

ION CREANCA" STATE PEDAGOGICAL UNIVERSITY

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**THEORY AND PRACTICE OF TRANSLATION
STUDENT'S GUIDE**

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The present syllabus is meant for 2nd year bachelor degree students. The teaching reference may help teachers in designing the Theory and Practice of Translation course.

The main goal of the course is to help students in establishing the object of the theory and practice of translation. Also, the students will acquire theoretical information and practical skills necessary for the process of translation and interpretation.

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Translation theory

- 1.1 What is translation?
- 1.2 Theories, models and analogies of the translation theory
- 1.3 Requirements for a theory of translation

There is still a debate whether translation is a “science” or an “art”. Linguist scholars have a scientific approach rather than an “artistic” one. At the same time, literature preoccupied translators consider it a purely artistic phenomenon/activity. Resulting this dichotomy, there are various definitions of the process: “Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences”. [10] Another definition is offered by Hartmann and Stork: “translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language” [14,713]. Both definitions and the others, mean that in fact, translation is the process of transferring meanings between two or more languages.

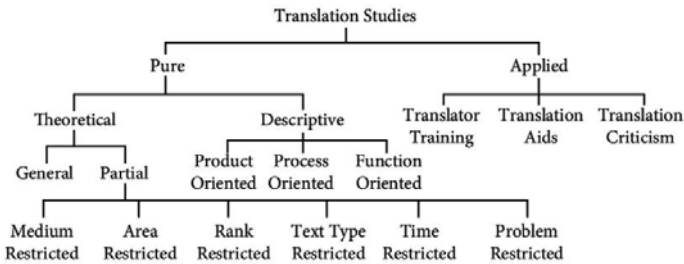
A theory is an explanation of a phenomenon (translation in our case). It exist in mind. It is not palpable, tactile. On the other side, a model is something physical, tangible (text, chart, diagram etc.) and “it stands for the idea embodied in the theory” [6 ,25]. There are some traits of the model:

- Must truly represent the theory it stands for;
- Must do this by revealing significant characteristics of the phenomenon explained by the theory;
- Must have a heuristic function (make the explanation more facile to understand).

The models which are offered as definitions for the term of translation should be the analogies that possess the above mentioned characteristics.

The need of a theory of translation derives from the necessity of identifying its proper place in modern sciences. Whether it is applied linguistics or foreign languages, translation is, in fact, the study of language. It implies not only linguistics and its branches: lexicology, lexicography, stylistics, pragmatics, language planning, but also psychology, methodology, semiotics, sociology etc.

The interdisciplinary character of the translation studies have made it difficult for the specialist to come to a unitary opinion on the theory of the translation, thus a unique discipline that deals with it. The numerous perspectives, the difficulties in emphasizing the boundaries of the topic have made it an interdisciplinary phenomenon.



Holmes's classification of translation studies [2, 278].

Translation's history goes back into the ancient eras and has been related to all major events of the society. The first translation is considered the translation of the Hebrew Bible into Greek in the 3rd century BC. Though, there are proofs of the existence of translation long before that (Sumerian poems), there is no written evidence.

Nowadays, translation is a major science and, an art at the same time. Translators all over the world facilitate the communication of people in all the areas of their existence. The importance of correct, close to the source language translation is undeniable. At the same time, humanities require not only meaning equivalence but also skills that would help transfer "soul" into words

Practical assignments:

1. Debate on whether translation is more of an “art” or a “science”.
2. Why do you think a theory of translation is needed?
3. Explain the relationship of “translation studies” with lexicology, sociology, psychology, phraseology, semiotics, etc.
4. Translate into your native language the following text:

Your e-mail about dreading going back to school really cracked me up. After all these years you’ve been a teacher, surely you can’t still be dreading the start of the new school year as much as you did when you were on the other side of the desk? Anyway, I’m flattered you asked to pick my brains for ideas for a fun project to do with your senior students. Here’s one I did with my lot at the end of last year. We were discussing all the terrible things happening everywhere and how everything is on fire, etc. Seeing as the students’ generation is the so called ‘snowflake’ or ‘millennial’ generation, and snowflakes have the power to put out fire, I asked them to give a presentation on how young people can and do change the world (for the better, of course!). As you might expect, Greta Thunberg was the first name on most lips. (My computer keeps autocorrecting her name to ‘Great Thunberg’, which is a sure sign of artificial intelligence if you ask me!) It’s hard to believe that a 15-year old could go from an unknown to a household name for climate activism so quickly. It gave me such hope for the future to hear so many of the students talking about her school strike and how it’s inspiring them to take action to combat the climate crisis. Her message that you are never too small to make a difference seems to have really struck a chord. It reminds me of that African proverb that says, ‘If you think you are too small to make a difference, you have never spent the night in a room with a mosquito’. There were some other interesting presentations as well. One student talked about Boyan Slat, the Dutch teenager who designed

a system to clean up ocean plastic. Did you know he was only 16 when he came up with that idea and just 19 when he founded ‘The Ocean Cleanup’ company and got people to fund his campaign to try to turn the tide on plastic pollution?

(https://ec.europa.eu/info/sites/default/files/education/skills_and_qualifications/documents/juvenes-translatores_2019_text_en.pdf).

II. Equivalence in Translation

2.1 Equivalence: semantic and stylistic

2.2 Types of translation

2.3 Levels of equivalence

A problem that the translator has to address when translating is the equivalence in translation. The linguists agree that perfect equivalence in translation is a myth. One cannot be faithful at the same to meaning and style. “Texts in different languages can be equivalent in different degrees (fully or partially equivalent) in respect of different levels of presentation (equivalent in respect of context, of semantics, of grammar, of lexis, etc.) and at different ranks (word- for-word, phrase-for-phrase, sentence-for-sentence)” [15]. To shift from one language to another means to transform, to change, to convert form. Languages are non-identical: in forms, codes, grammar rules, etc. The translator must choose whether to preserve the meaning (semantics) or to adjust stylistically: word- for-word (literal meaning) or meaning-for-meaning (free translation).

In translating, the communicator must keep in mind the following “parameters of variation” [6, 7]:

- What? - the message contained in the text;
- Why? - the intention of the sender;
- When? - the time of communication (in order to adapt to historical context);
- How? - can both refer to the manner of delivery (serious, ironic) and medium of communication (channel, spoken/written, etc.);
- Where? - concerns the physical location of the speech event realized in text;
- Who? - participants involved in communication. [6, 7-8]

The credit taken for personal experience and that imposed by the general principles is the most common guide of a translator when translating a text.

- Ermer Koller (cited in Fawcett) detects 5 “frames of reference”:
- Denotational meaning (referential) has in view the object or concept referred to and equivalence between languages at this level;
- Connotational meaning (subdivided into 9 sub-categories) and equivalence refer to SL and TL words triggering similar associations in the minds of the native speakers of the two communities;
- Text normative equivalence when words are used in similar contexts in the source and target texts;
- Pragmatic meaning and equivalence are generated by readers’ expectations and their similar reactions to words;

Formal equivalence is achieved between words with the same phonological and orthographic features. [9, 95]

One translation can be considered of only a certain type of equivalence. It depends on the subsequent type that is implied at different levels. The levels that are achieved in a higher or lower degree are the following:

1. The level of purpose of communication
2. The level of the identification of the situation
3. The level of the method of description
4. The level of syntactic meanings
5. The level of word semantics

A translator’s goal is to achieve the highest degree of equivalence in translating on all the levels.

The translator should bear in mind that a number of factors can preclude the possibility of using the formally similar word as an equivalent. Among these factors the following are most important:

1. The **semantic factor** resulting from the different subsequent development of the words borrowed by the two languages from the same source. For instance, the English "idiom" can be well rendered by its Romanian counterpart to convey the idea of an expression whose

meaning cannot be derived from the conjoined meanings of its elements but has developed such additional meanings as dialect (local idiom) and individual style (Shakespeare's idiom). When the word is used in either of these meanings its equivalent in Romanian will not be "idioma", but "dialect" or "stil", respectively.

As often as not, the translator may opt for an occasional equivalent to a pseudointernational word just as he may do while dealing with any other type of the word:

South Vietnam was a vast laboratory for the testing of weapons of counter - guerrilla warfare.

2. The **stylistic factor** resulting from the difference in the emotive or stylistic connotation of the correlated words. For example, the English "career" is neutral while the Russian "karierra" is largely negative. The translator has to reject the pseudo international substitute and to look for another way out, e.g.: Davy took on Faraday as his assistant and thereby opened a scientific career for him.

3. The **co-occurrence factor** reflecting the difference in the lexical combinability rules in the two languages. The choice of an equivalent is often influenced by the usage preferring a standard combination of words to the formally similar substitute. So, a "defect" has a formal counterpart in the Romanian "defect" but "theoretical and organizational defects" will be rather "Lacune de ordin teoretic si de organizare".

4. The **pragmatic factor** reflecting the difference in the background knowledge of the members of the two language communities which makes the translator reject the formal equivalent in favor of the more explicit or familiar variant. The reader of the English original will usually need no explanation concerning the meaning of such terms as "the American Revolution", "the Reconstruction" or "the Emancipation Proclamation" which refer to the familiar facts of the US history. In the Romanian translation, however, these terms are usually not replaced by their pseudo

international equivalents. Instead, use is made of the descriptive terms better known to the Romanian reader:

The American Revolution was a close parallel to the wars of national liberation in the colonial and semi-colonial countries.

This counter-revolutionary organization was set up to suppress the Negro poor white alliance that sought to bring democracy in the South in the Reconstruction period.

Practical assignments:

1. Give examples of texts with the highest possible equivalence level?
2. Give examples of texts with lowest equivalence level. Explain.
3. Translate the following text into Romanian and pay attention to zero equivalence words.

Size Matters

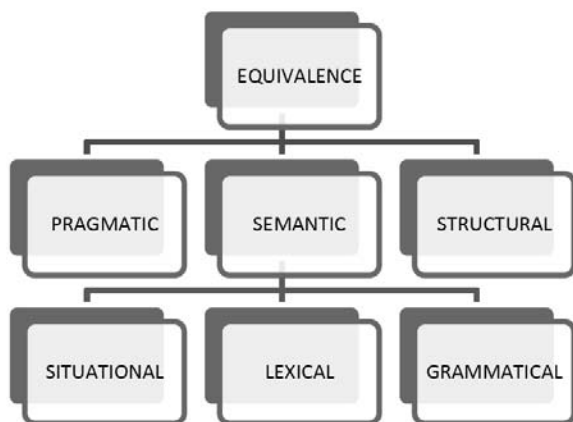
So far, the smallest structure produced using this method is about 10 micrometers across. That's 50 times faster than the finest features produced using conventional photolithography. But that's okay, since these electronics are not designed for devices that require high density, like memory chips or microprocessors. "There are a lot of applications, like your cell phone or PDA, that need transistors that can be spread over a large surface area, and that is what we can make cost-effectively," says Sauvante. He proudly unpacks the company's demo unit: a plastic square bearing one of Rolltronics's transistors, attached via alligator clips to a small, gray box. The box sends a periodic charge to the transistor's "gate" layer, allowing current to flow from one of the transistor's terminals to the other. When this current returns to the box, it's amplified and used to turn a red light-emitting diode on and off. As a display of computational power, it isn't exactly stunning, but it does prove that Rolltronics' transistor can-like all transistors-act as a switch, clearing the way for the manufacture of more complicated silicon-on-plastic structures. "Inside of two years

from now we'll be shipping products based on this technology," Sauvante predicts. Rolltronics isn't the only company trying to bring flexible transistors to market . Bell Labs, for example, has developed a system for printing multi-layered plastic transistors on small sheets of flexible polymer using a finely patterned rubber stamp. And Lucent has fused Bell Labs' printed transistors with sheets of electronic ink from E Ink to demonstrate a working electronic paper prototype.

III Types of Equivalence

- 3.1 Regular equivalents and their classification
- 3.2 Context. Occasional equivalents and equivalent lacking words
- 3.3 Equivalent lacking words
- 3.4 Typology of set expressions

There are permanent equivalents and regular equivalents. By permanent equivalents we mean units that have similar meanings both in the SL and TL. Usually in the category of permanent equivalents fall terminological units, geographical names, scientific terminology e.g. Birmingham, oxygen, omelet, etc.



Regular equivalents can be classified into 3 groups:

- Lexical

Phraseological

Grammatical [42]

1. Zero translations – when the meaning of the grammatical unit is not rendered in the translation identical to the meaning of some other unit and can be safely left out. In the sentence "By that time he had already left Britain" — К этому времени он уже уехал из Англии the idea of priority expressed by the Past Perfect Tense needn't be

separately reproduced in TT as it is made superfluous by the presence of "by that time" and "already". [42]

2. Approximate translations when the translator makes use of a TL form partially equivalent to the equivalent-lacking SL unit, e.g.: I saw him enter the room — Я видел, как он вошел в комнату. The Russian language has no complex objects of this type but the meaning of the object clause is a sufficient approximation.

3. Transformational translation – when the translator resorts to one of the grammatical transformations. e.g. Your presence at the meeting is not obligatory. Nor is it desirable — Prezența Dvs. la ședință nu este obligatorie și nici dezirabilă (the syntactical integration).

As has been emphasized, equivalents are not mechanical substitutes for SL units but they may come handy as a starting point in search of adequate translation. The translator will much profit if he knows many permanent equivalents, is good at selecting among variable equivalents and resourceful at creating occasional equivalents, taking into account all contextual factors.

Another large group of word units are the lexemes that lack equivalence in the TL. The common types of nonequivalence at word level are classified as the following by Mona Baker [1, 21-26]:

- (a) Culture-specific concepts
- (b) The source-language concept is not lexicalized in the target language
- (c) The source-language word is semantically complex
- (d) The source and target languages make different distinctions in meaning
- (e) The target language lacks a superordinate
- (f) The target language lacks a specific term (hyponym)
- (g) Differences in physical or interpersonal perspective
- (h) Differences in expressive meaning
 - (i) Differences in form
 - (j) Differences in frequency and purpose of using specific forms
 - (k) The use of loan words in the source text [1, 21-26].

At the same time, the same author offers some escape paths for the translator that is dealing with non-equivalence in the process of translating.

1. Translation by a more general word (superordinate) 2. Translation by a more neutral/less expressive word 3. Translation by cultural substitution

4. Translation using a loan word or loan word plus explanation

5. Translation by paraphrase using a related word

6. Translation by paraphrase using unrelated words

7. Translation by omission

8. Translation by Illustration [1].

By set expressions we can designate at the same time set phrases, fixed word groups, phraseological units. They are considered important part of vocabulary that expresses a language's richness, character, and personality. A.V. Koonin defines a phraseological unit "as a stable word-group characterized by a completely or partially transferred meaning" [37]. The same author categorizes the set expressions by several criteria:

- Structural separateness: phraseological units; compound words.
- Stability of use: lexico-semantic stability, morphological stability, syntactic stability - high degree, medium degree, low degree of stability
- Criterion of function [37].

Another interesting approach of classification is also offered by Koonin:

1) Nominative phraseological units:

a) substantival: crocodile tears, a bull in a China shop (a clumsy person), a bee in one's bonnet (a fancy, a fixed idea), a tall order (a hard task);

b) adjectival: long in the tooth (old), hungry as a wolf/hunter (very hungry), poor as a church mouse (very poor), red as a cherry;

c) adverbial and prepositional: in the long run (finally, in conclusion), from head to foot, by hook or crook (by honest and dishonest means), by leaps and bounds (very quickly).

2) Nominative-communicative phraseological units set expressions that could achieve the role of a sentence: to break the ice, to make two ends meet, etc.

3) Interjectional phraseological units: My God, Bless your soul, etc.

4) Communicative phraseological units: proverbs and sayings [37].

Practical assignments:

1. Translate into your native language paying attention to set expressions. Identify the best possible translation.

Brittany carried her skim board across the beach as she approached the shoreline. Uncle Steven was going to teach her to body surf. She was excited, but she hoped she hadn't bitten off more than she could chew. Body surfing looked hard. A giant wave crashed nearby, spraying water across Brittany's skin. She grinned in excitement. Body surfing looked hard but it also looked fun. "I could let my hair down", she mused to herself. Uncle Steven pointed to a spot ahead. "That will be a great place to start," he said. They stepped into the water and he instructed Brittany on what to do to body surf successfully. He showed her how to wait for the perfect wave and how to jump forward when the time was right. Brittany frowned. "I don't know if I can do it," she said. Uncle Steven held up his hand. "Take it easy, you can do this", Brittany took a deep breath. She watched the waves, and she followed her uncle's instructions. A wave rolled toward her. Timing her movements as perfectly as she could, she leapt into the wave and rode it to the shoreline. Water splashed around her and she laughed. "I did it! It wasn't rocket science after all." She said

as she jumped up for another turn. Uncle Steven clapped for her. “Good for you! Break a leg!” he called.

2. Translate the following idioms and idiomatic expressions into English. Discuss the best possible variants.

A avea ac de cojocul cuiva.

A avea mai mult noroc decât minte.

A bate apa-n piua

A bate calul care trage.

A bate fierul cat e cald.

A bate la ochi.

A bate toba in tot satul.

A calca pe bec.

A cânta cuiva in struna.

A cară apa cu ciurul.

Aceeași Mărie cu alta pălărie.

A despica firul in patru.

A duce cu preșul.

Rade prostul de neghiob.

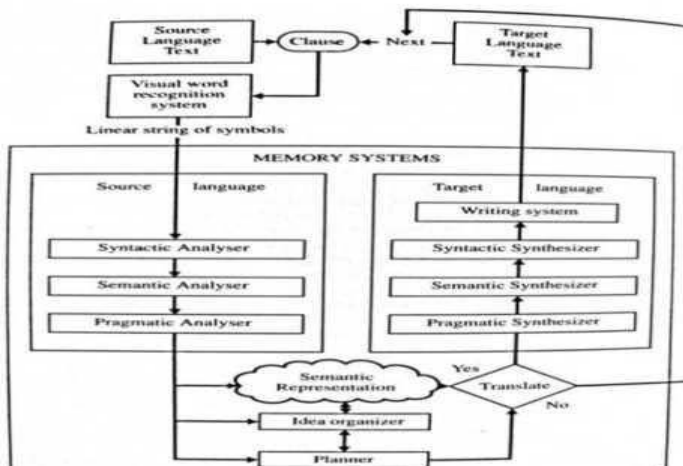
Rușinosul roade osul

Urma alege.

IV. Aspect and process of Translation

- 4.1 Translator's competence
- 4.2 Translating process. The model.
- 4.3 Types of translation
- 4.4 Transliteration, transcription and calque
- 4.5 Lexical and stylistic problems in translation

It is imperiously necessary to speak about the translator's competence when approaching the translation process. The entirety of skills necessary for translating a text from a SL to a TL outlines the translator's competence. It was argued a lot on the precise skills needed, and the majority of scholars have come to the conclusion that: "the professional (technical) translator has access to 5 distinct kinds of knowledge: target language (TL) knowledge, text-type knowledge, source language (SL) knowledge, subject area (real world) knowledge, contrastive knowledge". [18,137].



Translation process: outline model

The Russian-American linguist Roman Jakobson in his article “On Linguistic Aspects of Translation” [16] spoke of three possibilities of code switching:

1) Intralingual translation, or rewording, i.e. interpreting verbal signs through other signs of the same language. This can be done on diachronic level: Chaucer’s text is translated into modern English. When done on synchronic level, this kind of code switching is called a paraphrase. We often deal with paraphrasing when trying to explain or define things. For example, to explain the meaning of the phrase I am not much of a cook, we can paraphrase it by I do not like to cook, or I do not cook well. In the theory of translation, this type of code switching is called a **transformation**.

2) Interlingual translation means substituting verbal signs of one language by verbal signs of another language, or switching from one language code to another one. This type of code switching is translation proper, the object of Translation Studies.

3) Intersemiotic translation, i.e. substituting signs of one semiotic system by signs of a different semiotic system. In its broad meaning, the term implies **transmutation** and can be illustrated by decoding some ideas and themes expressed, for example, in a poem through the “language” of music or dance.

To transfer a form from one language to another with different alphabets, the translator either copies the form by the letters of the target language or changes it by making transformations.[28]

Mechanical copying, or transfer, of the source language words includes:

- **Transcription**, or copying the sound form of the source language word by means of the target language letters: *eau de cologne* - *apã de colonie*;

- **Transliteration** or copying the letters of the source language by the target language letters of another system: *London* – *Лондон*, *Washington* - *Вашингтон*.

Some linguists (V. Komissarov, for one) consider calque (**blueprint**) translation as mechanical copying. **Calque** is translation by parts.: *power politics-politică de forță, pocket calculator – calculator de buzunar*. Since the calqued word is not just a mechanical borrowing of the form but it undergoes some changes, this device is, to some extent, an actual translation, which includes form transformations.

Translation transformations are complete changes of the appearance of a translated word, phrase, or sentence. In foreign translation theory, transformations are known as shifts of translation. Translation transformations can be of three categories:

- grammatical transformations,
- lexical (semantic) transformations,
- complex (lexical and grammatical) transformations [28].

Practical assignments:

1. Discuss aspects of translator's reliability. Share findings.
2. Translators are usually, and understandably hostile towards machine translations systems, which promises clients speed at the cost of human translations. Translators point out the low quality and reliability of machine translated texts. Discuss in pairs what are the solution for keeping both high standards and increasing speed. Should translators only be oriented towards literature translations?
3. Translate the following into English
 1. Nufărul auzi cum linge pisica untiera, și cum cântă menajera la cimpoi, și, după ce-și sparse serviciul de masă de porțelan încercând să le închidă gura la amândouă, renunță, și se duse la psihiatru, negăsind altceva mai bun de făcut.
 2. Floarea de nu-mă-uita o să-i facă pe socrii tăi să vândă ibricul de cafea de argint înainte să ajungi tu acasă, așa că, să fiu eu în locul tău, aș renunța să cotrobăi prin cârciumă după tirbușon, și m-aș duce acasă.

3. Veveriței îi plăcea ca tacâmurile ei să arate curate, și, după ce aduse apă fierbinte în carafă, după ce-și șterse farfuriile întinse, se apucă să frece furculițele, lingurile și lingurițele cu scrum de țigară din scrumieră și cu cenușă din cămin.

4. Panseluța o informă pe petunie că, de îndată ce se va repara piciorul paharului ei, va lua pocalul și ulciorul doicii ei, și va fugi cu ele, drept răzbunare.

5. Stânjenelul o găsi pe zambilă amenințându-și angajații cu un polonic și o solniță, și zbierând cât

o țineau băierile că vor fi aduse în curând farfuriile, și, atunci când va sosi camionul, acesta nu trebuie făcut să aștepte.

6. Floarea soarelui locuia acolo în casă din adolescență, dar acum casa era de închiriat, și, ea neputând plăti chiria, floarea soarelui încerca să se folosească de magie, așa că îl puse pe majordom să-i aducă un ou proaspăt, despărți albușul de gălbenuș și-l puse pe iepure să mănânce coaja.

7. Nu ne așteaptă nimic bun: după ce cactusul o să înfulece cartofii copti fierbinți, sar putea să ceară cartofi pai, și, dacă mărgăritarul îi va da piure, se poate să nu-l mai vedem pe niciunul dintre ei în viață.

V. Pragmatics of Translation

5.1 Speech acts: theory and elements

5.2 The translator and speech act theory

5.3 Standards of textuality

5.4 Discourse parameters

5.5 Text typologies

The branch of linguistics dealing with language in use and the contexts in which it is used, including such matters as deixis, the taking of turns in conversation, text organization, presupposition, and implicature.

Pragmatics is one of the approaches to translation. Both pragmatics and translation deal with proper communication. A translator does not only transfer words from a language to another, but deals with the transfer of context, intention, expected effect, meaning, etc. This type of perspective is a relatively new one, since the “old school” was dealing more with the close to meaning, correct translations.

L.L.Austin in “How to do things with words” demonstrates that utterances perform acts, that can be:

1. locutionary: meaning the formation of meaningful sentences;
2. illocutionary: meaning the intention of the utterance: order, statement, promise, etc.
3. perlocutionary: meaning the effect the utterance has on the recipient.

These 3 types of utterances performs are extremely well braided and are referred to as speech acts. J.R. Searle has come to the following categorization of speech acts:

- Representatives: stating, telling, insisting, etc
- Expressives: offers expression to the speaker’s emotional attitude: admiring,
- Verdictives: relay on judgement: assessing, estimating, etc.
- Directives: orders, requests, etc.

- Commisives: promising, vowing, pledging, etc. –
- Declarations: blessing, baptizing, dismissing, etc.

Christiane Nord states that: “the translator is not the sender of the ST message but a text producer in the target culture who adopts somebody else’s intention in order to produce a communicative instrument for the target culture or a target culture document of a source-culture communication” [26].

In order for a text to exist, it has to fulfill some standards. A text being a communicative occurrence has firstly the function of communication, but at the same time if one of the standards is not to be fulfilled, the text is considered not to perform its main goal: the communicative one. The following characteristics of the text intend to help outline texts from different types of units that exist within the language:

- Cohesion and coherence;
- Intentionality and acceptability;
- Informativity, relevance and intertextuality. Almost all modern translators accept the fact that contemporary translation is a communication by texts. Hatim and Mason (1990), with a focus on the rhetorical purposes of texts and their contexts distinguish three types: **expository, argumentative and instructive texts**. However we should be aware that there are texts that do not fall into any of these categories and that are also available typologies of texts based on other purposes of the text.

We shall consider 3 register parameters [7, 185-190] that carry out the discourse parameters and that can be identified as textual markers of the relationship between the speaker and the recipient, the chosen channel, the functions of the signal. They are:

Tenor

Tenor

- Formality:

structures marking

formality vs. structures

marking informality

- Politeness

- Impersonality
- Accessibility
- Participation
- Privatness

Mode

- Channel limitation
- Spontaneity

Domain

- Traditional mode: cognitive, evaluative, affective
- Jakobson's 6 function model: referential function, emotive function, conative function, phatic function, poetic function, metalinguistic function.

The pragmatic level of a text to be translated is considered to be the most important to be taken into account when transferring information from a source language into a target one.

Practical assignments:

1. Which of the following sentences would normally be considered indirect speech acts? 1. Open the window!
2. Can you shut the door when you leave?
3. (At a fitness club): Please shower before entering the pool. Please observe pool rules located at poolside. You are advised against swimming alone.
4. Why don't we go to the nice Italian restaurant near the museum?
5. Once again, we respectfully request that you return your verified sketch by June 27. 6. I hereby apologize sincerely for my rude behaviour last night. 7. Sorry!
2. For each of the following verbs, determine whether it can be used to perform an illocutionary act or not. If it can, give an example of a sentence where it is used to perform an illocutionary act. If it is not an illocutionary verb, determine

whether it describes a locutionary act, a perlocutionary act, or neither.

1. ask 2. give 3. insult 4. declare 5. take 6. prove
7. shout 8. approve 9. threaten

Translate the two following examples. Pay attention to the differences. Explain the typology of the texts.

a. While reading today's news, I found an interesting text about the investigation on the ISAF and U.S. guy, General John Allen. The general is now in the FBI's spotlight after discovering lots of mails between him and Jill Kelley. And if you didn't know, Jill Kelley was the woman leaked the threatening emails from Paola Broadwell- but let's not talk about that. It isn't totally clear how Allen and Kelley communicated, but FBI are investigating 30 000 emails and documents, 30 000! I'm not sure If this will play an important role in the CIA-case, but I do believe this will lead to some more interesting news. What do you think?

b. Pentagon revealed this day that ISAF Commander and U.S. commander in Afghanistan, General John Allen, is under investigation for inappropriate communication with the woman who should have received threatening e-mails from Paula Broadwell, as CIA chief Petraeus had a relationship.

Defense Secretary Leon Panetta reported the news to the journalists who were in his flight from Honolulu to Perth in Australia, and said the FBI notified the incident on Sunday.

The woman Allen in all probability has communicated with, Jill Kelley, is also the woman who notified the FBI about what she perceived as threatening e-mails from Broadwell, and thus led to the investigation that revealed the relationship between Petraeus and Broadwell.

It is not clear what or how this communication between Kelley and Allen have been, but the American federals are investigating between

20 000 and 30 000 pages of e-mails and other documents, which likely has been sent between Allen and Kelley between 2010 and 2012, according to one of Panetta employees.

The fact that Allen is not suspended yet, may indicate that the general has not violated U.S. law, but rather violated military policy.

VI. Main Types of Translation

6.1 Principles of translation classification

6.2 Parts of speech and grammar categories that require transformation

6.3 Translation of attributive constructions

6.4 Interpretation: features, classifications

General principles of translation [13]:

- | | |
|------------|-----------------------------|
| - Meaning | - Source language influence |
| - Form | - Style clarity |
| - Register | - Idiom |

On the other hand, Russian translation specialist Proshina [28] identifies the following criteria for classifying the main types of translation:

- *Who* does the translation (human being or machine);
- *Form of speech*: written, sight translation, oral, visual (subtitling);
- *Source text perception*: the text can be seen or heard;
- *Time lapse between the ST perception and translation*: consecutive and simultaneous;
- *Number of languages involved* in translation: one way or two way translation;
- *Direction of translation*: direct translation, inverse translation;
- *Methods of interpreting*: note-taking interpretation, phrase-by-phrase interpretation;
- *Functional style and interpretation*: literary texts and informative texts.

As languages have different ways of shaping ideas, information, thus being non-identical, in the process of translation there are some grammar issues that could cause problems in transferring the meaning. For the English to Romanian translations, the following parts of

speech and could be a little bit more problematic and require special attention:

- Verb (present tense, past tense, present perfect, past perfect, future, conditional, subjunctive, modal verbs, infinitival constructions etc.)
- Noun
- Indirect and direct questions
- Attributive constructions

Translation of attributive constructions may cause some difficulties. English attributive groups are used to convey various adverbial ideas of location, purpose, cause, action-object relationships etc. The problem consists in the polysemantic character of the attributive constructions, thus requiring a good analysis of the context, also in the broad semantic relationship between the noun and the attribute. Another type of difficulties require the translator the ability of struggling with multiple member attributive structures. Some of the attributive constructions may be at the same time phraseological units thus involving the trouble not only with grammar constructions but also with semantics.

There are indisputable differences between written translation and interpretation. Following the World War II, with the development of the international relationships, there has arisen the necessity of communicating in a faster, more interactive way. Interpreting solves this need in international conferences, official meetings, large interethnic gatherings etc. The interpreter uses specific methods of translation, depending on the actual situation (note-taking, recording, speed writing etc.). The main principles of note-taking are as follows:

- only key-words and the so called ‘precision’ words (i.e. words conveying unique information, e.g., proper names, statistics, etc.) are put down;

- words are contracted (vowels are omitted, the so- called Arabic approach);
- special symbols are used;
- the syntactic structure has a vertical progression:

Subject group

Predicate

Object

Object (homogeneous parts of the sentence are written one under the other)[42].

Written translation sub-divides into: visual translation, by ear translation, sight translation [28].

According to a functional criterion, translations can be classified into: literary and informative translations. The informative translations deal with specific texts (poetry, fiction, drama etc.), the informative translations deal with texts from technology, science fields, characterized by a large amount of terminological terms, that have as main function the informative one.

From an evaluative point of view, translations can be seen as adequate, literal, and free.

By adequate translation (also called equivalent or dynamic (by Nida), we mean the fact that the target text describes the same reality as the source text. Adequacy can be acquired by: analogs, equivalents and transformations.

Literal translations exist on various levels:

- phonetic level
- syntactic level
- semantic level
- etymological
- following the style of the source text [36].

By free translation we mean the reproduction of the source form and content in a relaxed way. It can allow adding or omitting

information. The main goal is to communicate. It mainly applies to poetry which allows a certain degree of looseness.

Practical assignments:

1. Choose the correct form/word from the parentheses

1. The musician wished the emperor would buy a million [geese, geoses, geeses]. 2. The beggar claimed that he had compiled a treatise [on, of, over] modern society. 3. Can the wheelwright have written an article [about, for, of] Freud's love affairs? 4. The miser suggested that we should buy him a book [with, for, of] fairy tales. 5. The giant must have been so fat that he was unable to put [on, up, over] his raincoat. 6. Her schoolmates would always play in the snow when the temperature was seven degrees [below, to, from] zero outside. 7. The chambermaid cannot have made [up, for, in] her mind to resign before she turns ninety. 8. The champion would have climbed the mountain if he had not been forced to go [on, to, for] sea. 9. The cook must have told everyone that he had run [into, for, out of] sugar. 10. The applicant for the position of donkey tamer was thought to be [in, on, into] his early fifties. 11. The candidate to the presidency was rumoured to have been fined [because, for, about] stealing a fur cap. 12. Why is he said to have paid [for, in, over] all the plates he broke a week ago? 13. The bull was expected to give [in, for, up] singing at night. 14. The chaplain can't enter the church until he has looked [about, into, for] the key.

2. When and how is it ethical to improve a badly written source? What *is a bad written source*? Discuss in pairs. Identify solutions.

VII. Techniques of Translation

- 7.1 Transformations: addition, omission
- 7.2 Antonymous translation
- 7.3 Stages of the translation process
- 7.4 Context and background

By *technique* we understand the manner, way in which something can be done, performed. There are several techniques of translation and the most commonly used are as follows:

- Borrowings
- Calque
- Literal translation
- Transposition
- Modulation
- Adaptation
- Compensation

The classical methods of translation didn't approve of any transformation that a text would suffer in the process of translation, they would consider the translator just a "means" of transferring a text from a SL to a TL. The modern methods of translation, through the optics of pragmatics agree with the necessity of interfering when demanded. The most used types of transformations are *addition* and *omission*. Both addition and omission can be justified culturally, technically or linguistically.

Dickins et al. argue that omission is one type of translation loss where parts/units of the source text are omitted in the target text [10,20]. Many scholars refer to this process as "zero translation", while Vinay and Darbelnet name it 'implication' and define it as "making what is explicit in the source language implicit in the target language, relying on the context or the situation for conveying the meaning" [10, 344]. The optimum use of addition brings clarity to the translation and the translator becomes not only a tool, but a bridge between cultures, fields, domains, etc. Moreover, books on translation studies that incorporate translation strategies tend to briefly mention

omission, and mainly in close connection with its more 'positive' counterparts, i.e., addition and explication.

Dimitriu [9,163] considers that “Whereas it has been amply demonstrated that many translators, at least between Indo-European languages, exceed their sources in length, comparatively fewer studies have approached instances in which, for various reasons, translator have not translated, 'omitted' something from the source-text in their translation. Many recent dictionaries of translation studies do not have any particular entry for term ‘omission’, or (at least) for some of its partial synonyms, ‘implication’, ‘subtraction’, ‘economy’, ‘condensation’, or ‘deletion’. Omission is necessary when the source text used idioms, jargons, words that differ in the target language and the translator sees itself in the position of deciding on dropping the unnecessary words that do not add value to the final text in the target language.

Another method is the *deletion*. It is often used by translators with large amount of information that is pending. Deletion depends on both internal(translator, ideology, cultural background) and external (time, no equivalence, content size)factors.

Antonymic translation as such can be understood in broader and narrower terms, i.e. it may cover instances of

1) a simple substitution of an element in the ST by its antonymic counterpart (negative or positive) in translation;

2) positive / negative recasting, a translation procedure where the translator modifies the order of the units in the ST in order to conform to the syntactic or idiomatic constraints of the TT; 3) narrowing of the scope of negation whereby the original negative sentence is turned into an affirmative one in translation by moving the negation element to a word phrase or an elliptical sentence [28]. Givon considers that there are 3 types of antonymous translation: syntactic, morphological, lexical. [12]

The process of translation could be divided into 2 main stages: analysis and synthesis, though there are many scholars that argue this simple, primary categorization is not sufficient to comprise the complexity of the process. The first stage describes the process of the understanding of the text and the second one refers to the process of projection of the text from the SL into the TL. Within these 2 stages, Bell outlines “3 distinguishable areas of operation: syntactic, semantic and pragmatic” [6]. Of course, the above mentioned 2 stages are much disputed by different scholars due the fact the complexity of the translation process is a debatable activity. The process incudes not only the transfer of words, but 2 different cultural traditions, experiences. Jakobsen (2002) considers the process is a 3 stage activity: pre-drafting, drafting (actual writing) and post-drafting (editing, proofreading). The following diagram is Bell’s model of translation and is a simplified representation of the process [16].

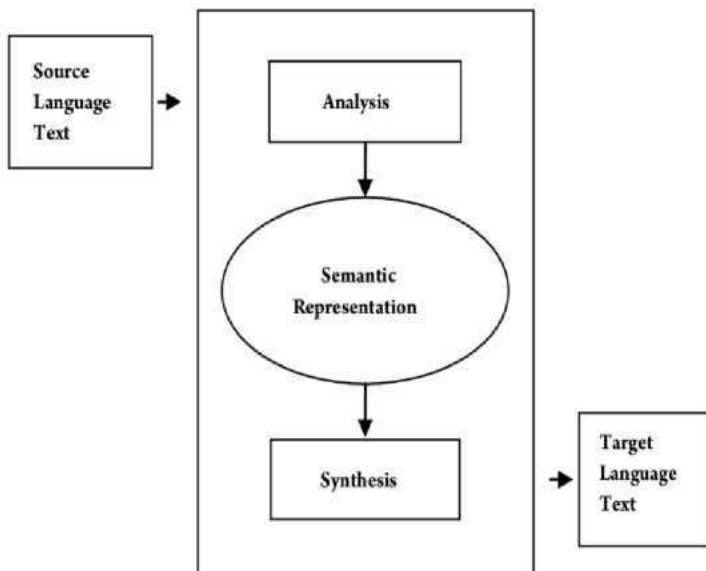


Fig. Bell's Model Of Translation

Though all the study programs of translators focus on the study of language, methodology of translation, the process and techniques it is well known the fact that a translator's training should also direct a great attention to the study of the culture knowledge and cultural differences. The attention is drawn to the so called realia - words, units, phrases that are very deeply fixed in the source language and culture. Theorists have long disputed whether these should be omitted, paraphrased, explained, etc.

Also, by context in translation we mean the environment in which the communication occurs. A good knowledge of the context means the proper translation of the text, the correct choice of words. Cultural-historic framework, social practices, background mechanism trigger the necessary environment for a good translation.

Practical assignments:

1. Imagine that you have been invited to join a team of translators to produce a version of the Macmillan Encyclopedia in your target language. Your assignment is to translate all the entries on people (rather than those on countries or political terms, for instance). You will therefore need to be particularly careful about handling referential chains in your translated version. Below are a couple of typical entries from The Macmillan Encyclopedia (1986):

Elizabeth I (1533-1603) Queen of England and Ireland (1558-1603), daughter of Henry VIII and Anne Boleyn. Her mother's execution and Elizabeth's imprisonment by Mary I made her cautious and suspicious but her devotion to England made her one of its greatest monarchs. Her religious compromise (1559- 63) established Protestantism in England (see Reformation). Several plots to place her Roman Catholic cousin, Mary, Queen of Scots, on the throne led to Mary's execution (1587). England won a great naval victory in 1588 by destroying the Spanish Armada. Elizabeth never married and was

called the Virgin Queen, although her relationships with, among others, the Earl of Leicester and the 2nd Earl of Essex caused considerable speculation.

Van Gogh, Vincent (1853-90) Dutch postimpressionist painter, born at Zundert, the son of a pastor. He worked as an art dealer, a teacher in England, and a missionary among coalminers before taking up painting in about 1880. His early works were chiefly drawings of peasants. After a limited training in The Hague and in Antwerp, where he studied the works of Rubens and Japanese prints, he moved to Paris (1886). Here he briefly adopted the style of impressionism and later of pointillism. In Arles in 1888 he painted his best-known works - orchards, sunflowers, and the local postman and his family - but only one painting was sold during his lifetime. The visit of his friend Gauguin ended in a quarrel during which Van Gogh cut off part of his own left ear. In 1889 he entered a mental asylum at Saint Remy. The ominous *Wheatfield with Crows* (Stedelijk Museum, Amsterdam) was painted shortly before his suicide. His letters to his brother (Theo) contain the best account of his life and work. See *expressionism*. Translate the above entries into your target language, paying particular attention to the ways in which different participants are traced in each entry. Comment on any differences in patterns of reference in the source and target versions of each entry.

2. Identify examples in both English and your native language with the following words and expressions: Adam's apple, blue blood, selfie, smartphone, skyscraper, mile, coffee shop.

VIII. Translator's False Friends. Translators

- 8.1 Translator's False Friends
- 8.2 Pseudointernational words
- 8.3 Translation of culture bound words
- 8.4 Translators: who are they?

When languages are in such a close contact as nowadays, words and structures have the same etymology, borrowings enter a language at any stage of its development, and there are some precarious situations for the translators when dealing with some language phenomena that disturb the “harmony” of the process of translation. Among them, the most known is the

- Translator's false friends phenomenon - a word is considered for another. Other confusing situation could be:
 - Barbarisms - a word that does not exist in the language
 - Solecism - a grammar or syntactic mistake
 - Contra-meaning - a contrary translation of the original
 - Nonsense - no meaning in the translation
 - Omission - lack of a translation
 - Orthographic mistakes
 - Over translation [33]
- False friends are those confusing words that appear or sound identical or similar to words in their own language, yet have different meanings or senses.
- Translator's false friends are the confusing words, lexemes and phrases that appear or sound identical or similar to words in their own language, still having different meanings or senses. The term comes from the longer phrase “false friends of the translator” formulated by French linguists Koessler and Derocquigny in 1928. Since then, the terminology referring to them has been very rich and exhaustive: *false cognates*, *deceptive words*,

treacherous twins, belles infidels, confusables (in the Romanian lexicology). A false friend word can trick into a mistake not only a rookie of translation but also very experienced translators. False friends occur when words in two particular languages resemble each other either in sound or appearance, but possess significant differences in meaning. There are several reasons why false friends happen, including etymology, homonyms, homographs (typography characters that resemble each other), and pseudo-anglicisms (words in other languages borrowed from English that are not readily recognized or understood by native speakers).(semantic false friends). The phenomenon occurs due to words having the same origin (usually Latin) or being borrowed from a language to another, but with different meaning, semantics. Usually, the same etymology does help a lot in translation, but there are words, whose semantics have evolved differently in different languages, thus, the word seem to be the same, but in fact it has a non-identical semantics. The most serious problem in choosing the words when dealing with the translator's false friends is the choice of the proper word that sometimes can be tricky because of the polysemy, antonyms and synonymy.

Romanian author Andrei Bantaş is advancing the following classification [3, p. 76]:

- I. Greek-Latin words whose meaning(s) differ(s) in some languages;
- II. Some English words display similarities - polysemy, paronymy, composition;
- III. English borrowings into Romanian;
- IV. Certain English words, more or less, incidentally resembling those in other languages;

The pseudointernational words can be classified in two main groups. First, there are words which are similar in form but completely different in meaning. Here the risk of making a bad mistake is very great whenever the translator fails to consult his dictionary.

Second, there are many pseudointernational words which are not fully

interchangeable though there are some common elements in their semantics. They may become the false friends if the translator substitutes one of them for other without due regard to the difference in their meaning or to the way the English word is used in the particular context. The translator should bear in mind that a number of factors can preclude the possibility of using the formally similar word as an equivalent. Among these factors the following are most important:

1. The **semantic factor** resulting from the different subsequent development of the words borrowed by the two languages from the same source. For instance, the English "idiom" can be well rendered by its Romanian counterpart to convey the idea of an expression whose meaning cannot be derived from the conjoined meanings of its elements but has developed such additional meanings as dialect (local idiom) and individual style (Shakespeare's idiom). When the word is used in either of these meanings its equivalent in Romanian will not be "idioma", but "dialect" or "stil", respectively.

As often as not, the translator may opt for an occasional equivalent to a pseudointernational word just as he may do while dealing with any other type of the word:

South Vietnam was a vast laboratory for the testing of weapons of counter - guerrilla warfare.

The **stylistic factor** resulting from the difference in the emotive or stylistic connotation of the correlated words. For example, the English "career" is neutral while the Russian "karierra" is largely negative. The translator has to reject the pseudo international substitute and to look for another way out, e.g.:

Davy took on Faraday as his assistant and thereby opened a scientific career for him.

2. The **co-occurrence factor** reflecting the difference in the lexical combinability rules in the two languages. The choice of an equivalent is often influenced by the usage preferring a standard combination of

words to the formally similar substitute. So, a "defect" has a formal counterpart in the Romanian "defect" but "theoretical and organizational defects" will be rather "Lacune de ordin teoretic si de organizare".

3. The **pragmatic factor** reflecting the difference in the background knowledge of the members of the two language communities which makes the translator reject the formal equivalent in favor of the more explicit or familiar variant. The reader of the English original will usually need no explanation concerning the meaning of such terms as "the American Revolution", "the Reconstruction" or "the Emancipation Proclamation" which refer to the familiar facts of the US history. In the Romanian translation, however, these terms are usually not replaced by their pseudo international equivalents. Instead, use is made of the descriptive terms better known to the Romanian reader:

The American Revolution was a close parallel to the wars of national liberation in the colonial and semi colonial countries.

This counter-revolutionary organization was set up to suppress the Negro poor white alliance that sought to bring democracy in the South in the Reconstruction period.

The Senator knew Lincoln's Emancipation Proclamation by heart.

With the knowledge of, and due regard to, these factors, the translator stands a good chance of making the pseudo international words his good friends and allies.

We have observed that at present the contribution to the international word stock is from English. At the same time a certain contribution to English and to the international words have been made by many other languages:

1. Arabic: sheik, mufti, roc, sash, fakir, mohair, sofa, harem, minaret, almanac, alcohol, algebra; admiral, assassin, carat, lemon, apricot, tariff, zenith, saffran, cotton, emir, jakir, gazelle, giraffe, harem, hashis, minaret, mosque, myrrh, salaam, sirocco, vizier, bazaar, caravan.

2. Persian: Julep ("council"), caravan, bazaar, firman ,carboy, scarlet, check, chbkmate, chess.
3. Turkish: coffee, caviare, caftan, kiosk.
4. Chinese: japan (lacquer), ketchup, chop suey, chow mein, dim sum.
5. Japanese: kimono, soy, geisha, hara kiri, judo, jujitsu, kamikaze, samurai, soy, sumo, sushi, tsunami,
6. Malago - Polynessian: kris, paddy, orange.
7. Russian: samovar, steppe, vodka, kvass, troika, sputnik, presidium, soviet, czar, pogrom, bolshevik, commissar, perestroika [5, 59].

Translation, as a field of communication is considered to be a highly tolerable “society”. Apparently, translators are professionals in cross- cultural communication due to the necessity of their immersion into the foreign language culture during translation. The translator is to facilitate the transfer of cultural elements from one language into another in order to create an equivalent response from the receivers, as differences between cultures may cause more severe complications for the translator than differences in language structure [23,13]. Newmark (1988) classifies cultural words as follows: 1) ecology: flora, fauna, hills, winds, plains; 2) material culture: food, clothes, houses and towns, transport; 3) social culture: work and leisure; 4) organizations, customs, administrative, religious, artistic; 5) gestures and habits [22].

Culturally bound words denominate concepts, notions that do not exist in the target culture, language. In written translations the words are explained in footnotes, parenthesis, and commentaries. The existence causes of the equivalent-lacking words can be various:

- 1) extralinguistic: lack of a similar thing in the target culture;
- 2) lexical: lack of a corresponding one-word name for a thing in the target language;
- 3) stylistic: difference in connotations.

Deep knowledge of the target language's culture is a must for a translator: one does not translate only words, but translates experiences and culture.

Practical assignments:

- 1. Translate the following text into Romanian

What if creating transistors were as easy as printing the New York Times? In that world, abundant, cheap and flexible electronics could be embedded in countless every-day objects. Manufacturers would use fewer pollutants, gadgets would contain more recyclable materials, and computers would cost less. That's exactly what Silicon Valley startup Rolltronics Corporation and its partner, Iowa Thin Film Technologies, envision. The two companies recently demonstrated the world's first working silicon transistors made using a radical new "roll-to-roll" manufacturing technique. In this process, a continuous sheet of flexible polymer is unrolled from one spool, covered with circuit-board-like patterns of silicon, and collected on another spool. The advance, its proponents say, could speed implementation of devices such as cheaper desktop displays and flexible electronic paper. "We're working toward something that could be very beneficial to people," says Frank Jeffrey, president of Ames, IA-based Iowa Thin Film. The company, which receives funds from Rolltronics to pursue the development of its roll-to-roll processing technology, has manufactured Rolltronics' first working transistor. "I consider it a great accomplishment," Jeffrey says.

Rolltronics, based in Menlo Park, CA, is planning new company divisions to incorporate flexible, roll-to-roll electronics into radio-frequency ID tags, digital X-ray detector panels, biometric sensors and backplanes, the layers of electronics that control the pixels in active-matrix displays. "Each of these could be a multi-billion-dollar market," says Rolltronics CEO Michael Sauvante. "Right now, we are

an R&D company, but very shortly we could be a full-fledged production company."

2. Here is a letter which includes examples of translator's false friends units. Write the correct words in the given spaces. You may need to change some of the structures around TFF.

Ion Creanga street,
Apartment 5,
2065, Chişinău,
Moldova (Republic of).
December, 2009.

Dear student,

Firstly, congratulations on the birth of your son, I'm sure he will push (1) _____ his father!

Here is my news. Yesterday I ate 4 French breads (2) _____ and got intoxicated (3) _____! I felt exquisite (4) _____ and needed to get a receipt (5) _____ from the doctor. There have been a lot of black outs (6) _____ here recently. I was standing at the balcony (7) _____ in a shop when the lights went out. Luckily I was on the fourth pavement (8) _____ of the shopping (9) _____ and not in the parking (10) _____! I was buying a fantasy (11) _____ for the carnival; it was very expensive so I decided to parcel (12) _____ it.

Have you heard about the banker's son who has been patronising (13) _____ drug traffickers (14) _____, he must be very ingenious (15) _____ if he thinks the leopard will change its spots!. They'll probably only catch the criminal when his crimes have prescribed (16) _____, it's an absurd (17) _____!.

I hear that you have invented _____ (18) to course (19) _____ Engineering at university. It's sometimes difficult to find actualized (20) _____ books, but I'm sure you'll pass with facility (21) _____ and then we'll commemorate (22) _____!.

Have you been assisting (23) _____ the new novel (24) _____ on television? I think the artists (25) _____ are very good. I must remember to check

in the journal (26) _____ and see what time the program (27) _____ starts.

Did you hear about that French man who was able to walk in spite of being paralyzed? Scientists are doing experiences (28) _____, and if they are successful it will help thousands of deficient (29) _____.

Being a stranger (30) _____ in Brazil does have some disadvantages. Last weekend I went to the jockey (31) _____. I decided to bet on all the horses from the same harness (32) _____, but the problem was that I couldn't understand a word the commentator was saying, I thought he was speaking in a different idiom (33) _____. Finally, one of the jockeys I bet on won with category (34) _____ and I collected my winnings.

Everything's going well at work and the company has increased its receipt (35) _____. I'm being transferred to work in a new branch; the inauguration (36)

_____ is next week. I'm anxious (37) _____ to meet my new boss and am happy to hear that she is simple (38) _____, expert (39) _____ and obstinate (40) _____, which will be much better than my last boss who was rigorous (41) _____ and and rude (42) _____! I was supposed to have started there last week, but the date has been remarked (43) _____ for next Monday.

I've been keeping fit. I get up early every day, put on my jogging (44) _____ and go jogging. I also like dancing to my favourite discos (45) _____ at home. I have to finish now because after having a cafe (46) _____, I'm going out to reveal (47) _____ some photos and do gymnastics (48) _____ at my keep fit centre. Later I have a compromise (49) _____ to meet John.

Best wishes,
Ann

P.S. Here's some good news to finish with! At least the transit (50) _____ has improved in the city lately.

3. Read the following excerpt from *In Other Words* by Mona Baker. Identify examples of situations like the below mentioned in your native language.

Once a word or expression is borrowed into a language, we cannot predict or control its development or the additional meanings it might or might not take on. Some false friends are easy to spot because the difference in their meanings is so great that only a very inexperienced translator is likely to be unaware of it. The average Japanese translator is not likely to confuse an 26 In other words English feminist with a Japanese feminist (feminist in Japanese is usually used to describe a

man who is excessively soft with women). An inexperienced French or German translator may, however, confuse English sensible with German sensibel (meaning 'sensitive'), or English sympathetic with French sympathique (meaning 'nice/likeable').[1, p.25-26].

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