ENGLISH 1
Module B – Stylistics and Translation

WEEK 1 - LECTURE 1
Dr. Margherita Dore
margherita.dore@gmail.com
Important Information

Calendar: 30 hrs (12 lectures, 6 weeks)

Start date: Monday 15 April, 16.00-18.00 Room T21

Timetable: Monday, 16.00-18.00 Room T21
Friday, 16.00-19.00 AULA T27

Office hour: Mondays, 15.00-16.00 or by appointment

Blog:
http://www.lettere.uniroma2.it/it/contratto/dore-margherita
Who is the Course for?

- First Year Students (LM) and a number of other students from other courses (e.g. Year 2 students and Progest?)

The attendance of both the lettorato and this course is not compulsory but highly recommended....
Exam Information

The exam is in **ENGLISH** and it includes a **WRITTEN** an **ORAL** test

- Language C1 Level (written exam)
- Advanced Stylistics (oral exam; Module A) and Stylistics and Translation (oral exam; Module B)

**IMPORTANT:** l’esame orale può essere sostenuto solo dopo avere superato quello scritto.
Study Books


Parks, T. (2007), *Translating Style*, London: Routledge (Selected chapters only; see PPTs week by week).

**Novels** (choose one from this list; only ONE if attending both Module A+B):


All books can easily be purchased online

You MUST bring the novel you choose to EVERY Friday class.
Translation Task

Towards the end of the course (Module A + Module B) ONLY for those students who need to obtain 12 credits.

Students will be asked to take a translation task on a VOLUNTARY BASIS. They will be given a mark that will count towards their final mark of the exam.

More details will follow during the course.
Course Introduction

This course focuses on the concept of Style in translation, as it is perceived and transferred. To this end, theories and concepts developed within the field of *Translation Studies* will be address in the first part of the course. A brief discussion of the most influential movements that developed within this discipline will be provided, including how TS established itself as a field in its own right during the 1960s and 1970s up until the most recent theoretical and practical applications. Considering the most recent enhancement of translation as practice, this course focuses not only on literary but also non-literary texts. This will help students to acquire a better understanding of concepts such as style and genre and how they are dealt with in translation. Every lecture will include examples taken from the literature, as well as literary and non-literary texts, so as to enhance the students’ understanding of style in translation. This will be accompanied by practical in-class tasks. Each student will have to read at least one of the novels the lecturer suggests.
Overview

• What is Translation?
• The Process
• Translation Studies
• History of the discipline
• The Holmes/Toury ‘map’ of translation studies
• The van Doorslaer’s Map
• Interdisciplinarity
Translation

Old French *translation* or Latin *translatio*

At first, a merely practical activity used to reinforce language learning

Now, Translation is an academic field in its own right

Here we talk about written translation, rather than oral translation (a.k.a. interpreting)
Translation

Can be...

- Very enjoyable
- Provide self-confidence
- Build-up commitment
- Give a sense of achievement
- Open up the mind
- Enter the passage from reading to writing
- Enhance communicative abilities
What is Translation?

Which of the five points below do you most agree with?

1. Translation is more about people than about words
2. Translation is more about the jobs people do and the way they see their world than it is about registers and sign systems
3. Translation is more about the creative imagination than it is about rule-governed text analysis
4. The translator is more like an actor or a musician (a performer) than like a tape recorder
5. The translator, even of highly technical texts, is more like a poet or a novelist than like a machine translation system

(Douglas Robinson *Becoming a Translator* 197: 35)
The Process

Source text (ST) ➔ Target Text (TT)
In Source Language (SL) ➔ in Target Language (TL)

E.g. An English text (ST) is translated into Italian (TL) and becomes a target text (TT). This is an ‘interlingua translation’ (see next slide)
Roman Jacobson

Three categories of translation:

a. Intralingual or **rewording** (in the same language, e.g. subtitles for hard-to-hearing people)

b. Interlingual or **translation proper** (from one language into another, cf. Example above)

c. Intersemiotic or **transmutation** (verbal signs into non-verbal sign systems, e.g. A novel into a musical)
Translation Studies

In 2008, EU estimated the turnover of the translation and interpreting industry at €5.7 billions

Translation has always been part of human communication, used in particular to transmit religious texts

Only after the second half of the Twentieth Century, TS became an academic subject, with specialised translating and interpreting programmes
History of the discipline

- Cicero and Horace (first century BCE) and St Jerome (forth century CE), by now the patron saint of all translators
- From the late 18\textsuperscript{th} century to the 1960s – grammar-translation method
- replaced by the direct method or communicative approach in the 1960s and 1970s
- In the 1960s, the USA promoted the translation workshop concept based on Richards’s reading workshops and practical criticism approach that began in 1920s; running parallel to this approach was that of comparative literature where literature in compared transnationally and trasculturally.
History of the discipline

- The USA 1930s-1960s/70s – **contrastive analysis** of similarities and differences in languages
- More systematic, and mostly linguistic-oriented, approach 1950s-1960s:
  1. Jean Paul Vinay and Jean Darbelnet (French/English)
  2. Alfred Malblanc (French/German)
  3. Georges Mounin (linguistic issues of translation)
  4. Eugene Nida (based on Chomsky’s generative grammar)
  5. James S. Holmes’s “The name and nature of translation studies” is considered to be the ‘founding statement’ of a new discipline
  6. Theo Hermans’s ‘Manipulation School’
  7. Vieira’s Brazilian cannibalist school
  8. Postcolonial theory
  9. Laurence Venuti’s cultural-studies-oriented analysis
<table>
<thead>
<tr>
<th>The Holmes/Toury ‘map’ of translation studies</th>
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<tbody>
<tr>
<td><strong>‘Pure’</strong></td>
</tr>
<tr>
<td><strong>Theoretical (translation theory)</strong></td>
</tr>
<tr>
<td>1) <strong>General</strong></td>
</tr>
<tr>
<td>2) <strong>Partial</strong></td>
</tr>
<tr>
<td>(a) <strong>Medium restricted</strong></td>
</tr>
<tr>
<td>i) By machine: alone/ with human aid</td>
</tr>
<tr>
<td>ii) By humans: written/ spoken (consecutive or simultaneous)</td>
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<tr>
<td>(b) <strong>Area restricted (specific languages)</strong></td>
</tr>
<tr>
<td>(c) <strong>Rank restricted (word/sentence/text)</strong></td>
</tr>
<tr>
<td>(d) <strong>Text-type restricted (genres: literary, business, technical translations)</strong></td>
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<tr>
<td>(e) <strong>Time restricted (periods)</strong></td>
</tr>
<tr>
<td>(f) <strong>Problem restricted (specific problems e.g. equivalence)</strong></td>
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### The Holmes/Toury ‘map’ of translation studies

**‘Pure’**

<table>
<thead>
<tr>
<th><strong>Descriptive (DTS)</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>1) Product-oriented</strong></td>
<td>(examines existing translations, single ST-TT pair or ST and many TTs)</td>
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<td><strong>2) Function-oriented</strong></td>
<td>(a study of context; ‘socio-translation studies’; cultural-studies-oriented translation)</td>
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<tr>
<td><strong>3) Process-oriented</strong></td>
<td>(what happens in the mind of a translator, e.g. Think-Aloud-Protocols)</td>
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The Holmes/Toury ‘map’ of translation studies

‘Applied’

1) Translator training
   a) Teaching evaluation methods
   b) Testing techniques
   c) Curriculum design

2) Translation aids
   a) IT applications (machine, translation, corpora, translation software (CAT tools), on-line databases, internet searches, online forums)
   b) Dictionaries, grammars
   c) expert informants

3) Translation criticism
   a) Evaluation of translations
   b) Revision of students’ translations
   c) Reviews of published translation
The Holmes/Toury ‘map’ of translation studies

(Munday 2016: 20; adapted from Gideon Toury [1995])
<table>
<thead>
<tr>
<th>Translation</th>
<th>Translation Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Lingual mode (interlingual, intralingual)</td>
<td>1) Approaches (cultural, Linguistic)</td>
</tr>
<tr>
<td>2) Media (printed, audiovisual, electronic)</td>
<td>2) Theories (general translation theory, polisystem theory)</td>
</tr>
<tr>
<td>3) Mode (covert/ overt translation, direct/indirect translation, mother tongue/ other tongue translation, pseudo-translation, retranslation, self-translation, sight translation, etc.)</td>
<td>3) Research methods (descriptive, empirical)</td>
</tr>
<tr>
<td>4) Field (political, journalistic, technical, literary, religious, etc.)</td>
<td>4) Applied translation studies (criticism, didacticts, institutional environment)</td>
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The van Doorslaer’s Taxonomy

Strategies - the overall orientation of the TT:

a) Free translation
b) Idiomatic translation
c) Functional translation
d) Literal translation (sentence by sentence, word for word, interlinear)
e) Source-oriented approach
f) Target-oriented approach
g) Foreignizing
h) Exoticizing
i) Neutralization
j) Localization
k) Domestication
# The van Doorslaer’s Taxonomy

Procedures – the specific techniques used at a given point in the TT:

<table>
<thead>
<tr>
<th>Acculturation</th>
<th>Adaptation</th>
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</thead>
<tbody>
<tr>
<td>Amplification</td>
<td>Borrowing</td>
</tr>
<tr>
<td>Calque</td>
<td>Coinage</td>
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<tr>
<td>Compensation</td>
<td>Concision</td>
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<tr>
<td>Condensation</td>
<td>Denominalization</td>
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<tr>
<td>Direct transfer</td>
<td>Dilution</td>
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<tr>
<td>Expansion</td>
<td>Imitation</td>
</tr>
<tr>
<td>Implicitation</td>
<td>Interchange</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Modulation</td>
</tr>
<tr>
<td>Modification</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>Recategorization</td>
<td>Reformulation</td>
</tr>
<tr>
<td>Addition</td>
<td>Omission</td>
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</table>
Interdisciplinarity

“A true interdisciplinary is... not easily understood, funded or managed in a world divided along disciplinary lines, despite the standard pieties... Rather it is an entity that exists in the interstices of the existing fields, dealing with some, many or all of them.”

(McCarthy 1999 in Munday 2012)

Translation can have a primary (not ancillary) relationship with Linguistics, modern languages and language studies, comparative literature, cultural studies and philosophy.
Exercise 1

Can you decide what approach I used for this paper?

Manipulation of Humorous Culture-Specific Allusions in AVT

Margherita Dore
Lancaster University, UK

Some translation studies scholars have discussed the translation problems posed by culture-specific allusions in general and humorous culture-specific allusions in particular. However, they mainly focus on literary translation; the strategies they propose are therefore only partly applicable to audiovisual texts. More recently, some attention has been paid to the audiovisual translation (AVT) of cultural-specific allusions and their humorous function. In this paper I concentrate on the AVT of potentially humorous culture-specific allusions in comedy. I examine a number of instances taken from the first series of the North-American TV comedy programme Friends. I aim to establish how culture-specific allusions are exploited in TV comedy to create humour. In order to do this, I apply the concept of semantic opposition of scripts, as developed in humour studies (Raskin 1985; Attardo 1994, 2001, 2002). The contrastive examination of the ST and its Italian dubbed version seems to suggest that the translators were sensitive to the use and function(s) of culture-specific allusions in the ST, but also that a large number of the allusions were neutralized. Interesting differences therefore emerge between the two datasets in terms of humour potential. More importantly, this paper concludes that dubbing allows the application of alternative strategies that can partly solve such translation problems.

Keywords: cultural-specific allusions, humour, TV comedy, audiovisual translation.
How does research-based translation studies fit into the Italian university system?

What is the status on TS in Italy?

Look at some of the online journals in TS (JosTrans, Meta etc.), choose an article and try and locate it within the Holmes/Toury map. Is it easy to do so? If not, why? Try and do the same with van Doorslear’s schema.
What we studied so far:

ENGLISH 1
Module B – Stylistics and Translation

Lettere e Filosofia
Laurea Magistale
2018-2019

WEEK 1 - LECTURE 2
Dr. Margherita Dore
margherita.dore@gmail.com
Overview

- Translatability and equivalence in meaning
- Different types of meaning
- Formal and dynamic equivalence
- Equivalent effect (focus on the receptor)
- Semantic and communicative translation
- Koller’s double linkage
- Tertium comparisonis
Announcements

Recupero lezione di venerdì 19/04
Giovedì 2 maggio, ore 16.00, AULA Mediterraneo
Primo Piano.

Translation Task su base volontaria: SOLO per studenti che devono ottenere 12 CFU.

Invia email a margherita.dore@gmail.com entro e non oltre il 12 maggio 2019 chiedendo di potere partecipare. Entro pochi giorni dalla chiusura delle candidature riceverete un'email con tutte le istruzioni. L'attività si svolgerà tra il 20 e il 26 maggio.
Equivalence in meaning

• Saussure’s starting assumption:
  • *langue* -> e.g. English, Italian, Swahili
  • *Parole* -> “I read a book”, “ho fame”

• Saussure’s *Theory of Langue*
  – *Sign* = arbitrary signifier + signified
    (e.g. CHEESE is an acoustic signifier that denotes a “food made of pressed curds”, that is the signified)

• We can understand what is signified by a word even if we haven’t ever experienced it (e.g. *nectar*, *ambrosia*)
Equivalence in meaning

‘There is ordinarily no full equivalence between Code-units’

(Jakobson 1959/2004: 139)

(e.g. CHEESE is not identical to the Russian syr – or the Spanish queso or the Italian formaggio – because it does not include the concept of “cottage cheese”)

• The question of **translatability**
  – **linguistic relativity/determinism**, differences in languages shape different conceptualizations of the world
  – **linguistic universalism**, although languages differ in the way they realise meaning, there is a shared way of thinking and experiencing the world.
Equivalence in meaning

‘Languages differ essentially in what they must convey and not in what they may convey’

(Jakobson 1959/2004: 141)

Differences in terms of equivalence:

- **Gender level:** *house* is feminine in Italian and neuter in English
- **Aspect level:** morphology of verbs
- **Semantic field level:** *fratelli* in Italian means ‘brothers and sisters’
Different types of meaning

• Nida (1914-2011) was an American Baptist minister, linguist and translator
• He had enormous experience organizing the translation of the Bible into indigenous languages.
• He applied analytical concepts from Noam Chomsky’s generative-transformational grammar to his ‘scientific’ approach towards translation theory and lexical meaning
Different types of meaning

Nida (1964) and Nida and Taber (1969) – ‘scientific’ approach to the analysis and transfer of meaning is based on the following assumptions:

Lexical meaning can be categorised as:

- **Linguistic** meaning, relation between different words (*his return* may mean *when he returned*)
- **Referential** meaning, the dictionary meaning of a word (cf. *cheese* above)
- **Emotive**, or **connotative**, meaning, the associations a word may have (don’t worry about it, *son*)
Analysis of meaning

Linguists can use a series of techniques to establish the referential and emotive meaning of words:

- **Hierarchical structuring**: superordinate (animal) and hyponyms (dog, cat, cow)
- **Compositional analysis**: family relationships (mother, grandmother, father, etc.), gender (male, female)
- **Semantic structure analysis**: different meanings within different context (e.g. spirit or Holy Spirit)
Formal equivalence (later ‘formal correspondence’) – ‘message should match as closely as possible the different elements in the source language’

(Nida 1964: 159)

In other words, formal equivalence is focused on the message of the ST, which produces a TT which follows the content and the linguistic structures as closely as possible.
Dynamic Equivalence

**Dynamic equivalence** (later ‘functional equivalence’) – ‘the closest natural equivalent to the source-language message’

(Nida 1964: 166, Nida and Taber 1969: 12)

In other words, in dynamic equivalence, the message of the ST is transferred in such a way that the effect on the receptor is as similar as possible to the effect on the ST reader. This requires the translator to adjust the text to the target culture.
Equivalent effect?

• ‘The relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message’ (Nida 1964: 159)

• Q1: But how is this to be achieved when the TT audience is far removed from the ST context?

• Q2: How does the translator determine who the audience is and what the ST author’s intention was?
“And then, I got really freaked out, and that’s when it hit me: how Much Barry looks like Mr Potato Head. Y’know, I mean, I always knew he looked familiar, but...”
Peter Newmark (1916-2011) was a UK-based translation theorist. His approach departs from Nida’s receptor-oriented focus and rejects the idea that full equivalent effect can ever be fully achieved in translation (e.g., in the case of very old texts).
‘Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original’

(Newmark 1981: 39)
Koller’s Double Linkage

Werner Koller was a German translation theorist based in Norway. He proposes a hierarchy of five types of equivalence according to the communicative situation:

– **Denotative equivalence** (extralinguistic context)
– **Connotative equivalence** (lexical choices)
– **Text-normative equivalence** (text types)
– **Pragmatic equivalence** (receiver-oriented)
– **Formal equivalence** (style and aesthetics)
Koller’s Double Linkage

- **Correspondence** is a concept from contrastive linguistics that describes the resemblance and difference between words and structures in their linguistic forms.

- In Koller’s model, correspondence falls within the field of contrastive linguistics, which compares two language systems, and describes differences and similarities contrastively. For instance, the identification of false friends and signs of interference.
Tertium Comparationis

An invariant against which two text segments can be measured to gauge variation from a core meaning

ST
‘A bit with fire:’
The medicine for a mad horse

TT
Desperate situations require desperate measures

Tertium comparationis
‘Strong action is needed to control a difficult person’?
Food for Thought

- Why do you think that there has been such heated debate over equivalence? How can the concepts discussed above be used in translator training today?

- Newmark (1981: 39, see Further Reading) states: ‘In communicative as in semantic translation, provided that equivalent effect is secured, the literal word-for-word translation is not only the best, it is the only valid method of translation.’ Do you agree or disagree? Why?

- Find the official translation of the book you are reading and start comparing the ST and the TT. This will help you understand theory in practical terms 😊
What we studied so far: