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**REVISITING TRANSLATOR VISIBILITY
FROM A PEDAGOGICAL PERSPECTIVE:
A CASE STUDY OF *SEVGİLİ ARSIZ ÖLÜM* (DEAR SHAMELESS DEATH)**

Translator visibility has been widely discussed in translation studies, particularly through the debates on translators' domestication and foreignisation decisions. Translators may adopt strategies that either foreground or conceal their textual presence in the target text, which are both acceptable in different situations. They can choose "to bridge the cultural gap" between source and target text or choose "to leave the gap open and insist on the cultural distance" [1, p. 286] to open a new window to a different culture for the target audience. When they choose to eliminate the foreign elements of the source text, they use the domestication strategy and make the target audience feel it is the original text, not a translated one, which makes translators invisible by making the text familiar to the target audience. According to Lawrence Venuti, to achieve good communication, a translator needs to use domestication by making the foreign text not foreign so as to make it more fluent and transparent for the target audience [2]. However, Venuti also claims that in some situations, the target audience should be given the chance to meet a foreign culture by using the foreignisation strategy, which moves the reader to the source text by making translators visible [2]. Drawing on these discussions, the theoretical framework of the study is mainly based on Lawrence Venuti's concepts of translator visibility, domestication, and foreignisation. Venuti's arguments are useful for discussing how translators may either reduce or preserve the foreignness of the source text. Within this framework, translator visibility is understood not only as the translator's explicit presence but also as a textual and pedagogical phenomenon that becomes visible through lexical choices, cultural explanations, omissions, and adaptations.

This study aims to explore how to use the novel, *Sevgili Arsız Ölüm*, by Latife Tekin and its English translation, *Dear Shameless Death*, as teaching material to teach translator visibility in translation classrooms. This novel is chosen for this study because it contains a wide range of culture-specific elements, idioms, repetitions and local expressions, which creates various translation challenges and allows students to observe how translators make strategic decisions. Rather than approaching translator visibility only theoretically, the study proposes a classroom-oriented model in which students examine passages from the source text and the target text comparatively. Through this comparative analysis, students are encouraged to recognise the translator's decisions to be visible or invisible and to

understand that translation is a process of decision-making rather than a simple matter of right or wrong.

The study adopts a qualitative and pedagogically oriented case-study approach. Selected passages from *Sevgili Arsız Ölüm* and *Dear Shameless Death* are examined comparatively in order to design classroom activities for literary translation students. The proposed classroom procedure includes three main stages. First, students are asked to analyse selected Turkish passages and identify potential translation problems. Second, they are asked to produce their own translation suggestions and discuss possible strategies. Third, their suggestions are compared with the published English translation, and the translator's choices are evaluated in relation to visibility and cultural transfer. The novel includes many culturally embedded expressions related to family, religion, rural life, social practices, and everyday speech. These elements can be useful for showing students the various strategies translators can use when there is cultural distance between the source and target culture. By analysing these elements, students can investigate whether specific cultural references or expressions are preserved in their original form, explained through additional context or footnotes, adapted to fit the cultural norms of the target audience, generalised to more universal concepts, or entirely omitted from the translation. Idioms and local expressions in particular are an important example to explore the concept of translator visibility, as they often require creative and thoughtful choices from the translator. Such choices can reveal the translator's presence and influence in the text. This case study gives the students the possibility to see how the translation sometimes brings the text closer to the target reader and sometimes keeps the foreignness of the source culture, allowing them to understand domestication and foreignisation as flexible strategies, rather than rigid categories.

In conclusion, the study revisits the issue of translator visibility from a pedagogical standpoint, stressing the importance of making the translator's presence and decisions explicit in the educational context. The study proposes that comparative textual analysis, through a close examination of the original Turkish text, *Sevgili Arsız Ölüm*, and its English translation, *Dear Shameless Death*, can be of great value for literary translation courses by allowing students to directly observe and critically evaluate the translator's choices and thus promoting a deeper understanding of the translation process.

REFERENCES

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