

Welcome



Bienvenus

Wilkommen

Bienvenidos

Benvenuti

Benibenius

FACOLTÀ DI STUDI UMANISTICI

Lingue e culture per la mediazione linguistica

Traduzione Lingua Inglese 1

Prof.ssa Olga Denti

Prof.ssa Eleonora Fois

a.a. 2022-2023





Aim of the course ...





Olga Denti

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https://www.unica.it/unica/it/ateneo_s07_ss01.page?contentId=SHD30319

Office hours:

- ✓ Lunedì 9.00-11.00
- ✓ Giovedì 14.30-16.00
- ✓ By appointment

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Website:

https://www.unica.it/unica/page/it/olga_denti_mat_traduzione_lingua_inglese

What can I find in the site?

- Course and office hour schedule, frequent updating notices
- Downloadable material relating to each lesson for the a.y. 2022/23:
 - Lesson notes in PPT,
 - Texts we will be working on,
 - Translation exercises.



SCHEDULE	MO	TUE.	WED.	THU.	FRI.
11.45-13.10	Traduzione Lingua Inglese 1 Matric. Pari Aula Costa		Traduzione Lingua Inglese 1 Matric. Pari Aula Costa		
16.25-17.45				Traduzione Lingua Inglese 1 Matric. Pari Aula Costa	



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mer 01-03-2023	lun 03-04-2023
gio 02-03-2023	mer 05-04-2023
lun 06-03-2023	mer 12-04-2023
mer 08-03-2023	gio 13-04-2023
gio 09-03-2023	lun 17-04-2023
lun 13-03-2023	mer 19-04-2023
mer 15-03-2023	gio 20-04-2023
gio 16-03-2023	mer 26-04-2023
lun 20-03-2023	gio 27-04-2023
mer 22-03-2023	mer 03-05-2023
gio 23-03-2023	gio 04-05-2023
lun 27-03-2023	lun 08-05-2023
mer 29-03-2023	mer 10-05-2023
gio 30-03-2023	



The syllabus

1. Margherita Ulrich, *Translating Texts From Theory to Practice*, Rapallo, CIDEB Editrice 1992

2. Pierangela Diadori, *Teoria e tecnica della traduzione Strategie testi e contesti*, Milano, Le Monnier Università, 2012:
 - **Excerpts 2.1** ‘traduzione e tipologie testuali’
 - 2.3 ‘la traduzione del testo narrativo’
 - 2.9 ‘la traduzione del testo settoriale’
 - 2.10 ‘la traduzione del testo in Rete’
 - 3.3 ‘Gli strumenti’
 - Further readings may be provided during the course



The lessons

- Workshop: theory and practice
 - Active participation
 - Translation Project

40% exam + mid-term test; 30% assignments and participation; 30% project translations



Learning goals

- Understanding the factors involved in the translation process and the variable results
- Knowledge of the **translation strategies**, techniques and the main challenges linked to various textual typologies
- Acquisition and use of the **appropriate terminology** to describe and comment on a translation
- Skills in terms of **analysis** of the Source Text
- Skills in terms of **re-expression and re-creation** of the Target Text



The theoretical part

1. *Language functions,*
2. *Context & Culture,*
3. *Stylistics,*
4. *Discourse & Text,*
5. *Grammar,*
6. *Vocabulary & Textuality,*
7. *Text types and the process of Translating*





Objectives

The students will:

- achieve a good knowledge of Translation Theories and good skills needed to analyse language functions and interpret different text types and genres;
- learn to apply translation methodologies and discuss their own choice;
- learn to translate diverse genres and text types.

Prerequisites

English Language 1 / B1 level of the Common European Framework of Reference for Languages



Assessment

- The final exam will include a written test, aiming at assessing the students' acquisition of Translation Theories and practice. After answering a couple of questions, the students will be asked to analyse and translate a short text and shortly comment their translation choices.
- However, due to COVID-19 restrictions, the exam **may** be online. In this case, students will be asked to work at home on a given text and then will attend an oral exam.
- For those students who will regularly attend the lectures, the final mark will be made up of mid-term assessments as well, and of the practical work carried out in class, which will be evaluated.

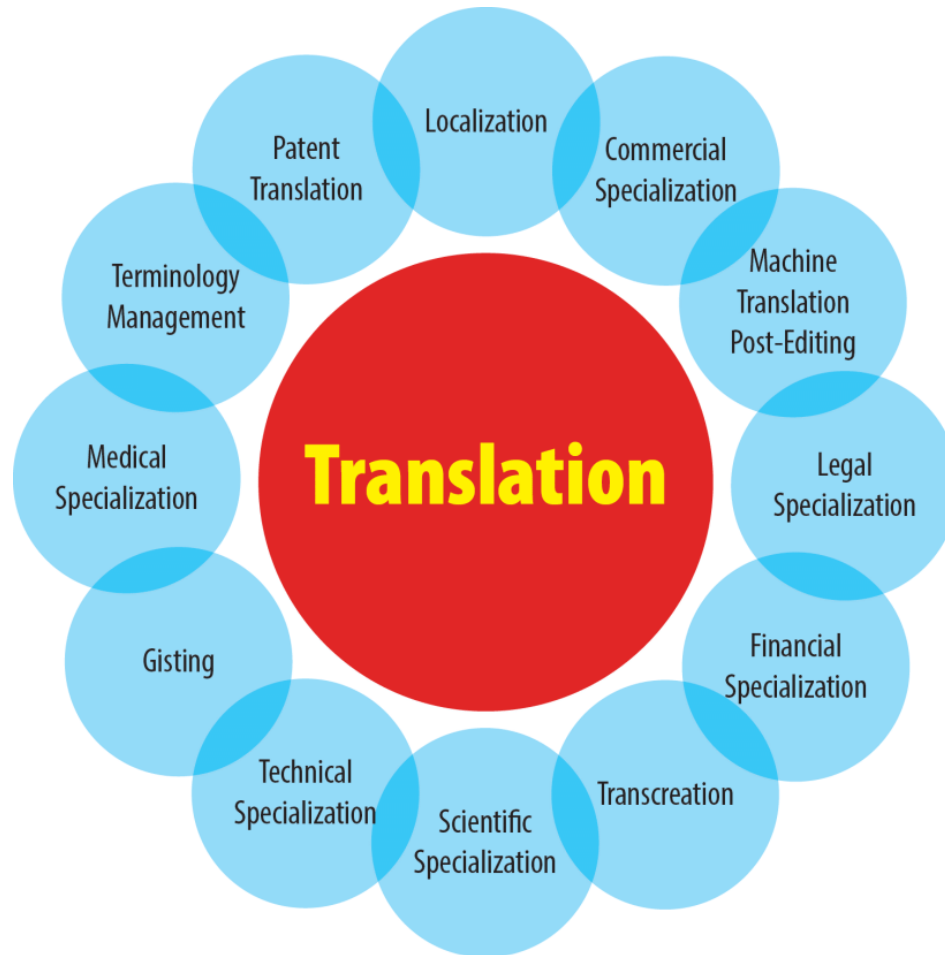


Additional information

- The students will be required to **download** the material from prof. Denti's personal webpage https://www.unica.it/unica/page/it/olga_denti_mat_traduzione_lingua_inglese **BEFORE** the lectures. Please, check the website for updates and further information.
- Attending lectures and classes is not compulsory but is highly recommended, especially with reference to the practical part.
- Moreover, only those students who will regularly attend the lectures, will be entitled to take the mid-term assessments.

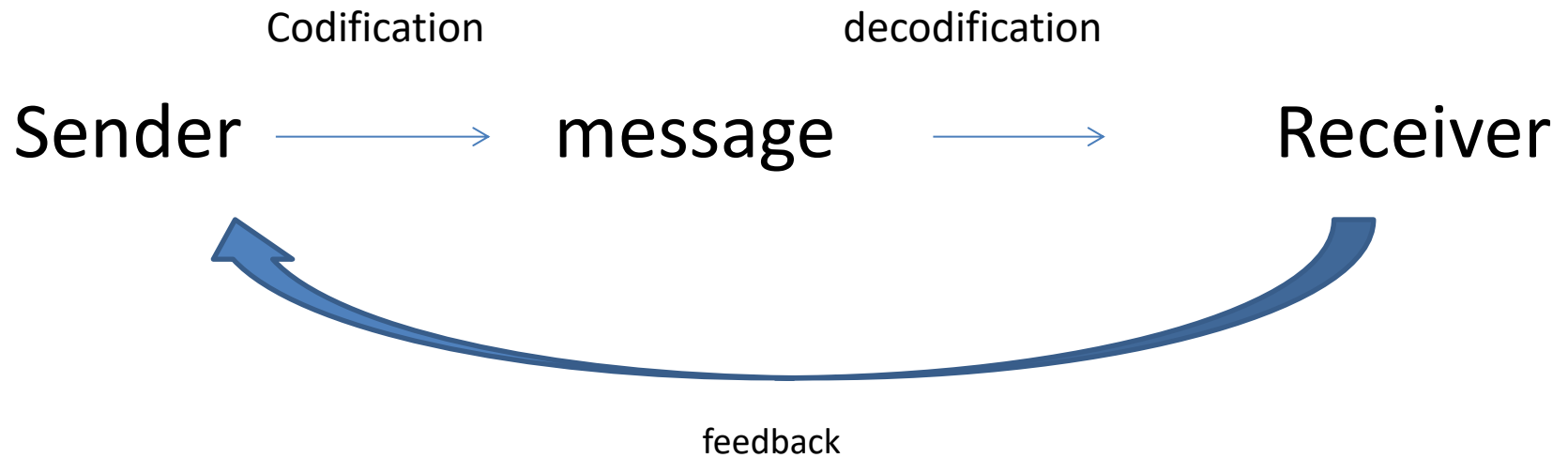


Defining translation





Communication





What is translation?

- Message in the SL (SOURCE LANGUAGE) rendered in the TL (TARGET LANGUAGE).
- Similar SUPERFICIAL meaning
- SL structures more or less preserved but WITHOUT DISTORTING THE TL



Translation Studies

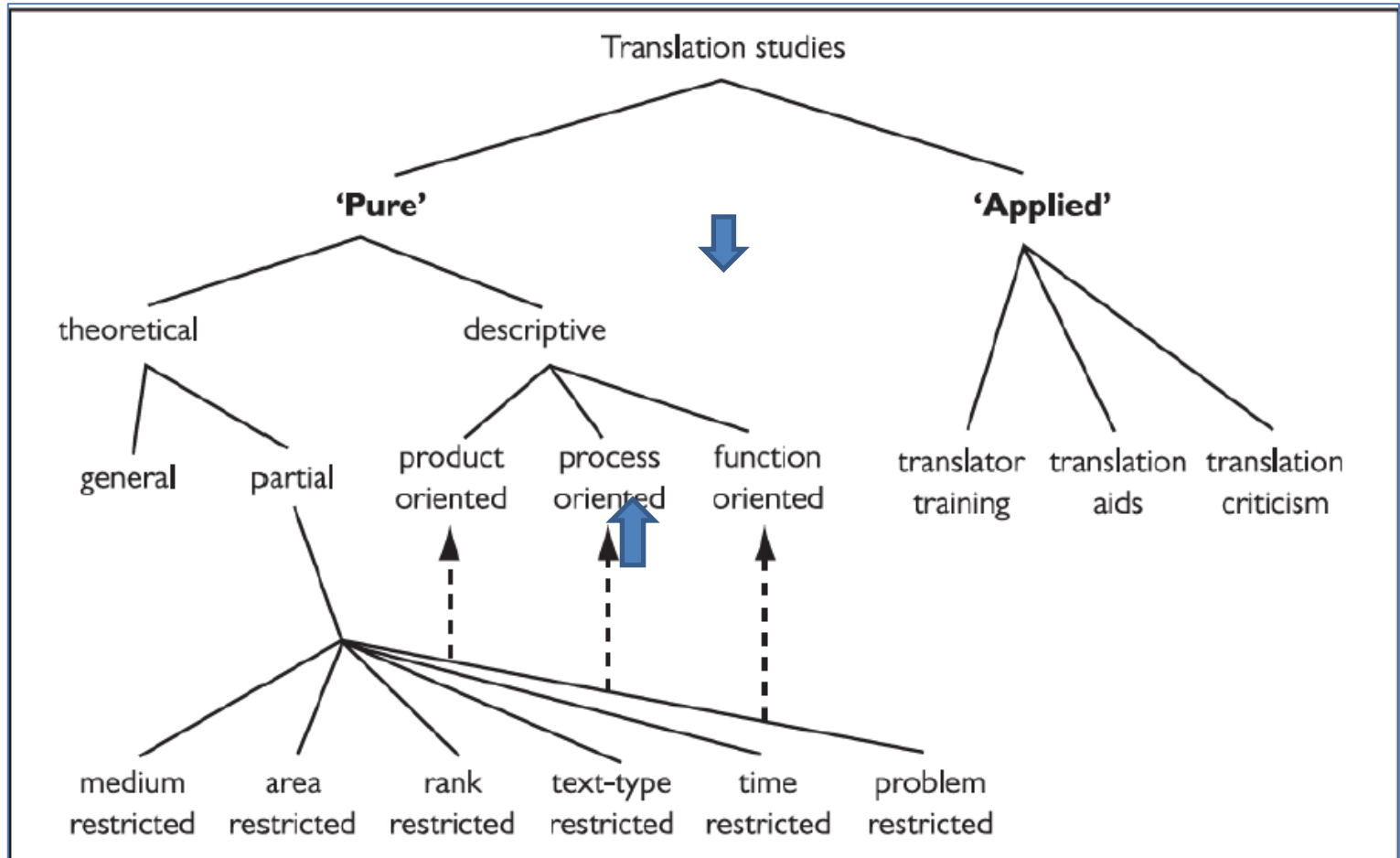
Translation Studies have two main objectives

- (1) to describe the phenomena of translating and translation(s) as they manifest themselves in the world of our experience: **descriptive translation studies (DTS)** ;
- (2) To establish general principles by means of which these phenomena can be explained and predicted. **Translation description (TD), theoretical translation studies (ThTS) or translation theory (TTh).**

(Holmes, 'The Name and Nature of Translation Studies' , p. 71)



Holmes's Map of TS



Munday 2001, p. 10



JAKOBSON

- *On Linguistic Aspects of Translation* (1985).
- Bertrand Russell: «No one can understand the word "cheese" unless he has a non-linguistic acquaintance with cheese»
- Jakobson: «The meaning [...] of any word or phrase whatsoever is definitely [...] a **semiotic** fact».
- The meaning of 'cheese' can BE EXPLAINED with LINGUISTIC SIGNS = TRANSLATED.
- TRANSLATION = KNOWLEDGE
- LANGUAGES DIFFER for what they **HAVE TO** express, not for what they **CAN** express



Translation according to Jakobson

- INTRALINGUAL reformulation : verbal signs by means of other linguistic signs in the same language (BUT: 1 SYNONYMY IS NOT COMPLETE EQUIVALENCE; 2: interpretation).
- INTERLINGUAL translation proper : verbal signs by means of another language;
- INTERSEMIOTIC transmutation: interpretation of verbal signs by means of signs of nonverbal system

(Jakobson 1985, 233)



What is needed to translate?



A translator is

- An _{expert} in SL **AND** TL;
- An _{expert} in **textual** genres;
- An _{expert} in communicative situations;
- An _{expert} in using sources and technology

“Satisfactory degree of **communicative equivalence and competence**” (Ulrich 1992: 9)



Why do we need theory?

- Theory tells us
- How to measure translation quality
- What to do with a ST that has mistakes
- How to translate humour, dialects, idioms, and culture specific items
- How to find a balance between the ST and TT
- What happens in the brain of a translator (or interpreter)

In a word: AWARENESS



Why do we need theory?

- Errori di traduzione

7) Janice: We got the proofs from the **shoot** with the vegetables.

DVD	Fansub
Abbiamo i provini delle foto con gli ortaggi.	Abbiamo le prove della sparatoria con i vegetali.

Friends – 1x05

6) Phoebe: That's not for you **bitch!**

DVD	Fansub
Non è per te, sguardrina!	Quella non è per te, troia!

Friends 1x04

dalla tesi di Claudia Tocco, A.A. 2018/2019



The three steps of the translation process

- 1. Analysis** of the source text
2. Mental transfer
3. Re-construction of the message in the target language

It's a CYCLE: we can go back



Language functions

Language is used to reach

*Enrico lo rivide il pomeriggio del giorno dopo, uscendo dalla bottega di Zaira.
– Ciao, – le disse. Si sforzava di apparire disinvolto. – Dove vai?”
– A casa; dove vuoi che vada?
– Cos’hai comprato?*

Ulrich 1992, 31

This example also shows the importance of the TRANSLATION UNIT: THE MINIMAL UNIT OF MEANING

Jakobson: communication vs information

Communication involves an addresser

Information: the source cannot be clearly identified by the addressee (1968, 703)



Language functions

Successful communication: the message is appropriately understood AND ITS FUNCTION ACCURATELY AND APPROPRIATELY TRANSLATED

Language is used to reach DIFFERENT purposes = interpretation of the surface structure = interpretation of the force = COMMUNICATIVE FUNCTION DETECTED

Austin's speech acts (1962): Loc+illoc+perloc= **speech act. Actions performed via utterances**

The coffee tastes great

- Locutionary: 'The coffee tastes great' the meaningful linguistic expression produced – literal meaning= what was said and meant.
- Illocutionary: – communicative force = what was done. The use of a sentence to express an attitude with a certain function or "force," called an illocutionary force. To invite? To offer? As statement of fact? **Achieving pragmatic competence involves the ability to understand the illocutionary force of an utterance**
- Perlocutionary: effect/reaction in the addressee/recipient = what happened as a result . the hearer accepts the offer/ the hearer is pleased.

Give me an apple.

- Loc: the utterance itself.
- Illoc: Request, command.
- Perl (presumably): A passes B an apple



Searle's taxonomy of speech acts (microfunctions)

1. **Representatives:** to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition (Stating, telling, insisting)
2. **Expressives:** conveying the speaker's attitude/reaction (Deploring, admiring);
3. **Verdictives:** 'the delivering of a finding, official or unofficial, upon evidence or reasons' evaluations (Assessing, estimating);
4. **Directives:** attempts (of varying degrees) by the speaker to get the hearer to do something (ask, order, command, request, beg, plead, pray, entreat, and also invite, permit, and advise).
5. **Commissives:** to commit the speaker (again in varying degrees) to some future course of action (and not necessarily to try to get themselves to do it); (Promising, vowing, pledging);
6. **Declarations:** the utterance creates the action and changes the world (Blessing, baptizing, dismissing).

Interpretation

Co-text + context

Searle's taxonomy of speech acts (microfunctions)



Speech Acts	Purpose	Types
Representatives	representation	Stating, telling, insisting
Expressives	stance	Deploring, admiring
Verdictives	assessment	Assessing, estimating
Directives	ask for action on the receiver's part	Ordering, requesting, warning, prohibiting, daring
Commissives	commitment	Promising, vowing, pledging
Declarations	declaration	Blessing, baptizing, dismissing

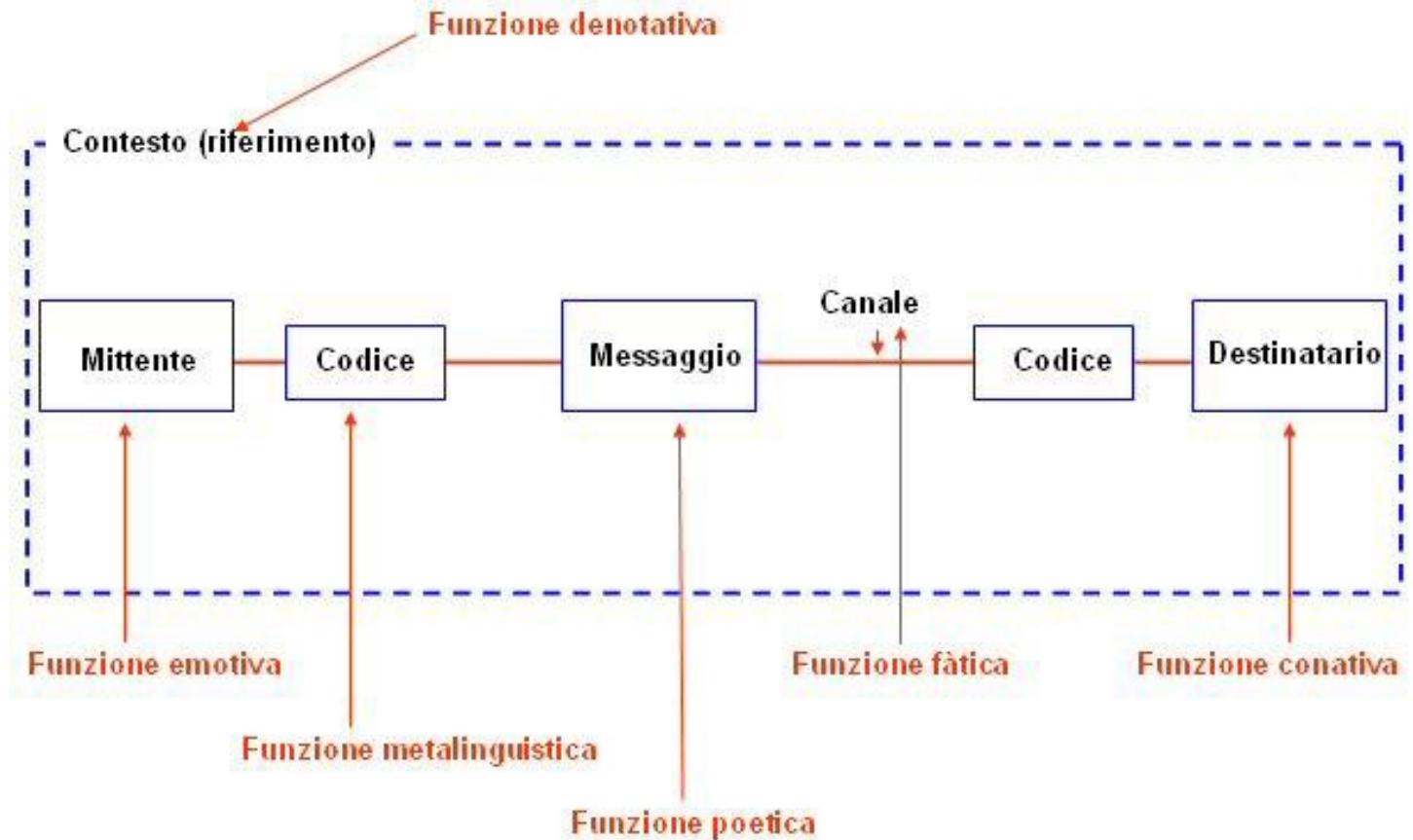


- Identifying microfunctions= identifying text type
- Why do we need to understand the acts beyond their literal (i.e. made of words) level? TO INTERPRET THE DEEP MEANING OF THE UTTERANCE, as IT IS THE ONLY WAY TO RECREATE IT IN TRANSLATION.
- Translator as : 1 addressee; 2 addresser.
- 1 Notion of translation unit: the smallest unit of meaning. Careful how small you choose it!
- 2 awareness of the appropriate form requested by the TL to express a certain speech act:

Do not lean out!
È pericoloso sporgersi.



Macrofunctions





Macrofunctions (Jakobson 1960)

- Emotive f.: internal states and emotions of the **addresser** (1st p. /, interjections, personal style)
- Examples: “I am very **happy** that she is coming to the party”
- Conative f.: aims at influencing the internal states and emotions of the **addressee** (2nd p. *you*, vocative & imperative)
- ‘**Shut** up and **do** your homework!’
- Referential f.: informative function. (3rd p., objects, events, facts in the **context**; nominalisation, premodification, passives, stative verbs; less formal, 1st p.p. & dynamic active verbs)
- *‘The Association of Commonwealth Universities, which Her Majesty the Queen is Patron of, supports universities to promote equality in their own institutions’*



Macrofunctions (Jakobson 1960)

- Poetic f.: aesthetic f., the form of the message (sound-effect, rhythm, figurative language, phonological resemblance) as a crucial part of the **message** meaning & force
- Examples: political slogans, ads, sayings.
- Phatic f.: between the addresser and the addressee (opening and checking the **channel** of communication)
- Examples: ‘Can you hear me?’, ‘Well, here we are’. ‘I see’.
- Metalingual f.: “attention on the **code** to clarify or re-negotiate it” (Ulrich 29),
- Examples: “What do you mean by ‘krill’?”, “ What is plucked?”



(Most frequent) Macrofunctions and texts types

- Emotive/expressive function = expressive texts = author-centered.
creative texts. The **style** of the author matters. **source oriented**
- Referential/informative function = informative texts = content-centered.
the **information** matters. **text oriented**
- Conative/vocative function = vocative texts = reader-centered.
the form is oriented **towards the reader**. **target oriented**

One might be **predominant**, but others may also be present



So...

- Understanding the dominant contextual focus = understand how the text is manipulated & its main language markers
- TRANSLATIONS HAVE TO CONVEY THE SUBTLETIES
- Correct function = “creation and reception of coherent discourse and successful communication and translation” (Ulrich 1992, 64)
- TRANSLATORS INTERPRET AND RECREATE