How to Tackle Translation Problems in a Text on Rugby

Translating culture and style in “Football, Identity, Place: The Emergence of Rugby Football in Brisbane” by Peter Horton

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Abstract
This is a study of translation problems encountered during the translation of the article “Football, Identity, Place: The Emergence of Rugby Football in Brisbane” by Peter Horton. Focus is directed at two different types of translation problems. One of them concerns the cultural differences between the readers of Horton’s text and the translated text. Swedish readers are rather unacquainted both with the sport of rugby and with Australian geography. As a consequence, it may be problematic to translate rugby terms or geographical names. These kinds of problems were often solved by transferring the cultural word and/or adding explanations to the translated text.

The second type of translation problem concerned the stylistic level of the text. The translated text is aimed at a broad readership and therefore the stylistic level had to be lowered. Four different techniques were used to make the translation less formal than the source text. One of them was to avoid nominalizations by using a corresponding verb form instead. A second technique was to reduce the number of parenthetical insertions. Thirdly, it could be done by using fewer words before the finite verb to make sentences less left-heavy. And the forth technique involved choosing common everyday words rather than uncommon or formal words.
1. Introduction

Sweden is a country that is very much influenced by English culture, however rugby football is an exception. Most Swedes know very little about rugby even though it is an important part of cultural life both in Britain and, in the case of the source text, in Australia. This study is based on my own translation of the text “Football, Identity, Place: The Emergence of Rugby Football in Brisbane” by Peter Horton and, as the title of his paper suggests, rugby football has played an important role even outside the playing field, which is part of the reason why it is so interesting to learn more about this sport.

Every text that is translated from one language to another poses different types of challenges to the translator. One of the problems that were encountered during the translation process of this particular text concerned the cultural differences between Sweden and Australia. The cultural differences are obvious when it comes to how the sport of rugby is viewed in the two countries. As mentioned above, rugby is a very small sport in Sweden and it is rarely talked about in the media. In Australia, on the other hand, it is well-known among the general public. Consequently, translating terms relating to rugby could be rather difficult.

Swedish readers will also have a fairly limited knowledge about Australian geography. Place names that are mentioned in the source text (ST) may mean very little to those who read the target text (TT). One way of solving this problem is to make additions to the translation, mainly in the form of explanations.

Another problem that will be studied in greater depth involves the stylistic level of the text. The stylistic level of the source text is rather high so, in order for the target text to suit a broader readership, the degree of difficulty had to be lowered. This can be done by replacing difficult or formal words with expressions that are closer to the everyday language, or by simplifying complicated sentence structures. Complicated sentence structures are for example those which have many words in front of the finite verb or those which include many parenthetical insertions (Hellspong & Ledin). The following sentence exemplifies both structures:

(1) In Brisbane, which was one of the latest colonial capitals to be settled, sport and sporting recreational leisure activities that the subtropical climate offered soon emerged as markers of the way of life in the northern colony. (Horton:1341)
The finite verb of this sentence is *emerged*. The larger part of the sentence, 25 words to be exact, precedes the verb and this makes the sentence left-heavy. Left-heavy sentences are typical for the written language and they generally sound more formal than colloquial right-heavy ones (Cassirer 2003:65). In order to make this sentence less left-heavy, the finite verb *blev* could be moved up to the position following the adverbial of place:

(2) I Brisbane, en av de koloniala huvudstäderna som befolkades sist, *blev* de sporter och idrottsrelaterade fritidsaktiviteter som det subtropiska klimatet gav upphov till ett kännemärke för den norra kolonins livsstil.

However, the sentence still includes the parenthetical insertion *en av de koloniala huvudstäderna som befolkades sist*, which makes the structure unnecessarily complicated. One way to get rid of the insertion is to divide the sentence in two:

(3) Brisbane var en av de koloniala huvudstäderna som befolkades sist. Där *blev* de sporter och idrottsrelaterade fritidsaktiviteter som det subtropiska klimatet gav upphov till ett kännemärke för den norra kolonins livsstil.

The usage of nominalizations, nouns that are derived from verbs, also has a tendency of making sentences sound formal. On the website of Seton Hill University (http://jerz.setonhill.edu) it is argued that “[n]ominalized sentences may be grammatically and factually correct, but vague”. Hence, sentences containing nominalized verbs should be rewritten in order to produce an easily comprehensible text. For example by using a verb like *announce* instead of a nominalized phrase such as “*make an announcement*”.

This essay focuses solely on problems relating to cultural differences and the stylistic level of the text. These are only two out of several types of problems which may arise during the translation process. But the intention is that the study will help other translators, as well as myself, when dealing with similar translation problems.

### 1.1 Aim and scope

The aim of this study is to analyse the translation methods that have been used to solve some of the problems encountered during the translation of “Football, Identity, Place: The Emergence of Rugby Football in Brisbane”. The different choices available, as well as why
one method has been chosen over another, will be analysed. Furthermore, conclusions will be
drawn regarding the effects of these translation methods on the translated text.
The two main areas of study are:
- Cultural aspects
- Stylistic level

1.2 Material
The translation of Peter Horton’s text “Football, Identity, Place: The Emergence of Rugby
Football in Brisbane” forms the basis of the analysis carried out in this essay. It was published
in the monthly publication *The International Journal of the History of Sport*, volume 23,
number 8, December 2006. Since the text is rather extensive, only 10 out of 23 pages have
been translated. The translation was made with the help of both bilingual dictionaries such as
*Norsteds stora engelska ordbok* and monolingual dictionaries such as the *Oxford Dictionary
of English*. Online dictionaries, like those on www.nationalencyklopedin.se and www.tyda.se
were also useful. In addition, a lot of terminology and information could be found through
internet searches on Google.

The analysis was executed with the aid of books on translation theory. The theories of
Newmark and Ingo were of great use as I analysed the cultural aspects. In analysing the
stylistic level, Hellspong and Ledin’s book along with the work of Cassirer, turned out to be
very useful.

1.3 Method
First of all, I carried out the translation of my source text and took notes of the translation
problems encountered. Many of these problems concerned the cultural differences between
Sweden and Australia and therefore these were studied at greater depth. Another problem was
that the stylistic level of the source text was so high that the text needed to be simplified in
order to reach a broader audience.

The techniques that were used to simplify the translation, as well as the translation
problems deriving from cultural differences, have been analysed in relation to translation
theory. Examples from my own material formed the basis of the analysis. However, not all
examples have been included in this study, only the most archetypal ones.
2. Background

This section includes a survey of previous work relevant to the topics “cultural aspects” and “stylistic level”. The survey forms the foundation of the analysis carried out later on. In this section I will also make definitions of what I intend to study as well as what will be left out.

2.1 Cultural aspects

Cultural aspects cause problems to the translator because the context in which the text is intended to function has changed. In order to make a translation work, it is important to adapt it to the target culture. It is also important to consider the aim of the translated text as well as the level of education among its readership.

Quite a lot has been said regarding how cultural words should be translated. Ingo (2007:134) claims that a common and effective method to help the reader understand cultural words, such as foreign geographical names, is to insert an explanatory word or expression directly into the text. This will lead the readers in the right direction even if they are unfamiliar with the foreign word in question. However, Ingo (2007:136) adds that the need for supplementary explanations depends heavily on the text type and that these explanations are both more common and more extensive in informative texts than in fiction. If the complementary addition is extensive, it should be given within parenthesis or be separated with a comma. The extensiveness of the addition is determined by the intended readership. Ingo (2007:42) gives the examples:

(4) Polisen grep Al Capone på Arlanda. 
Br. Eng: The police got Al Capone at Arlanda, the airport of Stockholm.

(5) Polisen grep Al Capone på Arlanda. 
Am. Eng. The police got Al Capone at the Swedish international airport Arlanda (Stockholm).

Here, the addition is more extensive in the American translation than in the British translation since British readers can be expected to know that Stockholm is the capital of Sweden.

Peter Newmark (1988:35) agrees that classifiers should be given to any town, mountain or river that is likely to be unknown to the readership. He adds that it is important that the translator looks up all geographical terms that s/he does not know (Newmark 1988:35). If there is no official line, he recommends the translator to revert to the correct name, i.e. to use
the name employed in the source language (Newmark 1988:216). Newmark also discusses other translation procedures which can be used for all types of cultural words.

One of these methods is transference; a procedure in which the cultural word is transferred directly from the ST to the TT, i.e. the cultural word is not really ‘translated’ it is used as is in the translated text (Newmark 1988:81). Transference is often combined with a second translation procedure, something that Newmark refers to as a ‘couplet’. For example, in some cases it is appropriate to add a culturally-neutral third term to a transferred geographical name, a so called functional equivalent.

According to Newmark (1988:83) it is common to use functional equivalents as a translation procedure for cultural words. The procedure requires the use of a culture-free word which neutralizes or generalizes the source-language word. For example the Swedish parliament is a functional equivalent for Sveriges Riksdag.

Chesterman & Wagner (2002:62) refer to the strategy of translating culture specific source-language items with target-language cultural or functional equivalents as cultural filtering. In this way, these words conform to target language norms. The opposite procedure, whereby such items are borrowed or transferred directly, is referred to as exoticization, foreignization or estrangement (Chesterman & Wagner 2002:62).

2.2 Stylistic level
How do we define the stylistic level of a text? That is a question with no straightforward answer, but many theorists have made attempts of creating categories into which texts can be divided. The distinction between high, normal and low style was made in the classical world and is still in use (Ingo 2007:76). The stylistic level of a text can be determined by the sum of the choices an author makes regarding synonymous lexical and grammatical ways of expression (Ingo 2007:76). When deciding on what stylistic level a text should have, it is important to consider for whom the text is written. Horton’s text is published in The International Journal of the History of Sport, which means that it is aimed at academics. Consequently, it is written in a rather formal way. In order for the translated text to reach a broader readership, the stylistic level needs to be lowered. The reason I want the text to reach a broader readership is that I think it has a subject that could interest not only experts in the field, but anyone who would like to know more about the sport and its impact on the Australian society.
The main function of Horton’s text is to inform the reader about the history of rugby in Australia, primarily in Brisbane. Therefore, his text could be regarded to belong to the category that the German scholar Katharina Reiss calls informative texts. According to Reiss (1977/89: 108-9), quoted in Munday (2001:75), the most important requirement that a translation of an informative text has to fulfil is to transmit the full referential or conceptual content of the ST and the method employed in doing so should be to use plain prose without redundancy and to use explications when required. So, in this view, when translating the text by Horton, the most important aspect is to transmit the information in a clear and comprehensive way. This is another reason to lower the stylistic level of the text, since texts with a lower stylistic level are normally easier to understand, that is, their content becomes more comprehensible. This leads us to another question, namely: What is it that makes a text clear and easy to follow?

Lennart Hellspong and Per Ledin pinpoint a number of factors that have an influence on the stylistic level of the text. One such factor is the usage of nominalized verbs, so called verbal nouns. According to the Internet version of the Swedish encyclopaedia Nationalencyklopedin (www.ne.se) these nouns are derived from verbs and they can have attributes which, in a corresponding clause, would function as a subject, object or adverbial. The following example of nominalization was given on the website http://unilearning.uow.edu.au (the verbal nouns formed as results of nominalization, as well as the verbs they replace, are in italics):

(6) The rapid increase in crime was causing concern among the police.
(7) Crime was increasing rapidly and the police were becoming concerned.

According to Gunlög Josefsson (2001) nominalizations are created with the addition of a suffix to the root morpheme of a verb. In Swedish, these suffixes are most commonly -ing/-ning or -ande/-ende. When a verb is turned into a verbal noun, it becomes a concept or an object rather than an action. Hellspong and Ledin (1997:68) argue that, since verbal nouns can conceal at what time something takes place as well as who or what is involved in the action, they tend to make texts more abstract and they also tend to make the tone of writing sound more formal. Verbal nouns are very common in bureaucratic writing and are thus characteristic of “higher” style (Hellspong & Ledin 1997:68).

Parenthetical insertions, such as adverbials or subordinate clauses, also affect the readability. Sentences with parenthetical insertions are more complex and difficult to read,
making them harder to understand than those in which one clause simply follows upon another (Cassirer 2003:70). Different languages have different attitudes towards using parenthetical insertions (Ingo 2007: 73-74). They are more common in English than in Swedish as is illustrated by the following example taken from Ingo (2007:73):

(8) Bossuet, while still alive, did not, as a preacher, enjoy the favour of the court.

Bossuet åtnjöt inte, under sin livstid, som predikant någon gunst hos hovet.

Christer Platzack (1973:86-90) argues that sentences that contain parenthetical insertions are difficult to comprehend because the readers are kept waiting for a clause element that is essential to the understanding of the sentence. This makes it harder to see the underlying structure of the sentence, i.e. to understand how the different parts relate to one another.

Whether a sentence has most of its words before or after the finite verb can also influence the readability, at least this holds true in Swedish. A sentence where most words come before the finite verb is left-heavy, whereas a sentence where most words follow the finite verb is right-heavy (Hellspeng & Ledin 1997:77). Generally, left-heavy sentences occur more often in the written language than in the spoken language (Cassirer 2003:65). These sentences are often heavy to read and constitute the code in bureaucratic texts (Hellspeng & Ledin 1997:77). According to Platzack (1973:90) transferring long and complex constituents to the end of the sentence is a way of making the structure of the sentence and the relations between the different clause elements clearer. The following example of a left-heavy sentence is taken from the translation of Horton’s article (all words in front of the finite verb are in italics):

(9) In regard to Brisbane Grammar school the fact that the first headmaster, Thomas Harlin [57] had come to Brisbane Grammar School from Ipswich Grammar School, where he had been a mathematics master, may well have influenced the choice of football played. (Horton:1348).

När det gäller Brisbane Grammar School kan det faktum att den första rektorn, Thomas Harlin, [57] hade kommit till Brisbane Grammar School från Ipswich Grammar School, mycket väl ha haft en inverkan på valet av fotbollsform.

The stylistic level of the words themselves is also important for how a text is perceived. How old a word is and in what context it is most commonly used, influences the stylistic level of the word (Cassirer 2003:92). For example, old words often sound more formal than new ones (Cassirer 2003:93). However, as will be mentioned in the analysis later on, it seems like loan words are generally perceived as more formal than words that have existed in Swedish for a longer period of time. Once the translator has decided on a particular style, it is important to
be consistent and choose words that represent the same style throughout the whole text (Ingo 2007:82). Informative texts should be written in plain prose so that the reader’s attention is not diverted from the content (Ingo 2007:83). Words that differ too much from those that we are used to seeing in a certain context make us focus more on the form than on the content (Cassirer 2003:102).

3. Analysis
In this section an analysis will be carried out on the translation problems encountered during the translation process. The methods that have been used to solve these problems will be discussed in relation to the translation theory presented earlier.

3.1 Cultural aspects

3.1.1 Rugby terms
Since rugby is a very small sport in Sweden, the term fotboll normally refers to association football, not rugby. In Australia, on the other hand, it is the other way around. Association football or ‘soccer’ is a small sport and the term football generally refers to rugby union, rugby league or Australian Rules. Due to this cultural difference between Sweden and Australia, translating the term football can be problematic, as is illustrated by the following example:

(10) (...) the construction of the identity of Brisbane and its people through football (...) (Horton:1341)

The translation is thus an adaptation to the TT readers. In a literal translation the Swedish term fotboll would have been used, but since Swedish readers associate that term with soccer, it is more appropriate to translate football with rugby. This is only one example from the text out of several where the translation rugby has been used instead of fotboll.

The clarification within parenthesis in the following example has been added to the TT for a similar reason:

(11) The struggle over the choice of football code illustrates how sport was a feature of contested social and cultural terrains and how support for a game was a source of the construction of the identity of initially Brisbane and later Queensland. (Horton:1341)

Ämnet sport var en omstridd fråga bland olika sociala och kulturella grupper, vilket illustreras av den kamp som fördes gällande vilken form av fotboll som skulle spelas (rugby räknas som en fotbollsförm).
This is at the beginning of the translated text, so in order to make it clear that rugby is not something completely separate from football, but actually a form of football, an explanation was added.

The fact that the text brings up three different forms of football, Australian Rules, rugby union and rugby league, is likely to be confusing for Swedish readers since their knowledge about these sports probably is rather limited. The problems that were caused by this knowledge gap have been dealt with in various ways. In the case of the term rugby league, a rather long explanation was inserted into the translation:

(12) Moore [13] suggests that the avid support for the Labour movement in Queensland and in NSW, particularly in the working-class suburbs of Sydney and Newcastle and the subsequent enthusiastic adoption of rugby league football in Queensland and Sydney and soccer in Newcastle, was a direct consequence of the ‘waves of assisted migrants’ from the north of England. (Horton: 1343)


The explanation was added for a number of reasons. One is because, in Sweden, the only type of rugby that is played is rugby union and the only places where rugby league is big are in Britain and Australia (www.rugby.se). Another reason is that some background information about the emergence of rugby league is required in order to understand the full meaning of the sentence and to make the link clear between rugby league and the working-class. It is also important since it clarifies the difference between rugby league and rugby union. The English terms have been transferred since no recognized Swedish translations exist. For example, these terms are not translated on the homepage of the Swedish Rugby Association (www.rugby.se).

Australian Rules, on the other hand, has a recognized Swedish translation, namely australisk fotboll. Sometimes, although less often, the spelling australiensisk fotboll is used (australisk fotboll is almost 8 times more common on google). Hence, Australian Rules was translated with australisk fotboll throughout the text. However, on its first occurrence, the English term was transferred along with the Swedish translation within parenthesis:

(13) Football as an institutionalized form began in Brisbane with the formation of the Brisbane Football Club on 22 May 1866, and as the committee had a strong Victorian affiliation they adopted the rules of Victorian (Australian) Rules football that had been

Fotbollen institutionaliserades i Brisbane genom att Brisbane Football Club bildades den 22 maj 1866 och eftersom kommittén hade en stark anknytning till Victoria antog de reglerna för Australian Rules (australisk fotboll).
first drawn up in Melbourne in 1859 as theirs.  
(Horton:1343)

Another term that caused problems was rugby rules, since I, as a Swede, do not know that much about the history of rugby. However, judging from what can be read on the Internet about the origins of rugby football, this term could simply be translated with rugby (see for example: http://wesclark.com/rrr/r Myth.html):

(14) And the reason he suggests the anti-hacking decision, which in 1863 led to the split into association football (kicking only) and Rugby rules football (running and handling) at Cambridge University (…)  
(Horton:1344)

The split at Cambridge University is described on the webpage http://wesclark.com/rrr/r Myth.html and, as can be seen in the following quote, the term Rugby Football is used instead of Rugby rules, suggesting that they are synonyms: “(…) leading to the final split that created the two separate codes of Association Football (soccer) and Rugby Football”. That is the reason the word was translated the way it was. To transfer the English expression would only confuse Swedish readers.

The word hacking is an old English term which no longer is in use. For that reason, it has been explained in the source text. In the translated text the word was transferred, since no Swedish equivalent exists. However, as the word has already been explained, there is no need for any additional explanations:

(15) (…) it was due to ‘the Victorians’ remarkable agreement to ban hacking, the name given to the practice of shin-kicking then prevalent in most English school games of football’. (Horton:1344)

To sum up, the translation strategy most commonly used for rugby terms was transference. Sometimes the transferred word was complemented by additional explanations, sometimes not. A likely result of this strategy is that the text becomes foreignized. However, the English terms were only transferred in cases where no recognized Swedish translation existed. That is, no conscious decision was made to “foreignize” the translation.
3.1.2 Geographical names

Since there is no official line of how geographical names should be translated into Swedish, these names have all been transferred. Along with the transferred geographical name, other translation procedures have been employed. In the case of my text these procedures involved the addition of either longer or shorter explanations.

We will start by looking at the more extensive additions that were put within brackets or separated from the rest of the text by commas. They were mainly added in cases where the text would otherwise have been difficult to understand for Swedish readers. The following example illustrates this:

(16) (...) after the penal settlements were first established around Moreton Bay. (Horton:1342)

(...) efter att fångkolonierna först hade upprättats kring Moreton Bay (en stor havsvik 19 km från Brisbane).

An explanation has been added within parenthesis since Swedish readers, contrary to the readers of the source text, can neither be expected to know what Moreton Bay is nor where it is situated. This is thus an adaptation to the readership of the target text. If the information had been left out, confusion would probably have been caused among most readers. In the next example, a similar addition has been provided:

(17) However, the city of Brisbane, with a population of 37,053, [64] could muster only three clubs, the Wallaroos, the Brisbane Football Club and Excelsiors, with a club based in Ipswich, the Athenians, playing in not so much an association or competition but rather as a loose ‘federation’. (Horton:1349)

Men Brisbane, som hade 37 053 invånare, [64] kunde bara uppstå tre klubbar, Wallaroos, Brisbane Football Club och Excelsiors. En klubb som kallades Athenians kom från Ipswich, ett stycke väst om Brisbane. Lagen spelade inte mot varandra i officiella tävlingar utan ingick snarare i en läs sammanslutning.

It is probable that most readers of the Swedish text would be unacquainted with the Australian town Ipswich and therefore some additional information has been inserted into the translation. This time the information was simply separated by a comma, since it forms a natural part of the rest of the sentence.

Let us turn to the shorter types of complementary additions that can be inserted directly into the running text. The purpose of these is the same as that for longer additions, namely to help the reader understand the text better and interpret it correctly. However, according to Ingo (2007:135) additions, both long and short, should not be overused. If they are used too often, the text could be perceived as banal (Ingo 2007:135). The short additions employed in
the following three examples have been added only in cases where they play an important role for the understanding of the text:

(18) Today we accept that football in its various forms is the predominant winter sport in Brisbane (…) (Horton:1341)

Idag är fotboll i alla dess varianter den dominerande vintersporten i den australiensiska staden Brisbane.

(19) The convict settlement of Moreton Bay was initially established in 1824, just five years before the first recorded report of a game of football in the colony of New South Wales (…) (Hoston:1342)

Straffkolonin i Moreton Bay grundlades 1824, vilket bara var fem år innan den första rapporten från en rugbymatch dokumenterades i den södra kolonin New South Wales.

(20) The sport of horse racing supported by the dominant social groups in Brisbane and the squatters west of Brisbane and on the Darling Downs grew so rapidly that Howell and Howell refer to it as ‘Queensland’s first sporting industry’. (Horton:1343)

Hästkapplöpningssporten, som stöddes av de dominerande sociala grupperna i Brisbane samt av de stora färärarna väster om Brisbane och i jordbruksområdet Darling Downs, växte så snabbt att Howell och Howell benämner den som ”Queenslands första sportindustri”.

Even though it is likely that quite a few Swedish readers know that Brisbane is located in Australia, the addition in (18) is justified. This is because it is in the first sentence of the paper’s introduction and in order to help all Swedish readers understand what the paper is about it is a good idea to add the explanation den australiensiska staden ‘the Australian city’ to the translation. In (19) the addition södra ‘south’ was inserted for a similar reason, namely to make the text clearer and more comprehensible for all readers. Further, New South Wales is a geographical name that is mentioned on a number of occasions throughout the text and therefore it is important to have an approximate concept of where it is located. The explanation in example (20) was added because it is probable that very few Swedes know what Darling Downs is. The name Darling Downs by itself would mean very little to the readers of the target text and therefore the explanation is necessary.

None of the additions could be classified as functional equivalents. Even though the additions in examples (16), (18) and (20) are culturally-neutral terms which neutralizes or generalizes the SL word, they cannot replace the geographical name. For example, the functional equivalent the Swedish Parliament can replace Sveriges Riksdag, whereas jordbruksområdet ‘the farming area’ cannot replace Darling Downs.
3.2 Stylistic level

3.2.1 Nominalizations

Nominalizations are quite commonly occurring in the ST and they contribute in making the text formal. Hence, many of these nominalizations have been avoided in the TT. In most cases, this has been done by rewording the sentence using the corresponding verb instead of the nominalization, as in the following example:

(21) Football as an institutionalized form began in Brisbane with the formation of the Brisbane football club on the 22 of May 1866 (…) (Horton:1343)

Fotbollen institutionaliserades i Brisbane i samband med att Brisbane Football Club bildades den 22 maj 1866 (…)

It is obvious that the language is not as highflown in this sentence as in a straight translation within which the nominalization has been kept:

(22) Fotbollen institutionaliserades i Brisbane i samband med bildandet av Brisbane Football Club den 22 maj 1866 (…)

The attributes of the verbal noun in this straight translation work as subject and adverbial of time respectively in (21). However, since bildades is in the passive voice, the people involved in the action are still concealed. The time of the action is revealed in both cases as the date has been given.

When using the search word “nominalization” on Google, I came across a number of pages which recommend the usage of verbs instead of nominalizations. However, as was written on the homepage of Temple University (www.temple.edu) “sometimes a nominalization is simply the best word choice for a particular sentence”. The following example includes three nominalizations in the ST. In my view, the word *indikation* “indication” is the best word for the context and thus it has been translated directly (on Google, the nominalized word form *indikation*, resulting in 559 000 hits, was more common than the verb *indikera*, resulting in 129 000 hits):

(23) Whether the first mention of football in the newspapers of the colony can be taken as a realistic indication of the game’s actual emergence is contentious (…) (Horton:1343)

Det är omtvistat huruvida den första gången som rugbyn omnämndes i kolonins tidningar kan tas som en realistisk indikation på när sporten faktiskt uppkom (…)
Going from three nominalizations to one has a great impact on the sentence’s level of formality. This is clearly illustrated when comparing it to a straight translation:

(24) Det är omtvistat huruvida det första omnämnandet av rugby i kolonins tidningar kan tas som en realistisk indikation på sportens faktiska uppkomst (…)

Throughout the translation, many sentences have been rewritten in a similar fashion. As a result, the stylistic level of the text is lowered.

3.2.2 Parenthetical insertions

English adverbials are often separated from the rest of the clause by commas and in those cases they are perceived as loose parenthetical insertions (Ingo 2007:179). Those parenthetical insertions can be placed between the subject and the verb, which normally is not possible in Swedish (Ingo 2007:179). In the following example, the sentence structure has been altered in order to produce a sentence that sounds more natural in Swedish:

(25) The pattern of development, though in many ways following that of Sydney and Melbourne, was significantly different (…) (Horton:1341)

Även om utvecklingsmönstret på många sätt påminde om det i Sydney och Melbourne skiljde det sig markant (…)

English declarative sentences normally follow the basic structure where the subject is followed by the verb, which may be followed by an object (Svartvik & Sager 1996: 420). This structure is preserved, together with parenthetical insertions, to a greater extent in English than in Swedish (Ingo 2007: 176). Swedish favours the usage of main and subordinate clauses instead, as is the case in the example above (Ingo 2007:176). When a Swedish sentence begins with a subordinate clause, the word order is inverted (Ingo 2007: 177). A straight translation where the grammatical structure of the ST is preserved would sound very unnatural in Swedish and it would be heavy to read, compare with:

(26) Utvecklingsmönstret, även om det på många sätt påminde om dem i Sydney och Melbourne, skiljde sig markant (…)

Since, according to Ingo (2007: 73-74), parenthetical insertions are used more often in English than in Swedish, this type of translation problem should occur rather frequently when carrying out translations between the two languages. In examples like the one above, however, the choice of translation strategy is quite simple; to remove the parenthetical insertion by changing the word order. When there are several parenthetical insertions in one
and the same sentence, a more inventive solution is required. In the following example a long
and complicated sentence with many parenthetical insertions has been translated in a way that
makes the whole passage easier to read and understand (the parenthetical insertions are in
italics):

(27) The committee all signed the final set of rules though it is probable that only Tom Wills, two recent
arrivals – J.B. Thompson and W.J. Hammersley, who had both attended Cambridge University – and
Irishman T.H. Smith, who had played football at Trinity college, Dublin before he graduated in 1847,
had actually met to compile the rules, probably because, as Hibbins says, they had all ‘had recent
experience of English football’. (Horton:1344)

Alla medlemmar i kommittén skrev under den slutliga
samlingen regler även om det är troligt att bara Tom
Wills tillsammans med de två nyanlända
engelsmän, J.B. Thompson och W.J. Hammersley,
samt irlandaren T.H. Smith, faktiskt hade träffats för
att sammanställa reglerna. Detta berodde troligen på
att de alla, som Hibbins hävdar, ”hade färska
erfarenheter av engelsk fotboll”. [24] Thompson och
Hammersley hade nämligen båda studerat vid
universitetet i Cambridge, medan Smith hade spelat
fotboll vid Trinity College i Dublin innan han tog sin
examen 1847.

All the information is no longer compressed into a single long and heavy sentence, but instead
it is distributed over three sentences. By doing so the number of parenthetical insertions has
decreased from three to one, which facilitates the reading process. It is possible, however, to
keep the original structure of the ST in the TT, but that would be to go against the translation
method that Reiss (1977/89: 108-9), quoted in Munday (2001:75), recommends for
informative texts, namely to use plain prose without redundancy. A straight translation of the
same sentence would look something like this:

(28) Alla medlemmar i kommittén skrev under den slutliga
samlingen regler även om det är
troligt att bara Tom Wills, två nyanlända engelsmän – J.B. Thompson och
W.J. Hammersley, som båda hade studerat vid universitetet i Cambridge – och
irländaren T.H. Smith, som hade spelat fotboll vid Trinity College i Dublin innan han tog sin
examen 1847, faktiskt hade träffats för
att sammanställa reglerna, vilket troligen berodde på att de alla, som Hibbins säger, ”hade färska
erfarenheter av engelsk fotboll”.

Even though this construction is possible in Swedish, it is heavy to read. The same is true of
the following:

(29) Bromby and Northcott, both Cambridge
University graduates, certainly did so while Morrison,
who was schooled at Aberdeen University and went to
Victoria after being rector (headmaster) at St John’s
Grammar School in Hamilton in Scotland, [45] had, as
Stewart points out, ‘a decidedly ambivalent view of the
role of games at Scotch College’. (Horton:1346)

Bromby och Northcott, som båda hade tagit examen
vid Cambridge University, var tveklösa i sitt stöd.
Enligt Stewart hade dock Morrison, som utbildat sig
vid Aberdeen University och som åkt till Viktoria efter
att ha tjänstgjort som rektor vid St John’s Grammar
School i Hamilton i Skottland, [45] ”en avgjort
ambivalent inställning till idrottens roll vid Scotch
College”.
A similar method has been used here to make this long and complex sentence easier to read. The sentence has been divided into two and there is only one parenthetical insertion in each of them. In the ST, on the other hand, there are three parenthetical insertions in a single, long sentence. If that structure would have been used in the Swedish translation, the stylistic level would have been perceived as higher.

3.2.3 Left-heavy sentences

The following example is very left-heavy in the ST. The TT, on the other hand, is broken up into two sentences which makes the construction simpler:

(30) Following two consecutive defeats by New South Wales at cricket in 1857 and 1858, the Secretary of the Melbourne Cricket Club, Thomas Wentworth, (Tom) Wills, son of a wealthy squatter, grandson of a convict, Rugby School old boy and member of the Victorian cricket XI called the colony’s cricketers to stay active during the off season by playing football. (Horton:1343)

Thomas Wentworth (Tom) Wills, son till en välbörgad färggare, sonson till en straffänger, före detta storspelare vid en privatskola och medlem i staten Victoria's cricketlag, var chef för Melbourne Cricket Club. Efter att laget hade besegrats två gånger i rad av New South Wales i cricket, 1857 och 1858, uppmanade han kolonins cricketspelare att förbliva aktivt under lågsäsongen genom att spela fotboll.

By dividing the sentence in half, some of the information on the left side of the finite verb can be moved to the other sentence. Even though the first of the two translated sentences is still left-heavy, it is not nearly as left-heavy as the original sentence of the ST. According to Bever (1970:331) quoted in Platzack (1973:90) the syntactic complexity seems to affect the heaviness more than the number of words. In the example above, the syntactic structure of the TT is not as complex as that of the ST. The structure of the English sentence is more complex since it begins with a temporal clause, which is followed by the subject, which in turn is followed by a number of appositions. The Swedish translation starts directly with the subject and its appositions, as the temporal clause has been transferred to the new sentence. This is another reason as to why the translation should be easier to read than the original. The next example is another quite extreme case, where the sentence structure of the source text is very left heavy:

(31) Whether they were interested in sport or football per se can only be surmised; however, their apparent support and active promotion of grammar-school and university education, considered in the light of their own education and the prominence of the emerging games culture in the schools of the middle and upper middle classes of Victorian Britain as well as in the universities, particularly the ancient universities of...

Man kan bara gissa huruvida de var intresserade av sport eller rugby, men om man ser deras uppenbara stöd för och aktiva främjande av grammar-school- och universitetstutbildning mot bakgrund av deras egen utbildning, indikerar detta åtminstone ett passivt stöd för idrottskulturen. Kulturen kring idrottsenhetet på att bli ett inrotat drag vid de olika lärosättena och en ideologi som de tydligt såg upp till. Stödet ska även ses i ljuset...
Oxford and Cambridge, indicates at least a passive support of the games cult that was becoming such an entrenched feature of the educational institutions and an ideology that they so clearly revered. (Horton:1348)

The Swedish translation includes three sentences instead of just one. And the first sentence is no longer left-heavy, since the structure has been changed quite dramatically. It now includes a conditional clause, starting with om. The conditional clause has only got the two words om and man in front of the finite verb ser. The English sentence, on the other hand, has a subject comprising 54 words in front of the finite verb indicates.

However, the translation still sounds rather formal. The reason for that could be that it contains quite a few nominalizations. The first sentence includes the nominalized verbs: stöd, främjande, universitetsutbildning and utbildning. The reason for using nominalizations instead of the corresponding verbs is that the sentence is information compact and a good way to compress information is to use nominalizations (http://www.khsu.ru/ida/).

Judging by these examples, it seems like altering the structure of left-heavy sentences does result in a more readable text. But making the sentences shorter certainly had a big influence on the stylistic level as well.

3.2.4 Words
The choice of what words to use is important for the stylistic level of the text. Since my translation is aimed at a broad readership, some of the words have been simplified. However, the translation needs to fit into the category of informative texts and therefore the terminology is still rather formal. Only very formal or uncommon Swedish words, which would be difficult for some readers to understand, have been avoided. In the following example, the everyday Swedish word medhjälpare has been used instead of the more uncommon akolut (on google, only 149 Swedish pages contained the word akolut, whereas 357 000 pages contained medhjälpare):

(32) In Australia the culture found fertile fields, willing acolytes and temples galore. (…) (Horton:1341)

Contrary to Australia, where Catholicism is a large religion, Sweden is mainly a Protestant country, meaning that most people are probably not very well acquainted with words like akolut (acolyte), referring to someone who attends or assists a Catholic priest. In Horton’s
text, the word *acolyte* is used in a metaphorical expression, but since the word cannot be expected to be generally known among the intended Swedish readers, the religious metaphor has not been kept in the translation. Instead the more general meaning of the word, referring to any follower or attendant, has been used. This is a way of simplifying the text by replacing an uncommon word with a more general term. According to Ingo (2007:82), metaphors should be kept in the translation if possible, but in this case I think that it is more important to be clear than to preserve the metaphorical expression.

Another word which is very uncommon in Swedish is *proselytmakare*, the direct translation of *proselytizers*. On Google, only eight Swedish pages contained the word. That is why the phrase *värvade anhängare* has been used instead:

(33) The headmasters and teachers who had established schools throughout the empire, including the colonies of Australia, were the *proselytizers* of the ideology of athleticism (…) (Horton:1345)  
De rektorer och lärare som hade upprättat skolor över hela imperiet, inklusive de australiensiska kolonierna, *värvade anhängare* till ideologin.

As is the case in (33), there is quite often a direct translation in Swedish which sounds similar to the English word. These loan words can be a bit misleading, since one could be led to use the similar Swedish term, even though more common synonyms exist. For example, the term *ambivalent* exists in both English and Swedish, having the same meaning in both languages. However, the synonym *kluven*, which is used in the following example, seems to be a lot more frequent:

(34) (…) Morrison, who was schooled at Aberdeen University and went to Victoria after being rector (headmaster) at St John’s Grammar School in Hamilton in Scotland, [45] had, as Stewart points out, ‘a decidedly ambivalent view of the role of games at Scotch College’. (Horton:1346)  
Enligt Stewart hade dock Morrison, som utbildat sig vid Aberdeen University och som åkt till Victoria efter att ha tjänstgjort som rektor vid St John’s Grammar School i Hamilton i Skottland, [45] ”en kluven inställning till idrottens roll vid Scotch College”.

A search on the online corpus of Göteborg University, resulted in only 4 hits for *ambivalent*, to be compared with 68 hits for *kluven*, even though *kluven* was used in another sense in 13 out of these cases (http://spraakbanken.gu.se/konk/). The texts included in the corpus were taken from the daily newspaper *Göteborgsposten* and were published in 2001. These texts are informative, i.e. they belong to the same category of texts as the ST. Hence, it is appropriate to choose the translation *kluven* over *ambivalent*. For the same reason, the translation *primitiv* was chosen over *rudimentär* and *godkända* over *sanktionerade* (a corpus search resulted in 1 hit for *rudimentär*, compared to 17 hits for *primitiv* and 6 hits for *sanktionerade*, compared to 189 hits for *godkända)*:
(35) We cannot presume that the form of football to be played was either association or rugby rules and it was more likely to have been a rudimentary form (…) (Horton :1343)

Vi kan inte förutsätta att den typ av fotboll som spelades antingen var vanlig fotboll eller rugby. Det är mer sannolikt att det var en primitiv form (…)

(36) The first officially sanctioned inter-colonial rugby match not only provided an avenue for the promotion of the game in the north but also offered a focus for the game in New South Wales (…) (Horton:1349)

Den första officiellt godkända interkoloniala rugbymatchen erbjöd inte bara en chans att marknadsföra spelet i norr, utan gjorde också att fokus riktades mot sporten i New South Wales.

To sum up this section, uncommon and formal words have been avoided in the translated text. Rather than translating directly, a more common or general term has been chosen. This results in an easier text to understand and comprehend.

4. Conclusion

In translating rugby terms and geographical names, the most common translation method was transference. Since no equivalent Swedish words existed, this strategy was used in all cases except one – the rugby term *Australian Rules* has the established Swedish translation *australisk fotboll*. Very often, a complementary explanation would be added to the transferred cultural term. These additions could be rather long and in that case they would be put in brackets or separated with commas. If they were short, they could be embedded in the running text.

Translation theory proved very useful when it came to translating cultural terms. All translation methods that have been used were described in the theory books. In other words, translating cultural terms can be very difficult, but translation theory can be of good help in dealing with these problems.

All of the methods that were used to lower the stylistic level had a great impact on the translated text. In my opinion, decreasing the number of nominalizations probably had the largest effect. The reason for that might be that my source text contained quite a few nominalized verbs. Making the sentences shorter is a method which was used quite often, but which has not been dealt with separately in this essay. Altering the length of the sentences was most often used as a way of simplifying complex sentence structures and certainly influenced the readability. This is a method which would need to be analyzed further in order to draw any general conclusions on its effects.

In the section about the stylistic level of words, it was stated that translators probably could be led to use Swedish loan words such as *ambivalent* when translating from English to
Swedish, even though more common synonyms exist. Whether that is true or not is another topic which could be interesting to study at greater depth, for example by comparing the frequency of such words in translated texts to parallel texts written by native Swedish speakers.
5. References

**Primary sources**


**Secondary sources**


Nationalencyklopedin [http://www.ne.se](http://www.ne.se) 2007


