Habilitation Thesis

TRANSLATION AND COMMUNICATION Endeavours across Disciplines, Languages and Cultures
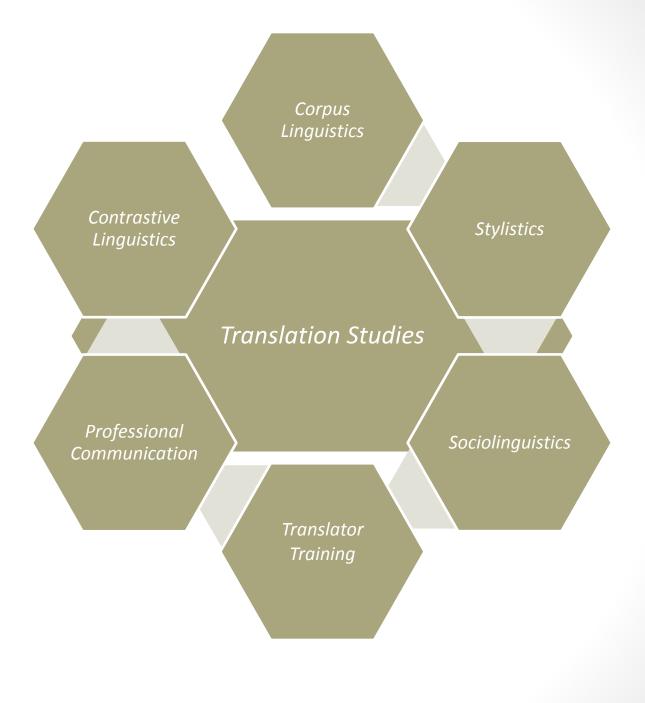
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CONTENTS

- *SCIENTIFIC AND PROFESSIONAL ACHIEVEMENTS*

  - *Research*

  - *Educational Activities and Miscellanea*

- *DEVELOPMENT PLANS*

  - *Research*

  - *Educational Activities*

- *SELECTIVE BIBLIOGRAPHY*

Interdisciplinarity of TS

- *Internal: TS + related to language and literary studies, area to which TS belongs to*

- *External:*
  - *(i) TS + all areas of life (registers) - multidisciplinary*
  - *(ii) TS + remote disciplines - transdisciplinary (IT – Computational Linguistics)*

An Interdisciplinary Approach to Corpus-Based Research: The Case of Translation Studies (2010)

TS and Stylistics

1. PhD studies (2001-2006)

Expressiveness of Linguistic Compression

- *linguistic and literary stylistics*

- *it deals with expressiveness generated or enhanced by virtue of lexical reduction manifested in ellipsis and other devices of language compression*

Valențele expresive ale concentrării limbajului (2011)

Concentrarea limbajului ca sursă a expresivităţii (2005)

Concentrarea expresivă a grupului nominal prin schimbarea clasei gramaticale (2006)

Concentrarea expesiei prin sintaxa paratactică (2007)

TS and Stylistics

2. Translational Approaches

PhD research extended to contrastiveness of elliptical devices, stylistic values of formal language items

The Translation of Ellipsis (2003)

Expressiveness by Means of Compression (2004)

Dealing with Register and Style Translation Errors, (co-author 2012)

On the Power of Silence over Words (2012)

TS and Stylistics

Stylistics via Discourse Analysis
Formal vs. communicative translation of:
Ellipsis
Substitution
Reference

- *cohesive devices as such*

Findings: - contrastiveness of formal links in EN and RO (formal mismatch)
- cohesive texture of TLT irrespective of formal devices

- *cohesive devices with stylistic and rhetorical values (mainly ellipsis)*

Findings: - communicative translation (problematic areas)

- *cohesive devices with idiolectal and sociolectal values*

Findings: - communicative translation

Cohesive Devices in Translator Training: A Study based on a Translational Learner Corpus, in "Meta: Translator's Journal", 62:1 (2017)

TS and Sociolinguistics

Literary heroes' identity and social context in translation:

- *Structural ellipsis as sociolectal marker*
- *Diachronic translation of attitudinal markers*
- *Structural markers of identity*
    - *Various identity features & various (deviant) language configurations*
- *Social context – individual features, relationships, shift of power*

Dealing with Register and Style Translation Errors (co-author 2012)

Intercultural Transfer of Social Identity via Translation: A Corpus-Based Study (2014)

Attitudinal Markers of Identity in the Translation of Fictional Texts: A Diachronic View (co-author 2017)

The Translation of Structural Markers of Identity (2017)

TS and Sociolinguistics

Overall findings:

- *micro-context vs. macro-context*
- *formal vs. communicative translation*
- *means of compensating for identity-marking structures: lexical / syntactic (problems: consistency, authenticity)*
- *arguments against Baker's (1992):*
  - *lack of creativity in translating grammatical structures*
  - *scarce deviant structures in literature*

TS and Corpus Linguistics

- *Corpus-based Translation Studies (CBTS):*
    - *= methodology for TS*

    - *(i)*   *descriptive studies*
    - *(ii)*   *applied studies*

    State-of-the-art in Romania

    *Corpus-based Translation for **Research**, **Practice** and **Training** (Institutul European 2014)*
    Empirical studies (since 2009)
    Coursebook on Corpus-based Translation (2013)
    Lecture M.A. degree (since 2012)
    Projects with fellow researchers and students

(i) Descriptive CBTS

Recurrent features of translation - 'Universals'

- **Explicitation**
- **Simplification**
- *Normalization*
- **Neutralization**
- *Levelling out*
- *Interference*
- *Unique Item Hypothesis*

- *Implicitation*

Corpus-based Translation for Research, Practice and Training (2014)
Translation Universals (2014)

(i) Descriptive CBTS

- *Explicitation and neutralization often co-occur in the translation of stylistic devices*

- *Explicitation and Simplification:*
  - *Features of TTs*
  - *Strategies due to structural differences – initially only obligatory /optional explicitation (Klaudy 1996), but also obligatory /optional simplification*

- *Neutralization:*
  - *never an obligatory strategy, but a deficiency (compensation required)*
  - *usually associated with (optional) explicitation or simplification*

(ii) Applied CBTS

- *A. Translator Training*
- *B. Translation practice*
- *C. Language learning*

A. Translator Training (TT)

- *Corpus-based Translation in TT*

  purposes:
    - *to test CBTS methodology;*
    - *to train students in up-to-date translational research methodology;*
    - *to optimize the TT activity;*
    - *to introduce corpora as alternative resources for translators*

A. Translator Training (TT)

- **Translational learner corpora** *(short fiction)*
  - *Equivalence at discourse level: cohesion*
  - *Idioms and collocations*
  - *Stylistic and rhetorical devices*
  - *Indexical features*
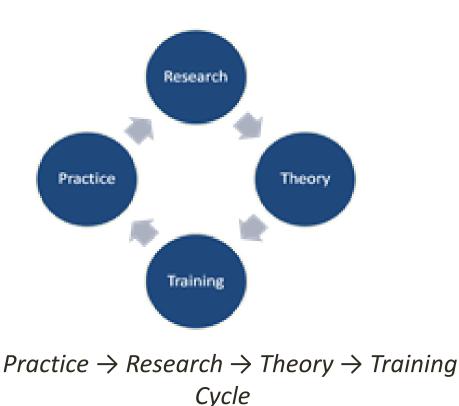 - *Cultural differences*
  - *Deviant structures*

- **Teaching methodologies** *(dedicated / general)*

The Translation of Idiomatic Expressions in a Translational Learner Corpus (2012)
Verb Plus Verbal Noun Collocations in a Translational Learner Corpus (2013)
Cohesive Devices in Translator Training: A Study based on a Translational Learner Corpus (2017)

A. Translator Training (TT)

The place of TT

Theory *and* **practice***:*

> *Pym 2010: two components of the same whole*

> *Hatim 2001: 'unhelpful dichotomies'*

> > *'theory-practice cycle'*

> *'the* **research** *cycle of practice-research-practice'*

A. Translator Training (TT)

Practice → Research → Theory → Training
Cycle

Corpus-based Translation for Research, Practice and Training, Chpt. 9 (2014)
Corpus Methodology Applied to Translator Training (2015)

B. Translation Practice

Corpus resources for translators (Romanian):
monolingual and bilingual corpora

Main advantages: **contextualization, authenticity**
lexical search
sketch, cluster, collocation search
information about use and usage
documentation (content knowledge)

Corpus tools:
- *Concordancers*
- *Word sketch engines (collocational and grammatical behaviour of a word)*
- *Frequency lists*

Corpora as Translation Resources (2010)
Lexicography Through the Compiler's Lens (2009)
A Dual Perspective of Electronic Dictionaries: the Compiler's and the User's (co-author 2009)

TS and Professional Communication

- *In the applied area of CBTS (business corpus)*

- *Ethical and deontological issues*
- *Translator's social role and status*

Comparable Corpora as an Aid to Intercultural Business Communication (2010)
Translation as a Form of Intercultural Workplace Communication (Co-author 2012)
Ethics and the Social Role of Translation (2007)
Issues in the Translator's Reliability and Responsibility (2008)

C. Translation and Language Learning

related to Corpus Linguistics

- *Collaborative and autonomous learning (creation and use of corpus and glossary)*

- *CLIL – innovative way of language teaching and learning (translation included)*

Collaborative and Autonomous Learning in Translator Training (2015)

A Corpus-based Approach to Content and Language Integrated Learning (Co-author 2014)

A Convergent Approach to Corpus and Glossary Creation for Academic CLIL (2017)

C. Translation and Language Learning

- *The benefits of translation in language teaching as complementary metholodogy*

- *Contextualization*

- *Communicative skills in SL and TL*

- *Awareness of contrastiveness*

- *Acquisition of content knowledge (CLIL and professional translation)*

The Status of Translation in EFL (2009)

Translation and Translating

- *2 dimensions: process and product (double way perspective)*

- *Prescriptive TS: process → product*
- *DTS: product → process*

Research in corpus-based TT:

- *DTS: working on the process while analyzing the product (corpus):*
  - *Pre- and post-stages of translation (reading and reviewing)*

Translation and Translating

- *Reading for translation (critical, responsible, documented, sensitive)*

- *Reviewing translation*
  - *Naturalness test (Larson 1984)*
  - *Match between SLT reading and TLT reading (objective reading)*

  - *Inappropriate translations: 56.5%:*
- *Inappropriate register or wrong choice of words.*
- *Influence of the source language.*
- *Improper analysis and hence misunderstanding of the source language text.*

  A Special Approach to Texts: Reading for Translation (2005)
  Reviewing a Translational Learner Corpus for Naturalness (2014)

TS and Contrastive Studies

Contrastive Studies – Translation Equivalence
Equivalence in difference (Jakobson 1959)

conventional/formal language means - differences
$\downarrow$
communicative, stylistic, semantic equivalence
$\downarrow$
dynamic / functional translation

- *Cohesive Devices in Translator Training: A Study based on a Translational Learner Corpus (2017)*
- *The Translation of Verb plus Verbal-noun Collocations (2015)*
- *Structural Equivalence in Translation, Vol. I, II (2015, 2016)*

Conclusions to the Scientific Activity

- *Empirical research*

- *Contribution to methodologies*

- *Theoretical and conceptual contributions*

Educational Activities

- *Complementary with and coherently linked to scientific activity:*
  - *Lectures (BA, MA and PhD)*
  - *Research projects (especially CBTS)*
  - *Translation projects (collaborative)*
  - *Students' conferences*
  - *Translation competitions for students*
  - *Professional dimension of teaching (cooperation with national and international institutions)*

Miscellanea

- *Participation in national and international conferences*
- *Conference co-organization (British and American Studies, Structure, Use and Meaning)*
- *Research Centre for Theoretical and Applied Linguistics*
- *Member in research and educational projects*
- *Member in professional associations (EST, ESSE)*
- *National and international recognition (citations and reviews)*
- *Peer review*
- *Editorial work*
- *Faculty's Research Activity and International Affairs*

Development plans

- *to broaden the interdisciplinary spectrum of the TS research*
- *to continue and extend the work so far*
- *to integrate and develop new research and teaching methodologies*
- *to expand the international dimension of research*

Development plans

1. *Overall scientific plans:*

Corpus data analysis:

- *corpora in construction: synchronic comparable sample corpus , multilingual parallel corpus – professional translators*
- *learner corpus*
- *diachronic corpus*
- *interpretation corpus*
- *subtitle coprus*
- *electronic tools for data collection and processing*
- *empirical studies, methodological and conceptual contribution*
- *research team to support interdisciplinarity*
- *preparation for research grants*
- *dissemination, strengthening the international dimension of research*
- *cooperation with professional associations*

Development plans

2. Thematic plans for research:

- *Investigation of diverse language levels in translation (communicative, stylistic, idiolectal, sociolectal values)*
- *Translation universals*
- *Contrastive studies*
- *Identity language markers (discourse markers)*
- *Other deviant structural identity markers and their translation for a coherent theoretical framework*
- *Stylistic level*

- *TS + Discourse Analysis, Pragmatics, Reception Studies, Adaptation Studies, etc.*

Development plans

3. Educational plans:

- *TT ongoing research based on learner corpora:*
    - *to improve training methodology*
    - *to involve students in self-assessing their work*
    - *to prepare graduate students for research*

    - *to train students to become practitioners (teaching and exposure to the professional environment: ATR, AFIT, DGT, etc.)*
    - *to update and design course books*
    - *to refine evaluation methods*

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- *Baker, M. 1995. "Corpora in Translation Studies. An Overview and Suggestions for Future Research", Target 7(2), pp. 223-243.*
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- *Pergamon Press.*
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