Text Type in Translation

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Text Type in Translation

- It claims and properly assess the status of text type in the translation process.

  How to claims and properly assess the status of text type in the translation process?

Example:

She ***woke*** at mid night. She always ***woke up*** then without having to rely on an alarm clock. A wish that had taken root in her ***awoke*** her with great accuracy. For a few moments she was not sure she was ***awake***.

   Habit ***woke*** her at this hour. It was an old habit she had developed when young and it had stayed with her as she matured. She had learned it along with the other rules of married life. She ***woke up*** at midnight to wait her husband's return from his evening's entertainment. . .

Standards of Textuality

- What strikes you as interesting about the repetition of *woke, woke up,*etc?(**Cohesion**)

- How does this repetition help to sustain the narrative threading its way through the text?(**Coherence**)

- What do you think is intended by the repetition?(**Intentionality**)

- Can this function be appreciated for what it is by the average reader of the text?(**Acceptability**)

- Is it normal and expected, or dynamic and unexpected?(**Informativity**)

- What aspect of social life does the repetition underscore?(**Situationality**)

- Does this kind of language, scene, etc., remind you of other texts? Does it sound like an argument, an explaination, a narrative, etc?(**Intertextuality**)

MARKEDNESS

- Referred to variously under such labels as textual salience and dynamism.

Intermezzo before We in

- Dealing with *markedness* and *equivalence* from a text-linguistic point of view, specifically as a reader, the translator tends to move backwards and forwards between what may be called *'Reader Supplied Information'* at one end and *Information 'supplied by the text'* (Text-Based Information) at the other.

TEXT-BASED INFORMATION

- The text-based information is all information which can be found in a text (translation field).

- Actually 'Text-based information' focuses on **'form** or **content'** which concretely present in the text.

We will directly show the example

- *Through Lebanese satellite's channels and newspapers we acknowledge and always emphasize the unity of the Lebanese and the Syrian tracks [. . .]*

(Al-Watan 1999)

- This is the result of translating from Arabic language to English language

- From the example, the words *satellite's channels and newspapers* are terms which can't be taken literally.

- Here, the translator is concerned with 'what the media are saying'. An area of **content** which physically present in the ST is simply not relevant to what is intended.

- The problem is in how the readers the interpreting those words. Therefore, it will relates to reader-supplied information.

READER-SUPPLIED INFORMATION

- Reader-supplied information is the information (knowledge) which can support readers in understanding particular terms.

- Reader-supplied information focuses on linguistic competence that readers have. So it relates to syntactic or semantic.

- Economic status, education, knowledge and beliefs are variables which really influence the readers ability in understanding a text.

- Actually what the reader supplies to understand a text would certainly relate to content and knowledge of grammar and the semantics of words such as *satellite's channels and newspapers.*

TEXT TYPOLOGY

Texts are now classified on the basis of a 'predominant contextual focus'

e.g. Expository, argumentative, or instructional texts

to confront the difficult issue of text hybridization.

Example:

It was the tension between the Blacks and Jewish communities in New York which ended in bloodshed in yesterday's clashes *that* glaringly exposed how precarious the relations are between the two groups.

In this example, there are two points to make about this case of hybridization

→ the evaluativeness

→ the presence of evaluative material

Contextual focus → multi-functionality → weakness of the text type

Text typologies → the view that language use beyond the sentence may helpfully be seen in terms of rhetorical purpose (e.g. Exposition, argumentation, instruction)

Text typology → normally served in any act of   communication