

# Gender Impact on Translation of Particular Textual Aspects in Jane Austen's *Pride and Prejudice* based on Robinson's Model of Criterion-Referenced Rating Scale

Maleki, Sahar

MA in English Translation, Islamic Azad University Parand Branch

Islamic Republic of Iran

Tel: 989191139601 E-mail: malekimoudsahar258@gmail.com

Eslamieh, Razieh

Assistant Professor, Islamic Azad University Parand Branch, Islamic Republic of Iran

Tel: 989122705733 E-mail: eslami\_paranduniv@yahoo.com

Received: February 4, 2018 Accepted: February 14, 2018 Published: February 28, 2018

doi:10.5296/ijl.v10i1.12751 URL: <https://doi.org/10.5296/ijl.v10i1.12751>

## Abstract

The present paper means to study the impact of gender on specified textual aspects of the translated text limiting to degree of naturalness, explicitation, content, register, vocabulary, terminology, translation brief and orientation to target text type based on Robinson's model of Criterion-referenced rating scale. Jane Austen's world famous classic work, *Pride and Prejudice* along with two Farsi translations rendered by a male and a female translator compose the corpus of this study. Assuming that particular textual aspects are more likely to come under the influence of the translator's gender, the basic assumption was that there is a possibility that the male translator would not transfer the minutes of the narrative of a female writer. The findings revealed that the female translator in terms of Cultural Specific Items and terminology, triumphs on explicitation, in terms of language, style and tone, she triumphs on ethics of formality and totally she has more footnotes and more omissions. The male translator, more informal in tone and style, utilizes more slang equivalents. The male translator has very few number of footnotes and no omissions. However, in terms of transference of meaning there appeared no meaningful difference between the two translators.

In other words, the differences were on the level of form and aesthetic aspects rather than meaning and message. The present paper was based on one case study. Doing the same research on more cases, the findings have the potentiality of generalization.

**Keywords:** Degree of Naturalness, Explicitation, Robinson's model of Criterion-referenced rating scale, Jane Austen's *Pride and Prejudice*, gender

## 1. Introduction

Gender is a socially, culturally and ideologically constructed concept and is defined as the process of conditioning girls or boys into becoming women or men by adopting socio-culturally acceptable attributes and behavior according to the contemporary requisites of a given society (James 2011:5). Certain phenomena come under the impact of gender including language; there exists “male-dominated speech” or “patriarchal language” (von Flotow 1997:8) and female-orientated language (Cameron 1985:93) and studies reveal that languages of men and women differ from each other (Holmes 1995). In daily conversations, intonation of women is not sure and this indicates that women are less confident while speaking, women speak politely and use euphemism in their speech, they swear less and use more ambiguous words, and finally women give short answers more frequently and more appropriately than men while men use short answers less frequently and often pause for giving their answers to show off their superiority (Coates, 1997).

In Translation Studies, the important role of gender has caused the emergence of the sub-branch known as Feminist Translation Studies. In line with the purposes of this newly-emerged sub-branch and Thomas Hardy’s statement that “it is hard for a woman to define her feelings in language which is chiefly made by men” (James 2011:9), this paper is to study the relation between gender-sensitive language and translation. The question under consideration is whether the female translator acts better in translating the conceptual, textual and contextual aspects of a literary work written by a female author.

This paper is to study if the male and female translator act the same regarding the translation of awkward situations or ambiguous parts, observing the ethics of politeness, utilizing the translation procedures of omissions, footnotes, euphemism, adaptation and explicitation. The paper is also to compare the degree of accuracy and the degree of naturalness in the male and female translator. In this regard, Jane Austen’s *Pride and Prejudice* and two of its Farsi translations compose the corpus of this study. One translation is rendered by a male translator, Reza Rezaei, and the other is rendered by a female translator, Keyvan Abidi Ashtiani. For the same purpose, *Robinson’s model of Criterion-referenced rating scale* is used to analyze the conceptual and textual aspects. Based on this model, both translations will be analyzed in terms of content, register, vocabulary, terminology, translation brief, target text orientation and expression translation.

## 2. Theoretical framework: Robinson’s model

The main theoretical model selected for conducting this study is Bryan J. Robinson’s model (1998). This model, related translation quality assessment, was first developed in Granada University Spain for the purpose of training the professional translators. In order to develop the academic, professional and personal skills of students in translation, Robinson, Rodrigues and Sánchez presented a model known as criterion-referenced rating scale method (a holistic method) presented in 1998 and based on this model, the TT can be analyzed and compared with the ST through factors such as accuracy (*degree of naturalness* and *explicitation*), content, register, vocabulary, terminology, translation brief and orientation to target text type,

and written expression. These factors are used to assess the quality of a translated text, the translator's performance and the degree of his accuracy.

This model has created a new learning path for translation students. In this new method, teachers act as facilitators in the learning process, the classroom is not separated from the real world and students perform their translation tasks under real-world conditions: "there are clients and experts in the subject field, and students work in groups and rotate their roles" (Robinson et al. 2006:116). For the purposes of the model, Robinson and his colleagues conducted a study to evaluate an e-learning course in which a rating scale of criterion-referenced descriptors was employed by students and the tutors as the principle assessment instrument and their aim was to develop the skill of the students' self- and peer-assessment through awarding scores to individual work or teamwork. The principal objectives of their study which form the building blocks of the model are as the following:

- To evaluate whether e-learning produces both quantitative and qualitative improvements in the learning of scientific and technical translation from Spanish into English.
- To test the current version of the rating scale of criterion-referenced descriptors (Tercedor Sánchez, López Rodriguez and Robinson, 2005) adapted to scientific and technical translation from Spanish into English
- To pilot the self- and peer-assessment procedures in an e-learning environment
- To assess the efficacy of the self- and peer-assessment by tutor moderation
- To evaluate student perception of criterion-referenced self –and peer-assessment" (Robinson and et al. 2006:117)

The initial learning objective of the course is to negotiate agreement on the interpretation of the criterion-referenced descriptors. All participants discuss the criteria in order to reach mutual agreement on their meaning. Criterion-referencing is the means by which "performance is interpreted in relation to predetermined criteria. Emphasis is on attainment of objectives rather than on scores, and the descriptors are summaries of the degree of proficiency or type of performance expected in relation to a particular score" (ALTE 1998: 140, 142 and 146). Thus, the rating scale is the essential tool by which all performance is openly defined, debated, negotiated and measured (Robinson and et al. 2006:116).

In sum, the purposes of the model are self- and peer-assessment, tutor-moderation for involving students in their learning process, strengthening their sense of responsibility for their own work and providing adequate preparation of translation students for their entrance to the translation market. Based on this model, the items such as content, register, vocabulary, terminology, translation brief and orientation to target text type, and written expression are analyzed and compared and the students are requested to score and assess their own works and their classmates' works through these items. Finally, the scores are moderated (i.e. re-marked) by the course tutor (the range of scores is from zero to ten).

### 3. Methodology

#### 3.1 Procedure

To achieve the purposes of this study, thirteen paragraphs were randomly selected from the original text along with their Farsi translations by the male and female translators. Contrastive analysis was performed on the translations in terms of investigating the impact of the translator's gender on textual aspects such as content, register, vocabulary, terminology, translation brief, target text orientation and expression translation, awkward, ambiguous and indirect speech, ethics of politeness, less or no swearing, using euphemism, accuracy of the translated text (*degree of naturalness and explicitation*), content, register, vocabulary, to test the hypothesis: which gender can act better to render a text written by a female author based on Robinson's model. The steps were as the following:

First, the degree of translation accuracy (*degree of naturalness and explicitation*) of each of these thirteen paragraphs done by each of these male and female translators is considered to specify that while translating, all grammatical rules are observed or not.

Second, in the translations of these thirteen paragraphs, the content is examined to specify that all items are successfully transferred from the ST to the TT or not and readers have been given an opportunity to understand the author's main idea and soul of the text message or not.

Third, register or type of language used by each translator is compared to specify whether it is formal or informal, polite or impolite.

Fourth, the translations of these thirteen paragraphs are compared in terms of choosing appropriate vocabularies and terminologies.

Fifth, at this stage, translation brief and orientation to target text type (formal or literal translation) are considered.

Finally, the translations of these thirteen paragraphs are compared in terms of written expressions are compared and considered.

#### 3.2 Design

This study is an experimental and quantitative research and it is conducted based on the qualification of data and numerical analyses. In this kind of research, data is controlled directly. On the other hand, this study is objective, verification oriented, outcome-oriented, reliable and generalizable and the analyzed data provides results based on statistics.

To conduct this study, thirteen paragraphs from the ST were selected to be compared with its Persian translations done by a male and a female translator based on six procedures mentioned above and each of these six items will be described on a table, and after comparison of these items, the produced results will be revealed based on an appropriate statistical method for each paragraph and to report the results, J. Robinson's model (criterion-referenced rating scale) will be used as a tool for assessing the translation quality of these thirteen paragraphs through scoring each translation with the range of zero-ten.

## 4. Data Analysis and Discussion

### 4.1 Results

All thirteen paragraphs are compared with translations done into Persian by two translators (a male translator and a female translator) and the results of this comparison are revealed on separate tables and two tables are allocated to each of these thirteen paragraphs. In a table, the related items are compared and explained and on the other table, below the first table, scores and average are specified. Here, for limitations of space five paragraphs, out of total thirteen paragraphs, are presented.

#### Paragraph 1

“Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week” (Jane Austen’s *Pride and Presjudice*, 1813:4).

**ترجمه مترجم زن:** پله عزیزم، خانم لانگ می گوید ندرفیلد را مرد جوان پولداری از اهالی شمال انگلستان خریده؛ روز دوشنبه با کالسکه چهار اسبه اش آمده، منطقه را دیده و آن قدر خوشش آمده است که سریع با آقای موریس به توافق رسیده؛ قرار است تا قبل از روز جشن میکائیل مقدس، مالک آن جا بشود و تعدادی از خدمتکارهایش تا آخر هفته آینده آن جا مستقر بشوند (عبیدی آشتیانی، 1390:13).

**ترجمه مترجم مرد:** ((پله عزیزم، باید بدانی. خانم لانگ می گوید که ندرفیلد را یک جوان پول و پله داری اجاره کرده که مال شمال انگلستان است. روز دوشنبه با کالسکه چهار اسبه آمده بود ملک را ببیند. آن قدر خوشش آمد که درجا با آقای موریس توافق کرد. قرار است قبل از پاییز بیاید بنشیند. چندتا از خدمتکارهایش تا آخر هفته بعد می آیند به این خانه.)) (رضایی، 1385: 11-12)

Table 1-1

Items	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
Female Translator	There is an omission in the first line, the phrase ‘you must know’ has not been translated.	All items from the ST have been transferred to the TT except the phrase ‘you must know’.	Type of language is formal and polite.	She has selected more appropriate and official vocabularies. For example, she has presented an appropriate vocabulary for ‘Michaelmas’ (جشن میکائیل مقدس) and she has explained it in the footnote.	TT type is literal.

<b>Male Translator</b>	There is a grammatical error in Persian translation of the phrase 'a young man of large fortune' (یک جوان پول و پله داری)	All items from the ST have been transferred to the TT.	Type of language is informal and slang.	He has selected informal vocabularies. e.g. immediately (درجا), or he has translated 'Michaelmas' into (قبل از پاییز) and he has not explained it to readers for more information in the footnote.	TT type is literal.
------------------------	---	--	---	--	---------------------

Table 1-2

Scores	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
<b>TT1</b>	9	9	10	10	10
<b>TT2</b>	9	10	8	7	10
<b>TT1: Average</b>	9.6				
<b>TT2: Average</b>	8.8				

### Paragraph 2

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party" (Jane Austen's *Pride and Prejudice*, 1813: 5).

ترجمه مترجم زن: ولی هیچ بهانه ای برای رفتن من وجود ندارد. تو و دخترها با هم بروید. (عبیدی آشتیانی، 1390:14)  
 ترجمه مترجم مرد: ((من دلیلی برای این کار نمی بینم. تو و دخترها اگر می خواهید بروید. حتی می توانی خود دخترها را تنها بفرستی بروند. تازه شاید خیلی هم بهتر باشد، چون تو هم مثل آنها خوشگلی و هیچ بعید نیست آقای بینگلی از تو بیشتر خوشش بیاید.)) (رضایی، 1385:12)

Table 2-1

Items	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
<b>Female Translator</b>	The translation of the second sentence has been omitted.	All items from the ST have not been	Type of language is formal and polite.	She has selected more appropriate and official	TT type is free.

		transferred to the TT.		vocabularies.	
<b>Male Translator</b>	There is no a grammatical or semantic error in Persian translation.	All items from the ST have been transferred to the TT.	Type of language is informal and slang.	He has selected informal vocabularies. e.g. I see no occasion for (من دلیلی برای این کار نمی بینم).	TT type is literal.

Table 2-2

Scores	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
<b>TT1</b>	8	8	10	10	7
<b>TT2</b>	10	10	8	7	10
<b>TT1: Average</b>	8.6				
<b>TT2: Average</b>	9				

### Paragraph 3

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. Her mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news (Jane Austen's *Pride and Prejudice*, 1813: 6).

**ترجمه مترجم زن:** آقای بنت شخصیت عجیبی داشت، با طعنه حرف می زد، شوخ طبع، محتاط و در عین حال دمدمی مزاج بود و همسرش با وجود بیست سال تجربه زندگی مشترک، هنوز قادر به درک شخصیت او نبود. در عوض خانم بنت ذهن ساده ای داشت، اطلاعاتش کم بود و خلق و خوی متزلزلی داشت. وقتی از چیزی ناراحت می شد فکر می کرد اعصابش بهم ریخته است. تمام هم و غم زندگی اش شوهر دادن دخترهایش بود و دلخوشی هایش شرکت در مهمانی ها و شنیدن خبرها (عبیدی آشتیانی، 1390:16).

**ترجمه مترجم مرد:** آقای بنت معجون عجیبی از حاضر جوابی، طنز و کنایه، توداری و دمدمی مزاج بود، طوری که بیست و سه سال زندگی مشترک هم کافی نبود تا همسرش به شخصیت او پی ببرد. اما فکر خانم بنت را راحت تر می شد خواند، زنی بود با درک و شعور نه چندان زیاد، سواد و معلومات کم، و خلق و خوی متغیر. وقتی از چیزی ناراضی بود فکر می کرد عصبی است. کار و بارش در زندگی این بود که دخترهایش را شوهر بدهد. تفریحش نیز دید و بازدید و کنجکاو بود. (رضایی، 1385: 14)

Table 3-1

Items	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
<b>Female</b>	There is a	All items	Type of	She has selected	TT type is



<b>Translator</b>	translation error in the second line (three-and-twenty years: بیست سال)	from the ST have been transferred to the TT.	language is formal and polite.	more appropriate and official vocabularies .e.g. odd a mixture of quick parts: شخصیت عجیبی داشت	literal.
<b>Male Translator</b>	There is no a grammatical or semantic error in Persian translation.	All items from the ST have been transferred to the TT.	Type of language is informal and slang.	He has selected informal vocabularies and impolite. e.g. She was a woman of mean understanding (زنی بود با درک و شعور نه چندان زیاد).	TT type is literal.

Table 3-2

Scores	Degree of Translation Accuracy (Degree of Naturalness & Explication)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
<b>TT1</b>	9	10	10	10	10
<b>TT2</b>	10	10	8	7	10
<b>TT1: Average</b>	9.8				
<b>TT2: Average</b>	9				

#### Paragraph 4

“I know you do; and it is *that* which makes the wonder. With *your* good sense, to be so honestly blind to the follies and nonsense of others! Affectation of candour is common enough – one meets with it everywhere. But to be candid without ostentation or design – to take the good of everybody’s character and make it still better, and say nothing of the bad – belongs to you alone. And so you like this man’s sisters, too, do you? Their manners are not equal to his.” (Jane Austen’s *Pride and Prejudice*, 1813: 14)

**ترجمه مترجم زن:** می دانم. به همین دلیل هم همیشه فوق العاده ای. با این حس خوبی که داری چشم هایت برای دیدن حماقت مردم کورند و چیزی نمی بینی! مهربانی و صمیمیت چیزهایی هستند که شاید بقیه آدم ها هم داشته باشند اما بی ریایی و توجه به خوبی های آدم ها و ندیدن بدی های آن ها فقط مختص توست. بگذریم، از خواهر هایش هم خوش آمد؟ رفتارشان خیلی شبیه هم نبود. (عبیدی آشتیانی، 1390: 30)

**ترجمه مترجم مرد:** ((می دانم. و همین است که باعث تعجب من می شود. تو عقلت کار می کند، و در عین حال صاف و ساده چشمت را به بلاهت و کم عقلی بقیه می بندی! صراحت و رک گویی در آدمهای دیگر هم هست. همه جا می شود دید. ولی ساده دلی بی شائبه و فارغ از غرض... دیدن خوبی های آدمها و حتی بزرگ جلوه دادن این خوبی ها، نگفتن بدی ها.... این ها دیگر فقط مخصوص توست. خب، تو خواهر های این مرد را هم دوست داری؟ رفتارشان مثل خودش نیست)). (رضایی، 1385: 26)

Table 4-1

Items	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
<b>Female Translator</b>	There is misunderstanding in translation of the sentence 'it is <i>that</i> which makes the wonder' (به همین دلیل هم همیشه فوق العاده ای).	All items from the ST have been transferred to the TT.	Type of language is formal and polite.	She has selected more appropriate and official vocabularies. e.g. belongs to you alone (فقط مختص توست).	TT type is literal.
<b>Male Translator</b>	There is a semantic error in translating (make it still better: بزرگ جلوه دادن)	All items from the ST have been transferred to the TT.	Type of language is informal and slang.	He has selected informal vocabularies and impolite. e.g. to be so honestly blind to the follies and nonsense of others! (و در عین حال صاف و ساده چشمت را به بلاهت و کم عقلی بقیه می بندی!)	TT type is literal.

Table 4-2

Scores	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
<b>TT1</b>	8	10	10	10	10
<b>TT2</b>	8	10	8	7	10
<b>TT1: Average</b>	9.6				
<b>TT2: Average</b>	8.6				

### Paragraph 5

“You are considering how insupportable it would be to pass many evenings in this manner – in such society; and indeed I am quite of your opinion. I was never more annoyed! The insipidity, and yet the noise – the nothingness, and yet the self-importance of all those people! What would I give to hear your strictures on them!” (Jane Austen’s *Pride and Prejudice*, 1813: 24)

ترجمه مترجم زن: دارید فکر می کنید چه قدر حضور در بین این آدم ها غیرقابل تحمل است. باید بگویم کاملاً با شما موافقم. در عمرم از بودن در جایی این قدر زجر نکشیده ام! خسته کننده و شلوغ، چیزی ندارند ولی فکر می کنند آدم

های مهمی هستند! نمی خواهید اظهار نظری بکنید؟ (عبیدی آشتیانی، 47: 1390)  
 ترجمه مترجم مرد: ((دارید فکر می کنید چقدر غیرقابل تحمل است که همه شبها را این طوری می گذرانید... در چنین محافلی. راستش من هم با شما هم عقیده ام. هیچ وقت این قدر کلافه نشده بودم! کسالت بار و در عین حال پر سر و صداست، هیچی نیستند اما همه این آدمها خودشان را مهم می دانند! ... حاضرم همه انتقادهای تند و تیز شما را بشنوم!)) (رضایی، 40: 1385)

Table 5-1

Items	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
Female Translator	There is no a special grammatical or semantic error.	All items from the ST have been transferred to the TT.	Type of language is formal and polite.	She has selected more appropriate and official vocabularies. e.g. The insipidity, and yet the noise (خسته کننده و شلوغ)	TT type is literal but the last sentence (What would I give to hear your strictures on them!) has been translated free.
Male Translator	There is no a special grammatical or semantic error.	All items from the ST have been transferred to the TT.	Type of language is informal and slang.	He has selected informal vocabularies and impolite. e.g. the nothingness (هیچی نیستند)	TT type is literal.

Table 5-2

Scores	Degree of Translation Accuracy (Degree of Naturalness & Explicitation)	Content	Register or Type of Language (Formal or Informal, Polite or Impolite)	Appropriate Vocabularies and Terminologies	Translation Brief and Orientation to Target Text Type (Formal or Literal Translation)
TT1	10	10	10	10	10
TT2	10	10	8	7	10
TT1: Average	10				
TT2: Average	9				

#### 4.2 Discussion

All paragraphs and translations were compared and their results were revealed on separate tables and according to these results, the female translator has translated all these paragraphs formally. She has used a polite language and tried not to use awkward speech, her translation

is more fluent, and she has used more formal vocabularies, but in some parts, she has not translated all items in the ST and there is evidence of omission. For example, in the first line, the phrase ‘you must know’ has been omitted in the translation. In the TT1, more formal and appropriate vocabularies have been used; for example, immediately (فوراً), large fortune (ثروت مند). The cultural terms such as Michaelmas (جشن میکائیل مقدس) has been translated in the TT1 and it has been explained in the footnote, and type of language of the TT1 is formal. In the first paragraph, in both translations, the word ‘why’ has been translated into (بله) in case, this word should reveal cause, reason and purpose. In the first paragraph, in the TT1, there is no tense agreement.

On the other hand, in the TT2, all vocabularies and equivalents used in the translation are informal and slang, for example, large fortune (پول و پله). In both translations, proper nouns such as Netherfield has not been translated, but in the next lines, in the TT2, it has been translated into (خانه), the accurate equivalent to the ST. In the TT2, there is fidelity to the ST. In the TT2, there is a problem with arranging Persian verbs in the translation, for example, تا آخر هفته بعد می آیند به این خانه. Both translators have tried to transfer the source culture to the target culture, for example, visiting a new neighbor. To sum up, except the second paragraph which the female translator has given a poor performance and she has omitted some parts, and except the sixth paragraph which both translators had the same performance, the rest of paragraphs reveals that the female translator has acted better and proved that a female translator is more successful in translating a literary text written by a female author.

## 5. Conclusion

### 5.1 Findings and Implications

All thirteen paragraphs selected from the ST were compared with the translations of these paragraphs done by both translators and according to the results shown on the tables, findings of this study are as the following:

In the translation done by the female translator, there is evidence of omission; for example, in the second paragraph, from three lines of the ST, the female translator has translated only the first line. In terms of choice of words, the female translator has selected more appropriate and official equivalents. Tone, style and language of the translations presented by the female translator are formal and polite; she has tried not to use awkward, ambiguous and indirect speech, and also, she has translated cultural terms in the ST; for example, the word ‘Michaelmas’ (روز جشن میکائیل مقدس) and pointed to this term in the footnote and embedded Latin of proper nouns in her translation.

On the other hand, in the translations done by the male translator, there is evidence of fidelity to the ST and he has not used omission, tone, style and language of his translations are informal and slang. In terms of choice of words, the male translator has selected informal vocabularies and equivalents. The male translator has not embedded Latin of proper nouns in the footnote and wherever needed, he has not explained cultural terms such as ‘Michaelmas’ in the footnote and in his translation, awkward, ambiguous and indirect speech is seen; for example, the sentence ‘she was a woman of mean understanding’

(زنی بود با درک و شعور نه چندان زیاد). In both translations, misunderstanding is seen in some parts; for example, in the fourth paragraph translated by the male translator, the first sentence has been translated by mistake, in case, Mr. Bennet waited for visiting Mr. Bingley like other neighbors, but he has translated this sentence into (آقای بنت به دیدن آقای بینگلی رفت) or in the same paragraph, in the fifth line translated by the female translator, the phrase 'trimming a hat' has been translated into (کلاه‌های زیبا بر سر گذاشته بود) while the word 'trim' in Persian means (آراستن و زیبا کردن چیزی با ریان، نوار، ...).

The main aim of this study is to investigate the role of gender itself in translating a literary work (translating the famous work of Jane Austen – *Pride and Prejudice*) and through comparing thirteen paragraphs selected from the ST with the Persian translations of these paragraphs, I achieved the findings mentioned above and these findings proved that a male translator achieves little success in translating a literary text written by a female author. But, in addition to the findings presented herein, this study may lead to other findings; for example, this study may be a tool to reveal that there is a relationship between gender and ideology of a translator, between gender and grammar, between gender and culture, between feminism and translation, or to reveal the effect of gender on a translator's language and each of these issues may examine in this study separately.

### 5.2 Suggestions for Further Research

This study compares the role of gender on two translations of Jane Austen's *Pride and Prejudice*.

The other researchers can improve the findings of this case study by duplicating the same model on other Austen's books such as *Emma*, *Sense and Sensibility*, *Persuasion*, *Mansfield Park* and *Northanger Abbey* as all Austen's works are rich regarding the issues of gender, ideology, culture, language and society. The same study can be duplicated on other female authors such as Bronte's Sisters novels naming *Jane Eyre*, *Wuthering Heights*, *Agnes Grey*, *Villette*, *The Tenant of Wildfell Hall*, *The Professor*, and *Shirly*. To further enhance the findings of this case study, the impact of other contextual factors such as age, education, cultural and economic class on translation can be analyzed.

### Acknowledgment

I would like to express my gratitude to Islamic Azad University Parand Branch. I would also seize the opportunity to thank Dr. Razieh Eslamieh for opening up the field of research to me.

### References

- Armstrong, C., & de Zegher, C. (2006). *Women artists at the millennium*. Massachusetts: October Books / MIT Press.
- Arnold, D., & Iverson, M. (Eds.). (2003). *Art and thought (new interventions in art history)*. Blackwell Publishing Ltd.
- Askarzadeh, T. R., Miri, F., & Taghizaeh, F. (2014). The effects of gender in Persian translations. National Conference on Literature and Linguistics. University of Birjand.

- Austen, J. (1813). *Pride and Prejudice*. London: Printed for T. Egerton. Military Library Whitehall.
- Barry, P. (2009). *Beginning theory: an introduction to literary and cultural theory*. Manchester University Press, Manchester.
- Beasley, C. (1999). *What is feminism? an introduction to feminist theory*. New York: Sage Publications.
- Becher, V. (2011). *Explicitation and implicitation in translation. A corpus-based study of English-German and German-English translations of business texts*. Universität Hamburg, pp. 17-19.
- Brabeck, M., & Brown, L. (with Christian, L., Espin, O., Hare-Mustin, R., Kaplan, A., Kaschak, E., Miller, D., Phillips, E., Ferns, T., & Van Ormer, A. (1997). Feminist theory and psychological practice. In J. Worell and N. Johnson (Eds.). *Psychology of women book series. Shaping the future of feminist psychology: education, research, and practice*. Washington, D.C.: American Psychological Association, pp.15-35.
- Castro, O. (2013). Gender and language. Introduction: gender, language and translation at the crossroads of disciplines. *Equinox Publishing. G&L Vol. 7.1*, pp. 5-12.
- Castro, O. (2009). *(Re-) examining horizons in feminist translation studies: towards a third wave?* Universidade de Vigo. Mark Andrews (Translation). First Published in *Mon TI 1*, pp. 59-86.
- Chodorow, J. N. (1989). *Feminism and psychoanalytic theory*. Yale University Press.
- De Zegher, C. (1996). *Inside the Visible: an elliptical traverse of 20<sup>th</sup> century art in, of, and from the feminine*. Massachusetts: MIT Press.
- Federici, E., & Leonardi, V. (2012). Using and abusing gender in translation. The case of Virginia Woolf's *A Room of One's Own* translated into Italian. *Universitat Autònoma de Barcelona*, pp. 183-198.
- Florence, P., & Foster, N. (2000). *Differential aesthetics: Art practices, philosophy, and feminist understandings*. Ashgate.
- Flotow, von. L. (1997). *Translation and gender: Translating in the 'era of feminism*. Manchester: St. Jerome Publishing. University of Ottawa Press.
- Gilligan, C. (1977). In a different voice: women's conceptions of self and morality. *Harvard Educational Review. Harvard University Press*, 47(4), 481-517.
- Golavar, E. (2009). "The effect of the translator's gender on translation evaluation". Chabhar Maritime University, Chabhar, Iran. *Translation Journal*, 13(2).
- Hawkesworth, E. M. (2006). *Globalization and feminist activism*. Rowman and Littlefield Publishers.
- House, J. (2015). *Translation quality assessment, past and present*. Routledge, Taylor &

Francis Group. London and New York.

James, K. (2011). Speaking in the feminine: considerations for gender-sensitive translation. *Translation Journal*, 16(2).

Lerman, H., & Porter, N. (1990). *Feminist ethics in psychotherapy*. Springer Publishing Company.

Madkour, M. (2016). The application of functional linguistic models for assessing quality of translation: a descriptive analytical study. *International Journal of English Linguistics*, 6(6). Published by Canadian Center of Science and Education.

Mateo, M. R. (2014). A deeper look into metrics for translation quality assessment (TQA): A case study. Universidad de Castilla-La Mancha. *A Journal of English and American Studies*, 49, 73-94.

Mazurová, S. (2008). *Translation and analyses of Jane Austen's book – Pride and Prejudice*. Masaryk University in Brno. Faculty of Education. Department of English Language and Literature.

Medadian, G., & Nezhadansari, M. D. (2015). A summative translation quality assessment model for undergraduate student translations: Objectivity versus manageability. *Research Journal. Studies about Languages*. Kaunas University of Technology, 26, 40-54. <https://doi.org/10.5755/j01.sal.0.26.12421>

Muji, A. (2010). *Gender issues reflected within nature in Jane Austen's novel Pride and Prejudice*. Linnaeus University. School of Language and Literature/English.

Munday, J. (2012). *Introducing translation studies: theories and applications (3<sup>rd</sup> Edition)*. Routledge, Taylor & Francis Group. London and New York.

Newmark, P. (1988). *A textbook of translation*. First published in 1988 by Prentice HaH International vUIO Ltd.

Panou, D. (2013). Gender difference in translating Jane Austen's *Pride and Prejudice*: the Greek paradigm. University of Leicester, UK. *Language at the University of Essex (Lang UE) 2012 Proceedings*, pp. 30-42.

Pollock, G. (2001). *Looking Back to the Future: Essays on Art, Life and Death*. Routledge/G&B Arts. International: Abingdon, UK.

Richards, C. J., & Schmidt, R. (2010). *Longman dictionary of language teaching & applied linguistics*. Fourth Edition published in Great Britain.

Robinson, J. B., López Rodríguez, I. C., & Tercedor, S. I. M. (2006). Self-assessment in translator training. University of Granada, Spain. *Perspectives: Studies in Translatology*, 14(2). <https://doi.org/10.1080/09076760608669025>

Robinson, J. B., López Rodríguez, I. C., & Tercedor, M. (2008). Neither born nor made, but socially constructed: promoting interactive learning in an online environment. *Translator*

Training, 21. TTR 212. <https://doi.org/10.7202/037493ar>

Abdel Hady, S. A. (2015). *Assessing translation quality of polemical texts*. Sharjah, United Arab Emirates

Santaemilia, J. (2011). "Woman and translation: geographies, voices, identities". Universitat de València. Mon TI 3, pp. 9-28.

Shafiee Sabet, G. S. & Rabeie, A. (2011). The effect of the translator's gender ideology on translating Emily Bronte's *Wuthering Heights*. *The Journal of Teaching Language Skills (JTLS)*, 3(3), Ser. 64/4, 143-158.

Simon, S. (1996). *Gender in translation— cultural identity and the politics of transmission*. New York: Routledge.

Sultana, A. (2011). Patriarchy and women's subordination: a theoretical analysis. Department of Political Science, University of Dhaka. *The Arts Faculty Journal*, 4, 1-18. <https://doi.org/http://dx.doi.org/10.3329/afj.v4i0.12929>

Tahernejad, N. (2012). Translation quality assessment of two translated versions of 'Matilda', a story for children, based on Juliane House's model. Islamic Azad University. Central Tehran Branch. Faculty of Foreign Languages.

Thuy, P. T. (2012). House's functional-pragmatic model of translation assessment and implications for evaluating English-Vietnamese translation quality. *VNU Journal of Foreign Studies*, 29(1), 56-64.

Williams, M. (2009). Translation quality assessment. University of Ottawa. *Mutatis Mutandis*, 2(1), 3-23.

Yue, X. (2007). Contribution of gynocriticism to feminist criticism". *China Foreign Language*, 5(5).

### Persian Language References

رضایی، ر. (1385). ترجمه غرور و تعصب. تهران. نشر نی.  
رضوانی، ر. و احمدیان، م. (1389). "نقش تفاوت های جنسیتی در کیفیت ترجمه: بررسی سبک نگارش مترجمان زن و مرد". مجله

مطالعات زبان و ترجمه (دانشکده ادبیات و علوم انسانی)، علمی-پژوهشی. سال 42، شماره 2.

<https://doi.org/10.22067/its.v42i2.19081>

سجودی، ف.، شاه طوسی، ش. و فرحزاد، ف. (1390). "بررسی و نقد ترجمه بین زبانی و ترجمه بین نشانه ای «مرگ دستفروش» از

دیدگاه نشانه شناسی انتقادی". فصلنامه پژوهش های زبان و ادبیات تطبیقی. دوره 2، شماره 4 (8)، صص

73-89.

شریفی فر، م. و زند، ف. (1392). "تأثیر زبان زنانه و نگرش های فرهنگی-جنسیتی بر ترجمه". فصلنامه مطالعات زبان و ترجمه (دانشکده

ادبیات و علوم انسانی)، علمی-پژوهشی. سال 46، شماره 3.

<https://doi.org/10.22067/its.v42i2.19081>

عبیدی آشتیانی، ک. (1390). ترجمه غرور و تعصب. انتشارات افق. تهران.



منافی اناری، س. و قدرتی، م. (1388). "نقش جنسیت مترجم در صحت ترجمه". پژوهش زبان های خارجی، شماره 54،

صص 143-155.

مبارکی، م. و برزگر حسینی، ر. (1392). "تأثیر جنسیت مترجم در معادل گزینی واژگان (مطالعه موردی: رمان غرور و تعصب اثر جین آستین)". دانشگاه بیرجند. زنجان - هشتمین همایش بین المللی انجمن ترویج زبان و ادب فارسی ایران.

## Appendixes

### Paragraph 1

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week" (Jane Austen's *Pride and Prejudice*, 1813:4).

ترجمه مترجم زن: بله عزیزم، خانم لانگ می گوید ندرفیلد را مرد جوان پولداری از اهالی شمال انگلستان خریده؛ روز دوشنبه با کالسکه چهار اسبهاش آمده، منطقه را دیده و آن قدر خوشش آمده است که سریع با آقای موریس به توافق رسیده؛ قرار است تا قبل از روز جشن میکائیل مقدس، مالک آن جا بشود و تعدادی از خدمتکارهایش تا آخر هفته آینده آن جا مستقر بشوند (عبیدی آشتیانی، 1390:13).

ترجمه مترجم مرد: ((بله عزیزم، باید بدانی. خانم لانگ می گوید که ندرفیلد را یک جوان پول و پله داری اجاره کرده که مال شمال انگلستان است. روز دوشنبه با کالسکه چهار اسبه آمده بود ملک را ببیند. آن قدر خوشش آمد که درجا با آقای موریس توافق کرد. قرار است قبل از پاییز بیاید بنشیند. چندتا از خدمتکارهایش تا آخر هفته بعد می آیند به این خانه.)) (رضایی، 1385:11-12)

### Paragraph 2

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party" (Jane Austen's *Pride and Prejudice*, 1813: 5).

ترجمه مترجم زن: ولی هیچ بهانه ای برای رفتن من وجود ندارد. تو و دخترها با هم بروید. (عبیدی آشتیانی، 1390:14)

ترجمه مترجم مرد: ((من دلیلی برای این کار نمی بینم. تو و دخترها اگر می خواهید بروید. حتی می توانی خود دخترها را تنها بفرستی بروند. تازه شاید خیلی هم بهتر باشد، چون تو هم مثل آنها خوشگلی و هیچ بعید نیست آقای بینگلی از تو بیشتر خوشش بیاید.)) (رضایی، 1385:12)

### Paragraph 3

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. Her mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news (Jane Austen's *Pride and Prejudice*, 1813: 6).

ترجمه مترجم زن: آقای بنت شخصیت عجیبی داشت، با طعنه حرف می زد، شوخ طبع، محتاط و در عین حال دمدمی مزاج بود و همسرش با وجود بیست سال تجربه زندگی مشترک، هنوز قادر به درک شخصیت او نبود. در عوض خانم بنت ذهن ساده ای داشت، اطلاعاتش کم بود و خلق و خوی متزلزلی داشت. وقتی از چیزی ناراحت می شد فکر می کرد اعصابش بهم ریخته است. تمام هم و غم زندگی اش شوهر دادن دخترهایش بود و دلخوشی هایش شرکت در مهمانی ها و شنیدن خیرها (عبیدی آشتیانی، 1390:16).

ترجمه مترجم مرد: آقای بنت معجون عجیبی از حاضر جوابی، طنز و کنایه، توداری و دمدمی مزاج بود، طوری که بیست و سه سال زندگی مشترک هم کافی نبود تا همسرش به شخصیت او پی ببرد. اما فکر خانم بنت را راحت تر می شد خواند، زنی بود با درک و شعور نه چندان زیاد، سواد و معلومات کم، و خلق و خوی متغیر. وقتی از چیزی ناراضی بود فکر می کرد عصبی است. کار و بارش در زندگی این بود که دخترهایش را شوهر بدهد. تفریحش نیز دید و بازدید و کنجکاو بود. (رضایی، 1385: 14)

#### Paragraph 4

“I know you do; and it is *that* which makes the wonder. With *your* good sense, to be so honestly blind to the follies and nonsense of others! Affectation of candour is common enough – one meets with it everywhere. But to be candid without ostentation or design – to take the good of everybody’s character and make it still better, and say nothing of the bad – belongs to you alone. And so you like this man’s sisters, too, do you? Their manners are not equal to his.” (Jane Austen’s *Pride and Prejudice*, 1813: 14)

ترجمه مترجم زن: می دانم. به همین دلیل هم همیشه فوق العاده ای. با این حس خوبی که داری چشم هایت برای دیدن حماقت مردم کورند و چیزی نمی بینی! مهربانی و صمیمیت چیزهایی هستند که شاید بقیه آدم ها هم داشته باشند اما بی ریایی و توجه به خوبی های آدم ها و ندیدن بدی های آن ها فقط مختص توست. بگذریم، از خواهرهایش هم خوشتر آمد؟ رفتارشان خیلی شبیه هم نبود. (عبیدی آشتیانی، 1390: 30)

ترجمه مترجم مرد: ((می دانم. و همین است که باعث تعجب من می شود. تو عقلت کار می کند، و در عین حال صاف و ساده چشمت را به بلاهت و کم عقلی بقیه می بندی! صراحت و رک گویی در آدمهای دیگر هم هست. همه جا می شود دید. ولی ساده دلی بی شائبه و فارغ از غرض... دیدن خوبی های آدمها و حتی بزرگ جلوه دادن این خوبی ها، نگفتن بدی ها.... این ها دیگر فقط مخصوص توست. خب، تو خواهرهای این مرد را دوست داری؟ رفتارشان مثل خودش نیست)). (رضایی، 1385: 26)

#### Paragraph 5

“You are considering how insupportable it would be to pass many evenings in this manner – in such society; and indeed I am quite of your opinion. I was never more annoyed! The insipidity, and yet the noise – the nothingness, and yet the self-importance of all those people! What would I give to hear your strictures on them!” (Jane Austen’s *Pride and Prejudice*, 1813: 24)

ترجمه مترجم زن: دارید فکر می کنید چه قدر حضور در بین این آدم ها غیرقابل تحمل است. باید بگویم کاملاً با شما موافقم. در عمرم از بودن در جایی این قدر زجر نکشیده ام! خسته کننده و شلوغ، چیزی ندارند ولی فکر می کنند آدم های مهمی هستند! نمی خواهید اظهار نظری بکنید؟ (عبیدی آشتیانی، 1390: 47)

ترجمه مترجم مرد: ((داری فکر می کنی چقدر غیرقابل تحمل است که همه شبها را این طوری می گذرانید... در چنین محافلی. راستش من هم با شما هم عقیده ام. هیچ وقت این قدر کلافه نشده بودم! کسالت بار و در عین حال پر سر و صداست، هیچی نیستند اما همه این آدمها خودشان را مهم می دانند! ... حاضرم همه انتقادهای تند و تیز شما را بشنوم!)) (رضایی، 1385: 40)

**Copyrights**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)