Universitatea *Transilvania* din Braşov

HABILITATION THESIS

TRANSLATION AND COMMUNICATION

ENDEAVOURS ACROSS DISCIPLINES, LANGUAGES AND CULTURES

Domain: Philology

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CONTENTS

(A) REZUMAT

Teza de abilitare intitulată *Translation and Communication. Endeavours across Disciplines, Languages and Cultures* cuprinde, în prima parte (B-i), o prezentare a parcursului activității academice a autoarei și planul de dezvoltare a carierei profesionale, în cea de-a doua parte (B-ii).

Partea întâi prezintă succint problematica tratată în teza de doctorat, intitulată *Valenţele expresive ale concentrării limbajului*, din considerente legate de relevanţa acesteia în cercetarea ulterioară. Înlăturând graniţa dintre stilistica lingvistică şi cea literară, teza de doctorat examinează procedeele stilistice reductive şi valoarea lor estetică, demonstrând calitatea limbajului de a deveni expresiv prin reducere lexicală, prin prezenţa compensatorie a unor mijloace de substituire lexicală sau prin elipsă.

Activitatea mea academică după obţinerea titlului de doctor în Filologie s-a concentrat, cu precădere, asupra Traductologiei, principalul domeniu al preocupărilor mele ştiinţifice şi didactice. O temă adesea abordată în cadrul cercetării traductologice o constituie transferul interlingvistic și intercultural al mijloacelor de concentrare a limbajului în virtutea expresivităţii. Astfel, cercetării doctorale i-a fost adăugată dimensiunea comparativ-contrastivă, cu relevanță în traducerea textelor literare în și din limba engleză. Deşi interesul meu pentru astfel de abordări s-au manifestat, cu pregnanţă, în timpul cercetării din perioada doctoratului, stilistica şi traductologia s-au întrepătruns pe parcursul întregii mele cariere. Cel mai recent studiu despre traducerea unor mijloace lingvistice concomitent reductive şi stilistice a fost acceptat, spre publicare, în primul număr din 2017 al revistei *Meta: The Translator's Journal*. Importanța pe care o atribui, în general, analizei sistematice contrastive a mecanismelor limbii generatoare de valori stilistice sau retorice ţine nu doar de adecvarea primară a traducerii, la nivel microcontextual, ci are impact major asupra macrocontextului discursului-ţintă la nivel semantic, comunicativ și emoţional.

Cel de-al doilea capitol, cel mai cuprinzător, porneşte de la caracterul inerent interdisciplinar al traductologiei, expunând apoi, în cinci subcapitole structurate tematic, pe interdisciplinaritatea cercetării autoarei, următoarele teme: traductologia şi stilistica; traductologia şi lingvistica

corpusului; echivalența în traducere și lingvistica contrastivă; traducere și comunicare profesională; traducere, corpus și achiziția limbii.

Subcapitolul cel mai important și reprezentativ pentru cercetarea mea, atât actuală, cât și viitoare, se înscrie în zona de interes a traductologiei și a lingvisticii corpusului, discipline a căror asociere a condus la formarea unei direcții de cercetare relativ noi și emergente în contextul cercetării traductologice din România – **traducerea pe bază de corpus**. După prezentarea celor două arii de studiu ale domeniului, cea teoretică, descriptivă și cea aplicativă, subcapitolul argumentează superioritatea adoptării demersurilor metodologice ale lingvisticii corpusului în traductologie, care se datorează posibilității de a genera date cantitative de proporții. Acestea, urmate de analiza de tip calitativ, au potențialul de a crea noi perspective asupra domeniului traductologiei. Cercetarea pe care am întreprins-o în ultimii ani în domeniul traductologiei pe bază de corpus a avut ca scop principal investigarea limbii române ca limbă-țintă, fiind încadrată în proiecte în care au fost angrenați colegi de departament și studenți masteranzi. Contribuția mea la dezvoltarea în perspectivă a acestui domeniu s-a concretizat și prin introducerea unui curs opțional la masteratul de cercetare: *Studii lingvistice pentru comunicare interculturală,* publicarea cursului aferent, a unei monografii la Editura Institutul European (în colecția Traductologie) și a câtorva studii.

Un alt subcapitol este dedicat asocierii dintre traductologie și lingvistica contrastivă, concentrându-se asupra aspectelor contrastive dintre două limbi în raport cu echivalența în traducere, a cărei realizare este condiționată, cel puțin parțial, de elementele contrastive. În abordarea problemei echivalenței se pune accentul pe identificarea corespondențelor în traducere, atunci când diferențele structurale dintre limbile engleză și română afectează transferul valorilor comunicative ale textului-sursă. Acest aspect presupune adesea ca traducătorul să recurgă la mijloace compensatorii proprii limbii-țintă, unele dintre acestea fiind prezentate așa cum au rezultat din studii proprii.

În următorul subcapitol sunt tratate aspecte ale traducerii în contexte profesionale, când comunicarea interculturală implică traducerea textelor care conțin limbaje de specialitate. Sunt prezentate aici câteva metode propuse în sprijinul unei astfel de comunicări prin crearea de către traducători a unor corpusuri specializate și accesarea lor cu mijloace electronice.

Preocuparea pentru revitalizarea traducerii ca metodă alternativă de achiziție a limbii s-a concretizat prin realizarea mai multor studii, dintre care, cele mai recente, prezentate în teza de

față, propun perfecționarea metodicii de predare și învățare a limbilor străine cu ajutorul traducerii și al corpusurilor paralele. După cum am argumentat în textul tezei, adaptate nevoilor contextului educațional, aceste corpusuri procesate automat pot contribui, în mod substanțial, atât la achiziția limbii, cât și la creșterea calității traducerilor, oferind posibilitatea de a extrage nu doar concordanțe lexicale, ci și informații la toate nivelurile lingvistice. Contrar opiniei majorității lingviștilor în domeniu, conform căreia achiziția limbii prin traducere nu favorizează dezvoltarea abilităților de comunicare, superioritatea corpusurilor paralele ca resurse de învățare a unei limbi străine constă tocmai în posibilitatea de a oferi elemente esențiale dezvoltării competențelor de comunicare: contexte autentice și o perspectivă comparativă asupra limbii.

Cercetarea în domeniul formării traducătorilor constituie subiectul unui capitol distinct, ocupând un loc important atât în planul activității mele științifice, cât și în cel al proceselor educaționale. Cercetarea din ultimii ani, întreprinsă pe baza corpusurilor de traduceri ale studenților, mi-a oferit prioritar ocazia de a testa metodologia lingvisticii corpusului, dar a și contribuit în mod esențial la îmbunătățirea metodelor didactice de formare a traducătorilor. Vizând, de asemenea, formarea traducătorilor, un alt capitol prezintă lucrările care tratează traducerea dintr-o dublă perspectivă, ca proces și ca produs, concentrându-se asupra unor aspecte ale procesului de traducere cu impact important asupra optimizării produsului, a calității textului-țintă.

Activitatea didactică este descrisă în detaliu în Capitolul 5 al prezentei teze, indicând complementaritatea acesteia cu cercetarea și modul în care cele două componente ale activității mele se sprijină reciproc. Capitolul 6 expune alte activități academice apreciabile, precum: diseminarea, recunoașterea cercetării, organizarea unor evenimente științifice de larg interes.

Planurile de dezvoltare a carierei profesionale pe care le-am prezentat în partea B-ii oferă o imagine a proiectelor mele în derulare și a celor pe care intenționez să le dezvolt în continuare. Fără intenția de a limita aria preocupărilor mele academice, găsesc deosebit de oportună deschiderea pe care o oferă studiul traducerilor pe bază de corpus. Fiind un domeniu mai puțin explorat la noi în țară și cu perspective promițătoare atât în plan teoretic, cât și aplicativ, susțin necesitatea dezvoltării lui și formarea de tineri cercetători în domeniu, pentru a se asigura continuitatea în ceea ce privește demersurile traductologice.

SUMMARY

The habilitation thesis entitled *Translation and Communication. Endeavours across Disciplines, Languages and Cultures* comprises an outline of my academic activity, focussing particularly on the period after earning the PhD degree. It consists of two main parts presenting my scientific achievements, as well as an account of my educational activities (B-i), and the plans for the future development of my academic career (B-ii).

Part B-i emerges with a brief presentation of my doctoral research, in the first chapter, considering its relevance for my subsequent scientific work. The doctoral thesis, titled *Expressiveness of Linguistic Compression*, falls within the scope of linguistic and literary stylistics and deals with expressiveness generated or enhanced by virtue of lexical reduction and the use of language means to compensate for lexical scarcity or ellipsis.

My academic activity after earning the PhD degree has been chiefly oriented towards Translation Studies, which is the main field of both my scientific and my educational concerns. An important part of the translational research has addressed problems related to the inter-linguistic and intercultural transfer of compressed language devices generating expressiveness. Thereby, the doctoral research has been extended to comparative issues relevant in translating between English and Romanian. The comparative-contrastive approaches were adopted as early as the doctoral research, but Stylistics and Translation Studies have intermingled throughout my scientific activity. The latest paper in the joint disciplines was accepted for publication in *Meta: The Translator's Journal* (62:1) in 2017. The systematic comparative analysis of some linguistic means generating expressiveness marked not only my research, but also my didactic undertakings in the area of Translation Studies, enabling in-depth investigations of such expressive language means as relevant in translation and translator training. I argue that they primarily operate at microcontextual level especially in literary discourse types, further impacting the macrocontext of the target language text semantically, communicatively and emotionally.

The second and most comprising chapter is conceived so as to display the interdisciplinary nature of Translation Studies in general and of my research in Translation Studies in particular. Thus, the association in my research between Translation Studies and other related disciplines is

presented in five subchapters following a thematic structure: Translation Studies and Stylistics; Translation Studies and Corpus Linguistics; Translation Studies and Contrastive Linguistics; Translation and Professional Communication; Translation, Corpora and Language Acquisition.

The most substantial subchapter delves into the partnership of Corpus Linguistics with Translation Studies, which brought about the creation of Corpus-based Translation Studies, a relatively new discipline and an emerging one in the Romanian research community. The presentation of the two study areas of Corpus-based Translation Studies, the theoretical one and the applied one, are followed by my argument for resorting to corpus methodology in Translation Studies. It rests on the potential of this methodology to generate automated and large-scale quantitative data to be analyzed qualitatively and possibly bring to the fore new perspectives in the discipline of Translation Studies. Primarily aiming at testing the methodology with Romanian translational corpora, I have initiated a few projects with fellow researchers and graduate students at my host department, but I have also introduced the discipline Corpus-based Translation Studies as elective course to second year graduate students and published a course book to support it. Additionally, I published a monograph on the topic of Corpus-based Translation Studies, the first of the kind in Romania (Institutul European Publishing House, Translation Studies Series) and a number of scientific papers.

Another subchapter starts by accounting for the natural link between Contrastive Linguistics and translation as a necessary means to assist interlingual and intercultural transfer. It then exposes the matter of contrastiveness between two languages as it relates to translation equivalence, determining its level of achievement. The problem of equivalence is discussed with emphasis on the challenges posed by finding translation correspondences when the structural differences between English and Romanian affect the transfer of the communicative value embedded in the source language message. This oftentimes entails the use of compensating target language mechanisms, some of which are herein presented as resulted from my studies.

Aspects of translation in professional environments requiring the use of specialized language registers have also been touched upon, suggesting some novel methods to employ corpora with a view to enhancing intercultural communication through translation in various specialized language contexts.

Translation, corpora and language acquisition is the section accounting for my involvement in revitalizing translation among the methods used for language acquisition by employing corpora.

If tailored or selected so as to fit the particular learning needs, especially parallel corpora and the incorporated electronic tools can enhance not only the translation performance, but also enable learners to handily retrieve and acquire language data beyond the lexical level. As I attempt to demonstrate, contratry to the prevailing scholarly belief that language acquisition through translation prevents the learners from developing communication skills, the superiority of corpora as resources for learners as compared to traditional ones, rests on their exhibiting authentic contextualization and offering a comparative perspective, which are essential for the acquisition of communicative abilities in a foreign language.

My research in the area of translator training is pesented in a distinct chapter (3) and has important bearing both upon my scientific and my didactic activity. On the one hand, it provided me with precious opportunities to test the corpus-based methodolodgy and, on the other hand, to work on the improvement of my teaching methods. Also related to my translator training endeavours, translation has been approached from a dual perspective, as process and as product. Chapter 4 describes some views addressing especially the pre- and post-stages of the translation process, impacting the optimal end product, the quality of the target language text.

My overall educational activity is further described in Chpater 5 of this thesis, which indicates its consistency with a considerable extent of my research, the two academic areas being complementary and mutually supporting. This chapter also pinpoints other related academic activities, such as research dissemination and recognition, as well as managerial duties.

The development plans I have drafted in part B-ii of this habilitation thesis provide an image of my committments for upcoming academic activities. Without limiting the range of possible future undertakings, roughly speaking, I view Corpus-based Translation Studies the research area that opens up manifold perspectives both in its theoretical and applied facets, thus providing fertile research material for valuable and long-term engagement and highly promising projects for myself and for my future doctoral students.

(B) - SCIENTIFIC AND PROFESSIONAL ACHIEVEMENTS AND EVOLUTION. CAREER DEVELOPMENT PLANS

Introduction

The habilitation thesis entitled *Translation and Communication. Endeavours across Disciplines, Languages and Cultures* presents, in part B-i, a synthetic overview of my twenty-year-long academic activity at the Faculty of Letters, at Transilvania University of Brașov, focusing on the period after earning the PhD degree. The scientific activity occupies the fore position in this thesis and is chiefly described in terms of topics, methodologies and results, as well as its interdisciplinary character, highlighting the importance that I have attached to identify research niches so as to provide my scientific work with novel and original contributions. This part also indicates the way in which the research integrates in and relates to the national and international state-of-the-art in my fields of interest. An account of my educational activities completes this professional review, along with other undertakings inherent to academic work.

Overall, this habilitation thesis acts as argument in favour of the relevance of my research due to its theoretical, conceptual and methodological contributions, the results stemming from empirical studies, its novelty and its coherent link with my educational activities, all of which serving as solid ground for the development of my future academic career. The thesis outlines, in part B-ii, the main paths to pursue – individually, in research teams and with doctoral students – while intending to continue the research undertaken so far, to enrich its perspectives and to extend its outreach by approaching other topical scientific subjects, thereby envisaging to make notable contributions to the scientific areas I am involved in.

(B-i) - SCIENTIFIC AND PROFESSIONAL ACHIEVEMENTS AND EVOLUTION

This part of the habilitation thesis is chiefly aimed at presenting the research activities and their results as they are reflected in the publications – articles, books, book chapters and course books –, or as they were presented at conferences. Focus is also laid on the way this research impacts the student training activity, providing my academic career with a highly beneficial intertwining between its two major components: research and teaching. As far as the work with the learners is concerned, an important part is played by the research-oriented activities in which they have been constantly involved, which contributes essentially to the development of their abilities to embark upon scientific activities.

The research areas that I have mainly and constantly pursued subscribe the broader fields of Translation Studies and Stylistics. Throughout a significant part of my research, these two domains have mutually and convergently benefitted from the other's resources and methodologies. This is mirrored in a number of publications presented as the following chapters unfold.

CHAPTER 1 – THE PhD THESIS

Considering that part of my scientific activity is related to the doctoral research, which has triggered fairly substantial subsequent research, a brief presentation of my PhD dissertation is necessary at this initial point.

The doctoral thesis, titled *Expressiveness of Linguistic Compression*, falls within the scope of linguistic and literary stylistics. It deals with expressiveness generated or enhanced by virtue of lexical reduction and the use of language means to compensate for lexical scarcity or ellipsis. Starting from the previous scientific results in the field, the investigation aimed at identifying the linguistic means of compression and the stylistic value they acquire in fictional work.

The introductory chapter of the doctoral thesis comprises a diachronic review of the literature referring to compressed language means in the context of world literature, from antiquity and up to contemporary times. The main stylistic device of compression is ellipsis defined as the absence of a linguistic element which becomes expressive when it is the result of an intentional act on the part of the creator, having a definite role in generating meaning and/or stylistic effect.

The five main chapters are, in turns, dedicated to the analysis of compressed language in the noun phrase, the verb phrase, at simple and complex sentence level, by lexical and non-verbal means of expression.

One of the most significant means of compression is the conversion of word classes, a device which implies the joint occurrence of the features of both word classes in contact within one lexical item. Considering the stylistic values they exhibit, the most resourceful types of conversion identified in the noun phrase are adjectivization, re-adjectivization and nominalization. The prevailing types of conversion within the verb phrase are the creation of adverbs and verbs from words originally belonging to other grammatical classes. The conversion of lexical items into verbs proved to be the most innovative procedure.

The chapter dedicated to lexical compression devotes its initial section to the investigation of lexical innovation. The creation of a word is grounded on an existing one, the structure of which

is altered so as to acquire additional semantic content. The mimologisms can take the form of compressed phrases, emerging from the combination of two classes: onomatopoeia and interjection. The compression by means of deviation from language norms and ungrammatical language oftentimes results from providing a word with the morphological features of another.

The study of non-verbal means of compression first entailed the analysis of punctuation. The fact that the use of punctuation marks in poetry does not always comply with the norms of standard language has the quality of enriching the message with semantic and aesthetic content when the words are deemed insufficient. In modern poetry especially, punctuation has lost its role of clarification. On the contrary, it often creates ambiguity, thereby broadening the realm of possible interpretations. The non-verbal means of expression can also address synesthesia, visual, auditory or olfactory perception, thus stimulating the receiver's imagination and emotional involvement. The harmonious combination of the art of wording with music, and even visual arts (painting, graphic representations) governed the analysis of the external form, the structure of poetry, which plays a crucial role in constructing the overall meaning.

The analysis of the means of linguistic compression aimed at reconsidering and updating the inventory of some devices, the occurrence of which date back since the antique world and which have been present throughout the history of poetic creation. By joining elements of linguistic and literary stylistics, this thesis provides a substantial and original account of the reductive devices and their stylistic value, an area of stylistics that has been scarcely investigated so far.

After defending the PhD thesis at *Lucian Blaga* University of Sibiu, in 2006, and earning the PhD degree (Magna cum laude), the virtue of linguistic means to generate expressiveness has remained among my topics of scientific interest. The book *Valenţele expresive ale concentrării expresiei* (Transilvania University Publishing House, 285 pp., ISBN: 978-973-598-988-0), published in 2011, is based on the doctoral thesis, and represents a refined monograph of linguistic means generating stylistic value. Below is an account of the scientific papers directly related to my doctoral research, which were published and/ or presented at national or international conferences:

> Arhire, Mona. 2002. *Aspecte ale concentrării expresiei*, First national inter-university scientific session, *Lucian Blaga* University of Sibiu.

Arhire, Mona. 2004. *Expressiveness by Means of Compression*, in Marinela Burada (ed.) ”Conference on British and American Studies”, Brașov: Transilvania University Publishing House, pp. 5-9, ISBN 973-635-300-1.

Arhire, Mona. 2005. *Concentrarea limbajului ca sursă a expresivităţii*, in ”Academia Română - Anuarul Institutului de Cercetari Socio-umane Sibiu”, XII, Romanian Academy Publishing House, pp. 89-101, ISSN 1223-1088.

Arhire, Mona. 2006. *Concentrarea expresivă a grupului nominal prin schimbarea clasei gramaticale,* in Liliana Coposescu (ed.) ”Studii socio-lingvistice”, Brașov: Transilvania   University Publishing House, pp. 3-9, ISBN (10) 973-635-801-1; ISBN (13)978-973- 635-801-2.

Arhire, Mona. 2007. *Stilistica conversiei în cadrul grupului verbal*, Al 7-lea Colocviu al catedrei de limba   română - Limba română. Dinamica sincronică, dinamica diacronică, dinamica interpretării, University of Bucharest, 7-8 December 2007.

Arhire, Mona. 2007. *Concentrarea expesiei prin sintaxa paratactica*, in ”Academia Română - Anuarul Institutului de Cercetari Socio-umane Sibiu”, Romanian Academy Publishing House, pp. 213-224, ISSN 12231088.

Arhire, Mona. 2007. *Modurile nepredicative ale verbului din perspectiva concentrării expresiei* in ”Annales Universitatis Apulensis”, Series Philologica No. 8, ”1 Decembrie 1918” University of Alba Iulia, pp. 212-219, ISSN 1582-5523.

My interest in linguistic and literary means of compression extends beyond the doctoral research. The quality of the poetic language to generate enhanced expressiveness by virtue of lexical reduction is a topic of a paper published more recently:

Arhire, Mona. 2012. *On the Power of Silence over Words*, in Ileana Ghemes (ed.) ”Annales Universitatis Apulensis”, Series Philologica 13/2/2012, ”1 Decembrie 1918” University of Alba Iulia, pp. 419-426, ISSN 1582-5523, CEEOL.

The starting point in this study was the scholarly assertion that poetic wealth does not stem from the amount of words, but rather from the skilled and original selection thereof. The diachronic

approach to the reductive ways of expression offers insight into the history of the so-called 'minus procedures' throughout the history of world literature, starting from the antiquity and continuing up to the modern literary world. Silence, a key-component of reductive devices, occurs in various hypostases in which it displays undisputed power over words. An absence in the poetic discourse makes up for the scarcity of words and is able to express the ineffable. Beside its strength to offer multiple semantic options to a given message, silence embeds a significant load of mystery and emotional content, fostering the artistic and esthetic virtues of a text.

Silence has been classified according to the various facets that it can take. This lacuna (here with positive meaning) sometimes becomes the most precious element of language. In contrast to words, which are considered ephemeral and limited in the semantic range they can open up to, silence is infinite and always new, thus superior to the lexical units from the viewpoint of expressiveness.

A variety of silence types has been identified, ranging from the empty, redundant silence to the paradoxically 'yelling' silence. The typological variety pertaining to silence must be more abundant than that of rhetoric since the interpretation of silence involves creative power and is free of the semantic constraints set by words.

The scholarly work has called instances of communication that comprise figures of speech entailing reduction, including silence, by several names: concise, condensed, dense, rich, compressed or concentrated language, which was looked at throughout the language registers and styles. However, it is the poetic language where reduction is beneficial, as compared to other genres using more common language and possibly being negatively affected by the ambiguity that the condensed language generates. Compression in informative or prescriptive discourse types stem from engaging the economy of speech principle. This may be an discoursal advantage when it confers accuracy, concision and clarity to messages.

CHAPTER 2 – TRANSLATION STUDIES: INTERDISCIPLINARY APPROACHES

My overall academic activity has engaged, to a large extent, interdisciplinary approaches that were challenged by the novel possibilities offered by adopting joint methodologies in research and teaching alike. This chapter outlines my scientific work in Translation Studies displayed in sections organized according to its partnership with other disciplines. Undoubtedly, the feature of interdisciplinarity defining my academic work is favoured by the interdisciplinary nature of Translation Studies as such. Yet, interdisciplinary approaches can be traced in the other chapters of this thesis whether describing research undertakings or educational ones.

Attempting to provide an orderly vision of Translation Studies as interdiscipline, I advanced some considerations in a chapter of a book dedicated to the broader topic of inter- and cross-disciplinary approaches to the English Language:

> Arhire, Mona. 2011. *On the Interdisciplinary Nature of Corpus-Based Translation Studies*, in Teodora Popescu, Rodica Pioariu and Crina Herţeg (eds.) "Cross-Disciplinary Approaches to the English Language: Theory and Practice", Newcastele upon Tyne: Cambridge Scholars Publishing, pp. 5-18. ISBN (10): 1-4438-3389-4, ISBN (13): 978-1-4438-3389-9.

The chapter proposes a distinction between internal and external interdisciplinarity of Translation Studies in general, and focusses then on the emergence and development of Corpus-based Translation Studies due to the prolific engagement of several disciplines. It advocates that the denomination of *internal interdisciplinarity* could be used to refer to the relation of Translation Studies with other disciplines pertaining to the wide areas of language and literary studies in which it is itself integrated, such as: Applied Linguistics, Contrastive Linguistics, Intercultural Communication, Literary and Cultural Studies, Discourse Analysis, Stylistics, Pragmatics, Lexicography, Terminology, *etc.*

External interdisciplinarity is to be considered, I suggest, from two distinct angles: First i) the inherent connection of Translation Studies with potentially all the areas of life and thus with an

unlimited range of content knowledge. This is due to the fact that texts exhibiting some communicative or aesthetic value, from any field will be subject to intercultural transfer. This makes of Translation Studies a genuine melting pot of disciplines since it naturally interferes with remote standing disciplines and since the bulk of translation work does not lie within the field of language and literary studies. Second, ii) the necessary partnership of Translation Studies with the field of computer science links it to disciplines, such as (electronic) Corpus Linguistics, Computational Linguistics, and Computer-based Contrastive Analysis.

The following subchapters are conceived so as to present the interdisciplinary dimension of my own research in the field of Translation Studies.

2.1 TRANSLATION STUDIES AND STYLISTICS

The translational research I have undertaken has addressed, in various manners, issues related to the translation of compressed or elliptical language mechanisms generating stylistic value. Thereby, the doctoral research has been extended to comparative issues relevant in the translation between English and Romanian. The comparative-contrastive stance was adopted as early as the doctoral research and is still representative in my scientific work.

The translation of elliptical cohesive and, simultaneously, stylistic devices is one of the topics approached. Cohesion, as one of the main features of discourse, has been a point of extensive discussion in the literature with special focus on the mechanisms that generate it, but also from the point of view of its equivalence in translation. The communicative value of a translated text, as discourse, is partly supported or enhanced by its cohesive texture.

As Newmark claims, "the topic of cohesion […] has always appeared […] the most useful constituent of discourse analysis or text linguistics applicable to translation" (1987: 295). A chief concern of translators lies in generating cohesive target language versions of source language texts. Considering the importance of cohesion in the language pair involved in translating, the translator's contrastive knowledge should address issues related to the mechanisms of cohesion. In this respect, Baker indicates that [t]he translator need only be aware that there are different devices in different languages for creating texture and that the text hangs together by virtue of the semantic and structural relationships that hold between its elements (Baker 1992: 188).

The fact that languages possesses distinct sets of cohesive devices and means for the creation of cohesive harmony (Hasan 1984) and bonding patterns (Hoey 1991) has been further discussed by Blum-Kulka, who argues that "the process of translation necessarily entails shifts both in textual and discoursal relationships" (1986: 18). Schäffner (2002) also discusses implicit shifts in the translation of cohesive devices, and Larson claims that, if translated one-for-one, cohesive devices would almost certainly distort the intended meaning of the source text (Larson 1984). Furthermore, "equivalence may not even be a desirable criterion" (Trosborg 2002: 42) and the modifications of formal links in translation might affect the narrative function of the text (van Leuven-Zwart 1990).

Such scholarly consensus as concerns the differences in the manifestation of cohesive devices in different languages is supported by contrastive studies of cohesive devices with regard to a number of language pairs, such as English and Korean (Kirk 2005), English and Chinese (Wu 2014), English and Hebrew (Shlesinger 1995). Little research has been undertaken though on the topic of cohesive devices from a contrastive perspective in the language pair English and Romanian. An example is the study based on RoTC, the Romanian Translational Corpus, which examined ellipsis in translated and non-translated texts. It also confirmed the research team's hypothesis about to the occurrence of explicitation and the impact of the anaphoric zero article on the translational language (Ilisei, Mihăilă et al. 2011).

The translation from English into Romanian of situational ellipsis in James Ellroy's White Jazz, as a marginal device among others is tackled by two Romanian translators and researchers. They found that structural differences between the two languages prevented them from providing an equivalent to ellipsis. In such cases, they compensated for potential losses by opting for paraphrase (Protopopescu and Vișan 2008).

A rather small-scale study of mine presents an analysis of ellipsis both as a figure of speech and as a means of compression in the informal language, in terms of its translatability:

> Arhire, Mona. 2003. *The Translation of Ellipsis*, in Marinela Burada (ed.) "Conference on English and American Studies", Brașov: Transilvania University Publishing House, pp. 145-152, ISBN 973-635-240-4.

The analysis implies an investigation of the purposes for resorting to ellipsis, its possible substitutes and equivalents, as well as the problem of gains and losses in translation. Ambiguity

created by means of ellipsis is also considered together with ways to transfer it from a source language to a target language. The analysis proper provides examples of ellipsis, with possibilities of translation, on grounds of its classification into partial versus full ellipsis (Toolan 1998: 26). The investigation confirmed that the translation of ellipsis (or full ellipsis) and substitution (or partial ellipsis) from English into Romanian cannot follow precise rules, but particular assessment tools and translation strategies need to be applied according to each situation. The pronouns *one* and *ones*, which are prevalent substitutes in English, cannot always be translated by their primary Romanian equivalents *unul* and *unii*, but repetition is preferred. The same solution is usually adequate for the translation of English auxiliary verbs into Romanian, which are heavily used as substitutes.

These rather general findings called for a more in-depth, systematic and large-scale investigation of the virtue of compressed language to create expressiveness. The account of such a study based on a corpus involving the translational Romanian language proved of international interest and was accepted for publication in the reputed Canadian review *Meta: Translator's Journal*:

> Arhire, Mona. 2017**.** *Cohesive Devices in Translator Training: A Study based on a Translational Learner Corpus*, in "Meta: Translator's Journal", 62:1, ISSN 1492-1421, ISI Arts and Humanities Citation Index, Ebsco, IBZ, IBR, ERIH PLUS, Ulrich's, Scopus.

This study engages the most common translation universals, namely explicitation, simplification, neutralization and levelling out. From among them, explicitation and neutralization proved to be the universals most frequent employed in translation. The conclusions based on the contrastive analysis of an English source language and its translation into Romanian highlights a mismatch between elliptical devices in English and Romanian and the need for means of compensation in order to avoid losses at stylistic level.

In more precise terms, the paper examines some elliptical cohesive devices in a corpus of master's students' translations, focusing on the translatability of ellipsis, substitution and reference when they are enriched with stylistic, sociolectal and rhetorical values.

The original contribution of my investigation presented in this paper is threefold:

(i) Firstly, it lies in the insights that it offers into contrastive aspects of cohesive devices between English and Romanian, but more importantly into the translation of ellipsis, substitution and reference carrying additional functions. The findings of the analysis indicate that substitution and reference display common features, distinct from ellipsis. Namely, their stylistic and sociolectal value is reduced both in terms of expressiveness and frequency as compared to ellipsis. Explicitation and neutralization co-occur in the students' translations only in the cases when substitution and reference have some stylistic value. When they occur only as formal links, simplification prevails in the translation of both substitution and reference. Neither simplification nor explicitation was found to affect the cohesion of the target language text. On the contrary, they both proved to be valid translation options of the same source language devices although their use entails a reduction (usually ellipsis) or a repetition respectively.

The analysis also revealed that, in general, the translation of cohesive devices does not pose problems. This is not the case when it comes to translating stylistically charged formal devices though. This is accounted for by the presence of neutralization in high proportions in the trainees' translations, thereby confirming the initial hypothesis that most of them were not aware of the stylistic, sociolectal or rhetorical value. This triggered serious shifts especially in the social context between the source language text and the target language text.

Another significant finding of the analysis is that contrastiveness in relation to stylistically charged formal links is irrelevant. What matters ultimately is the preservation of the stylistic effect regardless of the correspondence at formal level.

(ii) From the methodological point of view, the study was conducted by employing some features of translated discourse – simplification, explicitation and neutralization –, traditionally known as translation universals. Contrary to common methodological approaches, where a descriptive stance is adopted to observe the occurrence of such universals in translational corpora, in this study, they have been resorted to only as means of assessing the translational corpus. The approach proved useful for both the quantitative and the qualitative research. The quantitative data revealing the students' translations of ellipsis indicate that explicitation and neutralization co-occur in the vast majority of the students' translations, with explicitation being obligatory due to structural differences and being associated with the neutralization of the stylistic or sociolectal effect.

(iii) The study also demonstrated that simplification and explicitation can have a double function: they can be used as suitable translation strategies or they can occur as results of inadequate translation that have as consequence losses in the target text. In the analysis presented in the paper, explicitation and simplification are usually the optimal translation strategies when ellipsis, substitution and reference have only the function of cohesive devices.

2.2 TRANSLATION STUDIES AND CORPUS LINGUISTICS: CORPUS-BASED TRANSLATION STUDIES

For a few decades now, corpus linguistics has been breaking new grounds in areas of descriptive and applied language concerns through the systematic design and investigation of corpora. Corpus-based studies in general provide a variety of disciplines taken separately or in sundry of combinations with increasing potential, stimulating the disciplines at hand or deriving novel ones in a stimulating way. The novelty and robustness of corpus-based research methods have had a significant bearing upon numerous linguistics fields, including Translation Studies. Due to this interdisciplinary methodology, the descriptive approach has been substantially enriched, and the applied areas of translation have also developed in several directions. Descriptive Translation Studies, in association with corpus linguistics and computational linguistics, exhibited increased effectiveness and reliability of the research. The partnership with these two disciplines marked the beginning of Corpus-based Translation Studies (CBTS), about two decades ago. Being acknowledged as "an established subfield of the descriptive branch of the discipline" (Zanettin 2013: 210), CBTS has become a highly important component of Translation Studies.

With particular reference to corpora in the translational field, it can be safely asserted that the contributions to the research, educational and professional domains converge to a common finality: increased effectiveness in intercultural communication.

Given the proven potential of CBTS and its reduced presence in the Romanian research environment, about ten years ago, I decided to engage in this type of research, which is planned to pursue two distinct yet related objectives. The first is an attempt to make some contribution to the development of the study area with Romanian researchers, and the second aims at integrating this research in the world-wide scientific community.

2.2.1 Corpus Linguistics and Descriptive Translation Studies

Corpus research, as methodology in Translation Studies, was put forward by Mona Baker – "the mother of CBTS" (Laviosa 2002: 18) – and incorporated within DTS (Descriptive Translation Studies). Baker inferred that the availability of large corpora of both original and translated texts would uncover the nature of translated text as a mediated communicative event through the investigation of universals of translation (Baker 1993: 243).

The fusion between corpus linguistics and DTS is claimed to be a possible key to the success of CBTS (Laviosa 2013: 14). This consideration relates to the accomplished condition of the two study areas to share common grounds in terms of their interest in adopting a "descriptive, functional and empirical perspective" (ibid.), but also to the suitability of DTS to use corpus linguistics methodology in order to investigate authentic texts. In more concrete terms, both DTS and corpus linguistics perform comparative studies of texts from corpora comprising different language varieties.

The fundamental hypotheses of descriptive corpus-based research in general, and of corpus-based translation in particular have been derived following the investigation of three main 'universals' of translation which typically occur in translated texts versus original texts. These are simplification, explicitation and normalization, (Laviosa 2002, Kenny 2001, Olohan 2004, Xiao 2010, Laviosa 2012, Zanettin 2013, *etc*.), which have subsequently been completed by other 'universal' features of target language texts, such as the law of interference and the unique item hypothesis (UIH) (Tirkonnen-Condit 2004: 177-178). Asymmetry and shining-through have also been incorporated on the list of descriptive features of translation (Zanettin 2013: 21). Considering the studies issued so far, the conclusion to be drawn here is that the language of translation does not overlap with the natural language as it generally tends towards enhanced readability and cohesion.

The so-called 'third code' emerged subsequent to Frawley's (1984) investigation of the literary language only. Therefore, the initiator's qualifying the features of translated texts as making up a code in its own right was contested by other scholars. Even the term 'universals' has been cautiously used sometimes, considering that not enough research has been done to qualify certain features of target-language texts as being universal. That is why 'universals' make up a perpetual open area as empirical studies keep on revealing additional translation options (Kenny, 1999). In

another study, Kenny (2001) strengthens the idea that there is little consensus among scholars as to whether some or other features are universal indeed. The last decade has not improved the unstable position of the translation universals. On the contrary, it seems that the researchers' increased involvement in the investigation of the claimed universals has triggered a more skeptical view on the matter (Becher 2010, Chesterman 2004, House 2008, Malmkjaer 2008, Mauranen 2007, Olohan 2004, Toury 2004, Zanettin 2012). For example, a nuanced approach to universals is suggested by Chesterman (2004) in differentiating between 'S-universals' and 'T-universals'. The former are based on a parallel corpus made up of two sub-corpora, one of source-texts and the other of target-texts. The T-universals are grounded on the investigation of a comparable corpus comprising a sub-corpus of translated texts and another including native language. Olohan also questions the term universals explicitly asking the question: "Are translation features universal?" (Olohan 2004: 91), and opts to simply refer to features of translation rather than universals for the sake of consistency and accuracy. He explains that: "With research of this kind in its infancy, no claims can be made at this stage about how widespread and culturally, linguistically and historically independent any feature identified may be" (Olohan 2004: 92).

Anthony Pym (2010: 81) also considers that the notion of 'universals' is vague and rather indefinite in meaning since it has not yet been proved (if ever this is possible) whether the features of translations – to refer but to the most important ones – have not been tested in all possible situations, text types, genres, languages, *etc*. How legitimate is the name of 'universal' given to only general recurrent features in the translational language? The question Pym asks is whether the universals of translation "are different things or just different manifestations of the same underlying phenomenon" (Pym 2010: 81).

Some scholars also claim that some features of translations are to be considered rather features of mediated language, which are common to all the situations of linguistic and cultural transfer (House 2008, Zanettin 2013). Others argue that it is unclear whether some recurrent features of translated language should be considered as cognitively constrained universals or socially determined norms (Malmkjaer 2008, Zanettin 2013).

Toury (2004) defined the translation universals as probabilistic laws arising from the relations among various cognitive, cross-linguistic and sociocultural variables that influence a certain behaviour in translation or its avoidance. Toury's choice of the term law instead of universals

rests on the fact that the exceptions to a law should be explained by means of another law, which operates on another level (2004).

Despite the numerous arguments against labeling some recurrent features of translations universal, the term, introduced by Baker in 1992, has been taken over by researchers and scholars throughout the world and has turned into the root of a flourishing research area. Descriptive corpus-based translation studies have been intensely engaged in the investigation of translation universals, some of which will be discussed later on.

Zanettin (2012) integrates the discussion about the universals of translation under the heading titled Regularities of translations, which starts with an account of the so-called 'translationese'. This is another name by which the language of translation is known. The denomination has often been used pejoratively to refer to the language of translation as possessing its own status, its own individuality. In contrast to this belief, the language of translation can also be characterized by lack of independence since it is unavoidably influenced by the source language text and the source language features. In fact, there is a variety of factors setting constraints on the language of translation. Scholars have been on the watch for specific features that this language displays and the incursions into the language of translation and its recurrent particularities as compared to the naturally produced language are fully justified. It seems that the source-language influence brings about inappropriate, unnatural language in target texts, which are oftentimes described as impenetrable or even comical. The causes may lie in excessive literal approaches to source texts, insufficient knowledge of the target language, unnatural word order, inappropriate syntax or choice of words, *etc*. (Shuttelworth and Cowie 1997).

Some scholars question the association of 'translationese' with poor translations (Robinson 1991: 60, Venuti 1995: 3-4, 117-118). They also argue that there is a mere cultural taboo against having a translation sound as a translation (in Shuttelworth and Cowie 1997: 188).

Even if the term 'translationese' was initially used more or less playfully, it has been adopted by many translation scholars (Gellerstam 1986, Mauranen 1999, Tirkkonen-Condit 2002 and others). In 1998, Monika Doherty provided a definition of the 'translationese' as representing "translation-based deviations from target-language conventions", and she further indicated that the parallel corpora may be 'infected' with it" (Doherty 1998: 235).

Duff (1981: 12) refers to the phenomenon described above as the 'third language', arguing that a text can be preserved as a text only if source and target language features do not interfere or if the translation does not mix up styles so as to affect the coherence of the text. Moreover, he claims that the target text is so strongly influenced by the source language text that the latter can be viewed as exerting genuine "tyranny" over the former.

Thus, the 'translationese', or in Duff's words the 'third language', differs from the 'third code' in that the former represents a more pregnant deviation from the target norms.

More recent considerations on the universals of translation display a shift away from Frawley's 'third code' and from attributing the occurrence of universals to the fact that the languages coming into contact interfere. Conversely, the universals of translation, just at the dawn of Corpus-based Translation Studies, have been defined by Baker as "features that typically occur in translated text rather than original utterances and which are not the result of interferences from specific linguistic systems" (Baker 1993: 243).

This means that, in Baker's view, translation universals refer to a series of features which the target texts exhibit irrespective of the languages involved in the process of mediating an act of communication by means of translation. Such features are sometimes posited as the nearly inevitable by-products of the process of translation.

Blum-Kulka (1986: 21) defined the feature of translational language called '**explicitation**' as the tendency of creating a higher degree of redundancy in translations as compared to the corresponding source-language texts. This means, Pym (2010) explains, that in translated text the occurrence of syntactic markers is more frequent than in non-translated text. He goes on to exemplify a study undertaken by Olohan and Baker in 2000, whose findings unveiled the fact that the reporting *that,* when it is optional, is more frequent in translational English than in non-translational English. This observation can be considered as a proof of the fact that translations are more explicit than non-translations (Pym 2010: 80). Blum-Kulka (1986: 21) was the first to suggest that explicitation is a feature of translated language and not necessarily a translation technique that is resorted to due to linguistic or cultural lack of equivalence.

According to Baker, explicitation is "an overall tendency to spell things out rather than leave them implicit in translation" (Baker 1996: 180). She also offers clues as to how the phenomenon of explicitation is reflected in translation and how it can be involved in empirical research. Explicitation can be quantitatively assessed as translations are sometimes longer than the

corresponding source language texts. Such quantitative observation can be then qualitatively accounted for. She also preciously suggests that lexical and syntactic explicitation can be studied using a comparable corpus.

Other studies have been undertaken to support the idea that explicitation is a manifestation of the translated language. Wools (2000: 120), for instance, states that there are translators' strategies that include details so as to produce a more comprehensible version for the target text audience.

Although **simplification** was put forward some time before the advent of corpus-based translational research, a simple and clear definition is provided by Baker in 1996. She refers to the phenomenon of simplification as "the idea that translators subconsciously simplify the language or message or both" (Baker 1996: 176). This translation-specific feature had been observed by Vanderauwera (1985) based on some Dutch literary texts. The outcome of the study pointed out stylistic simplification manifested in terms of: breaking up long sentences, omissions of repetitions, shortening of complex phrases, the use of common-language, modern and simple lexical translations of formal, old and affected words occurring in the source language text, etc. All this, Vanderauwera claims, makes translations "easier, more coherent, fluent and familiar" (Vanderauwera 1985: 93). But, as Laviosa points out, Vanderauwera's simplification is not explained as a feature *per se*, but as resulting from the secondary position that translations of literature hold, especially the translation of minor literature, within the polysystem of a target language (Laviosa 2002: 48).

In her turn, Laviosa (2002) tests some simplification hypotheses concentrating on three manifestations that she expects to appear in relation with stylistic simplification, similar to Vanderauwera, but adding simplification at lexical level.

Several studies, such as the one undertaken by Xiao, He and Yue (2010) confirmed a tendency for lexical simplification in target-language texts, using Chinese as pair language.

In support of the existence of the phenomenon of simplification as translation universal, Pym, recalling Toury's (1995) words, specifies that: "The language of translation is usually flatter, less structured, less ambiguous, less specific to a given text, more habitual" (Pym 2010: 79).

Normalization can also be viewed in relation with simplification since it too leads to enhanced text reception and message decoding. For instance, Vanderauwera's (1985) study of stylistic

simplification was subsumed under a larger consideration of normalization, as Laviosa (2002: 48) points out. Olohan (2004: 99) integrates the discussion on normalization in the subchapter called 'simplification', drawing on Vanderauwera's implicit connection between simplification and normalization when stating her motivation in the study on Dutch literary texts for the joint interest in target language norms and textual conventionality (Olohan 2004: 99). Further, he refers to May's (1997) investigation into the normalization of punctuation, which can also be considered a matter of simplification since normalized punctuation and sentence structures make the texts more accessible.

The definition offered by Laviosa to this feature of translated texts sounds as follows:

> Normalization is a term generally used to refer to the translator's sometimes conscious, sometimes unconscious rendering of idiosyncratic text features in such a way as to make them conform to the typical textual characteristics of the target language (Laviosa 2002: 54-55).

In 1996, Baker issued a definition of normalization, which represents the tendency of translated texts "to exaggerate features of the target language and to conform to its typical patterns" (Baker 1996: 183). This definition was turned by Kenny (1999) into a hypothesis which was tested using a corpus of contemporary German literary texts and their translations into English, a two-million-word parallel corpus. The declared purpose of the study was to work on a methodology to investigate lexical creativity and lexical normalization. She first identified novel lexical forms in the source language corpus. Then, the equivalents of these creative words in the translational English corpus were isolated by means of a bilingual concordancer and their creativity evaluated. Additionally, Kenny examined unusual collocations in which a frequently used word appeared – the German *Auge* (eye) – in the source language corpus. She found that 44% of the solutions offered by the English translational corpus were situations of normalization.

Out of the translation universals proposed by Baker (1996), **levelling out** has benefitted from little investigation. This is perhaps due to the fact that it is the most difficult to measure. The tendency of translated texts for which levelling out is noticeable is to "steer a middle course between any two extremes, converging towards the centre" (Baker 1996: 184). This means that the translated texts are more likely to reflect homogeneous textual features than the non-translated ones. Baker's explanation is that "the individual texts in an English translation corpus

are more like each other in terms such as lexical density, type-token ratio and mean sentence length than the individual texts in a comparable corpus of original English" (Baker 1996: 184).

Even if less discussed in the literature, **neutralization** as a feature of translation has been defined with reference to various language levels. It has been provided different explanations and has been supported by examples of diverse language levels in translation. Lefevere (1992: iv) came to the conclusion that neutralization occurs when concepts which are not common in the target language are subject to interlingual and intercultural transfer. Another facet of neutralization in translation is highlighted by Bassnett (2002) in relation to the preservation of the stylistic effect by translated texts. Indeed, translation is not only a matter of semantic transfer, but it also needs to be viewed in the complexity of all its constituents, including the function of the text and the stylistic effect. Otherwise, the outcome might be a neutralized version of the original. So is the case with rhetoric devices, which, unless treated correspondingly in translation, might reduce the intensity of the impact that a message creates upon the readers of the target text (Künzli 2004). In other words, the result is a more impersonal translation. The effects of neutralization have been additionally outlined as generating more reserved translations. More specifically:

> [T]he characters are less intense, the differences in the position, status of character is less marked, and sometimes also nuances in the interpersonal relations, opinions, emotions, etc. are less pronounced than in the original (Zlatnar Moe 2010: 9).

A 'general law' suggested by Toury (1995) refers to the universal of **interference**, whereby a discourse transfer is achieved. Such discourse transfer entails two transfer types of source-text phenomena: a "negative transfer" and a "positive transfer". The negative transfer refers to deviations from the normal behavior of the target language system, whereas the positive transfer engages a preference for features that exist and are commonly used (Toury 1995: 275). On the one hand, interference depends on the way in which the SLT is processed and, on the other, it is determined by the professional experience of the translator and the socio-cultural conditions of target-language production (Laviosa 2008: 230).

The so-called **Unique Item Hypothesis** (UIH) can also be integrated into the discussion on universals of translation. It was put in relation with Toury's law of interference and Baker's universal distribution of TL items (Laviosa 2008: 232). The UIH was put forward by Tirkkonen-Condit (2002, 2004) and refers to the tendency of TL items with no equivalents in the SL to be

under-represented in translated texts as compared to comparable originals. The hypothesis was validated by Tirkkonen-Condit (2004) by means of some research into lexical T-universals in *CTF* (Corpus of Translated Finnish) (Zanettin 2012: 20).

<p style="text-align:center">*</p>

A detailed account of the so-called translation universals has been the topic of the paper:

> Arhire, Mona. 2014. *Translation Universals: An Overview*, in Ileana Ghemes (ed.) ''Annales Universitatis Apulensis'', Series Philologica 15/2/2014, University „1 Decembrie 1918" of Alba Iulia, pp. 403-419, ISSN 1583-5523, CEEOL.

One of the interests in this paper was to account for the differences in the considerations before and after the translational research started to be conducted based on text corpora. A glance is shed into the shift in perceiving the features of the translational language as universals in the context of different methodological approaches displayed by Translation Studies. For specific features of the translational language were announced decades ago, within the era of Descriptive Translation Studies. In more recent years, after the emergence of Corpus-based Translation Studies, the issue relative to the universality of some features of translation has been taken over to be confirmed, disconfirmed or nuanced. This has been possible due to the research that has been undertaken on the basis of large electronic text collections with the help of modern technology and electronic tools. The potential of the methodology soon proved invaluable in generating large-scale results from sizable machine-held corpora.

The paper pinpoints the individuality of the language of translation, which was posited long before the name 'universal' started to be circulated with reference to the typicalities of target language features. Frawley states that the target text is influenced by both source language and target language, *i.e.* it has a "dual lineage", the translation borrowing from both languages the necessary features in order to make up a language of its own. This is the distinct language code, the 'third code', which makes the target text have "its own standards and structural presuppositions and entailments, though they are necessarily derivative of ST and TT" (Frawley 1984: 169). An array of scholarly opinions is also presented in terms of the legitimacy of qualifying certain features of translated text as universal. In addition, some examples of research projects that attempted at validating the translation universals are presented.

The potential for the description of translated texts has challenged me to undertake studies that engage translation universals, as well as other corpus-based empirical studies in the area of DTS. One such study focusses on the translation of verb plus verbal noun collocations:

> Arhire, Mona. 2013. *Verb Plus Verbal Noun Collocations in a Translational Learner Corpus*, in "Bulletin of Transilvania University of Brasov", Series IV: Philology and Cultural Studies, Vol. 6 (55) No.1, p. 65-70. ISSN 2066-768X (Print), ISSN 2066-7698 (CD-ROM), pp. 65-70, Ebsco.

The paper starts from the acknowledged fact of language that the lexical units are arranged in an organized manner. Their lack of randomness in co-occurrence can be linguistically accounted for in various ways. Structurally speaking, we are constrained to apply the norms of a language when displaying lexical units in a string, but there is also the issue of the natural way of lexical patterning in a language. There simply are given typical arrangement manners, unwritten rules for combining words together. The difficulty that such combinations pose in translation arises from the difference in patterning in different languages.

The definitions given to collocations are generally similar throughout the literature. Leech defined them as "the associations a word acquires on account of the meanings of words which tend to occur in its environment" (Leech 1974: 20). This is true if we consider that "words have a certain collocational range, i.e. they can collocate with certain sets of lexical items which are mutually exclusive, and which usually belong to the same grammatical class" (Pârlog et.al. 2009: 121).

As Newmark asserts: "The collocates within a collocation define and delimit each other by eliminating at least some of their other possible meanings." (Newmark 1981: 114). He discusses "the range and acceptability of collocations" (Newmark 1981: 114). In the same line, Baker recognizes "the 'likelihood' of certain words occurring with other words and the naturalness or typicality of the resulting combinations" (Baker 1992: 47). She also states that: "It goes without saying that words rarely occur on their own; they almost always occur in the company of other words. But words are not strung together at random in any language; there are always restrictions on the way they can be combined to convey meaning." (Baker 1992: 46).

The paper offers an account of different ways in which collocations have been classified in the literature, focusing upon Newmark's (1981: 114-115) classification of collocations, which constitutes the theoretical framework for the analysis:

> verb + verbal noun;
>
> determiner + adjective + noun;
>
> adverb + adjective;
>
> verb + adverb or adjective;
>
> subject + verb;
>
> count noun + 'of' + mass noun;
>
> collective nouns + count noun.

The category subject to investigation in this paper is the verb + verbal noun collocation type (*e.g.:* to catch one's breath, to give a break, to take a sip).

As far as the translation of collocation is concerned, Hatim and Mason (1994: 204) admit that it has always been a challenge and there is always the risk for translators to fail treating the collocations as such or finding a natural target language solution. However, when translating into one's mother tongue, the risk diminishes by careful revision. One other concern of translators should be the attempt to render collocations neither less nor more unexpected than they occur in the source language. Drawing on these assertions, this study looked also into the extent to which a number of translator trainers dealt with the translation of verb + verbal-noun collocations.

The study is based on a translational learner parallel corpus made up of the English source-language text and a Romanian translational sub-corpus. The quantitative part of the research confirmed the initial hypothesis relative to the deficiencies in the trainees' translations and revealed the amount of only 20% satisfactory translations. The subsequent qualitative analysis enabled a systematic view into the nature of deficiencies and triggered the formulation of some possible measures to prevent mistakes. Such measures referred to raising students' awareness of the necessity to recognize collocations, adopting suitable translation strategies, finding means to compensate for the lack of corresponding collocations in the target language and reviewing the translations thoroughly.

Similar measures can be applied to the translation of idiomatic expressions, which is a topic of another study based on the same translational learner corpus:

> Arhire, Mona. 2012. *The Translation of Idiomatic Expressions in a Translational Learner Corpus,* National Scientific Session, 1 Decembrie 1918 University Alba Iulia, 2012.

The translation of idiomatic expressions remains a challenge irrespective of the language pairs involved or of the translator's proficiency. Given the situation, it is even more likely for learners in translation studies to encounter difficulties when dealing with idioms.

The research had in view various aspects of the translation of idioms, such as the identification and correct interpretation of idiomatic expressions, and problems due to the lack of an equivalent idiom in the target language. The relevance of applying the equivalent effect principle (Newmark 1981) in the case of idiom translation has been raised, which requires of the translator to possibly find a similar structure in the target language as translation option. For the stylistic effect is part and parcel of a text to be translated, sometimes even the prevailing element to be preserved.

The problems that the translation of idioms poses to the students attending a translation training programme are subject to an analysis employing both qualitative and quantitative research methods. Thus, the hypotheses announced as expected reasons for translation deficiencies could be verified. The analysis proper consisted in scrutinizing several positions in the target language text where idiomatic expressions have been identified as problematic areas. The findings validate the hypotheses, leading to conclusions on the overall competence of the students in the particular issue of idiom translation. Possible solutions are suggested for avoiding flaws in the transfer of idioms to a target language with a view to improving the translation performance of would-be translators. Such solutions refer to translation strategies, the use of proper documentation sources and the application of review methods meant to identify weak spots in translation.

*

The social context in fictional work is partly but importantly determined by language variation, one of the most demanding problems in translation.

In enterprises envisaging the intercultural and interlinguistic transfer of works of literature, all these socially dependant language instances are firstly subject to recognition in the process of translating and, secondly, they require adequate translation strategies. The outcome of this process, the translation, should exhibit little or, preferably, no alteration of the source language social context. The world created in literature is usually populated by fictional characters but follows similar social rules as the real world. The linguistic and cultural differences that inevitably occur at any encounter of languages in contact while re-creating the characters' identity in the target language are among the most serious challenges that translators face. First, it is the translator's ability to identify the intention behind the author's linguistic choice, considering that it is but one of multiple options that the source language has available. This means taking into account the social functions of the language. Second, the translator's attention needs to shift towards the strategies to adopt in order to ensure a match between "writer meaning and reader meaning" (Hatim and Mason 1994: 92), with the writer and the reader producing and, respectively, receiving the same message in different languages while potentially possessing different cognitive backgrounds. In other words, the readers of a target-language version might not be equipped for the particular inference process that the creator envisaged in his/her readers.

The broad topic of social context and language variation in translation was tackled in several of my studies so far. The one presented in the following lines is dedicated to register and style translation errors and is based on a translational learner corpus as well:

> Arhire, Mona, Tatu, Oana. 2012. *Dealing with Register and Style Translation Errors*, in Elena Buja and Stanca Măda (eds.) "Structure, Use and Meaning*"*, Cluj-Napoca: Casa Cărţii de Ştiinţă, pp. 23-34, ISBN 978-606-17-0260-2.

The paper addresses translation trainers and trainees and has a two-fold aim: (i) to point out some language areas employed in exposing the heroes' belonging to different social layers, such as regional dialects, class dialects, registers, idiolects, and (ii) to suggests ways for their appropriate translation. These suggestions rest on the investigation of translation instances in a parallel corpus consisting of students' translations.

The topic of language variation has been granted due scholarly attention and has given birth to several theories, most of which converge towards the same fundamentals. One of the earliest theories considerably influencing later opinions was put forward by Halliday, McIntosh and Strevens (1964), and subsequently adopted for refinement by Hatim and Mason (1994). In their

view, there are two parameters that determine language variation: the language user and the language use. Language users are defined by the place they occupy in space, time and society, so language varies according to these parameters and results in dialects, which refer to speech differences noticeable particularly in the phonic medium (Hatim and Mason 1994). In addition, language varies along the line of language use. Use-related varieties are called registers, which, unlike dialects, differ from each other especially in language form, defined by choice of vocabulary and grammar. Language use can also be described in terms of three sub-parameters, namely tenor, mode and domain.

The assessment of the translations is basically grounded on the use of different language varieties according to use and user, also exploring the translation trainees' re-creative force. Importantly, the component of power – with serious effect on the tenor of discourse – is taken into account. The analysis comprises observations on the register parameters with a view to tracing how they contribute to conveying information (domain) and to building a relationship between author and reader (tenor). The degree of register match or mismatch is examined as well. The ultimate focus lies on checking whether the translations are functionally equivalent to the original. To this end, relevant examples were selected from the corpus, illustrating the interacting characters' particular sociolects, but also the shifts in the tenor and mode of discourse. The translation errors identified and investigated mainly indicate a tendency for the neutralization of register and stylistic content for the sake of comprehensibility.

Another study tackling the translation of social identity markers is:

> Arhire, Mona. 2014. *Intercultural Transfer of Social Identity via Translation: A Corpus-Based Study*, in Iulian Boldea (ed.) "Globalization and intercultural dialogue: multidisciplinary perspective", Tîrgu-Mureş: Arhipelag XXI Press, pp. 791-797, ISBN 978-606-93691-3-5, ISI Proceedings.

The topic of this paper lies at the crossroads of several disciplines within the realm of linguistics, such as sociolinguistics, discourse analysis, conversation analysis on the one hand, and translation studies on the other. One of the common points in the former group of disciplines is their concern with the social context on consideration that language and society are interrelated. The paper revolves around this natural partnership between language and society from a translational perspective. It aims at attaching social implications to the language of the interactants in the dialogue and looks into the way language and its social role are jointly dealt

with in translation. The way the central characters of a short-story exchange turns is set under the observant lens to account for the use they make of language so as to acquire social distinctiveness in front of the readership. In the source language, the heroes are labeled by their speech to such an extent that an attentive reader can tell one from the other in the absence of the auctorial intervention. There are striking structural, phonological and lexical differences, all of which are topics for translators. Given all this, neutralizing the social context would be highly dispreferred on the translator's part since neutralization in translation implies the reduction of the social differences between the characters, the alteration of interpersonal relations, and a more reserved expression of opinions and emotions. Moreover, as Hatim and Mason point out, "[p]rinciples of equivalence demand that we attempt to relay the full impact of social dialect, including whatever discoursal force it may carry" (1994: 42).

Another point of investigation was related to whether the students were aware of and translated appropriately the shifts in register that are obvious in one of the characters' speech. In sociolinguistic terms, this phenomenon of one speaker's adaptation to the other's speech and social class in the attempt to reduce the social difference is called convergence (Gardiner 2008). This may occur due to people's awareness of the differences in speech patterns that unveil their social status, determining them to adjust their speaking style according to the interlocutor's (Spolsky 2010).

Some relevant examples from the translations from English into Romanian comprised in a learner corpus are scrutinized with a view to assessing the translator trainees' ability to transfer the two speakers' register markers to the target language and to linguistically preserve their individuality granted by their belonging to different social classes.

The findings are indicative of the extent to which the characters' social identity is preserved in the intercultural transfer by means of translation and the way the act of translation affects the perception of the said social identity by the target-language readers. Neutralization has proved to be the predominant feature of the investigated instances of translated language. The literature outlines several considerations on the phenomenon of neutralization as a feature of target-language texts. According to Zlatnar Moe (2010), one of the facets of neutralization affects the social status of the characters and their interpersonal relations. It is this type of neutralization that the students' translations display. Since the translation of both characters' speech has been neutralized in terms of register, it results that their social positions converge towards the centre, the social gap between the characters being generally reduced in the translations. However, it is

the translator's task to strive and diminish the losses even if "[i]nescapable infidelity is presumed as a condition of the process" (Gentzler 1993).

2.2.2 Corpus Linguistics and Applied Translation Studies

The applied facet of corpus-based methodology addresses issues, such as translator training, translation aids and translation quality assessment (TQA). Wools (2000) refers to a complex project on parallel corpora drawing on computational programmes and indicates their merits as important exploitable resources in a variety of ways. For example, they are proved to be precious in examining the translator's choices and strategies, in testing the validity of claims made in translation theory, and in formulating pedagogic strategies for translator training. Furthermore, the study pinpoints one of the major advantages of using parallel and comparable corpora, which enable the refinement of the contrastive knowledge in the two languages involved in the process of translation.

Corpus-based applied activities partly rely on the findings generated by descriptive research, and partly on related fields, such as foreign language learning and language for specific purposes (LSP), but also contrastive linguistics, terminology and lexicography. Thereby, CBTS adds up new elements to the interdisciplinary character of Translation Studies (Xiao 2010, Laviosa 2012).

Out of the components making up the applied areas of CBTS, my research has been so far oriented towards translator training and translation aids. The former occupies a distinct chapter in this thesis due to its substantiality, while the latter is briefly presented below.

The way in which certain types of corpora used in translation studies can determine a change for the better in translating and translation is presented in the paper titled:

> Arhire, Mona. 2010. *Corpora as Translation Resources*, in Marinela Burada (ed.) "Conference on British and American Studies", Brașov: Transilvania University Publishing House, pp. 49-60, ISSN 1844-7481.

The focus lies on the advantages that the Corpus-based Translation Studies methodology displays as compared to traditional translational approaches. It is actually the electronic corpus

that can be tailored to be processed in various ways by electronic tools. The joint efforts of linguists and IT-specialists offer a novel interdisciplinary perspective to the field of Translation Studies and enable systematic large-scale and coherent research, but also invaluable resources for translators and translation trainees alike. An education-oriented use of corpora would mean raising students' awareness as regards the benefits of using corpora, as well as teaching them about the availability of user-friendly and fast tools for building and consulting corpora (Bernardini and Castagnoli 2008).

The benefits of resorting to corpora occur as early as the preliminary stages of translation, even during the pre-process activities. Such an advantage is related to **lexical search and documentation**, where specialized or reference corpora represent a time-saving source of information on terminology or content knowledge. Not only is terminology easily accessible by means of electronic tools, like concordancers, but terms can be viewed within all the contexts available in that particular corpus. It is needless to mention that the corpus size determines the amount of occurrences of a lexical item. Contextualization represents a huge advantage in the acquisition and the correct and full understanding of a word or a collocation, a phrase or an idiomatic expression, it can account for lexical constellations, word clustering and help at disambiguating collocation-based meanings or at identifying the semantic load of polysemous words as intended by authors. Thus, corpora are most often preferred to both paper-back dictionaries and on-line ones with a view to understanding the meaning that is not straightforward in a text due to the new and sometimes unexpected meanings that combinations of words create.

Especially in translating into one's mother tongue – which is the most likely translation direction – it has been noticed that most of the mistakes derive less from linguistic competence than from lack of sufficient cultural or background knowledge (Bowker 1998). The corpus-based search for information and lexis can diminish such errors considerably in a very handy manner.

Even if usually the preferred direction of translation is into one's native language, it is quite common, especially with languages which are not deemed international, such as Romanian, that translators are required to translate out of their mother tongue. In such encounters, the value of corpora is obvious as well. In addition to offering clues during the lexical decision-making process, an advantage of corpora also resides in their possibility to provide the target language text with attested, conventional ways of expression, in the translator's attempt to produce a translation that should be as natural as possible. If comparable corpora are the most

recommended ones to this end (Zanettin 2001), parallel corpora can give a hand at raising the translator's awareness as regards the professional translation strategies (Pearson 2003). However, the stated risk of the latter lies in the target language bias that is inherent in parallel texts, as compared to monolingual comparable corpora, where the source language influence is considerably reduced, if not totally done away with (Laviosa 1997, Bernardini and Castagnoli 2008).

Besides the advantages offered in matter of search for words, topic-oriented corpora can serve as sources for documentation, *i.e.* the acquisition of content knowledge. It is far more than words that translators need to be able to handle, as they also work with notions, concepts, phenomena, *etc.*, which they are supposed to understand before transferring them to the target language. Moreover, it is the identification of register or genre conventions that are enabled by corpora insight, components also tightly linked to the process of translation.

The advantages of corpus-based research and corpus-aided translational activity reach **beyond the lexical level**. Being much more complex, any translational encounter entails serious incursions into several language levels. There is invaluable data retrievable due to the electronic organization possibilities of corpora in matter of language use and usage. Contextualization by means of concordancers, for example, can display useful and various (even if not necessarily complete) information on correctness and appropriacy in all the instances of language.

Apart from the search-related advantages for translators, corpora are described in this paper in terms of reliability both for the selection of the appropriate corpora for data retrieval and for compiling corpora according to the translators' needs. **Reliability** is linked to a number of qualities that they need to possess. One of the essential features of a corpus is its *size*. This characteristic is important to the same extent to researchers as it is to practitioners. No matter how professional the former are, they will not come out with reliable results if the corpus is scarce. Moreover, the richer the corpus, the more information and lexical contextualization is displayed, and, consequently, the higher the chances for accurate translations.

If shifted from the corpus compiler towards the text writer(s), the idea of *authorship* is to be extended to *representativeness*. A corpus should be representative in several ways. First, authorship essentially refers to the author's quality of *native speaker* of the language of the texts chosen for compilation, which accounts for the naturalness and quality of the language. Second, the texts chosen for compilation need to be topic-related, to fit into the text genre(s), have similar

length, be either synchronic or diachronic, and be representative for the language at hand. Third, the decision for texts to be included in a corpus rests on the author's *writing skills*. The writing quality in texts as part of fictional genres is less a matter of discussion than it is when it comes to texts belonging to specialized fields. Not all the conceivers of topic-related material are knowledgeable in the typical style and language. Another feature that a corpus should display is its *authenticity*. Even if texts are well written, sometimes they might lack the quality of authenticity. For instance, in the process of compiling business letters, a generous source for samples is the manuals. Created for learning and teaching purposes, flaws are conscientiously avoided since the letters are illustrations of correct and accurate business letters. This means that manual authors have most likely invented or adapted the letters to fit into the patterns that they describe. Even though helpful in the learning process, such texts are of little help in Corpus-based Translation Studies because of not being authentic.

All in all, well-balanced corpora, combining the features stated above, along with the advantage of accessibility in many cases unfold possibilities never attainable with conventional methodological means and enhance the translation performance with findings without precedence before the era of corpus-aided research and application.

<div align="center">*</div>

Apart from the studies in the area of Corpus-based Translation Studies, some of which have been presented above and others integrated, for suitability reasons, in the chapters to follow, my contribution to the development of Corpus-based Translation Studies has been also materialized by publishing the first monograph dedicated to Corpus-based Translation Studies in Romania:

> Arhire, Mona. 2014. *Corpus-based Translation for Research, Practice and Training*, Iași: Editura Institutul European, 253 pp., ISBN 978-606-24-0037-8.203.

The book benefitted from specialized review from professor Sara Laviosa, one of the initiators of Corpus-based Translation Studies, together with Mona Baker, the "mother" of Corpus-based Translation Studies and professor Rodica Dimitriu, both of whom provided me with precious feedback and accepted the publication of the book in the Translation Studies series of Institutul European Publishing House. Its distinctive feature is the detailed and up-to-date account of the Romanian Corpus-based Translation Studies projects, corpora and electronic tools for Romanian corpus processing.

The intention to publish this book and thereby possibly stimulate the development of Corpus-based Translation Studies in Romania arose from the acknowledgement of the potential that this research methodology offers for processing large amounts of data and fostering descriptive translation studies. Corpus-based research pervades many sections of Translation Studies literature and its usefulness has been documented by scholars from all over the world. Most of them have embraced the methodology by carrying out empirical studies. This has triggered a genuine scholarly debate truly stimulating the discipline towards constant discoveries never achievable before through traditional means of investigation. It can be safely argued that without electronic corpora and dedicated analytical tools, the study of the typical features of the translational language could not have reached such depth. This fact lies at the core of this book, which highlights the advantages that corpus studies offer to professionals working in the translation field.

The book is designed to fill in a gap in the Translation Studies literature published in Romania. The aim is to present the state of the art of Corpus-based Translation Studies and thereby foster the development of Corpus-based Translation Studies nation-wide so as to align Romanian research to the latest directions in Translation Studies. Given the insights gained from corpus-based studies, this modern approach to translation is expected to unveil unknown facets of the translational language. The approach focuses on cases in which Romanian is one of the languages in the language pairs, highlighting different directions that may be profitably followed by all translation professionals, also integrating my own research in Corpus-based Translation Studies.

The overview of Corpus-based Translation Studies that this book provides starts with an introduction to Corpus-based Translation Studies as a relatively recent research area and integrates it in the historical evolution of Translation Studies. Both the descriptive and the applied facets of Corpus-based Translation Studies are presented in relation with Corpus Linguistics and Information Technology. The advantages of Corpus-based Translation Studies as compared to traditional approaches are pinpointed in Chapter 1, and some ideas relating to the perspectives that lie ahead end this chapter. Such advantages stem from the alliance of Translation Studies with Corpus Linguistics, but also, importantly, with Computer Science. Electronic corpus-based translation is capable of generating systematic large-scale and coherent programmes of research, specifically aimed at contrastively studying original and translated texts (Baker 1995, Bowker 1998, Laviosa 2002, 2012, Olohan and Baker 2000, Wilkinson 2005,

2006, Gonzales 2005, McEnery and Xiao 2007, *etc*.). This is indicative of the fact that, had it not been for the emergence of special software, the contribution of corpus linguistics to the development of TS would have been less spectacular than it is. Computer-held corpora can be created and stored in large amounts and processed by means of software provided by specialists in computational linguistics or IT specialists.

Chapter 2 accounts for the advantages of the interdisciplinary nature of Corpus-based Translation Studies driving from the intersection of Translation Studies with the study areas of Corpus Linguistics and Computational Linguistics. Thereby, Translation Studies "has been enriched by dint of possessing such a multi-faceted nature" (Shuttleworth and Cowie 1997: VI).

Chapter 3 presents the definitions of different corpus types together with their respective use. It is mainly devoted to the kinds of corpus research that are particularly relevant to Translation Studies.

Parallel corpora are commonly regarded as collections of source-language texts and their translations (Baker 1995, Kenny 2001, Olohan 2004, Zanettin 2012). A parallel corpus "consists of original, source-language texts in language A and their translated versions in language B" (Baker 1995: 230). Thus, the translator searching a parallel corpus will encounter solutions to specific translation issues instead of getting a mere definition in a dictionary.

The definitions of **comparable corpora** present two possible constructive manners: either they include similar texts in two or several languages or language varieties (Laviosa 2002, Johansson 2003), being thus bilingual or multilingual comparable corpora, or they are made up of a sub-corpus comprising texts written by native speakers of a language and a second sub-corpus made up of translated texts into the same language as the ones written by natives, the two not being source and target language versions, but independent of each other. In this case, the two sub-corpora make up a monolingual comparable corpus (Zanettin 2012: 10). What the two sub-corpora have in common is only the text type, size and other features that they should compulsorily share. They have also been called non-translational corpus versus translational corpus (Baker 1995, Johansson 2003). The latter category is the distinctive type in Translation Studies. It goes without saying that a comparable corpus needs to be designed in such a manner as to be comparable in its constituents. The comparability of two sub-corpora within a comparable corpus depends on various common features that both of them have to possess. Their common characteristics refer to text type, length, time span, gender and others.

Soon after the advent of Corpus-based Translation Studies, Baker (1995) recognized the superiority of using comparable corpora in Translation Studies, indicating the new perspectives that unfold. She referred to them as:

> a shift away from comparing either ST with TT or language A with language B to comparing text production *per se* in translation. In other words, we need to explore how text production in relative freedom from an individual script in another language differs from text production under the normal conditions which pertain in translation, where a fully developed and coherent text exists in language A and requires recoding in language B (Baker 1995: 233).

As an alternative to using either parallel corpora or comparable corpora as basis for investigating translation, in recent years there have been attempts at merging the two corpus types. This allows for the comparison of the translational corpus to both the 'natural' language – coinciding with the target language – and the source language (Johansson 1998, Nilsson 2002, Olohan 2004, Kenny 2005).

The distinction between parallel and comparable corpora makes up a superordinate classification without being all-comprising. There are additional specific features that corpora exhibit and that assign them to other sub-classes. The categories of parallel versus comparable corpora refer only to their overall structure and organization. But both of them can simultaneously be **learner corpora**, for instance, if they comprise learner language and are compiled for educational purposes. Whether it is a parallel or a comparable corpus, a learner corpus is a computerized collection of texts produced by learners of a foreign or second language (Leech 1998, Hunston 2006). Such a corpus is usually meant to help in finding differences between texts produced by the learners and texts produced by native speakers of a language. In the translational field, a learner corpus is a collection of translations produced by translator trainees. It is chiefly meant to determine the improvement of translator training programmes by investigating the performance of would-be translators based on their examination papers or in-class sessions.

After reviewing the main corpus types distinguished by their most important features, several other categorization criteria are outlined. A preliminary distinction is between corpora made up of collections of *printed texts* versus corpora comprising collections of *electronic texts* (Zanettin

2011, 2012), which is a classification of corpora by *medium*. A further distinction has been made within the category of electronic texts, dividing them into *native* or *non-native* electronic texts, *i.e.* texts compiled from the *World Wide Web* versus digitized versions of printed material (Zanettin 2011: 104). This distinction relies on the observation that the texts produced to be read on the screen, the so-called web-texts, make up a specific text genre with distinctive features as compared to texts conceived for paper support.

According to the amount of the languages involved, corpora are classified into *monolingual, bilingual,* or *multilingual* ones. Laviosa (2002: 35) also mentions the *mono-source-language, bi-source-language* and *multi-source-language* corpora used in Translation Studies. Also, the criterion of *directionality* divides translational corpora into unidirectional (Olohan 2004, Laviosa 2012, Zanettin 2012) or mono-directional (Laviosa 2002: 242), bidirectional ones (Laviosa 2002, 2012, Olohan 2004) and multidirectional ones (Laviosa 2012: 242). Broadly speaking, unidirectional and bidirectional bilingual parallel corpora are used to compare translations with their source texts (Laviosa 2012: 242).

A classification by *domain* or *content* roughly divides corpora into *reference* or *general* versus *specialized* or *terminological* ones. While a reference or general corpus is heterogeneous and can contain all varieties of a language, addressing the general public, the latter corpus type is linguistically homogeneous and is destined to refer to the language used only by specific social groups.

A taxonomy ordering corpora by *the criterion of size* classifies them as *closed corpora* versus *open-ended corpora*, the latter of which being constantly enriched and updated on an ongoing basis (Kennedy 1998, Hunston 2002). *Temporality* is the criterion that brings about the distinction between *synchronic* and *diachronic* corpora, whereas the criterion of mode divides them into *written or spoken* corpora. When it comes to translational corpora, the spoken mode becomes irrelevant since translations are made only in writing. However, the translating mode involves also interpreting (Laviosa 2002: 35), which is the counterpart of translation in the oral mode. Another criterion of classification refers to whether the corpus contains *full, unabridged texts,* or depicts *relevant samples* from texts, the selection of which is subject to specific design principles (Laviosa 2002: 34). In addition, the corpus type can also be defined considering the *translator's status*, i.e. whether s/he is a professional translator or a translator trainee. Both corpus types provide information on the translation process and product, but the one made up of

trainees' work is directly meant to enhance translation skills in would-be translators, being thus primarily used for educational purposes.

The following two chapters are complementary in that they deal with corpus design firstly from the compiler's point of view and secondly from the user's perspective. An account of the major corpora word-wide is offered in Chapter 5, and a separate section is devoted to the presentation of Romanian language corpora and of corpora incorporating a Romanian language sub-corpus. The majority of the Romanian corpora are devised for natural language processing (NLP). Their authors are Romanians, some of them affiliated to universities abroad and working in departments of institutions dealing in information technology rather than linguistics. Yet, an outstanding contribution to on-going research based on Romanian corpora has been made by the Romanian Research Academy Centre for Artificial Intelligence (RACAI). They initiated and/or co-authored several corpora of Romanian. The necessity of investigating language through corpora was advocated by the Romanian research team within RACAI as early as 1996 in a chapter offering an overview of corpus types and their usefulness for various kinds of linguistic observation (Barbu *et al.* 1996).

RACAI (www.racai.ro [1]) provides a very useful list of corpora for the Romanian language, calling it 'computational linguistics resources'. The *NAACL* [2], for instance, is a parallel corpus of English and Romanian comprising 1.6 million tokens in both languages. Examples of single monolingual corpora made up of Romanian newspaper articles are: *Ziare* (Newspapers) [3] and *ROCO* (Ziare) [4]. A newspaper archive was collected from the web to build up the so-called *RoWaC* corpus [5]. *ROMBAC* [6] is one of the most important corpora of Romanian, also created within the Research Institute RACAI. It is a balanced, monolingual, single corpus and the first large-size Romanian reference corpus, comprising text samples from five different evenly distributed genres, each of which making up a distinct sub-corpus. The text genres represented in the corpus are literature, European legislation, medical and pharmaceutical texts, news articles and editorials, biographies of important Romanian writers and critical reviews of their works.

ARS-ROCOCO [7] is a Romanian comparable corpus designed as part of a bilateral project of the Romanian RACAI and the British Academy which unfolded in 2004-2005. The purpose of the project was to enable the acquisition of reading skills by means of a Romanian comparable corpus (http://www.racai.ro/en/research-activities/international-projects [8]). The comparable corpus called *ACCURAT* [9] was developed also within the framework of an international project, between 2010 and 2013. Some electronic tools have been developed to apply various

operations on *ACCURAT* as well as on *ARS-ROCOCO* [7]. Sometimes, Romanian is part of multilingual corpora, such as *SemCor* [10], which is an English-Romanian-Italian parallel corpus. The *See-Era/Net* parallel corpus [11] is made up of texts in eight languages, including Romanian. The other languages are: English, French, Bulgarian, Czech, German, Greek and Slovene. The *DGT-MT* [12] is the multilingual parallel corpus of texts from the *Acquis Communitaire* (AC) and provided by the Joint Research Centre (JRC) [13] of the European Commission. Several multilingual corpora are grouped together in *OPUS* [14] – a collection of multilingual parallel corpora with tools and interfaces. It is a huge collection that is constantly enriched with text from the Internet, which are then aligned and converted and provided with linguistic annotation.

The creation of several multilingual text tools and corpora of legal texts for Central and Eastern European Languages has been part of an international Copernicus project called "Multilingual Tools and Corpora for Central and Eastern European Languages", known as *MULTEXT-EAST* [15]. *MULTEXT-EAST* [15] can also be used as a multilingual comparable corpus. *TELRI* [16] is another multilingual parallel corpus made up of the original Greek version of Plato's *Republic* plus its translation into several languages. Romanian is present together with Bulgarian, Czech, English, German, Lithuanian, Polish, Slovak and Slovene. *RoGER* [17] is a multilingual parallel corpus that includes texts from users' manuals of electronic devices, journalistic and legal texts in Romanian, German, English and Russian. *RoTC* [18] is a comparable corpus consisting of two sub-corpora, a translational and a non-translational one. The former was collected from a multilingual news portal translated into Romanian and other eight languages of the Balkans. The original Romanian texts were extracted from the newspaper 'Ziua' (Ilisei *et al.* 2011). A small amount of texts translated from Romanian into Chinese have been introduced in *ZCTC* [19], together with Japanese, French and Spanish source-texts (Xiao 2010).

Chapter 6 includes a detailed synthesis of the scholarly considerations about the characteristics of target-language texts, presenting also some of the research done in Romania to account for these features in texts translated into Romanian, including findings of my own research.

Chapter 7 is dedicated to research methodology for Corpus-based Translation Studies. The corpus-based methodology applied to translation serves the purposes of both directions of Corpus-based Translation Studies, namely the descriptive and the applied one. In general terms, the methodology involves the observation of corpus data, the identification of patterns and the testing of hypotheses (Laviosa 2012: 240). For the descriptive area, Toury (1995: 36-39)

developed a set of procedures that have guided much scholarly work throughout the process of applying corpus-based methodology. It is an approach in three steps, starting from the identification of a corpus, proceeding to the comparison between the parallel or comparable texts and ending up with the formulation of different levels of generalizations on the relation that is established between the source text and the target text.

The applied area of Corpus-based Translation Studies follows similar procedures. Especially translation pedagogy employs data-driven approaches by involving students in the process. In their turn, the results obtained by students under their tutor's supervision provide data for enhanced translator training.

The chapter comprises sections dedicated to defining the intention and the purpose of the research, compiling or finding the suitable corpus, hypothesizing, preparing the corpus for analysis, the corpus format, corpus annotation, tagging, lemmatization and markup, quantitative and qualitative corpus analysis. A presentation of the main electronic tools available for the investigation of corpora is provided, as well as some examples of projects undertaken so far. The chapter ends with an account of the rather scarce Romanian corpora that have been subject to investigation, together with the electronic tools used for research purposes.

Chapter 8 focuses on the use of corpora as aids for translators in addition to traditional resources. It offers an insight into some of the major advantages that machine-held corpora and electronic tools can provide and how they can be applied both in technical and in literary translation. The way information can be retrieved from corpora is also discussed as a useful support in translation at different language levels. Additionally, some issues of language that are sometimes neglected by translation practitioners are touched upon, such as problems related to discourse, textual concerns, register levels and genres.

The last section of this chapter aims at shedding light on the reliability of the data that can be obtained from quality corpora. Some of the features that provide reliability to corpus-based information are pinpointed and the advantages of large amounts of such information retrievable from corpora are highlighted.

Last but not least, the chapter strives to persuade professional translators that corpora and the adjacent tools processing them can provide their work with higher quality and efficiency or, in plain words, they can help them to work faster and more effectively.

Chapter 9 highlights the interdependence between research, theory, training and practice in translation as well as the usefulness of corpora in the translator training environment. It chiefly aims to examine the benefits of corpora in educational environments. The descriptive approach to translation is considered to produce relevant data that can be integrated in the applied areas of the field, including the teaching-learning process of translation. Some previous undertakings with a view to enhancing translation performance in translation trainees are presented in this chapter along with suggestions related to the topic.

The chapter starts by outlining the importance of training for successful translation performance and continues by showing how training, in turn, draws on the research findings and on the scholarly work. Hence, the relation of translator training with other activities belonging to the field of translation – research, theory and practice – is pinpointed, as well as the interdependence among them. Special focus is given to the inclusion of corpora in translator training with a view to familiarizing future translators with the possibilities of corpus-based translational practice.

The latter part of the chapter is conceived so as to open up perspectives for translator trainers in creating translational learner corpora for descriptive purposes. The chapter advocates that empirical studies on learner corpora will lead to relevant results as far as the trainees' performance is concerned. Such results will help in taking steps to improve translator training, particular attention being paid to Romanian trainees in translation programmes.

Additional information is offered in the appendices. The list of corpora provided in Appendix 1 – even though by far not exhaustive – offers an image of the variety of existing corpora and the links to their websites. Appendix 2 groups together monolingual Romanian corpora or multilingual corpora with a Romanian language text component. Appendix 3 comprises a list of some of the best-known current software tools for corpus analysis with URL links, thus allowing fast access to them. Appendix 4 offers the links to some useful websites to access the tools supporting the creation and analysis of Romanian language corpora.

2.3 TRANSLATION EQUIVALENCE AND CONTRASTIVE LINGUISTICS

The partnership between contrastive linguistics and Translation Studies can be viewed as another facet of the interdisciplinary nature of Translation Studies. Ever since its emergence, contrastive linguistics has been naturally linked to translation as a necessary means to assist interlingual and intercultural transfer (Lado 1957, Vinay and Darbelnet 1958, Hatim 1997, Granger, Lerot and Ptech-Tyson 2003). Translating undoubtedly entails thorough contrastive knowledge on the translator's part, who needs to adopt a principled approach to any text the translation of which is intended. Since translation, as communication, operates at discourse level, a suitable approach to a text that is to be translated is to adopt a holistic stance, an overall view on its communicational and stylistic functions. This means that textual analysis and the observation of the macro context are the essential preliminary stages in translation (Snell-Hornby 1988: 69). Yet, the communicative functions of a text are achieved by means of diverse mechanisms operating at micro-contextual level, each of which is important in itself and in relation to all the others, thus contributing to the construction of the whole. This structuralist approach to texts for translation was put forward by scholars such as Cluysenaar (1976), Kristeva (1970) and Scholes (1974). Since all the component parts of a text are relevant for the creation of a coherent discourse, attention needs to be granted to each of them. The micro context is what translation work proper narrows down to after all, while constantly relating to the macro context. Hence, the macro context and the micro context are to be tackled simultaneously since the realization of the envisaged meaning at the macro level will be directly influenced and is highly dependent on all the elements at micro level. For all the linguistic 'technicalities', approached contrastively, (words, collocations, phrases, grammatical structures, *etc*.) contribute to some extent to providing a discourse with the desired semantic, communicative and stylistic content.

Each language operates as a set of particular conventional tools which are necessary for the creation of messages, representations or images. These are the ones transferred from the source language and culture to the target language and culture so as to be received by some target audience. As Baker puts it, "text is a meaning unit, not a form unit, but meaning is realized through form and without understanding the meanings of individual forms one cannot interpret the meaning of a text as a whole" (Baker 1992: 6). An attempt at dividing language into categories is useful even if such a division might never be perfect. It enables a more organized analysis for translation and highlights potential problematic areas especially if the entire

approach takes dedicated account of the particular contrastive issues of the two languages in contact.

2.3.1 Equivalence in Translation

Moving a step forward, contrastiveness between two languages is related to translation equivalence, determining its level of achievement. Equivalence is one of the core concepts in the theory of Translation Studies. Translation entails a comparison between source language text and target language text, which inevitably involves equivalence or, as Jakobson puts it, "[a]ny comparison of two languages implies an examination of their mutual translatability" (1959: 233). Sundry definitions have been given to the concept of equivalence during the past fifty years and its applicability and extent of realization has been approached in various ways. Yet, the definitions are rather inconsistent and the definition given to the term equivalence has remained imprecise. It is a rather unstable concept (Pym 2010), which does not have a genuine theoretical status (Baker 1992). Due to its complex nature, the issue of equivalence has turned into one of the thorniest ones in Translation Studies. Pym claims that "[e]quivalence is a very simple idea. Unfortunately it becomes quite complex in its application" (Pym 2007: 273). Its complexity stems from the differences between the two languages that come into contact in the process of translation and the numerous levels at which these differences occur. That is why a universally valid theory of translation equivalence is perhaps impossible to be formulated. Therefore, the problem of equivalence has been subject for debate and controversy among scholars, which has sometimes given birth to complementary, some other times to contradictory theories.

The term equivalence means "equal value". With regard to translation, it is to be understood as "the equal value between a source-text segment and a target-text segment" (Pym 2010: 7). This explanation of equivalence relating only to segments of source-language texts and target-language texts is in line with the general scholarly view that overall perfect equivalence, at textual level, is impossible to achieve. Although it has been desired for ages, it seems not possible beyond the limits of language items. This has further legitimated discussions on the degrees at which equivalence can be obtained. Research in this matter can be done to investigate particular situations with reference to different language pairs and different language levels. But, due to contextual and cultural factors not overlapping in source and target language texts, the notion of equivalence can only be relative. There have also been opponents to a theory of equivalence, such as Van den Broeck (1978), who considers that the endeavor of elaborating on

the issue of equivalence has a hindering effect in the development of translation theory. Smell-Hornby even states that equivalence is "an illusion of symmetry between languages which hardly exists beyond the level of vague approximations and which distorts the basic problems of translation" (1988: 22). Newmark's (1988) skeptical view on translation equivalence is that translation can reach a broad equivalent effect only if the source language text is universal and if it exceeds cultural frontiers. The notion of equivalence has been conceptualized in different manners by reputed theorists, such as: Vinay and Darbelnet (1958), Newmark (1981), Jakobson (1959/2004), Nida and Taber (1969), Catford (1965), House (1977), Baker (1992).

Equivalence can be understood in several ways: when there is a perfect match between a language item in the source language and in the target language, or, in Kade's (1968) terms, when there is a single expression in the source language for a single expression in the target language. This is called one-to-one equivalence, roughly meaning that both content and form can be well preserved in translation. At the other extreme, equivalence is to be treated as a way of preserving the essential of a source-language text item – whether it is meaning or effect, for instance – even if the formal devices are different in the target language. This applies to the so-called untranslatable situations, which are given an equivalent after all even if compromises need to be made.

"Equivalence in difference" is the notion introduced by Jakobson (1959/2004: 232), who claims that languages differ from a grammatical point of view, which, however, does not make translation impossible. This is valid also for the lexical level of translation. Like Vinay and Darbelnet (1958), Jakobson considers that, when there is terminological deficiency between two languages, translators can resort to alternative translation procedures (loan translation, neologisms, *etc.*).

Catford uses the term equivalence when defining translation in rather general terms as "the replacement of textual material in one language by equivalent textual material in another language" (1965: 20). He regards equivalence to be achievable at textual level, while texts have several different linguistic layers. Within a text, equivalence does not necessarily occur at all the language levels, but it can be "rank-bound" (Catford 1965: 76). According to the specificity of a text, translators may decide to lay weight on one or another rank of equivalence (word-for-word; phrase-for-phrase; sentence-for-sentence, *etc.*). If a translation requires insistence on a certain type of equivalence, this will happen at the expense of others.

Nida and Taber define translation as "reproducing in the receptor's language the closest natural equivalent of the message of the source language, first in terms of meaning and second in terms of style" (1969: 12) and advance the distinction between formal and dynamic equivalence. Formal equivalence would be achieved by providing a similar form of expression in the target language and dynamic equivalence would entail a similarity of the cultural function. Nida (1982) is in favour of the latter, which, he claims, has better chances to generate translations that would sound like an original, with no visible signs that they are translations. Also, the translation should elicit similar responses in the receptors as the original does. Despite the fact that the production of similar effects in readers of different languages and cultures has generated some controversy among scholars, Nida's concept of dynamic equivalence has made a valuable contribution to broadening the conceptual framework.

An interesting observation is posited by Steiner, who considers that the possibility to obtain equivalent versions in the source and target language is historically determined: "not everything can be translated at any time" (1975: 250). In the same line, Snell-Hornby explains that those texts which were created within a culture of the distant past are more difficult to translate (1988: 41).

The problem of translation equivalence was touched upon not only at different degrees, but also at different language levels. One set of such levels is proposed by Baker in the book titled *In Other Words. A coursebook on translation* (1992). She distinguishes five levels of equivalence which are correlated to each other and form a system. The first equivalence level discussed by Baker is the lexical one. It tackles specific problems of non-equivalence and proposes strategies to overcome difficulties in translation when there is no word in the target language to express the meaning or the full meaning of a word in the source language. Going one step further, in the next chapter, Baker approaches the problem of equivalence above word level. This chapter deals with the translation of word combinations, such as collocations, idioms and fixed expressions. Grammatical equivalence, the next level discussed by Baker, will be presented in more detail in the next section. The thematic and information structures of texts are the topics of the next chapter, which is followed by another one that is concerned with cohesion. Baker highlights the fact that languages possess different mechanisms of providing texts with cohesion. As she proves by means of examples, some cohesive devices in English are to be translated by others as the target language system requires. The last equivalence level discussed by Baker is pragmatic equivalence, which deals with "how a given text comes to 'make sense' to a given readership" (1992: 217). This means looking into the communicative functions of utterances as they are

interpreted from the context, whether they are explicitly expressed or, especially, when they are implicit.

There is enough material for a much vaster presentation of the issue of translation equivalence, but the above considerations should be sufficient to offer an image of its complexity and the multiplicity of possible approaches.

2.3.2 Structural Equivalence in Translation

Translation equivalence integrates in the metalanguage of translation, while formal correspondence belongs to the area of contrastive analysis (Ivir 1981, Nida and Taber 1982). Even though they are distinct concepts pertaining to different disciplines, most of the times they are discussed in relation to each other. This connection between translation equivalence and formal correspondence was subject to bi-directional approaches: from the viewpoint of translation theory (Catford 1965) and that of contrastive analysis (Marton 1968, Ivir 1969 and 1970, Krzesowski 1971 and 1972, Raabe 1972).

Structural equivalence is more than a mere problem of formal correspondence. In the chapter dedicated to the grammatical equivalence, Baker (1992) claims that the grammatical systems of languages contribute substantially to the way we report our experiences. The variety of experiences is expressed by a similar variety of linguistic means. When it comes to translation, it might well happen that certain structures have a one-to-one equivalent in the target language, *i.e.* they are similar both in meaning and form. However, we much more often encounter situations of partial equivalence or need to resort to different language mechanisms in the target language in order to render a certain meaning of the source-language text. Oftentimes implicit meanings embedded in source language structures require a shift from their primary formal correspondent in the target language. Translating the linguistic mechanisms of a language by the same mechanisms of another language is never a purpose in itself and does not necessarily serve effective communication.

Contrary to what the Greeks and Romans thought centuries ago, the grammatical categories are not universal. They vary from one language to another, which considerably impacts the act of translation. The same information can be carried across by different language means in different languages. Phonology, morphology and syntax follow distinct patterns and even comprise

different categories across languages. Baker also draws attention to the fact that, while lexical choices are highly optional, the grammatical ones are most of the times obligatory or much more limited in range. Additionally, grammar is to a tiny extent and in rare situations subject to the translator's creativity, but it is a matter of observing rules.

Beside the studies I have undertaken to investigate contrastive aspects in translation, some of which are integrated and presented in other chapters of this thesis, I have addressed issues in the contrastiveness of some grammatical problems relevant for the translation in the language pair English and Romanian in the two-volume book:

> Arhire, Mona. 2015. *Structural Equivalence in Translation. An Introduction*, Vol. I, Cluj-Napoca: Editura Casa Cărții de Știință, 185 pp., ISBN 978-606-17-0860-4.

> Arhire, Mona. 2016. *Structural Equivalence in Translation. An Introduction*, Vol. II, Cluj-Napoca: Editura Casa Cărții de Știință, 196 pp., ISBN 978-606-17-0859-8.

Following the way opened up by some seminal translation theories (Vinay and Darbelnet 1958/1995, Jakobson 1959/2004, Coșeriu 1978, Baker 1992, *etc*.) this book takes account of the fact that translations will always display equivalences albeit the structural differences between two languages. The first volume offers some basic clues to the translation of issues pertaining to the verb and verb phrase from English into Romanian, and the second volume includes mainly contrastive aspects related to the noun and noun phrase. The 'equal value' that is comprised in the meaning of 'equivalence' refers here to the way meaning is provided in the target language by means of grammatical structures. Seeking for similar values between two languages means analyzing the languages contrastively to observe their similarities and dissimilarities.

The two volumes are similarly structured in initial chapters that offer some theoretical insights into the problem of translation equivalence in general and structural equivalence in particular with reference to the problems treated in each chapter. The other chapters are made up of brief but fundamental information about the problems of English structures and their translation into Romanian. Similarly, hints are provided at the Romanian grammar as is relevant from a contrastive point of view and as it might pose problems in translation. Therefore, the theoretical component of this book is meant to foster better and correct translation by raising the translators' awareness of some possible critical areas in the translation of the discussed grammatical issues. Besides the theory included, the content of the following chapters is chiefly practical in nature

since all the theoretical information is accompanied by examples of English sentences and their translation into Romanian, and by additional explanations. Each of these chapters is followed by a fairly substantial section of *Practice*, which includes translation exercises meant to enable the users to practice some of the thorny issues presented in the chapters. The exercises partly consist of sentences for translation which focus only on the problems discussed in the chapter, and partly of texts proposed for translation. This latter component is important for enlarging the experience acquired to that point by dealing with language problems in larger and more complex contexts. This should bring to the fore other, more particular situations of the meanings embedded in the grammatical structures alone and in relation to the other ones in the text. For the same reason, the volumes end with an *Appendix* comprising literary texts for translation. These texts are mainly selected by their relevance for the grammatical issues tackled in the volumes, but cover any potential problem that is encountered in translating authentic texts.

While attempting to meet the addressees' needs, the book approaches the problem of translation equivalence from the perspective of the English grammar and its translation into Romanian. The structural issues of the English language are briefly explained as the chapters and sections unfold and are illustrated by means of examples. These are translated into Romanian, and, for the sake of clarification, some additional information accompanies the examples where necessary. Some theoretical hints at their equivalences in Romanian translation are provided.

Shedding a close look at the category of the verb, the topic of the first volume, we can easily notice that English grants considerable attention to time expression. This becomes obvious just by observing the variety of the English tenses and the systematic way in which they are organized. Time reference is, as normally happens, realized by the three tenses (past, present and future), all of which are accompanied by the category of aspect. All three of them are simple or continuous and perfect and the amount of the tenses for one time reference is equal: each tense is simple, continuous, perfect simple and perfect continuous. As compared to the Romanian verb system, the English one displays a highly regular structure. The English tenses not only outnumber the Romanian verb tenses, but their meaning is refined by the category of aspect in a systematic way. Aspectual information is about "the temporal distribution of an event, for instance, its completion or non-completion, continuation, or momentariness" (Baker 1992: 98). Such differences between two languages often determine the expression of slightly different information in the target language. Sometimes the information which is not embedded in a target language verb can be compensated by adding some lexical items that can complete the meaning.

However, other times, we might witness partial semantic losses in subtleties or nuances comprised in the source-language verb or verb phrase.

Translators often relate grammatical issues of the foreign language they translate from or into to the grammar of their native language or mother tongue. However, there are verb categories which a Romanian translator dealing with English texts might find difficult to understand and internalize. For working with verb matters might be a problem of perceiving and internalizing semantic nuances, which are often not explainable in full. It is the case of the structures expressing past habits *used to* and *would* and the subtle differences they display, which can only be perceived by Romanian natives after much experience with the English language.

Dissimilarity between the English and the Romanian grammars occurs also in the expression of the sequence of tenses, the existence of the subjunctive mood as such only in English or aspects related to non-finite verb form. The variety of the English modal verbs and especially the different constructive manner of the same modal verb so as to display different modalities or distinct semantic values is especially challenging for native Romanians. Finding proper equivalences in the translation of these verbs requires thorough knowledge of the English modal verbs and of how they can be rendered in Romanian. Modality is a means of providing information related to the sender's attitude towards the action mentioned in an utterance.

The passive voice also poses translation problems due to its unequal use in English and Romanian. The tendency to translate passive structures literally from English into other languages in certain language registers has been highlighted by Baker (1992: 102). When translated into Romanian, passive voice verbs are often more suitably translated by an impersonal construction than by a passive voice verb. Impersonal constructions are quite frequently used in Romanian to express agentless clauses, when the logical subject, the doer, is either unknown or irrelevant. In specific text types, belonging especially to the scientific registers, the need for objectivity can be fulfilled both by the passive voice and by impersonal constructions. The option for one or the other one in the target language rests on the natural way of expression in that particular language. The translation of passive voice by passive voice from English into Romanian is not necessarily a matter of using incorrect language, but sometimes rather inappropriate one. "The idea is not to replace an active form with an active one and a passive form with a passive one; it is always the function of a category rather than the form it takes that is of paramount importance in translation" (Baker 1992: 109).

As far as the noun and noun phrase are concerned, the solutions in translation for the dissimilarities between English and Romanian also require solid contrastive knowledge. Despite the fact that both English and Romanian display the issue of countability of nouns, there is different treatment in particular noun categories in the two languages. The differences roughly reside in matters related to the status and agreement in plural invariable nouns, *Pluralia Tanta* and unmarked plural nouns, dual class membership nouns, the agreement of collective noun, the irregularity of some plural forms. The suitable translation of partitives can also be demanding especially considering their specificity when attached to particular uncountable nouns. Although, contrary to Romanian, English articles are not inflected for gender and number distinction, the use of some noun determiners is constrained by the number category of the nouns they accompany. Some others, both positive and negative ones, exhibit agreement peculiarities. The expression of negation is formally and conceptually different in English and Romanian sentences, as are negative constructions. Articles are distinct typologically, formally and functionally in the two languages, as well.

Apart from the topics briefly pointed to above, Volume II of *Structural Equivalence in Translation. An Introduction* covers problems related to pronouns, prepositional variety and the use of prepositions collocating with other lexical categories, which provides them with additional meanings as per their primary one(s). Elliptical language which is manifest in the noun phrase, the numeral, conjunctions, tag questions, word-order are also matters with particular relevance when translating in the language pair English and Romanian. The categories of the adjective and the adverb are approached in the same chapter on the one hand due to their commonalities, and on the other hand due to their distinctiveness, which I consider can be better highlighted for Romanian learners if treated comparatively.

As I have claimed in the book, the translation of structural language items in the English – Romanian language pair could be completed with issues related to other contrastive hypostases of the problems approached in the two volumes. Also, inverting the directionality and discussing the matters from the perspective of the Romanian grammar and its translation into English is another important facet of the problem. As regards the translation from Romanian into English, attention is drawn in this book to situations when, especially with the verb tenses, several English versions correspond to only one in Romanian. In such cases, the difficulty for Romanians might be to opt for the right solution in English in the absence of solid contrastive knowledge.

Another aspect to be taken into account refers to the possible stylistic effects embedded in structures, where the translation solutions exceed the ones proposed in this book. The communicational and stylistic values conveyed by both verb and noun structures might be more important than the grammatical values. The translator's solutions need to take account of auctorial intentions, purposes, text type, *etc*. and are to be identified at macro- and micro-contextual level.

2.4 TRANSLATION, CORPORA AND PROFESSIONAL COMMUNICATION

The usefulness of corpora in the translation of texts pertaining to professional environments has also been dealt with and accounted for in a number of papers. Such a paper was presented at the first international conference *Structure, Use and Meaning*, organized by my home faculty's Department of Theoretical and Applied Linguistics, in 2010, a conference dedicated to workplace communication:

> Arhire, Mona. 2010. *Comparable Corpora as an Aid to Intercultural Business Communication*, International Conference on Professional Communication Workplace across Languages and Cultures, Transilvania University of Brașov, 2010.

The paper aims at shedding a glance at intercultural business communication mediated by translation considering comparable corpora a valuable input for the improvement of translator performance. More specifically, it reveals advantages of modern research methodology related to corpus-based translation studies as compared to traditional approaches in the field, issuing hypotheses as regards differences between the two corpora under investigation: one made up of English originals and the other one consisting of translations from Romanian into English of the same text types made by native speakers of Romanian. Along with the insight into the language levels under scrutiny, conclusions on the reasons why such differences occur, as well as suggestions for the improvement of translations are provided in an endeavour to enable the (re)production of natural discourse in English as a target language, hence allowing for better communication in the cases when Romanian corporations establish business contacts outside their geographical borders.

A more detailed study on the possibilities that corpora offer in the context of professional translation as workplace communication was worked out, co-authored by me and published in the edx Language and Dialogue Series of John Benjamins Publishing House:

> Tatu, Oana, Arhire, Mona. 2012. *Translation as a Form of Intercultural Workplace Communication*, in Stanca Măda and Răzvan Săftoiu (eds.) "Professional Communication across Languages and Cultures", Amsterdam: John Benjamins Publishing Company, pp.239-264. ISBN 978 90 272 1034 0, E-Book 978 90 272 7311 6.

The paper sets out to integrate corpora among the other, better-known resources for professional translators. As interdisciplinary field, Translation Studies lends translation practice access to various tools among which Machine Translation, Translation Memories, terminology databases, dictionaries, and, more frequently by the day, electronic corpora.

With a view to looking into the issue of translation as a solution for intercultural communication related to workplace environments, such communication is considered as *inter-workplace* occurrences on the one hand, and on the other hand, as *intra-workplace* intercation. More precisely, as regards the former instance, the situation of multinational companies has been taken into account. These companies customarily employ people from their home country, usually in management or other key positions, where specialized knowledge is required. Hence, in-company documents like, for instance, reports or memoranda are often subject to translation. As for the professional communication as intra-cultural workplace communication, attention is drawn to translation as accounting for acts of communication between enterprises headquartered in different cultural and linguistic areas.

As resource for professionals involved in communicating in English in the field of business, an experiment with BLC (The Business Letter Corpus) is worthwhile. It is a freely accessible and userfriendly monolingual corpus made up of authentic business letters and has a concordancer incorporated. Such a corpus can be used beside monolingual dictionaries for source language terminological clarification, but also for retrieval of information about the use and usage of English language items with a view to language production.

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Apart from the communicational facet of the translator's workplace, some aspects related to the social status of the profession, such as ethics, deontology and the translator's social status and role have been the subjects of the paper titled:

> Arhire, Mona. 2007. *Ethics and the Social Role of Translation,* in "Bulletin of the Transilvania University of Brașov", Vol. 14(49), Series B, Philology, Brașov: Transilvania University Publishing House, pp. 781-785, ISSN 1223-964x.

The paper is intended to offer an account of the social purpose of translation in terms of its relation with the issue of ethics, which is a professional concern as much as the deontology of translation is. The translator's responsibility and reliability are also dealt with, all of these problems making dedicated reference to the Romanian translational community.

It first provides a fair distinction between the notions of ethics and deontology in the craft of translation, where ethics is referred to as focussing on the practice of translation, on the dialogue with the Other, on social accountability and intercultural co-operation. Traditionally, it has been faithfulness that was used to assess the quality of the translator's work as much as the social value of translation. But that ethics is a matter of faithfulness towards the original text is a quite narrow consideration since one of the faces of faithfulness concerns translation as a profession and the rules that govern it.

This brings forth ethical questions at two levels: on the one hand, it presupposes some kind of loyalty to a source text, author and sender, where the translator remains invisible. On the other hand, it regards the control of translation as a profession, mentioned in codes of ethics meant to regulate the translator's relations with clients and confidentiality – here the translator is a juridical and fiscal entity, who, according to most contemporary ethical codes, should have paratextual and extra-textual presence as being at least partly responsible for the target language text. Historically, the two distinct levels have little by little interfered in that translators have transformed their anonymity into a professional entity, having therefore developed professional ethics.

The translator's ethics concerns first and foremost the way in which the translator establishes the social and intercultural relationships that determine his/ her practice. Thus, the translator is a responsible professional, whose duty is to carry out an intercultural mission of co-operation. (Pym 1997/2012) Though different from ethics, deontology is strictly related to ethics in that the

translator, while achieving his/ her intercultural duty, is normally confronted with the deontological sets of rules, with a code of professional conduct.

The social role of translation is perceived by scholars in the field in two distinct ways: as a positive or a negative role. The former consideration is the traditional one, for which we would recall Goethe's words, who describes the aim of translation as to "increase tolerance between nations" (in Lefevere 1977: 34). It is without doubt true that translation has been helping to remove barriers among peoples, being therefore an important instrument for international co-operation. The idea of translation acting as a bridge between cultures has been insisted upon. Indeed, translation is a matter of intercultural communication, as beneficial as intralingual communication itself. However, more recent studies, including Romanian accounts in the field, have started to indirectly question Goethe's view on the role of translation to allow for tolerance among nations. Some theorists even step out of the cliché of the translations being a bridge in international affairs, since so many bridges are nowadays blown in the air.

2.5 TRANSLATION, CORPORA AND LANGUAGE ACQUISITION

Traditionally, translation occupied a place among the core methods used in the acquisition of foreign languages. Nonetheless, for a few decades now, it seems to have lost this privilege in favour of other teaching and learning strategies that focus on more communicative-oriented approaches.

However, as the paper presented below advocates, translation displays manifold benefits in the teaching of foreign languages:

> Arhire, Mona. 2008. *The Status of Translation in EFL,* in Marinela Burada (ed.) "Conference on British and American Studies*",* Brașov: Transilvania University Publishing House, pp. 39-46, ISSN 1844-7481.

This paper attempts at providing answers to some questions related to the role of translation in the current teaching of foreign languages, focusing on EFL. The considerations are based on the comparative view of classical versus modern teaching methodology, as well as on an insight into teaching material.

Without underestimating the importance of developing the students' spontaneous communication abilities, the paper discusses several advantages of using translation for language acquisition. While the drawbacks and limits of translation in the EFL context are pinpointed, concrete benefits are described. Furthermore, the paper argues that translation can be used for communicative purposes as well if, just like any teaching method, it is not used exclusively. For the teaching of foreign languages is based on a diversity of methods joined or opted for at a specific point in the learning process so as to serve certain immediate or long-term purposes. It focuses, in turns, on certain abilities or skills to be developed at the expense of others that are considered at another teaching stage. Like any other teaching method, translation can be successful in EFL if used in an appropriate way, imaginatively as an alternative to other teaching methods, the teacher being the one to make the right decision.

A paper presented at a conference in Florence aimed at presenting electronic corpora together with their adjacent electronic tools for data retrieval as optimal tools for the acquisition of specialized language in the modern context of *Content and Language Integrated Learning* (CLIL) and ultimately for effective intra- or inter-linguistic communication in professional environments:

> Arhire, Mona, Gheorghe, Mihaela, Talabă, Doru. 2014. *A Corpus-based Approach to Content and Language Integrated Learning*, in „Proceedings of the International Conference: ICT for Language Learning, 7th edition", Libreriauniversitaria.it, Florence, Italy, 13–14 November 2014, ISBN 978-88-6292-548-8.

Examples of lexical and collocational retrieval from electronic specialized dictionaries as compared to corpora were presented at the conference. The demonstration displayed particular situations for Romanians accessing the electronic resources at hand, but, as was highlighted in the presentation, the advantages of using corpora can be extended to whatever native users of other languages.

One of the considerations triggering our approach relates to findings deriving from studies which conveyed evidence of the fact that lecturers involved in CLIL tend to use traditional linguistic resources to prepare their lectures. To refer but to a study undertaken in Spain, out of the alternatives given in a questionnaire to lecturers involved in Spanish CLIL (dictionaries, glossaries, machine translation and web pages), dictionaries resulted to have the upper hand, while web pages are second in range (Riera and Arevalo 2013). The study also revealed that all

the trainers subject to the investigation constantly resort to translation from Spanish into English when preparing their lectures and in-class presentations.

The main benefit that CLIL can derive from corpora stems from the possibility to view language in larger stretches and thus retrieve contextualized information of various kinds. This can be partly achieved with the help of electronic tools, named concordancers. The reason why corpora are preferred to dictionaries for terminology clarification is that corpora exhibit the search term in as many contexts as are available in the corpus. But corpora seem to be even more valuable for the retrieval of information about language use and usage than about specialized terminology. The authentic use of words or lexical clusters is illustrated at its best when enlisted in several concordance lines. For example, in the case of the sentence extract: *...their efforts to prevent such incidents to happen again*, the key words *prevent*, *incidents* and *happen* have been searched for together to check their collocational validity. The corpus revealed the versions *prevent an incident happening* and *prevent an incident from happening*, but not *prevent an incident to happen* (Hunston 2014).

Corpora can also clarify ambiguity and indicate semantic differences when different prepositions join the same verb or noun and can reveal grammatical information relative, for instance, to the countability of nouns, agreement, contrastive structures, *etc*. The possibility of clarifying between false friends has also been demonstrated (Imre 2013). Synonymy and polysemy actually entail a choice of the right lexical items, the use of which is best illustrated in their co-text. These, as well as many other language data, would be otherwise obtained from several various dictionaries or reference books with less effectiveness and more time consumption.

Automatic frequency lists can also be helpful. For instance, the difference between *There are not any ...* and *There are no ...* has been verified in a corpus by means of a frequency list. The results showed that the latter version is much more frequent (therefore preferred) than the former, entailing also a syntactic and cohesive difference (Hunston 2014).

What is more, the compilation of a corpus, hard as it might be, is worthwhile since it can constitute the root for a plurality of investigation purposes beyond the initial ones. However, a chief condition for corpus reliability is granted by the authenticity of the texts it includes, as well as by the careful choice of authorship. In this respect, the corpus under discussion will be made up only of authentic scholarly work, manuals, course books, *etc*. written by native speakers of

the language they represent. Thereby, both the quality of the content and that of the languages involved are safely assured.

The specific benefits of corpora for trainers lie in the possibility to acquire translation skills and to prepare their lectures and in-class presentations, to access documentation material for lecture delivery and research, as well as to improve their English. Trainees are themselves advantaged by higher quality lectures, but, more importantly, the corpus lends itself not only to in-class applications, but also to individual ones, thus fostering autonomous learning outside the classroom setting and beyond the time-limited institutional instruction schedule. Learner autonomy is an important part of the CLIL approach: "CLIL as a <u>fused</u> subject provides a learning environment which promotes the capacity for self-organization" (Wolff 2011). The corpus-based approach enables students to mine language descriptions in a self-directed way (Woolard 2000) and to develop their reading and writing skills, while understanding how languages – either individually or contrastively – are used in the particular register they deal in. The acquisition of other European languages represents an additional kind of openness for them and heightens their possibility to move freely and effectively in the European space, increasing their chances for employability, exchange of experience, multilingualism and multiculturalism, and helps them to become responsible global citizens.

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The problem of content and language acquisition in international higher education contexts is the topic of the study entitled *A Convergent Approach to Corpus and Glossary Creation for Academic CLIL,* which I have submitted for review and publication in the Journal of Linguistic and International Education – Jolie, ISSN 2065 – 6599 (ERIH Plus, EBSCO, ProQuest, Index Copernicus, Cabell's Directories, Ulrichs Web).

The objective of this study is to formulate a teaching and learning methodology to be used in English-taught higher education CLIL, the participants of which are non-natives speakers of English. The methodology is grounded on an experiment undertaken with Romanian CLIL students, which exhibited genuine advantages for the acquisition of general and specialized English, as well as content knowledge in English throughout its stages.

Even though corpora and glossaries are renowned aids in vocabulary teaching, to the best of my knowledge, the joint creation of corpora and glossaries by CLIL students has not been

experienced so far. The experiment discussed in this paper was driven by the hypothesis that corpus creation and glossary-making can be most beneficial means of implicit language and content learning if approached as two equally important and interrelated components of the same endeavour. The novelty of the experiment lies in the convergent approach to the design of a terminological corpus and the subsequent creation of a glossary with a view to enhancing the balance between the acquisition of language and content knowledge.

The proposed method comprises a number of activities arranged in a principled way so as to converge to the creation of a specialized glossary. It is an interdisciplinary approach which borrows methodological elements from corpus linguistics, information technology (IT), lexicography, and language pedagogy and adapts them so as to improve the overall quality of CLIL. While undertaking the activities converging to the creation of the glossary – text selection, corpus compilation, terminology extraction, providing definitions and contextual illustrations –, the learners acquire content and language knowledge, as well as the skills and competences for autonomously managing the concepts and terminology in their field in English. The methodology proves to have two important benefits: it enhances the balance between content and language acquisition in CLIL for non-native speakers of English and it provides the learners with valuable resources during and after the study.

CHAPTER 3 – TRANSLATOR TRAINING

Before delving into the problem of translator training proper and presenting my concrete scientific and didactic undertakings in this area, I find it suitable to present some considerations on the status of this activity among the other activities related to translation, namely research, theory and practice.

The dichotomy of theory and practice is generally the most overridden one among others that have been associated with Translation Studies. The fact that translation is, after all, a practical endeavour, the quality of which is strictly dependent on experience cannot be denied. Therefore, "[t]he real learning of theory, even for the self-learner, should be in dialogue and debate" (Pym 2010: 5). However, "… in the training of translators, it is critical to include some theoretical input" (Hatim 2001: 163). Translation theory ensures a correct approach to the process of translation, enriching the translator with translation strategies and techniques. It also informs translators on tools and support that can be used to enhance translation quality and facilitate the translators' work. The exposure to the theory in Translation Studies occurs mainly in educational settings that focus on translator training. Even though no training whatsoever can cover all the situations a translator will face during the work proper, it is essential in that it raises the trainees' awareness of the need to view the translation process in its entire complexity. The effective teaching of translation has to do with using theory to open up a series of perspectives, of alternative ways of translating, and then to inductively question the alternatives in terms of the specific and general aims of translation. It also instructs on matters relative to the translator's right and duty to make decisions.

As for the academic translation programmes, they are always expected to offer a theoretical basis, even if practice remains an essential component. A translator having attended academic training in translation cannot be expected to ignore the literature in the field. It is the translator trainer's duty to indicate the relevant reference material to students, while stimulating short comprehension discussions in the classroom and focusing on guiding the practical performance of students. Indeed, a condition for good training is the prevalence of practice over theory.

Furthermore, the profession of translator entails issues related to ethics and deontology, which are first and foremost matters of theory before they operate in practice. Trainees in Translation Studies have the opportunity to acquire knowledge on ethical and deontological matters during the training period, which is preferred to learning from mistakes during their practice. The latter case might affect their prestige, reliability and ultimately their success and job satisfaction. There is a range of mistakes and errors endangering the translation work, which do not fail to occur since error prediction is never far-reaching enough and prevention works within limits. Faulty attitudes and performance can have negative consequences from the ethical and deontological points of view. While carrying out the profession, there are plenty of opportunities to learn lessons from mistakes. However, prevention can considerably diminish the risk for major mistakes. The problems regarding the ethics of the profession are important parts of the theory of translation and should be acknowledged as such first of all by translator trainers.

Referring to the measure of translation effects, Lewis argues that a good translation is doomed to commit abuses (Lewis 2000: 268-273). But, in spite of the abusive nature of translation, there is an entire array of abuses that can be avoided. It is the systematic training in the field of translation that should aim at preventing abuses in this craft, by insisting on each and every component of this activity and thus guarding against ignorance and setting the issues of morality and responsibility right.

Anthony Pym's argument against separating the two components of the same whole – theory and practice – is that translators themselves are theorizing (Pym 2010: 5). Hatim (2001: 7) calls theory and practice "unhelpful dichotomies" and suggests their reassessment. This, the scholar argues, can be achieved by recognizing that 'research' and 'action' are in a dialectical relation and that they should be viewed as enriching one another (ibid.). He also discusses the 'theory-practice cycle' (Hatim 2001: 6), calling it further 'the research cycle of practice-research-practice' (Hatim 2001: 7). Indeed, research and theory in Translation Studies are inseparable, with practice lying at their basis. Additionally, since translators are nowadays mainly the outcome of specialist training, I suggest that translator training should occupy a place within the cycle. There is actually a tight link between research, theory, training and practice in Translation Studies. Research is an undertaking nowadays presupposing an observant, a descriptive stance in front of the practical work, entailing a reflective behavior, further leading to the formulation of theories. These theories, in turn, have an impact on translator training and are then undoubtedly reflected back in the translation practice, which is again subject to research. Therefore, what

results is a more comprehensive perspective of Translation Studies with its four interrelated components, which can be illustrated as follows:
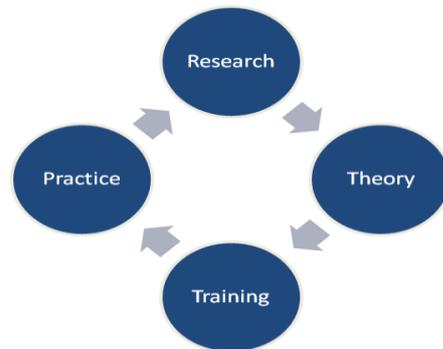
Nowadays, increased academic concern for the systematic training of translation trainees can be witnessed around the world. Also, the preoccupation for research in translator training as academic pursuit is often set to debate within international conferences and scholarly work. This too means that there is some authoritative recognition of the need for a global, overall approach to the components making up the complex whole of Translation Studies, with training acquiring an increasingly stable status of its own day by day.

My own research has addressed problems regarding the training of translators during the last few years, thereby establishing a point of convergence between the scientific activity and the educational one in which I am equally involved. A considerable part of the studies presented in this thesis exhibit my interest in translator training especially in the area of CBTS, for reasons exposed in the theoretical background section below. The primary purpose of such undertakings is to perform systematic investigation into student translation and thereby improve my teaching methods and obtain better results.

Given the proven superiority of CBTS as compared to traditional methodology, this distinct branch of Translation Studies is expected to continue its fast development with a view to being extended over the academic and ultimately the professional contexts as a new specific form of intercultural communication. If we regard the learning process in translation as an ongoing and long-term, even life-long process, it can be safely stated that working with parallel corpora, but also with comparable ones, enhances the trainees' translating and writing skills, as well as their accurate, fluent and natural way of expression. The learners' awareness and reflectiveness are stimulated by corpus-based approaches. They favour the development of the trainees' ability to practice, store and adopt translation strategies and procedures. Also, they bring about the future

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professionals' ethical attitude towards the translators' role (Laviosa 2012: 247). Moreover, translation corpora are assumed to play a part in reviving translation practices within language pedagogy (Cook 2010 in Laviosa 2012: 247) and in tightening the relation between training and education. This can be achieved by educating trainees to reflect upon how corpora can be used in translation and in the learning process (Aston 2009: ix in Laviosa 2012: 247).

The beginning of my involvement in Corpus-based Translation Studies, about ten years ago, is necessarily related to my translator training activity. It marks a turning point in my activity as translator trainer, the moment when the predominantly prescriptive and intuitive approach was, to an important extent, replaced by methodologies derived from the systematic investigation of the students' translational work. All the empirical studies based on this work benefitted from research methodology borrowed from Corpus-based Translation Studies and all of them provided both the trainer and the trainees with precious and oftentimes surprising outcome determining changes in my perception of the students' overall performance. These changes were generated by the principled and organized analysis of some translational learner corpora, which revealed accurate and specific data, further leading to the development of some sets of teaching methodologies. Some of these studies have already been presented in the subchapter 2.2 of this thesis due to their relevance in describing the manner in which I applied the CBTS research methodology in my studies. All of them led to the refinement of my teaching methods, which were better suited for my students' specific needs.

The paper partially presented in section 2.2.2 above, *Cohesive Devices in Translator Training: A Study based on a Translational Learner Corpus*, in "Meta: Translator's Journal", 62:1, comprises, in its final part, a complete and coherent methodology proposed for the teaching of the translation of cohesive devices as such, but also related to translating the same devices when they carry additional stylistic values. This methodology – devised in four steps – rests on the findings resulted from the investigation of a translational learner corpus.

The first step would be raising the trainees' awareness of the importance of cohesion and discourse texture in translation. Asymmetries in the cohesive mechanisms of the languages in contact have to be pinpointed in order to have learners come to terms with structural and formal constraints of the target language and obtain equivalence at the cohesive level. The theory will be better illustrated if relevant examples are inserted.

Secondly, the fact that the cohesive devices can be associated with additional functions should be specified, such as stylistic, rhetorical, idiolectal, sociolectal, pragmatic ones. A balance between the cohesiveness of the devices and their additional functions is to be considered, with the latter of primary importance. The cohesive mechanism is to be freely adapted so as to preserve as much of the pragmatic/ stylistic function of the discourse as possible. Trainees should also be instructed that the preservation of the same cohesive devices in the target language might hinder the reproduction of the intended effect. Simplification and explicitation are to be considered valid translation methods of ellipsis, substitution and reference as cohesive devices with no additional values. However, these translation methods are not necessarily adequate when the cohesive devices bear stylistic, rhetorical or sociolectal functions.

Thirdly, the inequivalence stemming from structural differences in cohesive devices should be compensated when the devices are used to provide some communicative value apart from the formal one. This might presuppose a major change at formal level based on creativity.

Fourthly, if idiolectal, sociolectal or rhetorical devices are entailed, the same translation measures should be applied throughout the text as consistency is essential with idiosyncrasies of any kind.

After acquiring experience with corpus methodology in translator training, I dedicated a paper to a synthetic presentation of corpus use and compilation in educational environments:

Arhire, Mona. 2015. *Corpus Methodology Applied to Translator Training*, în Iulian Boldea (ed.) ”Discourse as a Form of Multiculturalism in Literature and Communication”, Tîrgu Mureş: The Alpha Institute for Multicultural Studies Arhipelag XXI Press, pp. 160-172, ISBN: 978-606-8624-21-1, ISI Proceedings.

This paper chiefly discusses the relevance of introducing corpora in the process of teaching and learning translation practices by highlighting the advantages of corpus-based methodology in the training of translation students both in terms of theory and practice. The final part of the paper advocates the usefulness of creating corpora tailored according to specific needs and resorting to them in the practice of translation. Importantly, it pinpoints the benefits of adopting a descriptive stance to translational learner corpora in which trainees and trainers are involved alike. Thereby, the trainees learn not only to self-assess their work, but they learn about problems they encountered themselves in translation, in their own practice, which has a motivational effect and

an immediate impact upon their acquisition of contrastive knowledge and the improvement of their work. The conclusions indicate that the translator training process and its results can be genuinely enhanced by means of corpus-based methodology applied on a large scale and in a dedicated and systematic manner.

A detailed and practical corpus-based procedure for in-class teaching and learning of translation, as well as for self-learning in real-life translational encounters is outlined in the paper called:

> Arhire, Mona. 2015. *Collaborative and Autonomous Learning in Translator Training,* 13th Conference on British and American Studies, Transilvania University of Brasov.

The paper aims at proposing an approach to translator training based on the teaching of theory and collaborative learning practices so as to ultimately foster the trainees' ability to apply self-learning methods in translation. It advocates the need for the academic in-class translator training sessions to incorporate specific measures for the trainees' acquisition of autonomous learning strategies that should accompany them throughout their translator's professional life. The focus lies on the methodology pertaining to the applied areas of corpus-based translation, without overseeing the natural cooperation with the descriptive component. The starting point of the discussion rests on the dichotomy of theory and practice in relation to Translation Studies and looks into the way research, theory and practice intertwine in the educational facet of translation. Applications undertaken in the framework of the translator training classes at *Transilvania* University of Brasov have revealed that theory, together with collaborative learning methodology, leads to enhanced independence and good practices in M.A. students' translation work.

CHAPTER 4 – TRANSLATION AND TRANSLATING

Scholarly work has been issuing considerations and re-considerations of the relation between the process and the product dimension of translation, debating on the extent to which one determines the other. The bi-directional perspective is grounded on just considerations that the quality of the product depends on the process and, conversely, that the strategies adopted during the process are imposed by the envisaged product.

Roger Bell distinguishes between translation as a process, as a product, and as a general term that refers to both; he defines translation as: (1) Translating: The activity, *i.e.* the process, (2) Translation: The tangible object, *i.e.* the product, and (3) Translation: The concept that combines the process and the product (1991: 13). Some theorists have predominantly studied translation as a process, stating that the starting point of any translation activity is the original text which stimulates the processes, and not vice versa (House 2015). Others find it more logical to study translation as a product. The translator, in their opinion, is a mediator of a SL text which already exists with certain linguistic conventions, and is thus challenged to keep the same function within the TL text conventions.

Toury (1995: 36) relates the 'observables', i.e. the study of the translation, to the 'non-observables', *i.e.* the process behind the product. In addition, he claims, the translator's behaviour and the extra-textual information, such as the translator's style, personality, gender, educational background, *etc.* impact the translation. Such issues have been studied by other scholars as well (*e.g.* Holmes 1998, Baker 1999, Chesterman 2000, Olohan and Baker 2000, Mason 2001, Williams and Chesterman 2002, *etc.*). Also, providing we disregard the source-language influence, the translation product directly depends on the translation process and on the conditions and context that generate it. In its turn, the analysis of the product can provide information on the process, which can be improved to generate a better product – the ultimate goal in any translation enterprise.

However, it seems that many problems arise during the pre- and post-stages of the process, of translating, thereby affecting the product, rather than during the process itself. The pre-stages comprise the reading process, along with understanding and internalizing the source language

message. As for the post-stages of translation, they mainly include reviewing and editing. Despite the scarce scholarly attention granted to pre- and post-translation activities, my experience with the learners in translation has repeatedly revealed that their translations could benefit from much better quality if these activities adjacent to the translation process would be allotted more time and granted more importance. Therefore, I have undertaken two studies to look into reading for translation and reviewing, two neglected activities of utmost importance though.

> Arhire, Mona. 2005. *A Special Approach to Texts: Reading for Translation*, in "Bulletin of Transilvania University of Brasov", Vol. 12(47). Series B5, Brașov: Transilvania University Publishing House, pp. 681-689, ISSN 1223-964X.

This paper focusses on the act of reading for translation as a distinct reading behavior. It first provides an overview of relevant theories in the matter, and then discusses the extent to which the process of reading with a view to translating is objective or subjective and whether the translator should adopt an assertive or a submissive position towards the text to be translated.

Generally, reading for translation is not included on the language scholars' lists of reading types, classified by virtue of the reading purposes. Yet, it is a purposeful, goal-oriented and extended reading, preparing the subsequent transfer of the message to a target language. The issue of reading is naturally theorized by translation scholars.

To start with, Newmark (1988, 1995) declares reading comprehension to be among the essential skills that translators need to possess. Popovic claims that reading the source text is a process of decoding, and translating it is a process of "recoding of a linguistic text, accompanied by the creation of its new linguistic appearance and stylistic shape" (1980: 286). Indeed, the first issue encountered in translation is related to reading and comprehension in the source language. In the same line, Bassnett claims that "accuracy is dependent on the translator's ability to read and understand the original and does not rest on the translator's subordination to that source language text. Translation, whether vertical or horizontal, is viewed as a skill, inextricably bound up with modes of reading and interpreting the original text, which is proper source material for the writer to draw upon as he thinks fit" (Bassnett 2002: 60). "The translator is, after all, first a reader and then a writer and in the process of reading he or she must take a position" (Bassnett 2002: 83).

When reading and decoding for the purpose of translating, translators, unlike most readers who simply follow the thread of the discourse, are anticipating how to encode the message back in the target language, how to recreate – as Catford (1965) puts it – 'the picture'. Depending on the text type – whether specialized and official, or literary –, the degree of subjectivity varies. But any translation whatsoever, irrespective of its author's impartial intentions, will partly reflect the translator's own mental and cultural views. Brislin (in Bassnett 2002) claims that translation and interpretation are tightly linked together and complete each other, in that translation is the transfer of linguistic equivalents, while interpretation helps at transferring the entire meaning, focusing on ideas, and carrying out a semantic transfer. This is to view language as discourse, *i.e.* to get at the 'process dimension' of language, instead of its 'product dimension'. This distinction can be linked to a view of reading as discourse or as reading as text respectively. Translators are mainly interested in reading as discourse, *i.e.* the underlying sets of meaning brought into play by the writer while producing a text, rather than in the product dimension of it (Alderson and Urquhart in Widdowson 1974). There is generally a number of discourses that can be traced out of a text during its procession, with the translator 'reading' a discourse or discourses in a text to render in a target language.

Resuming and enlarging on the idea of submissive and assertive readers, both categories are commonly able to make their own choices as to what kind of stance to adopt towards a text, depending on their purposes in reading it (Widdowson 1974). The question I attempt to answer here is to what extent should translators as readers be submissive and assertive, or objective and subjective respectively. Faithfulness and accuracy in translation can be associated with the translator's objectivity, who is to refrain from personal views and considerations when translating the original author's message. Nevertheless, the translator's necessary analytical endeavour, the obligatory critical reading for translating, the interpretation which involves judgments for full understanding and internalizing, all raise the question whether translators can or should be objective indeed. In fact, the subjective feature of reading, and implicitly translation, accounts for the fact that "every reading of a text is a unique, unrepeatable act and a text is bound to evoke differing responses in different receivers" (Hatim and Mason 1994: 4).

The readership in general has been reevaluated during the twentieth century, being now considered by some scholars text producers rather than just text consumers or text receivers (Kristeva 1970, Paz 1992, Bassnett 2002, *etc*.). This means that the readers decode messages and construct meaning according to their own set of values. This pertinent idea can be extended to reading for translation which seems to be, especially with texts from the literary genres, an

individual and subjective undertaking, reflected as such in translation. Consequently, this individuality or subjectivity of the translators should be mirrored in the different translations of the same source language text whether at synchronic or diachronic level. As Paz (1992) suggests, all texts are translations of translations of translations and the lines cannot be drawn to separate Reader from Translator.

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As previously stated, the review of translations, a post-process activity, plays an important part in the quality of the end product, the final translation. Therefore, reviewing translation is far more than simply reading and re-reading the target text after completion.

El-Hilaly discusses the process and process-related activities of translation in an integrative manner, pointing to the translator's metacognitive awareness, as well as the relation between translation processes and metacognition. He claims that "the correspondence between translation and metacognition lies in the translators' awareness of the process of translation and the control they have in adopting a particular strategy for a specific translation task" (2004: 2). El-Hilaly's theory distinguishes among three metacognitive phases in translation: 1. planning: a pre-translation stage in which the translator prepares his/her strategy and sets his/her goals; 2. monitoring: an activity developed during the process of translation proper, which entails the translator's questioning the appropriateness of the equivalents selected and reviewing his/her options in the light of translation theories; 3. evaluating: a post-translation stage in which the translator should adjust his/her effort to fine-tuning the semantic and pragmatic equivalence of the source language text (2004: 2-10).

The following article concentrates on the third metacognitive phase posited by El-Hilaly:

Arhire, Mona. 2014. *Reviewing a Translational Learner Corpus for Naturalness*, in Marinela Burada and Oana Tatu (eds.) "10th Conference on British and American Studies – Crossing Boundaries. Approaches to the Contemporary Multicultural Discourse", Newcastle upon Tyne: Cambridge Scholars Publishing, pp.188-200. ISBN (10): 1-4438-5359-3, ISBN (13): 978-1-4438-5359-0, ISI Proceedings.

Even though reviewing has not caught much scholarly attention or has only been tangentially touched upon in specialist studies, there are a few sets of review methods that can be

successfully applied to translated texts. Among these, Larson's (1997) classification underlies the study undertaken in this paper, and has been completed for suitability reasons. The full list of translation review methods comprises, in Larson's view, comparison with the source language text, back-translation into the source language, comprehension checks, naturalness and readability tests, and translation reviewing for consistency (Larson 1997: 533). Out of these tests meant to be applied for the final revision of translations, I have opted for only one in the string, namely the naturalness test. This choice has not been made at random, but rather relies on considerations relative to the nature of the source language text, *i.e.* fiction written in a fairly high stylistic register. Such a text type can be subject to sundry tests, but the ultimate aim in producing a fictional target text lies in the equivalent effect that it has to pose before the target audience. This is to apply Newmark's (1995: 132) equivalent effect principle, which he justly considers of paramount importance. With this purpose in mind, the translated text should enable a natural and fluent flow in reading, with no obstacle hindering it. This has been the idea triggering the application of the naturalness test in order to assess the translations subject to investigation.

The paper presents situations of deficient naturalness in the translations comprised in a bilingual, parallel translational learner corpus, which has been tested for naturalness. The study also attempts at finding explanations for translation flaws affecting the natural flow of the target language discourse, as well as suggesting solutions for avoiding them, the ultimate aim being the integration of such solutions in translation training programmes offered to Romanian students as future translators.

The observations generated by the criteria-based quality assessment offer both parties involved in the training process precious information on the learners' translation performance. This enables adopting further measures for improvement and, ultimately for enhanced translation work.

With a view to having an organized research approach, the first measure taken was to establish a set of hypotheses, acting also as investigation criteria. The criteria are explanatory for the defective translations but are not of an exhaustive nature, as far as the possible reasons for translation flaws are concerned. Thus, the criteria considered for this study are the following ones:

(1)   Inappropriate register or wrong choice for words.

(2)   Influence of the source language.

(3)   Improper analysis and hence misunderstanding of the source language text.

The option for the naturalness test has been governed by the fact that the source language text is a literary text intended for leisure reading, the natural flow and aesthetic effect of which are of primary importance. The scope of naturalness tests is "to see if the form of the translation is natural and the style appropriate" (Larson 1997: 542).

Looking at the translation results quantitatively, the findings indicate the following figures and percentages relative to the students' performance in this particular situation:

-   proper and acceptable translations: 10 (43.5%)
-   inappropriate translations: 13 (56.5%)

The interpretation of the findings further reveals the fact that all the hypotheses have been validated, exhibiting the following prevailing reasons for inappropriate translations:

(i) - wrong choice of words: 7 (53.8%);
(ii) - influence of the source language: 2 (15.4%);
(iii) - improper analysis: 4 (30.8%).

It results that the main explanation for inadequate translation is the wrong lexical choice, followed by the students' inability to perform a correct semantic analysis of the source language text. However, as can be inferred from the analysis, in some deficient translations, two of the hypotheses can be identified. That is why main causes have been indicated and not singular ones.

In addition to the hypotheses that have been established to guide the investigation, the improper use of dictionary definitions has determined three out of the seven wrong translations under the category of improper choice for words.

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Apart from the insight into the pre- and post-translation stages, the research done in the area of translation resources contributed to increasing my students' awareness of the resources to resort to during the translation process so as to increase the quality of their translations. Besides the account of corpora as translation resources (presented in section 2.2.2 above), the participation in a research project in the field of lexicography enriched my perspectives on what and how electronic dictionaries are to be optimally used. This is particularly important in translator

training since electronic dictionaries are perhaps the translators' primary sources for data retrieval supporting the translation process.

The research project referred to above, *Competitiveness and Effectiveness in Intercultural Specialised Communication through the Optimization of Online Resources*, code 929 (2007-2009) was funded by CNCIS and managed by professor Marinela Burada (http://cerex.unitbv.ro/lexica). The participation in this project gave me the opportunity to become familiar with the methodology of corpus compilation, data extraction and processing, some of which I could subsequently use in my corpus-based translational research. Also, the initial research of existing on-line dictionaries provided me with a fairly accurate overview of dictionary features, thus being able to advise and train the students in opting for and using the most reliable dictionaries in their translation practice. Particularly useful was the information collected firsthand during the research visit at the DGT (General-Directorate for Translation) at the European Commission in Brussels. Part of the research undertaken within this project was disseminated at conferences and/or published.

> Arhire, Mona. 2009. *Lexicography Through the Compiler's Lens,* 7th Conference on British and American Studies, Transilvania University of Brașov.

This paper ponders on the problems encountered in the undertaking of dictionary-making, focusing on the organization of an electronic specialized bilingual dictionary. The macrostructure and microstructure within computer-enhanced lexicography are accounted for from the compiler's perspective within the struggle to find the meeting point with the dictionary user's requirements.

A more in-depth double view on the creation of electronic dictionaries is offered in the paper entitled:

> Arhire, Mona, Brătan, Andreea. 2009. *A Dual Perspective of Electronic Dictionaries: the Compiler's and the User's*, in Marinela Burada (ed.) "Conference on British and American Studies", Brașov: Transilvania University Publishing House, pp. 15-28, ISSN 1844-7481.

This paper starts by discussing some core aspects of academic lexicography or 'metalexicography', which is generally accepted as representing the study of the principles

underlying existing dictionaries, leading to the formulation of suggestions on the production of better dictionaries. Making the electronic products subject to critique, we deal in the field called 'lexicomputing', also known as 'computational lexicography' and defined as: "a process directed at the design, compilation, use and evaluation of electronic dictionaries" (Hartmann 2001: 171). Our essential goals have been those of identifying means of fostering the effectiveness of on-line dictionaries, as well as considering in how far the compiler's and the user's perspectives match.

The applied research methodology focusses on the compiler's stance in the process of e-dictionary making, in an effort to better adapt dictionaries to users' needs. The qualitative assessment of currently available free on-line dictionaries encompasses a variety of criteria, out of which of interest in this particular study are the ones relevant in a user-oriented dictionary.

> Arhire, Mona. 2008. *The Role of Online Dictionaries in the Translation Community,* 6th Conference on British and American Studies "Interface between Theoretical and Applied Research", Transilvania University of Brașov.

The paper commences by defining the translation community and presents the main benefits that computer-based dictionaries offer to its users: they are quick and easy to use, they can provide access to large amounts of data, and they are interactive. The paper also enlightens about the importance of acknowledging the principles for selecting on-line dictionaries since, as our critaria-based assessment of such dictionaries has highlighted, there remains enormous scope for development and improvement. Unfortunately, our research results have shown that about 90% of the dictionaries cannot be labeled as fully reliable standard dictionaries with a clout of authority, as dictionaries are commonly considered.

CHAPTER 5 – EDUCATIONAL ACTIVITIES AND MISCELLANEA

My teaching activity is, to a large extent, consistent with my research. The two major components of my academic activity intertwine especially in the area of translator training.   This mission requires high responsibility and constant reflection on the students' needs, knowledge and skills. This is why I have been constantly seeking to improve my teaching methods and adapt them to the dynamic educational and professional environments. The courses I currently teach cover all three educational levels: B.A., M.A. and PhD.

The course I offer to first year students, *Communication techniques*, is designed so as to focus on their acquisition of knowledge related to the principles of coherent and cohesive discourse construction, which is thought to be further useful in my 2nd and 3rd students' development of translation skills.

All the other courses deal in Translation Studies proper. The one delivered to the 2nd year B.A. students suffered a change of curriculum in the last few years. My increased interest in addressing the B.A. students' correctness in the use of English in translation stems from recent years' observations related to comprehension and language production difficulties, which affect their translational performance. Therefore, I introduced content on structural equivalence in translation in the Translation Studies lecture delivered to 2nd year students. The book *Structural Equivalence in Translation. An Introduction,* Vol. I and II, presented in the section 2.3.2 above is thought to support the students' acquisition of contrastive knowledge at grammatical level and is therefore on their list of compulsory bibliography.

This change was determined with a view to adapting the lecture to the students' knowledge at admission and compensate for the merely communicative approach to the teaching of English in high-school.

Literary translation is an elective course also for 2nd year B.A. students, which was initially introduced for the students attending the Applied Modern Languages study programme so as to offer them openess for the literary area. However, it extended to all the faculty's 2nd year students who are enrolled in an English-taught programme.

The translation of specialized language registers in the fields of business and law science is the subject of the courses taught to 3rd year B.A. students, for whom I am have also designed an elective course on Computer-assisted tools in view of helping them optimize their translation work with the aid of up-to-date technology.

Further in-depth knowledge in Translation Studies is offered at master's level, where I teach the courses called: *Translation and communication, Translation and interpretation in professional contexts, Modern interpretation techniques* and since 2013 *Corpus-based Translation Studies.*

In 2016 I started offering courses to 1st year PhD students on research principles relevant for their doctoral activity.

Regarding the constant improvement and updating of my teaching an endeavour of utmost importance, I have dedicated considerable amount of time to the systematic investigation of student translation to parallel my observations of the learners' performance during in-class sessions. I have also involved students in my learner corpus-based research so as to better impact the teaching of translation especially dedicated to the master's students enrolled in the English-taught MA programme *Language Studies for Intercultural Communication*. Such research extends its reach, being potentially applicable in other Romanian or even international educational contexts. This activity pursues a double purpose: (i) to pilot the corpus methodology in translation studies based on small-size corpora and the available electronic tools, and (ii) to investigate the quality of the students' translations during their final training stages with a view to formulating teaching strategies to improve their translational performance before becoming professionals. To these ends, I resorted to the compilation of some translational parallel learner corpora each comprising two sub-corpora, one consisting of original texts in English and the other one of students' translations into Romanian.

The empirical studies (some of which were published and have been presented in Part B-i above) are based on these corpora and were analyzed with methodology borrowed from corpus linguistics. They generated interesting and useful results relative to the recurrent deficiencies that the students' translations display, providing accurate and systematic data about the nature of these deficiencies. These results were integrated, in a dedicated manner, in the training of would-be translators, especially our current master's students.

Besides translator training, the educational dimension of my activity in the area of corpus-based translation envisages to inform the students in this field, develop their research skills and prepare them to potentially embark on scientific activities, perhaps within the doctoral school of Transilvania University of Brasov. Being a research-oriented master's programme, *Language Studies for Intercultural Communication* offers graduate students scientific openness and the conditions to become as researchers. This is the reason why I introduced the discipline *Corpus-based Translation Studies* and published the course book supporting it: A Course Book on *Corpus-based Translation Studies* (Transilvania University Publishing House, 2013).

Some of the projects worked out so far with the students in corpus-based translation are: *Lexical simplification-explicitation, Analysis of fixed expressions in the writings of David Lodge, The use of Tropes software in quantitative research, The translation of verb tenses, Challenging verbal phrases in the short story "Black Angels"*. We have also tested free software for linguistic analysis, such as *Tropes, Wordsmith, Sketchengine* and *Compleat*, all of which offer the possibility to retrieve data from Romanian corpora. The students were involved in most of the stages of corpus-based translation research: corpus compilation, quantitative research (data extraction) and qualitative analysis, writing out projects in teams and presenting them in front of their mates or at student conferences.

My list of published work also comprises didactic material for courses I used to teach at the beginning of my career in ESP and practical courses, such as *Business Communication* (Transilvania University Publishing House, 2009, ISBN 978-973-598-631-5) and *Engleza comercială. Curs practic* (C.H. Beck Publishing House, Bucharest, 2012, ISBN 978-606-18-0119-0). The practical courses I used to give also benefitted from published support: *Limba engleză - 1600 de teste grilă* (Aula Publishing House Brașov, 2004, ISBN 973-8206-22-7) and *Limba engleză - gramatică şi exerciţii* (Aula Publishing House Brașov, 2008, ISBN 978-973-754-049-2).

The educational facet of my activity takes account of the current labour market and the employability requirements. Besides constantly adapting the courses to the labour market conditions, I undertake yearly supervision of a few students' practical training, thereby supporting their access to authentic contexts in companies and institutions that engage them in translation work. These practical stages, as well as the visits to translation companies have helped many students to find a job after graduation with these particular companies or subsequent to the experience they had gained. Given the importance of exposing our students to

reputed companies and institutions so as to acquire optimal practical skills, I have facilitated the students' access to companies employing experienced translators, working at the highest quality level, some of which apply ISO standards for translation and terminology. I have also organized yearly visits to a translation company where students are offered two-day presentations and have the opportunity to interact with the employees, observe the work flow and get informed about all the aspects pertaining to the profession of translator.

In the academic year 2016-2017, I started the supervision of the students' practical training in cooperation with an American company dealing in subtitling, who offered us access to their high-tech platform, thus widening their perspectives to audiovisual translation.

The visit to the Directorate General for Translation (DGT) and the Directorate General for Interpretation (DGI) within the European Commission in Brussels was highly beneficial for instructing the students in accordance with the international professional demands. I attended conferences and presentations offered by translators, interpreters, terminologists and researchers. The cooperation with the European Commission has been fruitful throughout the latest years with the DGT representative in Bucharest, who has accepted a yearly visit to our faculty and offered our students conferences and workshops.

Another important activity for the students' development has been their participation in national translation competitions under my supervision, where the best of them won prizes every year. Additionally, I have been supervising students' papers to be presented at conferences organized in our university, helping them to work out their B.A. dissertation papers and possibly continuing their study within the master's or doctoral programmes.

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Apart from conducting small-size research projects with the students described above, I was a member in the research project *Competitiveness and Effectiveness in Intercultural Specialised Communication through the Optimization of Online Resources*, code 929 (2007-2009), funded by CNCIS (http://cerex.unitbv.ro/lexica) (see Chapter 4) and in three educational projects. One of them was dedicated to PhD students, *Studii doctorale pentru dezvoltare durabilă (SD-DD)*, POSDRU/6/1.5/S/6.

I also was a short-term expert in the Project FSE RO POSDRU/57/1.3/S/32629, „Formarea Profesională a Cadrelor Didactice din Învăţământul Preuniversitar pentru Noi Oportunităţi de Dezvoltare în Carieră" between 2010 and 2012. Within this project I taught several subjects to school teachers specialized in diverse disciplines, training them to become teachers of English.

The project „COMPAS – Profesionalizarea carierei didactice – noi competente pentru actori ai schimbarilor in educatie din judetele Harghita si Neamt" - FSE RO POS DRU/87/1.3/S/62468, in which Transilvania University was a partner, unfolded from 2010 to 2013. Also aiming at the training of teachers , one of the project's objectives was to design methodological material to support school teachers in their practice. The outcome of my contribution to the development of such methodologies is the book (which I co-authored) entitled *English Language Teaching Methodology: Modern Evaluation Strategies* (2011).

<p style="text-align:center">*</p>

For about fifteen years, I have been involved in organizing the **conferences** of the Department for Theoretical and Applied Linguistics at my host faculty. I co-organized eleven editions of the *Conference on British and American Studies* and the international conference *Structure, Use and Meaning* (SUM) in 2016. In this latter conference I initiated the organization of a one-day Panel on Translation and Interpretation Studies and invited a reputed specialist in translation and interpretation from the University of Alicante, Spain as key-note speaker. The papers will be published in 2017 in a separate part of the SUM Conference Proceedings, which I am co-editing. As coordinator of the university's Research Centre for Theoretical and Applied Linguistics I organize conference series with reputed invitees, linguists from universities in Romania and from abroad.

My own participation in national and international conferences, as well as the papers and books I published conferred me visibility and recognition. I have published one article in an ISI A&H indexed jounal, three papers in ISI Conefrence Proceedings, book chapters and contributions in volumes published by international publishing houses abroad (John Benjamins, Cambridge Scholars, *etc*.), in Great Britain, Holland, France, Paris, Germany, Italy. I also have hundreds of occurences in international data bases, citations and reviews.

I have been involved for years in peer-review of articles published in our university's journal, *Bulletin of Transilvania University of Brasov*, Series IV: Philology and Cultural Studies, but I

have answered requests for peer-review or book reviews from other national and international journals, or publishing houses. The most recent cooperation I had with the journal *Language and Dialogue* (John Benjamins Publishing).

My managerial duties are mostly related to internationalization and research activities, as vice-dean of the Faculty of Letters since 2012 and coordinator of the Research Centre for Theoretical and Applied Linguistics (CeLTA) since 2016. Within CeLTA I organize the conference series and coordinate a research team who deal in Translation and Interpretation Studies.

(B-ii) CAREER DEVELOPMENT PLANS

In broad terms, my academic activity is projected to purse the directions that have shaped my career by extending, deepening and elaborating on the work undertaken so far. The study areas I have been engaged in are to be further integrated into both facets of my professional activity, research and teaching, which are envisaged to benefit from mutual support.

As described in Part B-i of this thesis, my **scientific activity** derives its main resources from its interdisciplinary nature, lying at the intersection point of several disciplines, such as Translation Studies, Corpus Linguistics and Contrastive Linguistics. My future research plans mainly comprise approaches to translation borrowing relevant methodologies from these disciplines and from other related ones.

The main area in which I intend to continue my research work is Corpus-based Translation Studies for reasons that I have explicitly referred to in the subchapter 2.2 of this thesis. These reasons boil down to increased possibilities for large scale investigations of electronic corpus data that have the potential of generating much more precise and reliable quantitative data than manual processing. Such data, analyzed by means of qualitative research methods, can lead to important findings or can even shed new light on previous research performed before the advent of electronic corpus data retieval systems.

Corpus-based Translation Studies (CBTS) is a well-developed field worldwide, but almost absent in Romania as an independent study field. Therefore, the novelty of CBTS in the Romanian research environment and its integration in the international scientific stream are other significant motivations for embarking on this research methodology. The investigation of the Romanian translational language is severely underrepresented in the international scientific world, which benefits from consistent and substantial results deriving from analyses based on tens of languages in their translational facet. The recurrent features of the translational language, the so-called 'translation universals', are still awaited to be tested with regard to translational Romanian. Therefore, there is definitely fertile ground for empirical studies that could be undertaken at all the language levels and in all the text genres, based on reference or terminological comparable corpora. In addition, parallel corpora can provide precious material for contrastive analysis especially relevant in translation.

The empirical studies that I have done so far have provided me with valuable experience in applying elements of corpus research methodology even though they were mainly based on small-size corpora. The results were rewarding and encouraging for further research. The knowledge acquired during these experiments will be used to investigate more sizable corpora of translations. From among my initiatives of taking up systematic investigation on translations, worth mentioning is the submission of a project proposal within the national framework, offered by UEFISCDI, in 2015. The funding application submitted was entitled *Linguistic contrastiveness as a means of conceptualizing the universals of the translational Romanian language based on a parallel reference corpus* (FUNDING APPLICATION FOR YOUNG RESEARCH TEAMS - PN-II-RU-TE-2014-4). Even though the project did not receive funding, it benefitted from positive evaluation feedback at conceptual level. The main point of deficiency was related to the lack of a team that possesses experience in the field, which is indeed problematic due to the novelty and underdevelopment of the field in Romania. Therefore, the training of young researchers, potential PhD students, could be the premise for the development of CBTS as a new research direction in Romania.

Considering the state-of-the-art of the corpus-based research in Romania, the project submitted for evaluation displayed various elements of originality. Firstly, the compilation of a sizable reference corpus that can be constantly enriched and that is accessible to the Romanian research community would be a pioneering action in Romania. Secondly, joined by electronic tools for its linguistic analysis, it could importantly consolidate the research in contrastive analysis applied to Translation Studies, enlarge its conceptual pool and refine its methodology. This represents only the beginning of a scientific path for the Romanian research community in the field to follow in order to integrate into the international research context.

Corpus-based comparative analysis can also be applied so as to identify the features of the translational Romanian language by testing their 'universality', starting from similar research conducted for other languages. It is noteworthy that the possible invalidation of some of these 'translation universals' would call into question the very concept of 'universals'.

Another initiative for a nationally funded research project was worked out in 2009. The research proposal principally aimed at designing a set of principles, concepts and theories on the translation of specialized text types from Romanian into English, based on data derived from a comparable corpus, comprising one sub-corpus including original English texts and another one

consisting of translations from Romanian into English of the same sort of texts. Given the interdisciplinary character of the project, as well as the absolute novelty of a contrastive study based on an electronic comparable corpus, the collaboration of the mixed team members, having both linguistic and IT expertise, also had the goal of validating hypotheses, refining the data compilation methodology, elaborating criteria for analysis, adapting existing software to our project's needs, correlating the team members' individual results, all in view of formulating fundamental theories.

Despite the fact that the proposal could not be submitted due to objective reasons (the competition was cancelled), I used the conceptual framework to carry out a pilot study based on a business letter corpus with my MA students. Following the established objectives and planned activities, it was an interesting and valuable experience, as well as enlightening in terms of deficiencies and unforeseen risks that we might have encountered while engaging in a similar large-scale project. The research was the subject of the paper entitled *Comparable Corpora as an Aid to Intercultural Business Communication*, presented at the International Conference on *Professional Communication Workplace across Languages and Cultures*, Transilvania University of Brasov, in 2010. In addition, the projects worked out by the master's students enrolled at our Faculty's research-oriented master's programme, *Language Studies for Intercultural Communication*, were equally useful for both their potential development as researchers and for the opportunity these projects offered to refine the methodology and prepare for a possible participation in a large-scale project. This research idea can be adapted to be worked out with doctoral students.

Apart from the research subjects discussed above, other investigations are planned to be grounded on other corpora types. During the last few years, I have been working on the compilation of two other corpora. (1) The synchronic comparable sample corpus of literary texts is under construction and comprises two sub-corpora: one consisting of translations into Romanian from various languages (the translational sub-corpus) and another one made up of Romanian original writing (the non-translational sub-corpus). The commonalities of the two sub-corpora that will be subject to comparative analysis are the text genre, the creation of the texts within the last fifty years and similar size. The purpose for compiling such a corpus is to test the recurrent features of translated language by comparing the translational with the non-translational Romanian. (2) The other corpus under compilation is a multilingual parallel corpus of literary texts, which will be investigated for the appropriacy of the translations into Romanian. Both corpora allow for multiple investigations, at all the possible language levels. Therefore,

they are envisaged to serve long-term research undertaken by both professional researchers and PhD students.

With a view to optimizing the work on the compilation of these corpora, but also on the research itself, I have engaged a team of fellow professionals. We are currently working on two studies based on this corpus, one related to issues of translation in the social context and the other one reporting on our experience with the electronic tools applied for data extraction and analysis. Together we have also planned the creation of other corpora, such as a diachronic corpus, a corpus of interpretation and one of subtitling, the last two of which are, to the best of my knowledge, absent from the Romanian research environment, but also underrepresented world-wide.

Despite the firm intention of taking up the investigation of sizable corpora made up of published authentic texts translated by professional translators, the research based on translational learner corpora will be a constant part of my research for the years to come. The compilation of learner corpora is an ongoing, principled process. The selection of the texts for the students to translate follows certain well-established criteria meant to test a variety of issues prone to pose problems in the students' translations. Such research has a three-fold purpose: (1) to improve the translator training methodology by systematically identifying and investigating the nature of the deficiencies, the reasons for their occurence and finding suitable prevention measures to be integrated in the future training; (2) to involve the students in the study of their own translational work and thereby raise awareness of their competences and enhance motivation for self-improvement and autonomous learning; (3) to train students not only for the profession of translator, but also for research work based on corpus methodology and in this way identify their scientific potential and develop their abilities for research.

The investigation of the stylistic level in translation has remained an open area of interest, in which the knowledge of translation studies combines with that of stylistics acquired starting with my doctoral research. The findings in the area of the stylistic value of cohesive devices in translation could be enriched or nuanced by further investigations into the diversity of cohesive devices in terms of the functional values they can employ. The examination of more sizable corpora of translations made by professional translators, of other text genres and involving other language pairs would be beneficial to test the validity of the findings so far and complete them with new insights into the problem of translating cohesive links and the pedagogy related to it. Other linguistic mechanisms are to be investigated for their potential to generate stylistic effect

and its preservation in translation when English and Romanian make up a pair of languages. Additionally, there is a wealth of stylistic issues at all the language levels that have hardly been systematically and contrastively investigated in translation.

The stylistic aspects pertaining to the verb phrase and the noun phrase are to be investigated as a continuation of their contrastiveness dealt with in the two-volume book titled *Structural Equivalence in Translation. An Introduction*, Volumes I and II, published by Casa Cărții de Știință in 2015, 2016. In addition, the analysis of context-determined connotational shifts of the same structural issues remains an open topic for research. I hypothesize that such shifts, analyzed in translation, can notably enrich and nuance the issue of contrastiveness at structural level between English and Romanian.

Above the structural and lexical levels, the analysis of collocations and idiomatic phrases tackled in two of my studies brought to the fore the abundancy of material for further investigation in the area of lexical clusters in translation.

Sundry research opportunities are open at the meeting point for Translation Studies with disciplines, such as sociolinguistics, pragmatics, discourse analysis, adaptation studies, reception studies, *etc*., all of which are scarcely represented in the Romanian translational research environment. My current interest in structural markers of literary characters' identity remains open for exploration as well – their rhetorical, sociolectal or idiolectal speech features –, along with means of compensating for losses in translation due to structural differences between English and Romanian.

Topics related to the translation of non-literary or utilitarian text types are to be considered as well as, especially if my future PhD students express desire to tackle such areas. The translation of legal and business texts used to be central at the beginning of my career, both as a translator trainer and a practitioner and certified translator.

Other two fields, distinct yet related to translation studies, are interpretation studies and audiovisual translation, both still awaiting systematic and large-scale research with Romanian as contact language. The corpus-based research of transcripts of interpreted or subtitled language is scarcely represented in the context of the wealth of translational corpora world wide. But corpora including Romanian transcripts are, to the best of my knowledge, completely missing. The two disciplines could be importantly enhanced if corpus methodology were applied to investigate

features of such languages. Miriam Shlesinger (1995) took the first step in that respect, suggesting that the so-called translation universals could be examined in the language of interpretation. The construction of corpora of interpretation and subtitling occupies a place among my planned long-term activities, along with the intention to engage in their systematic analysis and also adopt a comparative approach to discourses of the same genres in the three distinct modes of interlinguistic and intercultural transfer, translation, interpretation and audiovisual translation.

These are but a few of the areas which can provide topics for my future reserach either with the team I am part of or with the PhD students, by no means setting the boundaries of my scientific activity.

A componenent inherent to a researcher's activity is dissemination, viewed as essential in interacting with the research community from Romania and from abroad, improving the research work and ultimately confirming the validity of the research. Therefore, I intend to continue and intensify the participation in national and international conferences, as well as the publication of articles in valuable reviews, indexed in important international data bases (ISI, ERIH Plus, Scopus, Ebsco, *etc*.), but also in volumes published by reputed national and international publishing houses with a view to increasing the visibility of my research. I will also continue contributing to the organization of the conferences of the Department of Theoretical and Applied Linguistics at my home university, getting involved in strenghtening the sections dedicated to translation, interpretation and contrastive studies.

While constatly striving to relate to the newest methodology in my fields of study, I also intend to get more involved in cooperating, as member, with the professional associations EST (European Society for Translation Studies) and ESSE (European Society for the Study of English) by participating in the conferences and congresses they organize and by contributing to collective volumes and books to be published in important internationally circulated specialized series. A tighter collaboration with such associations opens up opportunities for integrating into professional networks and research teams involved in European projects.

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One of my priorities related to the **teaching activity** is to cover all the disciplines I teach with published courses. In this respect, the course on Translation Studies for the 2nd year students

enrolled in the study programme Modern Applied Languages is almost completed after it has been piloted and improved at the lectures throughout the last few years. Another course that I am working on is the one on Interpretation Studies, designed as a dedicated support for the MA students taking courses in this discipline, which I intend to grant more attention to in the following years, while improving my work with the students in the laboratories we have equipped in our faculty for this purpose.

Subtitling is another topic of interest, introduced in the 2nd year students' 120-hour practical training programme, a recent topic for some of the students wihtin their B.A. and M.A. projects, meant to test our abilities to engage also in the investigation of the language of subtitling.

Besides the activity related to translator training within the lectures and seminars I offer to undergradtuate and graduate students, I will continue to engage in working with master's student teams in CBTS and supervise B.A. and M.A. projects so as to get the methodology across and prepare them for potentially taking up further research activities in this field. I will also continue encouraging them to present their work and its outcome at the students' scientific conferences that we organize at our faculty but also in other universities. The students' interaction with other learners from other universities will be further stimulated by having them participate in translation contests.

The improvement of my teaching and evaluation methods, as well as updating the bibliography of my courses are among my constant concerns, and some of the relevant results of my scientific activity will be integrated into the teaching material, all with a view to providing the students with the latest information in the didactic areas I cover.

My experience with interdisciplinary approaches to the field of translation in both the theoretical and the applied areas of the discipline, as practitioner (and certified translator for over 20 years) and translator trainer should provide the students with resources in both facets of translation and the necessary openness for creative and innovative engagement. Worth mentioning is my offering a course on CBTS to the 2nd year MA-students enrolled in the research-oriented programme *Language Studies for Intercultural Communication* (taught in English), which gives me the opportunity to prepare them for research in this study area. Considering all this, the PhD in translation, is a natural and desired continuation for some of our gifted graduate students.

All in all, my academic activity will unfold by virtue of its continuity and the complemantarity of the two components, research and teaching, while endeavouring to make some relevant

contribution to the professional development of young learners, whether they might be further engaged in practicing a profession or undertaking scientific work.

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