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Interdisciplinarity in translation studies: a didactic model for research positioning

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ABSTRACT

The seminal role of the Holmes/Toury map within translation studies has led to its use as a didactic tool although neither scholar envisaged this purpose originally. This paper proposes a complementary didactic model to reveal the interdisciplinary layers of research projects after positioning them on the Holmes/Toury map. A critical overview of how maps have evolved from descriptions of the field to having didactic purposes is given, and criticism of the Holmes/Toury map is reviewed to demonstrate its importance for the first positioning of a work. An investigation of eight sample theses indicates the current interdisciplinary research trends and suggests the need for a more refined didactic tool. The proposed model is introduced as a way to fill an evident gap. Its aim is to help students and researchers position their own and other academic work within translation studies to gain deeper awareness in this regard. By presenting a general model for researchers' use, its concrete application to two cases – a book-long and a shorter publication – and a discussion of its strengths and weaknesses, I argue that it is a useful didactic tool for obtaining a clearer overview of the interdisciplinarity typical for research in translation studies.

1. Introduction

As early as the mid-90s, Translation Studies (TS) was recognized as an interdiscipline with theoretical and methodological inspiration from several fields (among others see Snell-Hornby et al., 1994). However, up to the present day, only a few suggestions for didactic maps or models reflecting its interdisciplinarity have been put forward (cf. van Doorslaer, 2007). Furthermore, new proposals have not gained enough consensus in the academic community to become established as valid alternatives to James Holmes's (1988) seminal overview of TS – later transformed into a map by Gideon Toury (1991), and often referred to as the Holmes/Toury map.[1] For this reason, Holmes's description of the field has largely been adopted to teach translation theory

and methods at university level, although this was never its original purpose (cf. Tarvi, 2008).

The aim of the present article is to propose a model that can be used *after* identifying one's position on the Holmes/Toury map to reveal different layers of interdisciplinary research not reflected by it. Consequently, this model is a response to the needs of students and researchers looking to position interdisciplinary scholarly work in the field of TS.

The first part of the article introduces the Holmes/Toury map as it was originally conceived, and follows the development of didactic reflections on maps in TS. The second part contains an overview of criticism of the Holmes/Toury map, demonstrating its established role in mapping the field, and therefore the importance of starting from it to position research projects within TS. The third part exemplifies current teaching practices with the Holmes/Toury map at postgraduate level to raise students' awareness. The analysis of eight recent doctoral theses suggests that this map is insufficient as a didactic tool to show interdisciplinarity. The fourth and final part presents a multidimensional, adaptable model that can be used as a magnifying glass *after* zooming in on the Holmes/Toury map. With a book-long and a shorter publication – one of the eight dissertations analyzed in the third part of the present article, Marcus Axelsson's (2016), and Jeremy Munday's (2013) article 'The Role of Archival and Manuscript Research in the Investigation of Translator Decision-Making' as examples of how this complementary model can be applied to interdisciplinary research – I argue that the proposed model is a useful didactic tool to get a clearer overview of the interdisciplinarity typical of research in TS.

2. Didactic maps in translation studies

This part of the article is dedicated to retracing the rise of maps in TS, and how reflections on the purpose of this tool have evolved from mapping the field to having a didactic use. Already in the early nineties, Holmes's pioneer article (1988) was described as 'generally accepted as the founding statement for the field' (Gentzler, 1993, p. 92). The aims of Holmes's paper were to demonstrate that TS had become an independent academic discipline, and to provide a description of the field as it was, and its possible evolutions. Mapping the field, Holmes (1988, pp. 71–73) divides pure translation studies into two branches by purpose: 'descriptive translation studies (DTS)' – describing phenomena – and 'theoretical translation studies (ThTS)' – dealing with setting principles to explain and predict these phenomena. On the one hand, DTS is divided into three strands according to their focus: product-oriented – centered on text, possibly developing into a 'general history of translation'; function-oriented – looking at contexts in the target culture, likely to evolve into a 'translation sociology'; and process-oriented – considering the cognitive processes behind translation, envisioned as 'translation psychology'. On the other hand, ThTS would be divided into general and partial, with research carried out mostly under the partial strand, where six restricted types are identified (Holmes, 1988, pp. 73–74). Here, Holmes (1988, p. 76) notes straight away that most theories often fall under more than one restricted category, showing immediately the blurred lines between the divisions.

At this point, the practical side of translation is addressed by describing the other main branch of TS besides the pure one: 'applied translation studies' divided into 'translator training', 'translation aids', 'translation policy', and 'translation criticism' (Holmes, 1988, pp. 77–78). Thereafter, the dialectical relationship between the different branches is underlined, and it is stressed that all strands are characterized by two dimensions: historical and methodological (Holmes, 1988, pp. 78–79).

Holmes did not turn his overview into the drawing of a map. Yet several scholars have interpreted his words, suggesting different visual representations. Gideon Toury (1991, p. 181) published the first and most widespread graphic interpretation of Holmes's words (Figure 1). Toury's map reflects Holmes's description in detail but leaves out translation policy under applied TS.
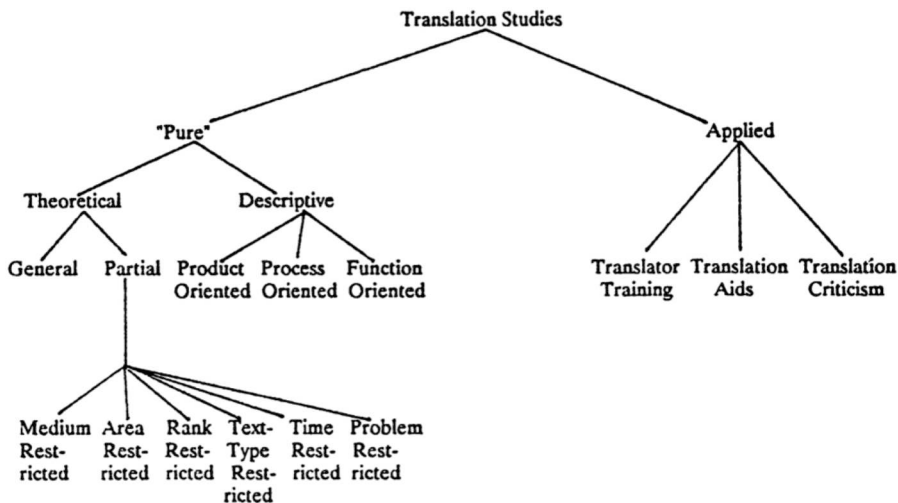

Figure 1. Holmes's Conception of Translation Studies (Toury, 1991, p. 181).

Over 15 years after the publication of the Holmes/Toury map, Luc van Doorslaer (2007) denounces the absence of attempts to complement or redraw it. In his article, the possible didactic purposes of a map 'as a kind of panorama for (…) new or inexperienced researchers' are mentioned for the first time (van Doorslaer, 2007, p. 220). Therefore, the connection between maps and their didactic value in finding an orientation in the field is made explicit. However, the aim of van Doorslaer's article is not a didactic one but rather to show how the field of TS could be mapped differently starting from the concepts that emerged from the keyword-based project *Translation Studies Bibliography*.

In 2008, two articles discussing the Holmes/Toury map as a pedagogical tool are published. On the one hand, Ljuba Tarvi (2008) focuses on how the Holmes/Toury map has become the didactic starting point for reflections on translation theory and research at university level over the years. On the other hand, Sonia Vandepitte (2008) observes how the Bologna process spurred more uniformity in third-cycle education throughout the EU, with reflections on how to implement this within TS.

Tarvi (2008) uses Holmes's ideas as a foundation to develop her own 'Map-Matrix' to describe the field. Her criticism of previous maps focuses on the fact that they often turn

into 'models [that are] extremely detailed and thus cumbersome' (Tarvi, 2008, p. 1). Therefore, she presents her schematic representation based on Holmes's article using acronyms. Some of these are taken from Holmes (1988), while others are created by using either the initials of the words they represent or the first and the last letter in a word. Based on this, the new 'Map-Matrix Meta-Model' is presented (Tarvi, 2008, pp. 3–5). It reconciles Holmes's description of the field with Pym's (1998, p. 177) view of it as an interculture turned into squares instead of intersecting circles. The result is a nine-block map with each block containing a reproduction of Tarvi's acronymized version of the Holmes/Toury map (Figure 2).
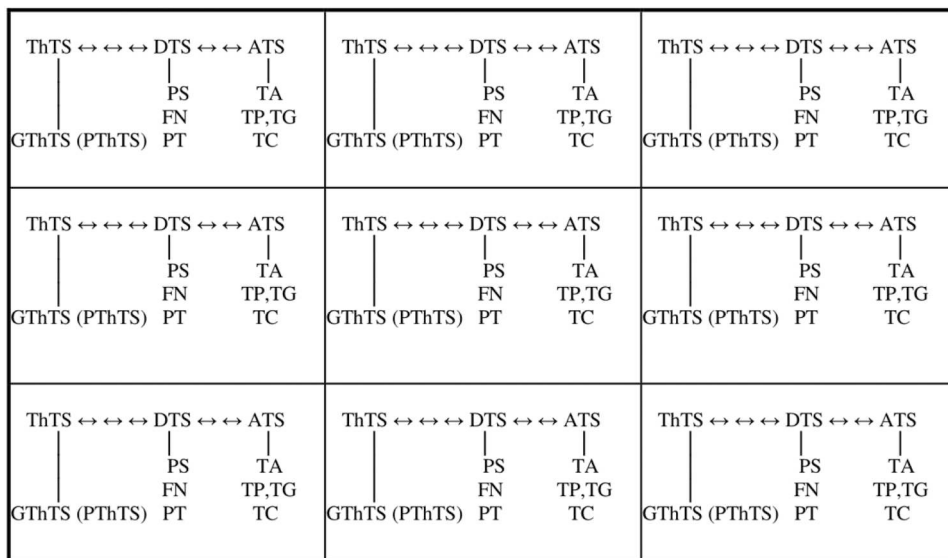
Figure 2. Map-Matrix Meta-Model (Tarvi, 2008, p. 7).

Tarvi (2008, p. 8) claims that the Map-Matrix makes it possible to describe the evolution of the field encompassing all its turns by naming some examples, yet without representing them on her map. She concludes that '[t]he Matrix might be viewed as a useful pedagogical addition to the [Holmes/Toury] Map' (Tarvi, 2008, p. 9). Admittedly, Tarvi's Map-Matrix is an ambitious attempt to redraw the Holmes/Toury map while integrating it with Pym's view in a new shape. However, the nine-block reproduction of the matrix, the choice of obscure abbreviations, and of not showing the interculture with circles but with non-overlapping squares do not help in serving the aim stated in the introduction of her contribution, namely simplicity and clarity (cf. Tarvi, 2008, p. 1).

Vandepitte (2008) declares the Holmes/Toury map inadequate in bringing coherence to the field of TS and suggests an alternative 'translation studies thesaurus'. The main criticism made of the Holmes/Toury map is that the use of different criteria for Holmes's branch division is problematic; translation aids under applied TS should relate to the translation process since they are used in it; and the function branch should not be put on the same level as product and process (Vandepitte, 2008, pp. 572–573). To find a solution to the aforementioned shortcomings, Vandepitte (2008, p. 572) turns to the

discipline of terminology, characterized by a 'consistent application of criteria'. With the compass given by terminology, Vandepitte (2008, p. 573) aims at mapping the whole of TS into a 'coherent visualized survey'. The resulting representation is introduced as a thesaurus of TS 'seen as a part of intercultural communication studies, and presumes its own meta-level, i.e., its own bibliography and the study of itself, incl. its research methodology and research training' (Vandepitte, 2008, p. 579). However, the thesaurus is also referred to as a survey and a map, without defining the use of the three terms.

Vandepitte's stated aim is to build a universal thesaurus to represent a developing ontology which is then presented in the appendix of the article, and consists of a four-page-long hierarchical thesaurus of TS based on terminology.[2] The theoretical advantages of the TS thesaurus in providing a 'clear, consistent and coherent system for the analysis of concepts and fields in translation studies' (Vandepitte, 2008, p. 580) are counteracted by Vandepitte's polymorphism. In the title, mapping and ontology are mentioned. Then, thesauri and surveys are introduced without being defined, generating certain confusion.

Furthermore, Vandepitte's scope becomes increasingly broader throughout the article. Not only does she present a didactic tool, but also a way to index bibliographic entries systematically for a TS bibliography, and a tool to represent an integration of individual and institution-wide research to easily compare scholarly practices worldwide and promote 'understanding, cooperation, and innovative research' (Vandepitte, 2008, pp. 580–581).
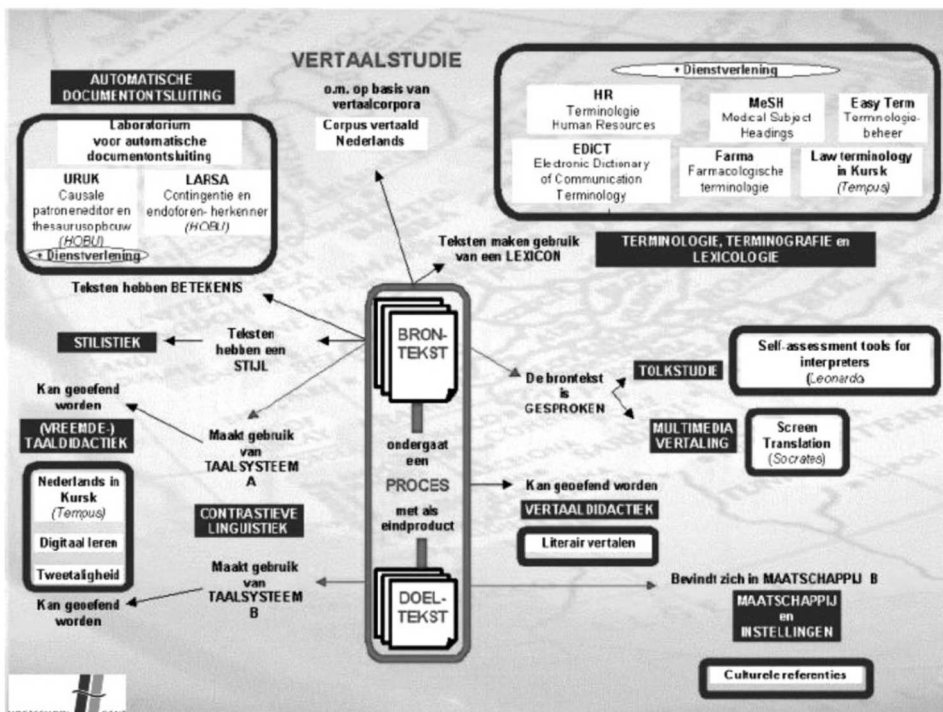

Figure 3. Ghent School of Translation Studies Map (October 2003) (Vandepitte, 2008, p. 581).

At the very end of her article, another map – in Dutch – representing the research foci of the Ghent School of Translation Studies is introduced to show the practical advantages of the proposed thesaurus (Figure 3).

Although it is undoubtedly useful to map the different branches of a research school or university, this map seems to have little in common with the other maps proposed in her article. Rather than creating a universal thesaurus, I argue that Vandepitte has put forward three types of maps that do not seem to respond effectively to the need for clarity she expressed.

Vandepitte sets out with ambitious intentions, yet her reasoning is not developed very consistently. In fact, the proliferation of terms within TS is criticized, yet Vandepitte's own are added instead of clarifying the existing and most used ones, such as Holmes's. Heavily loaded terms are introduced with unusual denotations; three different maps are presented instead of one; and the interdisciplinarity of the field is not reflected in a straightforward manner.

Finally, Minna Ruokonen, Leena Salmi, and Elin Svahn (2018, p. 8) argue that the Holmes/Toury map – as well as similar ones developed based on it (for example Chesterman, 2009) – have a didactic value because they can help define research topics and identify research gaps. However, the new proposed map with a continuum of sociological and cultural TS is not presented with a pedagogical aim but rather to map the trends within the sociocultural part of TS (Ruokonen et al., 2018, p. 8).

This new type of map is undoubtedly a noteworthy and thought-provoking attempt to overcome the limitations of tree graphs. Yet it is not developed with a didactic aim. Even if attempts to position interdisciplinary research on it were made, they could only include work within the sociological and cultural branch of TS – limiting its application to a very small portion of the total field. Furthermore, if this were to be done, the map would still be restricted to a linear axis. In fact, its effectiveness in showing interconnectedness is limited to two items, consequently limiting its potential for the positioning of interdisciplinary research.

This overview dealing with the rise of maps in TS, and how reflections on maps have evolved from being used as descriptions of the field to having pedagogical purposes indicates that the didactic potential of maps has been considered in the past. At the same time, there seems to have been a distinctive lack of attempts to adapt, innovate, or substitute the Holmes/Toury map to reflect the interdisciplinarity of the field for didactic purposes, with only four proposals mentioning this dimension in the last 20 years – van Doorslaer (2007), Tarvi (2008), Vandepitte (2008), and Ruokonen, Salmi, and Svahn (2018) – and only two – Tarvi (2008), Vandepitte (2008) – with an explicit didactic aim. The following section of the present article presents criticism directed toward the Holmes/Toury map in order to show how, although its faults have been widely discussed, it still represents a solid, largely recognized, starting point for the initial positioning of a research project in the field of TS.

3. Criticism of the Holmes/Toury map in TS: an overview

Criticism of Toury's (1991) visual interpretation of Holmes's description of the field of TS is expressed by Hermans (1991, p. 156) who considers Holmes's division into two

(pure and applied) or three (descriptive, theoretical and applied) primary branches as unclear since the applied strand comes almost as an afterthought after the description of the other two. However, a new map is not proposed.

Additional criticism of Holmes's map without putting forward a new map is also expressed by José Lambert, and Mary Snell-Hornby. Lambert (1991, p. 26) emphasizes the absence of consideration of contextual and pragmatic elements, whereas Snell-Hornby (1991, p. 15) regards the partial strand under the theoretical branch of pure TS (Figure 1) as outdated or too specific to be part of a general map. She advocates for a more inclusive view of TS embracing a range of translation types that go from literary to technical, to interpreting but also beyond, considering the points of contact with other disciplines (Snell-Hornby, 1991, p. 19).

Anthony Pym (1998, p. 2) questions the simplicity of Toury's tree graph because it postulates a specific power hierarchy in its vertical orientation. Furthermore, the Holmes/Toury map is criticized because it does not consider translators as agents, and leads to the fragmentation of the historical dimension under different strands. Finally, finding a solution to the described fragmentation by adding arrows showing the dialectical relations between the different strands – as done by Toury (1995, p. 15,18) – is rejected, with the argument that this addition would demonstrate the pointlessness of using a map (Pym, 1998, pp. 1–4).

Then, Pym (1998, p. 177) puts forward his proposal for a graphic representation of what he defines as interculture, that is 'the overlap of Culture 1 and Culture 2' with the intersection shown by a Venn diagram. This is a noteworthy suggestion – the only one in this section reflecting interconnectedness. Tarvi (2008) recognized its potential by integrating it in her didactic model described in the previous part of the present article. However, this application did not result in a widely accepted representation.

Furthermore, Venn diagrams reflect interconnectedness through the intersection of all the circles involved. Yet interdisciplinarity in TS is often due to the combination of several disciplines which contribute to the same research object but do not necessarily merge. Therefore, a model using Venn diagrams would not show the further layers of interdisciplinarity feeding into the research object.

Andrew Chesterman (2004, p. 97) points out the contradiction of having two branches covering research, i.e., the unjustified division between Theoretical and Descriptive, since 'explanatory theories are based on descriptions of empirical data, and descriptions provide evidence for theories and ways of testing theoretical hypothesis'. Then, Toury's (1991, pp. 185–191, 1995, pp. 15–18, 2012, pp. 9–12) further development of Holmes's map emphasizing the interrelations between the aforementioned strands is referred to, and considered as an evolution (Chesterman, 2004, p. 97). This standpoint is therefore incompatible with Pym's (1998) rejection. In conclusion, a division of translation research based on the main relations investigated within TS at the time is put forward without suggesting a new map (Chesterman, 2004, pp. 98–99).

Daniel Gile (2005, p. 241) raises the issue of the division into a research branch and an applied branch, highlighting that research can also be carried out on translation training and on the applied strand since the latter can be descriptive too. Therefore, similarly to Chesterman (2004), a division based on areas of study is suggested and presented as a tree graph map. This results in TS being divided into written translation and interpreting,

separated in turn into the respective types (Gile, 2005, p. 241). Furthermore, Gile (2005, p. 241) points out that all subdisciplines could be included in this new map and they would all be subject to both pure and applied research in Holmes's terms. Probably, the fact that the map is left open-ended, or its similarity to the Holmes/Toury one, discouraged a wider use within academic circles.

In a later article, Chesterman (2006, p. 11) again takes up the idea of mapping. First, he identifies three types of context relevant to translation: cultural, sociological and cognitive. These correspond partially to Holmes's (1988, p. 72) division into 'function-oriented DTS' and 'process-oriented DTS' (cognitive), yet Chesterman separates the cultural from the sociological aspect, which Holmes reunites under the functional branch. Thereafter, the focus lies on 'the sociology of translation' (Chesterman, 2006, p. 12) – also anticipated by Holmes (1988, p. 72) – yet with the innovative addition of three sub-strands: translations, translators, and translating. However, they are not turned into a map.

van Doorslaer (2007, p. 220) points out that 'the publications that have accepted the invitation to deepen and broaden research have been strikingly few in number' and claims that this might be because of the criticism of maps raised by Pym (1998). Then, an open-ended tree graph of the field based on the *Translation Studies Bibliography* (TSB) is presented. It retains the branch of applied TS from Holmes/Toury, but is otherwise divided into approaches, theories, and research methods (van Doorslaer, 2007, p. 230). This division, however, does not seem consistent since approaches are listed under both approaches and research methods, making the categorization unclear, and the theories branch contains theories, models, and DTS. An explicit definition of what every category entails would have been helpful. Nonetheless, the attempt to provide an overview of the field through a conceptual map derived from the TSB project represents a stimulating input for innovation, even if the choice of a tree graph limits its potential in disclosing the multi-layered influences and interrelations of an interdisciplinary field.

Chesterman (2009) resorts to the use of a visual representation with his tree graph sketch of translator studies. First, he reflects on the Holmes/Toury map and its reception within TS, criticizing Toury's omission of the branch of translation policy in his first proposal shown in Figure 1 (Toury, 1991, p. 181). After summarizing some of the criticism addressed at Holmes over the decades, Chesterman (2009, p. 16) goes back to his previous suggestion of a translation sociology (Chesterman, 2006). However, after an attempt at integration of his proposal for translation sociology with the Holmes/Toury map, Chesterman (2009, p. 19) dismisses the Holmes/Toury map, expressing difficulties in reflecting the new agent-oriented trends of the field, and draws an alternative tree graph with translator studies as a starting point, and three branches: cultural, cognitive, and sociological.

Over ten years later, Klaus Kaindl (2021, p. 12) points out further complications verbally: 'a division into separate branches, similar to the one at the time of James Holmes, also seems difficult due to the strong interconnectedness and interference between previously clearly defined and separate disciplines'.

Therefore, it can be noticed on the one hand how all the reviewed criticism goes back to the Holmes/Toury map, highlighting its strongly established position in the field – leading even to its use as a pedagogical tool, as pointed out in the previous part. On the other hand, it is striking how almost all the new maps presented in this section

resort to the tree graph to represent the field of TS, thus encountering clear limitations when it comes to representing interdisciplinarity. This point is clarified further in the next section.

Despite the criticism of the Holmes/Toury map, van Doorslaer (2007, p. 220) supports the use of open and descriptive maps because they 'bring added value to the conceptualization and the interrelationships between concepts'. Furthermore, since TS is characterized by different approaches, branches, the intersection of disciplines, and 'can present the inexperienced researcher with a bewildering array of topics and methodologies' (Williams & Chesterman, 2002, p. 1), I argue that a model which can be used as a complement to the Holmes/Toury map would promote awareness in research positioning. The aim of the model is to contribute to clarity in case interdisciplinary research needs positioning in the expanding field of TS. Using the Holmes/Toury map first is a way to become conscious of the position of a research project in the general field of TS. Then, the proposed complementary model helps understand the specific interdisciplinary layers of the piece of work analyzed.

4. The use of the Holmes/Toury map at postgraduate level

In order to investigate the use of the Holmes/Toury map at postgraduate level from a didactic perspective, although in a very limited and tentative way, I have examined eight Swedish doctoral theses published between 2009 and 2021 (see Appendix 1). They were chosen from a course reading list for a postgraduate course in TS methodology at Stockholm University.[3] The reason for analyzing teaching practices at postgraduate level is that classes in third-cycle education allow in-depth meta-level reflections to which it is hardly possible to dedicate the same amount of time at a lower level. Furthermore, doctoral theses can be taken as an indicator of how TS is developing as an interdiscipline.

The results show that all eight theses contain elements of interdisciplinarity, even if to different degrees. Seven of them are monographs and one (Geiger Poignant, 2020) is a compilation thesis. Seven authors identify TS as a general framework for their theses, but only three (Geiger Poignant, 2020; Sannholm, 2021; Svahn, 2020) are published by a translation studies department. One is affiliated to an English language department (Mattsson, 2009), two were disputed at Scandinavian language departments (Axelsson, 2016; Van Meerbergen, 2010), one at a modern language department (Håkanson, 2015), and one at a department of comparative literature (Ljung Svensson, 2011). Ljung Svensson (2011) is the only one not referring to TS explicitly, although her dissertation deals with the reception of translated work.

During the course in TS methodology, in order to foster awareness in PhD students regarding their own research projects and their position in the field, doctoral theses are analyzed from a theoretical and methodological standpoint, and placed on the Holmes/Toury map. Of all the analyzed dissertations, only Sannholm (2021, p. 6) positions his study referring to Holmes's (1988) prospective outline, while I proceeded with the placement of the remaining seven. All eight dissertations rely on descriptive approaches. Six of them refer explicitly to DTS as a framework, whereas two do not (Ljung Svensson, 2011; Mattsson, 2009). The common factor for all eight theses is that they combine elements of translation theory with one or several theories from other

disciplines relevant to their research in their theoretical framework. In most cases, the analyzed dissertations encompass elements that lead to their positioning under two or more branches of the Holmes/Toury map. Some can be placed clearly under one strand, yet this would not reflect the complexity of the theories, approaches, and methods used, originally coming from other disciplines.

Mattsson (2009) investigates the translation of English discourse particles in Swedish subtitles. Her analysis is mostly textual (product-oriented), yet she also considers socio-cultural factors (function-oriented), and draws on several theories developed outside of TS (e.g., politeness theory, coherence-based theory, relevance theory). Van Meerbergen (2010) analyzes translations of picture books (product-oriented) in their sociocultural context (function-oriented) by combining systemic functional linguistics and social semiotic picture analysis. Ljung Svensson (2011) studies the reception of Selma Lagerlöf's translations in Germany (function-oriented) relying on literary studies, reception studies, and hermeneutics. Håkanson (2015) considers the social context for the Swedish reception of Russian translations in general, of Gogol in particular (function-oriented), and analyzes several Gogol translations (product-oriented) with theories from reception studies, post-colonial theories, and dialogical perspectives. Axelsson (2016) investigates translation strategies for culture-specific elements in novels (product-oriented) while considering the translation process through interviews (process-oriented), and how the translators' capital affects their strategies (function-oriented). Svahn (2020) carries out an investigation of the translator's social role in contemporary Sweden (function-oriented), drawing on theories originally developed within psychology (trait theory), and sociology (socialization theories). Geiger Poignant (2020) focuses on interpreted public literary conversations. Her studies center on the social dynamics of interpreter-mediated literary conversations (function-oriented). It is a complex dissertation that relies on several disciplines e.g., literary studies, communication studies, and linguistics, specifically conversation analysis. Sannholm (2021) carries out a workplace study in which he observes translators interacting with social and technological resources using an ethnographic approach. Sannholm's interest lies in revealing the social and cognitive aspects of the interactions (process and function-oriented).

This brief review cannot be considered representative of all research within TS or of all teaching practice at postgraduate level. Yet it illustrates how research in TS is distinctly interdisciplinary, and how using the Holmes/Toury map exclusively as a tool to help students understand the relationships between different parts of the field and the interaction with other disciplines has proved limiting. In fact, positioning the theses on the Holmes/ Toury map has proved challenging for two main reasons. On the one hand, half of the dissertations contain aspects of more than one branch of the map, indicating that a further tool is needed for a deeper understanding of their content – possibly applied several times to investigate the research object under each branch. On the other hand, the ones that could be positioned clearly under one strand resorted to theories and methods from other disciplines that cannot be reflected in the Holmes/Toury map. Therefore, I suggest keeping the Holmes/Toury map as it is used today, while integrating it with a new model that shows the details of a specifically interdisciplinary research project or academic publication.

5. A model for interdisciplinarity

Given the clearly established position of the Holmes/Toury map within the academic community to map the whole field of TS, as well as its use as a didactic tool – as shown in the previous sections of the present article – I argue that the Holmes/Toury map is a valid first step from a didactic perspective for an initial positioning of a research project within TS on a general level, especially if it is complemented by a model which reveals the various influences of an interdisciplinary project with inputs from several research areas. With the awareness that the Holmes/Toury map was developed within DTS, I believe its established position within TS has proved its flexibility and aptness for other research traditions as well. Tarvi (2008), Vandepitte (2008), and Ruokonen et al. (2018) have paved the way, with innovative suggestions, for different types of maps instead of the tree graph.

In order to illustrate how the model I have developed can be applied to concrete cases, I have generalized its content with suggestions on how to fill in the different parts (Figure 4).
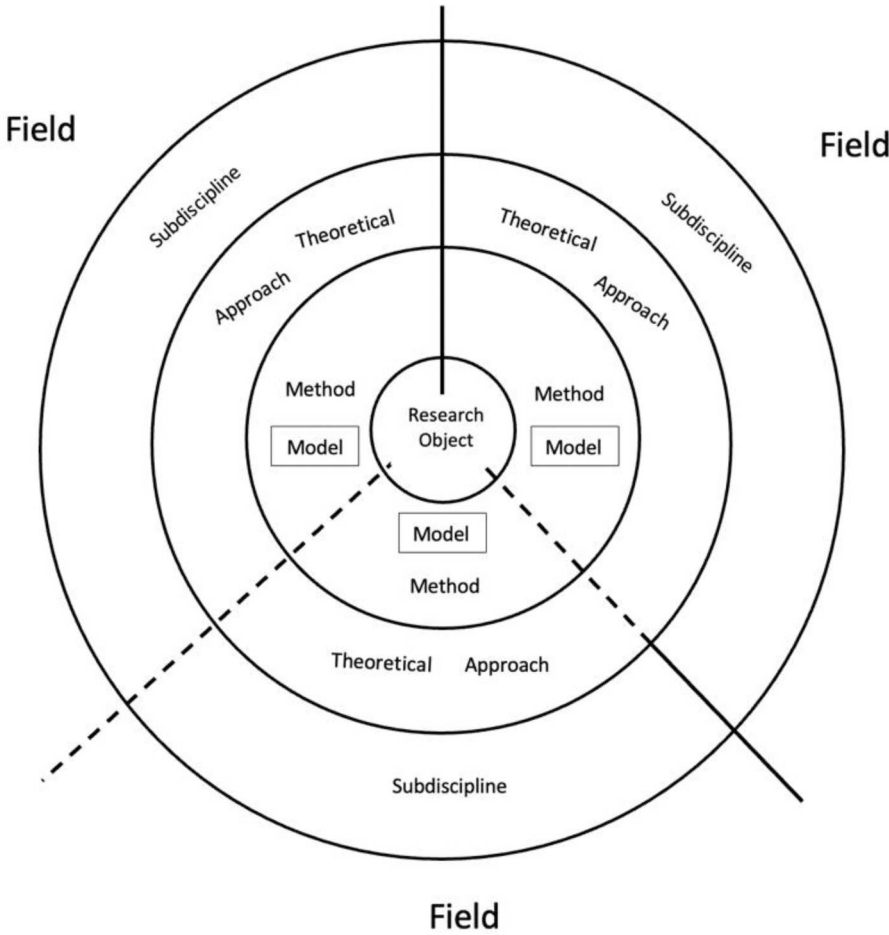

Figure 4. General sketch of a new interdisciplinary model complementary to the Holmes/Toury map.

The model is designed to be read from the outer, general part, to the center, going through the intermediary steps which lead to the core of the interdisciplinary research project analyzed within the field of TS. The slices feeding into the research object work as funnels, getting narrower as they become more specific.

In the model in Figure 4, 'field' and 'discipline' are seen as synonyms, both meaning a field of study with an academic apparatus. A subdiscipline is therefore a branch of the main field of study it belongs to, specializing in a particular subject. A theoretical approach is a way to look at research (cf. Chesterman, 1997), and can include theories. A method is envisaged as a 'specific research technique' (Saldanha & O'Brien, 2013, p. 13). A model is 'a representation of the 'reality' of your research topic or domain' (Saldanha & O'Brien, 2013, p. 12). Models are usually developed by starting from specific theories in order to have a better understanding of the object of study (Williams & Chesterman, 2002, pp. 48–49). Since both models and methods are chosen according to the research question(s) to get to a specific research goal (cf. Williams & Chesterman, 2002, p. 46, 48), I have put them in the same inner circle of my sketch. Models are differentiated from methods through a frame.

The model sketched in Figure 4 is divided into three equal parts for illustrative purposes but slices can be added or removed to reflect the specificities of a research project. Their dimensions can be increased or reduced corresponding to the contribution the slices give to the investigated study. Furthermore, the lines dividing the fields are of different types. The reason behind this is that two adjacent disciplines contributing to the same project might not have points of intersection on one side, and therefore require a straight line up to the core circle; while methods – or another part of a slice – might have a longer tradition of being borrowed from other disciplines, thus calling for a dotted line highlighting the fluidity of the borders. However, the subdiscipline and the theoretical approach the methods originally come from might not have intersected further with the other discipline. In this case, the line passing through those more external circles will be straight again – as exemplified by the line going to the bottom right corner in Figure 4. Finally, if the two fields have been interacting consistently on all levels, a dotted line all the way through all circles signals this. In order to show the lower relevance of the original field to the research object, it is also possible to fade its writing color. This is not reflected in Figure 4 but it is visible in the applications in Figures 5 and 6.

It goes without saying that this model is not an exhaustive reflection of all the possibilities offered by the interactions of the different subdisciplines and fields. Figure 4 is merely a suggestion, while the content, dimensions of each section, the type of separating lines, and number of fields can be increased, changed, and adapted from case to case.

In order to illustrate my case, I applied the proposed model to the two main types of academic publications which are analyzed at university level: a book-long publication – Axelsson's (2016) dissertation from the sample in the previous part – and an article – Munday's (2013) explicitly interdisciplinary paper 'The Role of Archival and Manuscript Research in the Investigation of Translator Decision-Making'. Both publications are within TS and have interdisciplinary theoretical and methodological frameworks.

As mentioned previously, Axelsson's dissertation contains product, function and process-oriented elements in Holmes's terms. The research object is concerned with translation strategies used for culture-specific elements, mainly investigated in the

translated texts (product) which can confirm or deny the statements given by the translators in the interview (process). In order to further understand how translation strategies are applied, Axelsson turns to translation sociology (function) considering how accumulated capital affects the studied translator's choices. Since the textual analysis takes up 117 of 250 pages, I argue that the dissertation's main focus is product-oriented and it can be placed under the product branch of DTS although process and functional aspects are also considered.

The proposed complementary model is useful for revealing the different aspects contributing to the research object at the core of Axelsson's dissertation, including the function and process-oriented parts. A schematic version of Axelsson's study is presented in Figure 5.
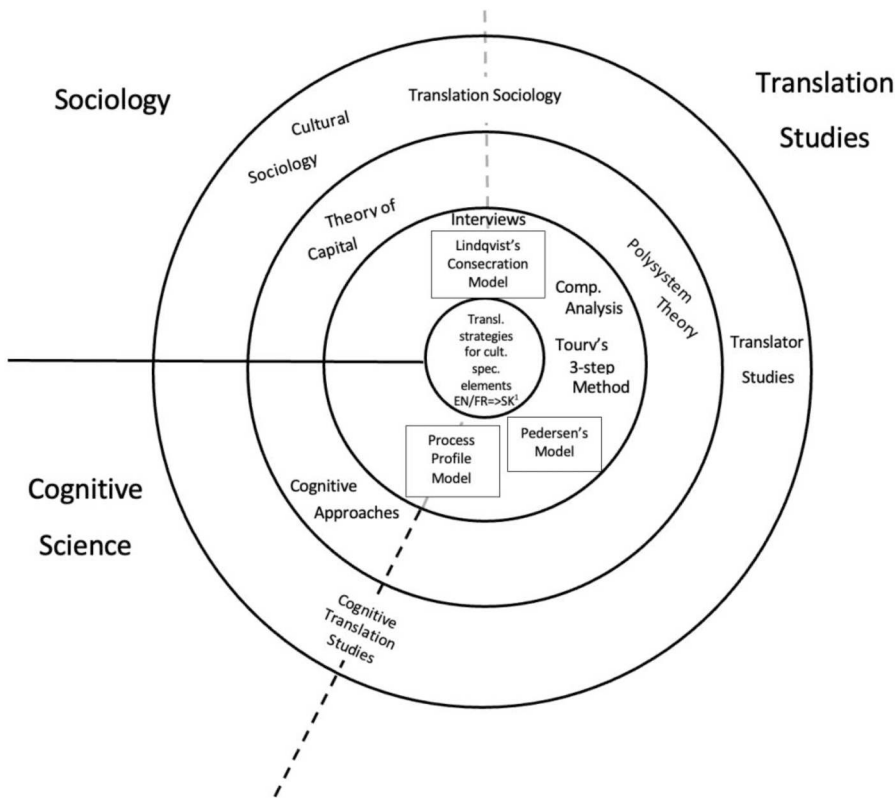
Figure 5. Application of the new interdisciplinary model to Axelsson (2016). [1]En: English, FR: French, SK: scandinavian languages.

As shown by the research object at the center of the model, Axelsson's dissertation investigates the strategies used by three Scandinavian translators (Norwegian, Swedish, Danish) when translating culture-specific elements in novels from French and English. Figure 5 indicates clearly that the dissertation has TS as its main framework – with TS occupying over half of the total surface – but also draws on theories and methods which originated in sociology, and cognitive science. TS has largely borrowed and adapted theories and methods from Bourdieu's cultural sociology since the 1990s

(from Simeoni, 1998 onwards) and made them its own. Therefore, the line separating the two fields is dotted and gray to show the strong interchange between the two fields, while still illustrating where the theory used originally came from. The model used to investigate the consecration level of the translators and how it affected their strategies was developed by Lindqvist (2006) within TS, drawing on Bourdieusian theories. The method of interviews is used in this dissertation to reveal the translators' sociology (Axelsson, 2016, p. 52). For this reason, both the mentioned model and the method are situated at the crossing of the two fields under translation sociology.

The contribution given by cognitive translation studies – inspired by cognitive science – is represented by the process profile model used as a starting point for the interviews (Axelsson, 2016, pp. 95–96). In order to show that cognitive translation studies is not as established as a subdiscipline of TS as translation sociology, the dotted line separating the two fields of cognitive studies and TS is black instead of gray (cf. Halverson & Marín García, 2021). Cognitive approaches have been located under cognitive science since they are not used in this dissertation, yet they influenced the development of the process profile model applied. In the specific case of the analyzed dissertation, cognitive science and sociology remain separate, with a straight black line passing through all levels.

Finally, within TS, the dissertation refers to the subdiscipline of translator studies and to polysystem theory. A comparative analysis of the source and target texts is carried out using Toury's (1995) three-step method with an adapted version of Pedersen's (2007) model for culture-specific elements.

The primary aim of Munday's (2013) paper is to promote the use of archival material that is underexploited in TS, in particular of drafts and revisions, to understand the translation decision-making process behind the final product.[4] Therefore, I argue that its position on the Holmes/Toury map would be under the product-oriented branch of DTS.

Research methodologies from history and literary studies are applied for a 'meticulous analysis of a small section of text through multiple drafts' (Munday, 2013, p. 129). Specifically, a detailed textual analysis of archival drafts and revisions is carried out, applying a method from the literary studies tradition combining 'product analysis with a study and deduction of process' (Munday, 2013, pp. 129–130). A schematic representation of the interdisciplinarity that characterized Munday's article is presented in Figure 6.

The main research object is clearly collocated within TS in the article – and in the application in the model, where TS occupies half of the total surface. Specific subdisciplines are not mentioned in the article. Yet the method of a detailed textual analysis of drafts within literary studies could be seen as inspired by genetic criticism, and archival research methods within history, by archival studies. Finally, this type of investigation usually pertains to translation history within TS. For this reason, I have added these subdisciplines to the model. Since there have been increasing exchanges between the three subdisciplines, they are separated by dotted lines. However, it is mostly genetic criticism and translation history that have resorted to archival studies. Consequently, they are placed at the crossing with this subdiscipline. The approach used is descriptive, from the tradition of DTS. However, descriptive approaches are not unique to TS. As a consequence, the sections are divided by dotted lines at this level, as well as at the next one concerned with method. As archival research methods – not specified further in the article – can be adopted in all of the represented fields, they are placed between dotted lines. The method of detailed textual analysis of drafts is located at the intersection
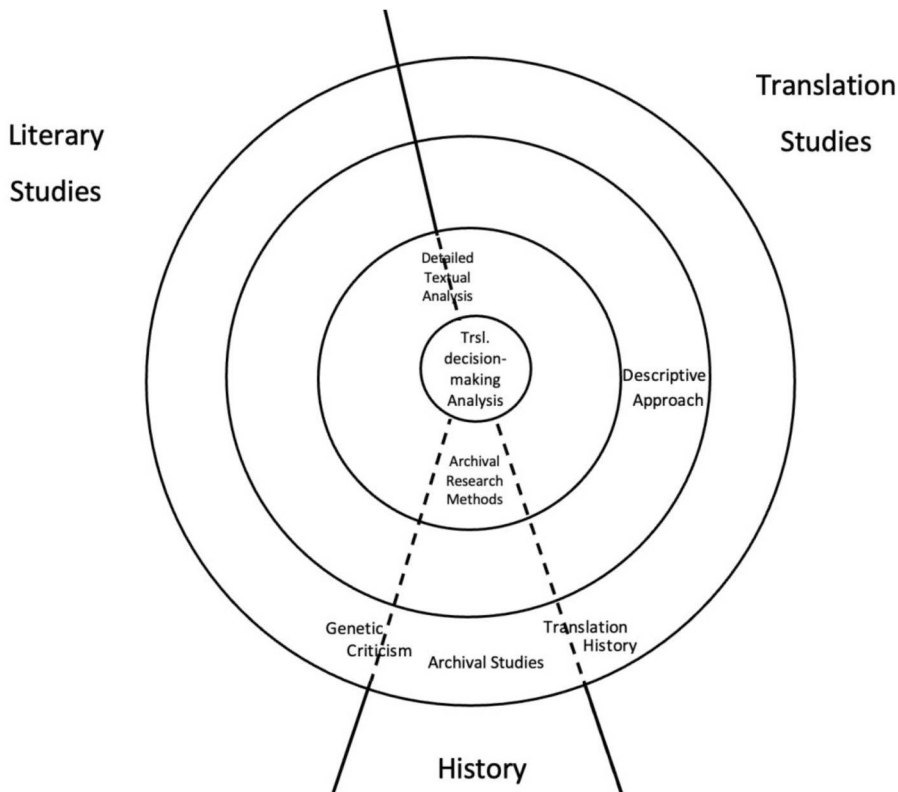
Figure 6. Application of the new interdisciplinary model to Munday (2013).

of literary and translation studies to show how Munday's article advocated for its shift toward TS. The straight lines delimiting some of the outer circles indicate that those domains stayed independent from their adjacent ones in the application at hand. Since the contribution of archival studies is not discussed at length, the slice representing it is considerably smaller than the other two. In fact, a considerable part of the article is concerned with a detailed textual analysis of drafts through a case study. As a result, this portion occupies slightly less than half of the total model.

6. Final remarks

By retracing how, from being a prospective outline of the field of TS, the Holmes/Toury map has acquired a didactic value by being used for university classes, this article has shown how it should still be resorted to in order to understand the position of a study in the general field of TS while highlighting the need for a further didactic model to reflect interdisciplinarity. Therefore, a complementary model with great didactic potential has been proposed. In fact, students and researchers could apply it to reflect on the position of projects at the intersection of different disciplines, drawing on approaches and methods that have been brought into TS from other fields.

On the one hand, the new visual aid proposed in the present article is not only helpful in clarifying the specific interdisciplinarity of a research project in TS but also in

stimulating a critical attitude toward the hierarchies at play in the different disciplines contributing to the theoretical and methodological framework analyzed, by encompassing several fields in different capacities according to their part in the project. Furthermore, the exchanges and interrelations of TS with other disciplines are highlighted. Another strength of the model in Figure 4 is that it makes immediately clear at which field intersections the research is positioned, the methods, models, and theoretical approaches applied, and where these approaches originally come from while making the main research object the central focal point. The model is an efficient way to unite different fields and approaches under one roof. Furthermore, I believe it is a visually intuitive and clear example of how to position a research project at the crossing of different fields which can be adapted and applied to other research projects or publications with interdisciplinary and interconnected starting points. Finally, a map with this layout responds to Snell-Hornby's (1991) call for more consideration of the contact points with other disciplines. It also fulfills the needs of students and researchers experiencing difficulties when trying to reflect on the interdisciplinarity of academic publications or their own projects through the canonical map. Therefore, the present article can be considered an attempt to respond to the needs of students and young researchers in TS.

On the other hand, the model also has shortcomings. For instance, it does not account for concepts. However, a concept, defined as 'an idea deriving from a model or a framework' (Saldanha & O'Brien, 2013, p. 13), is ascribable to a model or a framework, and therefore it can be considered as included in the presented model but not expressed graphically. Furthermore, due to the approximation and intrinsic simplification of what it represents (cf. Hermans, 2009, p. 179), the model cannot explain how the different parts are combined to result in the research object. This needs to be done orally in the didactic setting in which the model is used. Similarly, further oral clarifications are necessary to explain how qualitative or quantitative methods, and inductive or deductive approaches are used in the examined material since these aspects are not accounted for either.

In conclusion, this article has demonstrated that the complexity of the interdisciplinarity of TS calls for a supplement to the Holmes/Toury map as a didactic tool. The proposed complementary model has the potential to represent in a thorough but intuitive and clear way the interdisciplinarity of a research project or academic publication in this field. In the awareness that this is not a definitive answer, but a way to accept a challenge and hopefully to awaken interest – if not criticism – toward the topics examined in this article, this model remains open for additions, corrections, and discussions.

Notes

1. The content of James Holmes's article was presented in 1972 at the third international congress of applied linguistics in Copenhagen.
2. The term 'ontology' is used by Vandepitte in the following sense: 'a specification of a domain, of all that 'exists' in a domain, including terms, concepts, entities, axioms, theorems, laws, rules, and the actions than [sic] can be performed on everything within the domain as well as how to reason about the domain' (Krupansky 2004, http://agtivity. com/ontology.htm, page not found on 19 February 2023).

3. The course reading list contains 100 doctoral theses related to TS published 1986–2018. The bibliography is available in Svahn and Meister (2020). According to the course structure, four readings were mandatory (Axelsson, 2016; Geiger Poignant, 2020; Sannholm, 2021; Svahn, 2020), whereas the remaining four could be chosen freely by the students according to their personal preferences. The course was designed by Yvonne Lindqvist.

4. In this case, the decision-making process refers to the translator's choices reflected in the different drafts and revisions preserved in the archives, not to cognitive processes in the translator's mind. Further developments in this line of research have led to the rise of Genetic Translation Studies with a special issue of *Linguistica Antverpiensia* (2015) edited by Anthony Cordingley and Chiara Montini and Nunes et al. (2020).

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No potential conflict of interest was reported by the author(s).

Notes on contributor

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Appendix 1: List of doctoral theses

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Geiger Poignant, E. (2020). *Tolkade publika författarsamtal.* [Interpreted Public Literary Conversations]. PhD diss., Department of Swedish Language and Multilingualism, Stockholm University.

Håkanson, N. (2015). *Fönstret mot Öster. Rysk skönlitteratur i svensk översättning 1797–2010, med en fallstudie av Nikolaj Gogols svenska mottagande.* [The Window to the East. Russian Literature in Swedish Translation 1797–2010, with a case study of Nikolaj Gogol's Swedish Reception]. PhD diss., Department of Modern Languages, Uppsala University.

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Van Meerbergen, S. (2010). *Nederländska bilderböcker blir svenska. En multimodal översättningsanalys.* [Dutch Picture Books Become Swedish. A Multimodal Translation Analysis]. PhD diss., Department of Nordic Languages, Stockholm University.