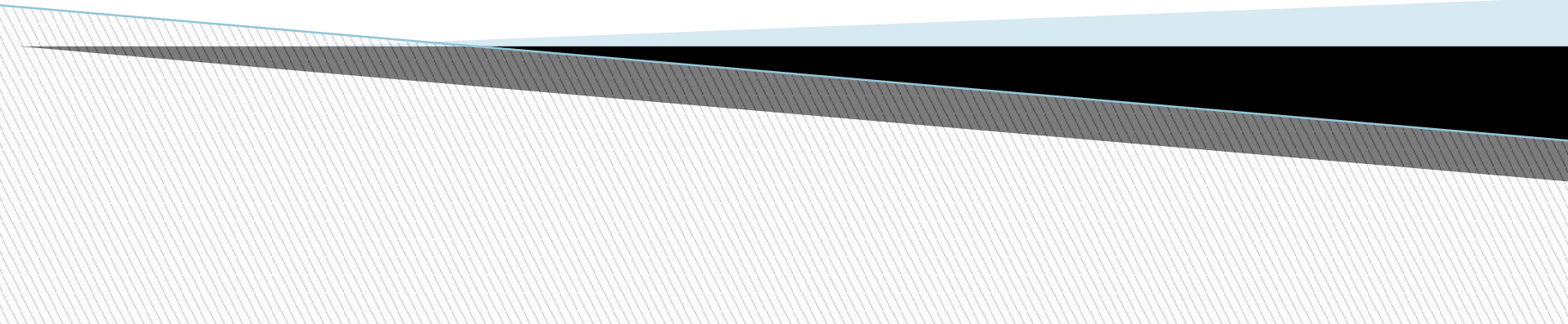
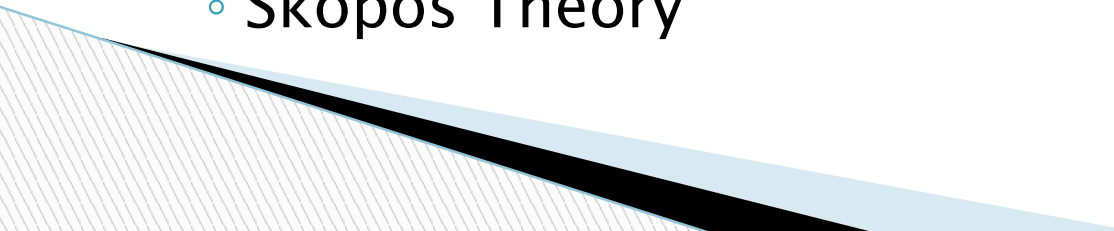


Lecture 1

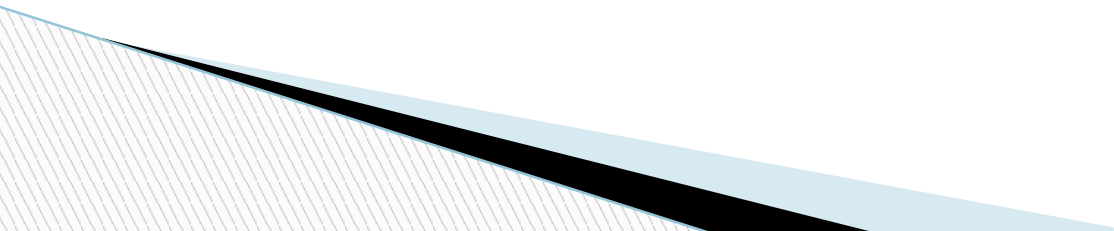
Theory of translation and
Brief overview of translation studies



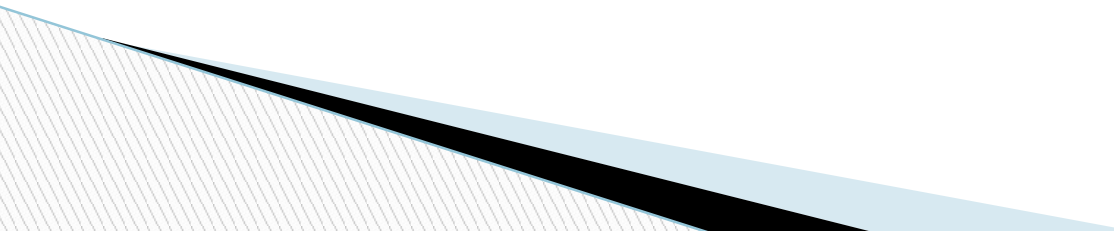
Content

- Evolution of translation studies until the present day
 - Methods and theories in the field of translation:
 - North-American Workshop
 - Mot-a-mot (word-for-word) theory by G.Mounin
 - The Concept of Equivalence
 - J.Holmes's Theory of Translation
 - The Polysystem Theory
 - The Concept of Norm by G. Toury
 - Skopos Theory
- 

Translation phenomena

- ▣ **Art** of translation
 - ▣ **Craft** of translation
 - ▣ **Science** of translation
 - ▣ **Mystery** of translation
- 

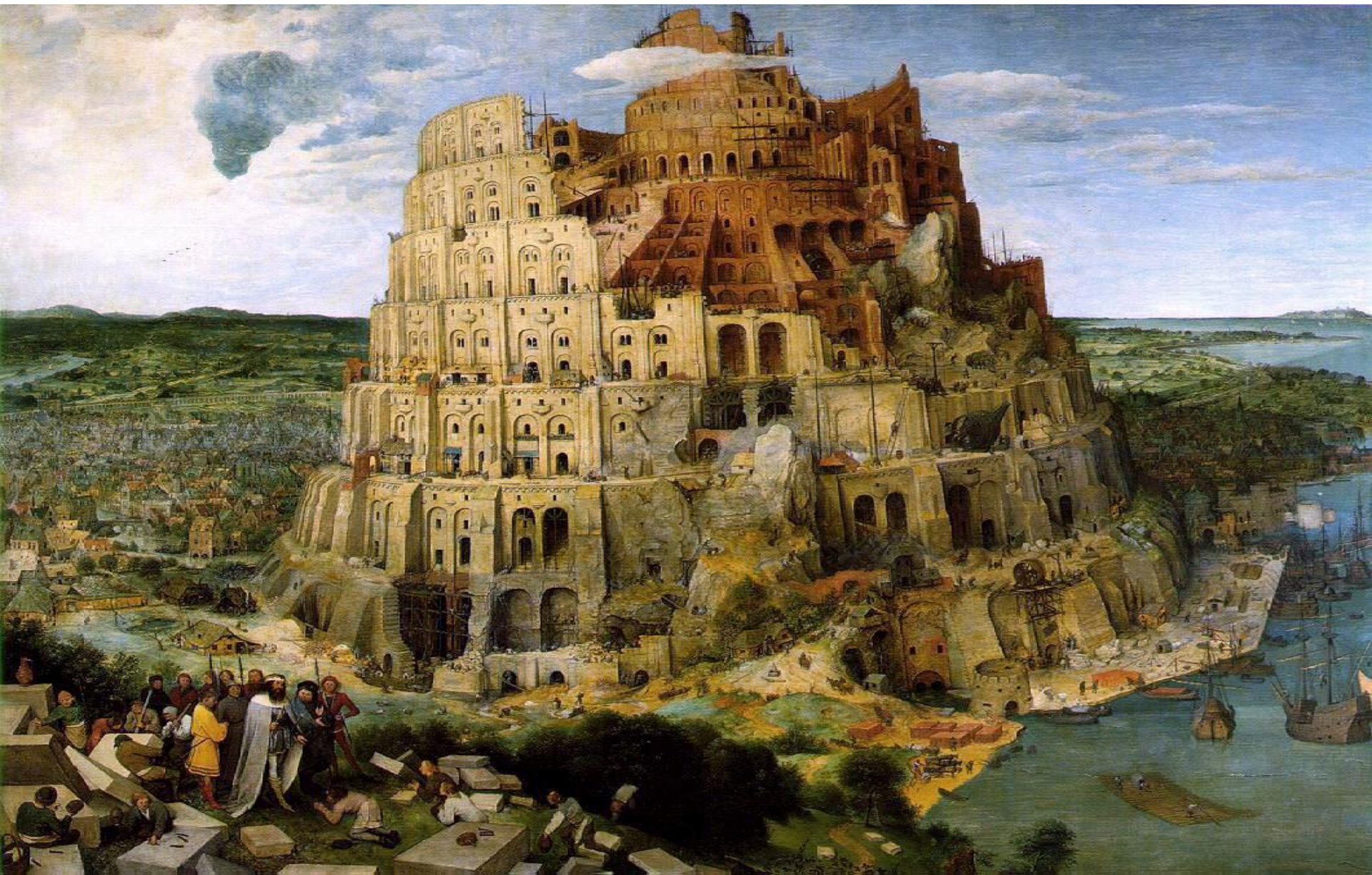
Ancient Babylonia

- Ancient Babylonia, a small section of southern Mesopotamia, was in the Fertile Crescent between the Tigris and Euphrates rivers, near present-day Iraq.
 - The Babylonian people, whose civilization dates back to 2900 B.C., worshipped a large pantheon of gods and goddesses. They were governed by kings, some of whom are discussed in the Hebrew Bible. These included Nebuchadnezzar and Hammurabi.
- 

The Babylon

- In the Hammurabi's days (2100 B.C.) was a polyglot city, and much of the official business of the empire was made possible by corps of scribes who translated edicts into various languages

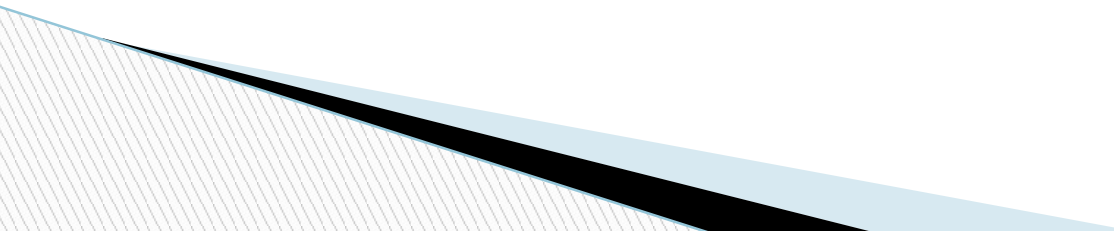
Tower of Babel



Translation theory

- ▣ Aims at determining, categorizing, and utilizing general principles of the translation process in relation to its major issues

Three categories of the translation theories (diachronically)

- Translation theories based on Source-oriented approaches
 - Linguistic translation theories
 - Recent translation theories (target-oriented approaches)
- 

Translation theories based on Source-oriented approach

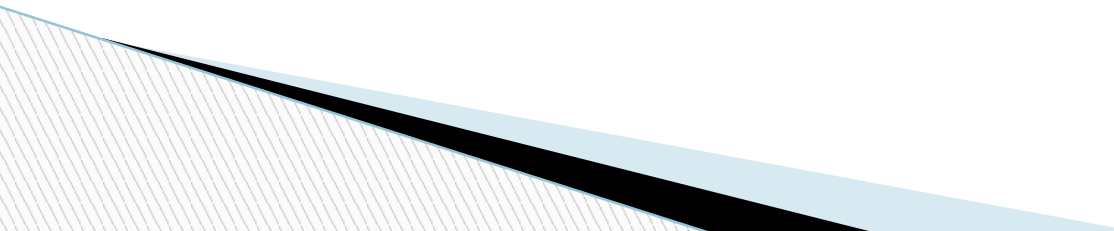
(From 2nd century till last century)

were concerned with what translator must or must not do

Principle focus:

- closeness to the source text as regards to both meaning and form (the translator needed to reproduce the text in all aspects as a target text)

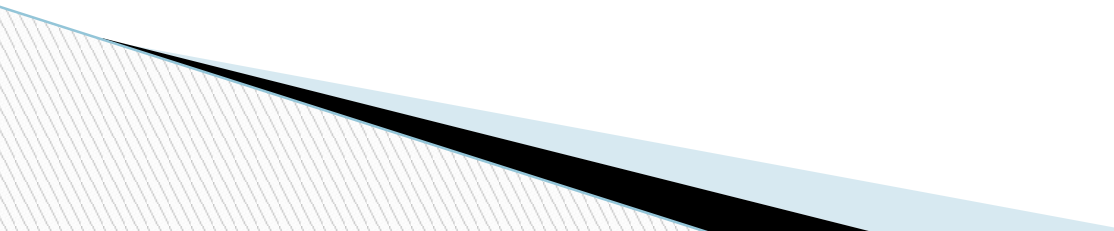
Representatives

- Etienne Dolet
 - George Chapman
 - Alexander Frazer Tytler
 - H.W.Longfellow
 - St.Jerome etc.
- 

Etienne Dolet (1509-1546)

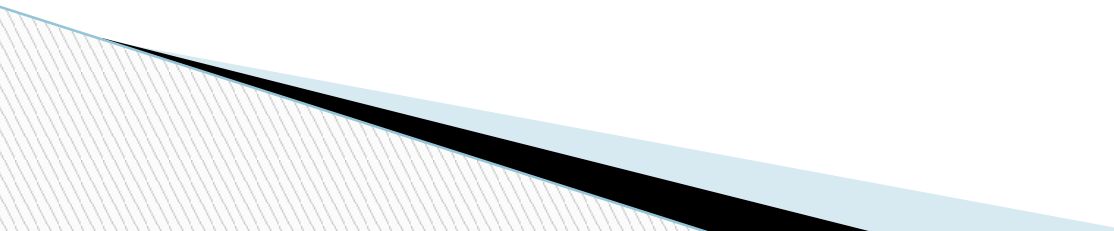
- Devised one of the first translation theories
- 5 essential principles for translators:
 - The translator must fully understand the sense and meaning of the original author although he is at liberty to classify obscurities
 - The translator should have perfect knowledge of both SL and TL
 - The translator should avoid word-for-word rendering
 - The translator should use forms of speech in common use
 - The translator should choose and order words appropriately to produce the correct tone

George Chapman (1598)

- Avoid word-for word translation
 - Attempt to reach the “spirit” of the original
 - Avoid over loose translations, by basing the translation on a sound scholarly investigation of other versions and glosses
- 

Alexander Frazer Tytler (1747-1813)

“The Principles of Translation”

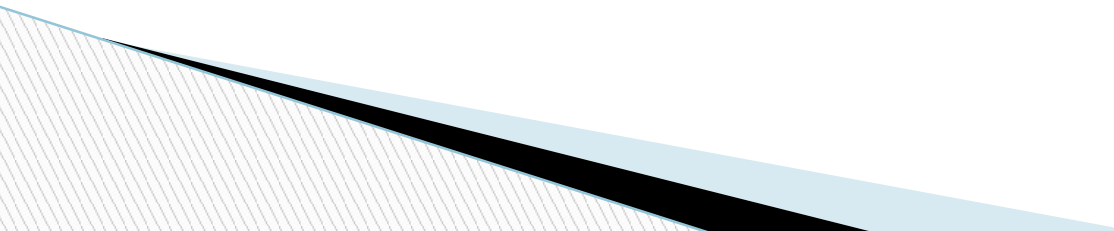
- The translation should give a complete transcript of the idea of the original
 - The style and manner of writing should be the same character with that of the original
 - The translation should have all the ease of the original composition
- 

▣ **Matthew Arnold**

Translator must focus on SL text primarily and must serve that text with complete commitment. TL reader must be brought to the SL text through the means of translation

▣ **H.W. Longfellow**

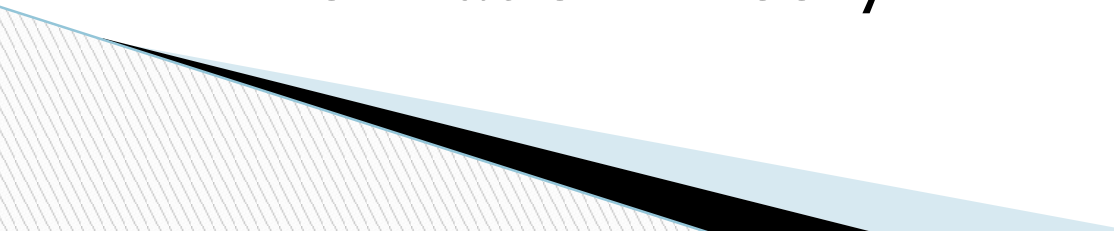
The business of a translator is to report what the author says, not to explain what he means; that is the work of the commentator. What an author says and how he says it, that is the problem of the translator



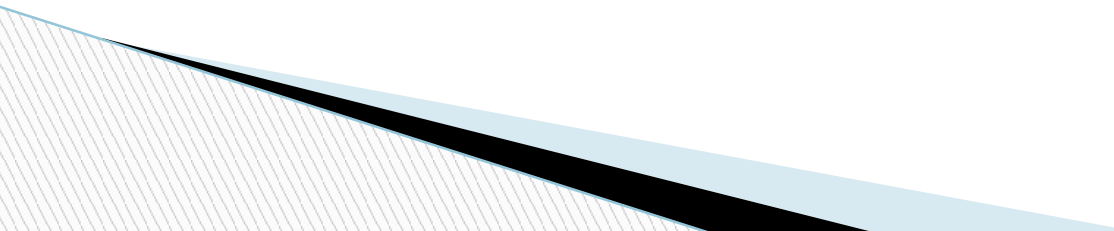
St. Jerome

- ▣ Bible translations must respect the exact form of the source text because God's word must not be tampered with whereas in secular texts the translator should strive to render the meaning of the source text

Linguistic translation theories

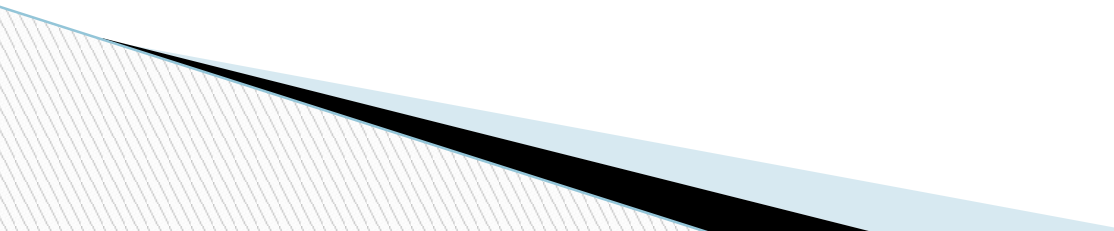
- Dated from 1900 and lasted for approximately half a century
 - The translation was absorbed into the discipline of linguistics, not as an independent science.
 - Translation theory was regarded as a part of linguistic communication based on “Information Theory”.
- 

Information theory

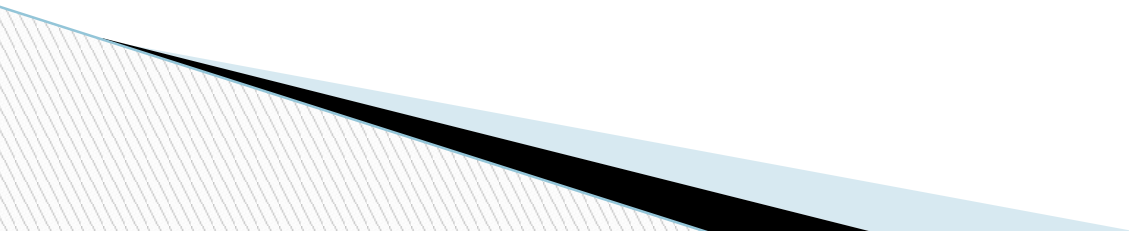
- Defines the language as a “code”. During communication, speakers or writers encode what they want to say and the listeners or readers, who share the same code, would decode it.
 - Translation is a special case of communication because sender and receiver do not share the same code; the translator recodes the message from the sender into the receiver code.
- 

The main issue of translation

is to sustain the original message despite that there is generally no one-to-one correspondence between the signs of the two different code systems.



These theories were basically source-oriented,
normative, synchronic and focused on
process as in the previous period



Marcus Tullius Cicero

De optimo genere oratorum (The Best Kind of Orator , 46 B.C.)

- pointed out that one should translate ***verbum pro verbo*** and opened a debate that continued for centuries

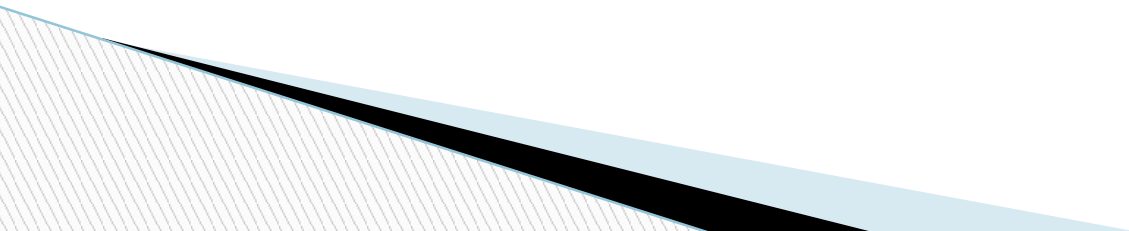
“WORD-FOR-WORD”

(literal translation or verbum pro verbo)

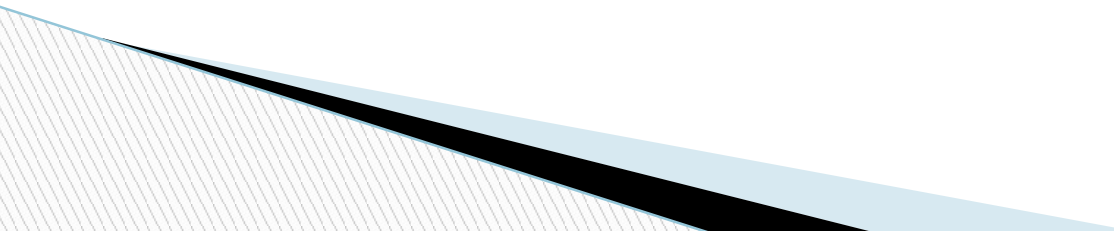
VS

“SENSE-FOR-SENSE”

(free translation or sensum pro sensu)



**Horace, Pliny, Quintilian,
St. Augustine, St. Jerome,
John Dryden, Miguele de
Cervantes, Novalis, Johann
Wolfgang von Goethe,
Percy Bysshe, Shely, Aryeh
Newman, Ezra Pound etc.**



Eugene Nida

- Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.

Mary Shell-Hornby

- The translation is a complex act of communication in which the SL author, the reader as translator and translator as TL author and the TL reader interact. The translator starts from a present frame (the text and its linguistic components), this was produced by an author who drew from own repertoire of partly prototypical scenes, based on the frame of the text, the translator-reader builds up his own scenes depending on his own level of experience and his internationalized knowledge of the material concerned.

P.Newmark (University of Surrey)

▣ Books:

A Textbook of Translation (1988),
Paragraphs on Translation (1989),
About Translation (1991),
More Paragraphs on Translation (1998)

Centre for Translation Studies at Surrey



Newmark's view on evolution of translation from 19th century



Figure 1: 'The Evolution of Translation'

- **Literal** : the syntax is translated as close as possible in the TL
- ▣ **Word-for-word**: the SL word order is maintained the translation of cultural words is literally
- ▣ **Faithful**: it implies reproducing the exact meaning of the SL into the TL
- ▣ **Semantic**: it differs from faithful translation in the aesthetic, the beautiful aspect only in the SL.
- ▣ **Free**: this process consists in paraphrasing the original with longer sentences which is also called intralingual translation. Newmark though defines it as pretentious.
- ▣ **Adaptation**: it is used for poetry, plays. The main sense is maintained but cultural words/ sense is adapted (rewritten) in the TL.
- ▣ **Idiomatic**: or natural translation reproduces the original sense but introduces colloquialisms and idiomatic expressions in the TL.
- ▣ **Communicative**: this type of translation is the one that tends to reproduce the exact meaning of the SL into account not only language but the content, so that they are closer to the original

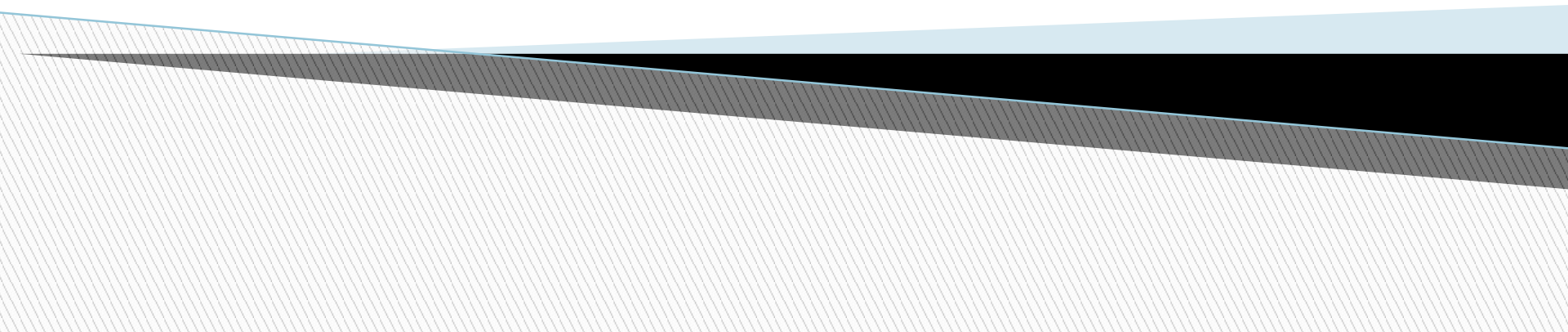
GRAMMAR-TRANSLATION METHOD

- ▣ Translation exercises were considered to be a way of learning a foreign language or of reading a foreign language text.
- ▣ Later, the grammar-translation method lost its popularity

Communicative approach to language teaching

- Appeared in the late 1960s and early 1970s.
- This method focused on the natural ability of students to learn a new language and attempted to represent the daily routine in classrooms focusing on spoken language instead of using sentences that were out of context

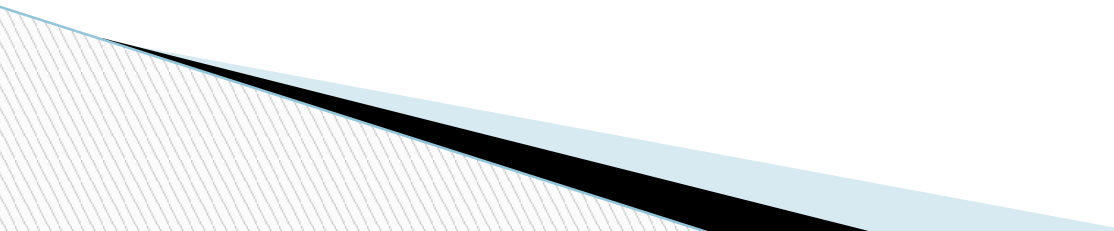
TARGET-ORIENTED APPROACH (20th century)



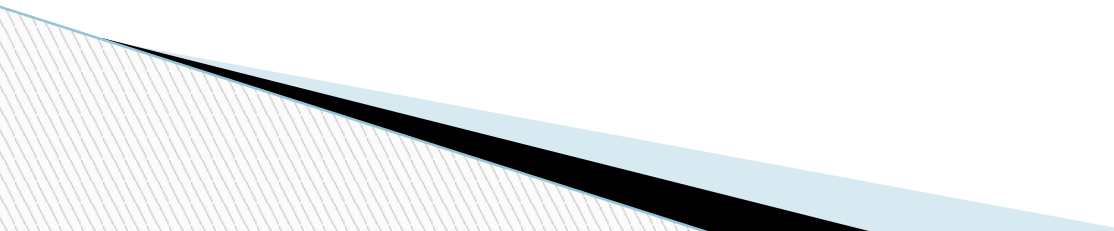
Systematic analysis of translation in 20th century

- ▣ **Roman Jakobson** («On Linguistic Aspects of Translation», 1959);
 - ▣ **A. V. Fedorov** (*Vvedenie v teoriyu perevoda*, 1953 (*Introduction to a Theory of Translation*));
 - ▣ **J. P Vinay and J. Darbelnet** (*Stylistique comparée du français et de l'anglais*, 1958)
 - ▣ **Georges Mounin** (*Les problèmes théoriques de la traduction*, 1963).
-
- ▣ ***All of them favoured a closer linguistic approach***

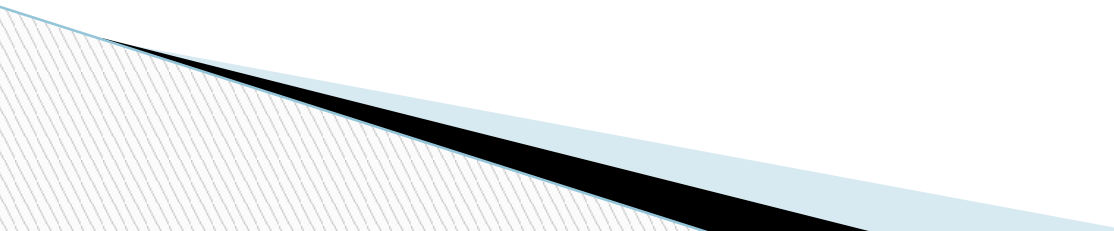
Concept of *translation*

- ▣ ***The PRODUCT – the text that has been translated***
 - ▣ ***The PROCESS – the act of producing translation***
- 

Jeremy Munday, 2008

- ▣ **The process of translation** between two different written languages involves the translator changing an original written text (the ST) in the original language (the SL) into a written text (the TT) in a different language (the TL), such process has as a result, **the product, the translated text.**
- 

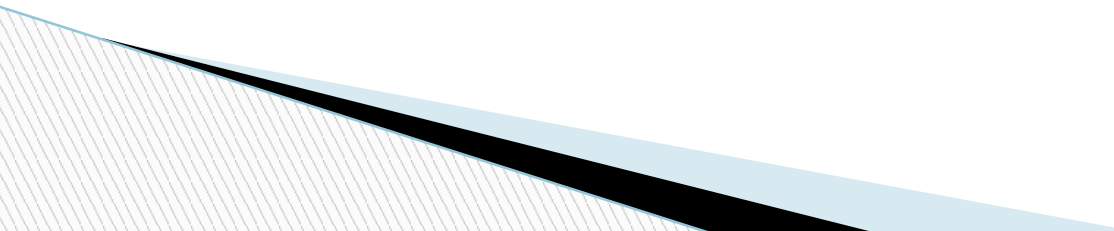
Eugene Nida (1914-2011)

- ▣ **Was the first linguist to be concerned about translation itself**
 - ▣ He highlights his rejection of the proposition that translation was/is a science and **insisted on seeing this proposition as a theory of communication**
- 

P. Newmark's main contribution

▣ is the distinction he establishes between the concept of communicative and semantic translation:

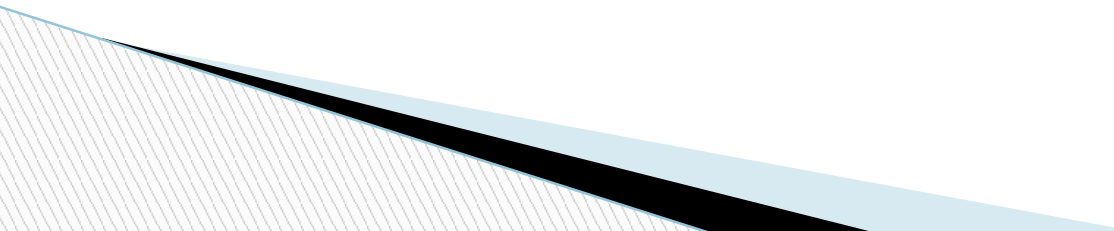
«Translation theory derives from comparative linguistics, and within linguistics, it is mainly an aspect of semantics; all questions of semantics relate to translation theory



Edwin Gentzler

- ▣ attributes the birth of translation theory to structuralism and distinguishes **five approaches to translation** which began in the 1960s:
- ▣ ***The North-American translation workshop; the mot-a-mot theory by Georges Mounin;***
- ▣ ***the «science» of translation;***
- ▣ ***early translation studies;***
- ▣ ***the Polysystem theory;***
- ▣ ***Deconstruction (Jacques Derrida)***

The North-American Translation Workshop

- was a common practice in the universities of the United States during the 1960s.
 - This concept, encouraged mainly in Iowa and Princeton, was based on the ideas of **I.A.Richards**, whose approach, reading workshops and practical criticism, began in the 1920s
 - Did not have much interest to the general public and
- 

The comparative literature approach emerged

- ▣ It consisted of studying and comparing literature in a transnational and transcultural way.
- ▣ This study will culminate in what is known nowadays as *cultural studies*
- ▣ **Most representative scholars are André Lefevere, José Lambert, Theo Hermans, Itamar Even-Zohar, Gideon Toury, and Susan Bassnett**

Georges Mounin's mot-a-mot Theory

- ▣ **Examined linguistic issues of translation**
- ▣ All arguments against translation are simplified in just one: **it is not the original**
- ▣ Mounin gives us a few insights into how he considers a text should be translated; one of these ideas is *mot à mot* (word-for-word), inherited from 46 B.C. This metaphor is the most faithful translation to the original, it respects the text and it consists in translating words one by one

The 'Science' of Translation: The Concept of Equivalence

- The main representatives are the generativists **Noam Chomsky and Eugene Nida**.
- Jean-Paul Vinay and Jean Darbelnet³ (1958), Roman Jakobson (1959), Eugene Nida (1959), and J.C. Catford (1965) were the first scholars to use the word «equivalence»
- ***Paul Vinay and Jean Darbelnet were very much influenced by the contrastive analysis and, together with J. C. Catford were the main representatives of the linguistic approach***

Roman Jakobson (1959)

- ▣ **Intralingual** translation or «rewording»: an interpretation of verbal signs by means of other signs of the same language;
- ▣ **Interlingual** translation or «translation proper» is the most traditional way of translating: an interpretation of linguistic signs by means of some other language. This category is considered to be the genuine one since it consists in translating a text into another language;
- ▣ **Intersemiotic** translation or «transmutation»: an interpretation of verbal signs by means of non-verbal sign systems (when a text is translated into a non-verbal text such as music, film or painting)

Early Translation Studies: James Holmes

In the second half of the 20th century translation started to become an autonomous science. **Translation studies emerged with James Holmes and André Lefevere**

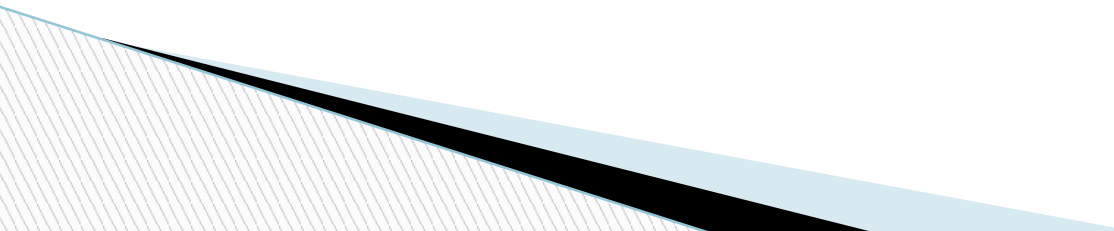
James Holmes coined the term **Translation studies** for this scientific approach.

The main intention of Translation Studies is the development of a full and comprehensive translation theory.

James Holmes

The book **“The Name and Nature of Translation Studies”** is considered as a major step in the scholarly study of translation. It provides theoretical system that both recognizes and unifies many aspects of translation studies.

It attacked the unclear categories that used to judge translations for a long time.



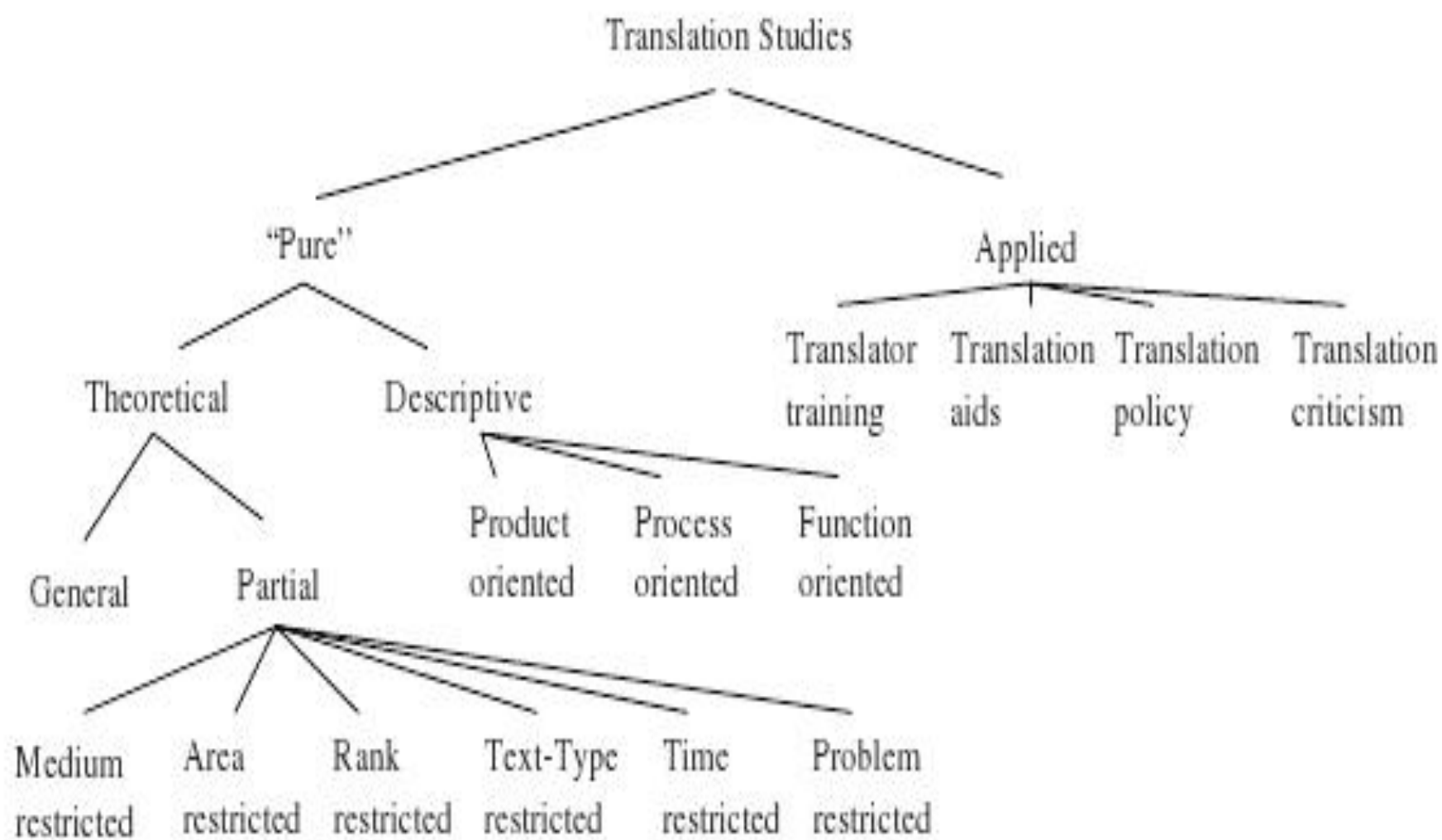


Figure 1. Holmes' map (based on Holmes 1988)

Pure translation studies

- ▣ Descriptive Translation Studies

- ▣ Theoretical Translation Studies

Descriptive translation Studies

Aimed to describe the observable facts of translating and translation(s) as they manifest themselves in the world of our existence where for translating we mean the process that underlies the creation of the final product of translation.

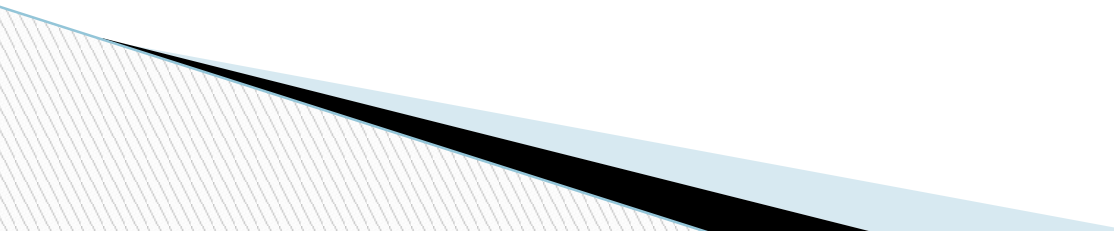
Theoretical Translation Studies

The objective is to establish general principles by means of which these phenomena can be explained and predicted.

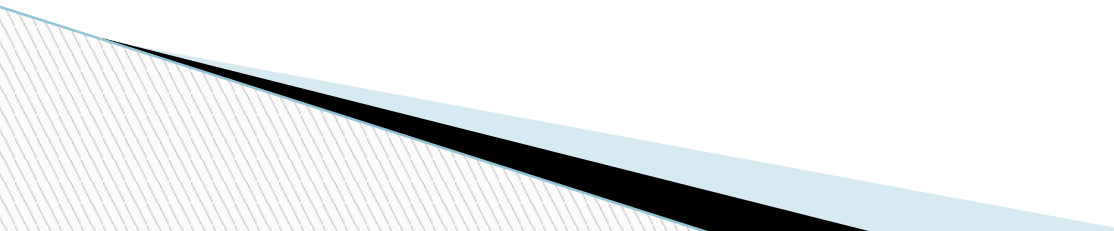
Research within Descriptive Translation Studies

- Product-oriented
- Process-oriented
- Function-oriented

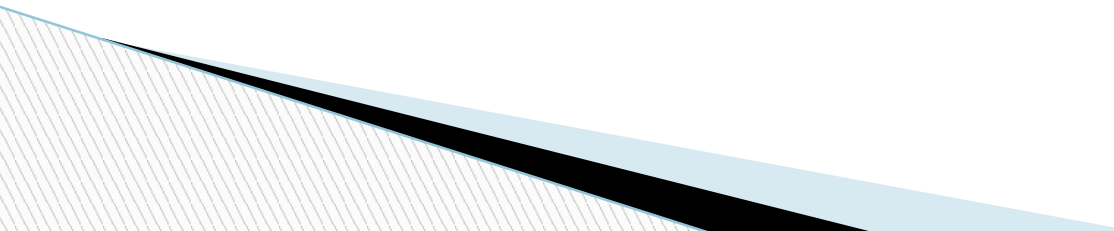
Product-oriented studies

- Are focused on the description of individual translation
 - Translations are described and compared in a synchronic and a diachronic way
- 

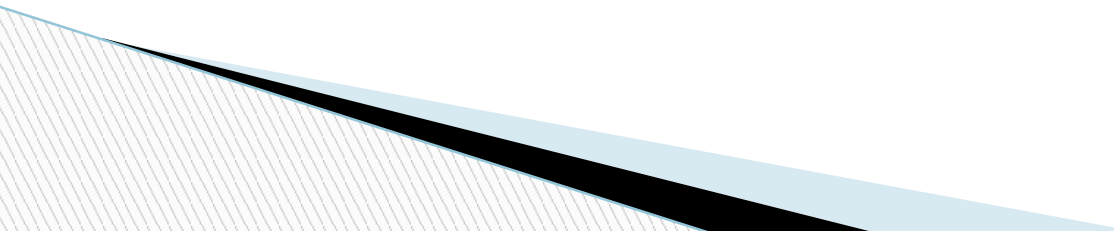
Process-oriented studies

- Aim at revealing the thought processes that take place in the mind of the translator while s/he is translating
 - The description of the process or act of translating
- 

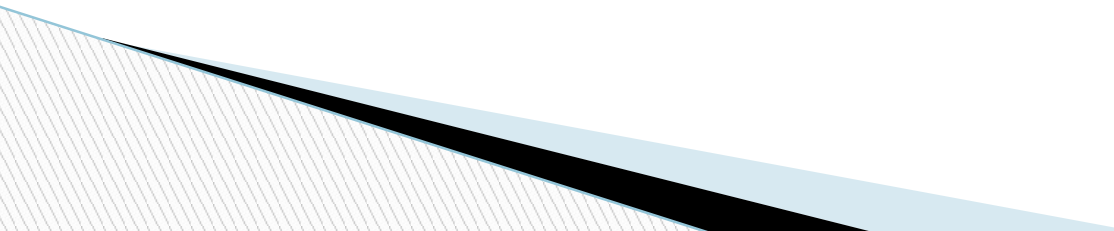
Function-oriented studies

- Include research which describe the function or impact that a translation or a collection of translations has had in the socio-cultural situation of the target language
 - The focus of this subcategory is on the socio-cultural situation of translation
- 

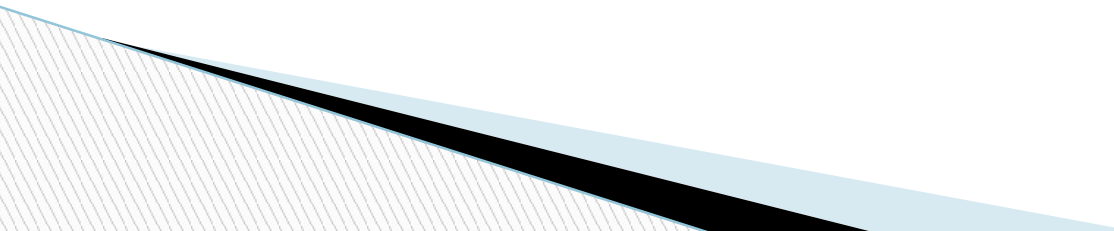
Theoretical Translation Studies

- Use empirical findings produced by Descriptive translation studies.
 - Elaborate principles, theories and models to explain and predict what the process of translation is, given certain conditions such as a particular pair of languages or a particular pair of texts.
 - Hold both a **General Translation Theory and Partial Translation Theories.**
- 

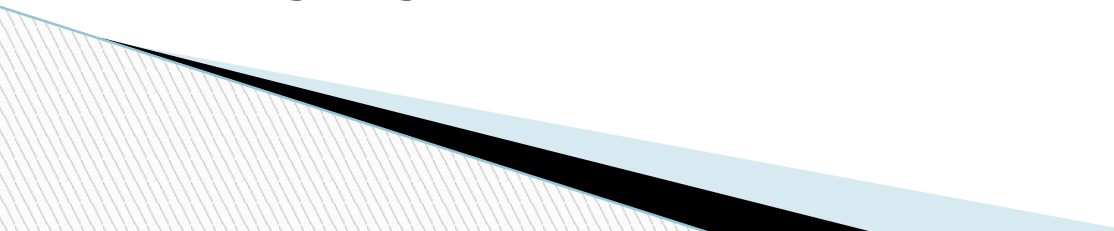
General Translation Studies

- ▣ Aimed at elaboration of a general theory capable of explaining and predicting all phenomena regarding translating and translation.
 - ▣ The formulation of a general theory is a long-term goal for a discipline as a whole.
- 


Partial Translation Theories

- ▣ **Medium restricted** (theories of human versus computer assisted translation or written vs oral translation)
 - ▣ **Area-restricted** (theories relating to specific language communities)
 - ▣ **Rank-restricted** (theories dealing with language as a rank or level system)
 - ▣ **Text-type restricted** (theories relating to particular text categories such as poems, technical manuals etc.)
 - ▣ **Time-restricted** (theories dealing with contemporary texts or those from an older period)
 - ▣ **Problem-restricted** (theories concerning the translation of puns, titles, idioms, proper names metaphors etc)
- 

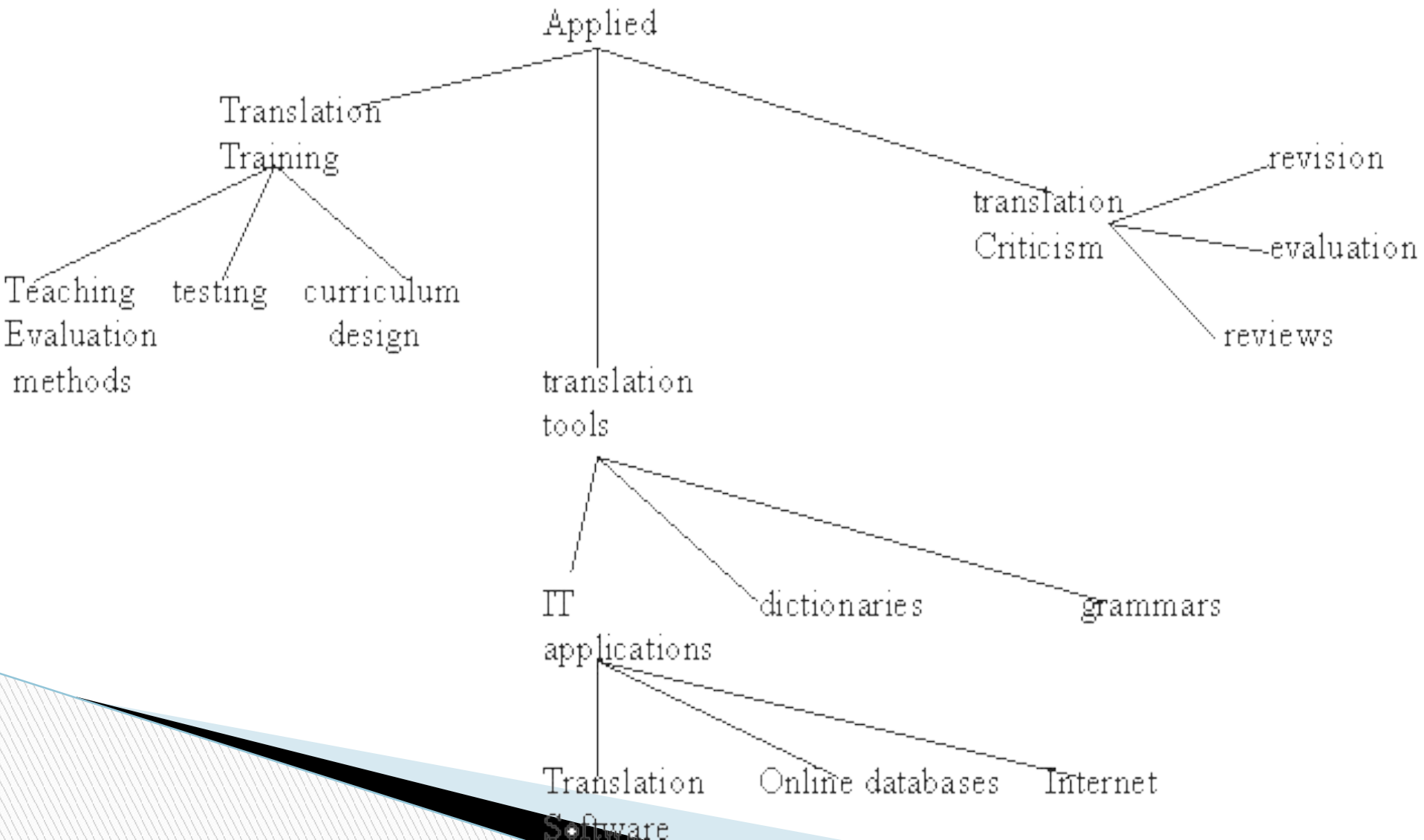
Applied Translation Studies

- ▣ **Translator training**
 - ▣ Preparation of **translation tools** such as dictionaries, grammars, term banks
 - ▣ **Translation criticism** which concerns itself with the development of criteria for the evaluation of the quality or effectiveness of the translation product
 - ▣ Establishment of **translation policy** (which involves giving advice on the role of the translator in a given socio-cultural context, deciding on the economic position of the translator, or deciding on which texts need to be translated, or deciding on the role that translation should play in the teaching of foreign languages.)
- 

Applied Translation Studies

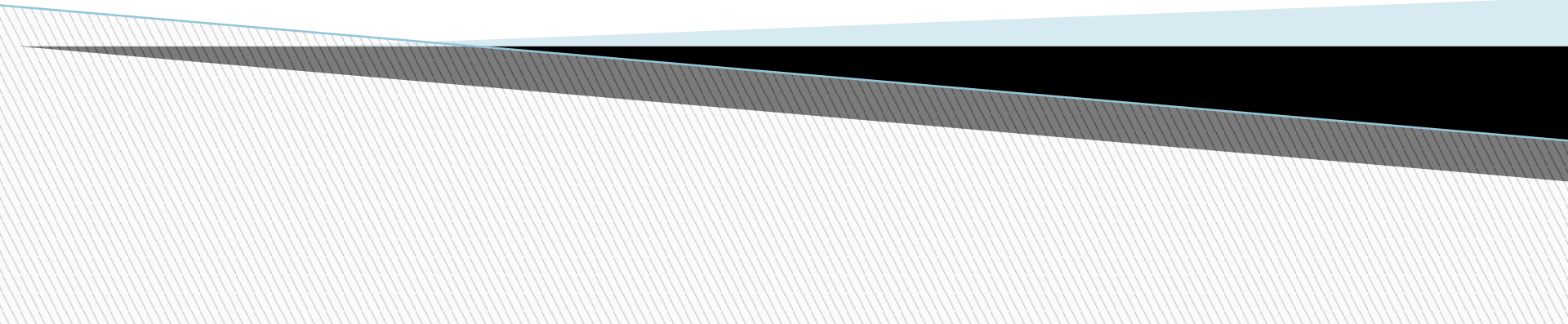
- ▣ **TRANSLATOR TRAINING** concentrates on translation as a way to test second language acquisition and translation training;
 - ▣ **TRANSLATION AIDS** concern lexicographical and terminological aids and grammar;
 - ▣ **TRANSLATION POLICY** – the purpose of the scholar is «to render informed advice to others in defining the place and role of translators, translating and translations in society at large»;
 - ▣ **TRANSLATION CRITICISM** – Holmes claims that there was a low level of criticism at the time
- 

Applied Translation Studies by J.Munday

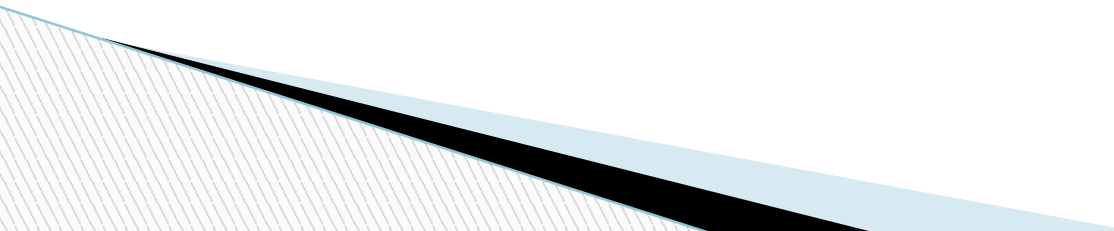


Lecture 2

Target-oriented approach to the translation studies.
Concept of norm



The most influential theories in the 20th century

- The **POLYSYSTEM THEORY** (Target-Oriented Approach)
 - The “**SKOPOS THEORY**”
 - The “**RELEVANCE THEORY**”
- 

Target-oriented framework of translation

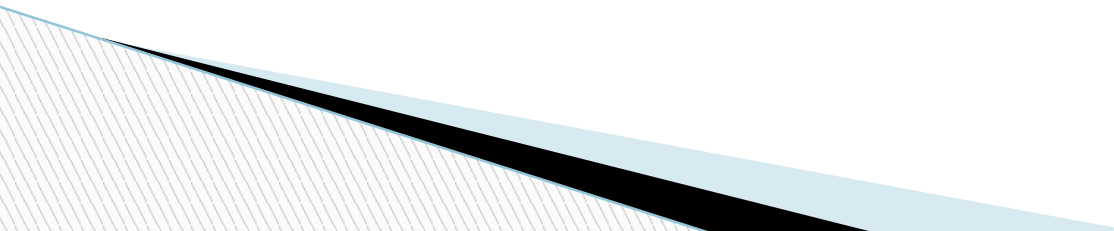
Polysystem Theory

- ▣ ***Polysystem theory*** of literature and culture was introduced in 1970s by **Itmar Even-Zohar** as a reaction to the static prescriptive models.
- ▣ PT deals with all cultural, linguistic, literary and social phenomena, does not consider translations as single texts, but targets them as a system functioning within a polysystem governed by the literary system in which translations are done.

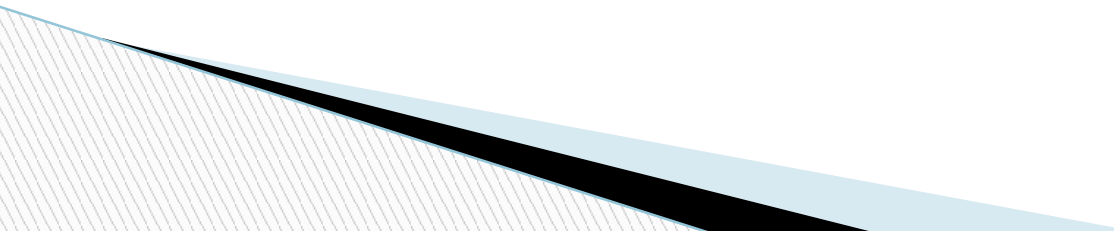
The polysystem

- Is conceived as a heterogeneous, hierarchized conglomerate (or system) of systems which interact to bring about an ongoing dynamic process of evolution within the polysystem as a whole

The hierarchy

- Is the means by which the translations were chosen, and the way they functioned within the literary system. If the highest position is occupied by an innovative literary type, then the lower levels are likely to be occupied by growing conservative types.
 - If conservative types are at the top, innovation and renewal are expected to come from the lower levels, if not, a phase of stagnation takes place.
- 

Polysystem Theory

- understands literature as a dynamic and heterogeneous complex system constituted by numerous subsystems, where a large number of tendencies co-exist and where different literary schemes, which come from a different level, are put into groups.
 - **The literary polysystem** is interrelated with other systems which belong to the socio-economic and ideological structures of each society
- 

In LITERARY ANALYSIS

- not only does the textual production matter, but also its acceptance in a historical context and its relationship with other literatures.
- Accordingly, culture is conceived as the organizing axis of social life, a system of systems

Genzler

- Attributes the connection between the TS discipline and the polysystem theory to a connection “between what was being suggested in the Netherlands and what was being postulated in Israel” .

Israel scholars

Embodied notions on translation equivalence and literary function into a large structure. The most important concepts of this school include

- ▣ **Transfer**
- ▣ **Interference**
- ▣ **Canonized and non-canonized texts**

Transfer

- ▣ determines the degree of instability between the systems. These can adopt a central or peripheral position

Interference

- refers to the transfer of cultural elements between systems

CANONIZED VS NON-CANONIZED

- ▣ decides the status of the original texts, those conventions considered acceptable

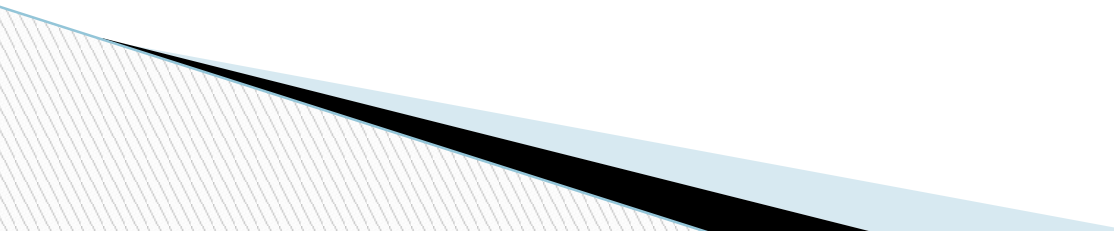
In polysystem translation may preserve a primary position or a secondary position

- ▢ *Primary position* envisages creating new genres and styles
- ▢ *Secondary position* involves reasserting existing genres and styles

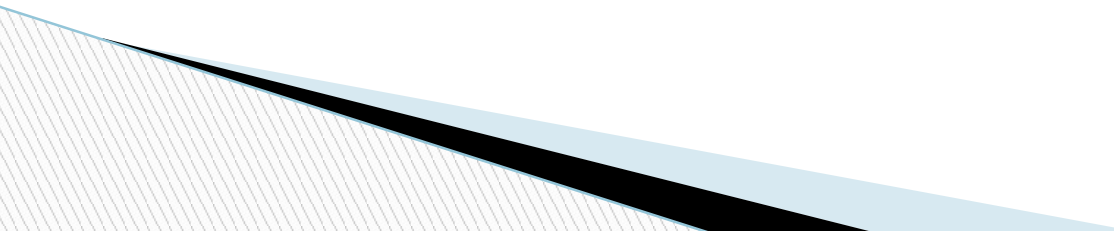
If it is primary

- It contributes dynamically in shaping the center of the Polysystem.
- Translations are essential in the formation of new models for the target culture, e.g., introducing new poetics, techniques, etc.

3 social circumstances in which translation may preserve a primary position

- When a literature is at its developing stage
 - When a literature is marginal or feeble or both
 - When a literature contains a vacuum or finds itself in a state of crisis or at a turning point.
- 

If translated literary work presumes a secondary position

- It provides a minor system within the polysystem. It has no influence over the central system and even becomes a conservative element, maintaining conventional forms and conforming to the literary norms of the target system.
 - This position is normal for translated literatures.
- 

Translation

Primary type

- is characteristic of young literatures with weak literary systems and where translation holds an important place

Secondary type

- is characteristic of literatures with a strong tradition, where translation plays a marginal or peripheral role; in other words, conservative cultures

This dynamic method of evolution

is essential to the polysystem, demonstrating that the relations between innovatory and conservative systems are in a steady status of instability and competition. Because of this instability the position of translated literature is not permanent in the Polysystem. It may take primary or secondary position in the Polysystem

Even-Zogar

- The position taken by translated literature in the polysystem originates the translation strategy.

If position is primary

- translators do not feel forced to follow target literature models and are more prepared to break conventions, thus, often creating a Target Text that is close to the Source Text in terms of adequacy, reproducing the textual relations of the ST. This may lead to new SL models

If position is secondary

- Translators are likely to use in hand target-culture models for the Target Text and produce more non-adequate translations.

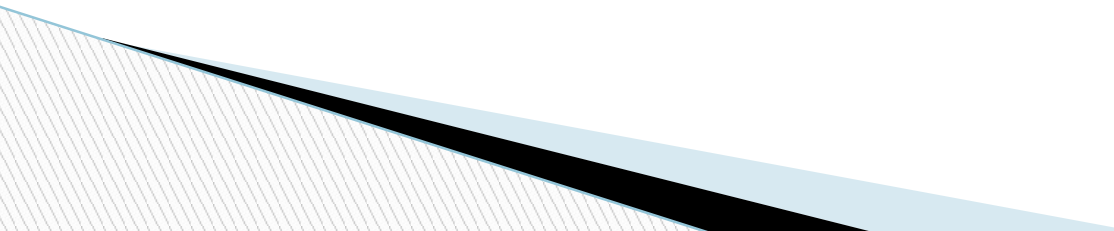
Concept of norm

- Accuracy
 - Correctness
 - Well-Formedness
-
- Were give different significance depending on what was understood as translation

Gideon Toury and Theo Hermans

- Are main contributors to the development of the concept of norm in and for translation studies.
- Seminar “Translation and Norms” Aston University, February 1998

Norms

- Are related to assumptions and expectation about correctness and/or appropriateness.
 - Norms are the social reality of correctness notions (Bartsch, 1987). In each community there is a knowledge of what counts as correct or appropriate behavior, including communicative behavior. Communicative behavioral patterns are also norms developed in the process of socialization.
- 

Norms

- Are conventional, they are shared by members of a community, i.e. they function as models for behavior and they regulate expectations concerning both the behavior itself and the products of this behavior

Barsch (1987)

- ▣ Applied the norms concept to linguistics
- ▣ Differentiates between PRODUCT NORMS and PRODUCTION NORMS

Norms

Product

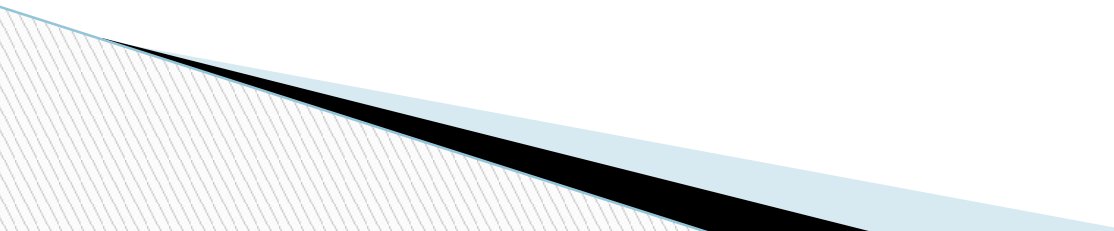
- ❑ Regulate what a product must look like in order to be regarded as correct and appropriate.
- ❑ Concern the correctness and well-formedness of linguistic expressions (norms related to language system) as well as the correctness of their use (related to communicative behavior)

Production

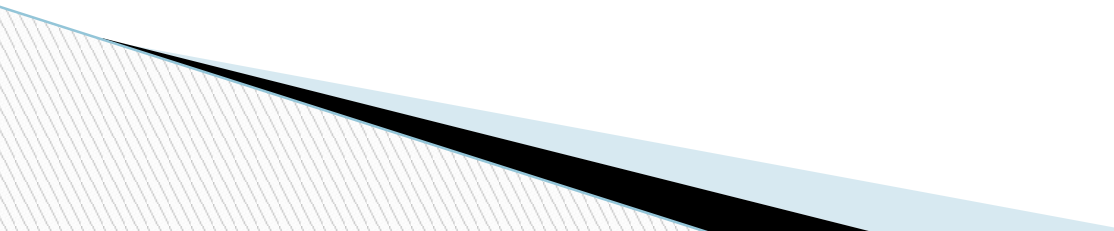
- ❑ Concern the methods and strategies by which a correct product can be achieved

Language and language usage

- can be judged as correct from a phonological, morphological, syntactic, semantic and pragmatic point of view.
- There is also a difference between what is possible in language regardless of context (described by rules) and what is considered appropriate in a given context (described by conventions and norms)

- When conventions are enforced with normative power they are considered to be norms.
 - Norms are binding, their violation usually arouses disapproval of some kind among the community concerned.
 - The force of norm is built up in the relationships between norm authorities, norm enforcers, norm codifiers and norm subjects.
- 

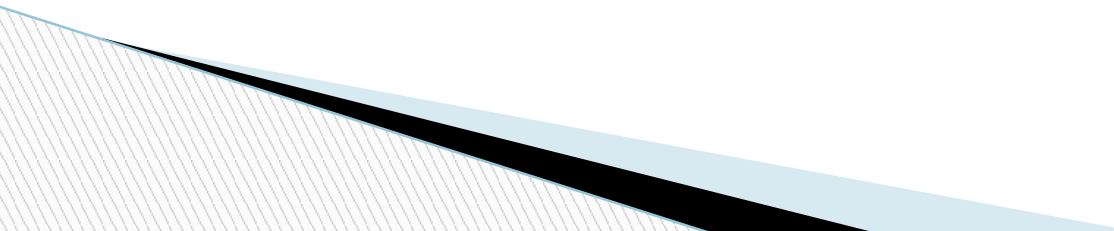
When a more systematic study of translation began in 20th century

- ▣ The precise description of the systematic regularities between signs and combination of signs in the two languages involved was seen as precondition for the faithful and accurate reproduction of the SL text.
 - ▣ The TL text was required to be identical to the SL text in content, style and effect and to respect the rules and norms of the TL
- 

Linguistic translation studies

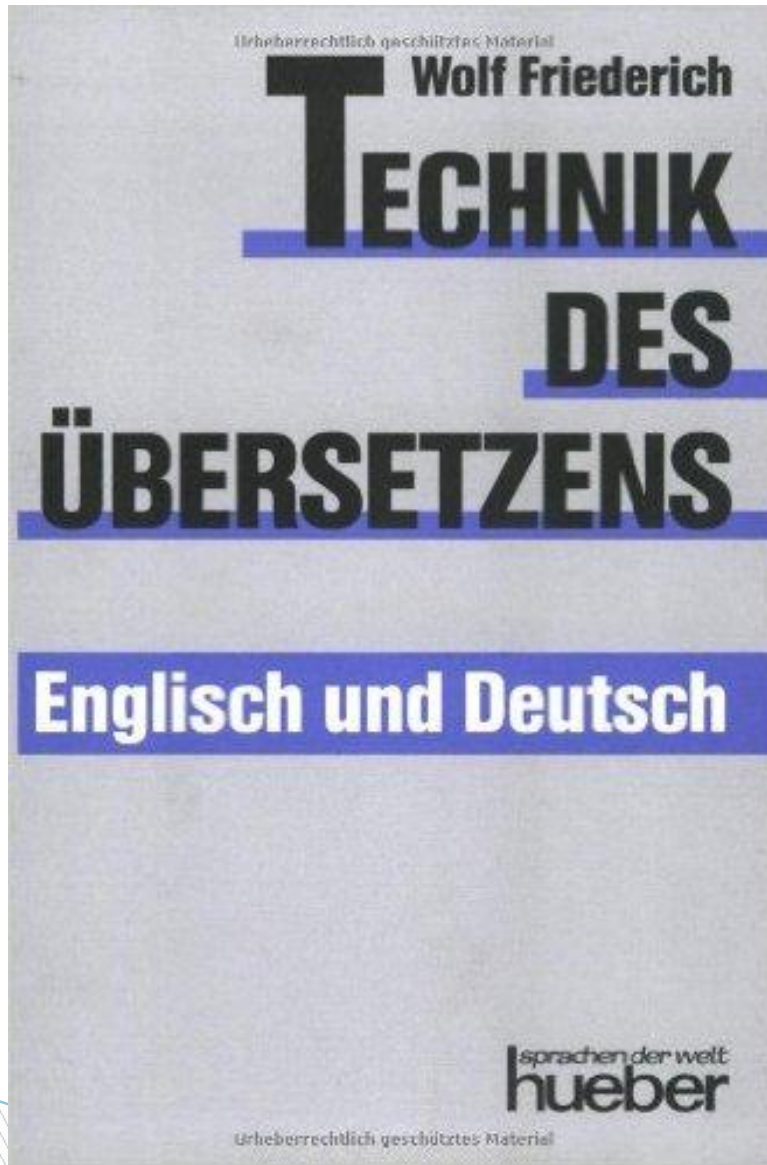
- were interested in the norms of the language systems.
- The linguistic units of SL and TL were compared in order to set up mechanisms for overcoming differences in the language structures encountered in the process of translation.

Translation norm

- Was defined as translating a linguistic unit by its generally accepted equivalent (this position is still held by some scholars today)
 - A large number of studies appeared providing detailed explanations of regularities in SL and TL and trying to derive rules or norms for translation (e.g. specific rules for translation specific lexical, stylistic or grammatical units of the SL into TL)
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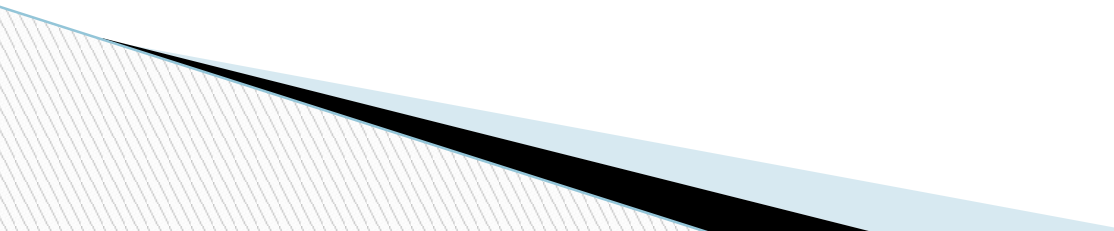


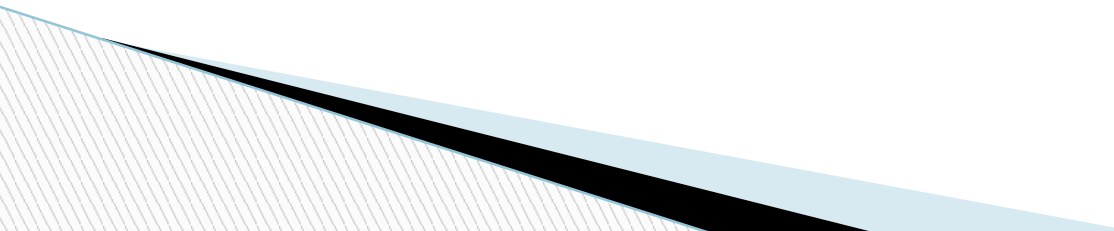
- 1958
- Set up the basis of a comparison of the lexical and syntactic structures of English and French.
- Based on a contrastive analysis of linguistic units and syntactic structures which are seen correct in the two languages



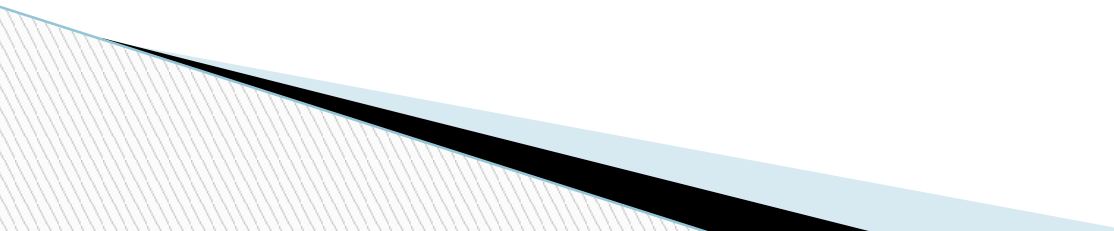
- 1969, 1995
- An illustration of the studies conducted within normative linguistic approach.
- Discusses translation problems and gives techniques for dealing with them
- No comments about the text or the genre.
- The focus is on showing the possibilities that are allowed by the linguistic systems

Linguistic approaches to translation

- On the one hand are concerned with the linguistic norms of the two languages i.e. how to produce utterances and texts that are correct according to the respective rules and norms
 - On the other hand the relations and regularities between the two linguistic systems that were discovered on the basis of contrastive analysis were “translated” into the guidelines or rules for the translator
- 

- Since we do not translate words or grammatical forms but TEXTS with specific communicative function, the limitations of linguistic approach soon became obvious
 - In 1970s the insights and approaches of textlinguistics were adopted in translation studies.
 - Thus, regularities of the text itself, of the genre, and of its context were given more consideration
- 

Textlinguistics

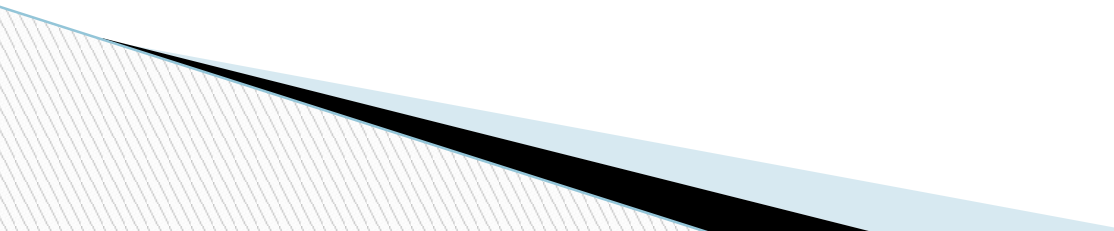
- Text is the basic unit of communication and therefore is the primary object of research.
 - The text is considered as the unit of translation.
 - Translation is defined as retextualizing the SL-text into the TL-text.
- 

- The focus has changed from reproducing meaning to producing texts
- Neubert (1985):

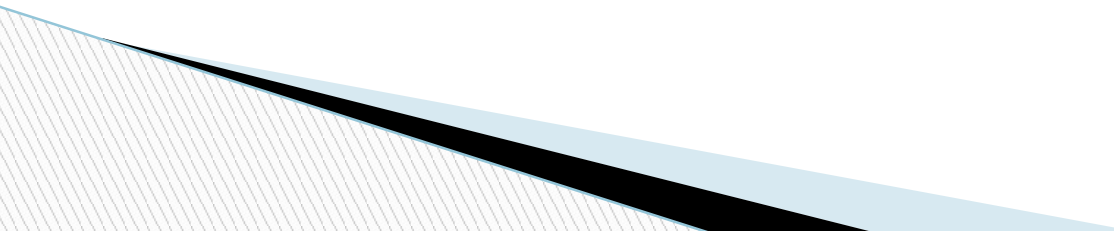
Translation is a source-text induced target-text production

Basic assumption:

SL-text and TL-text do not only differ in their sentence structures, which are determined by the respective linguistic systems, but also in regularities beyond the sentence boundaries.



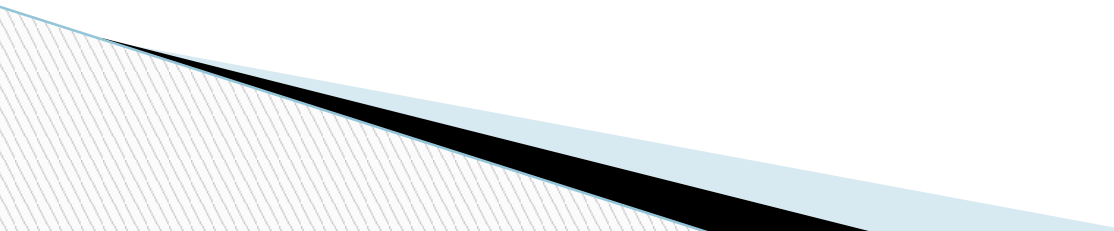
Concept of Equivalence

- Equivalence is defined as identity (of meaning or form), not necessarily in the strict sense of interchangeability and complete reversibility but more often in the sense of equal value or correspondence (Snell-Hornby, 1988)
 - Formal equivalence vs dynamic equivalence (Nida, 1964)
 - Denotative, connotative, text-normative, pragmatic and formal-aesthetic equivalence (Koller, 1979)
- 

Controversy

- Functionalist approaches—Eq. as one possible relationship among others (Reiss & Vermeer, 1991)
- Descriptive TS (Toury and Hermans)
 - translation is a degree of manipulation of the source text for a certain purpose (Hermans, 1991)
 - Eq. is only a label that is affixed to a translational relation that is assumed to exist between two texts. Every text is regarded and accepted as a translation by a given community (Toury, 1980)

Gideon Toury's Concept of Norm

- Target Oriented Approach is based on Polysystem Theory.
 - It is an exclusive and comprehensive theory of translation that is also a reaction to normative, synchronic and Source-System Oriented theoretical frameworks
 - Book: *In Search of a Theory of Translation*
- 

Gideon Toury

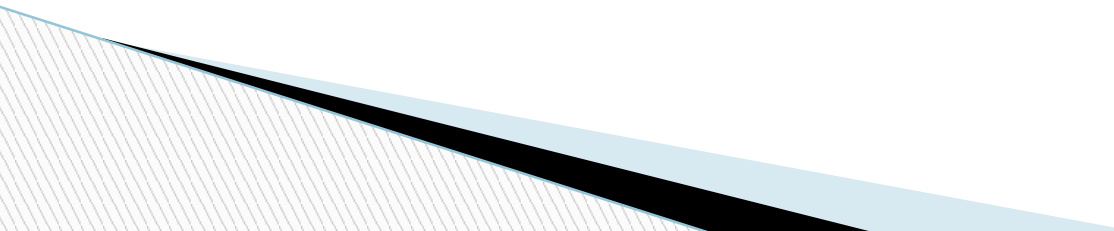
- ▣ first introduced the concept of norm at the end of the 1970s with the intention of establishing a list of rules he named *norms*.
- ▣ **Toury takes this theory as a basis for translation, and proposes an analysis in which translation is understood as the product of a cultural transference**

Norm

- Is the translation of general values or ideas shared by a community as to what is right and wrong, adequate and inadequate into performance instructions appropriate for and applicable to particular situations, specifying what is prescribed and forbidden as well as what is tolerated and permitted in a certain behavioural dimension



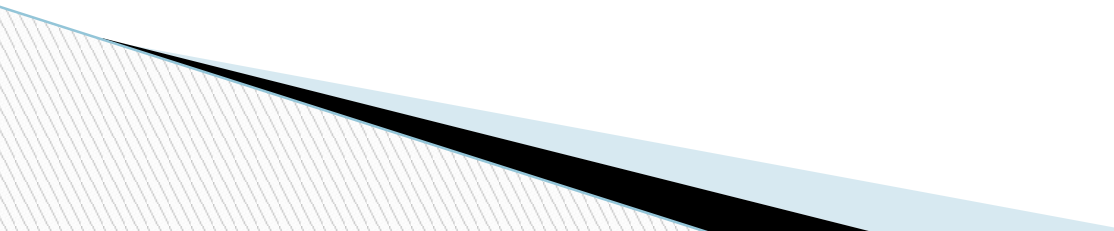
Figura 3: 'The Concept of Norm'

- ▣ **Initial** norms refer to the basic choice of the translator: if s/he subjugates himself/herself to the norms of the target culture.
 - ▣ As a consequence, two concepts arise:
 - ▣ **adequacy** – which consists in respecting the culture norms of the source text
 - ▣ **acceptability** which consists in embracing the norms of the target text.
- 

Preliminary norms

- refer to the **translation policy** which was carried out before the translation process.

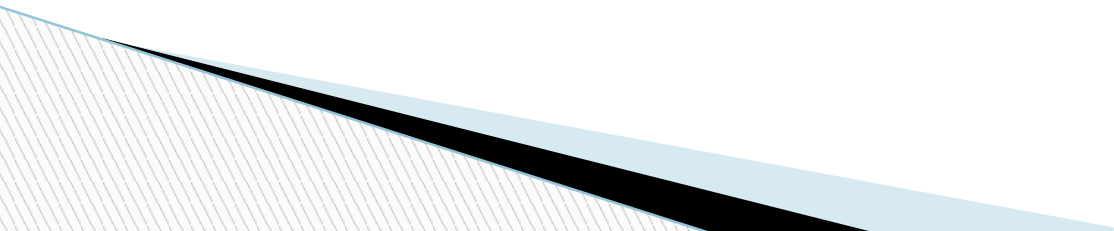
Operational norms

- regulate the decisions which will be made during the process of translation itself.
 - This represents a series of norms called
 - a) **matricial (matrical) norms**: (include addition of footnotes, and omission or addition of paragraphs, etc)
 - b) **textual – linguistic norms** (choice of the linguistic tools – vocabulary, style and so on)
- 

Norms of behavior

- ▣ **Grice (1975)** proposes that participants in a conversation obey a general **‘Cooperative Principle’ (CP)**, which is expected to be in force whenever a conversation unfolds: “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.”

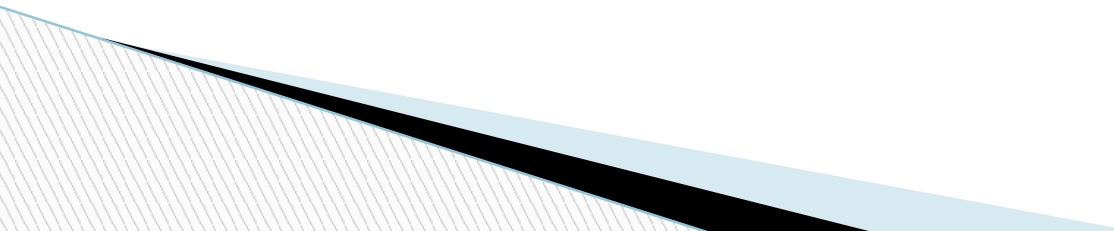
Implicatures

- The capacity of interlocutors to make sense of the utterances they exchange in spite of some missing elements, is that such elements are often implicated and such implicatures are made possible by cooperation between speaker and listener.
 - Expecting to observe the Cooperative principle enables language users to realise when a certain assumption has been suspended and why interlocutors have chosen to disregard an accepted set of conversational postulates.
- 

Conversational maxims

- Implicatures can be established by envisaging the four conversational rules or 'Maxims' :
- **I. Maxims of Quantity:** 1. Make your contribution as informative as is required for the current purposes of the exchange.
- 2. Do not make your contribution more informative than is required.
- **II. Maxims of Quality:** Supermaxim: Try to make your contribution one that is true.
- 1. Do not say what you believe to be false.
- 2. Do not say that for which you lack adequate evidence.
- **III. Maxim of Relation:** Be relevant.
- **IV. Maxims of Manner:** Supermaxim: Be perspicuous.
- 1. Avoid obscurity of expression. 2. Avoid ambiguity. 3. Be brief (avoid unnecessary prolixity). 4. Be orderly.

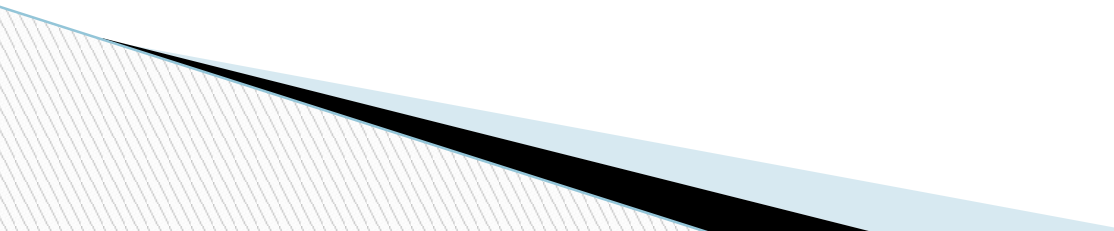
The politeness principle (PP)

- is introduced by **Geoffrey Leech**. PP is Minimizing (other things being equal) the expression of impolite beliefs, and there is a corresponding positive version (maximizing (other things being equal) the expression of polite beliefs) which is somewhat less important. PP proposes how to produce and understand language based on politeness. The purpose of PP is to establish feeling of community and social relationship.
- 

Politeness principle

- focuses on process of interpretation that the center of the study is on the effect of the hearer rather than the speaker.

Maxims

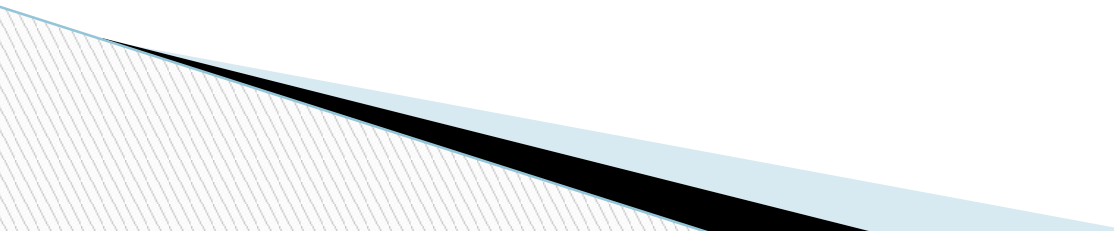
- Maxim of Tact
 - Maxim of Generosity
 - Maxim of Approbation
 - Maxim of Modesty
 - Maxim of Agreement
 - Maxim of Sympathy
- 

The Tact maxim

- The tact maxim is minimizing cost to other and maximizing benefit to other.
- The example of the tact maxim is as follows:

“Won’t you sit down?”

This utterance is spoken to ask the hearer sitting down. The speaker uses indirect utterance to be more polite and minimizing cost to the hearer. This utterance implies that sitting down is benefit to the hearer



The Generosity Maxim

- The generosity maxim states to minimizing benefit to self and maximizing cost to self. This maxim is centered to self, while the tact maxim is to other.
- The example will be illustrated as follows:

“You must come and dinner with us.”

It is an advice utterance that is involved in directive illocutionary act. In this case the speaker implies that cost of the utterance is to his self. Meanwhile, the utterance implies that benefit is for the hearer

The Approbation Maxim

- The approbation maxim requires to minimizing dispraise of other and maximizing praise of other. This maxim instructs to avoid saying unpleasant things about others and especially about the hearer. The example is sampled below.

A: “The performance was great!”

B: “Yes, wasn’t it!”

In the example, A gives a good comment about the performance. He talks the pleasant thing about other. This expression is a congratulation utterance that maximizes praise of other. Thus this utterance is included the approbation maxim.

The Modesty Maxim

- In the modesty maxim, the participants must minimize praise of self and maximize dispraise of self. Both the approbation maxim and the modesty maxim concern to the degree of good or bad evaluation of other or self that is uttered by the speaker. The approbation maxim is exemplified by courtesy of congratulation. On other hand, the modesty maxim usually occurs in apologies. The sample of the modesty maxim is below.

“Please accept this small gift as prize of your achievement.”

In this case, the utterance above is categorized as the modesty maxim because the speaker maximizes dispraise of himself. The speaker notices his utterance by using “small gift”.

The Agreement Maxim

- In the agreement maxim, there is tendency to maximize agreement between self and other people and minimize disagreement between self and other. The disagreement, in this maxim, usually is expressed by regret or partial agreement. There example will be illustrated below.

A: "English is a difficult language to learn."

B: "True, but the grammar is quite easy."

From the example, B actually does not agree that all part of English language difficult to learn. He does not express his disagreement strongly to be more polite. The polite answer will influence the effect of the hearer. In this case, B's answer minimize his disagreement using partial agreement, "true, but...".

The Sympathy Maxim

- The sympathy maxim explains to minimize antipathy between self and other and maximize sympathy between self and other. In this case, the achievement being reached by other must be congratulated. On other hand, the calamity happens to other, must be given sympathy or condolences.
- The example is as follows.

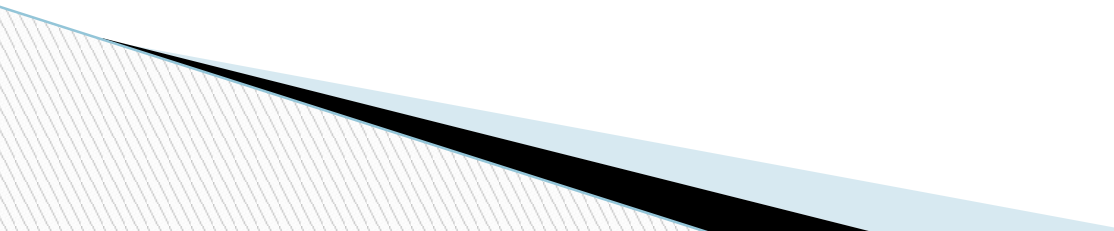
“I’m terribly sorry to hear about your father.”

It is a condolence expression which is expressed the sympathy for misfortune. This utterance is uttered when the hearer gets calamity of father’s died or sick. This expression shows the solidarity between the speaker and the hearer.

5 approaches related to TS (Hurtado)

- The **linguistic** approach (Vinay and Darbelnet, Catford, etc.)
 - The **textual** approach (Reiß, Neubert, Hatim and Mason, etc.)
 - The **cognitive** approach (Bell, Gutt, Sleskovitch, etc)
 - The **communicative and sociocultural** approach (whose main representatives are Snell-Horby, Hermans, etc)
 - The **philosophical and hermeneutic approach** (Schókel, Ladmiral, Paz, Venuti, Robinson)
- 

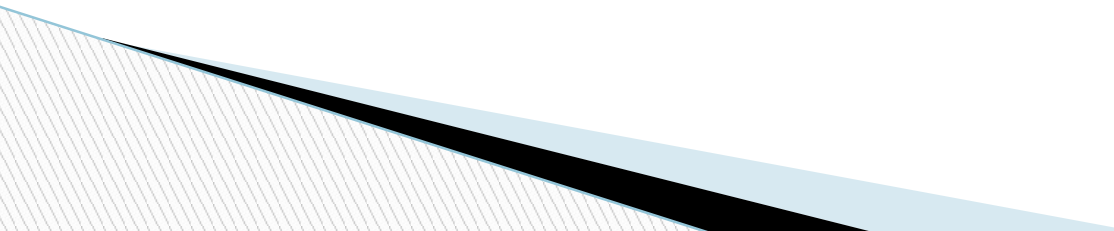
Communicative and Socio-cultural approach and the Skopos Theory

- ▣ Hans Vermer viewed the translation process and the teaching of it as a substantial revision of the linguistic attitude.
 - ▣ Translation is considered as a communicative process in which purpose has been given the major emphasis
- 

The communicative and socio-cultural approach

- ▣ belongs to the descriptive studies whose main representatives are **Mary Snell-Horby**, Theo Hermans, Itamar Even-Zohar, Gideon Toury, James Holmes, José Lambert, André Lefevere, and Susan Bassnett.

This approach is divided into four subcategories or aspects

- ▣ those focusing on the sociocultural aspects;
 - ▣ those which focus on the communicative aspects;
 - ▣ postcolonial and translation studies,
 - ▣ and gender and translation studies
- 

- The scholars who follow the socio-cultural and communicative approach focus their study on the cultural elements or contextual aspects in order to carry out their analysis.

- **Two groups:**

- those who work from a communicative point of view, focusing on extra textual aspects;
and
 - those who deal with translation from a socio-cultural point of view, including translators of Bibles; the manipulation school; the polysystem theory; the *skopos* theory; postcolonial studies; feminine or gender studies and those studies which focus on cultural aspects

The *Skopos* theory

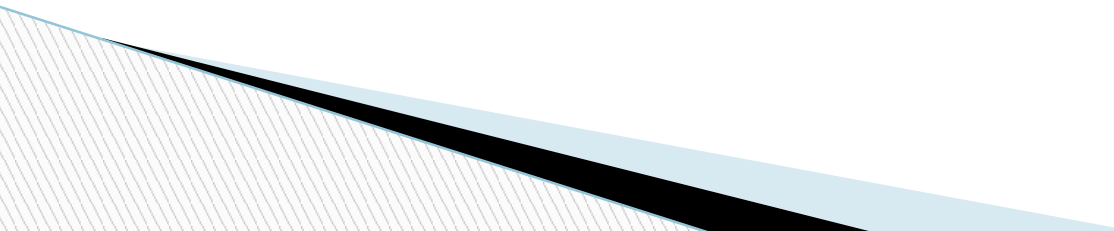
- Was based on the concept of equivalence of Nida (1959),
- was developed by the German functionalism which arises from the idea of the *theory of the skopos*, the Greek term for ‘aim’ or ‘purpose’ as described by Munday (2008: 79), first proposed by Hans J. Vermeer in 1978. This theory is explained in Katharina Reiß & H.J. Vermeer’s *Grundlegung einer allgemeinen Translationstheorie*⁵ (1984).

What this theory discusses is

- [that] one must translate, consciously and consistently, in accordance with some principle respecting the target text [...]. The skopos theory merely states that the translator should be aware that some goal exists and that any given goal is only one among many possible ones

(Vermeer, 1989-2004)



- ▣ **The *skopos*** is the goal of any translation, which must not coincide necessarily with the aim of the text.
 - ▣ **The *skopos* theory** focuses on the aim of translation and the adequate elements, such as the translation methods and strategies needed, which will ensure a perfect outcome.
 - ▣ This outcome is the TT, which Vermeer calls *translatum*
- 

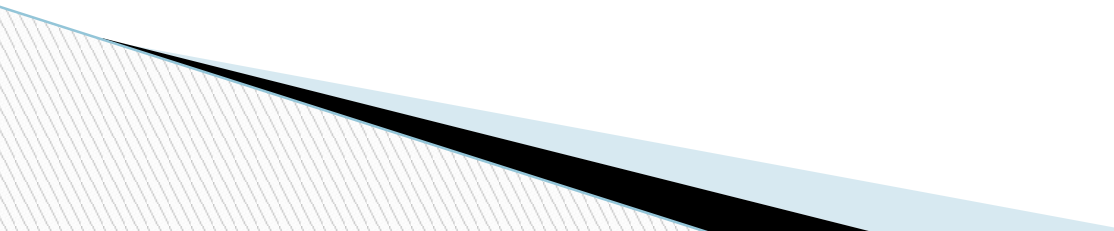
Skopos Theory

- was the premise which played the most important role among all the functionalist approaches, and that it dramatically helped in the development of this approach

Functional theories

- were the first to identify substantial changes in the field of translation studies. One of these changes was **the shift of the source text to the target text and the consideration of cultural as well as linguistic factors.**
- Their main representatives are Katharina Reiß, Hans J. Vermeer, Mary Snell-Horby, Christiane Nord and Justa Holz-Mänttari and they stress that the translator should choose the appropriate translation method according to the needs of the audience and the nature of the text

House (1986)

- The work of the translator consists of reading the text and writing a new text: «the translator has both a decoding task («reading») and an encoding task («writing») such that his private negotiation/anticipation task is a duel one». It is part of the preparatory exercise before translating a text, the translator has to be aware of the cultural and sociocultural matters: «an important part of this type of preparatory translating exercise is an explicit comparison of sociocultural norms»
- 

Skopos Theory

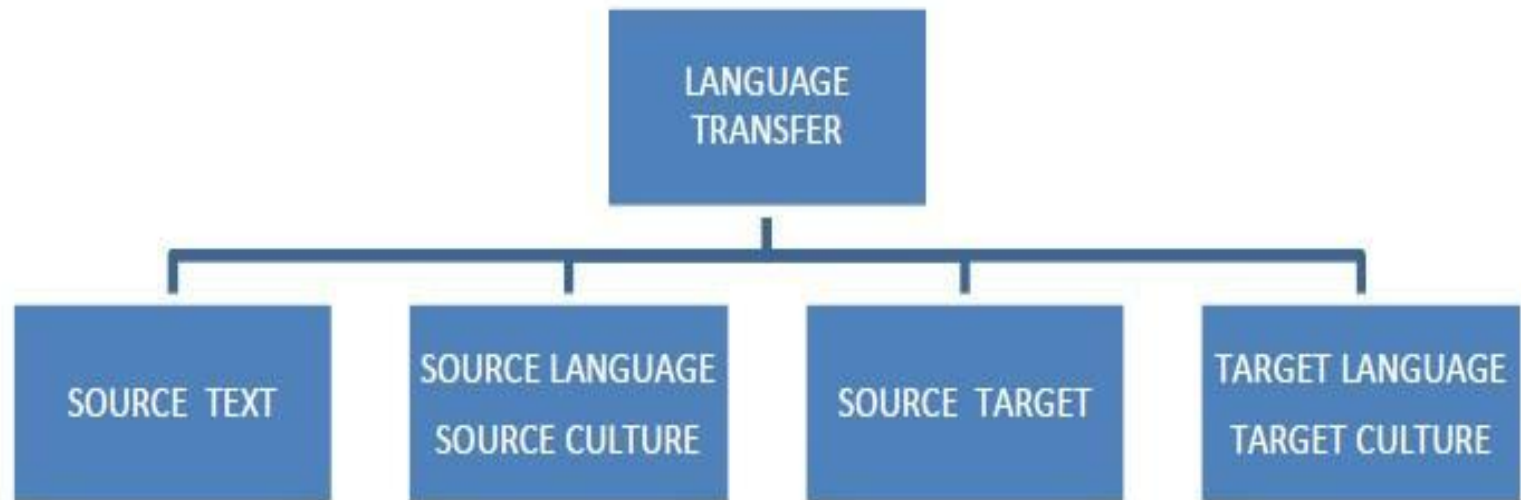
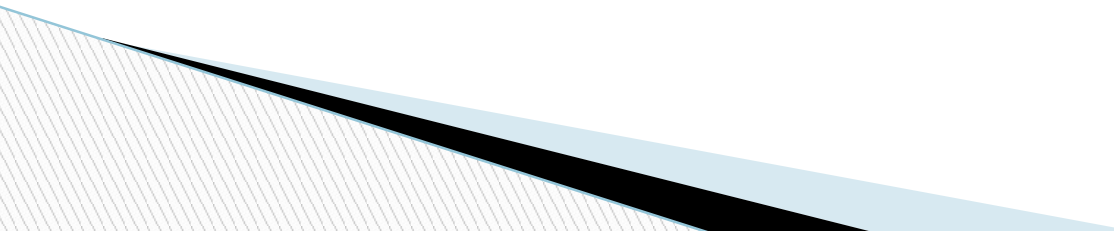


Figure 5: 'The Translation Process'

Reiß and Vermeer

- introduced the following concepts:
 - intratextual consistency or coherence**
–coherency with the target text;
 - **intertextual consistency or coherence**
–existence of any relationship between the original text and the target text;
 - **commission** of the translation itself and the **difference between equivalence and adequacy**.
- 

Reiß and Vermeer

- “We cannot speak of *equivalence* but, instead, of *adequacy*, which consists in the appropriate choice of signs for the sheer purpose of translation. *Equivalence* has to go beyond the text and should include the word cultural as in *cultural equivalence*”

Reiß and Vermeer

- emphasise the function of the source text and the possibility of changing it in the translated/target text.
- Therefore, when the translation has its own function, e.g. when the goal of the source text and that of the target text do not meet, we cannot speak of *equivalence* but of *adequacy*

The theory of skopos

- was intended to be a general theory applicable to all fields, included audiovisual texts. In some occasions, one might be able to translate word-for-word and in some others, one can follow adequacy – or in Dryden`s words, paraphrasing– if necessary. This is a theory that could be applicable to the translation of every text since not only the linguistic aspect, but also the cultural ones would be taken into account

Relevance theory

- ▣ **Sperber and Wilson**
- ▣ There is no need for a distinct general theory of translation because translation can be naturally accounted for under the general aspect of human communication

These two theories

- Do not concern literary translations.
- To determine the functions and describe literary equivalents is difficult because the meaning of these texts stem not only from their denotative meaning, but especially from their connotative meaning

Douglas Robinson

Western Translation Theory from Herodotus to Nietzsche

- We are currently in the middle of a translation studies boom: all around the world new programs are springing up, some aimed at the professional training of translators and interpreters, others at the academic study of translation and interpreting, most at both.