



Transilvania
University
of Brasov

From Cognitive Linguistics to Translation Studies through English Grammar

HABILITATION THESIS

Attila IMRE

Transilvania University of Braşov

July 26, 2021

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Introduction

2004 – assistant lecturer, Sapientia Hungarian University of Transylvania, Faculty of Technical and Human Sciences Târgu Mureş

2004 – 2005 MA, British Cultural Studies, Babeş-Bolyai University, Cluj-Napoca

2005 – 2009 PhD studies, Babeş-Bolyai University, Cluj-Napoca, prof. Ştefan OLTEAN

2008 – 2009 Computer Assisted Translation course – *memoQ Certified Trainer*

2008 – Translation and Interpretation studies, program coordinator, department head

Research projects, teaching activities, collaborations

1. Cognitive Linguistics

2005 – 2009 PHD

2009 – 2012

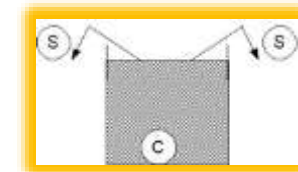
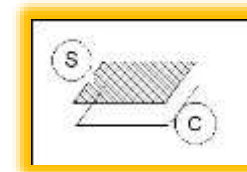
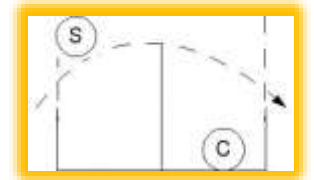
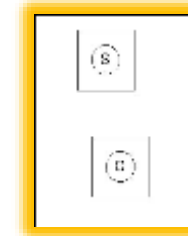
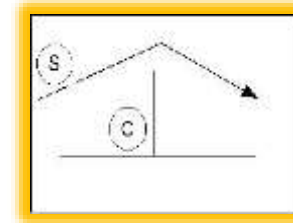
1. Cognitive Linguistics - PhD

1. **Rationale** behind cognitive linguistics (CL): “language is an extension of our environments. If our environments differ, then likely so will our languages” (Gonzalez-Marquez et al., 2007, p. 78)
2. **Metaphors** are pervasive & shape our experience: Lakoff & Johnson (1980), Lakoff & Kövecses (1987), Langacker (1987, 1991)
3. SPACE & TIME – the two most fundamental domains of human experience; MOTION & SPACE is needed to describe TIME (cf. Gibbs 1994);
4. ‘dead metaphors’ are very much alive (cf. Mac Cormac 1985), creating fuzzy categories between figurative and literal language → analysis of 6,000+ entries:
 1. English *over, above, across, and through*
 2. Romanian *prin, peste*
 3. Hungarian *át, keresztül, fölött/felett, felül*

1. Cognitive Linguistics – PhD

OVER

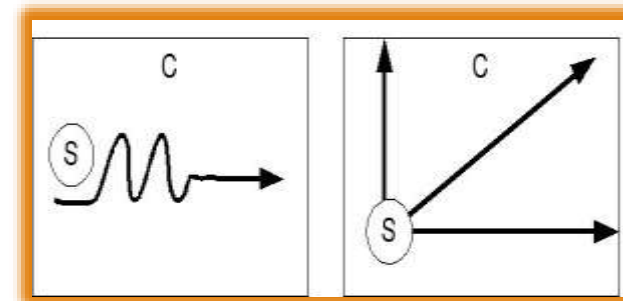
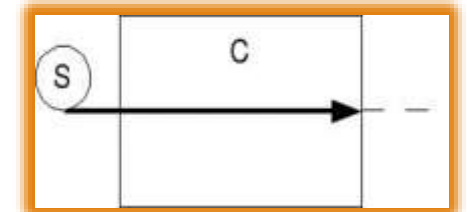
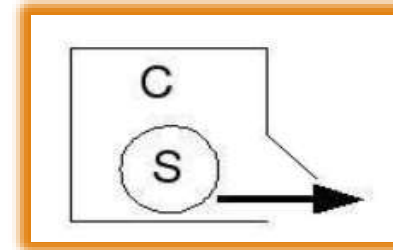
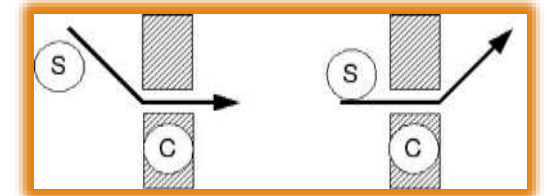
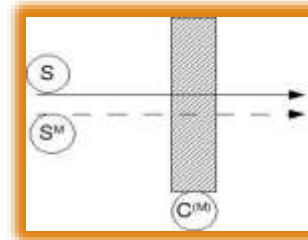
- Above and across: *The idea got **over**.*
- Above: *Dark clouds are hanging **over** me.* 😊
- Across: *The company won **over** a few valuable employees.*
- Cover: *You shouldn't cry **over** spilt milk.*
- Excess: *Don't **over**react!*
- Reflexive (90°-360°): *He knocked (**over**) the lamp (**over**).*
- From one side to the other:
- Temporal: *Time flew **over** this remote village.*
(linear and curvilinear trajectories: *jump over*)
- Repetition: *Think it **over** (again).*
- End: *Game **over**.*



1. Cognitive Linguistics – PhD

PRIN

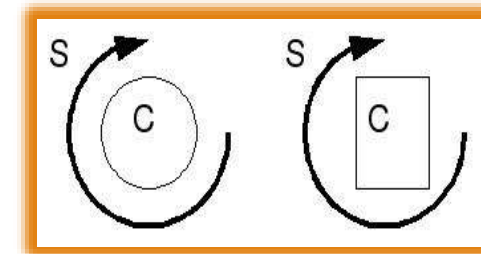
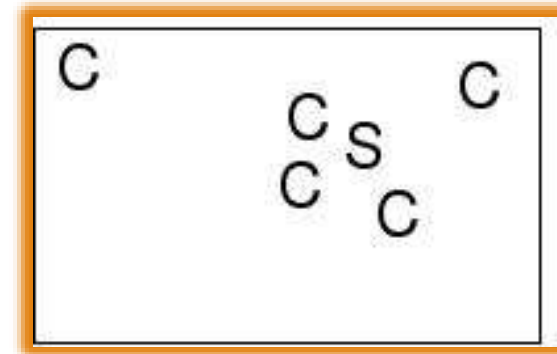
- through obstacle: *Eroul trece prin foc și sabie.*
[The hero goes through thick and thin.]
- through/create aperture: *A scăpat prin ușa din dos.*
[He escaped through the back-door.]
- inside: *Se plimbă ca vodă prin lobodă.*
[He is peacocking about/swaggering along.]
- through inside: *Îi treceau multe gânduri prin cap.*
[He was overwhelmed by thoughts.]



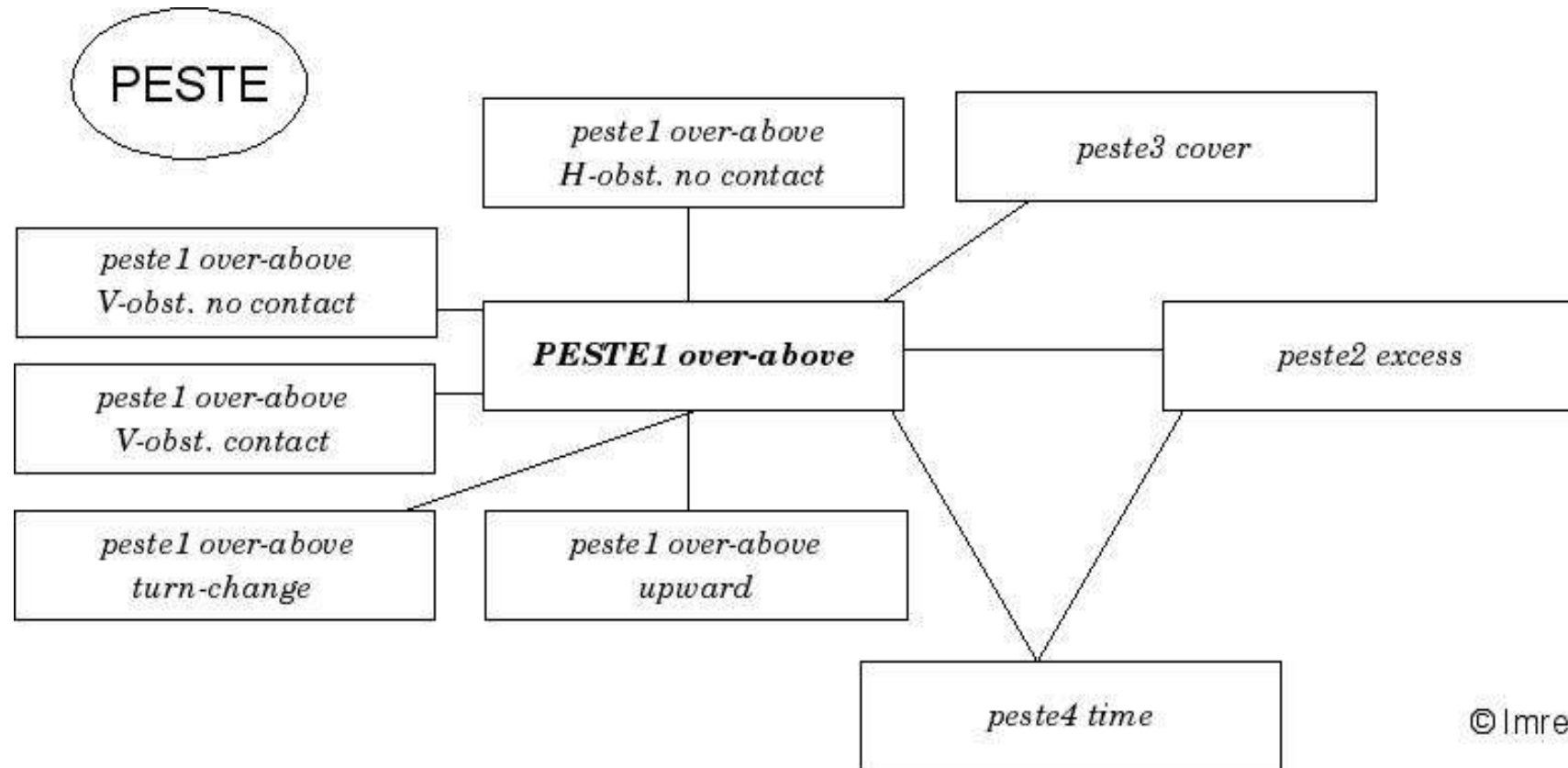
1. Cognitive Linguistics – PhD

PRIN

- instrumental: *A avansat prin relațiile sale.*
[He advanced due to his influential friends.]
- proximity: *Locuiește prin(tre) străini.*
[He lives among strangers.]
- temporal: *Se vor căsători prin luna mai.*
[They will get married (somewhere) around/in May.]



1. Cognitive Linguistics – PhD

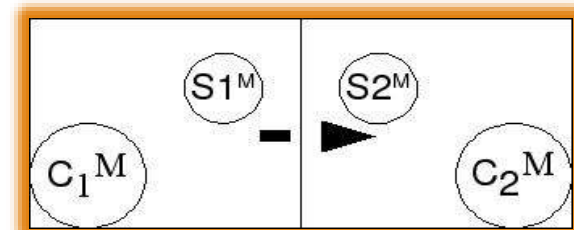
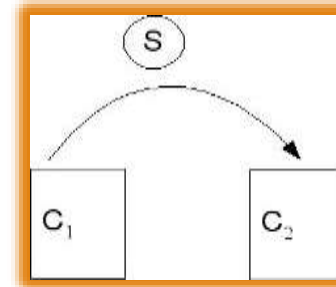
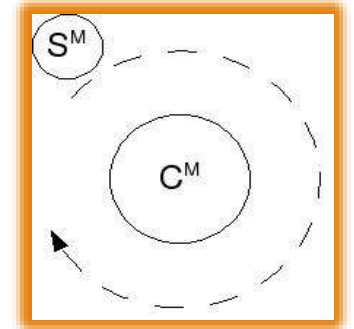
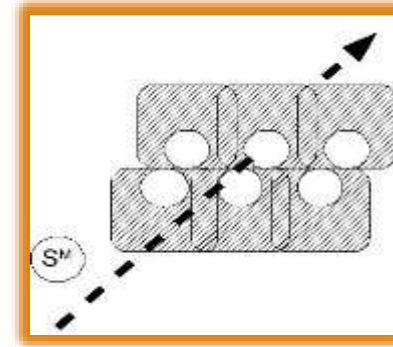


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1. Cognitive Linguistics – PhD

ÁT (through + over/above/across)

- through (virtual) boundary/obstacle: *Átsétál az életen.*
[He walks through life.]
- through aperture: *Átlát a szitán.*
[He can see through somebody's game/words/tricks.]
- over-above-across: *A füst áthúzódik a kertünkön.*
[The smoke spreads across our garden.]
- change: *Átadja magát egy érzésnek.*
[He lends himself to a feeling.]
- cover: *A lélek szeretetével átölelte a világot.*
[She embraced the whole world with the love of her soul.]
- from-to: *Áttereli a szót Jóskára.*
[He changes the subject to Joe.]



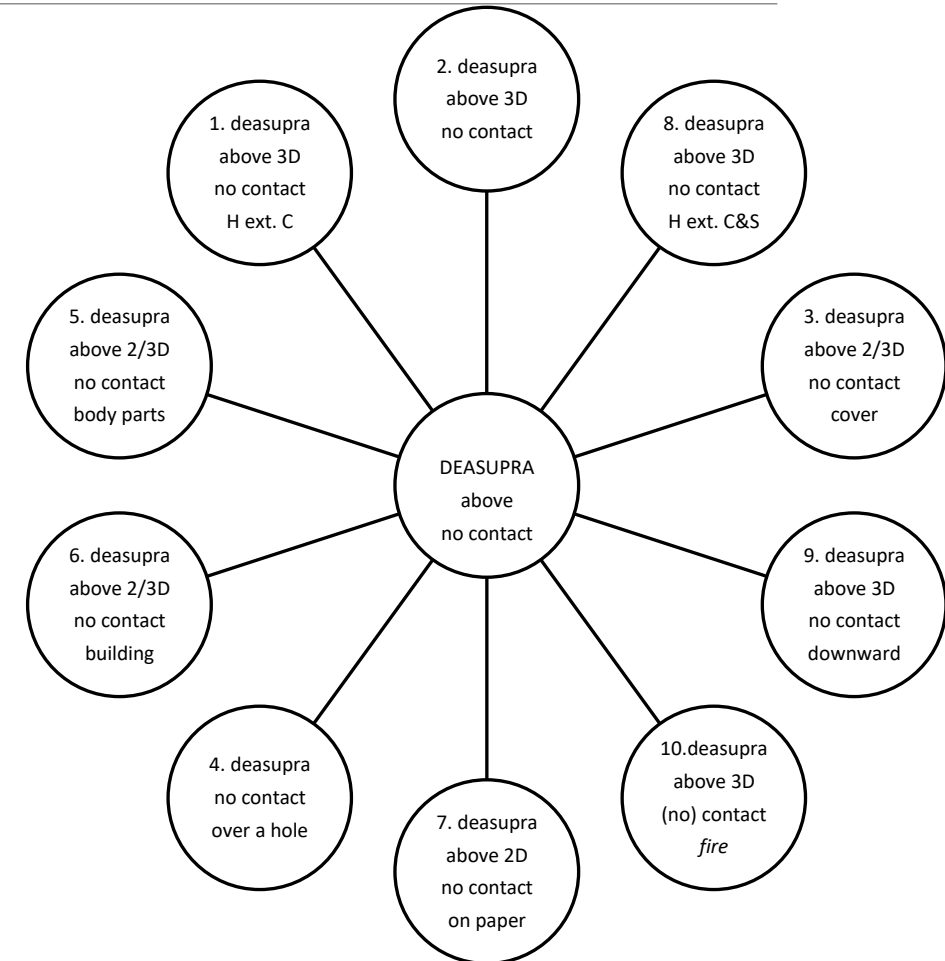
1. Cognitive Linguistics – after PhD

Ro. DEASUPRA (above/over)

Hu. TÚL (over/beyond)

Hu. VÉGIG (all the way through)

- Imre, A. (2010) *A Cognitive Approach to Metaphorical Expressions*. Cluj-Napoca: Scientia. 262 p. ISBN 978-973-1970-38-7.
- Imre, A. (2010b). Metaphors in Cognitive Linguistics. *Eger Journal of English Studies*, X, 71–82.
- Imre, A. (2012a). Space in Cognitive Linguistics. *Acta Universitatis Sapientiae Philologica*, 4(2), 247–260.



2. English Grammar

2004 – PRESENT

2. English Grammar - Morphosyntax

Misleading approach to the verb forms:

1. the Infinitive or Present Simple form (I.);
2. the Past Simple form (II.);
3. the Past Participle form (III.);

Issues:

1. Conditional sentences (Past Simple form expressing present?)
2. Books/dictionaries including modal verbs among irregular verbs
3. Negative criticism regarding English grammar: 'difficult', 'full of exceptions' or 'illogical' (cf. Lewis, 1986, p. 178)

A logical perspective of a few building blocks and how connected they are, leading to a “largely regular” language (Lewis, 1986, p. 30)

2. English Grammar - Morphosyntax

- Research: 30,000+ pages of prescriptions and descriptions in books, articles and dictionaries
- Selection of relevant bibliography in the field, most authoritative sources:
 - a) UK and US
 - b) non-native perspective Ro. & Hu. (e.g. translation).
- ? Originality – primary concern: interpretation of grammar as clear as possible (hence ‘logical’)
- Numbering the tenses (word-for-word translation of names is rather misleading!)

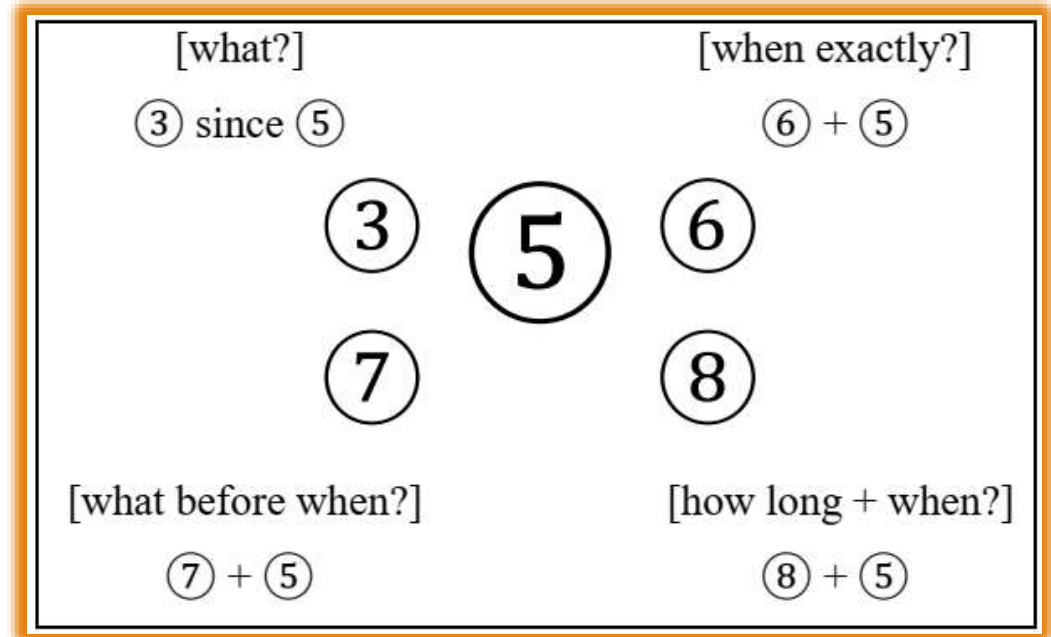
TENSES	
①	Present Simple
②	Present Continuous
③	Present Perfect Simple
④	Present Perfect Continuous
⑤	Past Simple
⑥	Past Continuous
⑦	Past Perfect Simple
⑧	Past Perfect Continuous
⑨	Future Simple
⑩	Future Continuous
⑪	Future Perfect Simple
⑫	Future Perfect Continuous
⑬	Going to Future

2. English Grammar - Morphosyntax

Relationships

Building blocks

- timeline
- location on timeline (real + projected)
- progressive
- parallel (*while*)
- period (*for, since*)
- end of event (not beyond)
- projection of going beyond



2. English Grammar - Morphosyntax

CONDITIONALS			
	<i>Shrek sees Dragon</i>	+	<i>he (will) know that...</i>
	(1) I.		(WILL)* I.
	<i>Shrek saw Dragon</i>		<i>he would know that...</i>
IF	(5) II.		WOULD* + I.
	<i>Shrek had seen Dragon</i>		<i>he would have known that...</i>
	(7) HAD III.	WOULD* HAVE III.	

+ sign is used just like in maths: commutative property

WILL, WOULD modal verb => possibility to use other modal verbs

2. English Grammar - Morphosyntax

Modal frequency in *Band of Brothers* (book / movie)

MODALS	Book	Book/Movie %	Movie	Movie/Book %	Σ	%
SHALL	6	66.67%	3	33.33%	9	2.94%
SHOULD	21	32.81%	43	67.19%	64	20.92%
OUGHT TO	3	42.86%	4	57.14%	7	2.29%
MUST	14	51.85%	13	48.15%	27	8.82%
HAVE/HAS TO	23	45.10%	28	54.90%	51	16.67%
HAD TO	64	81.01%	15	18.99%	79	25.82%
(HAVE) GOT TO	11	78.57%	3	21.43%	14	4.58%
GOTTA	1	1.82%	54	98.18%	55	17.97%
TOTAL	143	46.73%	163	53.27%	306	100.00%

2. English Grammar - Morphosyntax

Conclusions

1. Importance of translation exercises in textbooks and grammar books: “translation can be a useful tool and an effective method to learn a language” (Petrocchi, 2006)
2. “[w]hen language learning and entertainment are combined, students are highly motivated and likely to enjoy the video without paying attention to the effort involved in understanding a foreign language” (Caimi, 2006, p. 96)

Imre, A. *A Logical English Grammar*. Braşov: Editura Universităţii Transilvania din Braşov. 2019. 410 p. ISBN 978-606-19-1115-8.

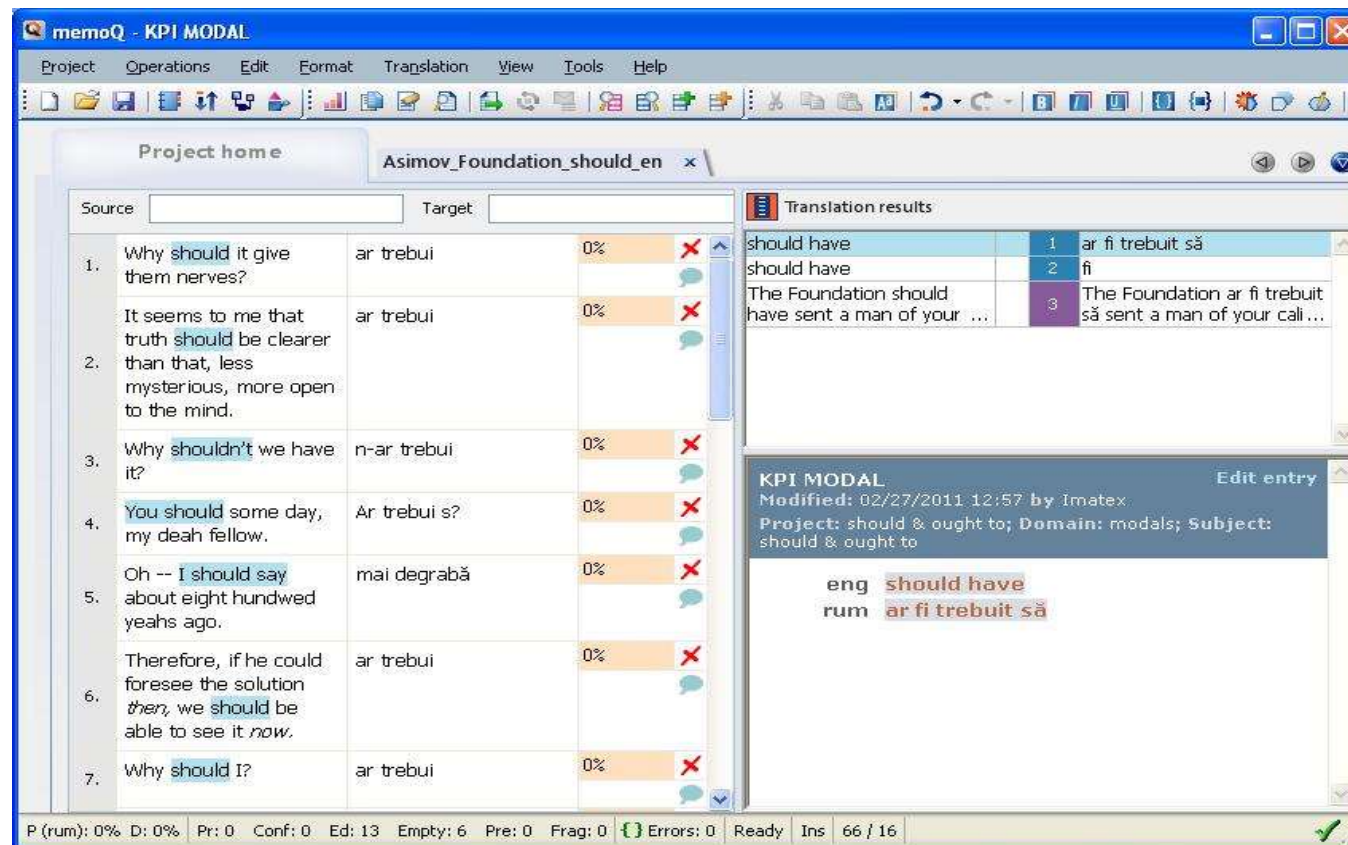
Imre, A. *Logikus angol nyelvtan (Gramatica logică a limbii engleze)*. Bucureşti: Editura Didactică şi Pedagogică. 2008. 220 p. ISBN 978-973-30-2067-7.

3. Translation Studies

2008-PRESENT

3.1. From EG to Translation Technology

research grant on modality, Sapiientia University (2009–2012)



3.1. From EG to Translation Technology

memoQ guide (2011):

1. technical texts – up to 70% productivity gain
2. literary texts – between 10-30%

Results

1. *should, ought to, must* - expected ratio if the database includes as many cases as possible (idioms, stock phrases, negative forms, past forms)
2. *can, could, may, might* – expected gain < 10%
3. *will, shall, would* - worst result from the point of view of a possible TB

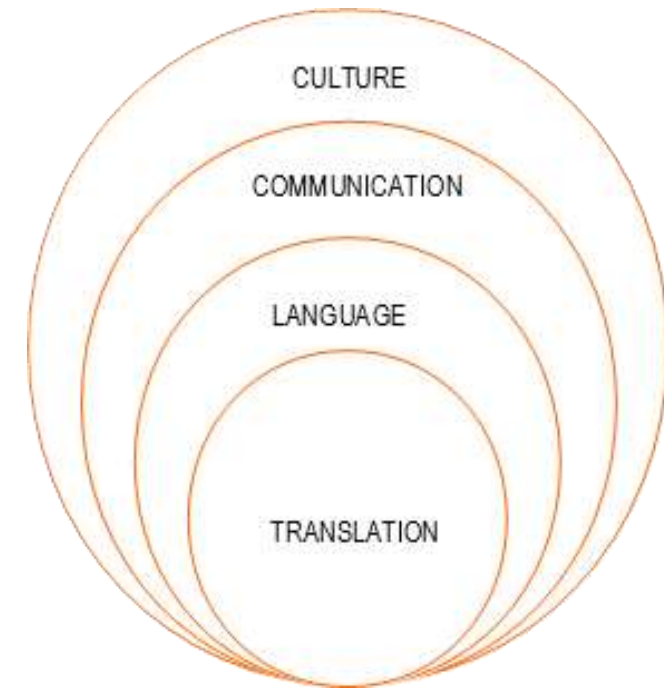
3.2. Culture, Communication and Translation

“communication precedes language” (1978 Roy Harris, Professor of Linguistics at Oxford University, cf. Morris, 2003, p. 86)

necessity of approaching Translation Studies (TS) in a larger context

“inside or between languages, human communication equals translation. A study of translation is a study of language.” (Steiner, 1998, p. 49).

Cioran (1999, p. 21) “Seyès once said that only the drunk or crazy ones might think that anything can be expressed in any known language”



3.2. Culture, Communication and Translation

- History of Bible translations in Romania and Hungary, recent struggles of Patois (Imre, 2012b), a rather controversial project in Jamaica
- entertainment industry in the US: *Band of Brothers* (2001)
 - official Ro. Subtitle: Alexandru Gheorghia, SDI Media Group
 - Hu. dubbing & subtitle: Miklós Vincze, SDI Media Hungary
 - specific military culture of the US Army → acronyms

We have KIA. Thirteen.

Ro. *Avem un obiectiv "KAI". "13".* [We have a KAI objective called 13.]

Hu. *Az I és a K. Tizenhárom.* [The I and the K. 13.]



3.3. Translation and Technology

2008 – Translation and Interpretation study programme launched at Sapientia University, Faculty of Technical and Human Sciences, Professor Olga Murvai

- responsible for teaching subjects involving translation technology:
 - machine translation
 - term bases, dictionaries
 - quality assurance
 - various CAT-tools
 - audiovisual translation (mostly subtitling)

30+ articles, conferences, keynote speaker, guest lecturer 4 universities

2014-15 POSDRU grant, Al. I. Cuza University Iași / “Petru Maior” University Târgu Mureș

3.4. Audiovisual Translation

1. The majority of new releases already have Romanian subtitles
2. Issues: taboo words, different education system: *1,000 on her SATs* - Ro. *1000 la examene*

Title	Released	Subtitles	En	Ro	Hu
Gone with the Wind	1939	162	31	13	3
Waterworld	1995	140	21	7	2
I, Robot	2004	491	44	18	2
The Day After Tomorrow	2004	343	25	14	4
Hitch	2005	594	9	15	5
Thank you for smoking	2005	84	16	5	3
The Secret	2006	65	8	7	1
An Inconvenient Truth	2006	91	6	4	1
Slumdog Millionaire	2008	441	34	31	7
Avatar	2009	188	16	11	7

3.5. Translation and Quality Assurance

Dictionaries

A recent survey in Romania shows that even if paper-based dictionaries are connected to quality, they are “used least frequently”, and online versions are “serious contenders on the translation tools market” (Burada & Sinu, 2016, pp. 317–320).

înalt – high, tall

Ro. *Summit-ul Social Tripartit pentru Dezvoltare și Angajarea Forței de Muncă*

Tripartite Social Summit for Growth and Employment

3.6. Translator management & ethics

1. we are “living in a crowd” (Gouadec, 2007, p. 219)
2. the ultimate challenge for translators is to ‘keep up with the Joneses’ – technical know-how
3. translator status is rather low due to a specific ‘market disorder’ (Tseng, 1992):
 - no qualifications are necessary to enter the profession
 - ethical considerations and choices are affected

Imre, A. *An Introduction to Translator Studies*. Braşov: Editura Universităţii Transilvania din Braşov. 2020. 218 p. ISBN 978-606-19-1285-8.

Imre, A. *Traps of Translation*. Braşov: Editura Universităţii Transilvania din Braşov. 2013. 296 p. ISBN 978-606-19-0231-6.

Imre, A., Butiurcă, D., Druţă, I. & Bakos, L. *Dicţionar de termeni economici* (Vol. 2). Bucureşti: Editura Universitară. 2014. 287 p. ISBN 978-606-28-0117-5.

Butiurcă, D., Imre, A. & Druţă, I. *Dicţionar de termeni economici* (Vol. 1). Bucureşti: Editura Universitară. 2013. 302 p. ISBN 978-606-591-729-3.

4. Educational Work & Varia

4.1. Teaching-related Activities

2004 – assistant lecturer, Sapientia Hungarian University of Transylvania

- English Grammar and Language Exam preparation

2008 – Translation and Interpretation study program

- Computer Assisted Translation: *memoQ* (220 individual licenses €136,400/year), *SDL Trados* (15 licenses/department)
- courses in Hungary and Romania (DEA.KIT, Algorithms and Schemes in Teaching Informatics, Debrecen University).
- *memoQ* certification
- Audiovisual Translation: *TED Talks* (~10 students/year), *Amara*, *Subtitle Edit*, *Subtitle Workshop*
- British/American Culture and Civilization → terminology
- English Morphology & Syntax

4.2. Editorial and Peer Reviewer Work

2010 – *Acta Universitatis Sapientiae Philologica*, DeGruyter Open Ltd. SCImago (SJR) Q3

- <http://www.acta.sapientia.ro/acta-philo/philologica-main.htm>

2019 – *Tanulmányok. Studije. Studies*, Novi Sad University

- Serbia, ETO:811.511.141+821.511.141, YU ISSN 0354-9690

2011 – 2017 (co-)editor 5 volumes

4.3. Further Activities

Membership

Hungarian Academy of Sciences (external member)

Hungarian Association of Applied Linguists and Language Teachers (HAALLT)

Societatea Română de Studii de Anglistică și Americanistică (SRSAA), affiliated to ESSE

American Hungarian Educators Association (AHEA, <http://ahea.net/>)

Asociația Traducătorilor din România (ATR)

Main organizer of *SapiTranslatio* translation contest in 2017, 2018 and 2019

Workshops: UPM (Târgu Mureș), Partium Christian University (Oradea), ELTE University (Budapest), UVT (Timișoara)

Supervisor for 54+6 BA theses and 5+1 MA theses (2010–);

Peer review, PhD committees

(Vice-)Head of Department of Applied Linguistics (2010–2011, 2012–2013, 2013–2017).

Council of the Faculty (2007–2017), Sapientia University Senate (2012–2016)

II. DEVELOPMENT PLANS

1. Research

1. Cognitive Linguistics – (antonyms of *above*)

- a) En. *under, throughout vs. through, beyond!*
- b) Ro. *asupra, sub, dedesubt, dincolo!*
- c) Hu. *alól, alatt*

2. English Grammar – Morphosyntax

- a) Intermediate Practice Book (translations, multiple choice tests with explanations)
- b) Advanced Practice Book (translations, multiple choice tests with explanations)

1. Research

3. Translation/Translator Studies & Technology – constant preoccupation

- a) American/Romanian/Hungarian legal terminology → dictionary (En-Ro, En-Hu) → collaboration (experts and students)
- b) American political terminology → the press (*The New York Times*, *The Washington Post*) & TV series (*The West Wing*, *24*, *House of Cards*, *Designated Survivor*) → collaboration (colleagues, experts and students)
- c) American culturemes / untranslatables / realia (based on Vlachov & Florin, Klaudy, Lungu-Badea)
- d) Science fiction → collaboration with more universities, authors, translators, experts and students on major works (database of ~1,700 titles) → English—Hungarian dictionary
- e) Acronyms → specific software to track acronyms (e.g. close to 4,000 entries in *24*) → collaboration with IT experts, students
- f) Subtitling – words in brackets → specific software to track words in brackets → collaboration with IT experts, students
- g) ? Videogame and software localization (*The Witcher 3: Wild Hunt*, *Grand Theft Auto 5*)

2. Collaboration

a) Home:

- UMFST, “Dimitrie Cantemir” University, Arts University – Târgu Mureș
- “Babeș-Bolyai” University
- *Transilvania* University of Brașov
- “Al. I. Cuza” University of Iași
- University of Craiova
- West University of Timișoara
- Partium Christian University Oradea

b) Abroad: ELTE University Budapest, Debrecen University, Novi Sad University

c) Establishing new international contacts → projects

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Allen, J. (2003). Post-editing. In H. L. Somers (Ed.), *Computers and Translation: A Translator's Guide* (pp. 297–317). John Benjamins Publishing Company.

Bowker, L. (2002). *Computer-Aided Translation Technology: A Practical Introduction*. University of Ottawa Press.

Budai, L. (1994). *English Grammar—Theory and Practice*. Nemzeti Tankönyvkiadó, Budapest.

Burada, M., & Sinu, R. (2016). *Research and Practice in Lexicography*. Editura Universității “Transilvania.”, Brașov.

Caimi, A. (2006). Audiovisual Translation and Language Learning: The Promotion of Intralingual Subtitles. *The Journal of Specialised Translation*, 6, 85–96.

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Gonzalez-Marquez, M., Mittelberg, I., Coulson, S., & Spivey, M. J. (Eds.). (2007). *Methods in Cognitive Linguistics*. John Benjamins Publishing Company.

Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge University Press.

Klaudy, K. (2003). *Language in Translation*. Scholastica, Budapest.

Kövecses, Z. (2002). *Metaphor: A Practical Introduction*. Oxford University Press.

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Langacker, R. W. (1991). *Foundations of Cognitive Grammar: Volume II: Descriptive Application*. Stanford University Press.

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McKay, C. (2006). *How to Succeed As a Freelance Translator*. Two Rat Press & Translatewrite, Inc.

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Nirenburg, S., Somers, H. L., & Wilks, Y. A. (Eds.). (2003). *Readings in Machine Translation*. A Bradford Book. The MIT Press.

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Swan, M. (2005). *Practical English Usage*. Oxford University Press.

Szarkowska, A. (2005). The Power of Film Translation. *JoSTrans: The Journal of Specialised Translation*, 9(2).

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Weissbort, D., & Eysteinson, A. (2006). *Translation: Theory and Practice: A Historical Reader*. Oxford University Press, USA.

Thank you