Translating Text and Context

Translation Studies and Systemic Functional Linguistics

Vol.II From Theory to Practice

Marina Manfredi

Quaderni del CeSLiC

Functional Grammar Studies for Non-Native Speakers of English

Series Editor
Donna R. Miller

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Vol. II From Theory to Practice

Marina Manfredi

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PART IV – Practice of Translation

Foreword to the fourth volume (2008)

Donna R. Miller
Series Editor

This *Volume 1: Translation Theory* – the first of a two-volume work by Marina Manfredi, entitled *Translating Text and Context: Translation Studies and Systemic Functional Linguistics* – is the latest, and very welcome, addition to the series of Functional Grammar Studies for Non-Native Speakers of English, within the *Quaderni del Centro di Studi Linguistico-Culturali* (CeSLiC). Translation Studies has recently become a central discipline for the Faculty of Foreign Languages and Literature of the University of Bologna, in particular since the setting up, and immediate success, of the graduate degree course in *Language, Society and Communication* (LSC) three years ago. The present volume is, indeed, the admirable result of three years of intense experimentation of students' needs and desires on the part of the teacher of the course: Marina Manfredi herself. As the author states in her Introduction, the

> […] book has been conceived as a resource for graduate students of a course in Translation Studies, focused both on the main theoretical issues of the discipline and on the practical task of translating, in particular from English into Italian. Within a wide range of different contemporary approaches and methods, the purpose of *Translating Text and Context* is to offer a particular perspective on the theory and practice of translation, that of the framework of Systemic Functional Linguistics (SFL), which, we believe, can prove valuable for the study of a phenomenon that we consider "[...] a complex linguistic, socio-cultural and ideological practice" (Hatim & Munday 2004: 330).

Nearly four years ago I wrote that in starting up this Series we were showing our concern with the language-learner, aiming at helping our EFL students develop as learners and, more particularly, at empowering them through an increasing awareness of the functions of the English language in a variety of socio-cultural

contexts, and that in so doing we obviously aimed at working on their *intercultural consciousness* as well. What better way to continue that aim than to host a project that brings Functional Grammar and SFL into contact with the pre-eminently intercultural *inter*discipline of translation? Manfredi is not the first translation studies scholar to do this of course, but she is the first we know of to perform a systematic account of who has, how, and why.

Confident that the students of LSC will benefit enormously from this account, which demonstrates impeccably that one needn't turn one's back on a cultural approach to translation in embracing a linguistics one, we await with enthusiasm the completion of *Volume 2: From Theory to Practice*, the outline of which is included in this first volume.

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Donna R. Miller

Bologna, 27 February, 2008

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Editor's Preface to the V volume of the *Functional Grammar Studies for Non-Native Speakers of English* Series of the *Quaderni del CeSLiC*

General Editor – Donna R. Miller

CeSLiC – a research center of the Department of Modern Languages, Literatures and Cultures (LILEC) of *Alma Mater Studiorum* – University di Bologna – has the immense pleasure to present the V volume of its series of Functional Grammar Studies for Non-Native Speakers of English. The series was conceived in 2003, over ten years ago now, and is still alive and well and serving its initial purpose: providing our EFL students with metalinguistic reflection on the nature of the language being taught and on how it works.

The model of grammar we chose for the series is show-cased in its title: a 'functional grammar'. We are, as presented in the Preface to the original volumes, firm believers in the language-culture equation, one of the many reasons for choosing Halliday's Functional model, a linguistic theory which is, at the same time, a social theory. Although the first three volumes used in the Language and Linguistics undergraduate courses in the Department are currently being redesigned and revised in the light of changing needs and new directions in Systemic Functional Linguistics and Grammar, as well as many studies in L2 acquisition using SFL/SFG published since 2003, the series' justification was our firm conviction that explicit knowledge about language on the learners part is both desirable and useful, that foreign language learning at the tertiary level should not be merely a question of the further development of students' competence in communicative skills; it should involve learning not only the language, but about the language, attending to language as system and patterns of choice.

It is now my great pleasure to present this new and valuable contribution to Functional Grammar Studies for Non-Native Speakers of English: the second volume of *Translating Text and Context: Translation Studies and Systemic Functional Linguistics*, by Marina Manfredi, a fine scholar who is a researcher of

English Language and Translation in our Department and Research Center, where she holds courses in the graduate program focusing on the theory and practice of translation, as well as courses in Systemic Functional Linguistics and Grammar for the undergraduate degree. Her main research interests lie in Translation Studies and include, in particular*:* translation theory (especially linguistic-cultural approaches), Systemic Functional Linguistics and translation, methodology of translation and translation teaching, theory and practice of postcolonial translation, and translation practice of specialized, semi-specialized and literary texts. She has also dealt with the translation of varieties of English, from both a theoretical and a practical point of view, in translating novels and short-stories by well-known contemporary Indian English writers for various Italian publishers. Recently, her research has concentrated in particular on problems related to the translation of popular-scientific texts in and for the media (in particular print and digital magazines), on audiovisual translation, and also on translating metaphor. Regarding the methodology of translation and translation teaching, her primary focus has been on the application of the Hallidayan linguistic approach to the practice of translation. Her first results were presented at international conferences, as well as at invited talks in Italy and abroad, and were published in various articles (e.g., Manfredi 2011, 2012)

Following upon her first theoretical study on this topic, published within this same series, *Volume 1: Translation Theory* (Manfredi 2008), her intense research and empirical experimentation led her to the realization of this new volume, presented now in a thoroughly revised and amplified paperback version, entitled:

Translating Text and Context:

Translation Studies and Systemic Functional Linguistics.

Volume 2: From Theory to Practice. 2nd ed.

Volume 1 had innovatively brought together SFL/SFG with the pre-eminently intercultural *inter*discipline of translation. Manfredi was not the first translation studies scholar to do this of course, but she was the first we know of to perform a systematic account of who has done so, of how, and of why. This book follows on the theoretical premises illustrated in the first volume, now proposing an original approach to translation practice which draws and also elaborates on Halliday's model, for the specific purpose of exploiting it for translation education and training.

The author proposes an analytical method that, starting from the communicative situation in which a text is grounded and then translated for, investigates its lexico-grammatical realizations, the different meanings it realizes (Ideational, Interpersonal and Textual), the Context of Situation (Field, Tenor and Mode) that activates them and the wider Context of Culture. In order to offer students a natural situation, every translation assignment is set up as part of a publisher's commission and is preceded by a translation 'brief'. The translator is then guided through the intricacies of language, texts and contexts towards potential translation solutions that aim to meet the expectations of the target context. Manfredi suggests that J.L. Malone's (1988) taxonomy of translation strategies can be usefully employed to this purpose: the author considers it particularly expedient because it gives due space to both structural and, most importantly, 'functional' choices. She also exploits J. House's (1997) distinction between 'overt' and 'covert' translation and proposes that, though it is a macro-strategy of translation established from the start of the process, it can also be re-interpreted and re-proposed at the level of micro-choices.

Thus the author aims at testing the validity of the Systemic Functional model applied to the practice of translation, doing so through a selection of concrete examples of authentic source texts from a wide range of text-types (i.e., popularizing, tourist, specialized, and also literary), translated from English into Italian. These texts, deliberately, are not instances of standardized or highly specialized text-types, with predictable structures, but rather a reflection of the

variety of texts that any non-specialized translator may encounter in his/her professional practice, requiring different translation choices according to the situational and cultural context. The source texts, after analysis and discussion, are followed up with the target texts, all published in Italy, none of which, however, is offered as the only possible translation. The suggested approach, far from working in a purely contrastive linguistics framework, would work within a 'translational' perspective, where translation is considered the ultimate goal rather than merely a means for acquiring language skills. No analysis aims at being exhaustive, but rather focuses on a selection of significant aspects and issues, leaving students ample space for practice and discussion in an attempt to offer them the tools for solving linguistic and cultural problems and to ensure their mindfulness of these.

As we also wrote back in 2003, with this CeSLiC series we wanted to help our students develop as learners and empower them through an increasing awareness of the functions of the English language in a variety of more, but also less, dominant socio-cultural contexts. We aimed at offering a socially-accountable linguistics that sees language as a vital resource not only for behaving, but also for negotiating and even modifying behaviour, helping our students to be able not only to participate actively in these processes, but also to act upon them in socially useful ways. We also wanted an explicit critical pedagogy that would make the workings of language as visible, and as attainable, as possible to our students. Manfredi admirably carries on this tradition.

At a time when the University, and not only in Italy, is increasing called upon to meet the challenges posed by the 'real' world and market expectations, Marina Manfredi's contribution offers an excellent example of how theory can keep pace with practice, for the benefit, and as has already been amply attested, with the enthusiasm, of our students.

Donna R. Miller

Bologna, 15 December, 2014

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List of abbreviations

CSI   Culture-Specific Item

GM   Grammatical Metaphor

SFL   Systemic Functional Linguistics

SL   Source Language

ST   Source Text

TL   Target Language

TQA Translation Quality Assessment

TS   Translation Studies

TT   Target Text

Translators often protest that they find little or no use for linguistics; so it is perhaps a challenge to what seeks to be an 'appliable' kind of linguistics to put it to work in this domain. (Halliday 2012/2013: 150)

Introduction

Translating Text and Context is intended primarily as a contribution to translation teaching but also to Systemic Functional Linguistics (SFL). It consists of two distinct yet complementary volumes. The first one is of a theoretical nature, whereas the second one is concerned with the connections between theory and practice and the application of the SFL framework to the actual practice of translating.

Since the publication of our first volume (Manfredi 2008), M.A.K. Halliday has offered new insights into the theory and practice of translation (2009/2013, 2012/2013) and confirmed that a general theory of language like that embodied by SFL offers a valuable resource for Translation Studies (TS) (2009/2013: 120). On the one hand, with specific reference to translation training and education, he claimed that "[s]uch a linguistic analysis has [...] a value in the teaching of translation, and thus in the training of translators, because it enables teacher and learner to direct attention to all the relevant issues, knowing exactly what it is they are talking about" (2009/2013: 119). On the other hand, from the standpoint of linguistics, he went so far as to assert that although "[...] relatively few linguists working in other functional or formal linguistics have paid explicit attention to translation [...] it has been recognized as a kind of testing ground, since if your theory cannot account for the phenomenon of translation it is clearly shown up as inadequate" (Halliday 2009/2013: 105). In the eleventh book of the series of Halliday's collected works edited by J.J. Webster, *Halliday in the 21st Century* (2013), two of Halliday's articles concern translation. In "The Gloosy Ganoderm:

Systemic Functional Linguistics and Translation" (2009/2013), Halliday, on the basis of C.M.I.M. Matthiessen's dimensions along which language (and translation) are organized (2001), discusses the key issues of 'translation equivalence' and 'translation shifts' and applies them to the analysis of two Chinese/English pairs of specialized texts. In "Pinpointing the choice: meaning and the search for equivalents in a translated text" (Halliday 2012/2013), he explores the essential process of 'choice', in the use of language and in translation, focusing on the analysis of a tourist text, translated from Chinese into English.

Recently, J. House (2014), in the updated version of her well-known model of Translation Quality Assessment (TQA), based on a Hallidayan Register analysis, has reaffirmed the key role that linguistics, and of SFL in particular, has to play in the theory and practice of translation.

We thus feel confident of the value of publishing this revised edition of the second volume of *Translating Text and Context*, and firmly believe that – although the practising translator may consider his/her work as a merely practical skill or an art – a linguistic approach to translation firmly grounded on theory can provide him/her with a useful tool to concretely deal with such a complex task. After focusing, in the first volume, on the theoretical issues that link SFL and TS, in this second volume we aim at demonstrating how they can be fruitfully exploited in the practice of translation.

In this book, both drawing on existing theoretical models and from experience in teaching translation at the University of Bologna in the past and recent years (see Di Bari interviewing Manfredi 2013, at http://www.leeds.ac.uk/arts/info/125154/leeds_ working_papers_in_linguistics_and_phonetics/2410/latest_issue), we propose our own SFL model of translation, arguing that it could offer a productive metalinguistic toolkit in translation teaching, both from an analytical perspective and in the practice of translating. The ultimate aim of the proposed method is making students and in general translation practitioners realize that a metalinguistic reflection on translation in functional terms can help them reflect on wordings and

meanings and make better-informed translation decisions within a range of more/less acceptable and effective choices.

The book is divided into two major interconnected parts, i.e., a more theoretical one, where linguistic theory is applied to translation practice ("From Theory to Practice"), and a more practical one, where translation practice is informed by a linguistic approach ("Practice of Translation").

Chapter Nine illustrates four theoretical models grounded on SFL, which were offered by renowned TS scholars and linguists for an application to the practice of translation, e.g., J. House (1977; 1997; 2014), R.T. Bell (1991), M. Baker (1992/2011) and E. Steiner (1998; 2004).

Chapter Ten, drawing on the existing models discussed in Chapter Nine, as well as on the SFL analysis outlined by Miller (2005), proposes our SFL approach to translation practice, integrated with further insights from TS. Methodologically, the approach is meant to be utilized in both the production and evaluation of translations.

In Chapter Eleven, our model is finally applied to the actual practice of translating. The chapter is divided into seven sections, each presenting a selected Source Text (ST), representative of a range of different text-types: Popularizing (on the topics of science and economics), Tourist, Specialized (in the fields of sociology and of politics), Literary (in the areas of postcolonial and children's literature). A pre-translational textual and contextual analysis focusing on the main translation problems is offered, as well as a guided translation through a discussion of possible strategies. Activities are based exclusively on authentic texts, and every task is preceded by a short presentation of the communicative situation and by a translation 'brief', in order to grant the translator a specific purpose within a given socio-cultural environment. Finally, with the patent premises that, 1) translation is a decision-making process and that, 2) different 'adequate' solutions can be accepted, a possible Italian Target Text (TT) is proposed.

Originally conceived as a resource for graduate students of a course in TS, focused both on the main theoretical issues of the discipline and on the practical

task of translating, in particular from English into Italian, *Translating Text and Context*, Vol. 2 hopes to engage students, researchers, instructors and anyone interested in translation, which Halliday describes as "a fairly specialized domain" and "an extraordinarily complex achievement of the human brain" (2009/2013: 105).

PART III – From Theory to Practice

9. Exploiting SFL in the Practice of Translation

> [...] there is no facet of human experience that cannot be transformed into meaning. In other words, language provides a theory of human experience, and certain of the resources of the lexicogrammar of *every language* are dedicated to that function. (Halliday & Matthiessen 2004/2014: 30, *emphasis added*)

Within the discipline of TS, the pioneer work that developed out of M.A.K. Halliday's functional approach seems Juliane House's *A Model for Translation Quality Assessment* (1977), published in Germany and revised, twenty years later, as *Translation Quality Assessment: A Model Revisited* (1997). This groundbreaking model has been recently updated (2014). In the nineties, other linguistically-oriented books partially adopting an SFL approach appeared in Britain, such as Roger Bell's *Translation and Translating: Theory and Practice* (1991) and Mona Baker's widely known *In Other Words: A Coursebook on Translation* (1992), recently issued in its second edition (2011). At the end of the nineties, in Germany, two articles written by the linguist Erich Steiner (1997; 1998) dealt with the application of SFL to the practice of translation; they were later included in a book, *Translated Texts: Properties, Variants, Evaluations* (2004), published in Germany. While this work is not included in J. Munday's general survey on TS (2001/2008/2012)[1], it is mentioned in the booklet of the series "Oxford Introductions to Language Study", *Translation*, by House (2009), who inserts it into the selected 'Readings' offered to the reader as a transition to more specialist literature. It is on the models proposed by these four TS and SFL scholars that we now move on to concentrate.

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[1] At the end of his chapter on 'Discourse and Register analysis approaches', Munday mentions Steiner & Ramm (1995) in the 'Further reading', for discourse analysis based on specific languages, i.e., German and English (Munday 2001/2008/2012: 160).

9.1 Juliane House: a model

> By its very nature, translation is simultaneously bound to the source text and to the presuppositions and conditions governing its reception in the target linguistic and cultural system. Any attempt at evaluating translations must take this basic fact as a starting point. What is needed then is a model which attempts to transcend anecdotalism, reductionism, programmatic statements and intuitively implausible one-sided considerations of the source or target text alone. Such a model would provide a linguistic description and explanation of whether and how a translation is equivalent to its source. (House 2009b: 224)

As Munday remarks (2001/2008/2012: 144), House's 1977 book was perhaps the first major TS work to employ Halliday's approach. The German scholar proposed her original model, *A Model for Translation Quality Assessment* (House 1977/second edition 1981) and revised it, twenty years later, in *Translation Quality Assessment: A Model Revisited* (House 1997). She has recently introduced modifications to it in a new updating (2014). In Steiner's words, House "[...] provides an important and so far probably the most detailed attempt at using notions from register and genre in a framework for translation quality assessment" (Steiner 2005: 487). The issue of TQA is at the core of Houses's three books: the 1997 revisited version, at a deeper level, shows the same essential features of the original model, despite revision and inclusion of new insights (House 1997: vii). The recent edition basically attests to the validy of the 1997 model, despite some adjustments. Working on the language pair English/German, House provides valuable insights into both the theory and practice of translation. We argue that her model could be also exploited with different languages.

House (1997: chapter 1) overviews different approaches to evaluating the quality of a translation, such as anecdotal, biographical and neo-hermeneutic; response-oriented and behavioural; text-based (such as the one proposed by the

literary-oriented Descriptive TS, DTS), post-modernist and deconstructionist; functionalistic[2] and, finally, linguistically-oriented approaches. Starting from the assumption that "[...] a translation is not a private affair but normally carries with it *a threefold responsibility* to the author, the reader, and the text" (1997: 3, *emphasis added*), she explores many past and current approaches to the evaluation of translations in order to find their faults. She asserts that anecdotal comments on the quality of a translation offered by generations of professional translators, poets, writers, philologists, philosophers, and more recently even in the field of TS, are often vague, intuitive and largely subjective (1997: 1-4). In her view, also the 'Response-oriented' approaches to translation, based on the effect that a translation produces on the addressees, are weak, because non-verifiable (House 1997: 4-6). The main problem of a 'Text-based' approach like that heralded by DTS is the prominent focus on the relationship between the text and human agents of the receiving audience (House 1997: 6-8). On the other hand, she argues that post-modernist and deconstructionist approaches (House 1997: 9-11) are in some respect relevant, although they fail to distinguish between a real translation and a 'version' (see below). House also finds the 'functionalistic' approach offered by *Skopostheorie* of limited use for a TQA approach, since the relationship between the ST and the TT, as well as the distinction between translation and other textual operations, are not taken into account (1997: 11-16). House firmly believes that only approaches in the framework of linguistics can offer a 'scientific' method to TQA, especially those that include pragmatic, socio-cultural and discoursal issues (House 1997: 16). Such approaches, indeed, examine linguistic and textual structures of a ST and of a TT, at different levels, and consider them as communicative acts deeply embedded in situations and cultures. House puts forth a Hallidayan, pragmatic and discourse analytic approach to translation, offering a systematic model for text analysis and evaluation of the quality of a given translation.

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[2] By 'functionalistic' House refers to *Skopostheorie* (Reiβ & Vermeer 1984). For an outline of this theory, see Munday (2001/2008/2012: 122-125).

The central concepts of House's model(s) are Register analysis and the notion of 'equivalence', since translation, according to the scholar, is definitely bound to both the ST and the Target Language (TL) audience. The translator's task is to preserve meaning across two different "linguacultures".

Let us now move on to concretely examine House's TQA model. We will sketch the first model (1977/1981) and comment on the modifications of the latest version (2014) only briefly, to concentrate on the second pivotal version more thoroughly.

In her first presentation of the model, House adapts Crystal and Davy's (1969). She distinguishes between two dimensions, of 'Language User' and 'Language Use', comprising eight sub-categories, illustrated in Table 1 below:

A. DIMENSIONS OF LANGUAGE USER	B. DIMENSIONS OF LANGUAGE USE
1. Geographical Origin	1. Medium (simple/ complex)
2. Social Class	2. Participation (simple/ complex)
3. Time	3. Social Role Relationship
	4. Social Attitude
	5. Province

Table 1: House's first TQA model (Based on House 1977/1981: 42)

The 'Language User', i.e., the author of the text being examined, is characterized by three dimensions: geographical, social and temporal origin. The five dimensions of 'Language Use' concern Medium, Participation, Social Role Relationship, Social Attitude and Province.

We will turn back to many of these categories since included in her revised model (1997), but we will say a few words on two aspects. As far as Social Attitude is concerned – which House considers as "the degrees of social distance or proximity resulting in relative formality or informality" (1997: 41) – in her first model, she adopts a cline that encompasses five degrees of styles, from [++formal] to [++informal]: 'frozen', 'formal', 'consultative', 'casual' and 'intimate', where 'consultative' is the most neutral, providing for the possibility of transitional cases,

such as 'consultative-casual'. By 'Province' she refers to both the text producer's activity and the topic of the text.

The first task entailed by the model is a detailed Register analysis of the ST using the set of situational dimensions outlined above. For each parameter, House differentiates between syntactic, lexical and textual means (House 1997: 43). The steps consist of (1) an analysis of ST and a Statement of Function; (2) a comparison between ST and TT, followed by an analysis of 'mismatches' and a final Statement of Quality. This kind of examination allows her to establish whether the translation is 'overt' or 'covert'. Indeed, as we saw in the first volume (see chapter 8), House distinguishes between two different types of translation, 'overt' and 'covert' and, related to the latter, even in her first model, she introduces the notion of 'cultural filter'.

House tries out her model with a corpus of eight English and German textual pairs: a scientific text, an economic text, a journalistic article, a tourist information brochure, an excerpt from a sermon, a political speech, a moral anecdote and a dialogue from a comedy. She excludes, on purpose, poetic texts.

Her original model was criticized for different reasons, among which its too rigid categorization and complexity. In her revisited model (House 1997: 101ff), she takes into account comments on the first and draws on new views within and outside TS, e.g., from cross-cultural studies. The distinction between 'overt' and 'covert' translation is reconsidered in the light of such new insights as well as the notion of 'cultural filter'.

House, in her revised model, retains a number of her earlier categories, but incorporates them into a Hallidayan Register analysis of Field, Tenor and Mode, as can be seen in Figure 1 below:
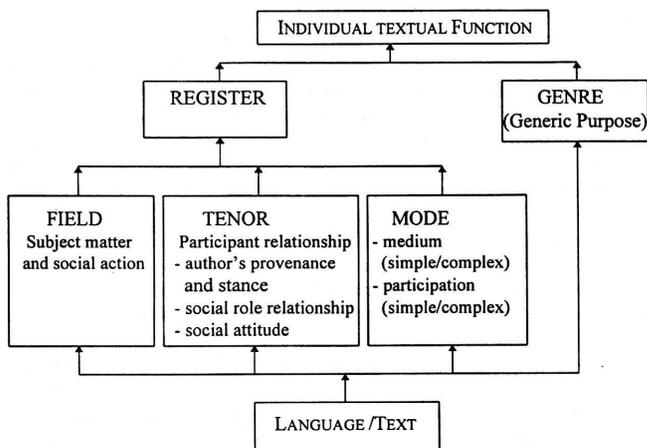
Figure 1: House's scheme for analysing and comparing STs and TTs (House 1997: 108)

House builds her model on the assumption of a close relationship between Text and Context, i.e., between the linguistic and textual realization and the Context of Situation, determined by Field, Tenor and Mode.

Under the dimension of Field (House 1997: 108), she captures 'what is going on', i.e., what the text is about – its topic, or Subject matter – and the nature of the Social action that is taking place. She also includes degrees of differentation in lexical items ('generality', 'specificity' and 'granularity') according to the kind of activity ('specialized', 'general' and 'popular').

Tenor (House 1997: 108-109) refers to 'who is taking part', and thus to the nature of Addresser and Addressee, their relationship in terms of social power (Social role relationship) and social distance (Social attitude), as well as the degree of emotional, intellectual or affective charge, vis-à-vis the participants and the topic they are dealing with. She simplifies the category of 'Social attitude' from her original model and adopts a division into three possible styles, i.e., 'formal', 'consultative' and 'informal'. Into the Hallidayan category of Tenor, House also includes the Author's geographical, social and temporal provenance.

Finally, under the last Hallidayan dimension of Mode (House 1997: 109-110), House considers how the text is made manifest, in particular which Medium of communication is used, and which degree of Participation between Addresser and Addressee is involved. For both categories, House considers 'simple' and 'complex' options, as she had already done in her original model (1977/1981).

By 'Simple Medium' she refers to the 'default' case of a written text[3] which is 'written to be read'. But, drawing on Gregory (1967), House includes different combinations, e.g., of a text 'written to be spoken as if not written', 'written to be spoken', 'written not necessarily to be spoken', or 'written to be read as if heard' (1997: 40). In such cases, realized by linguistic structures like incompleteness of sentences, etc., the Medium can be considered 'complex'.

By Participation, she refers to the degree of real or potential involvement of the participants in text construction. If only the Addresser takes part in it, we face a monologue and participation will be 'simple'. When addressee-involving mechanisms are featured in the text, it become 'complex'. Typical linguistic resources used for this purpose are, according to House, a particular use of pronouns, switches between different kinds of Mood (declarative, imperative and interrogative), the presence of contact parentheses, exclamations, etc. (1997: 40).

In the original model, the framework for text analysis is Register analysis, which is also at the core of the revisited model. However, as we saw in the first volume, a new category is introduced into the analytical scheme, i.e., Genre. While House still considers 'Register' indispensable in translation to dealing with the microcontext, i.e. the Context of Situation, she argues that the category of 'Genre' is necessary to analyse the macrocontext, ie., the Context of Culture. Since translation entails two different Contexts of Cultures, the translator will need to be aware that Genre conventions may vary across cultures.

Also in her revised model, House illustrates the viability of her TQA model by offering practical examples (1997, Chapter 5). Working on the language pair English/German, she presents text analysis and evaluation of four sample texts,

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[3] House applies her TQA model to written texts only.

from different text-types: a children's picture book, an extract from an autobiography by a scientist, a passage from an academic history book – all from English into German, and an excerpt from a philosophical essay – from German into English. She deliberately avoids "texts for immediate practical use and fast consumption, such as instructions for use, advertisements, signs, day-to-day journalism etc." (House 1997: 121)

For each sample text, a Register analysis of the ST is carried out. The main dimensions of the Context of Situation – Field, Tenor and Mode – and their sub-categories are analysed, each in terms of lexical, syntactic and textual means. Then a description of 'Genre' is offered, thus of the text-type and its goal(s) within its Context of Culture. Such a detailed text analysis leads to a 'Statement of Function', where meanings realized in the ST are discussed.

A comparison between ST and TT follows, in order to identify any lexical/ syntactic/ textual 'mismatches' (i. e., non-equivalence) for *each* of the categories and sub-categories and any differences regarding Genre. Finally, a 'Statement of Quality' is offered and the type of translation, 'overt' or 'covert', is identified.

After her own research, especially in the field of contrastive pragmatics and discourse studies, House re-interprets 'covert' choices on the basis of differences in communicative preferences in the two "linguacultures" (House 1997: 115-116). House's 'Cultural filter', which is a typical device of 'covert' translation (see volume 1, chapter 8), is employed not only when dealing with a Culture-Specific Item (CSI) – as one may erroneously think – but also at the grammatical level. Moreover, the choice of 'overt'/ 'covert' translation depends not only on the text itself, but also on the reasons for its translation, on the intended readership and on external factors, such as publishing and marketing policies.

In House's revised model (1997), possible 'mismatches' can thus be explained in terms of socio-cultural preferences in the two Contexts of Culture. For example, after her own cross-cultural work on Anglophone and German communicative differences, she found out that German, in certain text-types, seems to prefer directness, explicitness, etc. (cf. 1997: 84ff). The negative evaluation of

the translation of an English commercial text that had been presented in her original model is now re-considered in the light of the new findings. If the German TT had been seen as drastically different, especially along the dimensions Social Role Relationship and Participation, being more direct, less polite and without an attempt at involving the addressees, it could be due to German communicative preference for directness. However, House points out that this second kind of analysis cannot be totally objective, since it is "a reflection of a social, political, ethical, moral or personal stance" (1997: 116). According to the scholar, a proper and scientific analysis *is and remains* linguistic.

In her revised work, the analysis of the first sample text, a children's picture book, reveals a number of 'mismatches' along the dimensions of Field and Tenor, and consequently a change in the interpersonal and ideational components (House 1997: 122ff). For example, at the level of Field, the TT shows a greater explicitness than the ST (through the loss of referential identity and of repetitions). In terms of Tenor, the Author's Stance has changed from a subtly humorous to a sentimentalized and infantilized one; the Social role relationship is also different, because the characters' individuality is lost and Social attitude shows a style which is sometimes less informal. House tries to offer an explanation for these 'mismatches' by considering socio-culturally determined differences at the level of Genre in the two 'linguacultures' and the consequent application of a 'cultural filter' – although she questions its validity.

House also makes an important distinction between a proper 'translation' and a 'version' (House 1997: 71ff). In a 'covert version', unmotivated changes in the ST have been undertaken, through an unjustified application of the 'cultural filter'. In an 'overt version', a special function has been added to a TT (for example, when the purpose of a translation has changed and a particular audience is aimed at).

House has recently proposed a newly updated version of her TQA model (House 2014). She still maintains that "[...] a theory of translation is not possible without a reflection on the role of one of its core concepts: equivalence" and that

TQA is "at the heart of any theory of translation" (House 2014: 1). However, in the light of the most recent strands of research within TS and of her own work, she has introduced some modifications. For example, corpus-driven studies prove relevant to reinforce the vague notion of Genre of the model, offering the possibility to examine large quantities of texts and provide evidence of norms and conventions of the target culture. She has thus added the category 'Corpus Study' to the scheme, strictly linked with that of 'Genre' (House 2014: 125-127). Furthermore, results from her own application of the model within the 'Covert Translation' project (carried out at the University of Hamburg) have led her to a simplification of the analysis along the three dimensions of Field, Tenor and Mode, after realizing that some aspects sometimes tend to overlap (House 2014: 126). Thus, along the dimension of Field, in her newly revised model she only concentrates on lexis, its granularity, lexical fields and Processes. Along the variable of Tenor, she only considers lexical and syntactic choices at the level of Stance, Social Role Relationship, Social Attitude and Participation (the latter a sub-category that in her previous model was investigated under Mode). Along Mode, her analysis only focuses on Medium, Theme-Rheme and Connectivity, a 'new' sub-category that comprises Coherence and Cohesion.

We concur with Steiner that House's work "provides an insightful and creative exploration of the concept [of register] in translation quality assessment" (Steiner 2004: 45). We argue that her TQA model could also prove useful for producing a translation and it will be a valuable source of insights for our approach (see chapter 10). In particular, we consider some of her categories perfectly suitable to be included into a model that aims at translating a variety of text-types. We will finally attempt at applying some of her valuable assumptions to the analysis and translation of our sample texts. Yet we will not follow her distinction into lexical, syntactical and textual means and rather try to follow the lexico-grammatical categories of our Hallidayan approach.

9.2 Roger T. Bell: a model

> It may appear to be stating the obvious to say that a text cannot be translated until it has been 'understood' [...]. We have to ask ourselves just what it means to understand a text; what is it in a text which has to be understood, i.e. what the text 'means' and how the reader gains access to it. (Bell 1991: 123)

At the beginning of the nineties, the British linguist Bell (1991) proposed a model for translation set within the wider domain of human communication and which drew on linguistics and psychology. In Steiner's words, Bell provided "[...] one of the more comprehensive attempts at modelling translation and related phenomena in an overall SFL-based framework" (Steiner 2005: 486).

Bell uses the SFL model within a cognitive theory of translation, in an attempt to describe the process of translat*ing*. He aims at providing an outline of the kind of knowledge and skills that should underlie a translator's practical abilities (Bell 1991: xvi). In other words, he offers him/her the tecniques of linguistics that can be helpful to analyse a ST that s/he has to translate and a TT that s/he produces. As Candlin comments in his Preface to Bell's book, it is what translators do in their professional work, but "[...] what is significant is the need to have a model in terms of which to describe, justify and explain to others what they have done" (Candlin 1991: xiii).

Bell, within the field of linguistics, chooses the SFL model in particular for two main reasons. First, because of its major concern with meaning, which is also "the kingpin of translation studies" (Bell 1991: 79), from both a theoretical and practical point of view (Bell 1991: xvii). Second, because of the importance accorded by SFL to the social aspects of language, which is also central to translation, dealing with STs and TTs embedded in their cultural contexts (Bell 1991: 13).

'Meaning', in his view, is not simply a question of denotation, but it is a much wider concept closer to 'understanding'. Going back to the epigraph at the

beginning of this section, and trying to give an answer to it, how can a translator *understand* the meaning of a text? Bell answers by saying that s/he needs a multilayered approach that considers the text as the product of three types of choice which convey different kinds of meaning, a*s* illustrated by Halliday's model.

Bell identifies three major kinds of meanings ('cognitive', 'interactional' and 'discoursal'), which are organized by three 'macrofunctions' (what Halliday calls 'metafunctions', i.e., ideational, interpersonal and textual) and are realized in language by three systems ('logical', 'grammatical' and 'rhetorical'), as Table 2 shows:

MEANING	MACROFUNCTION	SYSTEM
cognitive	ideational	logical
interactional	interpersonal	grammatical
discoursal	textual	rhetorical

Table 2: Bell's linguistic tripartite model (Based on Bell 1991)

Bell observes that these categories seem to tie us back to the medieval Trivium of logic, grammar and rhetoric and organizes his book following this assumption (Bell 1991: 119). It is in chapter four, in particular, that he outlines Halliday's model, based on the division of language study into three main levels of meaning, and it is on this section that we mainly focus. The other chapters deal with meaning from the perspectives of semantics and pragmatics, as well as with the psychological aspects of the translation process, including memory.

Bell argues for a process of translat*ing* that involves 'analysis' and 'synthesis', each containing three major 'stages': syntactic, semantic and pragmatic. In his model, an analysis of a ST clause is first "converted" into a "language-free semantic representation" (1991: 56-57), which will be used as the basis for its translation into another language, as shown in Figure 2:
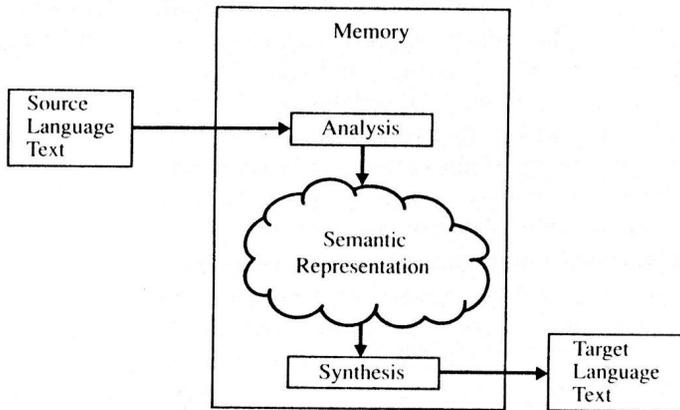
Figure 2: Bell's Translation process (Bell 1991: 21)

Analysis is carried out through the functional and pragmatic categories of clause structure, propositional content, thematic structure, register features, illocutionary force and speech acts. Synthesis, on the other hand, encompasses purpose, thematic structure, style and illocutionary force before obtaining the syntactic synthesis (Bell 1991: 58-60).

Let us now concentrate on the SFL aspects of Bell's model. The scholar starts with the following claim:

> [t]he translator [...] may begin by believing that the major problem is the word; it may be that there are words in the text which are new to the translator and whose meanings he or she does not know. However, it soon becomes clear that, although the meanings of words are problematic in themselves (there is no one-to-one correspondence between the items of one language and those of another), the greater problem is meaning which derives from the relationship of word to word rather than that which relates to the word in isolation. (Bell 1991: 83)

The bulk and central part of the book (part two), is indeed concerned with the key issue of meaning. After focusing on what Bell defines "the naive translator's view of meaning" (Bell 1991: 79), i.e. isolated words and sentences

from the perspective of traditional semantics, attention shifts to a wider concept of meaning, in the framework of SFL.

As we saw in Table 2, Bell states that "[...] the linguistic resources of the language [are] regulated by three distinct macrofunctions of language, each of which organizes a particular type of meaning" (Bell 1991: 158). Any stretch of language, if it aims at being communicative, must contain all three kinds of meaning, which are expressed through grammar, i.e., a system of options available to the user (Bell 1991: 120).

In Bell's model, the first type of meaning, i.e., 'cognitive', or what the text is about, is expressed by the 'ideational macrofunction', by drawing on the systems and networks of TRANSITIVITY "to create propositions which convey the user's experience of the external world of the senses and the inner world of the mind" (Bell 1991: 121).

'Interactional' (or 'speech functional') meaning is carried out by the 'interpersonal macrofunction', by drawing on the systems and networks of MOOD "to create sentences which carry the cognitive and logical content of propositions and display the speaker's relationship with others to whom the messages are being addressed" (Bell 1991: 121).

Finally, 'discoursal' meaning is expressed by the 'textual macrofunction', by drawing on the systems and networks of THEME "to create and realize 'utterances' (or texts) in actual communicative events". Not only do utterances carry the propositional content, but they are also ordered cohesively (linguistically 'linked' text) and coherently (appropriate to the context of use) (Bell 1991: 121). The textual macrofunction organizes discoursal meaning by placing both cognitive and interactional meaning in context and making "the difference between language [that] is suspended in vacuo and language that is operational" (Halliday 1978, cit. in Bell 1991: 148). Without this macrofunction, the speaker would only produce a random collection of sentences.

Bell points out that the three macrofunctions, although presented in sequence, are not to be thought of as in any order of importance and are activated simultaneously.

How can this model be of any use to the translator? A translator first needs to understand these layers of meaning, through an analysis of their linguistic realization.

Bell, according to the kinds of meaning they realize, distinguishes between proposition, sentence and utterance, where proposition is universal, sentence is language specific and utterance is linked to context (Bell 1991: 106-108). More specifically, the proposition is the most abstract, it is language-free and context-free; the sentence is abstract, context-free and based on 'rules' of the linguistic code, whereas the utterance is more concrete and is seen in terms of appropriateness according to social conventions. Bell states that, among the three, the proposition is of great significance for the translator: being not tied to any specific language, it has a central role in communication and offers a fundamental clue to the process of translation. The translator's first task is thus "to decompose the language-specific clauses" of the ST "into their universal propositional content" (Bell 1991: 109). By inferring the propositional structure that underlies the text, the translator 'makes sense' of the ST – "the prime prerequisite for translating it" (Bell 1991: 130). While clauses are "explicitly present", propositions are only implicitly (Bell 1991: 129). It is in his chapter four that Bell mainly focuses on the semantic sense of the clause.

In SFL, the grammar of a language is a system of options. In a ST, choices have already been made and have been realized through the linguistic systems of the Source Language (SL).

Focusing on the TRANSITIVITY system – which Bell describes as "that part of the grammar which provides options for the expression of cognitive content as required by the ideational macrofunction" (Bell 1991: 133) – a translator need examine the logical relations which link Participants (that he also calls 'Participant

Roles'), Processes and Circumstances to create meaningful propositions (Bell 1991: 123-124).

Bell claims for an overall universality of the Processes proposed by Halliday's model. The major problem for the translator is that "languages differ in the extent to which Participant and Process relationships are actually realized" (Bell 1991: 130). The scholar offers some examples to illustrate how, for example, relational Processes (of the 'intensive', 'circumstantial' and 'possessive' kind) can be rendered in Russian, Hindi/Urdu and Spanish[4].

Bell remarks that, while the TRANSITIVITY system is universal, MOOD system is language specific, since different languages organize the clause structure differently (Bell 1991: 134ff). It is thus essential for the translator to know contrasting MOOD systems. Also Modality is language specific. For example, English uses modal verbs or adjuncts to express an opinion. It is fundamental "[...] for the translator to be able to recognize the strength with which the writer of the [ST] holds an opinion and to be able to render that in an appropriate manner in the [TL]" (Bell 1991: 146). To illustrate this aspect, Bell offers some examples of translation between English and German. Also THEME systems differ across languages; in particular, languages have different ways of marking theme. Bells shows some examples from English and French. He adds that THEME systems operate through two systems, i.e., THEMATIZATION and INFORMATION, but the latter concerns speech (for this issue, see § 9.3).

It should be clear from what we have briefly outlined that Bell has moved away from a formal approach to language to embrace a functional one. Within an SFL perspective, he essentially works from a contrastive and comparative point of view.

Munday (2001/2008: 63-64, 2001/2012: 97) includes Bell in the framework of 'cognitive' theorists, on account of the fact that he outlined the SFL model within a cognitive theory of translation. Munday focuses in particular on the

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[4] We will see how relational Processes can be tackled in Italian in our Part IV, when we deal with our practice of translation.

pshychological issues of Bell's model, which, he observes, must remain hypothetical, since not supported with empirical evidence. In the third edition of his widely acclaimed TS overview, he omits this part. We are indeed more interested in the semantic stage of Bell's model, which, we believe, can provide fruitful insights into the practice of translation.

In his model designed as a tool for 'understanding' the meanings of a text before translating it into another language, Bell offers an outline of the grammar systems and explains why they are relevant to translators' problems. In our approach to translation, this will be our point of departure. We will start from the grammatical realizations in a given ST, then will explore the meanings they realize within a Context of Situation and of Culture, considering both ST and TT in a communicative situation.

9.3 Mona Baker: a model

> [...] Like doctors and engineers, [translators] have to prove to themselves as well as others that they are in control of what they do; that they do not just translate [...] well because they have a 'flair' for it, but rather because, like other professionals, they have made a conscious effort to understand various aspects of their work. (Baker 2011: 4)

As Munday (2001/2008/2012: 144) acknowledges, among the key works on translation that have adopted – partially or mostly exclusively – an SFL approach, one that exercised considerable influence on translation training was Baker's *In Other Words* (1992). As evidence of its key role, after almost twenty years, a second extended edition appeared in 2011, which we will mainly refer to.

From the point of view of a TS scholar, Baker claims that, being language the "raw material" a translator has to work with, modern linguistics has "[...] a great deal to offer to TS; it can certainly offer translators [...] valuable insights into the nature and function of language" (Baker 2011: 4). A sound theoretical

component, she argues, "[...] encourages students to reflect on *what* they do, *how* they do it and *why* they do it" (Baker 2011: 1, *emphasis added*). In her textbook, which offers students and practising translators a systematic theoretical model to apply to their practice of translation, she combines a more traditional linguistic approach with SFL and pragmatics.

While illustrating her approach to translation, Baker offers a large number of examples of authentic STs and their published TTs, taken from a great variety of languages[5] and from a wide range of text-types, e.g., advertisements, product or museum leaflets, tourist brochures, articles from media or specialized journals, scientific prose, literary texts. While non-literary translation was the main concern of the first edition (Baker 1992), both literary and non literary-texts are dealt with in the second edition (Baker 2011). The process of translation is examined through theoretical issues and also through the strategies actually used by professional translators and a set of exercises is proposed at the end of each chapter.

Although recognizing that a top→down approach, starting with a text embedded in its context (of situation and culture), would be theoretically more valid, Baker presents her model within a bottom→up perspective, starting with single words. The scholar (Baker 2011: 5) claims that, on the one hand, a top→down approach may be difficult to follow for trainee translators; on the other hand, an excessive emphasis on 'text' and 'context' may induce them to ignore the fact that "meanings are realized through wordings" (Halliday 1985/1994: xvii).

As we saw in our first volume (see § 3.1), Baker proposes a theoretical model based on a taxonomy of different kinds of 'equivalence' a translator should aim at: word level, above word, grammatical, textual and pragmatic. Of particular interest to us is her view of 'textual equivalence', which, in her own words, should be "the ultimate aim of a translator" (Baker 2011: 122). Indeed, in exploring this kind of equivalence, she adopts an SFL approach, in order to offer translators the tools for analysing and producing a proper 'message', through the lexico-

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[5] The SL of most examples is English, while the TLs are extremely varied and include Arabic, Chinese, French, Greek, German, Japanese, Portuguese, Russian, Spanish, and also (although rarely) Italian.

grammatical resources of thematic structure and cohesion. If chapters two, three and four of Baker's well-known coursebook are not essentially based on an SFL approach (with the exceptions discussed below), but rather on more traditional linguistics, the two central ones, five and six, definitely exploit the Hallidayan approach, in particular the notions of Theme-Rheme and Cohesion (as for Information structure, we will briefly see Baker's different view). She concludes her taxonomy of equivalence in chapter seven, where she moves to issues of pragmatics[6]. After a brief sketch of her full model, our main focus will be on its systemic functional aspects.

Baker starts the illustration of her approach with the following assumption: the first element that the translator would expect to take into consideration is the 'word', which she defines as "any sequence of letters with an ortographic space on either side", referring to the 'written word' (Baker 2011: 9). However, as she immediately points out, 'word' does not necessarily represent the main unit of meaning, which can be even carried out by a smaller unit, the 'morpheme', i.e., "the smallest unit in the grammatical constituent hierarchy" (Halliday 1994: 23). This typically occurs, for example, when dealing with neologisms (Baker 2011: 11). It is on translation problems arising from equivalence at word level that she concentrates in her chapter two, by analysing the notion of 'lexical meaning', and, mainly following Cruse (1986), the different kinds of 'meaning' that a word can convey: 'propositional', 'expressive', 'presupposed', 'evoked'.

After dealing with the simplest level, i.e lexical items in isolation, Baker, in chapter three, looks at words when they combine to form stretches of language. In particular, she focuses on the issues of collocation, idioms and fixed expressions.

Baker's fourth chapter is not Hallidayan and is rather based on the traditional view of grammar as a set of rules, organized along the dimensions of morphology and syntax. In particular, she examines the grammatical categories of number,

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[6] The second edition also comprises a new chapter, "Beyond equivalence: ethics and morality", which we will not comment on since it goes beyond the scope of the present book.

gender, person, tense/aspect and voice, their differences across languages and how they can be tackled in translation.

The scholar concludes this first part of the book by commenting that

> [i]n order to make some headway in describing and analysing language, we have had to treat linguistic units and structures temporarily as if they had an independent status and possessed 'meaning' in their own right. We now need to take a broader look at language and to consider the possibility that, as part of a language system, lexical items and grammatical structures have a 'meaning potential', only realized *in communicative events***,** that is *in text*. (Baker 2011: 121, *emphasis added*)

The core of Baker's book is indeed centred on the 'meaning potential', realized by language in use and in a *text* situated in *context*. In Chapters five and six she definitely adopts a Hallidayan approach, by shifting the focus to the role played by word order in structuring messages at text level and to the surface relationships between parts of a text. That is to say, she examines word order as a textual strategy rather than a grammatical aspect.

She finally moves beyond the level of text and chooses pragmatics to analyse language in use and texts embedded in a cultural context, focusing in particular on the notions of 'coherence' and 'implicature' (see Baker 2011, chapter 7).

Let us now look at the SFL aspects of her model, starting from some issues included in the first part of her taxonomy.

When dealing with equivalence at word level, and in particular when discussing the notion of 'evoked' meaning, Baker (2011: 13) states that it results from dialect and register variation, which is concerned, as we saw in the first volume (see chapter 7), with language variety according to user and to use. The choice of certain words can be influenced by the user's geographical/ temporal/ social provenance, as well as the option for certain linguistic items in specific situations arise from the Field, Tenor and Mode of discourse (Baker 2011: 13). In other words, linguistic items will vary, for example, according to whether the speaker is making a political speech or discussing politics (Field), as well as the level of formality will be different depending on interpersonal relationships

between interactants. With respect to translation, Baker notes that rendering the Tenor in particular can be quite difficult, since the translator has to decide whether the level of (in)formality in the ST is acceptable for the target culture. Linguistic choices in STs and TTs will also differ according to the role of language and the medium (Mode). In all cases, translators need to opt either for matching the expectations of the target audience or for challenging them by conveying a 'flavour' of the source culture (Baker 2011: 14).

When examining Collocation, i.e., "the tendency of certain words to co-occur regularly in a given language" (Baker 2011: 52) – although she does not include it among cohesive lexical devices, as Halliday (1994: 333) does – after analysing it in relation to the language system, Baker touches upon some register considerations. Collocational patterns can also depend on a particular Field of dicourse, and often go beyond the terms that a translator would normally find in a dictionary (Baker 2011: 56-57). She gives some examples of collocational patterns that are highly typical of specific Fields, such as photography, meteorology or computer literature.

However, as we have said, it is when Baker moves to the analysis of 'textual equivalence' that her approach becomes definitely Hallidayan. We cannot but agree with Munday who states that Baker's analysis proves particularly useful for analysing the thematic structure and cohesion of a text (Munday 2001/2008/2012: 159).

She begins with warning translators about the risk of producing a 'non-text' by quoting Halliday and Hasan:

> [t]he nearest we get to non-text in actual life, leaving aside the works of those poets and prose writers who deliberately set out to create non-text, is probably in the speech of young children and *in bad translations*. (Halliday & Hasan 1976, *emphasis added*)

That is to say, although a translator has constantly to handle lexical items and grammatical structures, this is not the whole story: ultimately, rather than a mere collection of effective sentences, s/he has to produce a 'text' that is viewed as

such by the target reader. A translator thus "[...] needs to think of the clause as a *message* rather than as a string of grammatical and lexical elements" (Baker 2011: 132, *emphasis added*).

How is a text organized? (see Baker 2011: 123) Firstly, through the arrangement of information within each clause, and among other clauses, i.e., in the preceding and in the following ones, which contributes to the topic development. Secondly, through surface connections that establish links between participants and events. The first kind of connections is realized by Thematic and Information structure, the second type by Cohesion. Finally, according to Baker, connections are realized semantically though 'coherence' and 'implicature'. Here we will concentrate on structural and non-structural connections, clearly Hallidayan.

The clause as message, Baker explains (2011: 133), can be analysed in terms of two structures: thematic and information. Halliday treats them separately, whereas in Baker's view they overlap. Let us focus on the thematic structure. Each clause consists of two segments, a Theme and a Rheme. Baker points out that a Theme-Rheme analysis needs to be text-based, because its real value is not in single clauses (2011: 135). When faced with a given Theme-Rheme structure, the translator's task is basically twofold: (1) to take account of it; (2) to realize whether it could be acceptable in the TL (2011: 139-140). This is a key point that Baker raises: Halliday's model of thematic structure applies to English language and the same model could fail to apply to other languages without a similar fixed SVO (Subject-Verb-Object) structure. The translator has two choices: if the pattern can be reproduced in another language, without distorting the TT, s/he can transfer it. If it is not, s/he could either eliminate it – but with an inevitable loss – or try to render it through thematization of another related aspect. Indeed, what is really important, Baker notes, is not that the identical pattern is reproduced at any cost, but that the translator should not understimate the cumulative effect of thematic choices (2011: 140).

A second important point raised by Baker is her focus on 'marked' structures in particular, which are of special relevance to translation (2011: 141ff). For

example, in English, the Subject of a declarative clause in thematic position is always unmarked, whereas a place or time adverbial represents a marked choice, and a complement is even more marked. Although thematic choices are always meaningful – since they indicate the writer's point of departure – some choices are more meaningful than others because they are marked. Hence 'meaning', 'choice' and 'markedness' are interrelated. Consequently, a translator should pay particular attention to marked structures, most probably the result of a writer's choice. However, Baker also adds that placing a certain element in thematic position does not necessarily represent a marked choice, because the degree of markedness depends on frequency. Again, the translator's focus should be on the text as a message rather than on isolated sentences.

Once that a translator has identified a marked thematic structure, s/he needs to realize if it can be reproduced in the TL, especially in the case of language with a more 'free' order. As Baker says for thematic structure in general, she suggests that the marked element does not necessarily have to be the same in the TT. In other words, the scholar recommends that the 'function' of thematic structure is preserved, to the extent to which the TL structures allow it. She also acknowledges that, in practice, the most common trend seems to be to abandon the thematic organizazion of the ST to adhere to the TL conventions, but she insists on awareness of this aspect of textual organization.

While the Theme-Rheme structure is Speaker-oriented – what the speaker wants to announce is his/her point of departure –, a further distinction is offered by the segments Given-New, related to Information structure, which are Hearer-oriented. Halliday and Hasan (1976) consider information structure as typical of spoken language. Baker prefers to adopt the Prague School's position of Functional Sentence Perspective (FSP) (cf. Firbas 1992), which, in her view, also helps translators of languages without a free SVO structure. But this is not an aspect that we include in our survey.

In her chapter six, Baker explores the aspects of Cohesion relevant to a translator. The chapter draws heavily on Halliday and Hasan's *Cohesion in English*

(1976), which, in Baker's words, is "the best known and most detailed model of cohesion available" (2011: 190). She considers, as Halliday and Hasan did, five main cohesive devices: Reference, Substitution, Ellipsis, Conjunction and Lexical cohesion.

Reference – which concerns the relationship of identity between two linguistic expressions in a text or context – is realized by pronouns in English and many other languages. Translators need to bear in mind that languages can generally prefer certain patterns of reference, and this can also vary according to the text-type. This is also true for other cohesive devices, like Substitution, Ellipsis, Conjunction. The latter, which refers to a relation between clause-complexes rather than clauses, typically vary across genres. For example, in English, fiction is said to use more conjunctions than science and journalism. But this is not necessarily the same for every language. Baker also points out that whether a translation conforms to the source pattern of cohesion or to the target convention depends on its purpose.

Also Lexical cohesion needs to be taken into account because lexical relations throughout the text establish important networks in terms of meanings. Thus Collocation, Hyponymy, Synonymy, Lexical chains cannot be ignored by a translator. As far as Repetition is concerned, she notes that languages differ in the degree of tolerance towards such a cohesive device.

While admitting that languages vary in their preferences for cohesive devices, Baker also makes clear that "unmotivated shifts in style, a common pitfall in translation, can seriously disrupt the cohesion [...] of a text." (Baker 2011: 222)

We will go back to various issues raised by Baker, although considering them in an SFL framework, hence at the level of text and context. For example, we will briefly discuss the translation of morphemes when dealing with Ranks (see § 10.1) and we will focus on what she considers 'expressive meaning' – i.e., linguistic choices conveying feelings and attitudes – under the systematic model of APPRAISAL. We will also deal with Collocation, but as a cohesive device. In our own proposal to tackle a translation task and produce/evaluate a TT, however, we will especially draw on her two 'functional' chapters and, without denying the

value of pragmatics in an approach to TS, we argue that also SFL can serve a similar purpose, if we move outside the text and its specific Context of Situation and consider the outer Context of Culture.

9.4 Erich Steiner: a model

> In several different contexts, such as text production, text interpretation, representation of multilingual knowledge, and *especially in translation, texts have to be analysed before being processed*. These analyses, while not constituting the goal of text processing itself, are in such contexts important tools for making text structure explicit and for preparing the *meaning* encoded in the text for representation in a different form. One special case [...] is *translation*, i.e. the encoding in a different natural language. (Steiner 1997: 235, *emphasis added*)

Erich Steiner is a member of the German SFL school of translation. In the nineties, in particular in two of his articles (1997; 1998) – later revised and inserted in his book, *Translated Texts: Properties, Variants, Evaluations* (2004)[7] – he put forth an overall model of language, context and text for translation purposes. Working on the language pair English/German, he proposed a model for Register analysis based on SFL, with some additional issues specific to translation, which could be used by translation students and practising translators as a tool for the analysis, production and evaluation of texts.

Steiner moves from the assumption that all "[t]exts are situated language, and 'situated' means being instantiations of a language system under contextual constraints" (Steiner 2004: 11). That is to say, texts are not strings of sentences from some idealized language system, but are rather instantiations of language varieties determined by the Context of Situation. Before processing any kind of

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[7] The book collects several articles, mostly from previously published work, put in a revised and updated fashion. For our purposes, we will mainly focus on chapters 1-4, and in particular on chapters 3 and 4, which are a modified version of his 1997 and 1998 articles, respectively.

text, in order to identify the meanings that it encodes and the contextual variables which realized it, it is thus necessary to analyse it. Translation is not an exception to this respect. On the contrary, it even poses a further set of constraints, i.e, the ST (Steiner 2004: 11).

The scholar observes that language and textual variation are not an exception but rather "the rule" for any text and that any kind of variation is meaningful. 'Register theory', as "a theory of the context of situation and of linguistic variation within such contexts" (Steiner 2004: 44), can reveal particularly useful in offering a theoretically motivated model to the practical analysis of a ST and the evaluation of a TT, being able to connect language, text and context.

First of all, Steiner proposes Register analysis as a pre-translation tool (Steiner 1997; 2004: chapter 3). He acknowledges other attempts at providing a pre-translational text analysis over the years, in areas such as literary studies, semiotics, artificial intelligence and TS. However, he claims, a text analysis in the perspective of linguistics, in particular of SFL, could offer the tool for processing texts while learning about functions of language and the nature of human communication (Steiner 1997: 235). Steiner offers a detailed model for discussing translationally relevant features of a text, through the practical example of a German ST, namely a Rolex advertisement, to be translated into English.

Then the scholar uses the framework of Register analysis to examine the translation of the same advertising text previously analysed, to offer an evaluation of it (Steiner 1998; 2004: chapter 4).

As we said, Steiner analyses an advertisement, which had first appeared in *Newsweek* – a widely-read, high quality, non-specialist US magazine – and which was later translated for the German similar magazine *The Spiegel*.

Let us now look at Steiner's model in some detail. Without giving an account of his analysis and evaluation of the English ST and German TT, which is not our present purpose, by drawing on issues from his different writings (1997; 1998; 2004), we will present a general overview of his model, to be used for both analysis and evaluation of translation.

Steiner offers a highly systematic tripartite model, where each of register variables – i.e., Field, Tenor and Mode – is divided into three sub-variables (for the fourth dimension of Affect, see comment below), as Figure 3 clearly shows:
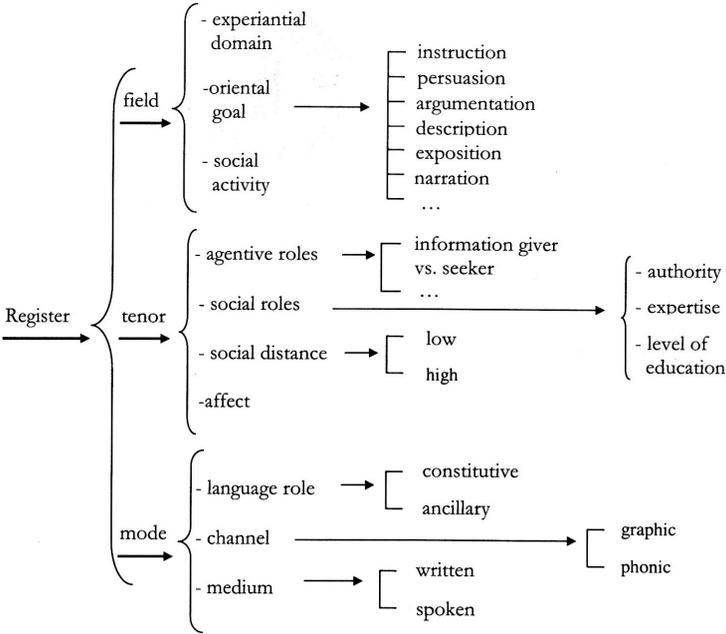
Figure 3: Steiner's model for Register analysis (From: Steiner 2004: 14)

In discussing Field of discourse, Steiner distinguishes three "internal dimensions" (Steiner 2004: 15), i.e.:

- Experiential domain(s)
- Goal orientation
- Social activity.

As far as the domain of experience and Social activity are concerned, there is a general agreement in SFL to investigate them under the parameter of Field (see Matthiessen *et al.* 2010: 95).

Experiential domain corresponds to what in SFL is generally referred to as 'Subject matter', i.e., roughly speaking, the topic. For the purpose of translation, it is even more useful to consider experiential *domains*, since all texts usually have several ones that the translator needs to identify. Traditional problems for translation have always been in terms of differences in their structuring across different cultures and degrees of terminological specificity. The most typical linguistic – i.e., lexico-grammatical – realizations in texts are:

- ✓ transitivity of clauses
- ✓ types of participants
- ✓ lexical fields
- ✓ terminologies
- ✓ cohesive lexical chains
- ✓ time / tense / aspect features
- ✓ aspects of reference
- ✓ headings/ titles
- ✓ paragraphing.

As we can clearly see, Steiner avoids the more rigid one-to-one correspondence between Field and its typical lexico-grammatical realizations that we usually find in the SFL literature. For example, Reference, a resource which is typically said to realize Textual meanings, is usually analysed under 'Mode', although it can influence other aspects of the context, as Steiner highlights. He also considers aspects linked with the 'Physical presentation' of text, such as Headings/ Titles and Paragraphing, typical of the structure of the clause as Message, but also linked to the Experiential domains, etc.

When Steiner inquires into the nature of Social activity realized in/by the text, he is interested in the function that the text has in its Context of Culture, in other words with the general types of activity that, within a given society, are recognized as meaningful, such as: production, exchange, communication, reproduction, consumption, etc. (Steiner 2004: 16). For example, a text about a given topic will be different, depending on whether it is an advertisement or an instruction for production of the same object. Steiner offers the practical example of a production manual which is translated into a TT that advertises the product. Since his model is outlined for translation purposes, he points out that the role of the TT also needs to be considered: e.g., whether the text aims at a real translation or at a re-production (1997: 238).

Steiner includes Goal orientation under Field, rather than under Mode, differently from many Hallidayan models (see, e.g., Miller 2005). With Goal orientation, he is interested in participants' goal, both the author's and the translator's, and thus on the function of both ST and TT. The Goal of a text as a whole, following Martin (1992), could be of: interchange, exposition, persuasion, argumentation, description, narration, etc. Steiner distinguishes between a 'Short term' and a 'Long term' Goal. The latter could be related to the global Rhetorical aim of the whole text, while the former to the aim(s) on descending ranks (text – paragraph – clause-complex). For example, a text which has persuasion as its final Goal, may make use of description or narration to reach the purpose. Going even further in delicacy, Steiner considers still more 'Granularity', and different Rhetorical relations within each paragraph, where we could find, for example, functions of summary, exemplification, background, motivation (see Steiner 2004: 32). Goal orientation is fundamental for translation, because it could change from the ST to the TT, either because the intended readership is different (e.g., of a different age) or because of intercultural differences in the function of genres (Steiner 2004: 16).

In Steiner's model, the most prominent lexico-grammatical realizations of Goal include:

- ✓ mood
- ✓ ellipsis / non-ellipsis
- ✓ tense
- ✓ transitivity (in particular, agency patterns)
- ✓ conjunctive relations
- ✓ patterns of thematic progression
- ✓ patterns of topic construction
- ✓ paragraphing
- ✓ rhetorical relations

Obviously, 'paragraphing' concerns written texts only. Rhetorical relations are included to the extent they represent the Goal structure of the text.

Under the second main dimension of the Context of Situation, i.e., Tenor of discourse – which is concerned with the relationships between participants – Steiner distinguishes three main sub-variables:

- Agentive roles
- Social roles
- Social distance

He also acknowledges that many SFL linguists consider a fourth variable, i.e., Affect, concerning 'emotions' towards the self, the other and the subject matter (Steiner 2004: 18), but he prefers to deal with it "as dispersed throughout the register" rather than separately (Steiner 1998: 294).

Translation problems often arise when dealing with Tenor, for differences in languages, texts and contexts, not only because of different lexico-grammatical structures, but also of different cultural practices.

The first sub-variable, i.e., Agentive roles, refers to semiotic roles defined by the type of action taking place and by the Goal(s) and assigned to Author and Reader/ Hearer, such as:

- o vendor *vs* customer
- o giver *vs* receiver
- o sayer *vs* listener
- o teacher *vs* learner, etc.

Its most common lexico-grammatical realizations are:

- ✓ Mood
- ✓ Ellipsis
- ✓ Modality
- ✓ use of specialist language, etc.

Again, we can see how some linguistic features cross contextual variables (e.g., Ellipsis). To offer a practical example, Steiner observes that, in a sales interaction, vendors and customers may use a different level of directness (realized by Mood) in the SL and TL: the translator has to be aware of such differences and be able to tackle with them linguistically in a text (Steiner 2004: 17).

The second type of sub-variable, i.e. Social role, is concerned with social power relationships between participants that are encoded in a text. Roles can be defined on the basis of hierarchies, or according to the degree of certainty. As regards hierarchies, in most human societie*s*, they are linked to:

- o social class
- o gender
- o age
- o ethnicity

o   religious affiliation.

The degree of certainty can depend on:

o   level of expertise
o   level of education.

Here the basic option seems to be between 'equal' *vs* 'unequal', or 'high authority' *vs* 'low authority'. Steiner detects its common linguistic realizations in the interpersonal systems and in those structuring texts and dialogues, like:

✓   Modality
✓   Mood
✓   Choice of specialist terminology
✓   Forms of address
✓   Formality.

Once again, it is obvious that lexico-grammatical choices influence different levels of context. Thus a certain choice made by a translator concerning, e.g., specialized language, will not affect only Field, but also Tenor.

The third sub-variable that Steiner analyses under Tenor, i.e., Social distance, "[...] stands for the amount of shared contextual space which the participants are assigned" (Steiner 1998: 294). In simpler terms, it refers to the frequency of previuos interaction, and its basic option in this case is 'anonymous' *vs* 'familiar'. Its lexico-grammatical realizations comprise:

✓   tagging
✓   Modality
✓   types of forms of address
✓   colloquialisms

✓   jargon

✓   accents/ dialects/ sociolects, etc.

With the insertion of "accents, dialects and sociolects", we can notice how Steiner considers here another important feature of language variation, i.e., variety according to the user, as also House does (see § 9.1), which is usually not analysed under Register. Indeed, in translation, provided that it is considered with respect to its function, it can be fundamental (Steiner 2004: 12).

The fourth sub-variable mentioned by Steiner, ie., Affect, can be realized lexico-grammatically by lexical selection, grammatical choices, rhetorical devices.

For the final register variable of the Context of Situation, i.e., Mode, Steiner proposes the last tripartite subdivision:

• Language role

• Channel

• Medium.

All variables are in line with a Hallidayan model. As regards the first, i.e., Language role, according to which "[...] texts differ depending on whether they are part of a linguistic activity (constitutive), or part of a non-linguistic activity (ancillary)" (Steiner 2004: 19), the scholar lists the following typical lexico-grammatical realizations:

✓   ellipsis

✓   mood

✓   reference

Steiner puts forward the case of film dubbing and subtitling as typical examples of dealing with language in an 'ancillary' role under the constraints of the SL.

As regards the Channel of discourse, which concerns the 'phisycal' means through which texts are produced, along a cline of 'graphic' *vs* 'phonic', the major options can be:

- o   sound waves
- o   electronic channels
- o   paper
- o   telephone lines, etc.

As far as printing is concerned, Steiner argues for a link between Channel and punctuation/paragraphing, which the translator should take care of.

Finally, the Medium, whose endpoints on a cline are 'spoken' *vs* 'written', can be realized lexico-grammatically through:

- ✓   use of pronouns *vs* full words
- ✓   exophoric *vs* endophoric reference
- ✓   types of cohesion
- ✓   clause complexity
- ✓   Grammatical Metaphor[8], etc.

Since this highly detailed model is meant by Steiner as a tool for pre-translational text analysis and evaluation, he posits the following important issue: do register variables need to remain unchanged under the process of translation? For example, if the Tenor of a ST encodes a minimal Social distance, does this mean that, for any translation, it will have to remain the same? Steiner's answer is that a proper translation requires that the register remains relatively constant even across the process of translation. In his view, the more register changes, the more the TT will not represent a translation in the narrower sense (Steiner 1998: 295).

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[8] For an illustration of the notion of Grammatical Metaphor (GM), see volume 1, chapter 6. For dealing with it in the practice of translation, see this volume, § 11.2.2.

As we can see, Steiner's view differs from House's, who admits changes at the level of Register if the translation is 'covert' rather than 'overt', still remaining a translation and not a 'version'.

Steiner argues that a Register analysis, while being a valuable tool for translation text analysis and evaluation, does not offer a model of transfer, because two languages are involved, with 'typological differences', and some problems are specific to translation. After a register-analysis, considerations which go beyond the Context of Situation are vital: they have to be based on the language pair a translator is working with and related to the Contexts of Culture they are embedded in. However, the ultimate criteria to evaluate texts remain "functionally motivated" (Steiner 1997: 248).

In this chapter, we have tried to offer a survey of four models that, in different ways and to different extents, consider language and text as deeply embedded in Context, of Situation and of Culture, and that have applied their approaches to the practice of translation.

Bell's (1991) SFL model, mainly concentrated on the Ideational metafunction, is the most theoretical. His practical examples are mostly decontextualized, but the insights offered to a practising translator can help him/her to engage in text analysis and try to reconstruct the ST meanings in the TL.

Baker (1992/2011), on the other hand, limits linguistics notions – not to overload beginners without a deep background in the field – and offers a wide range of concrete examples and exercises (from English into a great variety of languages), firmly grounded on the professional world of translators. Of the three Hallidayan types of meanings (i.e., Ideational, Interpersonal and Textual), as Munday confirms, "[...] she devotes the most attention to the textual function" (Munday 2001/2008/2012: 144).

House (1977/1981; 1997; 2014) offers a highly comprehensive model, informed by a strong theoretical framework, and also offers practical application to

a variety of text-types, working on the language pair English/German, basically from the point of view of TQA.

Steiner (1997; 1998; 2004) puts forth a systematic Hallidayan model and applies it in detail to one text (an advertisement translated from English into German), dealing with both pre-translational text analysis and evaluation.

The central idea of all models is their ultimate aim of preserving functions, rather than structures, when translating a ST into a TT.

In the next chapter we will attempt at outlining the SFL model we propose for translation, which partly draws on the existing ones, and is combined with some issues from TS. Our goal is to use it in translation teaching, for both production and evaluation of TTs, with a variety of text-types and with the language pair English/Italian.

To our knowledge, no systematic modelling of Italian Grammar in an SFL framework exists – as it does, e.g., for French and Spanish[9] – and it is not the purpose of this study to carry out a contrastive linguistic analysis between the two languages. From empirical evidence, we will simply assume that many aspects of the Hallidayan model can be applied to Italian as well.

10. Translating Ranks, Meanings and Context(s): A Proposal

> A text is never just a sum of its parts, and when words and sentences are used in communication, they combine to 'make meaning' in different ways. (House 2009a: 5)

After presenting in the previous chapter four models that, to varying degrees, make use of an SFL approach to translating, we will now illustrate 'our' suggested approach to the practice of translation, which partly draws on such models – in particular, House's (1977; 1997; 2014) and Steiner's (1997; 1998; 2004), and for some issues from Bell (1991) and Baker (1992/2011) – and partly on the

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[9] See Caffarel (2006) and Lavid *et al.* (2010) respectively.

Hallidayan text analysis approach outlined by Miller (2005), although not referred to translation. Our proposed method will be integrated with further insights from TS that we felt the need to combine with our model for the purpose of translation training.

While House's model, as we have seen, aims at translation evaluation, and Steiner's at both analysis and evaluation, although separately, in this book we will attempt at combining analysis, production and evaluation. Our goal, indeed, is that of arguing for an SFL approach to translation that is workable in a translation class, where both production and evaluation are fulfilled, through different assignments or as different steps within the same lesson. We posit that our proposed SFL approach can be employed to translate a wide range of text-types, from (semi-) specialized to literary.

While the models we have presented so far also draw on other areas of contemporary linguistics, in particular from pragmatics (Bell 1991; Baker 1992/2011; House 1997), we make an effort to adhere to an SFL perspective, at least from a theoretical point of view.

If House and Steiner, in their Register analyses for translation, primarily aim at identifying the contextual features of a certain text, through an analysis of its linguistic realizations, we – more in line with Bell and Baker who, although limitedly to certain lexico-grammatical structures, focus on the linguistic level – will firstly analyse the different strands of meaning realized in the lexico-grammar and only secondly will try to construe the context of situation that has activated them. As an *overall* method, we will thus work within a bottom→up perspective, that is, from grammar to context. However, we will actually combine the two kinds of method, i.e. the bottom→up and the top→down in a way. Indeed, since we do not deal with complete texts but rather with extracts from longer texts, we will offer a few hints about the extra-linguistic situation outside the text and so we will provide a 'communicative situation'. This will be offered together with a specific translation 'brief', indispensable, we think, to offering a concrete translation task (see § 10.4).

Before moving on to a detailed illustration of our 'integrated' approach of SFL and TS, we will consider translation from the point of view of 'rank'.

10.1 Translating Ranks

As we said in the first volume (see chapter 4), Halliday states that equivalence in translation can be pursued at three different levels: 'stratification', 'metafunction' and 'rank'. Although our general goal is to aim at functional 'equivalence' at a semantic level and a contextual level – i.e., of 'metafunction', and of 'semantic and contextual strata' – we will also consider 'rank', mostly as a unit of translation, but in some cases also in terms of equivalence at the lowest strata.

In SFL, the most evident dimension of language can be considered its compositional structure, also known as 'constituency' (Halliday & Matthiessen 2004/2014: 5). In other words, language is structured in compositional hierachies, which are called 'ranks'. Halliday and Matthiessen (2004/2014: 9) point out that *every language* features a grammatical rank scale (although the 'division of grammatical labour' among the ranks vary and there are languages that work more at one rank). That of English, which is typical of many languages, shows four hierarchic constructions, involving: sound (in ordinary speech), writing, verse and grammar. Phonological, graphological and lexico-grammatical constituencies are made up of a hierarchy of units, i.e., 'ranks'. Each compositional layer is composed of four different 'ranks' (Halliday & Matthiessen 2004/2014: 21):

(1) phonological:
(1a) (sound) tone – foot (rhythm) – syllable – phoneme
(1b) (verse) stanza – line – foot (metric) – syllable
(2) graphological: sentence – sub-sentence – word (written) – letter
(3) lexico-grammatical: clause – phrase/group – word – morpheme.

As far as the graphological constituency is concerned, we may even discern a higher unit than sentence, i.e., 'paragraph'. Likewise, within lexico-grammar, we can identify a unit above clause, i.e., clause-complex.

It is clear that each 'rank' of what is indeed called a 'rank scale' is made up of units of the rank below (e.g., in lexico-grammar, a clause-complex is composed of clauses, a clause of phrases/groups, a phrase/group of words, a word of morphemes).

Catford admits equivalence at all stata and distinguishes between "rank-bound translation" and "unbounded translation", the former where TL equivalents are deliberately at the lowest ranks (usually, word or morpheme), and the latter where 'shifts' normally occur up and down the rank scale (Catford 1965: 24-25).

Halliday acknowledges that, although equivalence tends to be valued more highly at the highest ranks, there may always be occasions when equivalence at a lower rank can acquire a higher value (2001: 16).

Ranks, from a translational point of view, are strictly linked to the issue of the unit of translation, which we discussed in the first volume (see § 3.2). As we said, in our model, since dealing with written language, we will follow Newmark's suggested unit of translation, i.e., the sentence. We will generally aim at equivalence at that rank. Of course a translator is also constantly dealing with words – or rather, lexical items –, but not in isolation. In our Register analysis throughout the book, we will often focus on lexical items, but essentially in relation to their meaning in text and context, not *per se*.

Even morphemes – the smallest meaningful units of grammar – as Baker illustrates (see § 9.3), can become essential elements (at least in languages with an elaborated word grammar), especially when dealing with specialized terminology or neologisms. By way of illustration, let us see the following example, taken from a sociology text in the field of Urban Studies:

(ST 1): [...] Thus, economic restructuring, urban disinvestment, land-use planning controls, 'revanch<u>ist</u>' welfare policy (Smith, 1996) and the continuing demand for cheap migrant labour has contributed to the establishment of a peculiarly condensed space of social and ethnic equality that Loïc Wacquant has termed 'the <u>hyper</u>ghetto'. [...]
[Parker, S. (2004), *Urban Theory and the Urban Experience: Encountering the City*, London: Routledge, p. 91].

(TT 1): [...] Dunque la ristrutturazione economica, i mancati investimenti pubblici, la regolamentazione nell'uso del suolo, la riduzione del welfare e la domanda continua di lavoro immmigrato a basso costo hanno contribuito all'istituzione di uno spazio particolarmente condensato di omogeneità sociale ed etnica, che Loic Wacquant ha definito col termine di "<u>iper</u>ghetto". [...]
[Parker, S. (2006), *Teoria ed esperienza urbana*, Transl. by D. Ravenna, Ed. by S.V. Haddock, Bologna: Il Mulino, p. 127].

We are not interested here in 'grammatical morphemes' like '-ing' ("restructur-ing") or '-ment' ("disinvest-ment"), etc. – simply indicating word-class –, but in morphemes which convey a propositional meaning, i.e. 'lexical morphemes' like '-ist' ("revanch-ist") and 'hyper-' ("hyper-ghetto"). The suffix '-ist', in English, is usually added to designate "a person who practises some art or method, or who prosecutes, studies, or devotes himself to some science, art, or branch of knowledge" (*OED*). This suffix might have been rendered in Italian through the directly equivalent –*ista* (*revanscista*). In the published TT, the political term "revanscist" (i.e., "characterized by a policy of or desire for retaliation or revenge", *OED*) has not been kept and has been substituted with *riduzione*. As regards the prefix 'hyper-', of Greek origin, which conveys the propositional meaning of "over, beyond, over much, above measure" (*OED*), forming the technical neologism "hyper-ghetto", it has been maintained into Italian and the lexical item has become *iperghetto*.

Although the SFL model we propose for translation focuses, in terms of 'rank', on the constituency of 'lexico-grammar', i.e., the level of wording, given that we are dealing with written language, we wish to illustrate how, in particular circumstances, also graphological ranks may become significant, as Catford remarks (1965: 23). To illustrate this point, let us consider the following example, taken from a children's book by R. Doyle:

(ST 2): [...] <u>Jalopy</u> Street.
<u>Kangaroo</u> Street.
[...] They sat on a rooftop at the end of <u>Lambchop</u> Avenue, waiting for Santa
for come up out of the last chimney. [...]
[Doyle, R. (2001), *Rover Saves Christmas*, London: Scholastic, p. 99]

(TT 2): [...] Via <u>Juventus</u>.
Via <u>Koala</u>.
Arrivati alla fine di corso <u>Lingua Salmistrata</u> si sedettero su un tetto ad
aspettare che Babbo Natale uscisse dall'ultimo comignolo. [...]
[Doyle, R. (2002), *Rover salva il Natale*, Transl. by G. Zeuli, Milano: Salani: p. 105]

It seems that, in the ST, Doyle plays with street names put in alphabetical order: 'J', 'K', 'L'[10]. The propositional meaning of the word, in this case, is not as fundamental to maintain as is playing with the letter, which is the lowest rank of graphological rank scale. In this case, if the TL is Italian, the device can be carried over, at the expense of propositional meaning, and so "Kangaroo" can easily become *Koala*, which mantains the graphological rank of letter and also the experiential meaning of 'animal typical of Australia'. Also "lambchop", which becomes *Lingua Salmistrata* reproduces the same letter and conveys a typical dish – although perhaps more unusual, to children's eyes. In the case of "Jalopy"→*Juventus*, we believe that the Italian option – despite being a well known reference for children – might result alienating, since the action is taken in Australia. Perhaps a *jeep* – which would maintain the letter 'J' and the same domain of "jalopy"[11] (vehicles), might have been a possible solution, also conveying its experiential meaning.

However, it is at the level of meanings embedded in a Context of Situation that our main focus is centred on. Let us now turn to the illustration of the SFL model that we propose for a 'meaningful' practice of translation.

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[10] We find evidence of this in the previous part of the book, which contains: Blackhead Street, Chlorine Street, Dolphin Avenue, etc. (see Doyle 2001: 92).

[11] A "jalopy" is a *colloq.* (orig. *U.S.*) term that means "a battered old motor vehicle." (*OED*)

10.2 Translating Meaning(s) and the Context of Situation

> [...] even the 'context-free' dictionary definition of the meaning of a word actually rests on an implicit assumption of some kind of setting of *use* as part of a *text*; a text without a context runs the danger of having supernatural attributes assigned to it (that is what happens in one science fiction story, where an ancient shopping list becomes a sacred scripture!). (Bell 1991: 83, *emphasis added*)

In this section, we will present an overall SFL model that can be used, we argue, fruitfully, in translation education and training.

As we have said above, differently from three of the models we have presented (Bell 1991; House 1977, 1997, 2014; Baker 1992/2011), we will generally adhere to a closer Hallidayan approach in the analysis of the three metafunctions realized in a text, later focusing on the contextual features that can be reconstructed. Outside of SFL, the grammar realizing 'ideational' meanings is often treated as 'semantics', whereas those that encode 'textual' and 'interpersonal' meanings are sometimes dealt with partly under the domain of pragmatics (cf. Matthiessen *et al.* 2010: 138). In systemic theory, all three metafunctions are investigated at the level of semantics through an analysis of lexico-grammar.

It must be pointed out that we will describe the model, with its different layers of meanings, their most typical grammatical realizations and the variables of context which usually determine them, under different sections for a matter of convenience. However, we need to keep in mind that:

(1) the three metafunctions, in fact, intersect, functioning *simultaneously*;
(2) the dimensions of the Context of Situation often overlap;
(3) any element can play different roles within the grammatical systems.

Indeed, although the variables of context *tend* to activate certain metafunctions, which *tend* to be realized in certain systems, it should not be

assumed that this is an "automatic 'hook-up' hypothesis" (Miller 2005: 27). It is the combination of contextual variables which tends to be responsible for the lexico-grammatical choices and the meanings these construe.

We admit that sometimes we find the less rigid consideration of linguistic features as proposed by Steiner useful for translation and we will make reference to it. Yet, in order to guide students through their delicate – and challenging! – task, we prefer to propose a systematic SFL model to follow, not only at the level of Context, but also of grammar. Of course we need to be constantly aware of *multifunctionality* of language, which is just the norm (Miller 2005: 165).

After all, as Halliday and Matthiessen put it:

> [...] some overview of language [...] will enable us to locate exactly where we are at any point along the route. A characteristic of the approach we are adopting here, that of systemic theory, is that it is *comprehensive*: it is concerned with language in its entirety, so that whatever is said about one aspect is to be understood always with reference to the total picture. At the same time, of course, what is being said about any one aspect also *contributes* to the total picture; but in that respect as well it is important to recognize where everything fits in. (Halliday & Matthiessen 2004/2014: 20)

We will see all this at work in our detailed practical analyses of translation tasks offered in chapter eleven. Let us now move on to illustrate 'our' proposed model for translation of the different strands of meaning realized in and by each text and context.

10.2.1 Translating the Ideational Metafunction and Field

Ideational meanings – construed to represent experiences, either to encode them (Experiential) or to show the relationships between them (Logical) – are typically realized in lexico-grammar by the systems of TRANSITIVITY (Participants, Processes and Circumstances) and of TAXIS and LOGICO-SEMANTIC RELATIONS. In order to investigate, and then reproduce if possible, the experiential meanings realized in a text, we start from the analysis of its Transitivity structure, thus

identifying Processes, Participants and Circumstances. We also analyse Tense (for each clause, but especially throughout paragraphs), the relationship between Participants and Processes realized in the grammar through the option of Voice (active *vs* passive), as well as Lexical items and Terminology. As far as Logical Meanings are concerned, we concentrate – when relevant for translation – on Clause interdependency and Logico-semantic relationship. We then move to the analysis of Contextual factors that have activated the meanings at issue, by focusing on the nature of the Social Activity instantiated in the text and on the Subject matter, with its specific experiential domain(s).

Let us see a schematic overview of the grammatical and contextual categories we analyse under this variable, in Table 3 below:

LEXICO-GRAMMAR		FIELD *What is going on?*
TRANSITIVITY structure: Processes/ Participants/ Circumstances	IDEATIONAL EXPERIENTIAL MEANINGS	Social activity
Tense		Subject matter – Domain(s) of Experience
Voice: active *vs* passive		
Lexical items / Terminology		
Clause interdependency: Expansion (parataxis *vs* hypotaxis) *vs* Projection	IDEATIONAL LOGICAL MEANINGS	
Logico-semantic relationships: Elaboration/ Extension/ Enhancement		

Table 3: Model of Text/ Context analysis for the translation of Ideational meanings and Field

In SFL, experience consists of 'goings-on', which can be of happening, doing, sensing, saying, being or having, and are costrued by structural elements named 'Processes': material, mental and relational Processes as the main kinds, accompanied by behavioural, verbal and existential. Processes are the core element of the Transitivity structure, which also comprises participants (directly involved) and Circumstances, which 'augment' the configuration of the other two through

logico-semantic relations (Matthiessen *et al.* 2010: 69-70). Processes are typical of the grammar of English, but, as Bell asserts, they seem 'universal' and for this reason can be rendered across languages. As the scholar points out in his model (see § 9.2), it is firstly by recognizing the relations linking Processes and participants that a translator can 'make sense' of the ST. It often happens, especially in [++written] (see below) texts, that Processes are realized 'incongruently', i.e. 'metaphorically' (for the concept of Hallidayan GM, see note 8). This poses difficulties to the translator, who may need to 'de-metaphorise' incongruent choices to cope with different language structures (see § 11.2.2 in particular).

Even choices in terms of Tense and Voice are important in text analysis and translation, although they do not always need to be rendered through the same structures: as usual, their *function* is the mail goal.

Lexical items and terminology, which determine the experiential domains of a text, of course need careful consideration, although we will see how they are not the only concern for a translator.

Ideational meanings also include Logical meanings, realized in grammar by Clause interdependency and Logico-semantic relationships: they also need to be analysed in view of reproducing their *function* in the translated text.

Let us briefly consider the two dimensions of Field, i.e., 'Social activity' and 'Subject matter – Domain(s) of Experience". In SFL, 'Social activity' is considered the socio-semiotic process that the interactants in the context are engaged in, such as: doing and expounding/ reporting/ recreating/ sharing/ recommending/ enabling/ exploring (cf. Matthiessen *et al.* 2010: 95-96). For our translation purposes, we more generally consider it as the function of the text as a whole in its context of culture, such as 'advertising', etc. (cf. Steiner 2004: 33): a translator needs to be aware of any differences in the basic mechanisms the activity is operated in different cultures. Within the nature of the social activity, Steiner, as we have seen (§ 9.4) also considers the role of the TT, whether aimed at a real translation or at a re-production, in order to decide the most apt strategies. This can be linked to

House's distinction between 'overt' and 'covert' translation (1997) – although, in House's view, a 're-production' would perhaps correspond to a 'version' (1997: 71). In our proposed approach, we consider the role of the TT and the global strategy to employ ('overt'↔'covert') *before* tackling the translation task, since determined not only by the kind of text, but also by the translation 'brief'.

The 'Subject matter', to put it simply, regards the 'topic' of the activity and, more precisely, concerns the 'experiential domain(s)' the text deals with: they can be furtherly sub-divided into sub-domains and are often characterized by typical lexical fields and terminology.

10.2.2 Translating the Interpersonal Metafunction and Tenor

Interpersonal meanings, which concern the relations between Addresser and Addressee, are construed in grammar by the systems of MOOD, MODALITY and APPRAISAL and are triggered by the variable of Tenor, which deals with the relationship between the interactants and their attitudes.

It seems that SFL scholars "[...] have developed a number of descriptive outlines of the systems of Tenor, but there is as yet no comprehensive 'reference' account" (Matthiessen *et al.* 2010: 217). For our translation purposes, we opted for sub-differentiating the variable of Tenor and its most typical grammatical realizations into several categories, as shown in Table 4 below (p. 51).

As far as Mood is concerned, we are mainly interested in its function within the ST and the TT, rather than in contrastive issues concerning different languages.

In SFL, Modality is "a resource which sets up a semantic space between yes and no" (Martin & Rose 2003/2007: 53). In English, it can be realized by Modal operators and Modal Adjuncts. When a translator needs to render Modality, s/he has not necessarily to maintain the same structure: we insist once again on the fact that, in an SFL approach to translation, we aim at preserving *functions*, rather than structures.

LEXICO-GRAMMAR	INTERPERSONAL MEANINGS	TENOR
		Who is taking part?
MOOD Systems		Addresser's provenance
		Agentive role
MODALITY Systems: (Modalization *vs* Modulation)		Social role
		(equal *vs* unequal, high *vs* low authority): • Social hierarchy (social class, gender, age, ethnicity) • Level of expertise • Level of education
Language varieties: Idiolect/ Geographical/ Social/ Temporal Dialect		Social distance (formal *vs* informal)
Lexis: formality↔informality		
APPRAISAL SYSTEMS: • Attitude (Affect/Judgement/Appreciation) • Graduation • Engagement		Addresser's Stance towards Addressee
		Addresser's Stance towards Subject Matter

Table 4: Model of Text/ Context analysis for the translation of Interpersonal meanings and Tenor

We certainly need to explain why we decided to include the dimension of 'language varieties' in our model. As we said in volume one (see chapter 7), in SFL, user- and use-related varieties, despite the interconnections, are considered conceptually distinct. However, although 'dialects' are viewed as saying "the same thing differently" and differing in phonetics, phonology, vocabulary, partially in grammar but not in semantics (Halliday & Hasan 1985/1989: 43), we agree with Steiner who claims that, in a model of translation, they deserve special consideration (Steiner 2004: 42). This dimension had been taken into account by House in her first model for TQA, and kept separate from 'use' (see § 9.1). In her revisited model (1997), the dimension is included within her comprehensive model, under the heading of Tenor, in particular of 'Author's provenance' (see below). We argue that, in a model for translation that aims at being valid for different text-types, including literary texts, an analysis of the linguistic features pertaining to this dimension is fundamental even though our focus is on meaning. We would have

not included it if our book had focused exclusively on LSP translation, which is not our case. Especially in certain literary texts, linguistic features typical of language varieties give important clues to both the Context of Situation and of Culture and, if we aim at translation 'equivalence', this aspect cannot be neglected. Obviously, a translator cannot reproduce structures, but s/he can work at the level of 'function'.

Differently from House, we have also decided to insert Idiolect – i.e., "the individual dialect", "the variety related to the personal identity of the user" (Gregory 1980: 463). She had excluded it from her original model (while Crystal and Davy's 1969 model included the dimension of 'Individuality'), since "the text producer's idiosyncratic linguistic features would be captured in other dimensions" (House 1997: 40). Of course, as Gregory clearly points out (1980: 463), it is usually of no importance if the translator deals with a scientific article, where any idiosincracies of the author are not meaningful; conversely, it can play a crucial role in dealing with fiction, or translation for the stage. And since our model aims at including a variety of text-types, literary and non-literary, the category can be useful to the translator.

For a model to be used within a bottom→up perspective, Dialects are thus considered as linguistic mechanisms, which realize/are realized by various categories of Tenor.

Within linguistic realizations of Interpersonal meanings, we also include the level of formality *vs* informality of lexis, along a cline. Although lexical items marked as [+formal] or [+informal] can be linked to the contextual category of Social distance, it must be clear that they are not to be confused, since the latter refers to the degree of familiarity between interactants. As Steiner illustrates, its lexico-grammatical realizations include tagging, modality, forms of address, use of accents and dialects, etc. (Steiner 2004: 18).

None of the translation models we have presented includes Appraisal theory, which is indeed a more recent approach developed within an SFL framework and extends the account of the grammatical resources which realize Interpersonal meanings (Martin & White 2005) to include evaluation. We argue that APPRAISAL

SYSTEMS, a fundamental resource of language in many text-types, might represent a fruitful line of inquiry pursued in the area of TS, where so far, as Munday notes, they have been "relatively overlooked" (2010: 78).

Appraisal identifies three systems: ATTITUDE, GRADUATION and ENGAGEMENT, dealing with the kinds of attitude, their amplification and the ways in which they are sourced and addressees are aligned. The SYSTEM OF ATTITUDE is furtherly subdivided into three sub-systems, i.e., Affect, Judgement (of two types: Social Esteem, Social Sanction) and Appreciation, concerned with the evaluation of feelings, behaviour and phenomena respectively[12]. Evaluation can be expressed through different parts of speech and can be either "inscribed" (explicitly expressed) or "invoked" (implicity conveyed), negative or positive. Importantly, Appraisal is not only a matter of single instances, but is also construed "prosodically" through the text (cf. Martin & Rose 2003/2007: 31). The traditional category of 'connotation', vital for translation, can be systematized by Appraisal.

Let us now focus on Context, in particular to the variable of Tenor.

We also decided to include, differently from a close Hallidayan model, the category of 'Addresser's provenance', drawing on House's revisited model (1997). We certainly understand Steiner's point of view when he states that the meaning of a text is not determined through 'outer factors' such as "who wrote it when and where and whose behalf" (Steiner 2004: 3). It is indeed a valid claim when dealing with texts where neither the author nor the 'instigator' are known, as in the case of the Rolex advertisement analysed by the German scholar. Yet we assume that our model can be valid for different text-types, including literary texts, where the Addresser's origin could offer helpful hints for interpreting culture-specific elements (see § 11.7.2) or even for establishing the writer's ideological stance (as with postcolonial fiction, see § 11.6.2). For these reasons, we think it could be a

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[12] Since this book is not necessarily addressed to readers with an SFL background, for the sake of simplicity, we avoid the distinction into sub-categories – albeit useful for translation. For a detailed account of the Appraisal model, see Martin & White (2005) and for an overview, Martin & Rose (2004/2007). For an application of the model to translation, see Munday (2012).

useful category. Differently from House, we only consider the geographical (and temporal, although not relevant in our sample texts) origin.

We find convenient, for our translation purposes, to subdivide Tenor relationships between interactants into three types of social roles, i.e., 'Agentive roles', 'Social roles' and 'Social distance', as Steiner does (see § 9.4). Roles of the first type are also known as 'institutional', while 'Social roles' are also called 'power' or 'status' roles (Matthiessen *et al.* 2010: 217). We have already illustrated the notion of Social distance above.

As far as the category of 'Stance' is concerned, we must point out that we have borrowed the label from House (1997, see § 9.1). It regards the position of the Addresser towards the Addressee and the Subject matter, his/her "personal viewpoint" (House 1997: 109). With other kinds of texts, that we do not take into account in this book, also the Addressee's Stance should be included.

10.2.3 Translating the Textual Metafunction and Mode

Finally, Textual meanings, which give the clause its character as message, are activated by the Mode of discourse and are realized in grammar by structural cohesive devices, such as Thematic structure, and non-structural ones, like Cohesion.

Under the contextual variable of Mode, we will analyse more aspects than House does, more similarly to Steiner. Table 5 (p. 55) gives a schematic overview.

As Ventola (1995: 85) lamented in the nineties, and Kim (2007: 223-24) has confirmed more recently, the area of thematic patterns when a text undergoes a translation process still needs to be thoroughly investigated in TS. Although we will not aim at offering new insights, we will consider them among the features of a ST that need to be taken into account when translating, as Baker has demonstrated (see § 9.3).

LEXICO-GRAMMAR	TEXTUAL MEANINGS	MODE *How are the meanings being exchanged?*
Thematic structure; Thematic progression		Language role: *constitutive↔ancillary*
(Information structure)		Channel: *graphic↔phonic*
Cohesion: Reference; Ellipsis/Substitution; Conjunction ; Lexical relations (Synonymy/ Hyponymy/ Repetition/ Collocation).		Medium: *spoken↔written (simple/complex)*
		Participation: *monologue↔dialogue (simple/complex)*
Physical presentation; Punctuation		Rhetorical aim: (argumentative/ expository/ instructional) • Global • Paragraphs, Clause-Complexes
		Rhetorical structure

Table 5: Model of Text/ Context analysis for the translation of Textual meanings and Mode

As we saw when analysing Baker's model, Information structure is a system concerned with the assignment of Given and New information to elements of the clause, and of the overall text. We do not take it into consideration when analysing our written texts, following Halliday and Hasan (1976), who consider it mostly typical of spoken discourse.

Also Cohesion, as also Newmark had pointed out (see volume 1, chapter 6) is a linguistic resource that a translator cannot ignore. The term is also widely used outside of SFL, although sometimes "more loosely to refer to the text-ness of a text" (Matthiessen *et al.* 2010: 74). In our model, we will of course consider it from an SFL point of view, hence in terms of Reference, Ellipsis/Substitution, Conjunction and Lexical relations.

As regards Lexical Cohesion we will include into our model the categories proposed by Halliday (1994), i.e., Repetition, Synonymy (and variants like Hyponymy, Meronymy) and Collocation.

In each written text, also the 'physical presentation' can be said to construe meanings (ses Miller 2005: 164): headings, sections, paragraphs, as well as punctuation perform a specific function, therefore the translator cannot ignore them.

Under the variable of Mode, as Steiner does (see § 9.4), we include the Role played by language, whose main options are 'constitutive' *vs* 'ancillary', along a cline.

While Channel and Medium on the one hand, and Medium and Participation on the other hand, seem to overlap in House's (1997) and Steiner's (2004) models respectively, we will separate the three dimensions, although, as usual, there is overlapping and not rigid separation.

By Channel, we refer to the physical "means available to interactants for exchanging meanings in context" (Matthiessen *et al.* 2010: 68-69), along a cline from 'phonic' – typical of face-to-face interaction – to 'graphic', with many in-between possibilities and new combinations, also thanks to modern technology.

Under the sub-category of Medium, we will consider the degree of 'spokeness' or 'writteness' (remember, again: along a cline!) featured by a text. It has not to be confused with 'Mode' (one of the three main Register variables) or with 'Channel', despite, as usual, connections between categories. As Miller (2005) points out, one of the main clues of the 'written' medium is 'lexical density', i.e., the high frequency of 'lexical words' with respect to 'grammatical' ones, which is typical for example of written specialized texts. The use of frequent contractions, on the other hand, is typical of the 'spoken' medium. We adopt House's distinction into 'simple' and 'complex' medium to discriminate the 'simple' cases when a text is 'written to be read' from instances when it is, e.g., 'written to be spoken as if not written', etc. (for Gregory's classification, see § 9.1; for its relevance to translation, see § 11.4.2 in particular).

Drawing on House's model(s) (1977/1981; 1997)[13], we also include the category of Participation, which could otherwise be named 'Turn' (Matthiessen *et al.* 2010: 144). As we have seen (§ 9.1), it refers to the degree of involvement of the interlocutors. We believe that the distinction that House proposes between 'simple' and 'complex' Participation, along a cline, can be useful for translation purposes, whether the participation is real or potential, and we will see it in practice in our chapter eleven.

As for the Rhetorical aim – that we consider, like Miller (2005) and differently from Steiner (see § 9.4), under the variable of Mode – we have adopted Hatim and Mason's (1990: 153ff) taxonomy of 'argumentative', 'expository' (subdivided into 'descriptive' and 'narrative'), 'intructional', which we find convenient for our translation purposes. This category can be analysed both as a 'global' aim – of the entire text – and at a level of delicacy under descending 'ranks' (sections, paragraphs, etc.).

There is no agreement as to where to collocate rhetorical structure within the model. Steiner, speaking about 'short-term goals', considers it under Field. We prefer to consider it, as Miller (2005: 52) does, as a feature of Mode.

As for the translator's Goal, which Steiner includes in his Field, we will not examine it during our text and register analysis, but rather before tackling our translation task, since we think it is mostly determined by the translation 'brief' (see § 10.4).

Together with the immediate context of production, however, a translator necessarily has to take into account the broader cultural context.

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[13] For the role of the category of 'Participation' in House's newly updated model (2014), see § 9.1).

10.3 Translating the Context of Culture

> […] language is essentially rooted in the reality of the
> culture […] it cannot be explained without constant
> reference to these broader contexts of verbal utterance.
> (Malinowski 1923: 305)

As we said many times throughout the two volumes, translation is not only a linguistic task, but also a cultural one. Indeed, we translate across languages and cultures, or, following House, "linguacultures" (1997: viii). We cannot separate them because language and culture are inextricably linked, being language embedded in culture.

Thus – if we do not translate highly standardized and 'universal' texts – culture is *always* involved in our practice of translation. Certainly, in some cases it is more prominent, on two different levels: (1) in terms of culture-specific elements, (2) as regards text-types conventions. An element – both a CSI and a whole tradition – deeply rooted in its Context of Culture, may obviously pose problems of comprehension and of rendering in a different cultural framework. Moreover, the application of a 'cultural filter' may be required by "culturally shared conventions of behaviour and communication, preferred rhetorical styles, and expectation norms in the source and target speech communities" (House 2009a: 38).

We will see the key role of the Context of Culture in Part Four, focusing on translation practice. Nevertheless, we wish to point out that the translator's decisions depend not only on the specific cultural issue, but also, and most importantly, on the communicative situation surrounding it. We will briefly present a simple, but illustrative, example to show this point. Let us consider the following excerpt, taken from the same guidebook that we will use as a source for our sample tourist text:

(ST 3): BIG PINK [...]
Big Pink is big fun, '50s style. Here you'll find kitschy foods from burgers and buckets of fries to all-day breakfasts and a souped-up 'TV dinner' served on a compartmentalized steel tray. Eat in the cavernous, convivial dining room or at an equally fun sidewalk table. Or call for a delivery, which comes courtesy of a pink VW Beetle.
[From: Greenfield, B. (2005), *Miami & the Keys*, Lonely Planet, Victoria, Australia, p. 89]

(TT 3): BIG PINK [...]
Il Big Pink è un locale simpatico, stile anni '50. Servono piatti kitsch che vanno dai burger con un sacco di patatine fritte alle prime colazioni proposte tutto il giorno e agli abbondanti 'TV dinner' (piatti confezionati in kit, come quelli forniti in aereo), serviti in un vassoio di plastica diviso in scomparti. Vi potete accomodare nella enorme, vivace sala da pranzo oppure a un tavolo all'aperto. Potete anche telefonare per farvi recapitare il cibo a casa, che vi sarà consegnato su un Maggiolino VW rosa (come il nome – pink – del locale).
[From: Greenfield, B. (2006), *Miami e le Keys*, Transl. by F. Benetti, M. Carena & F. Peinetti, Lonely Planet, Torino: EDT, p. 90]

We are dealing with a section of the tourist guide where restaurants and other places to eat are presented. The CSI "TV-dinner", developed in the Anglo-American culture in the 1950s (see http://www.gourmet.com/food/gourmetlive/2011/101911/the-history-of-the-tv-dinner), has been kept/borrowed in the TT. The Italian translators have also applied a 'cultural filter' to provide the reader with a more general explanation of the item and have added, in parentheses: *piatti confezionati in kit, come quelli forniti in aereo*[14]. Although the CSI corresponds to "a prepared frozen meal that needs only to be heated and is suitable for eating while watching television" (*OED*), they have adapted it to a less specific cultural environment and to a situation that the target reader can more easily encounter. The material has also been rendered through a 'cultural filter': the ST "steel (tray)", typical of original "TV dinners", has become *plastica* in the TT, in line with the plastic containers used nowadays. In SFL terms, the experiential domain has changed, but while the translation into *piatti confezionati in kit, come quelli forniti in aereo* can be explained in terms of functional equivalence at the level of the Context of Culture, the transformation of

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[14] We will see how this combination of strategies corresponds to 'Carry-over matching' + 'Amplification', following Malone's (1988) taxonomy (see § 10.4).

"steel" into plastic can be misleading for the tourist actually visiting the BIG PINK, where it seems that s/he could still find steel trays, "'50 style". Also the Tenor in the TT is different, in that the writer shows [+authority] towards the Addressee, in need of such a detailed explanation. However, the Context of Culture that is realized in the ST and TT can be said to be functionally equivalent, since pointing to a habit known to each audience.

In the example above the 'cultural filter' has also been adopted in terms of textual conventions. Indeed, at the Interpersonal level, the TT contains [+formal] lexical items (e.g., "Big Pink is big fun" → *Il Big Pink è un locale simpatico*; "souped-up 'TV dinner'" → *abbondanti 'TV dinner'*). Moreover, Mood choices are different: the ST imperative – typical of English tourist texts that engage the reader more directly – is substituted in the TT with Indicative declarative (e.g., "<u>Eat</u> in the cavernous, convivial dining room" → <u>*Vi potete accomodare*</u> *nella enorme, vivace sala da pranzo*; "Or <u>call</u> for a delivery" → <u>*Potete*</u> *anche* <u>*telefonare*</u> *per farvi recapitare il cibo a casa*), where also Modalization is added and Formality is higher. Tenor is thus not equivalent, because of the [+Social distance] between Addresser and Addressee. However, thanks to the 'cultural filter', the two texts can be considered equivalent with respect to their Contexts of Culture.

Let us see whether the same CSI featured in the Lonely Planet guidebook has been treated differently in the following extract from a literary text:

(ST 4): [...] Mrs Patton is washing bean sprouts in a colander at the kitchen sink; they spill over and scatter across the draining board. She gives Arun a conspiratorial smile. "It's the big game tonight," she tells him. "They're eating <u>a TV dinner</u>. Shall we have bean sprouts together? I thought I'd steam them." [...] [Desai, A. (1999), *Fasting, Feasting*, London: Chatto & Windus, p. 192]

(TT 4): [...] La signora Patton, al lavello della cucina, sta lavando dei germogli in un colino, sono troppi e si spargono sullo scolapiatti. Rivolge ad Arun un sorriso cospiratio: "C'è la finale stasera", gli dice. "Loro mangiano <u>davanti alla televisione</u>. Mangiamo i germogli insieme? Pensavo di cuocerli al vapore". [...] [Desai, A. (2001), *Digiunare, divorare*, Transl. by A. Nadotti, Torino: Einaudi, p. 183]

In this case, the ST does not only contain an item linked to an American Context of Culture, but it also shows the habit iteself, through the action which takes place. The participant "a TV dinner" (functioning as Goal) of the ST has become a Circumstance of Location: Place in the TT (*davanti alla televisione*), with an inevitable 'experiential' loss. The Italian reader, who is not necessarily aware of the American tradition, will not associate *davanti alla TV* with a ready meal on a compartmentalized (steel or plastic) tray. A paraphrase aimed at conveying the exact experiential meaning would not be appropriate, because it would produce a lenghty and heavy TT. A footnote would probably been excessive. The source Context of Culture is partly conveyed in the contrast between two different actions reinforced through the repetition of the verb *mangiare* – which, strictly speaking, is not in the ST, where we have "eating" and "have": *Loro mangiano davanti alla televisione/ Mangiamo i germogli insieme?* This example shows that, even in a literary text usually and globally translated 'overtly', a 'cultural filter' has been adopted, and so we argue it can be viewed as a 'covert' strategy at a micro-level. But this will be illustrated in more detail in the following section.

10.4 Integrating the SFL model

As we have said when introducing this chapter, while proposing and adopting a Hallidayan approach, we have also felt the need to integrate it with further insights from TS, in order to effectively use it in translation education.

With the aim of simulating a professional translation environment, drawing from *Skopostheorie* and in particular from C. Nord (1997), we will specify a translation 'brief' for each translation task, that is a plausible translation assignment given by a potential commissioner. Nord explains what happens in a professional environment in the following terms:

> [...] translation is normally done 'by assignment'. A client needs a text for a particular purpose and calls upon the translator for a translation, thus acting as the initiator of the translation process. In an ideal case, the client would give as many details as possible about the purpose, explaining the addressees, time, place, occasion and medium of the intended communication and the function the text is intended to have. This information would constitute an explicit translation brief. (Nord 1997: 30)

The pattern of our translation 'brief' which precedes each translation task follows in part Laviosa and Cleverton's (2003).

We will then make use of House's 'overt' *vs* 'covert' distinction as a macro-method of translation, but, instead of establishing it after a complete analysis of both the ST and the TT, as House does in her TQA, in our approach – which as we said is not only evaluative, but also 'productive' – we decide it at the beginning, from elements given in the initial 'communicative situation' and in the translation 'brief'. The choice of the basic option for either a [+overt] or [+covert] translation will guide us in our subsequent translation decisions.

Moreover, we aim at re-interpreting House's fundamental distinction into 'overt' and 'covert' translation in analysing micro-level choices throughout the text, in the belief that even an 'overt' translation can occasionally need instances of 'covert' translation to be 'functional'. Let us see a simple example to illustrate our point.

Generally speaking, we agree with House (1997) on the fact that a literary translation usually requires an 'overt' method. However, we argue that even a global 'overt' translation may include, at the micro-level, 'covert' choices, if functional to a certain purpose. Let us see an illustrative example:

> (ST 5): [...] During the lunch hour at school, I stayed in the classroom with the few girls who didn't like playing catch or the statue game L-O-N-D-O-N in the courtyard. [...]
> [from: Kamani, G. (1995) *Junglee Girl*, London: Weidenfeld & Nicolson]

> (TT 5): [...] Nell'intervallo del pranzo rimanevo in classe con le poche bambine a cui non piaceva giocare ad acchiapparello o alle belle statuine in cortile. [...]
> [from: Kamani, G. (2005) *Junglee Girl*, Transl. by A. Sirotti, Torino: Einaudi]

"Statue" is "[t]he name of various children's games which involve the players standing still in different postures" (*OED*). Given that such a game is popular in many different Contexts of Culture, including the Italian one, the translator has – and effectively, we think – decided to drop "L-O-N-D-O-N" and has simply translated into *belle statuine*. Alternative solutions might have been: *Uno, due, tre, stella* or *Uno, due, tre per le vie di Roma*, as the game is also known in Italy, according to the Context of Culture of each region. The latter solution would have maintaned, even through a 'cultural filter', the experiential domain of the capital city for each respective cultural audience (London-Rome), but the TT would have probably been alienating in terms of Context of Situation, since the action takes place in the UK. The universality of children's games has been deemed more significant and a 'covert' strategy has served this purpose.

In order to apply SFL tools to the concrete task of translating, we will make use of what we consider a useful taxonomy for categorizing translation strategies that the translator can employ: J. Malone's (1988) model. We believe that such a systematic categorization can help students/ translators be aware of translation problems and of the possible solutions to deal with them. Moreover, it offers them a common metalanguage for discussing different choices. But why Malone's model? Because we argue that it can be usefully adopted for classifying strategies employed by a translator on the basis of both structural and functional considerations.

We will now make a list of Malone's strategies as defined by the scholar himself and then will see them concretely at work throughout our analyses:

(1) 'Carry-over Matching', which "obtains when the source element [...] is not translated into the TL but merely carried over as such into the TT" (Malone 1988: 23, *our abbreviation*);

(2) 'Equation', which "obtains when an element of the ST [...] is rendered by a TT element deemed the most straightforward counterpart available [...]" (Malone 1988: 16, *our abbreviation*);

(3) 'Substitution', which "obtains when a ST element [...] is rendered by a target element deemed as being *other* than the most straightforward counterpart available [...]" (Malone 1988: 16, *our abbreviation and emphasis*);

(4) 'Divergence', "whereby an element of the ST may be mapped onto any of two or more alternatives in the TT" (Malone 1988: 29, *our abbreviation*);

(5) 'Convergence', which can be described "as the mirror image to divergence, [...] a paradigmatic opposition in the SL [that] has no direct (or ready-made) counterpart in the TL" (Malone 1988: 36, *our abbreviation*);

(6) 'Amplification', "whereby the TT picks up a translational element [...] in addition to a counterpart [...] of a source element [...], [...] probably the single most important strategic trajection for bridging anticipated gaps in the knowledge of the target audience – that is, for providing the target audience with *extra explicit information* not required by the source audience" (Malone 1988: 41, *our abbreviation*);

(7) 'Reduction', "as the inverse of Amplification, is a pattern whereby a source expression [...] is partially trajected onto a target counterpart [...] and partially omitted" (Malone 1988: 46);

(8) 'Diffusion', "whereby a source element or construction is in some sense rendered by a more loosely or expansively organized target counterpart" (Malone 1988: 55);

(9) 'Condensation', "whereby a source element or construction corresponds to a tighter or more compact target counterpart" (Malone 1988: 59);

(10) 'Reordering', "whereby one or more target elements appear in a position different from that of the ST" (Malone 1988: 65, *our abbreviation*).

We will see how these strategies can also be used in combination. It must be specified that our application of Malone's model will be primarily concerned with the lexico-grammatical level but, since grammar realizes meanings, will be strictly connected to them. In other words, if a relational Process in the ST is realized by "to be" and in the translation is rendered with *costituire*, *rappresentare*, etc.,

although the strictly direct equivalent *essere* has not been used, at the level of Transitivity we will consider it an Equation, although working as a Divergence. We can also view it as a kind of Substitution at the level of Interpersonal meanings, due to the higher level of formality.

Malone's strategies will sometimes be combined with a broader translation strategy known as 'Compensation', which could regard each of them. Compensation refers to "techniques of making up for the loss of important ST features through replicating ST effects approximately in the TL by means other than those used in the ST" (Hervey & Higgins 1992: 35).

Since our main goal is translation education, and not language teaching (students are expected to have a high proficiency in the written SL and TL) – in other words, "translation proper, that is translation for communicative purposes rather than as a linguistic exercise" (Baker 2010: 428) – we will not generally comment on aspects of translation linked to contrastive linguistics, and so to differences in language systems. Rather, we prefer to focus on *choices* made by a translator, according to the notion of 'option' rather than that of 'servitude' (cf. Vinay and Darbelnet 1958/1995: 15-16). Following Vinay and Darbelnet, 'servitude' refers to necessary shifts due to differences in the two language systems, while 'option' to non-obligatory ones decided by the translator. Although the two Canadian scholars, at the end of 1950s, actually proposed a contrastive grammatical approach to translation, based on isolated examples and not on texts embedded in contexts, we find their notion of 'option' particularly useful. For example, we will take for granted students' awareness that a Saxon genitive is not a possibility offered by the grammar of Italian and necessarily needs to be substituted with another structure. Likewise, we will not focus on the fact that English pre-modification most often requires a structural Reordering (of adjective and noun) in Italian, due to structural differences between the two language systems, because it is not the result of *choice*. We may focus on these aspects only if they pose consequences for an effective rendering in a given text and context and if different translators can deal with them differently. Because our focus is neither simply

'linguistic', nor simply 'didactic', but definitely 'translational', we prefer to prioritize aspects that entail a choice on the part of the translator.

To sum up, our proposed approach to translation practice illustrated in the first part of this book encompasses a combination of different insights, from both SFL and TS:

(1) a globally Hallidayan Register analysis approach;

(2) 'overt' *vs* 'covert' translation (House 1997), along a cline, as a 'macro', but also 'micro', method;

2) 'functionalist' translation 'brief' (Nord 1997);

3) 'bottom→up' approach + 'top→down' (Communicative situation)

(4) Malone's (1988) taxonomy of translation strategies within a 'functional' perspective;

(5) concept of 'servitude' *vs* 'option' (Vinay & Darbelnet 1958/1995).

Figure 4 (p. 67) visually represents our proposal.
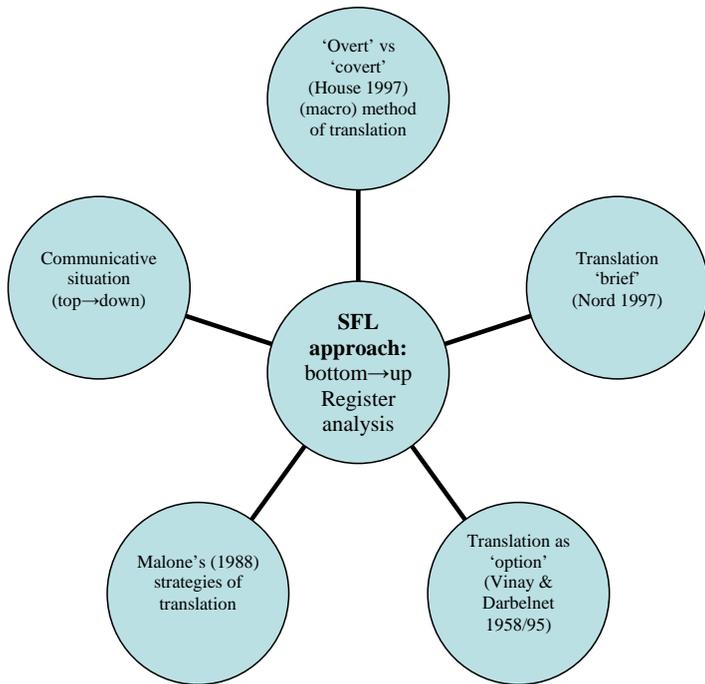
Figure 4: Integrating the SFL model for translation

Let us now turn to see our integrated SFL model in operation through a selection of authentic STs translated from English into Italian.

PART IV – Practice of Translation

11. Translating a Variety of Text-types

> [...] an equation of language function[15] and textual function/type is overly simplistic: given that language has functions a to n, and that any text is a self-contained instance of language, it should follow that a text will also exhibit functions a to n, and not [...] that any text will exhibit one of the functions a to n. [...] [I]f the notion of a functionally based text typology can have any empirical validity, it can only be a probabilistic one as the ground for placing any text inside text type A can only be that this particular text exhibits language function A to a greater extent than it exhibits other language functions. (House 1997: 36)

The notion of 'text typology', although rather wide-ranging, has been commonly used in approaches to translation. However, as the *Routledge Encyclopedia of Translation Studies* points out, "[t]he question of classifying translation activity by subject domains (e.g., science), topics, genres, text types, text functions or other criteria is not unproblematic." (Olohan 2009: 40)

In translation training, the label 'text-type' has been traditionally used as a general category to classify texts on the basis of their subject matter: they have been subdivided into broad categories like 'literary', 'technical', 'scientific', 'journalistic', 'legal', 'commercial', 'promotional', and their sub-types (cf. Taylor 1998). This general classification has been made because convenient for organizing the didactic material, but is of course generic. A. Trosborg comments:

> [e]ven if there remains some shorthand convenience attached to retaining labels such as scientific, medical, legal or even newspaper [...], in reality such terms can now be seen to be systematically misleading. They overprivilege a

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[15] Here House is not referring to Halliday's notion of 'function', but to the widely known, in TS, work by K. Reiβ (1971), who proposed a tripartite model based on 'language function', 'text-type' and 'translation method'. For a general account, cf. Munday (2001/2008/2012: 111-115).

homogeneity of content at the expense of variation in communicative purpose, addressser-addressee relationships, and genre conventions. (Trosborg 1997: 6)

Indeed, as F. Scarpa (2008: 11) makes clear, the same content can be expressed in different texts (e.g., a scientific topic like a genetic experiment could be the focus of an article in a scientific journal or in a daily newspaper).

A more technical criterion of classification has been overlapping with the notion of 'genre' (or, but less commonly in TS, of 'register'), whereby texts are categorised according to the contexts in which they occur, with institutionalised labels such as 'journal article', 'science textbook', 'newspaper editorial', 'travel brochure', etc. (cf. Baker 1992: 114; 2011: 123).

A third way of classifying texts for translation purposes is based on their 'rhetorical aim'. As we have illustrated (see § 10.2.3), Hatim and Mason (1990: 153ff) propose the well known taxonomy of rhetorical purposes, i.e., argumentative, expository, instructional, which must determine the translator's choices.

All kinds of classification are problematic, but also have some merits in defining translation problems and finding strategies to deal with them. Also the categorization based on 'genres', being more sophisticated, can certainly reveal useful, but especially for whole texts (e.g., a novel may contain a letter) and in particular for specialized texts, with standard conventions. Even the notion of 'register' in the sense of a 'functional variety of language' can be misleading for translation, because, as Taylor notes, "[...] at least theoretically, there are as many registers as there are distinct activities" (Taylor 1998: 147). The scholar affirms that it is crucial for a translator to recognise the hybrid nature of many texts and their multifunctionality: for example, to understand whether a novel is offering a purely informative background or trying to induce the reader to a certain behaviour; the translator may even need to detect the technical features of some poems or the literary aspects of certain political speeches (Taylor 1996: 288). As Hatim and Mason repeatedly say (1990: 51ff), most texts are hybrid and so a translator cannot have preconceived ideas about the kind of text s/he is about to translate: throughout

a text, register will vary, as well as rhetorical purposes. And a globally 'argumentative' text, at a certain point, may use 'narration' to convey positioning, etc.

Given the hybridity of texts, also the correspondence between 'language function' and 'textual function'/'text-type' pioneered by K. Reiβ (1971) is at stake. As House (1997: 35-36) clearly illustrates, a categorization of text typology ('informative', 'expressive', 'operative') based on the predominant language function (from Bühler, 'informative', 'expressive', 'appellative') appears simplistic, although it can be useful for selecting and classifying texts.

In this book, we will use the label 'text-type' as a broad category, to refer to a distinct kind of text, without going into the issue over 'genre'/'register'[16]. We made this choice for two main reasons. Firstly, we think that, in translation, the notion of genre/register is more useful if working in a top→down fashion. Secondly, and most importantly, we believe that it would be more helpful if dealing with highly specialized texts, where certain conventions are highly recurrent and wordings and meanings are predictable, in both languages. For our purposes, we have deliberately excluded such texts and have rather chosen instances of STs that, considering Taylor's cline (2006: 40), would be considered quite 'creative' from the translator's point of view (in functional terms, 'open-ended' texts open to a wide range of choices and so not very predictable). The translator needs to analyse them thoroughly, and with no preconceived solutions, if s/he aims at producing an appropriate translation. Our sample texts can generally be placed into the first or second category of Taylor's taxonomy, which Table 6 shows:

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[16] For an account of 'genre' and 'register' theory in linguistics, see Martin & Rose (2008) and Miller (2005), respectively. For a discussion of 'register'/ 'genre'/ 'text-type' in TS, see Trosborg (1997).

TYPE of TEXT for TRANSLATION	TYPE of TRANSLATION
1) **Highly 'creative' with frequent culture-based references.** Low intertextual influence**.**	Translator produces 'new text' in terms of: ▪ Pragmalinguistic choices ▪ Style ▪ Rhetorical strategies. Practically NO role for translation technology
2) **Creative with some cultural references, but also frequently used standardised structures.** Reader expectations partially met.	Translator consistent in use of terminology and set expressions But s/he can be flexible with cultural references and free writing. Translation tools: judiciously.
3) **Low level of creativity.** Minimum use of culturally specific references, Multiple use of familiar conventionalised structures.	Translator can be flexible with cultural references and non-'controlled' language, BUT large stretches of discourse can be checked for consistency with pre-established norms. Justified use of technical translation tools
4) **NO creativity** (required or desired). Repeated use of familiar conventionalised structures. Total reader expectation.	Creative skills basically redundant. Standardisation. Translation memory and other technical tools encouraged.

Table 6: The translator's 'creativity' cline (Based on Taylor 2006: 40)

Taylor's cline refers to specialized translation only. However, we will adopt it for any kind of text included in this book.

We have also refrained from proposing texts that, rather than a strict 'overt' or 'covert' 'translation', usually require, in the professional world, what House would probably call a 'version' (1997: 71), like advertisements. Let us briefly consider the following example from online brochures of Ikea's multilingual website (http://www.ikea.com/), taken from the US, UK and Italian ones respectively:

(a) Everyone has a few books.
Some have a few hundred.
BILLY is for both.
(http://onlinecatalog.ikea-usa.com/US/en/2012/IKEA_Catalog/)

(b) Everyone has a few books.
Some have a few hundred.
That's why there's BILLY.
(http://onlinecatalogue.ikea.com/GB/en/2012/IKEA_Catalogue/)

(c) Tutti i libri in ordine, per non perdere mai il filo del discorso.
(http://onlinecatalogue.ikea.com/IT/it/2012/IKEA_Catalogue/)[17]

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[17] From Swedish site: Alla har böcker – en del flera hundra. BILLY fungerar för alla bibliotek, stora som små. (http://onlinecatalogue.ikea.com/SE/sv/2012/IKEA_Catalogue/)

Given the differences in terms of Field, Tenor and Mode, apparently not justified from the point of view of the Context of Culture, they do not look as 'translations' in the narrower sense, but rather seem the result of multilingual text production.

In sections 11.1-11.7, seven texts have been selected to illustrate an SFL approach to translation. They represent a variety of text-types and deal with several topics. They have been subdivided into the following four broad categories: 'popularizing', 'tourist', 'specialized' and 'literary'. For each category, different sample texts have been chosen: as regards the first one, a 'science' and an 'economics' article, while for the second, a guidebook. The two 'specialized' texts concern the field of human sciences and are, respectively, a research paper in sociology and a research article in politics. For the 'literary' category, sample texts from postcolonial fiction and from a children's book are proposed.

All of them concern the language pair English/Italian. An English sample ST (an excerpt of around 300 words) is presented, followed by an analysis and discussion of some relevant problems posed by its translation into Italian. The published TT is finally offered. No back translations of the Italian solutions are provided here, since our main addressees are Italian-speaking students, who are required to translate into their native (or native-like) language.

The STs, as well as their published translations into Italian, are authentic. We decided to work only with texts that already have an official translation, with the aim of combining an analysis of the process of translation with an evaluative one. We believe that, in such a way, students can acquire skills as producers and analysts of texts. Indeed, it is assumed that in the classroom, either the ST is proposed for practical individual or group work, or both ST and its published TT are presented for analysis. Moreover, dealing with authentic texts translated by professional translators for a specific commissioner can offer students a concrete hint of what happens in the publishing world.

For this purpose, each ST is preceded by a translation 'brief', along with a short presentation of the communicative situation (see chapter 10). Since we deal with excerpts from longer texts, we think that the translator needs to know elements of the surrounding Context of Situation and of Culture, in order to be able to make better-informed translation decisions. The fact that specific dates are given in the commission – which of course do not correspond to the lesson, but to actual publication – should not appear artificial. On the contrary, they should help students tackle the task at hand with concrete elements, which guide their translation choices.

A pre-translational textual and contextual analysis is carried out, combined with evaluation of the published TT. For each sub-section (§§ 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 and 11.7), a brief introduction to the general text-type the text belongs to is first offered. The ST is then presented, together with a short outline of its communicative situation and translation brief, followed by analysis and finally by the published TT. Analysis comprises a short comment on various aspects: the communicative situation, and in some cases of the headline, the translation 'brief' and the consequent decision to opt for an overt↔covert translation (along a cline), a selection of translation aspects/ problems and possible strategies to cope with them, subdivided into Experiential/ Logical meanings – Field; Interpersonal meanings – Tenor; Textual meanings – Mode; Context of Culture, although many issues often cross section boundaries.

We have chosen, for each text, to select and illustrate some elements which seem particularly relevant to translation. But no complete text analysis will be offered, to avoid redundancy and to leave room for classroom activities.

It must be pointed out that our approach is not meant to be prescriptive. Although students are often eager for final answers and rules of thumb, and although it may happen that we are critical of certain solutions and that we propose alternatives, our goal is not to evaluate a 'good' or a 'bad' translation. Rather, translation evaluation is based on a cline that, as Taylor (1990: xviii) suggests, includes "appropriate, acceptable, formally correct, polished, enlightened,

ingenious, inappropriate, undesirable, approximative, misleading, calamitous, etc."
solutions. After all, every translation can be improved. And, quoting House once
again, "[t]o judge is easy, to understand less so". (House 2009a: 57)

11.1 Translating Popularizing Texts (1): A Science Article

We may take into consideration 'scientific' texts in general, and then focus
on that particular kind of text-type from the field of science addressed to the lay
public, i.e., 'popular-scientific texts in the media' (see, e.g., Schaffner 2001: 91ff),
or 'magazine articles' (see, e.g., Taylor 1998: 233). Or we may even consider the
wider area of 'journalistic texts' in the broadest sense and then the specific kind of
text, a 'journalistic article', dealing with a scientific topic (e.g., House 1977; 1997:
57ff). However, in order to tackle our sample text, which is to be translated within
an SFL perspective, we prefer to start from the fact that it is a 'popularizing text',
thus with specific semantic and contextual features in terms of Interpersonal
meanings and Tenor, and then analysing the aspects peculiar to its Field, i.e.,
science.

The exchange of specialized knowledge for the purpose of information
constitutes the basis of popularization (see, e.g., Gotti 1996: 218). But what
distinguishes popularizing texts from specialized ones is mainly the Social role of
participants, i.e., an Addresser specialist in the field, addressing to a non-specialist
Addressee. On a higher scale of delicacy, we may distinguish popularizing texts
published in non-specialist magazines that contain articles on a variety of scientific
topics, to share scientific discoveries with a wide audience of educated, and
interested, laypeople. Examples could be the US *Discover Magazine*, *Popular
Science*, *Scientific American* – the latter featuring an Italian edition, called *Le
scienze* – or the UK *Nature, New Scientist*, etc. Also *National Geographic*, which is
the official journal of the American National Geographic Society, can be
considered an example of this kind, containing articles centred on nature,

geography, ecology, science and technology. It is from *National Geographic* that we have taken our first sample text, on whose ST and official published TT we are now going to focus.

11.1.1 ST

Translation task:

Communicative situation and translation brief: imagine that the magazine, *National Geographic Italia*, commissions you to translate an article entitled, "Ants. The civilized insect", by Edward O. Wilson, included in August 2006 issue of *National Geographic* (p. 137). Wilson is a renowned American biologist, father of sociobiology and ant expert. Lifelong ant observer, he taught for many years at Harvard University and wrote a number of books on these particular insects and their social behaviour. In this article, he focuses on these highly social and cooperative creatures, their place in the environment and on the earth. Your task is to produce a translation, from English into Italian, of the article, for the August 2006 Italian issue, to be submitted to the editors of the magazine, who will be responsible for the final version.[18]

Excerpt from:

Edward O. Wilson, "Ants. The Civilized Insect"

Ants are our co-rulers of the land. An estimated ten thousand trillion strong worldwide, they weigh very roughly the same as all of humanity. They abound everywhere except on icy mountain peaks and around the Poles. From underground to tree-tops, they serve as the chief predators of insects and other invertebrates and the principal scavengers of small dead bodies. Although their 12,000 known species compose only about 1.4 percent of the world's insect

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[18] The 'Communicative situation and translation brief' in each section is in English for didactic purposes: in a real professional environment, with Italian-speaking interactants, it would be in Italian.

species, their share of the collective body weight is easily ten times greater.

I was first drawn to these remarkable creatures almost 70 years ago as a boy in Washington, D.C. [...] Ants especially intrigued me because of an article by William M. Mann in the August 1934 *National Geographic*: "Stalking Ants, Savage and Civilized." Mann was also director of the National Zoo, hence doubly my hero. The myrmecological lineage continued decades later with Mark Moffett, who earned a Ph.D. under my direction at Harvard and whose groundbreaking photography of ants focuses in this issue on army ants.

Ants are important for more than their ubiquity and environmental impact. They also exhibit social behavior as exotic as any we may ever hope to find on another planet. For most of each year colonies consist only of females: queens that reproduce for the colony and infertile workers that conduct all the labor. Males are bred and kept for short periods, exclusively for the insemination of virgin queens. The communication systems of ants are radically nonhuman. Where we use sound and sight, they depend primarily on pheromones, chemicals secreted by individuals and smelled or tasted by nestmates. [...]

These marvelous little creatures have been on Earth for more than 140 million years. The most complex social organizations among them, such as those of the army ants and leafcutter ants, rank with Earth's greatest wildlife spectacles. Ants easily outlasted the dinosaurs, and they will easily outlast humanity should we stumble. (318 words)

(From: Wilson, E.O. "Ants. The civilized insect", *National Geographic*, August 2006, Vol. 210, No. 2, pp. 136-137)

11.1.2 Analysis, Translation Problems, Translation Strategies

Communicative situation

To start with, we will briefly consider the communicative situation of both ST and TT.

National Geographic can be said to represent a useful resource for translators, since it is published in various languages in different countries, such as Italy, Germany, Spain, France, Greece, Poland, etc. *National Geographic Italia* is composed, up to 80 %, of translations from the American issue. Only advertising, readers' letters and very culture-specific articles are omitted, and replaced by texts that can be more appealing to an Italian audience. Let us briefly see both issues of the magazine which our ST and TT are taken from.

As far as the position of the ST in the magazine, it is the last out of seven. It is introduced by a brief summary of the content of the text (that we have not reproduced) and followed by a series of photographs of ants by Moffett.

The Italian issue also includes seven articles: two are originally written in Italian, while five are translations from the American edition, although they are presented in different ordering. Our article on ants comes first and represents the cover story. Most likely due to the fact that the other articles in the US magazine, although of general interest, focus on American issues, ants have been chosen as the main topic of the Italian edition. It is a translation of the ST, and also the page layout, the picture on the left and the photograph on the right page are the same. The picture is also in the cover, where we find an eye-catching title created for the Italian version: *Invincibili. Formiche, più forti dei dinosauri.*

In the TT, the fact that the article is a translation is not explicitly mentioned, and the reader can infer it from the name of the Writer and his biographical notes. The name of the translator is not specifically mentioned (professionals

collaborating with the issue as translators are simply listed on the editorial page)[19] and are thus *semi-*'invisible' (Venuti 1995).

As is typical of the professional world, the translator is commissioned to produce a complete translation of a given ST, adequate to the designed audience, but which will be submitted to editors, responsible for final cuts and simplifications.

Headline

In the assignments included in this book, a translation of the headline is not part of the translation task, for two main reasons. Firstly, some texts are simply extracts: in order to be able to propose an effective translation of the title of a whole text, the translator should know it very well in its entirety. Secondly, real-life translators do not usually decide on titles, which are most frequently chosen by editors and publishers, according to publishing policies and for commercial purposes, and are often totally new creations (in terms of translation strategies, they are examples of Substitution). Nevertheless, for some analyses, we will reflect on the translation of titles and headlines, with no evaluative purpose and without suggesting any alternative, but limiting ourselves to a brief comment.

In the ST under discussion, the main headline "Ants" is followed by the sub-headline "The civilized insect". In the TT, while the former has been translated, through a strategy of Equation, into "Formiche", the latter reads, "Una società perfetta", rendered through a a Substitution (an Equation, with a necessary Substitution of the number, would have resulted in, "Gli insetti civilizzati"). From an Experiential point of view, in the Italian version we notice a stronger emphasis on the social organization of ants, through the omission of 'insect' and the rendering of the epithet 'civilized' into the noun *società*, described as 'perfect', *perfetta*. The contrast between 'insect', referring to the class of 'animals', and 'civilized', usually referred to humanity, is lost. But in Interpersonal terms, the

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[19] Translators for this issues are: E. Bernacchi, P. Gimigliano and the translation agency Scriptum S.r.l.

positive Appreciation conveyed by 'civilized' is rendered and reinforced through the addition of *perfetta*. At a Textual level, the cohesive device of Repetition (we find 'civilized' also in the title of the article which triggered the Writer's passion for ants, "Stalking Ants, Savage and Civilized") is lost. The omission is partially compensated by cohesion through the lexical 'scatter' construed by *società* (in the headline), *(comportamento) sociale* and *(organizzazioni) sociali*. The TT headline seems to attract the reader's attention even more strongly, as fairly typical of headlines in *National Geographic Italia*.

Translation 'brief': 'overt'↔'covert' translation?

The purpose of the translation and that of the ST are exactly the same, i.e., the presentation of a universal scientific topic in a popularizing way, to reach a similar audience of educated laypeople interested in the field. What is different is the Context of Culture of the audience – as it happens every time we translate from a language into another! – and the textual type conventions of the TL. Although the Italian reader could be aware that the TT is a translation – being *National Geographic Italia* the Italian version of the American edition – the TT does not specify it. In any case the TT reader will not see this text as a product of a specific culture, but as a transmission of scientific information, although general. S/He will therefore read this text as if it were addressed specifically to him/her, and therefore the translator will have to produce, globally, a 'covert' translation: following House (1997), the TT should be equivalent at the levels of 'Function' and 'Genre'. Consequently, CSIs can need to be adapted to the target audience, as well as certain stylistic features typical of 'parallel' texts in the TL. This does not mean, however, that the translator is exempted from trying to render, at the best of his/her possibilities, and to the extent to which the TL allows it, also the different kinds of meanings construed in the ST: all meanings, as we have repeatedly said, contribute to the communicative purpose of a text. This is not a kind of standardized text, highly repetitive, authorless: it can be placed at the first or second level of Taylor's 'creative' cline (2006: 40) and thus also requires an adequate rendering of the ST.

Nevertheless, to fulfil its 'covert' purpose, employing the 'cultural filter' will sometimes be necessary. Given the universal scientific topic, we do not expect to find a large number of CSIs, but we need to keep in mind that, as House makes clear (see § 9.1), the 'cultural filter' can also be adopted at the level of stylistic conventions. How can a student/translator be aware of the stylistic conventions of the text-type s/he is dealing with, i.e., an article of a popularizing nature, on a scientific field and to appear on a news magazine? By consulting 'parallel' texts and/or other issues of the magazine or, if available, examining possible 'parallel' corpora.

In TS, by 'parallel texts' we generally mean instances of the same text-type as the ST, but written in the TL, which can be used by translators to draw information on the kind of text they are dealing with: e.g., to check language usage, to learn more about the linguistic conventions of a particular text-type or to assist them with respect to the Subject matter (cf. Palumbo 2009: 82).

'Parallel corpora' indicate electronic collections of STs and their TTs in one or more languages. They can be used for descriptive research, but also for practical purposes, especially in the area of specialized translation, to investigate, e.g., on collocation or text-type conventions[20].

Although we have stressed the interpersonal component of popularizing texts, which influences linguistic choices at other levels, for a pure matter of convenience and consistency with the outline we will adopt for each analysis, we will start from an analysis of the realization of Experiential meanings, remarking once again that language – and consequently translation – work simultaneously at different levels. We will now move on to the analysis of the ST, of its most salient translation problems, on translation strategies that can be employed to solve them and that have actually been employed in the published TT, whose complete

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[20] Palumbo (2009: 82) observes that they are used as reference tools more frequently in teaching environments than in the professional world, although translation memory systems – which are based on parallel corpora – are used by many specialized translators.

version[21], together with a few possible alternatives, is offered in § 11.1.3. As we have already pointed out, our analysis will not be complete, but we will offer a selection of some illustrative aspects to focus on, with the aim of leaving students, and readers, the tools to go on, independently, in the fascinating task that linguistic analysis and translation entail.

Ideational meanings: Experiential - Field

From the point of view of Transitivity, the ST features a number of relational Processes, i.e., Processes of 'being', which are typical of descriptive texts. We find many instances of the most typical verb, 'be', realizing intensive relational Processes (of the attributive kind): "Ants are our co-rulers", "their share...is easily ten times greater", "Mann was also director...", "Ants are important", "The communication systems of ants are radically nonhuman", but also other verbs expressing relations, of the intensive: identifying kind, such as "serve as", "exhibit", circumstantial relational Processes like "weigh", "focuses", "rank with", and also possessive – which includes abstract relation of containment – as "compose", "consist of".

As Halliday (1994: 119) states, "[e]very language accommodates, in its grammar, some systematic construction of relational processes", and so does Italian. It is for this reason that we can render the same function of 'relation' when translating from English into Italian. As far as the relational Processes listed above are concerned, in the published translation we can find a global maintenance of the relation even in the case of relational processes that are not the default "is"/ "are":

(ST 6): ...they weigh very roughly...
(TT 6): ...la loro biomassa sia equivalente...

(ST 7): ...they serve as the chief predators...
(TT 7): ...sono i principali predatori...

(ST 8): ...species <u>compose</u> only about 1.4 percent...
(TT 8): ...<u>costituiscano</u> solo...

As regards the first example, we should notice that the Italian TT can be considered equivalent in terms of propositional content, but the level of technicality is higher, as well as that of formality, in line with a tendency of Italian parallel texts.

Let us focus on the first relational Process in the ST, contained in the clause "Ants <u>are</u> our co-rulers of the land", which has become in the TT: *Le formiche dominano il mondo insieme a noi*. In this case the relational Process has not been kept and has been replaced by a material Process (*dominano*). This happened because of structural problems: an Italian translation like *le formiche <u>sono</u> le dominatrici della terra insieme a noi* would have been clumsy, and thus we think that the translator's choice of transforming the NG 'rulers' into the VG *dominano* has been effective, and respectful of the attitudinal aspect.

If we adopt an SFL approach, Circumstances can be rendered in Italian through different structures, provided that the function is maintained (see volume 1, § 2.3). For example, the Circumstance of Manner: Quality, "very roughly", has been effectively rendered in the TT as *secondo un calcolo molto approssimativo*.

As typical of popular scientific texts, we do not find an enormous amount of specific terminology, but some technical terms are included. The ST features terms like "myrmecological" and "pheromones". While for the former – which is a zoological term meaning "of or relating to myrmecology, or the study of ants"[22] – no explanation is provided and (1) either the meaning is inferred from the co-text, (2) or the educated Addressee is suppposed to know the term, the latter is combined with an explanation within the text, that is "pheromones, chemicals secreted by individuals and smelled or tasted by nestmates". What can the translator do in cases like this? S/He will have to decide according to the translation 'brief' (e.g., has the text to be more popularized than the ST?) and the conventions of the Italian

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[22] Unless otherwise indicated, dictionaries used for the analyses are: *OED* (www.oed.com), Picchi (2007), Sansoni (1989), Devoto-Oli (2007).

magazine (if a list of editorial notes is not provided, it can be useful to investigate into the kind of publication). In the published TT, we find that "myrmecological" is rendered through a combination of strategies, i.e., an Equation at the level of technicality ('myrmecological' → *mirmecologo*) but with a Substitution at the class level (adjective → noun) and an Amplification, providing the explanation of the term in parentheses:

(ST 9): The myrmecological lineage...
(TT 9): ...un nuovo grande mirmecologo (un entomologo che studia le formiche).

Such a choice contributes to some changes at the level of Tenor: by supplying additional information, the TT becomes more "didactic", hence, in terms of Social roles, the asymmetry between Addresser and Addressee has increased.

How can the translator decide? For example, by checking conventions in parallel texts, in particular in the magazines where the TT is to be published.

As far as 'pheromones' is concerned, the Italian translator has kept the technical term combined with the explanation that we also have in the ST, thus opting for a strategy of Equation:

(ST 10): ...pheromones, chemicals secreted by individuals...
(TT 10): ...i feromoni, sostanze chimiche secrete dagli individui di una specie.

We also find some semi-technical terms pertaining the field of entomology, identifying different species of the insect. That is to say, the Addresser does not use the Latin zoological term, but rather the popular one. It is the case of "army ant" and "leafcutter ant", which correspond in Italian to *formiche legionarie* and *tagliafoglie* respectively.

Moreover, we find a series of semi-specialized items that come from general English and become technical terms in this particular domain, such as 'queens' and 'workers', in Italian *regine* and *operaie*. As Halliday points out, "[...] of all the components of language, technical terminology has the highest probability of one-

to-one equivalence in translation" (Halliday *et al.* 1964: 129). In other words, the translator cannot decide to translate 'workers' as *lavoratrici*, but the only possible equivalent is *operaie*.

Going on with lexis, we also find a number of proper nouns, but we prefer to deal with them under the section 'Context of Culture', given the cultural decisions behind their translation.

Let us now consider the following instance:

(ST 11): ...Mark Moffett, who earned a Ph.D. under my direction at Harvard
(TT 11): Mark Moffett, che si è laureato con me ad Harvard

In this case the adoption of a 'cultural filter' in the published TT has produced what House would call an 'overtly erroneous error' (House 1997: 45). The TT does not reproduce exact information at the level of Experiential meanings, and, more importantly, at the level of Interpersonal meanings and Tenor, because, as far as Social role is concerned, the authority of the writer is weaker. We can hypothesize that perhaps this piece of information has not been valued as newsworthy, however we suggest an alternative like: *che ha conseguito il dottorato a Harvard sotto la mia guida*, to render both Ideational and Interpersonal meanings.

As Halliday makes clear (Halliday *et al.* 1964: 129), terminology is not the only feature of texts in the scientific field. Even recurrent grammatical choices play an important role, although they can vary from one language to another. For example, English scientific discourse makes a large use of the passive form. We can find instances of passive even in this popular-scientific text:

(ST 12): I was first drawn to these remarkable creatures
(TT 12): Mi sono interessato per la prima volta a queste straordinarie creature

(ST 13): Males are bred and kept...
(TT 13): I maschi vengono nutriti e accettati...

(ST 14): ...chemicals secreted by individuals and smelled or tasted by nestmates

(TT 14): ...sostanze chimiche secrete dagli individui di una specie che colpiscono l'olfatto e il gusto dei compagni di nido.

In the first example, the passive form has been substituded by the use of a pronominal verb, where the emphasis on the force of the attraction seems weaker. Indeed, the agentless *I was drawn*, where the 'I' acts as a Phenomenon that cannot avoid the force of attraction, is replaced by *Mi sono interessato*, where 'I' becomes the implicit Senser and his conscious action is emphasized. Perhaps the use of Equation with a rendering such as [*s]ono stato attratto* would have maintained the emphasis on the unintentional action (we will comment on this choice also at the level of Appraisal below).

In the second example, the passive form is rendered through an Equation, with the use of *venire* as a typical, and slighltly [+formal] synonym of *essere*.

The last example presents an Equation of the first passive ("secreted" → *secrete*), but a Substitution of the second and third passive forms: "smelled" → *che colpiscono l'olfatto*, "tasted" → (*che colpiscono) il gusto*. In this case, we think that the translator's choice could be justified by an objective difficulty of translating the two verbs into Italian. "To smell" and "to taste", which here need to be rendered with expanded verbal groups, *sentire l'odore (di)* and *il gusto (di)* , would have been hard to render with a passive form. On the other hand, if the translator had opted for the passive form of simple verbs like *annusare* or *assaggiare*, would have produced a more informal translation, not appropriate for the scientific explanation of the co-text. Through the Substitution of the verbs "smelled" and "tasted" with the nouns *olfatto* and *gusto*, the standard terms to name two of the five senses in Italian, the level of technicality has been maintened. It is true that 'chemicals', becoming in the TT Actor rather than Goal, puts more emphasis on the Agent rather than on the Process, however we think that the translation is effective since it allows to convey both the propositional content and the adequate level of formality. This is a further example which demonstrates that, when analysing linguistic and translation choices, we cannot actually separate different strands of meanings and that we do that only for convenience.

Tense choices are also important for the translator. The ST shows the use of the present tense in its descriptive parts (paragraphs 1, 3 and 4) and the translator can easily retain it in Italian. As far as the second paragraph in the ST is concerned – where the Addresser reports his own experience – the English simple past can be rendered into Italian through the "passato prossimo", to establish a close link with the reader, as typically happens in Italian parallel texts.

As regards notable omissions in the TT, although they undoubtedly delete a part of Experience and so could be analysed under Experiential meanings, we prefer to deal with them under Interpersonal meanings, since we think that the loss is even greater at that level.

We will not comment on Logical meanings for this text, since their rendering does not pose real problems for the translator. The ST is mainly made up of simple clauses, generally reproduced in the TT.

In terms of Field, we can detect in the TT the same experiential domains of the ST, although the TT shows a higher level of technicality.

Interpersonal meanings - Tenor

As we have said, we will consider some omissions occurred in the published TT under the dimension of Interpersonal meanings, because they cause a loss at the level of evaluation, construed through the APPRAISAL SYSTEMS. We concentrate on two instances in particular, where a strategy of Reduction has been employed, with their complete omission in the TT:

(ST 15): Ants especially intrigued me...
(TT 15) [0]

(ST 16): Mann was also director of the National Zoo, hence doubly my hero.
(TT 16) [0]

By deleting the first stretch of text, positive Affect and Graduation are not reproduced in the TT, with a loss at the level of the Addresser's Stance towards the Subject matter.

As regards the second example, and in particular the first clause ("Mann was...Zoo"), we certainly have a loss at the Experiential level (the piece of information about Mann is not provided), but perhaps the detail has been considered not relevant for Italian readers, who are probably unfamiliar with the National Geological Park in Washington, commonly known as National Zoo. However, the omission of the second elliptic clause ("hence doubly my hero") weakens the extremely positive Judgement of the Writer towards Mann. In addition, the omission of "my hero" causes a loss also at the level of Informality, and consequently of the Tenor category of Social distance.

Textual meanings - Mode

At the level of Textual meanings we wish to briefly focus on Lexical Cohesion, by commenting on two instances in particular. Let us consider the following example:

(ST 17): ...these remarkable creatures
(TT 17): ...queste straordinarie creature

(ST 18): These marvelous little creatures...
(TT 18): Queste straordinarie piccole creature

While the Repetition of "creatures" has been maintained in the TT through a strategy of Equation, the relation of Synonymy between "remarkable" and "marvelous" has been lost, since the translator has opted for a strategy of Convergence. We suggest that the lexical variation could have been maintained through *straordinarie/ prodigiose*.

Conversely, at the end of the article, the Italian translator has employed a Substitution, in terms of Strategy and also of Lexical device:

(ST 19): Ants easily outlasted the dinosaurs, and they will easily outlast humanity should we stumble.

(TT 19): Le formiche sono sopravvissute ai dinosauri e non avrebbero difficoltà a fare altrettanto con l'umanità.

In this case the second occurrence of the verb "outlast" has been substituted with *altrettanto*. This choice could be in line with the [+formality] associated with Italian popular-scientific articles, and seems confirmed by the Reduction of "should be stumble".

Finally, if we consider the phisical presentation of the article, we notice that the ST presents four paragraphs. This structure clearly reflects the different meanings conveyed in the text and its goal: while the first, third and fourth paragraph focus on ants, the second is centred on the writer an his passion for the insects. In the published TT, which offers one only paragraph, this important feature is completely lost. We can hypothesize that it is not a choice made by the translator, but by editors because of the available space: both the ST and the TT cover one only page, and we know that, when translating from English into a less 'economic' language like Italian, the TT most often results of a wider length[23]. But the TT, in this respect, seems less cohesive and coherent.

Context of Culture

The translation of an acronym like D.C. may entail cultural considerations.

The ST features an example of proper name, Wahington, combined with the abbreviation of the state, i.e., D.C., for District of Columbia. Although by keeping Washington, D.C. in the TT through a Strategy of Carry-over matching is surely precise, for an Italian reader the immediate reference of Washington is the city in the District of Columbia. In any case, the preposition helps him/her: while in English a simple 'in Washington' might refer both to the city and the state, in Italian the translator needs to opt for Divergence and translate either as *a Washington* – if s/he refers to the city – or *nello stato di Washington* (with an Amplification) if s/he refers to the state. For this reason, we think that the proper name could have been sufficient and D.C. could have been omitted in the final TT.

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[23] The ST is made up of 318 words, while the published TT consists of 355 words.

This example could demonstrate that even when we deal with words, they are never isolated from text and context(s).

11.1.3 Possible TT

Excerpt from:

"Formiche. Una società perfetta"

Le formiche dominano il mondo insieme a noi. Si stima che siano circa 10 milioni di miliardi in tutto il mondo e che, secondo un calcolo molto approssimativo, la loro biomassa sia equivalente a quella di tutti gli uomini messi insieme. Sono dappertutto, tranne che sulle vette ghiacciate e intorno ai Poli. Dal sottosuolo alle cime degli alberi, le formiche sono i principali predatori di insetti e altri invertebrati e i maggiori consumatori di animali morti di piccole dimensioni. Per quanto le 12 mila specie conosciute cosituiscano solo l'1,4 per cento del totale degli insetti nel mondo, le formiche contribuiscono con una percentuale almeno 10 volte maggiore al peso complessivo di tutti gli insetti. Mi sono interessato per la prima volta a queste straordinarie creature circa settant'anni fa, quand'ero bambino a Washington D.C. […] Nell'agosto del 1934 avevo letto su *National Geographic* un articolo di William M. Mann, "Stalking Ants, Savage and Civilized" (Le formiche cacciatrici, selvagge e civilizzate). Molti anni dopo è entrato in scena un nuovo grande mirmecologo (un entomologo che studia le formiche), Mark Moffett, che si è laureato con me ad Harvard ed è autore delle incredibili fotografie di formiche legionarie di queste pagine. L'importanza delle formiche van ben oltre l'ubiquità e il loro impatto sull'ambiente. Il loro comportamento sociale è talmente spinto da farcele apparire

quasi come degli alieni. Per la maggior parte dell'anno le colonie sono composte solo da femmine: le regine, preposte alla riproduzione della stirpe, e le operaie sterili che svolgono tutto il lavoro. I maschi vengono nutriti e accettati nella colonia solo per brevi periodi, in pratica per l'inseminazione delle regine vergini. I sistemi di comunicazione sono radicalmente diversi da quelli umani: le formiche utilizzano i feromoni, sostanze chimiche secrete dagli individui di una specie che colpiscono l'olfatto e il gusto dei compagni di nido. [...] Queste straordinarie piccole creature sono sulla Terra da più di 140 milioni di anni. Le organizzazioni sociali più complesse, come quelle delle formiche legionarie e delle tagliafoglie, possono essere annoverate tra le più grandi meraviglie della natura. Le formiche sono sopravvissute ai dinosauri e non avrebbero difficoltà a fare altrettanto con l'umanità.

(From: Wilson, E.O. "Formiche. Una società perfetta", *National Geographic Italia*, August 2006, Vol. 18, No. 2, pp. 2-3)

11.2 Translating Popularizing Texts (2): An Economics Article

Text 11.2 is another example of a 'popularizing' text, focused on an economic topic. We avoid the label 'journalistic texts' on purpose, because they do not really represent a register/genre. Indeed, we should distinguish, e.g., between short news items and editorials, etc. Furthermore, we would prefer to use the broad term 'journalistic' for texts appearing in the media on topics of a general interest and where the author is not necessarily mentioned (we have not included texts of this type in our book), which are less frequently translated in the professional world and are usually heavily edited (cf. Taylor 1998: 196). We also wish to exclude that wide area of contemporary translation carried out by news agencies, where information "[...] is not only 'translated' in the interlingual sense, it is reshaped,

edited, synthetised and transformed for the consumption of a new set of readers" (Bassnett & Bielsa 2009: 2). We also refrain from classifying our ST under the broad term of 'economic texts', which are usually of a more specialized nature, are written by experts and addressed to experts, like, e.g., financial reporting in the *Financial Times* or *The Wall Street Journal*. Also newspapers and weekly news magazines regularly publish articles about economic topics, with a lower level of expertise, which are addressed to the interested lay public. As we did for text 11.1, we therefore prefer to speak in terms of 'popularizing' texts, firstly considering the Tenor and the kinds of interactant involved (an expert journalist and laypeople) and secondly the Field, an economic topic.

11.2.1 ST

Translation task

Communicative situation and translation brief: imagine that you have been commissioned by the Italian magazine, *Internazionale*, to translate an article which appeared in *The New York Times Magazine*, on 12 October 2008, p. 28. The article, entitled "A Green Revolution for Africa?", was written by David Rieff, a journalist and a nonfiction writer who lives in New York. His work is centred on a variety of issues, such as international conflicts and catastrophes, immigration and US politics. This article, which has to be translated for the 'Economics' section of *Internazionale*, deals with the (Bill and Melinda) Gates Foundation and its initiatives to solve Africa's agricultural problems, which were fiercely criticized by a number of environmental groups. Your task is to provide a translation, from English into Italian, of the beginning of the article, which is to be translated for the editors, who will be responsible for the final version. It is to appear in *Internazionale* in January 2009.

Excerpt from:

David Rieff, "A Green Revolution for Africa?"

"When we started," Rajiv Shah recalled over a late-evening coffee at the Serena Hotel in Nairobi, Kenya, "developing-world

agriculture seemed very much out of fashion." That was before the food riots and rice tariffs and dire predictions of mass starvation that accompanied the global rise in food prices last spring. And it was before the Bill and Melinda Gates Foundation, for which Shah has worked since 2001, made agriculture, particularly African agriculture, a top priority. Agriculture may have been unfashionable four years ago, when Shah and others on the foundation's "strategic opportunities" team began discussing an agriculture initiative, but it is fashionable now. This is partly a result of market forces leading to the prospect of severe food shortages; but it is also partly because of the market-making power of the Gates Foundation itself. Bill Gates began this year with a promise to nearly double the foundation's commitment to agricultural development with $306 million in additional grants.

To judge from what I saw as Shah and I bumped along back roads in Kenya and Tanzania on a recent inspection tour, the Gates Foundation is in agriculture for the long term. At the Kenya Agricultural Research Institute, for example, Shah spent an afternoon walking the fields with lab-coated researchers and hearing dire warnings about a wheat disease called rust. The foundation earmarked $26.8 million to be managed by Cornell University to improve disease resistance in wheat; most of the field research would be at the Kenyan institute and a similar institute in Ethiopia. The project was typical of the foundation's agricultural work: close to the ground and oriented toward practical innovation that reduces risk for small farmers and increases their incomes. Many of the foundation's projects are similarly basic: more than $42 million was allotted this year for developing drought-tolerant maize. [...] (300 words)

(From: Rieff, D. "A green revolution for Africa?", *The New York Times Magazine*, 12 October 2008, p. 28)

11.2.2 Analysis, Translation Problems, Translation Strategies

Communicative situation

Our ST is taken from a news magazine, *The New York Times Magazine*, which is a Sunday magazine supplement of *The New York Times*.

The TT is to be published in *Internazionale*, an Italian weekly news magazine whose slogan is *il meglio dai giornali di tutto il mondo* (i.e., "the best from newspapers all over the world"). Each issue of *Internazionale* contains, on a regular basis, a large number of articles translated from foreign newspapers, magazines, etc. As regards the British and American press, we can mention, from the UK, the weekly *New Scientist*, *The Economist*, the daily *Financial Times*, *The Guardian*, etc., from the US, bimonthly *Boston Review*, the monthly *The Atlantic, Foreign Policy,* the weekly *The New Yorker*, the daily *The Washington Post*, to name just a few.

We can in fact say that it is a magazine based on translation, and where translators are not even 'invisible' – whereas they often are in the 'journalistic' world (see Bielsa & Bassnett 2009). Indeed, at the end of each article, initials of the name of the translator are indicated and the editorial page includes a list of translators who have collaborated, with their full names. *Internazionale* is thus not only a useful source for didactic purposes, but it also offers concrete opportunities for translators.

The Addresser, Rieff, is a columnist for *Internazionale*. The addressees, for both ST and TT, are interested laypersons, since *The New York Times Magazine* and *Internazionale* are widely read, high quality, non-specialist magazines.

Headline

The ST headline, "A green revolution for Africa?", at the level of Transitivity, features a Circumstance of Cause: Behalf ('for Africa') that tells us for whom the action is taken. The Mood choice, i.e., an interrogative (elliptical) clause, has a double function, which affects different aspects of Context: (1) from the point of view of Tenor, the rhetorical question seems to express the Addresser's Stance towards the Subject matter, of scepticism, (2) in terms of Mode, it might imply a 'complex' Participation, since the Writer establishes contact with the Addressee – although not really involved in text creation. In the published TT, the headline has become, through a Strategy of Substitution, "I campi di Bill Gates". The Italian title – which, as we said, is not usually a translator's task – is perhaps more eye-catching, but the contact with the reader is not established and the ironic Addresser's Stance towards the Subject matter becomes more explicit, through the atypical Collocation of *campi* (linked to the Experiential domain of agriculture) with the computer industry, represented by Bill Gates.

The TT includes an internal sub-headline (*Obiettivi concreti*), added by the editors according to some in-house style.

Translation 'brief': 'overt'↔'covert' translation?

Although *Internazionale* is based on translation and its educated audience should be aware of this, they will not read the Italian text as a document of a source culture event, but rather as a source of information about a certain issue. For this reason, globally considered, the main method of translation is expected to be [+'covert']. However, the article is 'authorial', being by Rieff, a regular columnist of *Internazionale*, and so an adequate rendering is also expected.

Ideational Experiential meanings - Field

In the analysis of Experiential meanings of this text and their translation, we will focus in particular on Ideational GM. Our ST is rich in metaphorical instances, which can represent a source of difficulty for the translator.

Broadly speaking, not only specialized texts, but also popularizing texts in the media tend to make a wide use of Nominalization – a typical resource for GM (Halliday 1985/1994: 352) –, and this frequently poses translation problems. For a translator, as Steiner (2002) suggests, grammatical demetaphorization can often be of help, firstly in the process of understanding, secondly in solving difficulties arising from contrastive reasons.

Let us start from the following example:

(ST 20): That was before the food riots and rice tariffs and dire predictions of mass starvation that accompanied the global rise in food prices last spring.

A Transitivity analysis of the sentence reveals one clause characterized by heavy 'packaging' (Nominalization, Embedding), and agentless constructions: the participant "That" functions as Carrier, and "was" as a relational Process: attributive: circumstantial. The rest of the clause ("before...spring") instantiates, incongruently, one single Circumstance as Attribute. A more congruent realization could be expressed through a sequence of verbal structures, like:

(Clause 1) *That* (Actor) *happened* (material Process)

(Cl. 2 – hypotactical: temporal) *before a crowd of people* (Actor) *protested* (material P.) *violently* (Circ. of Manner: Quality) *for food* (Circumstance of Cause: Purpose),

(Cl. 3) *before the Government* (Actor) *charged* (material P.) *taxes* (Goal) *on rice* (Circ. Matter),

(Cl. 4) *and before we* (Senser) *could grimly* (Circ. Manner: Quality) *predict* (verbal P.)

(Cl. 5) *that many people* (Behaver) *would have starved* (behavioural P.)

(Cl. 6 – hypotactical: causal) *because food* (Actor) *cost* (material P.) *more* (Circ. of Manner) *in the world* (Circ. Location: Space) *last spring* (Circ. Location: Time).

In such a congruent representation, Actors have become explicit and actions concrete: a translator could use this as a basis for producing his/her TT. Another instance of more congruent formulation of the ST, but which keeps the lack of agent roles through the use of the passive form, is that of the published TT:

(TT 20): È stato così almeno finché, la primavera scorsa, <u>sono state imposte</u> tariffe doganali sul riso, <u>sono scoppiate</u> le rivolte per il cibo, <u>hanno cominciato a circolare</u> le previsioni di carestie di massa e i prezzi dei generi alimentari <u>sono aumentati</u> in tutto il mondo.

In this case, the Italian TT provides an example of helpful unpacking of metaphors, although Textual meanings change substantially. Nevertheless, a clumsy translation typically deriving from direct rendering of English Nominalizations into Italian, requiring a strategy of Diffusion for contrastive reasons, has been avoided:

(Draft translation 20): Prima dei tumulti per il cibo, dei dazi sul riso e di fosche previsioni di carestia di massa che hanno accompagnato l'aumento globale del prezzo del cibo la scorsa primavera [...]

In the published TT Reduction has sometimes been adopted, with a loss at the level of experiential elements, such as in:

(ST 21): At the Kenya Agricultural Research Institute, for example, Shah spent an afternoon walking the fields with <u>lab-coated</u> researchers and hearing <u>dire</u> warnings about <u>a wheat desease called</u> rust.

(TT 21): Shah ha passato un intero pomeriggio all'istituto di ricerca agricola del Kenya, visitando i campi insieme ad alcuni ricercatori [0] e ascoltando le loro [0] preoccupazioni per [0] la ruggine del frumento.

The three omissions of the TT could be accounted for the translation 'brief' and the editors' responsibility to produce a final TT. The translator should however submit a complete TT and opt for Reduction when deemed necessary. S/He could

have produced a translation including *in camice*, *cupi moniti*, *una malattia del frumento*, as the professional translator of the TT, M. Astrologo[24], had done:

> *(First TT 21)*: Ad esempio, Shah ha trascorso un pomeriggio intero presso il Kenya Agricultural Research Institute, percorrendo i campi in lungo e in largo insieme a ricercatori <u>in camice</u> e ascoltando i loro <u>cupi moniti</u> riguardo a <u>una malattia del frumento</u> chiamata ruggine.

A further relevant aspect in terms of Experiential meanings is the temporal setting of ST and TT, realized through Circumstances of Location: Time. As specified in the translation 'brief', the time of publication of the Italian text (January 2009) is later than that of the English ST (October 2008). Therefore, temporal references such as "last spring", "four years ago", "this year" ("Bill Gates began this year..." and "...more than $42 million was allotted this year"), "on a recent inspection tour", necessarily need to be adapted to the new Context of Situation and Culture.

In the case of "on a <u>recent</u> inspection tour", a Strategy of Reduction of the epithet "recent" would simply be justified and the TT could become *durante un giro di ispezione*, as it does in *Internazionale*. But the other instances need careful consideration. The first example in the ST does not pose a big problem, since "last spring" can be similarly considered from the point of view of October 2008 and of January 2009: it can be easily translated into *la primavera scorsa*. When "years" are specifically mentioned, the time gap does not allow for a strategy of Equation and the translator needs to adopt a 'Cultural Filter', thus to employ a Substitution. Indeed, the TT offers different solutions, starting from the rendering of "four years ago":

> (ST 22): And it was before the Bill and Melinda Gates Foundation, for which Shah has worked <u>since 2001</u>, made agriculture, particularly African agriculture, a top priority. Agriculture may have been unfashionable <u>four years ago</u>, when Shah and others [...]

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[24] We are grateful to M. Astrologo for her kind permission to use her own material.

(TT 22): Ed è stato così almeno finché la fondazione Bill and Melinda Gates ha messo l'agricoltura, in particolare quella africana, in cima alle sue priorità. Shah lavora nella fondazione <u>dal 2001</u> e <u>dal 2004</u> si occupa di agricoltura [...]

The English article was published in 2008, therefore 'four years earlier' means in 2004, and it is exactly what we find in the TT, where also a strategy of Reordering has been applied. Let us now see how "this year" has been translated:

(ST 23): Bill Gates began <u>this year</u> with a promise to...
(TT 23): <u>Per il 2009</u> Bill gates ha promesso...

(ST 24): ...more than $42 million was allotted <u>this year</u>...
(TT 24): ...<u>nel 2008</u> sono stati stanziati più di 42 milioni di dollari...

Since "the promise" is due in a term of one year, (TT 23) has opted for substituting "this year" with *[p]er il 2009*. In its second occurrence, "this year" has simply become *nel 2008*.

The translator's concern about the temporal setting also involves the translation of Tense. When one is faced with the translation of an English simple past, according to the co-text and the Context of Situation, one can decide to render it into an Italian 'imperfetto', 'passato prossimo' or 'passato remoto'. In the case of translation of newspapers and magazine articles, since one is dealing with a 'Covert' translation, the Context of Culture of the receiving audience should influence one's choice. Parallel texts show that, in Italian newspaper and magazine articles, the 'passato prossimo' seems the preferred option. And this is what happens in the Italian version of Rieff's article, where the English "When we started..." and "That was before" have become *Quando abbiamo cominciato* and *È stato così almeno finché*. In the case of "recalled" (in the first sentence), the TT has even opted for the present tense, *mi spiega*, which even establishes a closer relation with the reader.

In terms of Lexical items/ Terminology, we can notice in particular a number of proper names of institutions and organizations, such as: "Bill and Melinda Gates Foundation", "Kenya Agricultural Research Institute", "Cornell University". The

strategies that a translator could employ are essentially three: (1) leaving the proper names in the SL and adopt a Carry-over matching, (2) translating them in the TL through Equation or (3) combining a Carry-over matching and an Amplification. The choice depends on the relevance of the experiential information for the target culture and on the level of knowledge expected from the addressees. Given that *Internazionale* is a high quality but non-specialist magazine, the translator might opt for maintaining the clearest references intact, while translating the less known ones. Let us see how the Italian TT has dealt with them. As for "Bill and Melinda Gates Foundation", the TT has adopted an Equation for the transparent name "foundation", *fondazione*, obviously keeping the proper names, including the "and": *la fondazione Bill and Melinda Gates*. "Kenya Agricultural Research Institute" has become *istituto di ricerca agricola del Kenya*, through an Equation (and a necessary Diffusion), whereas "Cornell University" has been maintained in the TL through a Carry-over matching.

Interpersonal Meanings - Tenor

As we already know, in an SFL framework, the grammar of Interpersonal meanings is typically realized by the systems of MOOD, MODALITY and APPRAISAL.

Let us analyse an example taken from the beginning of the text, where we find an interesting example of Modality at work. The journalist reports a statement made by the interviewee and then offers his own comment:

> (ST 25): "When we started," Rajiv Shah recalled over a late evening coffee at the Serena Hotel in Nairobi, Kenya, "developing-world agriculture seemed very much out of fashion." [...] Agriculture <u>may</u> have been unfashionable four years ago, when Shah and others on the foundation's "strategic opportunities" team began discussing an agriculture initiative, but it is fashionable now.

As typical of argumentative texts, the writer introduces his countering statement, and in doing so he makes use of the modal operator "may", which, in functional terms, expresses Modalization: low probability and, from the point of

view of the Appraisal resource of Engagement, leaves space for negotiation. Such Modality is not conveyed in the published TT, which reads:

(TT 25): [...] Quando è arrivato al dipartimento il lavoro del suo team <u>era</u> abbastanza marginale, ma oggi non è più così. [...]

We think that this is an interpersonally inaccurate choice, since the function of the ST has not been rendered. By contrast, the actual translation provided by the translator of the article, before final editing occurred, shows an effective solution in rendering interpersonal meanings of this piece of text:

(First TT 25): [...] <u>Sarà anche vero</u> che l'agricoltura era fuori moda quattro anni fa […]

Astrologo had skillfully identified the function of the modal operator "may", and, rather than translating it, through a direct Equation, into *poteva* – which would have produced an unnatural TT –, had conveyed its meaning through different linguistic resources, adopting a strategy of Substitution. We think that her *[s]arà anche vero* (i.e., "It might well be true that") represents an "ingenious" solution, according to Taylor's cline (1990: xviii), of Modality realized through an Interpersonal Metaphor. The fact that the TT has failed to accurately deliver the Interpersonal meaning might be in part explained with the more popularizing purpose of the target issue. However, the meaning conveyed is quite different and might even imply an ideological Stance.

The ST features another instance of Interpersonal Metaphor of Modality:

(ST 26): <u>To judge from what I saw</u> as Shah and I bumped along back roads in Kenya and Tanzania...

Although it is incongruently – i.e., non-metaphorically – a non-finite dependent clause, it functions as an Interpersonal Metaphor of Modality, meaning "It seems that...", "Apparently...". The Italian translator could decide to render it

through an Equation (*A giudicare da quanto ho visto*...), or through a different structure, provided that the function of Modality is preserved. The published TT has opted for a Substitution like

(TT 26): Ho accompagnato Shah lungo le strade sconnesse del Kenya e della Tanzania e mi è sembrato che la fondazione...

The function has been conveyed, although at the level of Textual meanings, the Reordering of the clause by moving *mi è sembrato* from Thematic position seems to downplay its heteroglossic force.

The strategy of Reduction employed when translating the Circumstance of Location: Place "at the Serena Hotel, in Nairobi, Kenya" into *all'hotel Serena di Nairobi* does not fail to render Experiential meanings, hence we prefer to analyse it from a different point of view. Indeed, there is a difference between the SL and the TL at the level of Social role. Generally speaking, English popularizing texts tend to show a higher degree of 'high' *vs* 'low' authority, realized through the amount of details provided. In Italian, it would seem redudant to specify that Nairobi is in Kenya and the translator is expected to adhere to TL conventions by omitting such a detail here. The spatial setting is in any case rendered throughout the rest of the text, which comprises: "back roads in Kenya and Tanzania", "Kenya Agricultural Research Institute", "Kenyan institute", preserved in the TT (*le strade sconnesse del Kenya e della Tanzania*, *l'istituto di ricerca agricola del Kenya*, *istituto keniano*). Once again, we should bear in mind that no "automatic 'hook-up' hypothesis" exists between the three dimensions of the Context of Situation, the three meatafunctions and the lexico-grammatical features that realize them (cf. Miller 2005: 27). Thus, as Steiner constantly does (see § 9.4), we sometimes analyse them crossing our own sections.

Textual meanings - Mode
Rieff's article is accurately construed in terms of Cohesion, as the following example demonstrates:

(ST 27): "When we started," Rajiv Shah recalled over a late-evening coffee at the Serena Hotel in Nairobi, Kenya, "developing-world agriculture seemed very much <u>out of fashion</u>." […] Agriculture may have been <u>unfashionable</u> four years ago, when Shah and others on the foundation's "strategic opportunities" team began discussing an agriculture initiative, but it is <u>fashionable</u> now.

The three Attributes "out of fashion", "unfashionable" and "fashionable" are clearly in a relation of lexical 'scatter', a typical cohesive device. The translator who tried to maintain the same structure in Italian would be faced by a problem of repetition: *fuori moda*, *fuori moda* and *di moda/alla moda*. Opting for *passato di moda* or *non più di moda*, to have a variation, would produce redundancy. S/He could then decide to render Cohesion through Repetition and Synonymy, to compensate for the loss of the lexical 'scatter', opting for the synonym *in voga*. It is what the Italian translator had initially done, before the final editing:

(First TT 27): […] "l'agricoltura del mondo in via di sviluppo sembrava ormai <u>fuori moda</u>". […] Sarà anche vero che l'agricoltura era <u>fuori moda</u> quattro anni fa […] ma adesso è tornata <u>in voga</u>.

In the final published translation Cohesion is lost:

(TT 27): "[…] l'agricoltura dei paesi in via di sviluppo era un tema <u>fuori moda</u>" […]
Quando è arrivato al dipartimento il lavoro del suo team era abbastanza <u>marginale</u>, ma oggi <u>non è più così</u>.

By comparing the ST and the Italian TT, the former shows a higher use of Repetiton. Let us consider the following instance:

(ST 28): ...the Bill and Melinda Gates Foundation...made <u>agriculture</u>, particularly African <u>agriculture</u>, a top priority.

(TT 28): ...la fondazione Bill and Melinda Gates ha messo l'<u>agricoltura</u>, in particolare <u>quella</u> africana, in cima alle sue priorità.

The reiteration of "agriculture" (which construes a Lexical 'scatter' between "agriculture"/ "agricultural" throughout the whole passage), has been replaced by a Substitution in the TT[25].

In the example below, the strategy of Substitution has produced a near-synonym:

(ST 29): ...the Gates Foundation is in <u>agriculture</u> for the long term. At the Kenya <u>Agricultural</u> Research Institute...

(TT 29): ...la fondazione [0] sia decisa a <u>impegnarsi a fondo in questi progetti</u>. ...all'istituto di ricerca <u>agricola</u>...

In this case, the term "agriculture" has been substituted with *questi progetti*, increasing the level of abstraction and [+formality].

Similarly, the employment of Substitution has produced a [+abstract] solution in:

(ST 30): ...the Kenyan <u>institute</u> and a similar <u>institute</u> in Ethiopia.
(TT 30): ...<u>istituto</u> keniano e da un suo <u>equivalente</u> etiope.

Context of Culture

Following House's revised model (1997), we do not consider the discrepancy shown above in terms of Interpersonal meaning as "calamitous" and not even "inappropriate" (Taylor 1990: xviii): it could be simply the result of a 'Cultural filter' adopted to adhere to the TL textual conventions in this kind of text-type. At the level of Textual meanings, we can even identify a functional equivalence, because Cohesion has been construed in some way, although at different levels and through different devices, respecting the different Contexts of Culture.

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[25] Note that in this particular case the name of Malone's strategy overlaps with that of the cohesive device.

11.2.3 Possible TT

Excerpt from:

"I campi di Bill Gates"

"Quando abbiamo cominciato, l'agricoltura dei paesi in via di sviluppo era un tema fuori moda", mi spiega Rajiv Shah una sera tardi all'hotel Serena di Nairobi, davanti a una tazza di caffè. È stato così almeno finché, la primavera scorsa, sono state imposte tariffe doganali sul riso, sono scoppiate le rivolte per il cibo, hanno cominciato a circolare le previsioni di carestie di massa e i prezzi dei generi alimentari sono aumentati in tutto il mondo. Ed è stato così almeno finché la fondazione Bill and Melinda Gates ha messo l'agricoltura, in particolare quella africana, in cima alle sue priorità. Shah lavora nella fondazione dal 2001 e dal 2004 si occupa di agricoltura per il dipartimento "opportunità strategiche". Quando è arrivato al dipartimento il lavoro del suo team era abbastanza marginale, ma oggi non è più così. Sia perché i mercati continuano a comportarsi come se ci fossero nuove crisi alimentari all'orizzonte, sia per il potere esercitato dalla stessa fondazione sui mercati. Per il 2009 Bill Gates ha promesso di portare il fondo destinato allo sviluppo agricolo a 306 milioni di dollari, circa il doppio della cifra precedente.

Ho accompagnato Shah lungo le strade sconnesse del Kenya e della Tanzania e mi è sembrato che la fondazione sia decisa a impegnarsi a fondo in questi progetti. Shah ha passato un intero pomeriggio all'istituto di ricerca agricola del Kenya, visitando i campi insieme ad alcuni ricercatori e ascoltando le loro preoccupazioni per la ruggine del frumento.

Obiettivi concreti

La fondazione ha stanziato 26 milioni e 800mila dollari – che saranno gestiti dalla Cornell university – per potenziare la resistenza del frumento a queste malattie. Le ricerche scientifiche saranno condotte per lo più dall'istituto keniano e da un suo equivalente etiope. Il progetto sarà condotto sul campo e punta a introdurre novità pratiche destinate a ridurre i rischi per i piccoli agricoltori e a far aumentare i loro guadagni. Anche la maggior parte degli altri progetti della fondazione ha obiettivi "terra terra": nel 2008 sono stati stanziati più di 42 milioni di dollari per lo sviluppo di un mais resistente alla siccità. [...]

(From: Rieff, D. "I campi di Bill Gates", Transl. by M. Astrologo, *Internazionale*, No. 779, 23 January 2009, p. 38)

11.3 Translating Tourist Texts: a Guidebook

'Tourist text' is an umbrella term for a wide variety of text-types, from guidebooks produced by publishers to booklets offered by Tourist Boards, from brochures and leaflets giving information about specific places and/or events to special magazines featuring articles on tourist attractions, from in-flight magazines to posters or descriptive panels. What these texts have in common is the kind of Addressee: a real or potential tourist. We will not thus consider as properly 'tourist texts' those specialized/ academic texts written by experts and addressed to experts on the topic of tourism.

We have chosen this text in particular for three main reasons:

(1) to counter the common view that translating tourist texts is "easy";

(2) to warn against taking a pre-conceived position towards a text and show the helpfulness of Register analysis;

(3) to demonstrate the 'hybridity' of tourist texts.

Enkvist states that "[...] a tourist guide is likely to be a heterogeneous mixture of various text types" (Enkvist 1991: 8). We will not deal with this – albeit challenging – aspect since we are only concerned with two brief excerpts for the purpose of translation, but we will try to demonstrate that even a small portion of a guidebook can encompass different rhetorical purposes, i.e., 'argumentative', 'expository' and 'instructional' (Hatim and Mason 1990: 153ff).

11.3.1 ST

Translation task

Communicative situation and translation brief: imagine that you have been commissioned by Lonely Planet to translate two passages from the city guide *Miami & the Keys*, 4th edition (Victoria, Australia, 2005), written by Beth Greenfield. The author, after her M.A. in journalism, began writing about travel, entertainment, gay culture and parenting for the *New York Times*, *Lonely Planet* guidebooks, *Out*, *Time Out New York* and *Time Out New York Kids*. Your task is to produce a translation, from English into Italian, of the following excerpts, taken from the first section of the book, i.e., "City Life". The first one is taken from the heading "Culture" and sub-heading "Identity" (p. 19) and introduces Miamians. The second and longer one (which is inserted in a blue box) is entitled "The Glamorous Life" (p. 21) and presents a picture of the gaudy and glossy Miami.

Excerpts from:

Beth Greenfield, *Miami and the Keys*, Lonely Planet

According to one New York transplant and longtime Miami Beach resident, Miamians are basically 'New Yorkers with shorts.' It may sound simplistic, but it's really not far from the truth – in both

attitude *and* demographics. A majority of Miami's residents are focused, fast-paced, hard working and concerned with trends, styles and hip culture. But they make all their serious moves while wearing casual – and sometimes very little – clothing, from the shorts-and-bikini-top combo to sandals. [...]

The Glamorous Life

Playgrounds, of course, breed vanity, and vanity is a big part of what makes Miami go 'round. Blame the heat, the skimpy bikinis, the fabulous nightlife scene or the influx of celebrities who vacation here. Either way, folks who live in Miami or Miami Beach want to look their hottest. This is, after all, the inspiration and setting for the popular *Nip/Tuck* plastic-surgery drama series, and it is truly a plastic-surgery hotspot; pay attention when you walk around, and you'll be sure to notice the slew of folks who have had Botox injections, eyelid lifts, tummy tucks, liposuction and breast enhancements. Miami is also a model magnet, boasting both on-location spots for photo shoots, from expansive beaches to glitzy hotel lobbies, and plenty of nightclubs for the skinny minnies to unwind and party down with the various other celebrity beauties who vacation here – Paris Hilton, Cameron Diaz, J Lo and Jessica Simpson among them. The influence of Miami-chic is far reaching, not only through *Nip/Tuck*, but through events that draw hip and urban national crowds [...], hotel lobbies that appear in fashion spreads of national magazines [...] and LA or NYC outposts of eateries and hotels [...] that are already on the global map of fabulousness. Also having global impact is the diet craze known as the South Beach Diet – a good-carb, good-protein plan popularized by Miami's own Dr Arthur Agatston that, by name alone, could lure

you into believing that you'll soon look as good as the sun-kissed Miami jetsetters. (322 words)

(From: Greenfield, B. (2005) *Miami & the Keys*, 4th edition, Victoria, Australia: Lonely Planet, pp. 19; 21)

11.3.2 Analysis, Translation Problems, Translation Strategies

Communicative situation

The ST is an example of the traditional monologic guidebook (cf. Dann 2007), a travel guide published in book form by a recognized publishing company, such as Lonely Planet, and in particular of one of its sub-types, namely the city guide.

Lonely Planet guides are well-known travel guides translated into many languages throughout the world, including Italian. Many guides, as the one from which the ST is taken from, after an opening page eulogizing the place, feature a page where the author of the guide is presented, with biographical notes. They also include a note of caution for the reader, which, in our source, reads as follows:

> Lonely Planet books provide *independent advice*. Lonely Planet does not accept advertising in guidebooks, nor do we accept payment in exchange for listing or endorsing any place or business. Lonely Planet writers do not accept discounts or payments in exchange for positive coverage of any sort.
> [*Miami and the Keys, Lonely Planet Guide* (2005), p. 13, *emphasis added*]

This note may refer to the description/ evaluation of hotels and restaurants that each guide comprises. We will see through our analysis if such 'ethics' can also refer to other aspects.

Miami and the Keys city guide is written by Beth Greenfield, who is not mentioned on the cover, but inside the guidebook, with a short biography, where we learn that she now lives in New York and had first visited Miami as a child, while visiting her retired grandparents, and that she had regularly been there with

her family for many years. When she started visiting Miami as an adult, she yearned for the old times, however, as specified in the translation 'brief', "[...] she quickly fell in love with the bold and beautiful Miami, too" (Greenfield 2005: 13).

From these few contextual details, we can realize that the writer is [++expert] towards both the addressees – potential visitors of Miami and the Keys who buy/ borrow the guide – and towards the Subject matter – Miami.

The guidebook is divided into different sections. After a first part ("City life") where general information about the cultural, social, political and geographical environment are presented, the book includes a section focusing on "Arts" and one on "History". The rest of the guidebook offers detailed itineraries and organized trips, walking and driving tours, and describes restaurants, bars and pubs, places for outdoors and indoors activities, shopping areas, hotels, offering comments and advice. Sections devoted to more specific topics are inserted in blue boxes. The final part of the guide concerns the Keys Islands and offers a similar, although briefer, account. From such an illustration, it seems that the city guide is typically descriptive. After a closer analysis, we will comment on its Rhetorical purpose(s).

The Italian version features the same sections as the English one. Translators are mentioned, as well as editors responsible for amplifications necessary to cope with the Italian reader, although "at the backstage", at the back of the guide, in a section entitled "Dietro le quinte".

We will see if this overview of the communicative situation can be useful for our Register analysis, within which we will also comment on the translation of the title.

Translation 'brief': 'overt'↔'covert' translation?

House, in her first TQA model (1977/1981), had presented a tourist information booklet as a text which had led to a 'covert' translation, since such a type of text has "direct TL addressees, for whom they are as immediately [...] relevant as is the ST for the SL addressees" (House 1997: 69, *our abbreviations*).

Also our ST and translation 'brief', although of a different kind from the advertising brochure, requires a [++covert] translation, because such a guide is read by an Italian potential tourist as if directly addressed to him/ her. The Italian tourist could read the guidebook at home or on site during the trip, in any case will not assume it is a translation. Hence some culture-specific elements will need to be 'adapted' to his/her cultural framework. However, it needs to be done in such a way that the specificity of the outer cultural context is conveyed. Moreover, the 'Cultural filter' is also needed to cope with different textual practices in the two Contexts of Culture.

Ideational Experiential meanings - Field

Despite the debate, there is a common ground which considers the language of tourism a kind of specialized discourse, in terms of lexical, grammatical and textual conventions (see, e.g., Gotti 2006).

As Gotti points out (2006: 26), the specialized lexis of tourism is indebted to a variety of specialized fields which are closely related, such as economics, geography, the history of art, cuisine, transport, to name the most common. Contextual domains which each specific text deals with can therefore be typical of a wide variety of fields, not necessarily 'of tourism'. Our sample ST offers an illustrative example: Miami is described as the realm of plastic surgery, and (semi-)technical terms of this experiential domain are used, such as "Botox injections", "eyelid lifts", "tummy tucks", "liposuction" and "breast enhancements". The Italian translators have rendered these items into *iniezioni di Botox*, *interventi alle palpebre*, *riduzione della pancia*, *liposuzione* e *interventi al seno*. Although the ST does not display a high level of technicality, we argue that alternative solutions would have been possible. Rather than inserting the repetition of *interventi* (*alle palpebre* and *al seno*) in the Italian TT, "eyelid lifts" could have been translated into *lifting alle palpebre*, commonly used in non-technical language for *blefaroplastica* ("blepharoplasty"). In the case of "tummy tucks" (the general English term for "abdominoplasty"), in order to avoid both the colloquial *riduzione*

della pancia of the published TT and the technical term *lipectomia addominale* offered as a translation by a bilingual English-Italian dictionary like Picchi (2007), a possible alternative could have been the hyponym *addominoplastica*, a technical term in the domain of plastic surgery, but commonly used even in non-specialized situations. We think that the choice of *riduzione della pancia* does not seem so coherent with the global level of [+formality] chosen for the Italian TT, an aspect that we are going to discuss below.

Interpersonal meanings – Tenor

Special focus in this analysis will be on Interpersonal meanings, since crucial to identifying both the typical features of a tourist text and the atypical aspects of this text in particular.

Firstly, we note that the ST includes two instances of imperative Mood:

(ST 31): <u>Blame</u> the heat...

(ST 32): ...<u>pay</u> attention when you walk around...

which in Italian have become declarative:

(TT 31): <u>Sarà colpa</u> del caldo...

(TT 32): ...<u>se vi guardate</u> intorno quando andate in giro...

The first example has been rendered through an impersonal form, the second through a hypotactical clause. This could be interpreted as an application of a 'Cultural filter', because Italian tourist texts tend to be more impersonal compared to English ones.

Evaluation typically has an essential role to play in the language of tourism. Research in the framework of sociolinguistics shows that the language of tourism is often "extreme" (cf. Febas Borra in Dann 1996: 65), and insights from linguistics and LSP studies confirm that it is "very emphatic and highly evaluative" (Gotti

2006: 26). From our SFL point of view, we argue that the Appraisal model (see chapter 10) can be the ideal resource for analysing such an aspect. However, as we have already said, a translator needs to tackle each translation task with no preconceived solution and rather engage in Register analysis.

Our sample text offers a clear example of the hybridity of text-types. If at first glance it seems to display the typical promotional features of a tourist guide, closer examination also reveals a number of basically negative connotations, which are not totally surprising, given the particular context: Lonely Planet guidebooks, in fact, are said to "provide independent advice" (2005: 13). Let us concentrate on the section "The Glamorous Life".

Starting from the *glamorous* in the title, an invoked negative Judgement: Social Sanction, with reference to the overall hedonism that this place represents, unfolds through the text (*breed vanity...round*; *Blame...here*, just to quote some examples). A translator should try to to render such meanings. But let us focus in particular on the following piece of text:

> (ST 33): Miami is also a model magnet, <u>boasting</u> both on-location spots for photo shoots, from expansive beaches to <u>glitzy hotel lobbies</u>, and plenty of nightclubs for the <u>skinny minnies</u> to unwind and party down with the various other celebrity beauties who vacation here – Paris Hilton, Cameron Diaz, J Lo and Jessica Simpson among them.

Let us note that if *boasting*, a typical instance of the language of tourism, implicitly realizes positive Appreciation of the place, the *glitzy hotel lobbies* and the *skinny minnies* convey a negative, albeit ironic, connotation of superficiality and exaggerate thinness. Such meanings are not rendered in the TT, which runs as follows:

> (TT 33): [...] Miami è anche una specie di calamita che attrae fotografi da tutto il mondo, che possono scegliere come set sia le vaste spiagge sia le <u>eleganti</u> lobby degli alberghi, e amanti della vita notturna, che possono passare da un locale notturno all'altro per concedersi rilassanti chiacchiere confidenziali oppure per partecipare ai party con le diverse celebri bellezze qui in vacanza – Paris Hilton, Cameron Diaz, Jennifer Lopez e Jessica Simpson fra le altre. [...]

The epithet *eleganti* as a translation of *glitzy* does not convey the sense of "attractive but with no real value" inherent in the English term and the *skinny minnies* are totally missing. Possible solutions, in an attempt at conveying the ST evaluative meanings, might have been, for example, *sfavillanti* and *bellezze pelle e ossa*. If the translator simply sticks to the common positive evaluation generally conveyed by a tourist text and fails to grasp the subtler evoked negative aspects under it, s/he will not offer the Italian reader the kind of "independent advice" that Lonely Planet guides are supposed to provide.

On the other hand, we believe that the Substitution + Amplification of the title – with the addition of *bisturi* and *carta patinata* – which anticipate the topics in a more explicit way, seem to reinforce the negative implicit Judgement, which might contrast with the author's appreciation of "the bold and beautiful new Miami", announced at the opening of the guidebook (Greenfield 2005: 13).

The ST generally presents a higher level of Informality, from the use of contractions ("it's really not far...", "you'll be sure...", "you'll soon look...") to lexical choices (e.g., "from the shorts-and-bikini-top <u>combo</u> to sandals", "<u>hip</u> culture", "...want to look their <u>hottest</u>", "the <u>slew</u> of folks", the above mentioned "skinny minnies", "<u>hip</u> and urban national crowds", etc.). Of course it is not possible to reproduce contractions in Italian for contrastive reasons, unless a strategy of 'compensation' is adopted to convey their function – but it might not adhere to the TL conventions of parallel texts, requiring [+formality]. However, since the readers of Lonely Planet guides are not supposed to be 'formal', we think that some informal lexical choices could have been reproduced in the TT. For example, a translation of "...want to look their hottest" into *apparire in forma/in splendida forma* (rather than the neutral *al meglio*) could have conveyed the informality without being 'inappropriate' for the target culture.

In terms of Tenor, we can certainly note a difference between the ST and the TT at the level of Social distance, given that the ST is more conversational and friendly.

We wish to comment here on the translation of a Circumstance that is featured at the beginning of the first excerpt. Although Circumstances are resources of the Transitivity structure and are typical realizations of Experiential meanings, the following example also functions as an Engagement resource, thus at the level of Interpersonal meanings:

(ST 34): According to one New York transplant and longtime Miami Beach resident...

This Circumstance of Angle seems to be used by the Addresser to give credibility to what she states, by offering a reliable source to support what she is going to tell. The translator could maintain it in the TT, in thematic position, and render it through *Secondo*... The published TT has rather opted for:

(TT 34): Una volta un newyorkese che viveva da molti anni a Miami Beach mi disse...

Although the Circumstance of Angle has not been kept and has been substituted with a projecting clause with a Circumstance of Location: Time in thematic position (*Una volta*), we think that, in terms of Engagement, the function of the ST has been conveyed.

Texual meanings - Mode

Let us see the pronominal references to the Addressee featured in the ST and how they have been rendered in the TT:

(ST 35): ...pay attention when <u>you</u> walk around, and <u>you</u>'ll be sure to notice...
(TT 35): ...se vi guardate intorno quando andate in giro, noterete di sicuro...

(ST 36): ...the diet craze...could lure <u>you</u> into believing that <u>you</u>'ll soon...
(TT 36): ...la mania della dieta...induce quanti vi si sottopongono a sperare...

In (ST 35), the second person pronouns in the English ST are translated in the Italian TT through a double strategy, of Divergence ("you"→*tu/voi*) and of

Substitution (pronoun→verb). In (ST 36), an impersonal form has been preferred, definitely [+formal].

As with the Substitution of imperative (see above), this choice can be also interpreted as a wish to adhere to textual conventions of Italian tourist texts, less direct and [+formal].

In terms of Participation, the 'complex' monologue is thus weakened, but not totally simplified.

As we have said above, this text represents a typical example of hybridity. Rhetorical purposes are indeed multiple. Although from a tourist text we might expect an 'expository-descriptive' Rhetorical purpose – and at first sight it seems in line with expectations – after close analysis we realize that this text is highly evaluative – and atypically – thus 'argumentative'. It is also 'instructional' in those parts where the Addressee is directly addressed and 'told' to do certain things. The translator should try to maintain and reproduce this kind of hybridity.

Context of Culture

Not surprisingly for a tourist text, the text features a number of culture-specific elements, starting from the US *Nip/Tuck*[26] drama series. We suggest that considering it as a piece of cultural information irrelevant to the target culture audience and opting for a Reduction would be arbitrary, for a number of reasons: first of all, for the fact that the main experiential domain is connected to plastic surgery. Moreover, if we consider the Tenor and the potential addressees of the text, they are tourists, presumably interested in foreign cultural specifities, especially if they buy/borrow a Lonely Planet guidebook, traditionally focusing not only on places of interest and of art, but also on a wide range of cultural topics. Finally, the series has also been broadcast in Italy, and many readers, especially young, most probably know it, so would need no explanation. A translator could therefore decide to simply keep it, through a strategy of Carry-over matching. S/He

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[26] Robin, M.M, E. Keene, R. Murphy & C. Haid (2003-2010), *Nip/Tuck*.

could also opt for an explanation of its content and a 'localization'[27]. It is the strategy adopted by the translator(s) of the Miami guide, who have applied, on the first occurrence of the term, a strategy of Amplification, to bridge a possible cultural gap between Addresser and Addressee:

> (ST 37): This is, after all, the inspiration and setting for the popular *Nip/Tuck* plastic-surgery drama series...
>
> (TT 37): ...come rivela *Nip/Tuck*, serie TV americana, molto seguita anche in Italia, che ha per protagonisti due chirurghi plastici ed è ambientata proprio in questa città.

Similarly, in the case of the South Beach Diet, a further Amplification has been employed:

> (ST 38): ...the diet craze known as the South Beach Diet...
>
> (TT 38): ...la mania della dieta...conosciuta in Italia come 'dieta di South Beach'...

As for 'J Lo', the short form for Jennifer Lopez, frequently used in the Anglo-American Context of Culture, although the TT readers may be familiar with this abbreviation, the translator can decide to use the full name, as has been done in the published TT. But rather than employing a Strategy of Equation to translate 'among others' into *fra le altre* (see ST 33, TT 33), we would have adopted a Reduction, since *fra le altre* seems redundant in Italian – a calque from English, which does not significantly contribute to the realization of Ideational, Interpersonal and Textual meanings.

Likewise, the typically American acronyms LA and NYC can be rendered, in full, as Los Angeles and New York – as an average Italian reader would normally name these cities.

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[27] Strictly speaking, 'Localization' "refers to the process of adapting a product to a particular local market, from a linguistic, cultural and technical point of view." (Palumbo 2009: 71)

Also the ST "urban <u>national</u> crowds" needs to be 'localized' according to the new Context of Culture, the Italian one, where a direct Equation of "national" would immediately refer to Italian cities. In the published TT, it has become: *da tutti gli Stati Uniti*, through a strategy of Substitution.

11.3.3 Possible TT

Excerpt from:

Miami e le Keys, Lonely Planet

Una volta un newyorkese che viveva da molti anni a Miami Beach mi disse che, secondo lui, gli abitanti di Miami non erano altro che 'newyorkesi con gli short.' L'osservazione può sembrare semplicistica, ma non è lontana dalla verità, come si può capire mettendo a confronto le abitudini degli abitanti di queste due città e analizzando i dati demografici. I residenti di Miami sembrano sempre concentrati su un obiettivo, si muovono con passo veloce, lavorano sodo e si interessano alle mode, agli stili e alle ultime tendenze culturali; tuttavia, possono svolgere qualsiasi attività, anche la più seria, indossando un abbigliamento casual e talvolta davvero essenziale, fatto di short, bikini e sandali. [...]

"Glamour, bisturi e carta patinata"

Sarà colpa del caldo, dei bikini striminziti, del favoloso scenario della vita notturna o delle numerose celebrità che vi trascorrono le vacanze, ma senza dubbio l'intensa scena mondana di Miami alimenta la vanità e la vanità è uno dei motori economici della città. La gente che vive a Miami o a Miami Beach vuole apparire al meglio, come rivela *Nip/Tuck*, serie TV americana, molto seguita anche in

Italia, che ha per protagonisti due chirurghi plastici ed è ambientata proprio in questa città. Miami è veramente il cuore della chirurgia plastica: se vi guardate intorno quando andate in giro, noterete di sicuro il gran numero di persone che si sono sottoposte a iniezioni di Botox, interventi alle palpebre, riduzione della pancia, liposuzione e interventi al seno. Miami è anche una specie di calamita che attrae fotografi da tutto il mondo, che possono scegliere come set sia le vaste spiagge sia le eleganti lobby degli alberghi, e amanti della vita notturna, che possono passare da un locale notturno all'altro per concedersi rilassanti chiacchiere confidenziali oppure per partecipare ai party con le diverse celebri bellezze qui in vacanza – Paris Hilton, Cameron Diaz, Jennifer Lopez e Jessica Simpson fra le altre. L'immagine della Miami chic si è imposta ovunque, non solo grazie a *Nip/Tuck*, ma anche alle manifestazioni che richiamano da tutti gli Stati Uniti gente al passo con i tempi [...], alle riviste di moda a diffusione nazionale che pubblicano foto delle più lussuose lobby degli alberghi di Miami [...] e all'apertura di filiali dei più rinomati ristoranti e alberghi di Los Angeles o New York [...]. Per completare il quadro vi è poi la mania della dieta a base di carboidrati e di proteine ideata dal dottor Arthur Agatson di Miami e conosciuta in Italia come 'dieta di South Beach', il cui nome altisonante induce quanti vi si sottopongono a sperare di poter divenire belli come i personaggi del jet set baciati dal sole di Miami.

(From: Greenfield, B. (2006) *Miami e le Keys*, 1st It. ed., Transl. by F. Benetti, M. Carena, F. Peinetti, Lonely Planet, Torino: EDT, pp. 8; 10)

11.4 Translating Specialized Texts (1): A Research Paper in Sociology

Gotti and Šarčević (2006: 9) remark that, "[b]roadly speaking, specialized translation [...] covers the specialist subject fields failing under non-literary translation" and include, just to name the best known, science and technology, economics, marketing, law, politics, medicine and mass media.

As we did for 'popularizing' texts, we think in terms of the participants taking part in the communicative event and thus consider specialized texts those texts that were written by specialists in a given field and are addressed to other experts. Within the broad category of 'specialized texts', we will focus in particular on the text-type 'research paper', within the discipline of social sciences, specifically concerning a sociological topic. Although each field would require some [+expert] knowledge and a familiarity with the Subject matter would be useful, we have chosen the sample text we are about to present because it is not highly specialized. Why? As we said, our goal is not to offer any kind of professional skill in translating highly specialized texts and with specialist terminologies, but we wish to demonstrate how an SFL approach can help the translator be aware not only of language, but also of the context which produced the text.

Moreover, although specialized translation is commonly considered highly complex at the level of vocabulary, without denying the key role played by this important aspect in certain text-types, we wish to point out that it is not the whole story. Also grammatical aspects realizing certain meanings need to be interpreted and rendered – or *not* rendered, according to the translation 'brief' – in a TT.

11.4.1 ST

Translation task
Communicative situation and translation brief: imagine that you have been commissioned by the publishing house Il Mulino, in Bologna, to translate a passage

taken from a paper by the sociologist John Lea entitled: "From integration to exclusion: the development of crime prevention policy in the United Kingdom". The paper is the English draft based on a talk given at a Conference (*Estrategias alternativas a la resolución penal de los conflictos sociales*) held at the University of Barcelona in 1997, which is to be published in the specialized journal, *Polis: Ricerche e studi su società e politica in Italia*. The paper deals with an analysis of crime prevention in the UK, and the political developments that form its background, from the beginning of the 1980s to the late 1990s. <u>Your task</u> is to produce an Italian translation of the following excerpt from "Crime and individual responsibility", a section where problems connected with crime prevention policy and methods, such as citizens' active responsibility and the local authority's role, are discussed.

Excerpt from:

John Lea, "From integration to exclusion: the development of crime prevention policy in the United Kingdom"

Crime and individual responsibility

In this ideological maelstrom crime and its control came to occupy an increasingly central place. [2][28] Firstly, crime had been rising more or less continuously since the 1960s. Crime rates in England and Wales doubled in the 1980s according to police statistics, while the Home Office's British Crime Survey (BCS) indicated a smaller but still substantial rise in England and Wales. Since 1992 theft has been falling slightly but crimes of violence have continued to rise. [...] It has to be added that the British Crime Survey also reveals that only about one third of crimes are reported to the police, a fact which both illustrates the unreliability of official statistics and says much about public confidence in the criminal justice system. Crime, according to both the BCS and other social

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[28] End-notes have not been reproduced: they contain full bibliographical references.

surveys [3] was coming to be seen as a social problem second only to unemployment. [...]

Crime is unique among social problems in that, unlike perhaps unemployment or poverty, it presents itself as the activity of a responsible individual who could have chosen to act otherwise. Public concern with rising crime, particularly the petty criminality of young people in the poorer urban areas was therefore a very appropriate vehicle for the elaboration of the new ideology of individual responsibility. The older welfare-oriented notions of crime as a product of poverty were now met with the response: "there are plenty of poor people who are not criminals!" Traditional preoccupations with diversion and non-punitive treatment for young offenders were now joined and partially displaced by a renewed emphasis on juridical punishment and 'just deserts'.

Secondly, alongside a renewed emphasis on the individual responsibility of the criminal offender there was a similar stress on the responsibilities of the citizen to take action against crime. [...]

The most popular manifestation of the active citizen in the sphere of crime prevention was the Neighbourhood Watch scheme. […] (309 words)

(From: Lea, J. (1997) "From integration to exclusion: the development of crime prevention policy in the United Kingdom", http://www.bunker8.pwp.blueyonder.co.uk/misc/polis.htm)

11.4.2 Analysis, Translation Problems, Translation Strategies

Communicative situation
Our sample text is a research paper based on a talk given at a conference. For the purposes of our analisys, we have selected a small portion of the text, which is

typically preceded by an abstract, where the purpose and the structure of the article are briefly outlined. An abstract is also included in the TT, but we have not reproduced it, since it could be more properly considered, in House's terms, a 'covert version' (House 1997: 73), hence a close linguistic examination would have not made sense.

The ST was given at an international conference in Spain – where most probably English was a 'lingua franca' – and was addressed to other experts in the same academic field.

The ST needs to be translated for *Polis*, a specialist journal, published in Italy, whose readers are mainly sociologists, political scientists, anthropologists, economists, demographers, social historians and scholars in the field of social sciences (see https://www.mulino.it/riviste/issn/1120-9488). *Polis* publishes articles about political and social phenomena, concerning Italy and sometimes Europe.

The translation of the heading and sub-heading is not significant (a general strategy of Equation has been adopted) and we will not comment on it here.

Translation 'brief': 'overt'↔'covert' translation?

Since the ST is presented as a draft based on a talk given at a conference, we may assume that it had been 'written to be spoken as if not written' – or 'written to be read as if spoken', as typical of academic papers. We may expect to find, after a thorough linguistic analysis, some features of the 'spoken' Medium combined with those typical of the 'written' one. However, unless otherwise specified in the translation 'brief', the TT, which will be published in a specialized journal, will be a research article, thus 'written to be read'. For this reason, it seems that the translator is expected to produce a 'covert' translation, which functions as a text as if written expressly for the Italian audience. According to Taylor's 'creative cline' (2006: 40), we might perhaps consider this text at level one.

Ideational meanings - Field

Let us start with an analysis of select aspects of the Transitivity structure, which realize Experiential meanings and which seem relevant for translation. The first Process, in "crime and its control <u>came to occupy</u> an increasingly central place", is more precisely a Verbal Group Complex[29] of the kind 'time-phase', it is an abstract material and represents a typical incongruent realization of the academic style (a more congruent realization could be: "crime and its control became fundamental", with a relational attributive intensive Process). We can maintain the same abstraction in our translation, as has been done in the published TT, where we find: *iniziano ad assumere una rilevanza centrale*.

In the first paragraph, some surveys are reported to support the argumentation, so it is not surprising that we find verbal Processes, such as "the Home Office's British Crime Survey...<u>indicated</u> a smaller but still substantial rise", "that the British Crime Survey also <u>reveals</u> that", "only about one third of crimes are <u>reported</u>". We can try to keep them also in our translation, as has been done in the TT for the first two, where a strategy of Equation has been employed: *le indagini...<u>riportano</u>*, *le British Crime Surveys <u>rivelano</u>*. As far as the third verbal Group is concerned, the translator opted for a double strategy:

(ST 39): ...reveals that only about one third of crimes are <u>reported</u>
(TT 39): ...rivelano anche una scarsa propensione alla <u>denuncia</u> (un terzo dei reati vengono <u>denunciati</u> alla polizia)

The ST "reported" has been both rendered in parentheses through an Equation and nominalized through a strategy of Substitution, in line with the [+written] Medium.

Nominalization is indeed highly represented in the published TT, as typical of the written Medium and of the even higher level of formality accorded with

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[29] In SFL, a Verbal Group Complex (VGC) is considered a hypotactic verbal group, because the 'phase' (starting/ continuing/ trying/ succeeding, etc.) is an expansion of the Process itself (see Halliday & Matthiessen 2004/2014: 231, note).

Italian academic texts. Let us consider some examples of Nominalization featured in the TT:

> (ST 40): crime had been <u>rising</u>
> (TT 40): si assiste a <u>una crescita</u>
>
> (ST 41): Crime rates in England and Wales <u>doubled</u>
> (TT 41): Le statistiche...indicano <u>un raddoppio</u> dei tassi
>
> (ST 42): Crime, according to...was coming <u>to be seen</u> as a social problem...
> (TT 42): I primi sondaggi indicano che anche <u>la percezione</u> del problema...
>
> (ST 43): Traditional preoccupations... were now <u>joined</u> and partially <u>displaced</u>...
> (TT 43): Questo processo comporta anche <u>l'abbandono</u>... e <u>il ritorno</u>...

Nominalization in the last two clause-complexes also rendered the passive structure of the ST. In any case, through this resource, the agentless function is maintained in the TT.

As we know, Nominalization, according to Halliday, is a realization of ideational GM, which is a linguistic resource widely used in both English and Italian specialized texts. There is also a case when an instance of GM in the ST has been realized more congruently in the TT for problems of rendering the SL structure into TL (see also § 11.2.2):

> (ST 44): ...a very appropriate vehicle for the <u>elaboration</u> of the new ideology of individual responsibility.
> (TT 44): ...un alibi perfetto per <u>diffondere</u> l'idea della responsabilità individuale.

A closer rendering like *uno strumento appropriato per l'elaborazione di una nuova ideologia di responsabilità individuale* would have been rather clumsy.

The ST also features some relational Processes, when the discussed phenomena are described or identified:

> (ST 45): Crime <u>is</u> unique among social problems in that, unlike perhaps unemployment or poverty, it <u>presents itself</u> as the activiy...

(ST 46): Public concern with rising crime...<u>was</u> therefore a very appropriate vehicle...

(ST 47): The most popular manifestation of the active citizen...<u>was</u> the Neighbourhood Watch Scheme.

In the TT they have become respectively:

(TT 45): La criminalità [0], diversamente da altri problemi sociali come la povertà o la disoccupazione, <u>è</u> il risultato...

(TT 46): La preoccupazione verso la criminalità...<u>diventa</u> così un alibi perfetto...

(TT 47): L'espressione più diffusa dell'attivismo dei cittadini...<u>sono</u>...i *neighbourhood watch schemes...* .

(ST 45) includes two relational Processes, "is" and "presents (itself)". The first one, in line with the [+formality] required by the TT, could be rendered through *costituisce un'eccezione*, which would maintain the relational Process. In the published TT, it is omitted, causing a loss from the point of view of both Field and Tenor, but we will comment on this below. The second one has been rendered in (TT 45) through the default relational Process, i.e., *essere*, and it has become *è*. The relational Process "was", feautured in (ST 46), has been rendered in Italian with another instance of relational Process like *diventa*. As far as (ST 47) is concerned, a possible translation, to maintain a relational Process but at the same time to produce a fluent style, with a higher level of formality, could have been: *L'espressione...è rappresentata dai...* . The published TT has instead carried over the identifying relational Process of the ST and changing the singular into plural has produced a clumsy outcome.

The existential Processes of the ST are not rendered as such in the TT. We will discuss the translation of the first instance ("there <u>are</u> plenty of poor people who are not criminals!") below, given the significant choice at the level of Logical and also Textual meanings. As regards the second one, i.e. "...alongside a renewed emphasis...there <u>was</u> a similar stress...", we can note that it is rendered in the

published TT through a construction that could be considered existential, including a circumstantial feature of place (cf. Halliday & Matthiessen 2004/2014: 310): *Insieme all'enfasi...si diffonde anche l'idea...* . Thus it could be considered functionally equivalent.

In the examples presented above, a strategy of Substitution has been applied in terms of Tense, since the past tense of the ST has been replaced by the present tense in the TT. Given that in Italian the use of the present tense in specialized texts can represent a way to convey a high degree of certainty, we may interpret it as a choice by the translator to intervene at the level of Interpersonal meanings. Once again, as we have already said, metafunctions just *tend* to be realized in certain systems, but overlapping often occurs.

Generally speaking, this text does not feature a highly specialized terminology. We notice, though, that one of the key words of this text, i.e., "crime", when collocates with "petty" becomes typical of the sociological experiential domain and could have been rendered in Italian as *microcriminalità* (while the TT shows *la piccola criminalità*).

However, the clearest examples of specific terms are proper names, in particular institutional names, which are deeply culture-specific and can pose problems to the translator who needs to render the text in/for a different Context of Culture. They are 'Home Office's British Crime Survey (BCS)' in the first paragraph, and 'Neighbourhood Watch scheme' at the end of the extract. The latter, a strictly British organization, has been rendered in the Italian TT through a strategy of Carry-over matching combined with an Amplification: '*i* neighbourhood wacth schemes *(piani di sorveglianza di quartiere)*', with the borrowing marked by italics. But let us focus on British Crime Survey, which occurs twice in the text, as well as its acronym, BCS:

> (ST 48): Crime rates in England and Wales doubled in the 1980s according to police statistics, while the <u>Home Office's British Crime Survey (BCS)</u> indicated a smaller but still substantial rise in England and Wales.

(ST 49): ...the <u>British Crime Survey</u> also reveals that only about one third of crimes are reported to the police...

(ST 50): Crime, according to both the <u>BCS</u> and other social surveys...

The translator could opt for different choices: s/he could decide to borrow the CSIs through a strategy of Carry-over Matching, followed by an explanation, either in brackets, or within the text or in a footnote, through an Amplification, or s/he could 'translate' their propositional meaning for the sake of comprehension. Since we are dealing with a specialized text, written by specialists in the field and addressed to an educated and expert audience, we would propose to borrow the institutional name and its acronym, providing an explanation on its first occurrence. Let us concretely see how:

> *(Suggested TT 48)*: I tassi di criminalità relativi all'Inghilterra e al Galles negli anni Ottanta raddoppia(ro)no secondo le statistiche fornite dalla polizia, mentre aumenta(ro)no in maniera minore seppur consistente secondo le indagini condotte dall'Home Office britannico attraverso il British Crime Survey (BCS).

A footnote with a detailed explanation of British Crime Survey could be added or not, according to the commissioner's editing norms. As regards Home Office, which broadly corresponds to the Italian *ministero dell'interno*, but is culture-specific, we suggest that the SL institutional name is carried over into the TT. The educated reader of the journal, expert in international political institutions, should be able to understand. In the following occurrences, British Crime Survey and/or its acronym, after being explained, could simply be borrowed. However, in the published TT, the choice made by the translator has been different. Indeed, he decided to eliminate both instances of acronym, perhaps considered unduly culture-specific, and to translate the institutional name on its first occurrence, then to adopt a Carry-over matching on its second occurrence. We thus find:

> (TT 48): Le statistiche della polizia per l'Inghilterra e il Galles indicano un raddoppio dei tassi negli anni ottanta, mentre le <u>indagini di vittimizzazione dell'Home Office</u> riportano una crescita minore, ma comunque consistente.

(TT 49): ...le <u>British Crime Surveys</u> (Mayew *et al.* 1993; Crawford *et al.* 1991) rivelano...

(TT 50): I primi <u>sondaggi</u> indicano...

We think that the first rendering of the CSI may even be effective, but the second occurrence, with the loan word which has not been encountered so far, could be unclear.

In the case of such CSIs, the relevance of the wider Context of Culture for translator decisions is quite obvious. In the TT, we also find two cases where the translator, although the title of the article clearly indicates that the discussion concerns the UK, decided to specify it, by adopting the strategy of Amplification in: *fattore di preoccupazione <u>degli inglesi</u>*, *prevenzione della criminalità sono, <u>nel Regno Unito</u>* (with the addition of the post-modification *degli inglesi*, and of the Circumstance of Location: Place *nel Regno Unito*), thus 'localizing' the re-contextualization.

Two instances of circumstances of Angle in the ST have not been maintained in the TT, but we think that their function at the level of Engagement has been maintained, although with a different structure. Let us consider:

(ST 51): Crime rates in England and Wales doubled...<u>according to police statistics</u>
(TT 51): <u>Le statistiche della polizia</u> per l'Inghilterra e il Galles <u>indicano</u> un raddoppio dei tassi...

(ST 52): Crime, <u>according to both the BCS and other social surveys</u>...
(TT 52): I primi <u>sondaggi</u> <u>indicano</u>...

The Circumstances of the STs have become participants in the TTs, through a strategy of Substitution. They are, more specifically, non-human Sayers who claim the proposition. However, as in the STs the circumstances of Angle allow the Addresser to distance himself from the statement and offer an external view, also in the TTs the verbal Process *indicano* conveys an external source, and so the validity of the two propositions is not claimed by the author.

At the level of some lexical choices, we notice that sometimes the TT solution seems to convey a slightly different experiential meaning, such as in:

(ST 53): ...the petty criminality of young people in the <u>poorer</u> urban areas
(TT 53): la piccola criminalità <u>e le inciviltà</u> dei giovani nelle aree urbane più <u>svantaggiate</u>.

The English "poor" immediately links to an economic condition, while *svantaggiato* conveys socio-cultural issues, reinforced by *le incivltà*, added through a strategy of Amplification. It seems that the translator – or the commissioner of the Italian translation – wished to put more emphasis on the sociological aspects of the issue.

Logical meanings

Let us now briefly comment on Logical meanings realized in our sample text. We will not focus on all realizations of this grammatical feature in the whole text, but we will select two particular instances which are significant from a translational point of view and that seem strictly linked to a kind of ST that had been 'written to be spoken as if not written'. The first paragraph includes a clause-complex which we would not expect to find in an English specialized written text, usually characterized by more straightforwardness and conciseness:

(ST 54): (1) It has to be added/ (2) that the British Crime Survey also reveals/ (3) that only about one third of crimes are reported to the police, a fact which both illustrates the unreliability of official statistics and says much about public confidence in the criminal justice system.

The clause-complex above is made up of three clauses: (1) an independent one, (2) followed by a dependent projected clause, (3) which projects another dependent clause. The impression of such logico-semantic relationships is that the text is an edited version of the lecture, where clauses look juxtaposed and meaning is added without a previous organization. Even the independent clause, "It has to be added", in a [+written] specialized text could have been replaced by a conjunction

such as "moreover", which would have avoided the double "that" of the following dependent clauses. Further, also the added nominal structure ("a fact which...") with multiple embedding could give the impression of a lack of planning. How has all this rendered in a TT that is not presented as an edited transcript of a lecture, but rather is offered as an autonomous article in a specialized journal? The translator opted for the following solution:

> (TT 54): A questo si deve aggiungere che le British Crime Surveys [...] rivelano anche una scarsa propensione alla denuncia (un terzo dei reati vengono denunciati alla polizia); ad indicare non solo la scarsa affidabilità delle statistiche ufficiali, ma anche la scarsa fiducia riposta nel sistema penale.

We must admit that the rendering is not that simple. However, the parenthetical elaboration, with the repetition of *denuncia-denunciati*, absent in the ST, perhaps may have been avoided, as well as the semicolon followed by a juxtaposition similar to the one featured in the draft from the lecture. Our alternative suggestion would be:

> *(Suggested TT 54)*: Inoltre, la British Crime Survey rivela un'ulteriore realtà: il fatto che venga riportato alla polizia soltanto un terzo dei reati commessi non è soltanto indice della scarsa affidabilità offerta dalle statistiche ufficiali, ma la dice anche lunga sulla fiducia riposta dai cittadini nei confronti del sistema giudiziario penale.

In our suggested alternative, the independent clause "[i]t has to be added" has been substituted with the functionally equivalent *Inoltre*, a colon has been added to introduce the concept and the embedded clauses that post-modify "a fact" are rendered into two independent clauses (*non è soltanto indice..., ma la dice anche lunga...*), in a paratactic relation, with a Nominalization of "illustrates" into *indice*. Although *dirla lunga* could be seen as [-formal], we think that it could help to convey, at the level of Appraisal, the implicit negative Judgement realized by "says much".

The second example of logico-semantic relationship we wish to focus on is in the second paragraph of the ST:

(ST 55): The older welfare-oriented notions of crime as a product of poverty were now met with the response: "there are plenty of poor people who are not criminals!".

It is undeniable that the projected locution featured in the ST, with an exclamation mark, may strike the reader of a specialized text addressed to experts. However, it should not be so surprising if, once again, we consider the ST, i.e., a text presented at an international conference as if not written. In the TT, which is 'translated to be read', the translator has opted for substituting the two independent clauses with an independent clause and a dependent projected one, eliminating the interjection:

(TT 55): Alla vecchia interpretazione della criminalità come prodotto della povertà si risponde ora con l'affermazione che non tutti i giovani diventano criminali e quindi con una rinnovata enfasi sul concetto di libera scelta.

The TT obviuosly acquires [+formality], through the Reduction of the exclamation mark, the Substitution of the projected locution and the Amplification which formally stresses the concept (*e quindi con una rinnovata enfasi sul concetto di libera scelta*). On the other hand, the interpersonal force is surely reduced, although it can be justified by the new contextual environment stipulated in the translation 'brief'.

From our incomplete analysis of select lexico-grammatical features of the ST that realize Experiential meanings, we have seen how the linguistic structures that tend to be activated by Field, especially in a text where the level of technicality is not so high, can also be triggered by other levels of Context, i.e., Tenor and Mode.

Interpersonal meanings – Tenor

Of course we could have analysed some examples of Reduction occurring in the published TT under the heading of Ideational meanings, given that an omission can fail to convey the propositional content. However, we have decided to discuss a

few examples under Interpersonal meanings, because they seem even more relevant for the rendering of this strand of meaning. The TT opens with a clear omission that is particularly relevant at the level of Appraisal:

(ST 56): In this ideological maelstrom...
(TT 56): In questa [0] situazione...

As we have said when presenting the communicative situation of our sample text, it starts after an initial overview of the political environment that, in the author's view, is at the background of the development of crime prevention. By omitting the translation of "ideological" and by neutralizing the meaning of "maelstrom" (which conveys a state of turbulence or confusion), the negative Judgement of the Addresser towards Thatcherian Britain gets completely lost. We could interpret this choice by the translator (or editors) as a desire for more objectivity in a journal article with respect to the more vehement ideological Stance expressed in the lecture.

Another omission, in the second paragraph, which fails to convey a propositional meaning, is perhaps more significant at the level of Interpersonal meanings:

(ST 57): The older <u>welfare-oriented</u> notions of crime as a product of poverty...
(TT 57): Alla vecchia [0] interpretazione della criminalità come prodotto della povertà...

As we can note, the translation of "welfare-oriented" is totally absent from the TT. We may interpret this as a linguistic factual difficulty caused by the pre-modification typical of the English language, which would require a lengthy paraphrase in Italian such as, *L'idea di criminalità propugnata da una politica all'insegna del welfare*..., or something likewise. The adoption of a strategy of Reduction, however, fails to convey the clear ideological and political Stance of the Addresser towards the Subject matter.

We wish to point out that our comments to this respect are not meant to criticize the decisions taken in the TT, but simply to reflect on the kinds of consequences that a choice can imply. Similarly, we do not intend to criticize the strategy of Reduction *tout court*, since in some cases it can prove useful, for example to avoid redundancy.

When instances of Modality are not conveyed, the TT is not equivalent at the Interpersonal level and also contextual level of Tenor. It is what happened in the following example:

(ST 58): Crime is unique among social problems in that, unlike <u>perhaps</u> unemployment or poverty, it presents itself as the activity...

(TT 58): La criminalità, [0] diversamente da altri problemi sociali come la povertà o la disoccupazione, è il risultato di azioni...

Modality, which in the ST is instantiated by *perhaps,* has not been translated and a Reduction has been operated. Thus a resource of Engagement has been ignored and a heteroglossic statement in the ST has become monoglossic in the TT. Generally speaking, despite the strong and evident political positioning conveyed in the ST, the English text shows more heteroglossic statements than the final Italian TT. Because of such choices, the TT, consciously or not, becomes less negotiable. Along the dimension of Tenor, the Social role of expertise assumed here is of [+ authority] in the ST and of [++ authority] in the TT.

The non-equivalence in terms of Interpersonal meanings and Tenor could nevertheless become 'functional equivalence' if due to the different text-type embedded in a new cultural environment. But as House (1997) constantly reminds us, this pertains to social and ideological considerations and not to mere linguistic evaluation.

Not only can omissions influence both Experiential and Interpersonal meanings at the same time, but also additions can produce a similar effect, such as in the following example:

(ST 59): ...alongside a renewed emphasis on the individual responsibility of the criminal offender...

(TT 59): Insieme all'enfasi sulla responsabilità degli autori <u>reali o potenziali</u> di reato...

Employing a strategy of Amplification here adds propositional meaning and technicality to the [+formal] TT, a journal article. Moreover, it also allows space for alternatives, since the monoglossic statement has become heteroglossic and thus conveys a higher level of objectivity, usually expected from 'scientific' texts. Such an intervention in a translation might have been negotiated between the different parts of the translation activity, i.e., translator and commissioner.

Given the specific translation brief and the particular Context of Culture, the level of formality of the TT is expected to be higher, and it is what happens in the published TT. We have already discussed instances involving this aspect through our analysis, but we wish to focus on a notable example:

(ST 60): Traditional preoccupations with diversion and non-punitive treatment for young offenders were now joined and partially displaced by a renewed emphasis on juridical punishment and '<u>just deserts</u>'.

(TT 60): Questo processo comporta anche l'abbandono delle misure di riabilitazione per i minori e il ritorno all'intervento penale in senso stretto, alla punizione, al concetto di merito.

The TT, as we can expect from a research article published in a specialized journal, is [+formal], in particular in the rendering of "just deserts", which indicates "that which is deserved; a due reward or recompense, whether good or evil" (*OED*) and has been substituded with a highly more formal *concetto di merito*, which gains in formality while losing in conciseness.

Textual meanings - Mode

Under the variable of Textual meanings and their lexico-grammatical realizations, we will focus on Cohesion, which is particularly relevant in this text. Indeed, the ST is highly cohesive, especially through Lexical cohesion realized by

Repetition. The key words linked to the two experiential domains announced in the subheading, i.e., "crime" and "individual responsibility", are widely repeated through the ST. Italian, as we know, does not show a great appreciation for repetition, which in general is not highly tolerated in specialized texts in the field of human sciences. However, as Hatim and Mason remind us, "[...] reiteration of text items is always motivated" (1990: 124). Therefore, a translator who wishes to produce a functionally equivalent TT should not drastically eliminate it. In some cases, s/he could opt for alternative strategies to render the cohesive link. Our ST includes a large number of occurrences of "crime(s)" (13) and "criminal(s)" (3), and also one instance of "criminality", from Latin, presumably used to avoid the repetition wth "crime" within the same clause ("Public concern with rising crime, particularly the petty criminality"), which functions as a lexical 'scatter'. They have been rendered in the TT as follows:

    (ST 61): ...crime and its control (came to occupy...)
    (TT 61): ...la criminalità e il suo controllo...

    (ST 62): ...crime had been rising...
    (TT 62): ...una crescita...della criminalità

    (ST 63): Crime rates...
    (TT 63): ...tassi... [0]

    (ST 64): British Crime Survey
    (TT 64): indagini di vittimizzazione

    (ST 65): crimes of violence
    (TT 65): la criminalità violenta

    (ST 66): ...the British Crime Survey...
    (TT 66): ... le British Crime Surveys

    (ST 67): ...about one third of crimes...
    (TT 67): ...un terzo dei reati

    (ST 68): the criminal justice system
    (TT 68): sistema penale

    (ST 69): Crime, according to...
    (TT 69): ...la criminalità...

(ST 70): <u>Crime</u> is unique...
(TT 70): La <u>criminalità</u>...

(ST 71): Public concern with rising <u>crime</u>, particularly the petty <u>criminality</u>
(TT 71): La preoccupazione verso la <u>criminalità</u>, in particolare verso la piccola <u>criminalità</u>

(ST 72): ...notions of <u>crime</u>...
(TT 72): ...interpretazione della <u>criminalità</u>...

(ST 73): ...plenty of poor people who are not <u>criminals</u>!
(TT 73): ...non tutti i giovani diventano <u>criminali</u>!

(ST 74): ...of the <u>criminal</u> offender...
(TT 74): autori...di reato

(ST 75): ...to take action against <u>crime</u>
(TT 75): tutelarsi in maniera attiva dalla <u>criminalità</u>

(ST 76): ...in the sphere of <u>crime</u> prevention...
(TT 76): nella prevenzione della <u>criminalità</u>

As we can see, *criminalità* is also highly featured in the TT (10 occurrences), although not as frequently as in the ST. This is also due to strictly linguistic differences between English and Italian, where the English "crime" refers to both a single illegal action (*crimine*, *reato*) and general activities (*criminalità*), while "criminality" results [+formal]. In a few cases, the Italian TT, to avoid repetition, opted for Reduction. We have already offered our suggested alternative to render "petty criminality" (see above). Nevertheless, we can say that cohesiveness is globally rendered in the TT.

By contrast, as regards the other important experiential domain, i.e., individual responsibility, the repetition is not always maintained, especially when "responsibility" collocates with "individual", which is kept only once:

(ST 77): ...the activity of a <u>responsible individual</u> who could have chosen to act otherwise
(TT 77): ..azioni tenute da <u>soggetti</u> [0] che avrebbero potuto agire altrimenti.

(ST 78): ...the new ideology of <u>individual responsibility</u>...
(TT 78): ...l'idea della <u>responsabilità individuale</u>

(ST 79): a renewed emphasis on the <u>individual responsibility</u>
(TT 79): insieme all'enfasi sulla <u>responsabilità degli autori</u> reali o potenziali...

(ST 80): a similar stress on the <u>responsibilities</u>
(TT 80): ogni cittadino ha la <u>responsabilità</u>

Since we consider this focus on "individual" fundamental with respect to the dimensions of Field and Tenor, we would have tried to maintain the emphasis, translating "responsible individual" as *individui responsabili*.

Italian textual conventions in specialized texts often show a greater Cohesion than the ST in terms of logical connections. At the beginning of the TT, the Italian translator has opted for the strategy of Amplication, when he has added the clause, *come si è già detto*, functioning as a cohesive link to the previous part of the article.

On the other hand, Cohesion realized through Conjunction has not been totally conveyed in the TT in the case of two temporal conjunctives like "firstly", in the first paragraph (in the second clause-complex), and "secondly" at the beginning of the third paragraph. The TT has maintained only the first, translating it as *innanzitutto*. The second one is totally asbent; moreover, the unit of paragraph has not been respected, with a loss, we think, from the point of view of textuality. We would have kept the same paragraph division, which is meaningful, since marks the division of the Subject matter into a discussion on the phenomenon of crime (first paragraph), on the relationship between crime and individual responsibility (second paragraph) and on the role of citizens towards crime (third paragraph). On the one hand, we agree on the decision of not rendering them as *in primo luogo* and *in secondo luogo*, since too distant and actually not construing a sequential relation between them. On the other hand, we think that also the second temporal conjunctive establishes an important link with the second paragraph, offering two different perspective towards individual responsibility and thus translating it as, e.g., *inoltre* would make this relation clearer. The ambiguous relation of "firstly" and "secondly" in the ST might be explained with the fact that it had originally been 'spoken', and so less textured.

We wish to finish our, albeit incomplete, analysis, with a comment on a choice made in the TT, which we find noteworthy. We have seen how certain elements of [+spokenness] of the ST have been generally rendered into [+writenness] in the TT. However, on one particular occasion, it is the TT that, surprisingly, shows an instance of 'spoken' Medium, realized by anacoluthia:

> (ST 81): ...there was a similar stress on the responsiblities of <u>the citizen</u> to take action...
> (TT 81): ...si diffonde anche l'idea che <u>i cittadini, ogni cittadino</u>, ha la responsabilità di tutelarsi in maniera attiva...

The Italian TT, with the change in subject from *i cittadini* to *ogni cittadino*, gives the impression of a lack of planning. We might connect such a choice made by the translator with a subtle reminder that this text had originally been 'spoken'.

In 11.5 we will analyse a second specialized text, definitely [++written] at the level of Medium – but not necessarily more difficult to translate.

11.4.3 Possible TT

Excerpt from:

"Dalla integrazione all'esclusione: lo sviluppo delle politiche di prevenzione della criminalità nel Regno Unito"

2. La criminalità e la responsabilità individuale

In questa situazione, la criminalità e il suo controllo iniziano ad assumere una rilevanza centrale (Downes e Morgan 1994). Innanzitutto, come si è già detto, si assiste a una crescita più o meno costante della criminalità a partire dagli anni sessanta. Le statistiche della polizia per l'Inghilterra e il Galles indicano un

raddoppio dei tassi negli anni ottanta, mentre le indagini di vittimizzazione dell'Home Office riportano una crescita minore, ma comunque consistente. Dal 1992 i furti sembrano diminuire leggermente, ma la criminalità violenta continua ad aumentare. [...] A questo si deve aggiungere che le British Crime Surveys (Mayhew *et al.* 1993; Crawford *et al.* 1991) rivelano anche una scarsa propensione alla denuncia (un terzo dei reati vengono denunciati alla polizia); ad indicare non solo la scarsa affidabilità delle statistiche ufficiali, ma anche la scarsa fiducia riposta nel sistema penale. I primi sondaggi indicano che anche la percezione del problema aumenta e la criminalità diventa il secondo fattore di preoccupazione degli inglesi dopo la disoccupazione.

La criminalità, diversamente da altri problemi sociali come la povertà o la disoccupazione, è il risultato di azioni tenute da soggetti che avrebbero potuto agire altrimenti. La preoccupazione verso la criminalità, in particolare verso la piccola criminalità e le inciviltà dei giovani nelle aree urbane più svantaggiate, diventa così un alibi perfetto per diffondere l'idea della responsabilità individuale. Alla vecchia interpretazione della criminalità come prodotto della povertà si risponde ora con l'affermazione che non tutti i giovani diventano criminali e quindi con una rinnovata enfasi sul concetto di libera scelta. Questo processo comporta anche l'abbandono delle misure di riabilitazione per i minori e il ritorno all'intervento penale in senso stretto, alla punizione, al concetto di merito. Insieme all'enfasi sulla responsabilità degli autori reali o potenziali di reato, si diffonde anche l'idea che i cittadini, ogni cittadino, ha la responsabilità di tutelarsi in maniera attiva dalla criminalità. [...]

L'espressione più diffusa dell'attivismo dei cittadini nella prevenzione della criminalità sono, nel Regno Unito, i *neighbourhood watch schemes* (piani di sorveglianza di quartiere). [...]

(From: Lea, J. "Dalla integrazione all'esclusione: lo sviluppo delle politiche di prevenzione della criminalità nel Regno Unito", Transl. by V. Scalia, *POLIS πόλις. Ricerche e studi su società e politica in Italia*, No. 1, April 1999, pp. 79-80)

11.5 Translating Specialized Texts (2): A Research Article in Politics

The second specialized text we have chosen is a research article in politics, which has become a chapter in a specialized book. A note of caution needs to be added here: we will not deal with a 'political text', but with a specialized text where 'politics' is the Subject matter. By 'political texts', indeed, as C. Schäffner makes clear, we usually mean those texts that "are a part and/or the result of politics", that are often "historically and culturally determined" and whose "topics are primarily related to politics" (Schäffner 2001: 133).

'Political' texts include a variety of text-types, such as treaties, speeches delivered by politicians, contributions for parliamentary debates, editorials or commentaries in newspapers, press conferences/ interviews with politicians, a politician's memoirs, etc. Burkhardt (1996, see Schäffner & Bassnett 2010: 2) suggests a distinction between 'communicating about politics' (e.g., informally in a pub), 'political discourse in mass media' and 'political communication' (i.e., discourse in political institutions). The latter can be furtherly subdivided into text-types that are "instrumental in policy-making" (produced by and addressed to politicians) and others that "communicate, explain, and justify political decisions, produced by politicians and addressed to the general public" (Schäffner & Bassnett 2010: 3). In addition to the institutional and the public kinds, political communication can be realized through media.

Also our sample text has a political topic as its Subject matter, but it is produced by an academic (++expert) and is addressed to (+experts) in the discipline. Obviously, the Context of Situation is very different from that of a 'political text', for example at the levels of Social Activity taking place (Field), of Agentive roles, Addresser's stance towards Addressee and Subject matter (Tenor) and, of course, of Rhetorical aim (Mode). Translation problems and translation strategies will vary accordingly.

11.5.1 ST

Translation task

Communicative situation and translation brief: imagine that you have been commissioned by Raffaello Cortina Editore to translate a passage taken from *The Rights of Others* by the political theorist Seyla Benhabib, published in the UK, in 2004, by Cambridge University Press. It is part of an article that had first appeared in *Government and Opposition*, an international journal of comparative politics, and that was later presented at the University of Cambridge, within The John Robert Seeley Lectures, which every two years offer international scholars the opportunity to address topics in social and political studies. Subsequently, the contributions are published in a suitably-modified version by Cambridge University Press. Sheila Benhabib's Seeley lectures have become chapters of an academic book, entitled *The Right of Others,* addressed to students and specialists in politics, law, philosophy and international relations. The book analyses the boundaries of political community by focusing on the issue of membership, that is, the principles and practices for integrating aliens, immigrants, refugees and asylum seekers into contemporary political systems. Your task is to produce a translation, from English into Italian, of the following excerpt from chapter 4, specifically the beginning of the section "A sociological mode of citizenship rights" (pp. 144-146).

Excerpt from:

Seyla Benhabib, *The Rights of Others*

A sociological mode of citizenship rights

Citizenship in the modern world has meant membership in a bounded political community which was either a nation-state, a multinational state, or a commonwealth structure. The political regime of territorially bounded sovereignty, exercised through formal-rational administrative procedures and dependent upon the democratic will-formation of a more or less culturally homogeneous group of people, could only function by defining, circumscribing, and controlling citizenship. The citizen is the individual who has membership rights to reside within a territory, who is subject to the state's administrative jurisdiction, and who is also, ideally, a member of the democratic sovereign in the name of whom laws are issued and administration is exercised. Following Max Weber, we may say that this *unity of residency, administrative subjection, democratic participation, and cultural membership* constitutes the "ideal typical" model of citizenship in the modern nation-state of the West (see Weber [1956] 1978, 901-926). [...]

What is the status of citizenship today, in a world of increasingly deterritorialized politics? How is citizenship being reconfigured under contemporary conditions? How has the fraying of the four functions of the state – territoriality, administrative control, democratic legitimacy, and cultural identity – affected the theory and practice of citizenship? [...]

I want to illustrate this disaggregation effect with reference to the rights regimes of the contemporary European Union, in which

the rights of citizens of member countries of the EU are sharply delineated from those of third-country nationals, within a patchwork of local, national, and supranational rights regimes. The unitary model, which combined continuous residency upon a given territory with a shared national identity, the enjoyment of political rights, and subjection to a common administrative jurisdiction, is coming apart. One can have one set of rights but not another [...]. The danger in this situation is that of "permanent alienage," namely the creation of a group in society that partakes of property rights and civil society without having access to political rights. (313 words)

(From: Benhabib, S. (2004) *The Rights of Others. Aliens, Residents, and Citizens*, Cambridge: Cambridge University Press, pp. 144-146)

11.5.2 Analysis, Translation Problems, Translation Strategies

Communicative situation

As emerged from the translation 'brief', the genesis of this text has something in common with the one presented in section 11.4, starting as an academic lecture, then becoming a research article and finally a chapter of a book. However, our ST is not a draft of the lecture as was Lea's paper, but it is the final published contribution, in the version appeared in the CUP book. As we learn from the translation 'brief', after the lecture, the contribution has been published in a suitably-modified version, therefore we do not not expect to find features of the [+Spoken] Medium after our analysis.

Translation 'brief': 'overt'↔'covert' translation?

While a 'political text', as we have seen, is usually embedded in a specific historical and cultural context and so may require, as House indicates (1997) an 'overt' translation, an academic text is of a wide-ranging nature. Moreover, this text

in particular concerns the issue of citizenship within the contemporary European Union and will be read by the Italian audience as a culturally non-specific product. For these reasons, a [+covert] translation is expected. However, because of its universal nature, the translator will not need to apply the 'cultural filter' widely, if not to adhere to the stylistic conventions of research articles in the field, which, to our knowledge, are not markedly different from English ones. Hence we can aim at a translation which, along a cline, is 'overt'/'+covert'.

Ideational Experiential meanings - Field

This text does not pose particular problems from the point of view of the Transitivity structure, due to the massive presence of Embedding, especially in the first and third paragraphs, as we will see below. Given that embedded clauses are rank-shifted to the level of nominal groups and thus not require a Transitivity analysis, we will not focus on it.

As typical for an academic text, the ST makes use of Nominalizion, commonly realized by the '-ing' structure, for the sake of conciseness and abstraction. For example, the ST "could only function by defining, circumscribing, and controlling citizenship" has been translated in the published TT into: *soltanto definendo, circoscrivendo e controllando la cittadinanza*. We suggest that, rather than an Italian gerund – a non-finite clause – a Nominalization would have respected and conveyed the abstraction of the ST. We would have hence opted for rendering the nominalized verbs through abstract nouns: *soltanto attraverso la definizione, la circoscrizione e il controllo della cittadinanza*.

As we said for our sample text in 11.4, also 11.5 is not highly technical in terms of terminology. However, the translator needs to do research in order to find out if and how the ST "ideal typical" – probably Weber's neologism – has been translated into Italian. We discover an Italian publication, by C. Morgante, entitled, *Max Weber e la burocrazia. Evoluzione del modello idealtipico weberiano alla luce della più recente letteratura* (1984), so we can use *idealtipico*, as the Italian TT did.

The only acronym used in the ST, i.e. EU, could be either translated in the TT through its Italian standard abbreviation, i.e. UE, or through its full name, Unione Europea – and the latter would be more in line with the [+formal] level of Italian academic texts. However, given that the English sentence already contains "European Union", the translator could opt for a Reduction of the acronym, as the Italian translator of the published TT did:

(ST 82): I want to illustrate this disaggregation effect with reference to the rights regimes of the contemporary European Union, in which the rights of citizens of member countries of the EU are [...]

(TT 82): Vorrei dunque illustrare questo effetto disgregante dal punto di vista dei regimi giuridici dell'attuale Unione Europea, al cui interno i diritti dei cittadini dei paesi membri [0] sono [...]

Ideational Logical meanings

As we have already said above, our sample text displays the typical features of [++written] discourse because of its carefully structured clauses, rich in Embedding. Let us consider the first paragraph as an illustrative example:

(ST 83):
(1) Citizenship [in the modern world] has meant membership [in a bounded political community [[which was either a nation-state, a multinational state, or a commonwealth structure]]].
(2) The political regime [of territorially bounded sovereignty, [[exercised [through formal-rational administrative procedures and [[dependent [upon the democratic will-formation [of a more or less culturally homogeneous group [of people]]]]]]]], could only function by defining, circumscribing, and controlling citizenship.
(3) The citizen is the individual [[who has membership rights [[to reside [within a territory]]]]], [[who is subject [to the state's administrative jurisdiction]]], and [[who is also, ideally, a member [of the democratic sovereign [[in the name of whom laws are issued and administration is exercised]]]]].

The ST presents three independent clauses characterized by a large use of embedding. The Italian translator could try to keep the same structure, which is important in terms of Thematic development and argumentation (see below). On

some occasions, when faced with Embedding, s/he may need to adopt the strategy of Substitution to avoid a clumsy rendering. Let us first see the published TT, in which we try to illustrate an analysis in terms of Embedding by employing the same conventions used for English:

(TT 83):
(1) Nel mondo moderno la cittadinanza ha assunto il significato [di appartenenza [a una comunità delimitata, [quali uno stato-nazione, uno stato multinazionale ovvero un *commonwealth*]]].
(2) Il regime politico [della sovranità territorialmente delimitata, [[esercitata [attraverso procedure amministrative formali-razionali, e [[derivante [dal processo democratico [di formazione [della volontà [da parte di un gruppo [di persone più o meno omogeneo culturalmente]]]]]]]]]], poteva funzionare soltanto definendo, circoscrivendo e controllando la cittadinanza.
(3) Il cittadino è dunque l'individuo [[che risiede [in un territorio [in virtù dei propri diritti [di appartenenza]]]]], [[è soggetto [alla giurisdizione amministrativa [dello stato]]]], ed [[è idealmente parte [del corpo sovrano democratico [[nel cui nome vengono promulgate le leggi ed [[è esercitata l'amministrazione]]]]]].

In general, the structure is reproduced, even with a wider use of embedding, due to structural linguistic differences between SL and TL. Let us note for example, in (2), the effective strategy – in terms of rhythm – used to amplify one of the embedded prepositional phrases with *da parte*. We also find particularly "appropriate" (cf. Taylor 1990: xviii) the choice, in (1), to substitute the defining relative clause with a nominal group introduced by *quali*, as well as the decision to render, in (3), "who has membership rights to reside within a territory" as *che risiede in un territorio in virtù dei propri diritti di appartenenza*: the causal function has been made explicit through *in virtù di*., thanks to a strategy of Diffusion. However, we argue that "in modern world", rather than being moved as a Circumstance of place, could have been considered an embedded prepositional phrase, so that "citizenship" could have remained in thematic position, being the point of departure of the following thematic development.

Interpersonal meanings – Tenor

Under the dimension of Interpersonal meanings and their realization in lexico-grammar, we notice Mood shifts in the ST: from indicative declarative (first paragraph) to interrogative (second paragraph) and again to declarative. The use of the indicative: declarative Mood in an argumentative text is not surprising: the Addresser offers the Addressee a number of propositions to present/support her point of view. As regards the three questions ("What is the status of...?", "How is citizenship...?" and "How has the fraying...?"), they do not obviously function as 'demand for information' – since Benhabib knows the answer! Rather, they can be interpreted as rhetorical questions, either used to involve readers or to stress the importance of the message. The Italian (TT 84) has simply maintained the rhetorical questions of the English (ST 84):

> (ST 84): What is the status of citizenship today, in a world of increasingly deterritorialized politics? How is citizenship being reconfigured under contemporary conditions? How has the fraying of the four functions of the state – territoriality, administrative control, democratic legitimacy, and cultural identity – affected the theory and practice of citizenship?

> (TT 84): Ma qual è lo statuto della cittadinanza oggi, in un mondo che vede la politica deterritorializzarsi in misura crescente? Come si riconfigura la cittadinanza nella situazione contemporanea? In che modo il logoramento delle quattro funzioni dello stato – territorialità, controllo amministrativo, legittimazione democratica e identità culturale – ha investito la teoria e la pratica della cittadinanza?

However, we may query whether such a choice is appropriate in terms of naturalness. We should carry out research into parallel texts or corpora to find out evidence of current preferences. We hold that such rhetorical questions may seem more marked in Italian and thus seek an alternative solution that, while conveying the function of the rhetorical question, can meet the expectations of the Italian audience. As Miller points out (2005: 36), rhetorical questions can be a complex but powerful resource of the ENGAGEMENT SYSTEM of Appraisal, and can be used to construe the 'concurrence' of the addressees with the Addresser's point of view. In this case, the Addresser is clearly [++expert] vis-à-vis the Subject matter and she

has [+authority] at the level of Social role. Hence the text might even function to make readers 'concur' with the scholar's view by making them feel part of the investigative process. In the light of such reasoning, we propose a possible alternative choice like the following:

> *(Suggested TT 84)*: <u>Andremo dunque a indagare quale sia</u> lo statuto della cittadinanza oggi, in un mondo che vede la politica deterritorializzarsi in misura crescente. <u>Esploreremo inoltre</u> come si riconfigura la cittadinanza nella situazione contemporanea. <u>Esamineremo infine</u> in che modo il logoramento delle quattro funzioni dello stato (territorialità, controllo amministrativo, legittimazione democratica e identità culturale) ha investito la teoria e la pratica della cittadinanza.

Through a strategy of Substitution, the impersonal and indirect voice has been replaced by the 'inclusive' first person plural personal pronoun in Italian (expressed in the verbal group: *andremo*, *esploreremo, esamineremo*), which establishes a contact with the reader – likewise rhetorical. The use of the future tense (another instance of Substitution) and the addition of conjunctives (*dunque*, *inoltre*, *infine*) through a strategy of Amplification contributes to creating a [+ formal] as well as textually cohesive and coherent text, in line with formal essays in the field of human sciences. As we repeatedly observed, different meanings tend to overlap, because this is how language works.

Also the published TT has occasionally opted for [+formal] choices, for instance when the ST "[C]itizenship in the modern <u>has meant</u> membership..." has become the more abstract *[n]el mondo moderno la cittadinanza <u>ha assunto il significato di</u> appartenenza*, with a typical structure of specialized texts.

Another grammatical resource realizing Interpersonal meanings, i.e. Modality, is used when the author introduces her goal:

(ST 85): Following Max Weber, we <u>may</u> say that...

(ST 86): I <u>want to</u> illustrate...

rendered in the published TT as

(TT 85): Seguendo Max Weber, <u>potremmo</u> dire che...

(TT 86): <u>Vorrei</u> <u>dunque</u> illustrare...

The first case represents an example of Modalization, while the second of Modulation. However, both instances serve the Addresser to argue her point, as typical of academic tetxs. "[W]e may say" is obviously no real indication of a projecting clause, but is an instance of Metaphor of Modality, to introduce a statement. Modality can be maintained in the TT even through a strategy of Equation, as has been done in the TT, where also Amplification has been employed, with the addition of the conjunctive adjunct *dunque*. In this case Interpersonal meanings are clearly interwoven with Textual, to which we now turn.

Textual meanings - Mode

The ST, in the two examples discussed above, includes two instances of Reference to the Addresser ("we" and "I"). The use of the first person plural personal pronoun 'we' to refer to the Addresser is typical of academic texts: the Writer avoids referring to herself as an individual and prefers an inclusive term, which involves the addressees directly, in order to heighten their interest in the Subject Matter. The Italian translator, without transferring the pronouns into the TT for mere contrastive reasons, has maintained the first person, singular and plural, in the TT, through the verbs *potremmo* and *vorrei*. A possible alternative solution, in line with the [+formality] of Italian research articles, could have been a Substitution, with the use of impersonal forms such as: *si potrebbe* and *In questo studio si intende iluustrare*.

From a textual point of view, our ST is characterized by a strong texture, mainly achieved through Thematic structure, Repetition and other lexical devices.

As regards Thematic structure, which is relevant for text development, we notice a prevalence of Linear progression, in that the Theme of each clause develops from the Rheme of the previous one, as typical of many other argumentative texts, as in the first paragraph of the ST:

(ST 87):
(T1) Citizenship in the modern world
(R1) has meant membership in a bounded political community which was either a nation-state, a multinational state, or a commonwealth structure.

(T2) The political regime of territorially bounded sovereignity, exercised through formal-rational administrative procedures and dependent upon the democratic will-formation of a more or less culturally homogeneous group of people,
(R2) could only function by defining, circumscribing, and controlling citizenship.

(T3) The citizen
(R3) is the individual who has membership rights to reside within a territory, who is subject to the state's administrative jurisdiction, and who is also, ideally, a member of the democratic sovereign in the name of whom laws are issued and administration is exercised.

Thematic progression could be easily maintained in the TT, while in the published TT, as we have seen above, the translator opted for changing the Topical Theme (1) from "Citizenship in the modern world" into *[n]el mondo moderno*:

We can notice, in the published TT, the explicitation of logical connectors that is typical of Italian parallel texts, such as in: *Il cittadino è <u>dunque</u> l'individuo...*, *<u>Ma</u> qual è lo statuto...*, *Vorrei <u>dunque</u> illustrare...*, *Viene <u>cioè</u> a mancare...*, *<u>Ma</u> il rischio di questa situazione è quello...*, *senza <u>però</u> avere accesso*, which in the ST are implicit.

In terms of lexical Cohesion, the ST features an antonymyc relation between "modern" vs "contemporary", repeated twice, contrasting two different times on which the argumentation of the text is based: 'recent past' *vs* 'now'. Clearly, they are used in their historical meaning, not as synonyms. It would be therefore important to maintain the same kind of contrast in the translation. In the TT the antonymy has been rendered, but in the case of "contemporary" without the repetition, since the second occurrence has been substituded by a Synonym, *attuale*. Moreover, we think that the Italian *nel mondo moderno*, even in thematic position, might be ambiguous and vaguely hinting at "today", which is not the function it has in the main argumentation. We suggest that, in order to make the

contrast clearer Italian, we could have opted for a Substitution like *La cittadinanza nell'epoca moderna*, where the noun *epoca* conveys the historical meaning it has in the ST.

Generally speaking, the ST makes a large use of Repetition, especially of key terms like "citizenship" and "citizen" – in a relationship of lexical 'scatter' – and "rights", all of them in the heading of this chapter and the latter even in the title of the book, *The Rights of Others*. They are globally maintained in the TT, thus we will only comment on a particular instance:

> (ST 88): I want to illustrate this disaggregation effect with reference to the <u>rights</u> regimes of the contemporary European Union, in which the <u>rights</u> of <u>citizens</u> of member countries of the EU are sharply delineated from those of third-country <u>nationals</u>...
>
> (TT 88): Vorrei dunque illustrare questo effetto disgregante dal punto di vista dei regimi <u>giuridici</u> dell'attuale Unione Europea, al cui interno i <u>diritti</u> dei <u>cittadini</u> dei paesi membri sono chiaramente distinti da quelli dei <u>cittadini</u> di paesi terzi...

We can notice that, in the case of "rights", the Italian translator has introduced an effective instance of Substitution in its first occurrence, which has become the adjective *giuridici*, maintaining a relation of synonymy. Conversely, in the case of "citizens", the ST features a lexical variation between "citizens" and "nationals", while in the TT a strategy of Convergence has been adopted and both have become *cittadini*. The function of Cohesion has been preserved.

At a contextual level, we can detect – both in the ST and in the published TT – a 'complex' Participation: although the text is clearly monologic, since the Addressee is not involved in text creation, there are instances where the reader is directly addressed, as in the case of rhetorical questions, although they do not allow for his/her actual participation in the act of communication.

The Medium is clearly [++written] (to be read), with no hints of the initial [+spokenness], as confirmed by the condensed structure, rich in post-modification.

Although the Addresser informs the readers of facts, the main Rhetorical aim of this text is clearly argumentative.

Context of Culture

Being of a universal nature as typical of academic texts, and being the topic focused on Europe, the text presents no significant cultural difficulties. However, we should bear in mind that, following House and her notion of 'Cultural filter', even slightly different preferences in text construction may need a 'cultural' intervention by the translator.

11.5.3 Possible TT

Excerpt from:

I diritti degli altri

Un modello sociologico dei diritti di cittadinanza

Nel mondo moderno la cittadinanza ha assunto il significato di appartenenza a una comunità delimitata, quali uno stato-nazione, uno stato multinazionale ovvero un *commonwealth*. Il regime politico della sovranità territorialmente delimitata, esercitata attraverso procedure amministrative formali-razionali, e derivante dal processo democratico di formazione della volontà da parte di un gruppo di persone più o meno omogeneo culturalmente, poteva funzionare soltanto definendo, circoscrivendo e controllando la cittadinanza. Il cittadino è dunque l'individuo che risiede in un territorio in virtù dei propri diritti di appartenenza, è soggetto alla giurisdizione amministrativa dello stato, ed è idealmente parte del corpo sovrano democratico nel cui nome vengono promulgate le leggi ed è esercitata l'amministrazione. Seguendo Max Weber, potremmo dire che questa *unità di residenza, soggezione*

amministrativa, partecipazione democratica e appartenenza culturale costituisce il modello "idealtipico" della cittadinanza nel moderno stato-nazione occidentale (vedi Weber, 1922, pp. 203-229). [...]

Ma qual è lo statuto della cittadinanza oggi, in un mondo che vede la politica deterritorializzarsi in misura crescente? Come si riconfigura la cittadinanza nella situazione contemporanea? In che modo il logoramento delle quattro funzioni dello stato – territorialità, controllo amministrativo, legittimazione democratica e identità culturale – ha investito la teoria e la pratica della cittadinanza? [...]

Vorrei dunque illustrare questo effetto disgregante dal punto di vista dei regimi giuridici dell'attuale Unione Europea, al cui interno i diritti dei cittadini dei paesi membri sono chiaramente distinti da quelli dei cittadini di paesi terzi, in un mosaico di regimi giuridici locali, nazionali e sovranazionali. Viene cioè a mancare quel modello unitario che combinava la residenza prolungata su un territorio con un'identità nazionale condivisa, l'esercizio dei diritti politici e la soggezione a una comune giurisdizione amministrativa. È possibile esercitare un certo tipo di diritti ma non un altro [...]. Ma il rischio di questa situazione è quello di una "estraneità permanente", cioè della creazione di un gruppo sociale che accede alla società civile attraverso l'esercizio dei diritti di proprietà, senza però avere accesso ai diritti politici.

(From: Benhabib, S. (2006) *I diritti degli altri. Stranieri, residenti, cittadini*, Transl. by S. De Petris, Milano: Raffaello Cortina, pp. 115-117)

11.6 Translating Literary Texts (1): Postcolonial Fiction

> Whether prose or poetry, drama or scientific discourse, each is "an 'instantiation' of the linguistic system" and therefore may be studied as one would any kind of language, in terms of the linguistic resources that contribute to the realization of its 'meaning potential'. (Halliday & Webster 2002: 85)

Investigating literary texts within an SFL perspective is not new. In the sixties, Halliday offered his views on "The linguistic study of literary texts" (1964/2002) and, in the early seventies, engaged with a linguistic analysis of a prose work, i.e., *The Inheritors* by W. Golding (1971/2002), followed by studies on drama, science in poetry, poetry in science (cf. Halliday & Webster 2002). On the other hand, Hasan elaborated a systematic social semiotic approach to 'verbal art' (see, e.g., Hasan 1985/1989; cf. Miller 2010). But dealing with such outstanding works goes beyond the scope of this book. We simply argue that, even for translation purposes, the SFL approach that we have proposed for a variety of text-types can also be valid for literary texts, in particular fictional ones. House, in her original model (1977/1981) had applied her TQA model to the analysis of an excerpt from a comedy and, in her revised model (1997), to the translation of a children's picture book. In this section, we will use our integrated SFL approach for the translation of contemporary fiction, in particular postcolonial fiction.

One different aspect to be taken into account when dealing with a text of this kind is the double Context of Situation and of Culture, i.e., the fictional ones and the real ones. As House remarks, in SFL terms,

> [...] texts having the feature [+fictional] [are] 'situationally abstract' in that they do not immediately refer to a unique historic situation, in which both author and readers find themselves. Fictional texts describe a kind of 'fictive reality', which is, in every reception by an individual reader, newly related to the specific historic reality in the concrete situation in which the reader finds himself. (House 1997: 67)

Thus, although the model will be the same used for non-literary texts, we will have to be aware that, for example, in the case of Social roles, we will need to consider the relationship between: (1) author and reader, (2) author and characters, (3) characters.

When translating literary texts – even though we deal with specific text-types within the broad category and although we need to bear in mind that totally 'open' text-types do not exist (cf. Halliday & Hasan 1985/1989) – we are not working within conventions of highly specialized texts, or following Halliday, "of the restricted language type" (Halliday *et al.* 1964: 130).

However, given the common 'hybridisation' of texts (cf. Hatim & Mason 1990), we may face, even in a literary text, the problems of other text-types. It is indeed very common, in fictional texts, to find parts related to a wide variety of specialized texts, e.g., historical, legal, scientific, etc.

The main practical reason that has led us to choose this sample text is twofold. First, because of its distant Context of Culture and particular 'context of creation' (see Miller 2010), that is a postcolonial framework. Second, because it constitutes an example of a 'hybrid' text.

On the more theoretical side, the issues taken into consideration when translating a text of this kind seem to demonstrate that an SFL analysis perfectly combines with insights from other branches within TS, like postcolonial TS, and that a so-called 'cultural' view is aptly represented also in our linguistic approach. But let us now move on to practice.

11.6.1 ST

Translation task

Communicative situation and translation brief: imagine that you have been asked by the Italian publishing house, Neri Pozza, to provide a sample translation of a passage from *Mistress* by Anita Nair, first published in India, in 2005, by Penguin Books India and then in the US, in 2006, by St. Martin's Griffin. If your

translation meets the publisher's expectations, you will be commissioned to translate the full novel, to be published in 2006, within the series "Le tavole d'oro", which collects conspicuous works of international literature, in particular from the East of the world. Set in contemporary India, the novel deals with the arrival of the young American travel writer, Christopher Stewart, at a riverside resort in Kerala, India, to visit old Koman, once a dancer of an Indian dance form called *kathakali*. Chris' presence alters the lives of Radha, her husband Shyam, and her uncle Koman. From their first meeting, both Radha and her uncle are drawn to the enigmatic young man, while Shyam, Radha's unloved husband, is soon excluded. The narrative alternates between Radha, Shyam and Uncle. Your task is to produce a translation, from English into Italian, of the following excerpt, taken from Book 1 (p. 10), where Radha is the narrator and is speaking about Chris' arrival at the railway station.

Excerpt from:

Anita Nair, *Mistress*

[...] The two men prise themselves away and, with a look that I read as resignation on Chris's face and as long-suffering on Uncle's, follow Shyam. He leads them to a yellow board slung on the side of the staircase. "Now this is what I can't tire of looking at," he says, flicking a dried leaf off its frame.

"Near-the-Nila," he reads. "A river retreat with everything you wished for and more. A/c and Non A/c cottages and rooms. Multicuisine and Kerala Speciality Restaurants. Ayurvedic Massages and Cultural Extravaganzas. Business or Pleasure, Near-the-Nila knows your needs better than anyone else." He pauses. And then, darting an earnest glance at Chris, he says, "This is what I hope will make you want to never leave. In fact..."

I can't stomach any more of this Near-the-Nila promotion. I nod to the porter and we begin the descent to the other side of the platform where the car is parked.

"Who is he?" the porter asks. "Has he come to study kathakali?" Mohammed the porter is as much a fixture at the Shoranur railway station as the Non-veg Refreshment Room and the newsstand. For as long as I can remember, Mohammed has carried our bags. It is part of the ritual of every journey. When I was a child, Mohammed took our bags, brought the biriyani parcels and then went with me to the newsstand to buy a comic. Later, when I was a grown-up and travelling to Bangalore where my college was, he would guard my bags while I bought a magazine.

These days I hardly go anywhere and seldom come to the railway station. But Mohammed had spotted me as I walked in and had rushed to my side, to fetch and carry as always.

"No, no," I say, suppressing a smile at the thought of Chris studying kathakali. "He's a writer. He's come to meet Uncle. And he will be staying at the hotel." [...] (323 words)

(From: Nair, A. (2005) *Mistress*, London: Penguin Books, pp. 10-11)

11.6.2 Analysis, Translation Problems, Translation Strategies

Communicative situation

An element of the Context of Situation which is essential to know before engaging with a bottom→up analysis is the Addresser's provenance. Anita Nair is one of many writers from India who decided to write in English. It is beyond the scope of this section to deal with the phenomenon of postcolonial literature. However, for our translation purposes, it is important to point out that, although a postcolonial Indian writer decides to write in English, s/he will narrate of characters who would not normally speak English in real life, but one of the many Indian languages spoken in India. S/He will thus frequently use lexico-grammatical

structures and vocabulary from non-English languages to convey this aspect. Since this is a deliberate choice, the translator should not ignore it (see Manfredi 2010).

Title

Demanding a translator to translate the title of a 600 pages novel, when s/he is actually translating just 300 words, would be obviously absurd. Still, as we have done for other texts, we will briefly comment on the translation of the title of Nair's novel, *Mistress*, which has become in Italian, *Padrona e amante*. In this case the ambivalence of the English term 'mistress' could have not been easily equalled in Italian and so the translator/editor/publisher, rather than rendering one only aspect of the term, or opting for a total Substitution, used a strategy of Divergence: *padrona* and *amante* are indeed two of the propositional meanings that the word can have, within the wider context of the novel.

Translation 'brief': 'overt'↔'covert' translation?

The global strategy that a translator would adopt for such a text will be [++overt], not only because we are dealing with a literary text, but also because of the 'context of creation', i.e., postcolonial literature. Also the final editorial collocation mentioned in the translation 'brief' – i.e., the Neri Pozza's series, "Le tavole d'oro", which offers translations of literary works especially from the East of the world – suggests that even the publisher wishes to offer the Italian reader works embedded in a non-European cultural environment. This will necessarily influence the translator's choices.

Nevertheless, as we have argued in the presentation of our model (see § 10.4), even a text that globally requires an 'overt' translation, may include sections or segments where a 'covert' translation would be necessary, at the micro-level.

Register analysis

For this text, given its 'hybrid' nature, we will start with the analysis of that portion which relates to previous analyses of non-literary texts.

The second paragraph of the ST is clearly a tourist text of the advertising kind – of course fictional, but realistic. This is concretely shown in the co-text, where one of the characters reads a yellow board and the narrator describes it as a "promotion". But also its overall lexico-grammatical features realize this specific function. From the point of view of Experiential meanings, the lexis is typical of tourism field and construes some of its typical contextual domains, i.e., services ("A/c and Non A/c" – typical abbreviation of 'air conditioning'), lodging ("cottages and rooms"), board ("multicuisine", "speciality restaurants"), leisure activities ("ayurvedic massages" and "cultural extravaganzas"). The only Process, in "Near-the-Nila knows...", is mental, and its Senser is a humanized 'Near-the Nila", as if the hotel itself could think and take care of the tourist's needs. Its function can be preserved in the TT, by translating *Near-the-Nila conosce...*, as the TT does. The proper name of the hotel, "Near-the-Nila", is most probably fictional. The translator could translate it into the TL through a strategy of Equation or Substitution: as Viezzi notes, it may happen that place names, if "creations", are translated into the TT (Viezzi 2004: 121). But in this particular case it could seem artificial, for two major reasons: (1) the distant spatial setting, Kerala, would not be conveyed; (2) the 'tourist' text would seem less realistic. A strategy of Carry-over matching, conversely, would preserve both functions intact.

Also at the level of Textual meanings, the most striking aspect is a large uge of Ellipsis: we have four complex nominal groups, the first with embedding ("A river retreat [with everything [[you wished for and more]]]"), followed by short ones: "A/c and Non A/c cottages and rooms", "Multicuisine and Kerala Speciality Restaurants", "Ayurvedic Massages and Cultural Extravaganzas". Also the marked thematic structure of the only clause, "Business or Pleasure" is elliptical, as typical of the advertising style, which needs to be compact to attract – and convince – the reader. A translator who decided to eliminate the ellipsis here and translated as *Sia che vi troviate qui per affari o per piacere* or *Qualora vi troviate qui per affari o nel caso in cui siate qui per piacere* or *Sia che si tratti di un soggiorno di affari, sia di una vacanza di piacere* – as some inexpert translators may perhaps be tempted to

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do aiming at a 'fluent' style – would produce an inappropriate rendering. On the one hand, s/he would fail at reproducing the text stylistic choices, as required by an an 'overt' translation, on the other hand s/he would not convey the communicative function of the (fictional) tourist text within it. Therefore a possible translation could be: *per affari o (per) piacere*, as we find in the published TT.

The ST also features, as tourist texts commonly do, direct Reference to the Addressee ("with everything <u>you</u> wished...", "Near-the-Nila knows <u>your</u> needs..."). This is linked with the Interpersonal level, which results [+informal]. As we have seen with the Lonely Planet text (see § 11.3.2), Italian parallel texts show a higher degree of formality, thus the Italian translator, in order to produce a TT which reflects the conventions of the target culture, will try to produce a translation which conveys [+distance] between Addresser and Addressee. It is what we find in the published TT, where the English "you", through the strategy of Divergence, is rendered as second-person plural form. In the first instance, it is encoded in the Italian verbal group *potreste*, resulting from Amplification, and realizing epistemic Modality: *con tutto ciò che <u>potreste</u> desiderare*. In the second occurrence, the pronominal reference is instantiated by the possessive *vostre*, in *Near-the-Nila conosce le <u>vostre</u> necessità*, which is structurally different but conveys the same function, although at a higher level of formality.

Although the tourist text contained in the literary text has not an authentic goal of promotion, its 'instructional' Rhetorical aim should be rendered in the translation, to convey its function within the narrative.

Ideational Experiential meanings – Field

Let us now consider the rest of the text, analysing as usual select aspects. Since it is made up of narration and fictional dialogues, it includes some verbal processes, like "says" (first, second and last paragraph), "asks" (fourth paragraph) and also "reads". The translator can decide to render them through a direct Equation, as in the TT, maintaining both the meaning and the same verbal group. In the case of "reads", the Italian translator has rendered it through a more elaborated

structure, such as, *legge a voce alta*, with the verbal Process followed by a Circumstance of Manner: Quality, absent in the ST, perhaps to highlight the beginning of a new 'text' within the narration.

Tense is definitely another important element realizing the Experiential meanings in this text. The ST includes four different tenses: simple present (exclusively, in the first, second, third and last paragraphs), combined with present perfect and simple past in the fourth paragraph, and also with past perfect in the fifth. The paragraphing seems to highlight this linguistic choice. What can a translator do? We would suggest an Equation, which would maintain the choice of the present tense in Italian. First of all, in contemporary literature, there are not special conventions that prevent an Italian writer from using the present tense in his/her narration. Moreover, if a translator decided to substitute the English present with an Italian narrative tense like 'passato remoto', s/he would have problems in rendering the past actions and habits narrated in the fourth paragraph. Indeed, the present serves the text to convey what happens in the Context of Situation of the narration, where the participants meet at the railway station. The past is used when the narrator thinks about her past, her college days and the faithful service of Mohammed, the porter. These choices can be transferred into the TT. Only in the case of the past perfect in the fifth paragraph we think that, in Italian, a 'passato prossimo' rather than a 'trapassato remoto' – which would be its most direct equivalent – would best convey that the action has just happened.

As far as lexical items are concerned, the most striking feature is obviously the presence of non-English words, such as the Indian *kathakali* (twice) and *biryani*, but we prefer to deal with them under the heading 'Context of Culture' below.

Ideational Logical meanings

The ST shows a prevalence of short sentences mainly in a paratactical relationship. Since we are dealing with an 'overt' translation, we can try to preserve this stylistic feature also in the TT, as has been done in the published one.

Hypotaxis is featured in that portion of the text in which the narrator's past is told, where we find a number of instances of clauses in a relationship of temporal Enhancement ("[f]or as long as I can remember", "[w]hen I was a child", "when I was a grown-up", "while I bought a magazine", "as I walked" in"). They are rendered in the TT through a strategy of Equation, apart from the second one, which we will discuss under Textual meanings.

If we consider dialogic parts, we can notice the highly simple structure of Mohammed's, the porter, and of the narrator when answering him:

> (ST 89):
> "Who is he?" the porter asks. "Has he come to study kathakali?" [...]
> "No, No," I say [...] "He's a writer. He's come to meet Uncle. And he will be staying at the hotel."

We argue that it is important to reproduce this simple structure in the TT, because it might convey the fact that the character, in 'real' life, would not actually speak English, but most probably an Indian dialect. The Italian translator has maintained this feature in the TT by translating through direct Equations:

> (TT 89):
> "Chi è?" chiede il facchino. "È venuto per imparare il kathakali dallo Zio?" [...]
> "No, No", dico [...] "È uno scrittore. È venuto per incontrare lo Zio. E starà in albergo".

Mohammed's and the narrator's simple clauses seem in contrast with those by Shyam, which we will discuss below.

Interpersonal meanings – Tenor

It is through the narrator that the episode is presented, and so her linguistic choices reflect her Stance towards the other characters in the story. For example, in terms of Appraisal: Attitude, the clause "I can't stomach any more of this Near-the-Nila promotion", with reference to her hated husband, clearly conveys a [++negative] Affect, which is rendered in the published TT as: *Non ce la faccio più*

a reggere..., which conveys the interpersonal effect. Perhaps an alternative translation such as *Non riesco proprio più a digerire...* might have preserved the Interpersonal meaning, as well as the metaphorical Experiential meaning.

Strictly following our SFL approach, we should examine the Thematic structure under the lexico-grammatical realization of Textual meanings. However, as Steiner has repeatedly made clear in his model (see § 9.4), and as we have pointed out when presenting our own (see chapter 10), any element can play different roles within the grammatical systems. Let us turn our attention to the following utterances of a character, Syam:

(ST 90): "Now <u>this is what I</u> can't tire of looking at"

(ST 91): "<u>This is what I</u> hope will make you want to never leave...".

The structure of the two propositions is the same, with a marked thematic equative each (Halliday & Matthiessen 2004/2014: 95) through which the character puts emphasis on what he is saying. In our view, this is not a casual pattern and reflects the character's kind of Idiolect, since reinforced by the Repetition. Such a way of speaking could convey his particular character, although we have not, in the brief excerpt, many elements to confirm our hypothesis. We suggest that the Italian translator, without necessarily maintaining the same structure, may try to keep the function of Idiolect of this character as presented by the narrator. Possible solutions might be:

(Suggested TT 90): "Ecco, è proprio questo che non mi stanco mai di ammirare"

(Suggested TT 91): "Ecco, è proprio questo che spero le faccia decidere di non partire mai..."

The published TT does not render the paralllel structure and reads:

(TT 90): "Ecco, questo è qualcosa che non mi stanco mai di ammirare"

(TT 91): "Spero che sia questo a farle desiderare di non andarsene più via..."

Textual meanings - Mode

In terms of Thematic structure, we can notice, in the second part of the text, three marked Topical Themes realized by a (temporal) clause as Theme and by Circumstances of Location: Time, like:

(ST 92): <u>For as long as I can remember</u>, Mohammed has carried our bags.

(ST 93): <u>When I was a child</u>, Mohammed took our bags...

(ST 94): <u>Later</u>, when I was a grown up...

(ST 95): <u>These days</u> I hardly go anywhere...

We think that their are functional to narrative since they set three main phases of the narrator's life, thus should be rendered in translation. Whereas the published TT maintains the two Circumstances, it does not keep the marked thematic structure in rendering (ST 92) and operates a Reduction with (ST 93):

(TT 92): Mohammed ha portato i nostri bagagli <u>sin da quando ho memoria</u>.

(TT 93): [0] Mohammed prendeva le nostre valigie...

(TT 94): <u>In seguito</u>, quando fui più grande...

(TT 95): <u>Oggi</u> difficilmente faccio qualche viaggio...

As typical of narrative, the ST includes pronominal references to the characters ("he", "them", etc.), which constructs cohesion through the text and which can be maintained in the translation. We have already seen how pronominal references to the 'fictional addressee' in the promotion have been dealt with. This text also includes a 'fictional addresser', i.e., the narrator, whose presence is highlighted through a reference chain ("I", "my", "me"). Since we translate from English into Italian, where pronominal reference is not regularly expressed and the

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verb itself includes the person, we can try to render at least the possessives, although translating them according to Italian preferences, such as in:

(ST 96): ...he would guard <u>my</u> bags...
(TT 96): ...<u>mi</u> teneva d'occhio i bagagli...

(ST 97): Mohammed...had rushed to <u>my</u> side...
(TT 97): ...<u>mi</u> è corso al fianco...

However, functional equivalence can even be achieved at a different level, for example relating Processes to specific Participants, as observed by Baker (2011: 193). In our TT, the Italian translator has construed a reiteration of Processes related to the 'I' through the repetition of *faccio*:

(ST 98): I can't stomach any more... I nod to the porter...
(TT 98): Non ce la <u>faccio</u> più a reggere... Così <u>faccio</u> un cenno al facchino...

(ST 99): These days I hardly go anywhere...
(TT 99): Oggi difficilmente <u>faccio</u> qualche viaggio...

This choice might be interpreted as an attempt at compensating the loss of pronominal references.

In terms of Participation, we can consider the text as a 'complex' Monologue, with fictional dialogic parts, that the translator should try to reproduce.

Context of Culture

Let us now focus on the words *kathakali* and *biryani*, strictly related to the Indian Context of Culture: the former is a "dance-drama of Kerala, all parts being acted and danced by men, with stylized costume and mime" (Lewis 1991), the latter a "dish of rice, cooked with meat and vegetables" (Hawkins 1984). It is obviously not possible to translate them into Italian through a direct Equation, given the cultural gap. Translating *kathakali* into *danza*, in a relation of hyponymy, would fail to convey both the propositional content and the Context of Culture. As for *biryani*, the employment of a strategy of Substitution and a translation into *la*

merenda would generally convey the function of the dish, but not the specific Context of Culture, and also, as we said, of 'text creation'. Thus a strategy of Carry-over matching would be the most appropriate solution and it is the choice made by the Italian translator, who has left them untranslated, simply transferring and incorporating them into the TT. In order to explain the meaning of these words, the strategy of Carry-over matching could be combined with Amplification, through an addition within the text, in a footnote or in a glossary put at the end of the book. We would suggest a glossary, which would keep the TT fluent without interrupting the reading: a reader can decide whether or not s/he wants to consult it. This is the strategy employed in the official Italian translation.

The ST contains a further important cultural element, that is, "Non-veg refreshment room". If a translator into another language, like Italian, opted for not translating "non-veg" and simply omitting it, s/he would cause a loss not only at the level of Ideational meaning, but also, and more importantly, in terms of Interpersonal meanings. Indeed, the distinction between "vegetarian" and "non-vegetarian", in India, conveys a specific religion, and so is an important feature at the level of Social role.

11.6.3 Possible TT

Excerpt from:

Padrona e amante

[...] I due uomini si staccano e, con uno sguardo che interpreto come rassegnazione sul viso di Chris e di profonda sofferenza su quello dello Zio, seguono Shyam. Lui li conduce davanti a un'insegna gialla appesa a un lato della scala. "Ecco, questo è qualcosa che non mi stanco mai di ammirare", dice, staccandone una foglia secca rimasta attaccata su un lato.

"Near-the-Nila", legge a voce alta. "Un ritiro lungo il fiume con tutto ciò che potreste desiderare e ancora di più... cottage e stanze con e senza aria condizionata. Ristoranti con Cucina Internazionale e Specialità del Kerala. Massaggi ayurvedici e Avvenimenti e Divertimenti Culturali. Per affari o piacere, Near-the-Nila conosce le vostre necessità meglio di chiunque altro". Fa una pausa. E poi, lanciando un intenso sguardo a Chris, dice: "Spero che sia questo a farle desiderare di non andarsene più via. Anzi..."

Non ce la faccio più a reggere questa promozione del Near-the-Nila. Così faccio un cenno al facchino e cominciamo a scendere per raggiungere l'altra parte del binario, dov'è parcheggiata la macchina.

"Chi è?" chiede il facchino. "È venuto per imparare il kathakali dallo Zio?" Mohammed, il facchino, è un'istituzione della stazione di Shoranur, tanto quanto il ristorante non vegetariano e l'edicola che vende solo giornali in lingua locale. Mohammed ha portato i nostri bagagli sin da quando ho memoria. Era parte del rito a ogni viaggio. Mohammed prendeva le nostre valigie, portava i pacchi di *biriyani* e poi veniva con me fino all'edicola a comprare un giornalino a fumetti. In seguito, quando fui più grande e andavo a Bangalore, dove si trovava il mio college, mi teneva d'occhio i bagagli mentre andavo a comprare una rivista.

Oggi difficilmente faccio qualche viaggio e alla stazione vado di rado. Ma Mohammed mi ha scorto mentre entravo e mi è corso al fianco, per prendere e portare i bagagli come sempre.

"No, no", dico, reprimendo un sorriso all'idea che Chris si metta a studiare il kathakali. "È uno scrittore. È venuto per incontrare lo Zio. E starà in albergo". [...]

(From: Nair, A. (2006) *Padrona e amante*, Transl. by F. Diano, Vicenza: Neri Pozza, pp. 16-17)

11.7 Translating Literary Texts (2): A Children's Book

As we have seen (§ 9.1), House applied her openly Hallidayan TQA model to children's books, in particular to picture books addressed to very young children (House 1997; 2001)[30]. We will also attempt at employing the SFL model we have proposed with the translation of an excerpt from a book for older children.

Translating children's books can be considered a recent branch of research within TS (cf. Oittinen 2000, among others). It has mostly been viewed as a kind of translation requiring 'adaptation' to the children's world, and so a massive adoption of the 'Cultural filter'. As House observes,

> [...] children's books tend to be translated 'covertly'. i.e., the ST is subject to 'cultural filtering' in the process of translation and thus [...] adapted to the expectation norms in the receiving culture. (House 2004: 684)

It does not usually matter to children whether a book is a translation or not, because they will see it as if written for them. House herself, however, questions the tendency towards 'covert' translations, pointing out to the fact that, in some cases, an 'overt' translation would help children be aware of different cultures and broaden their horizons (House 2004: 684).

The Context of Culture is surely fundamental to take certain translation decisions when we address children, but also the Context of Situation necessarily needs to be taken into account. As we will see through our analysis, the translation of children's books involves key issues concerning Mode. Channel is often 'complex', both 'graphic' and 'phonic', since stories are also designed to be read aloud – by children themselves, by parents or teachers. Moreover, they are often multimodal, combining linguistic text with illustrations. The lexico-grammatical resources need to be carefully analysed as with any kind ot text-type, especially at

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[30] House (2004) also carried out a study on a corpus of children's books translated from English into German, mainly from a contrastive pragmatic perspective.

the highest level of Taylor's 'creative' cline (2006: 40), which we decided to apply to literary texts as well.

11.7.1 ST

Translation task

<u>Communicative situation and translation brief</u>: imagine that you have been commissioned by the Italian publishing house, Salani, to translate a chapter from *Rover Saves Christmas* by Roddy Doyle, published in the UK, in 2001 (and contemporarily in the US), by Scholastic. It is a hilarious children's book, addressed to readers aged 8-. The story deals with a complication: Rudolph, Father Christmas' best reindeer, languishes with the flu and is on strike, so it will be up to Rover, a smart dog, with a little help from his young friends, to save the day. <u>Your task</u> is to produce a translation, from English into Italian, of the following excerpt, by keeping cultural issues as intact as possible, and so limiting adaptation to a minimum. The extract is taken from Chapter two (pp. 13-16), which is set in Dublin, on Christmas Eve, when Jimmy and Robbie Mack are desperate for Christmas to come. Illustrations need to be copied over in the Italian translation.

Excerpt from:

Roddy Doyle, *Rover Saves Christmas*

Jimmy and Robbie Mack were very excited and very bored. It was Christmas Eve and they wanted the day to end, so they could go to bed and wake up the next morning.

Christmas Day.

The best day in the whole year.

They'd been thinking about nothing else for months.

"What do you want for breakfast?" their mother had asked Jimmy last October.

"Christmas," said Jimmy.

"What is the capital of France?" their teacher, Mister Eejit, had asked on the last day before the holidays.

"Presents," said Robbie.

Robbie and Jimmy had been extra-specially good for the last few weeks. For example, they had helped their Granda to find his false teeth. They were super-glued to the roof of his car. (Jimmy and Robbie had glued the teeth to the roof but it is much more important to know that they had helped poor old Granda to find them. And, by the way, they got the teeth off the roof with a can opener.) They'd spent all their pocket-money on presents for the people they loved – *Banjo-Kazooie* for their mother, a new uniform for Granny's Action Man, a special pair of scissors for their father for cutting the horrible big hairs that grew out of his ears and nose, a T-shirt with BARNEY SMOKES BIG FAT CIGARS on it for their baby sister and a brand new can opener for Granda. (The old one was stuck in the roof of his car.)

They had tied their stockings to the ends of their beds. They had made twenty-seven cheese sandwiches and left them in a huge pile on the mantelpiece for Santa. They had cut the crusts off the sandwiches because Santa never ate the crusts. And they had left one of their mother's cans of Guinness on the mantelpiece beside the sandwiches, and a carrot for Rudolph. […] (307 words)

(From: Doyle, R. (2001) *Rover Saves Christmas*, London: Scholastic, pp. 13-16)

11.7.2 Analysis, Translation Problems, Translation Strategies

Communicative situation

Two editions of this book were published, one in the UK, the other in the US, both in 2001. Along with the cover, which is totally different, also the texts are not totally identical. The American edition also includes a Glossary at the end,

comprising words and cultural items, whose meaning is explicated in a funny way. As far as the selected part we have chosen for illustration, the American version also features a section where Doyle interrupts the story to directly address the readers and offers explanation to a CSI: Eejit. It is the name of a character previously mentioned, a teacher, but its meaning, in Irish, is "idiot". This interesting comment is completely absent from the British version and we may just hypothesize that it is for political and ideological reasons, or because of the different cultural audience (many Irish people emigrated to the US). Although the Italian book seems translated from the American edition, the digression is missing.

As typical of children's books, the text is accompanied by a picture, which needs to be copied over in the TT, therefore it represents a constraint for the translator. In the publishing industry, foreign texts are usually bought with illustrations, but only the linguistic text is replaced and translators need to find strategies to cope with this problem. Since the content of the picture contained in our excerpt is thoroughly described linguistically within the text, it will be not reproduced here, but we will see how it conditions the translator's choices.

Translation 'brief': 'overt' ↔ 'covert' translation?

With a text like Doyle's *Rover Saves Christmas*, the translator may wonder whether the translation needs to be 'overt' − because it is a work of art written by a renowned author −, or 'covert' − because addressed to children from a different culture. Both ST and TT are addressed to children of about eight, thus, in terms of addressees, the 'purpose' is the same. But children's Contexts of Culture are undoubtedly different. However, we need to take into account the indication contained in the translation 'brief', which demands that cultural specifities are maintained as much as possible. Thus, we *a*typically aim at a translation globally [+overt], but which can require 'covert' choices at the micro-level, because of the special kind of reader, a child.

Ideational Experiential meanings - Field

In the portions of fictional spoken language – i.e., dialogues beetween characters –, we find verbal Processes ("their mother <u>asked</u>", "<u>said</u> Jimmy", "their teacher...had <u>asked</u>", "<u>said</u> Robbie"). All of them could be maintained in Italian through a direct Equation, although we think that a variation would be more common (Italian literary texts – but this should not be generalised as a 'norm' since depending on the kind of global style, ecc. – often display variation in the verbs introducing dialogues). It is what the TT version features: *aveva <u>chiesto</u> la mamma*, *aveva <u>chiesto</u> il maestro*, but *aveva <u>risposto</u> Jimmy* and *aveva <u>risposto</u> Robby*. As we said, in SFL terms we may consider a global strategy of Equation at work, although strictly speaking a Divergence has been employed.

In term of vocabulary, we notice the prevalence of lexical items that are likely to be part of children's world and competence. The translator, in dealing with them, needs to relate to both Field and Tenor of ST and TT.

The text also features a number of proper nouns, namely of products and of characters. Names of products, in terms of Field, may be said to represent a sub-domain of the whole story. How to deal with Banjo-Kazooie (i.e., a videogame by Nintendo) and the Action's Man (i.e., a toy figure)? One possible translation choice could be a Substitution, through similar items but closer to the Context of Culture of the TL. But we have to bear in mind the specific translation brief, requiring to keep adapation to a minimum. Moreover, videogames and toys have become globalized and also Italian children at the beginning of the twenty-first century probably know them. The published TT has opted for a strategy of Carry-over matching in both cases and the commercial names are kept, in line with the global strategy of an 'overt' translation.

As Venuti points out, "[t]oday, translators of novels into most languages seek to maintain unchanged the basic elements of narrative form" and "[d]ates, historical and geographical markers, the characters' names [...] are generally not altered" (Venuti 2000/2004: 484). However, as regards the characters' names, in the case of children's books, the strategy can change according to their function. If

they are simply related to a different Context of Culture, they are often kept, as with Jimmy and Robbie Mack. But as for "Santa", who is known also by Italian children but with a different name, it is rendered as *Babbo Natale*, without any abbreviation, since *Babbo* would be uncommon in our cultural framework, and also misleading (it could refer to 'dad').

In this text there is also an illustrative case of a proper name whose Experiential and Interpersonal meanings are significant in the story: Ejit. As we have said in the introduction above, it is an Irish word meaning "stupid". Of course, as typical of children's book, it functions as a nickname for the teacher, most probably attacked by pupils. If the translator transferred it into the TT through a Carry-over matching, its propositional meaning – and humour – would be completely lost. In this case a strategy of Equation could be useful and Mister Eejit could become *il signor Scemi*, as does in the TT. The choice of such a name in the ST is clearly related to the Addresser's provenance – a category of Tenor. With the solution adopted in the TT, the Irishness of the Author is lost, but Social action is preserved, i.e., narrating for children. And also amusement is guaranteed.

Ideational Logical meanings

At the level of Logical meanings, we can notice an abundance of single clauses with a simple structure and a prevalence of parataxis, thus closeness to children's language. At a particular point in the text, three short clauses are found under different paragraphs:

> (ST 100): Christmas Day.
> The best day in the whole year.
> They'd been thinking about nothing else for months.

In this case, Logical meanings are reinforced by Textual ones, if we consider paragraphing, a graphic element, as part of the Multimodality embodied in each text. In addition, if we think about the double function that a book for children has – i.e., to be silently read o read aloud (by children themselves, by parents or

teachers) – we might hypothesize that this frequent paragraphing may even signal pauses (cf. Steiner 2004: 36). But we will come back to this aspect below. Such a marked choice needs to be maintained in the translation, as it is in the Italian TT, which reads:

> (TT 100): Il giorno di Natale.
> Il giorno più bello di tutto l'anno.
> Erano mesi che non pensavano ad altro.

Interpersonal meanings – Tenor

The ST shows various realizations of the APPRAISAL SYSTEM of Graduation (Force): intensifying attitudes is indeed typical of children's language. For example, the beginning of the ST features: "Jimmy and Robbie Mack were very excited and very bored", which also includes Repetition of "very". The translator can easily maintain this instance of Graduation in the TT, by translating into *molto eccitati/ molto annoiati* or *eccitatissimi/ annoiatissimi*. The Italian translator has opted for *molto eccitati, ma anche molto stufi*, where *stufi* also conveys [+informality].

Another instance is in "...had been extra-specially good", with a double Graduation which, in the co-text, functions as ironic, and so needs to be conveyed. The Italian translator opted for a superlative preceded by a prefix: *superbuonissimi*.

As for "super-glued" Graduation is actually 'delexicalized', since the Collocation is fixed and derives from the trade name Super Glue, a strong adhesive. The Italian translator may decide to render it through a common trademark, like SuperAttack, or through the general name this product is known, i.e., *attaccattutto*, as has been done in the published TT.

Textual meanings - Mode

At the level of linguistic features realizing Textual meanings, the ST presents a strong textual Cohesion, mainly constructed through a wide use of Repetitions.

They seem to have multiple functions: (1) to convey humour; (2) to keep the reader's or listener's attention; (3) to make comprehension easier. Let us think about the "roof of the car" and the funny scene which is described. The translator, in order to keep the same functions, should retain them, as the Italian translator of our TT has in fact done:

> (ST 101) For example, they had helped their Granda to find his false teeth. They were super-glued to <u>the roof of his car</u>. (Jimmy and Robbie had glued the teeth to <u>the roof</u> but it is much more important to know that they had helped poor old Granda to find them. And, by the way, they got the teeth off <u>the roof</u> with a can opener.)

> (TT 101) Per esempio, avevano aiutato il nonno a ritrovare la dentiera, che era incollata con l'attaccatutto al <u>tetto della sua macchina</u>. (Erano stati Jimmy e Robbie a incollare la dentiera al <u>tetto della macchina</u>, ma quello che più conta è sapere che avevano aiutato il povero nonno a ritrovarla. A proposito, avevano usato l'apriscatole per staccarla dal <u>tetto della macchina</u>).

Also punctuation plays an important role. We have already seen above the paragraphing of three brief clauses. The text also includes parentheses, twice, which function as a comment for the sake of children:

> (ST 102): [...] (Jimmy and Robbie had glued the teeth to the roof but it is much more important to know that they had helped poor old Grandpa to find them. And, by the way, they got the teeth off the roof with a can opener.)

> (ST 103): [...] (The old one was stuck in the roof of his car.)

They seem to be related to all levels of Context: of Field, since they focus on one of the actions of the story; of Tenor, since they establish a relationship between the writer/narrator and reader – or parent/teacher who reads the story and child – in terms of Social role, that is of high *vs* low authority, given the expertise of the former vis-à-vis events happening in the story. At the level of Mode, they seem to isolate a section of the text which might be read aloud by parents/teachers, perhaps with a different tone of voice, to create the illusion that the reader is revealing the background of the events. The translator into Italian could preserve the function of parentheses in the ST by simply adopting a strategy of Equation and

keeping them in the TT, where they work similarly. And it is exactly what the TT shows:

> (TT 102): [...] (Erano stati Jimmy e Robbie a incollare la dentiera al tetto della macchina, ma quello che più conta è sapere che avevano aiutato il povero nonno a ritrovarla. A proposito, avevano usato l'apriscatole per staccarla dal tetto della macchina).

> (TT 103): [...] (perché quello vecchio era rimasto attaccato al tetto della macchina).

An analysis of Mode is particularly relevant for this text and its translation. We have seen how language Role is almost 'constitutive', but at a particular point it is also 'ancillary' to the illustration, with consequent problems of translation. We said many times that translating is not merely a matter of rendering single and isolated words. However, it may happen that even the simplest word, because of the specific Context of Situation, can pose difficulties. It is the case of "sandwiches". Although a "sandwich" is properly "composed of two thin slices of bread, usually buttered, with a savoury or other filling" (*OED*), it is commonly rendered into Italian as the more general *panino*. If we were translating another kind of text-type, and if the rest of the co-text were not offering any hint, we may choose to translate it as *panini* or even *sandwich*, through a Carry-over matching – even though foreign words tend to be avoided in Italian children's books. In our specific case, we are faced with a problem, or rather a constraint, given by a picture. Children's books are typically intermingled with illustrations, which contribute to construe their meanings. The illustration does not allow a translation into *panini*, which would convey bread in the form of a small round, whereas the picture shows a pile of traditional sandwiches, made by square slices of bread. A possible solution could be *tramezzini*, as we find in the published TT.

The Channel looks 'complex', and so both graphic and phonic, because the reading may be performed by the child alone, silently or aloud, or by adults – parents and/or teachers. Lexico-grammatical hints that may indicate a reading aloud could be the already mentioned simple clauses featured in different short paragraphs. Following Steiner (1997: 247), the frequent paragraphing may indicate

pauses, in that they might express, through the means available in graphic channel, what in phonic channel would receive an intonation. Also parentheses could point to a possible change in the tone of voice of the adult reader, when s/he reveals the details of the children's mischief. The translator should try to preserve these choices in the TT if s/he wishes to maintain the same function of a possible double reader.

Also the Medium of this text appears 'complex', being 'written to be read aloud as if not written'. Elements of [+spoken] that the translator could try to convey are, for example, the basically simple noun groups.

Context of Culture

We have already seen above some translation choices at the level of Ideational and Interpersonal meanings which are strictly linked to the Context of Culture. However, under this heading we wish to focus on a particular translation problem where the cultural context, of both ST and TT, is paramount.

It is not the translation of "stockings", which children "had tied...to the ends of their beds" at Christmas: in this case the Italian translator is 'lucky', since the same cultural tradition is nowadays also known by Italian children. Conversely, as House observes, it "[...] might well cause surprise at such odd behaviour" in a Context of Culture where this habit is unknown, and "[t]he translator may have to add a brief explanatory note or, if relevant, point to a comparable custom in the target culture." (House 2009a: 13)

Let us finally focus on the following example:

(ST 104): And they had left one of their mother's cans of Guinness on the mantelpiece beside the sandwiches [...]

The translation – or non-translation – of a CSI like Guinness, the famous Irish stout beer, poses some problems to the translator, in terms of Field and Tenor, but embedded in a different Context of Culture, and of Mode.

In the ST, the fact that children had left a can of Guinness for Santa Claus, and that it was one of their mother's, creates a humorous effect, since in the Anglo-American culture children would probably leave milk and mothers are not typically associated with beer! The translator needs to convey a similar effect in a different cultural context. S/he has different choices at his/her disposal. S/He could think that children of today's globalized world might know what Guinness is – from their parents, journeys abroad, the media, etc. – although it is certainly not as typical as it is for an Anglo-American public. S/He could thus decide to maintain "Guinness", by borrowing it into the TT through a strategy of Carry-over matching, keeping the cultural reference intact (in line with the translation brief) but with the risk of not being completely understood and not creating a humorous effect. To avoid this, s/he could opt for a combination of strategies, i.e Carry-over matching and Amplification, by translating into *una lattina di Guinness*, or s/he may replace it through a Substitution, opting for something like a general *lattina di birra*. However, in terms of socio-cultural norms and of the educational aim of a children's book, in a different culture it could seem improper to associate a can of beer to Father Christmas and to a mother. After all, as Oittinen reminds us (2000: 86), there are cultural taboos in children's stories, like alcohol, which is deemed undesirable and is often substituted by translators with fruit, honey, or milk. In this case, the translator could decide to eliminate the CSI through a Reduction, or to opt for a Substitution, through which Guinness could become *una coca-cola*, or *un chinotto*. So far we have taken into consideration cultural-linguistic effects. Nevertheless, as often happens in children's literature, there are often other kinds of constraints to be taken into account: illustrations. The picture inserted in the text also includes a can of Guinness, hence the Context of Culture in this case has to cope with Mode. Milk, honey, fruit, coca-cola and *chinotto* are not viable choices. By keeping Guinness, as the Italian translator has done, the Irish cultural context is preserved and the translation does not function as a 'new' text for a 'new' audience, but as a product of a specific culture and by a special author. The reaction from

final readers should be investigated. Our aim is not to evaluate the translator's choice, yet to interpret the possible reasons behind her decisions.

11.7.3 Possible TT

Excerpt from:

Rover salva il Natale

Jimmy e Robbie Mack erano molto eccitati, ma anche molto stufi. Era la vigilia di Natale e volevano tanto che quel giorno finisse subito, per andarsene a letto e svegliarsi la mattina dopo.

Il giorno di Natale.

Il giorno più bello di tutto l'anno.

Erano mesi che non pensavano ad altro.

"Cosa vuoi per colazione?" aveva chiesto la mamma a Jimmy in ottobre.

"Natale" aveva risposto Jimmy.

"Qual è la capitale della Francia?" aveva chiesto il maestro, il signor Scemi, l'ultimo giorno prima delle vacanze.

"Regali" aveva risposto Robbie.

Robbie e Jimmy erano stati superbuonissimi nelle ultime settimane. Per esempio, avevano aiutato il nonno a ritrovare la dentiera, che era incollata con l'attaccatutto al tetto della sua macchina. (Erano stati Jimmy e Robbie a incollare la dentiera al tetto della macchina, ma quello che più conta è sapere che avevano aiutato il povero nonno a ritrovarla. A proposito, avevano usato l'apriscatole per staccarla dal tetto della macchina). Avevano speso tutte le loro paghette per comprare dei regali alle persone a cui volevano bene: un *Banjo Kazooie* per la mamma, una nuova divisa

per l'*Action Man* della nonna, un paio di forbici speciali per il papà, così poteva tagliarsi quei lunghi peli orrendi che gli spuntavano dalle orecchie e dal naso, una maglietta con su scritto BARNEY FUMA DEI GROSSI SIGARI per la loro sorellina e un apriscatole nuovo di zecca per il nonno (perché quello vecchio era rimasto attaccato al tetto della macchina).

 Avevano appeso la calza ai piedi del letto. Avevano preparato ventisette tramezzini al formaggio per Babbo Natale e li avevano ammucchiati tutti sul caminetto. Con un coltello avevano tolto la crosta del pane perché Babbo Natale non mangia mai la crosta. E avevano lasciato sul caminetto accanto ai tramezzini anche una lattina della Guinness della mamma e una carota per Rudolph. [...]

(From: Doyle, R. (2002) *Rover salva il Natale*, Transl. by G. Zeuli, Milano: Salani, pp. 14-17)

Conclusion

> [...] many universities and colleges [...] still largely rely on intuition and practice as the only way to train translators. Not denying the usefulness of practice for trainee translators, I wish to argue the need for a more systematic approach to the training of translators and a more explicit syllabus which can reflect at least some of the intricacies involved in rendering a text from one language to another. (Baker 2010: 428)

We wish to conclude this volume by underwriting Baker's words and arguing that "a more systematic approach" to translation education might be an SFL one. We do not mean that this is the only viable approach, but we think that it would offer plural benefits, from a theoretical, practical and methodological point of view. To name just a few, an SFL text analysis could help students get away from the surface structure of the ST and engage with deeper reflections on

wordings and meanings. Theory might even cease being perceived as a 'dirty' word, given that a theoretical awareness of language and translation problems could result in appropriate practical solutions.

Translation is such a challenging task that everybody feels s/he has something to say about it. Halliday brilliantly comments that as everybody become medical advisers when someone they know is ill, they are also always ready with 'theories' about translation (Halliday 2001: 13). However, as House remarks, what is needed is "[...] to develop beyond subjective, one-sided or dogmatic judgements" (House 2009b: 225). As she rejects "anecdotal" reflections that stick to vague concepts like "faithfulness to the original", or "natural flow of the translated text" – which are intuitive and *a*theoretical and thus cannot offer general principles – she also warns against approaches that do not focus on the relationship between ST and TT and between features within the text as perceived by human agents (House 2009b: 222).

If our readers, at the end of this SFL tour through translation, feel puzzled by the elaborateness of the linguistic model that we have chosen to cope with the intriciacies that translation poses, we answer with Halliday and Matthiessen that, "[i]f the account seems complex, this is because the grammar is complex – it has to be, to do all the things we make it do for us". (Halliday & Matthiessen 2004/2014: 5) We believe that the SFL tool, because of its delicacy and highly systematic structure, is eminently suited to the analysis of a complex and multifaceted process like translation. We appropriate Halliday's words in claiming that "[t]his is not as easy as it sounds, and it makes the analytic effort worthwhile" (2009/2013: 119).

In this book, we have attempted to demonstrate that an integrated SFL model for translation is applicable to a variety of text-types and communicative situations. We have also tried to show that issues often investigated from a cultural-oriented perspective can be fruitfully explored by a linguistic approach to translation like SFL.

We aimed at suggesting a method that could be concretely used in a translation classroom, for both evaluation and text production, although not

exhaustively by any means. Of course this integrated SFL model needs to be tested with a larger number of sample texts, of the kinds included in this book, and not only. Even our sample analyses, as we repeatedly said, did not aim at being all-embracing. And this was a deliberate choice. We hope indeed that through the design of this book we leave our readers with a tool for filling in that open space, and some curiosity to do it.

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Following on the first volume (Manfredi 2008), which focuses on the theoretical issues that link Systemic Functional Linguistics (SFL) and Translation Studies (TS), this second volume of *Translating Text and Context* aims at demonstrating how they can be fruitfully exploited in the actual practice of translation. The book starts with the illustration of four models informed by SFL which have been offered by renowned TS scholars and linguists (House 1977/1981, 1997, 2014; Bell 1991; Baker 1992/2011; Steiner 1997, 1998, 2004) and which, to varying degrees, have been applied to the practice of translation. Then, partly drawing on such models, as well as on the SFL analysis outlined by Miller (2005), the book puts forth a Hallidayan approach to translation practice, integrated with further insights from TS. The goal is to offer a tool for translation teaching, to be employed for both the production and evaluation of target texts, working with the language pair English/Italian. It is argued that the proposed SFL approach could be exploited to translate a wide range of text-types, from (semi-)specialized to literary. The model is also seen in operation through the practical analysis and translation, from English into Italian, of a diverse range of sample texts, from a variety of text-types. The book's ultimate aim is to offer a contribution to translation education, in the hope that an SFL integrated approach could provide a systematic method for coping with the intricacies that languages, texts and contexts inevitably pose in a complex and multifaceted process such as translation is.

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