



simultaneous interpreting ability of undergraduate translation learners in case their upper intermediate level of listening comprehension ability is assumed.

Keywords: Sight translation, Simultaneous interpreting, testing, Undergraduate learners, Listening ability

Translating Culture-Specific Items in Children's Literature: Two Persian Translations of *Alice's Adventures in the Wonderland*

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Abstract

Nowadays, translation plays a significant role in people's daily lives. It has even been argued that translation can have long-term effects on whole languages and cultures. Translation is not a mere linguistic act, but a cultural act, since language is by nature the most outstanding manifestation of cultural representations. Thus, the translators' job is not merely translating and conveying words and sentences from the source text to the target text; they have to transfer cultural characteristics as well. Culture-specific items often cause translation problems. Sometimes reference to such elements is completely left out by translators. Investigation of culture-specific items in children's literature and the strategies the translators have applied in rendering such elements has been the focus of the present paper. The study, employing an exact text analysis approach, has focused on culture-specific items in Lewis Carroll's *Alice's Adventures in the Wonderland*, as the source text, and the translation strategies (e.g., domestication, foreignization, etc.) the two Persian translators, namely, Mahnaz Fasihi (1990/1369) and Ali Habibian(2005/1384), have applied in conveying such items. The culture-specific items have been classified in terms of Newmark's (1988) taxonomy and the source texts have been analyzed in terms of Venuti's dichotomy. The

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results indicate that domestication has been applied more frequently than foreignization by the couple of translators.

Keywords: Culture-specific items, Domestication, Foreignization, Children's literature, Newmark's taxonomy

The Role of Code Switching in Facilitating Language Use;

Strategic Language Using as a New Trend in English Language

Teaching and Learning

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Abstract

Code switching, or as sometimes is spelled code-mixing (Muysken, 2000), is a widely observed phenomenon especially seen in multilingual and multicultural communities. In ELT classrooms, code switching comes into use either in the teachers' or the students' discourse. Although it is not favored by many educators, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. In this paper, it will be tried to clearly provide some basic definitions, elements, functions and classifications of code switching in different fields and disciplines and finally to come up with a general understanding as well as practical applications and uses of this pragmatic tool. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

Keywords: Code Switching, Alternation, Pragmatics, Language Use.

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