker and the understanding of the utterance by a hearer in a situation (Mudersbach in this volume). The model consists of two parts:

a) The Model of Language Use
b) The Parameters of an Uttered Speech Unit in a Situation

With regard to a)
This model is a basis model to describe the language use of individual participants (speakers and hearers) in the communicative process. The advantage of this model is, that it does not look on communication as if it would only consist of language and signs and their interconnection, but also includes a speaker and his/her individual use of language and a hearer and his/her individual use of language. It also includes hypotheses which each of the participants can have about the other. And most important, the model contains a 'crossing point', where the hearer tries to understand the language use of the speaker. As translation is about building the bridge between a speaker and hearer at a 'crossing point' - when a hearer is not able to understand the language use of a speaker - this model is a useful basis for translation. Furthermore this model can explain why the translator in the role of a speaker producing a text should pay attention to build up the right hypotheses about the reader type, the reader's language use and his/her world.

Let us assume a situation, in which a wine bottle is on a kitchen table. If a speaker wants to tell a hearer that "the wine bottle is on the kitchen table", s/he first has to recognize this fact (sign-extension). This is her/his individual "information state" as Mudersbach (in this volume) calls it. Then the speaker goes through a cognition process, where s/he has to find concepts (sign-intension) for each object, before s/he builds a picture in her/his mind - a thought - in which s/he connects the concepts "wine bottle", "kitchen table" "is on" in the right logical order. As a result, her/his thought is that the wine bottle is on the kitchen table. S/he then forms a sentence with the help of sign-expressions and utters it to a hearer.

The hearer who wants to understand the speaker proceeds in the opposite way: S/he hears the utterance of the speaker (sign-expressions), builds a picture in her/his mind with the concepts (sign-intension) in the proper order and then is able to refer them to the objects (sign-extension). What is important for a successful communication between a speaker and a hearer is that at least one of them succeeds in building the right hypotheses about how the other communication participant uses the language and sees the world. If one of them doesn't build up the right hypothesis or doesn't build up any hypothesis at all, a misunderstanding in the communication may be the consequence[1].

With the method Aspektex/Aspektra it is possible to analyze/constitute a text in its sign-expressions on a microlevel, especially in the individual use of sign-expressions. With Relatex/Relatra it is possible to analyze/constitute a text in its grammatical connection of sign-expression (hol-atomistic level). With the method Holontex/Holontra it is possible to expli-

[1] For details cf. Mudersbach (in this volume) or Mudersbach (1997). Methods implying this model are: Aspektex, Relatex, Holontex (for the source text analysis), Aspektra, Relatra, Holontra (for target text constitution) (cf. Gerzymisch-Arbogast & Mudersbach 1998, Gerzymisch-Arbogast 1999, 2005 and in this volume).

cate/constitute whole knowledge systems behind the sign-intension the language user has in mind, although s/he only verbalizes parts of a system. These systems can be related to specialized, world or cultural knowledge systems and to text structure systems. Therefore Holontex/Holontra deal with a text on a macro-level.[2]

With regard to b)
The parameters determining a communication situation in the Communication Model are:
- speaker
- hearer
- time
- place
- occasion

(cf. Jiang in this volume).

As we here apply these parameters to written texts these parameters are denominated
- writer (concerning source text), client (concerning target text)
- reader type
- time
- place
- occasion
- layout guidelines

These parameters are already all used in the Model for Constituting the *Translation Purpose* from the Translation Commission. A method on the basis of this model is in preparation by Sunwoo (2009 forthcoming).

4.2.2 The Tetrad Model

The second pillar on which the Text Situating Model is based, is called the "Tetrad Model (for Speech Acts)" (Mudersbach in this volume) which depicts how participants in a communicative process intuitively know when a communicative interaction is completed. According to the Tetrad Model a communicative act consists of four phases.

Phase 1: Participant A has a need and utters it to B.
Phase 2: Participant B satisfies the needs of A (or not).
Phase 3: Participant A is satisfied and expresses his thanks (or is not satisfied but critical).
Phase 4: Participant B is also satisfied (or not satisfied with it)[3].

As texts, similar to speech acts, can be seen as text 'acts', we can apply these four phases to texts. This means, that a text is situated in one of these four phases: it can express a need of someone (phase 1 = text level 1), it can be an expression of how someone tries to satisfy the need of someone else or not (phase 2 = text level 2), it can express a satisfaction or dissatisfaction (phase 3 = text level 3) and it can be an expression of how someone is also satisfied or dissatisfied for not being appreciated for what he has done or not (phase 4 = text level 4).

Except for the case when a text is situated in the first phase, we always have to take the preceding phases into account in order to understand the context, e.g. a reader's letter to a newspaper article, an answer to a question, a review to a book, etc. So the added value of this

[2] For applying Holontra to culture cf. Floros in this volume, for applying Holontex to text structure patterns cf. Mudersbach 1997)
[3] For more details cf. Mudersbach (in this volume).

model is that texts belong to an association of 4 texts and always have to be seen in the context of them all.

The “Tetrad Text Level Method” based on this model is in preparation by Sunwoo (2009 forthcoming). This method will be an interface with the parameters ‘client’ and his interest,’ reader type’ and his interest and also with the parameter ‘text type’ of the identified *translation purpose*.

4.2.3 The Sense Giving Model

The third pillar of the Text Situating Model is the Sense Giving Model (original version Mudersbach 1998; in the Sunwoo-version Mudersbach in this volume). It describes what human beings do and with what motivation they do the things they do, if they have a belief. We need beliefs in our lives, because our belief contains laws or rules that help us subsume contingent phenomena in the world under a law in our belief. We therefore need the belief to understand ourselves, our world and our fellow men, when we cannot prove things through science.

Because of this belief a person A develops various needs in her/his deepest feelings inside that become manifest as an inner attitude of A:

Concerning her/himself the person A feels the need
to prove her/himself → and s/he can succeed or fail
to live and act according to her/his belief → and s/he can succeed or fail
to confess her/his belief → and s/he can succeed or fail

Concerning another person B the person A feels the need
to ask B about her/his belief → and B can answer to it or not
to make demands on B → and B can assure A by being responsive to it or refuse it

Concerning the world or reality the person A feels the need
to have expectations of the world W or his fellow men F and wants them to become true → and W or F might confirm the expectations of A or not

If A does not succeed to satisfy her/his needs concerning himself, the other person B, the world W or his fellow men F, A has various means to react to the failure such as respect it, ignore, re-interpret, or influence it by acting, fighting against it or destroying her/himself, the other person B, the world W or fellow men F. It is also possible that the failure causes A to have doubts about her/himself or her/his belief. In this case A will despair unless s/he finds another belief. If A does not find another belief, A might destroy himself by committing suicide. What possibility A chooses is up to her/his individuality and is not predictable.

If A is satisfied in her/his needs, A gains self-confidence. Getting satisfaction or assurance through B leads A to make friends with B, and being confirmed in his expectations concerning the world W or his fellow men F, enriches and ensures his own reality.

The reason why this model can be applied to texts is that A – when uttering a message or producing a text - verbalizes her/his needs coming from his belief and can also verbalize her/his reactions to the success or failure as B verbalizes his assurance or his rejection to A. It is obvious that all these texts coming from different needs and different views of a person A or B lead to different texts. Therefore we can - on the basis of this model - get a partial explanation for all the different text types in the phenomenon area. Now we are able to differentiate between texts like

- “Everest Solo. ‘Der gläserne Horizont’” (The Crystal Horizon: Everest - The First Solo Ascent) by Reinhold Messner (2001), which is a report about how the famous German mountain climber proved himself.

- "Meine Zeit mit Anne Frank" ("My time with Anne Frank" translated by Sunwoo) by Miep Gies and Alison L. Gold (1991) expresses the inner attitude of a brave woman, who acted according to her belief under life-threatening circumstances.
- A prognosis expresses the inner attitude of what a person expects.
- Submitting an offer, approval or an agreement expresses the inner attitude of how a B responds to A.
- The Mohammed caricatures in Denmark in January 2006 were taken by a lot of Moslems as the inner attitude of rejection. As a result, people in Pakistan, Afghanistan, Syria and Iraq reacted with protest marches, which expresses the inner attitude of fighting against the Europeans.
- "Die Leiden des jungen Werthers" (The sorrows of young Werther) by Goethe (1774), shows the development of an inner attitude where finally the protagonist despairs and commits suicide.

These are only a few examples to show how texts differ depending on the inner attitude of a person.

The advantage of the Sense Giving Model (Mudersbach in this volume) is that it is a closed model with a manageable quantity of possibilities a person can adopt as an inner attitude. That means that the possibility of answers to the question of what motivates a person to produce a text is restricted to the possibility of inner attitudes.

The "Sense Giving Method" based on this model is in preparation by Sunwoo (2009 forthcoming). This method will provide an interface with the parameters of the *translation purpose*, the client and her/his interests and the reader type and her/his interests.

4.2.4 The Model of Life Domain

The Model of Life Domain[4] is the fourth pillar of the Text Situating Model (Mudersbach forthcoming). It describes the constraints by which people intuitively know where a life domain begins and where it ends. It should not be mixed up with the scenes and frames concept of Fillmore (1977), which is used in translation theory by Vannerem & Snell-Hornby (1994), because Fillmore did not mention the constraints neither of a scene nor of a frame.

What causes problems is distinguishing the borders between the areas in every day life, which Mudersbach (forthcoming) calls a life domain.

What is considered to be a life domain has to be seen in the context of the Sense Giving Model. The Sense Giving Model as a holistic universal model describes the interests – needs and aims - human beings can have, it thus provides us with possible life domains. A life domain is determined by

- all persons and relevant objects taking part in a given situation
- a description of the general inner relationship between all the participating persons, if there is already a relationship, called "Inkem" (Mudersbach forthcoming)
- the inner attitude of each person with descriptions of her/his needs and aims

The filled-in contents of these parameters will lead to the life domain. Once the life domain is known, it is possible to identify action patterns that belong to this life domain.

We assume a situation in which friend A and friend B arrange to meet in a restaurant. A is very happy to meet friend B after a long time. They have a nice chat and talk about their fami-

[4] The Model of Life Domain does not take scientific texts into consideration and is not applicable to them. As for texts in science the borders between scientific disciplines are clear in general, an extra model to distinguish the borders is not necessary.

lies, their experiences during the last few weeks and also about their jobs. But suddenly B – in the process of talking about his new job as an insurance broker - begins to advertise life insurances and then takes out an insurance contract and asks his friend A to sign it. How can a scientific model explain why A feels disappointed and uncomfortable?

The general relationship between A and B is that of being friends. That means that they have a belief in common (maybe their shared belief is about how they think about marriage, about children's education, about friendship or about politics etc.). Therefore this belief constitutes a basis on which they form a community. What characterizes a community is that its members do things together (and we assume that they do so in order to get mutual assurance). Having dinner together is an action pattern that serves this aim.

If we take a closer look at each person separately and analyze her/his needs and the aims we may find that A has the need to assure B in their mutual friendship in order to be assured too. Maybe B also has the need to assure A in their friendship, but additionally he has the need to make a demand on A that does not fit into the framework of their common belief and their friendship. B mixes demands on the basis of his/her own belief, which A does not share, but wants A to assure him because of their friendship. At this point A starts to feel abused by B.
In scientific terms we can say that A acted within the life domain of strengthening and assuring friendship and chose the action pattern of having dinner together to reach this aim, whereas B acted within the life domain of business dealings and chose having dinner together as a good way for touting for customers.

With the Model of the Life Domain (Mudersbach forthcoming) we can define the borders of a life domain by scientific parameters, i.e. depending upon the life domain we can attribute appropriate action patterns to it.

This model is a useful tool for 'localizing' the source text as all texts refer to a life domain, unless the text refers to a scientific discipline (which will not be considered here). The model is also useful to describe the adequacy of action patterns belonging to a life domain in a culture. It is also a useful tool for constituting a target text, because action patterns belonging to a life domain differ from reader type to reader type and from culture to culture. Also, producing a text to fit a life domain can already be seen as an action that has to observe the text patterns adequate to this life domain, a reader type and a culture.[5]

The "Method of The Life Domain" is prepared by Sunwoo (2009 forthcoming). This method will provide an interface with the parameters of the communication situation, text type, reader type's knowledge and culture.

5 Adequacy test

In the following we will check if the thoughts of the intuitive solution went into the formal solution proposed above, if the data can be explained on the basis of the formal solution and if the formal solution solves the problem.

5.1 Adequacy concerning the intuitive solution

All the constraints mentioned in the intuitive solution such as the writer and her/his interest to write the text, the reader and her/his interest to read the text, the situation (time, place, occasion) in which the text is written or read, the culture, the text type, the publisher and his layout guidelines are integrated into the "Model for Constituting the *Translation Purpose* from the

[5] For more details information concerning action patterns depending on culture cf. Floros 2002, Floros in this volume, Mudersbach 2001, Mudersbach in this volume. For more details concerning text action patterns depending on the life domain and reader type cf. Mudersbach 1996.

Translation Commission". The thoughts of the intuitive solution all went into the formal solution.

As the *translation purpose* in the model is formulated as an instruction and offers an interface with scientific methods, the intuitive thought of an operationalization has been realized. The formal solution is therefore adequate to the intuitive solution.

5.2 Adequacy concerning the data

In order to check if the data can be explained on the basis of the formal solution, we have to perform the "Method for Constituting the *Translation Purpose* from the Translation Commission". This method is not presented in this paper. For detailed information cf. Sunwoo 2009 (forthcoming).

When using this method the translator explicates the translation commission either by asking the client or by filling in the checklist by her/himself:

- In what language is the original written and in what language should the translation be rendered?

The original is an English text as a basis text for all European countries and it is to be translated into German.

- Who is the client and what are his interests?

The client is a Korean manufacturer for digital satellite receivers. His main interest is to sell as many satellite receivers as possible in Germany, but he had to learn that the German market for high tech sets such as digital satellite receivers is difficult, because German consumers are very critical and often look for advice in test magazines or the internet before they buy something.

The client states that although he always got good test results concerning the receiver, the opinions about the manual were always bad. Until now the German translation was always rendered by someone from within the firm who spoke German. But according to the test magazines the German manual was incomprehensible for various reasons. For that reason the client requests a properly translated instruction manual.

- For what situation is the text needed?

The user manual will be part of the package content the reader gets with buying the satellite receiver. The manual should be an important help to the reader when connecting, configurating, starting and operating the system.

- What type of text does the client expect?

The text should be a typical German user manual with diagrams and pictures.

- What readership does the client want to address?

The readership is heterogeneous. Readers are potential buyers of the receiver in Germany.

- Is there a certain form, a layout guideline, a software the translator has to use?

The translator should use Microsoft Word. He should compile a data bank in order to always use the same expressions for the same objects.

From this explicated translation commission the translator extracts the relevant information that has direct influence on the target text. At the same time s/he adds valuable information concerning specialist and cultural knowledge and the interest of the reader type of the target text in order to establish a *translation purpose*.

Translate an (English) source text to a (German) target text considering the following requirements:

- The client is a Korean manufacturer for digital satellite receivers who is interested in having a properly translated user manual that fulfils the demands of German users and test magazines. Therefore the manual has to be comprehensible concerning structure and language and it also has to be detailed enough. No questions or uncertainties should be left open.
- The situation in which the target text is needed is that the buyer of the digital satellite receiver expects help from the user manual when opening the package.
- The text type is a typical German user manual with a clear structure and easy but detailed instructions, diagrams and pictures.
- The reader type the client wants to address is any buyer of the receiver speaking German who
  → has little technical knowledge
  → does not need any cultural knowledge
  → is interested to read the text only for the reason to be able to connect, configure and operate the receiver quickly and correctly. Therefore the manual has to be clear and easy to follow.
- Translate using Microsoft Word, no special layout guidelines, a data bank for technical terms that ensures consistency of terms. Terms should always refer to the same objects and actions.

These identified conditions of the *translation purpose* can now be assigned to parameters of the Text Constitution Method in order to get a text plan for the target text (cf. Sunwoo 2009 forthcoming).

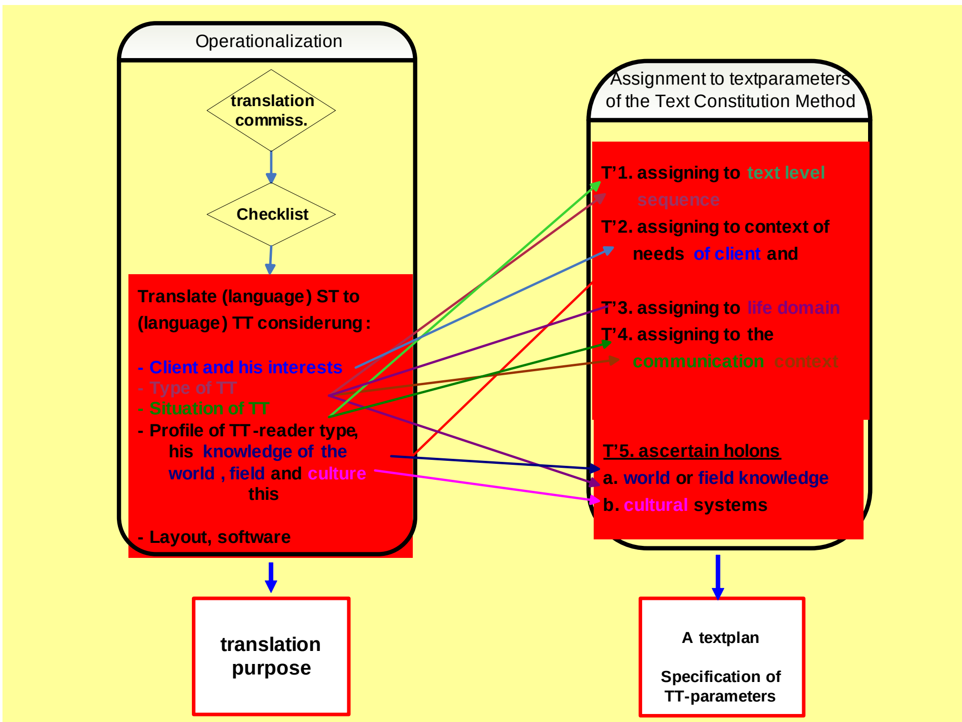

Fig. 3: Assigning the conditions of the translation purpose to parameters of the Text Constitution Method

As a result the following conclusion will be reached concerning the text plan, i.e. that with regard to the text level, the target text has to be on the second text level: with the text someone (the client) tries to satisfy someone else's (the reader's) demands. The reader demands clear and sufficient information.

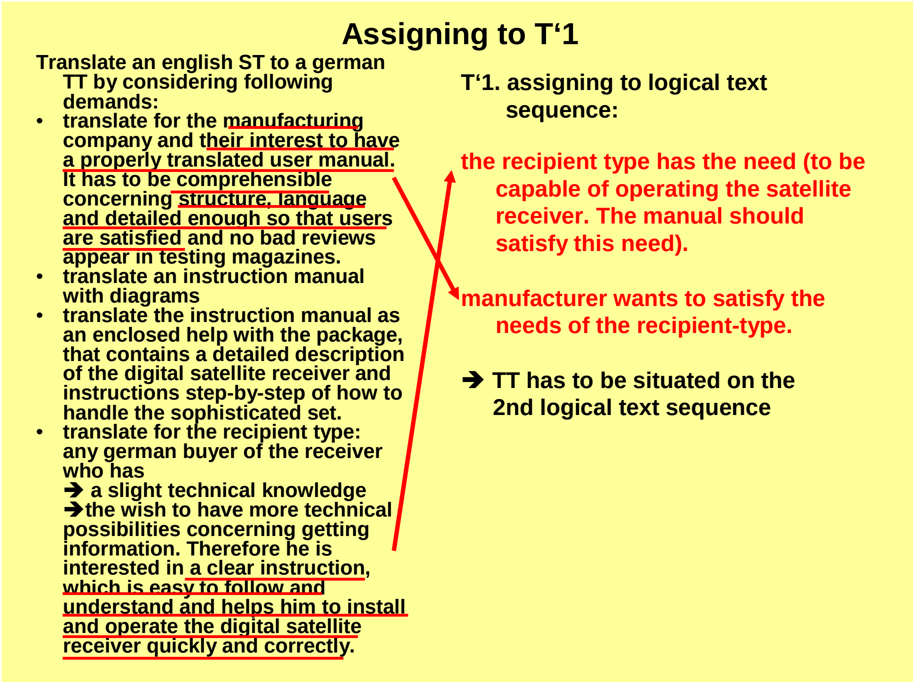

Fig. 4: Assigning the conditions of the translation purpose to parameter T'1

with regard to the context of need, the client's inner attitude is to assure the reader by offering him good instructions according to the criteria of test magazines. The reader's demand is to be able to use the receiver as soon as possible. S/he expects the text to be clear and easy to understand according to the expectation patterns s/he is used to.

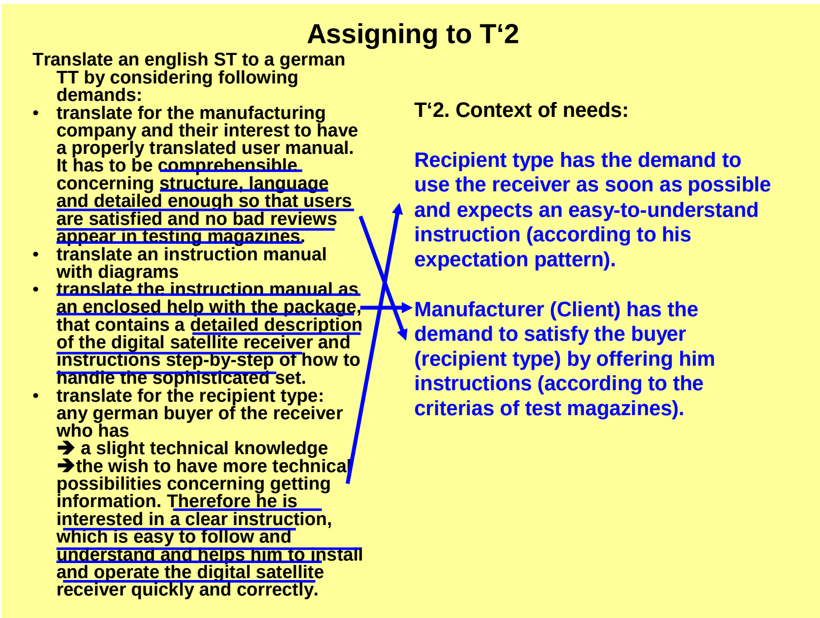

Fig. 5: Assigning the conditions of the translation purpose to parameter T'2

with regard to the life domain, the target text is situated in the life domain, where someone who is not a specialist wants to get information about the world with help of a very sophisticated set and needs the target text in order to handle the appliances. For this life domain the target text has to follow the text pattern of a “German User Manual for technical appliances”.

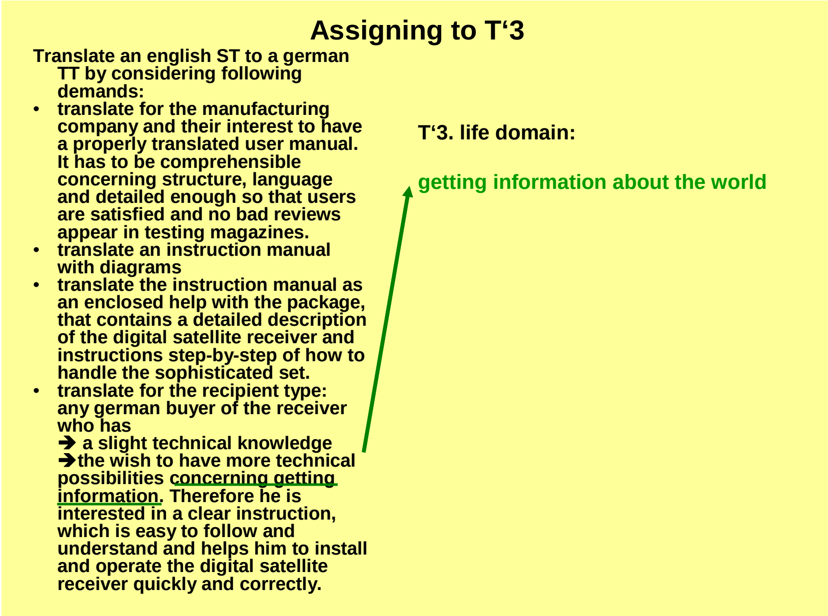

Fig. 6: Assigning the conditions of the translation purpose to parameter T’3

with regard to the communication situation in the target text, the translator should pay attention to the fact that although sign-intension and sign-expression belong to specialized technical areas, the reader is still able to refer the technical terms to the right objects (sign-extension).

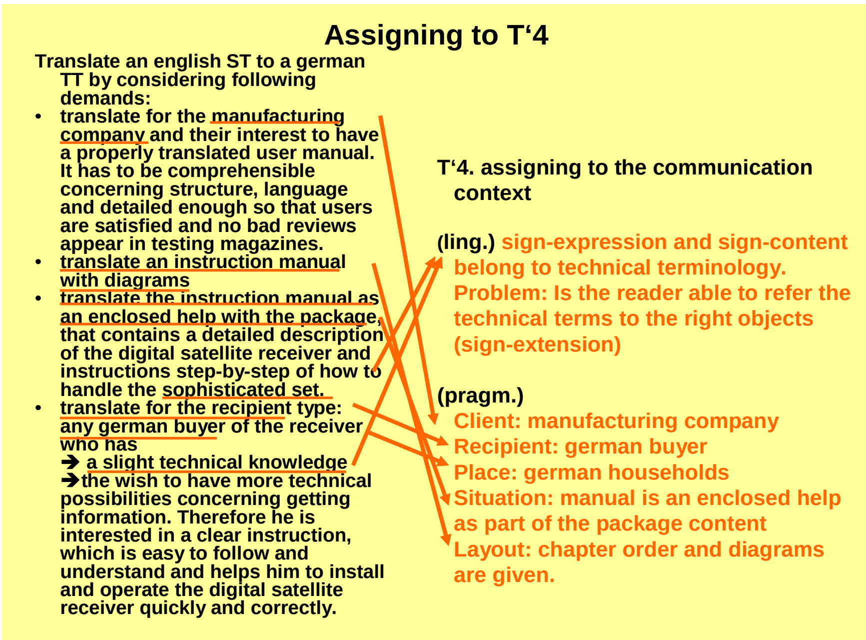

Fig. 7: Assigning the conditions of the translation purpose to parameter T’4

with regard to the holistic systems, the knowledge system “components of a digital receiver and how it works” has to be explicated for the reader type who has little technical knowledge; the culture system “German instruction manual” has to be applied to the target text.

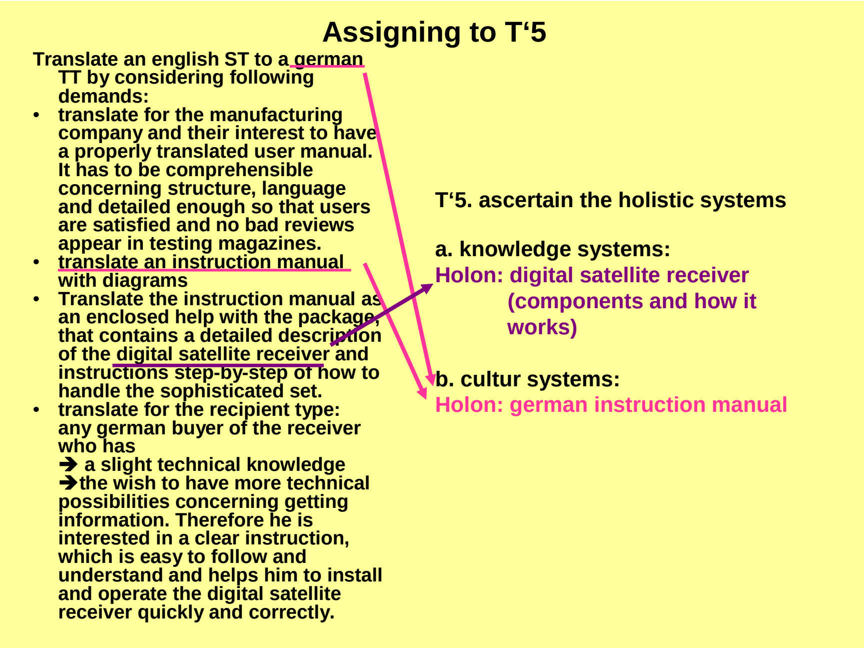

Fig. 8: Assigning the conditions of the translation purpose to parameter T'5

If we now compare the target text plan (target text parameters) to the source text parameters6 we realize,

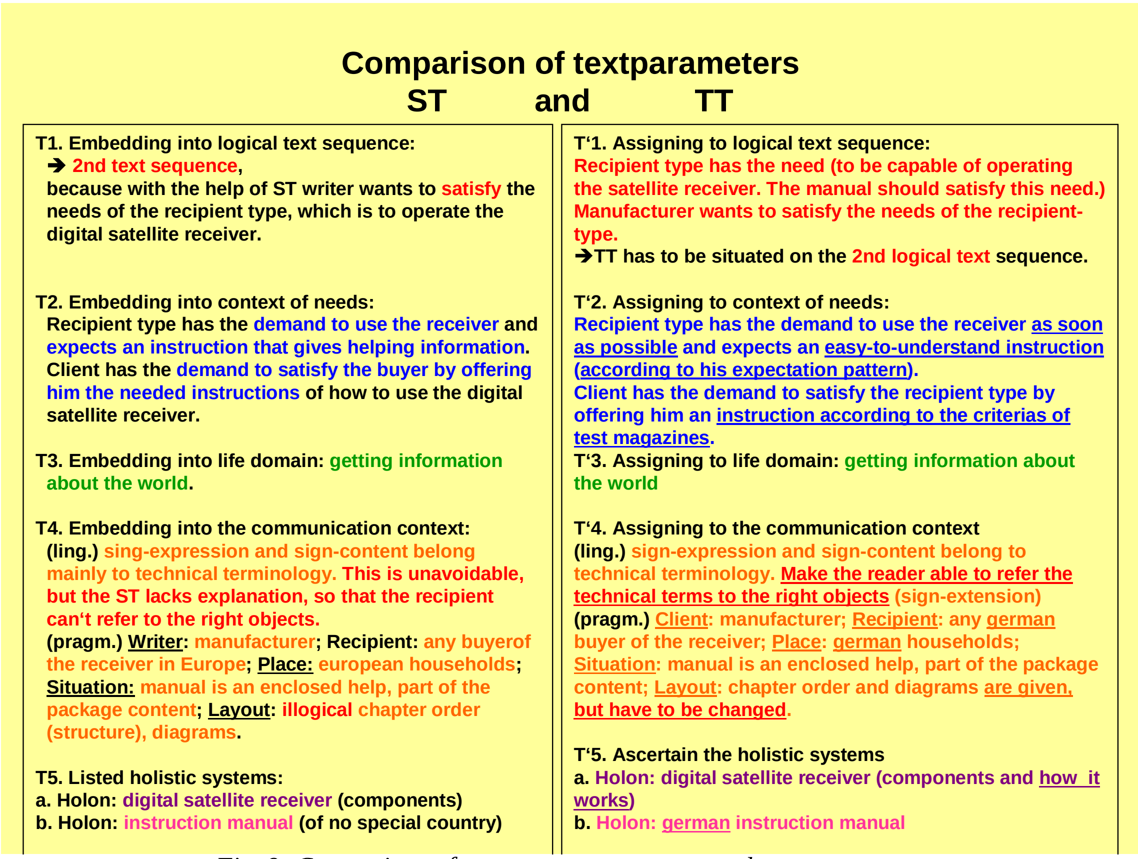

Fig. 9: Comparison of source text parameters and target text parameters

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[6] It should be mentioned that in my Ph.D dissertation (Sunwoo 2009 forthcoming) a source text analysis consisting of atomistic, holistic, hol-atomistic analysis and the situating of the source text is part of the whole translation method. This analysis is not presented in this paper. For this case we have to assume that the source text analysis was already done.

that the specified translation purpose demands changes for the target text in text parameter T'2, T'4 and T'5 (changes are underlined).

In T'2 of the target text plan, the context of needs of both, client and reader, is more concrete than in the source text parameter T2. For the translation, the translator has to consider criteria of text magazines such as clear structure, sufficient and detailed information, easy-to-understand explanations and instructions.

According to T'4 of the target text plan, it is necessary to make the reader able to refer the technical terms to the right objects or actions as well as to change the chapter order in order to follow the German instruction manual text pattern, whereas in the source text this was not considered.

According to T'5 of the target text plan, the translator has to explicate the knowledge system "digital receiver, its components and how it works". Also, s/he has to follow especially the German instruction manual text pattern.

On basis of the target text plan it is possible to formulate a translation strategy in general:

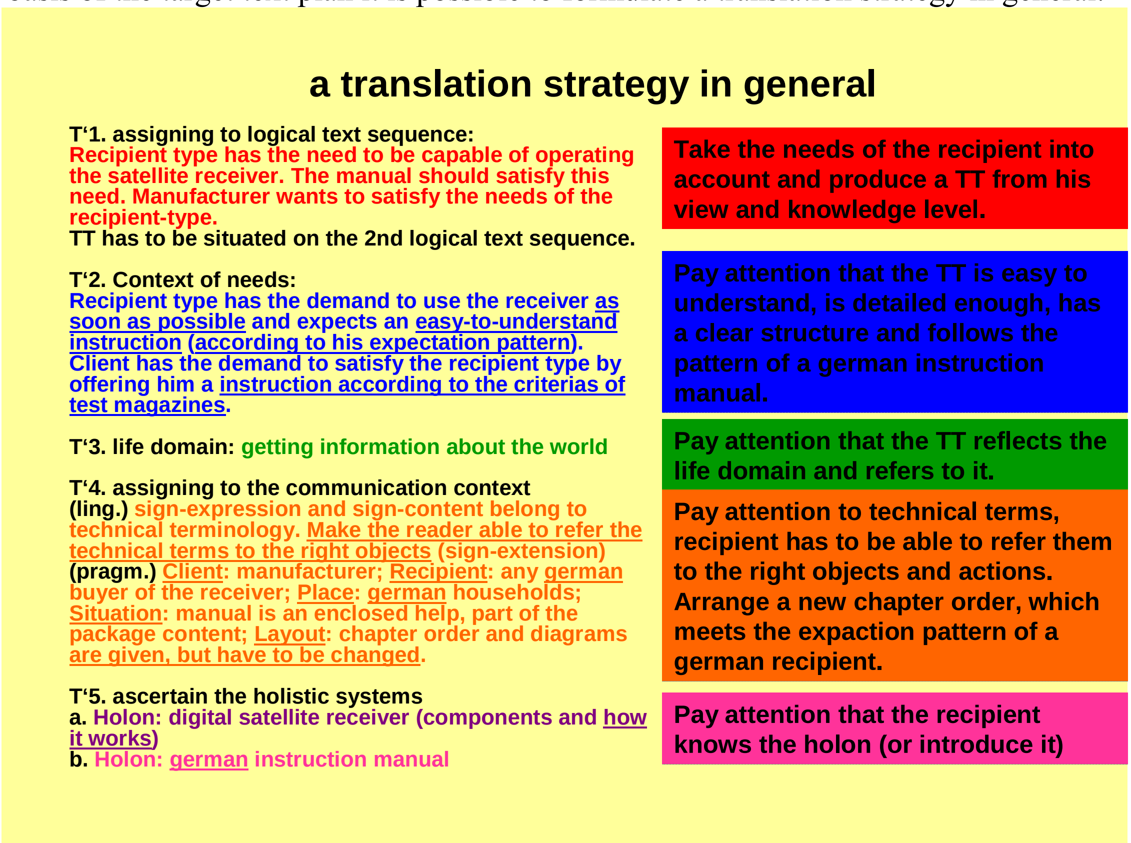

Fig. 10: Formulating a general translation strategy on the basis of the target text plan

Once having a general translation strategy, the translator is able to put it in concrete terms by allocating it to the translation methods Holontra, Aspektra and Relatra.

With the method Holontra (on the macro level), the translator is able to constitute a target text, in which

- the specialized knowledge of the technical writer and his sign-intensions are explicated (maybe a glossary will be a good idea!),
- the German instruction manual text pattern is considered

With the method Aspektra (on the micro level), the translator is able to constitute a target text, in which

- the same terms are always used for the same objects and the same actions (repetitions), nominalization and imperative forms are used as far as possible as this is usual for this kind of text.

With the method Relatra (on the hol-atomistic level), the translator is able to constitute a target text, in which

- short sentences are mainly used
- themes are always connected to previously mentioned information (in the understanding of Gerzymisch-Arbogast 1987) in order to get a connected network, in which only hypotheses are allowed that the reader is assumed to be able to make (coherence).
- references to the diagrams and to the life domain are made clearly, so that the reader knows for what reason s/he has to perform the instructions.

Just to make clear to what results the performance of the method Holontra leads, I would like to show you how the chapter order in the target text has to change according to the text structure pattern of a German instruction manual:

Rearranged chapter order in German instruction manual
according to German text pattern

Holon „Deutsche Bedienungsanleitung"

Zweck: Informationen zu Sicherheitsvorkehrungen, Aufbau und Betrieb eines technischen Geräts

Holem 1: Absicherung (Sicht des Herstellers)
Hinweise (Haftungsausschluss, Hinweise zum Warenzeichen usw.)
Sicherheitshinweise

Holem 2: Überblick
Inhaltsverzeichnis

Holem 3: Vor dem Gebrauch
Verpackung
Lieferumfang
Beschreibung der „Hardware":
Fernbedienung,
Gerätevorderseite,
Rückseite (meist mit Bild und Nummerierung)

Holem 4: Installation und Erstkonfiguration
Kabelanschlüsse (Installation)
Erstkonfiguration (für die Hardware)

Holem 5: Inbetriebnahme
Grundeinstellungen (für die Software)
Werkseinstellungen

1 SICHERHEITSHINWEISE UND WARNUNGEN
2 ALLGEMEIN
1.1 Einführung
1.2 Austattungsmerkmale
3 VOR DER INBETRIEBNAHME
2.1 Lieferumfang
2.2 Die Fernbedienung
2.2.1 Einlegen der Batterien in die Fernbedienung
2.3 Die Vorderseite
2.4 Der Common-Interface-Schacht
2.5 Die Rückseite
4 ANSCHLUSS DES DIGITALEN RECEIVERS
3.1 Anschluss an die Satellitenantenne
3.2 Anschluss an den Fernseher über SCART
3.3 Anschluss an den Fernseher über CINCH-Steckverbinder (RCA JACK)
3.4 Anschluss an den Fernseher über YUV
3.5 Anschluss an den Fernseher über S-VIDEO
3.6 Anschluss an den Videorekorder über SCART
5 KONFIGURATION
4.1 LNB-Einstellung und konfigurieren
4.2 DiSEqC 1.2 konfigurieren
4.3 USALS konfigurieren
6 SENDER SUCHEN
5.1 Sender suchen
5.2 Sender kopieren
5.3 Zurückstellen auf Werkseinstellung

Fig. 11: Text structure pattern (according to Holontra) for German instruction manuals (on the left side) and the target text (on the right side)

On the basis of these methods, we can now explain why the target text differs from the source text.

According to the method Holontra the source text does not follow the text structure pattern of a German instruction manual with respect to the chapter order and organization.

Therefore the order had to be changed, e.g. the "Safety precautions" (Sicherheitshinweise und Warnungen) in the target text are mentioned at the beginning, whereas in the source text they are mentioned somewhere in the chapter "installation". Also, the "Inserting of the batteries into the remote control" (Einlegen der Batterien in die Fernbedienung) in the target text is mentioned under "Remote Control" for the convenience of the reader/buyer, whereas in the source text it was mentioned in the chapter "Installation".

1 Overview
  1.1 Introduction
  1.2 Controlling the digital receiver
    1.2.1 the front panel
    1.2.2 the remote control
  1.3 What is common interface?

2 Installation
  2.1 Packing Contents
  2.2 Safety Precautions
  2.3 Connection Panel
  2.4 Connecting the digital receiver
  2.5 Inserting batteries into the remote control
  2.6 Searching broadcasting services
    2.6.1 Configuring LNB settings
    2.6.2 Configuring DiSEqC1.2 settings
    2.6.3 Configuring USALS setting
    2.6.4 Searching services
  2.7 Copying services
  2.8. Resetting to factory settings
…

Fig.12: Source text

0 SICHERHEITSHINWEISE UND WARNUNGEN

1 ALLGEMEIN
  1.1 Einführung
  1.2 Austattungsmerkmale

2 VOR DER INBETRIEBNAHME
  2.1 Lieferumfang
  2.2 Die Fernbedienung
    2.2.1 Einlegen der Batterien in die Fernbedienung
  2.3 Die Vorderseite
  2.4 Der Common-Interface-Schacht
  2.5 Die Rückseite

3 ANSCHLUSS DES DIGITALEN RECEIVERS
  3.1 Anschluss an die Satellitenantenne
  3.2 Anschluss an den Fernseher über SCART
  3.3 Anschluss an den Fernseher über CINCH-Steckverbinder (RCA JACK)
  3.4 Anschluss an den Fernseher über YUV
  3.5 Anschluss an den Fernseher über S-VIDEO
  3.6 Anschluss an den Videorekorder über SCART

4 KONFIGURATION
  4.1 Konfiguration der LNB-Einstellung
  4.2 Konfiguration von DiSEqC 1.2
  4.3 Konfiguration von USALS

5 SENDER
  5.1 Sender suchen
  5.2 Sender kopieren
  5.3 Zurückstellen auf Werkseinstellung
…
GLOSSSAR

Fig. 13: Target text

Also, the source text is not explicit enough. Therefore some headings had to be added in the target text, e.g. the chapter "General Information" was explicated, because in the source text this information was all mixed up in "Overview". Also, the connection alternatives are all mentioned as headings in the target text, whereas in the source text they were all implicit in the section "2.4 Connecting the digital receiver". The reason for this explication is that in general, users have only one or two possibilities to connect the digital receiver to their existing equipment. Therefore they do not need to read the whole chapter but only the section which is interesting for them. In order for the user to find the information quickly, the translator explicated all the connection alternatives in the table of contents.

Furthermore the chapters "Connection" and "Configuration" were separated in the target text, because connection refers to hardware connection, whereas configuration refers to software configuration. This yields a much clearer structure.

At the end of the target text, the translator added a glossary to the table of contents to make the knowledge of a specialist explicit for a normal reader who has only little specialist knowledge.

According to Aspektra, identical actions in the target text were always expressed with the same term and as far as possible with a nominalization, e.g. "Connection to" (Anschluss an…). Also, question forms like "What is common interface?" in the source text were reformulated in the target text to "The Common-Interface-Slot" (Der Common-Interface-Schacht). These changes were made in the translation to simplify the language and to meet the requirements of the reader's expectation.

According to Relatra, the translator paid attention to the fact that every section within a chapter always starts with the same theme so that the user is able to connect the rheme to the previous theme. e.g. each section under the chapter "Configuring" starts with "Configuring (the LNB settings)". This is done because it is expected that this is easier for the reader to comprehend.

We can see that the requirements of the *translation purpose* are all realized in the table of contents. The translator paid attention to the client's interest to fulfil the demands of the reader concerning structure, language and content according to the criteria of test magazines. A reader of the target text is now able to find the information s/he searches for under the headings where s/he expects them. The reader is able to understand the user manual easily, because it is written in a clear and simple language with respect to terms and syntax. Technical terms that are assumed to be difficult to understand are explained in detail in the glossary.

We can now say that since we are able to explain the data on the basis of the formal solution, the formal solution is adequate to the data, too.

5.3 Adequacy concerning the problem

The problems stated in chapter 1.1 were

1. Taking the translation commission as a starting point we have to find out how the *translation purpose* is related to it. Can the translation commission already be regarded as a *translation purpose*?
2. We have to know which minimum information is needed to determine a *translation purpose* that is able to prescribe a target text.
3. We have to know how the *translation purpose* can be integrated into existing methods. This step is necessary if we want to draw a line between translation as a fully creative act and translation as a scientific discipline, which can be taught at universities.
4. We have to make the *translation purpose* operationalizeable.

With regard to problem 1.
In chapter 4.1, the "Model for Constituting the *Translation Purpose* from the Translation Commission" differentiates between a translation commission coming from laymen in the phenomenon area and the *translation purpose*, which is derived from the regulated explication of a translation commission.

The model explains how a *translation purpose* is related to the translation commission and clearly shows that these two concepts are different concepts and should not be mixed up. For more detailed information cf. Sunwoo 2009 (forthcoming).

With regard to problem 2.
In the "Model for Constituting the *Translation Purpose* from the Translation Commission" it is clearly stated which information is relevant for establishing the *translation purpose* in order

to create a target text. This yielded a defined term, which now is able to guide the decisions of the translator when constituting the target text.

With regard to problem 3.
The *translation purpose* provides an interface to the text parameters of the Text Constitution Method (Sunwoo 2009 forthcoming). It is integrated into a scientific translation method and therefore the formal solution fulfils this requirement.

With regard to problem 4.
The *translation purpose* contains an instruction with exact specifications. A translation method is proposed for performing this instruction, which is sensitively adjusted to these conditions. The result is that we now have a *translation purpose* that is operationalized.
The formal solution is therefore adequate to the problems.

6 Summary

It is hoped that the paper made clear that in translation science an operationalized *translation purpose* will serve to make the decisions and actions of the translator transparent and repeatable, in other words 'intersubjectively verifiable'. Fulfilling this general scientific requirement, translation is not necessarily solely a singular intuitive and creative act but also a systematic activity with defined terms and exact methods.

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