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MA in Translation Studies

Module 4

Assignment question WD/09/01

Choose any 2 or 3 texts you have read recently. Classify them according to their text typology (using Longacre's typology of texts) and structural properties (problem/solution pattern, for example) and discuss the importance of their contexts of culture and situation. Examine the explicit markers of interaction between addresser and addressee and the participants in the discourse.

Also, discuss the relevance of your observations to your area of special interest, e.g. translation, language teaching, etc....

1. Introduction

The meaning of a communicative act can only partly be accounted for by form as its social significance is also dependent on social, cultural and other characteristics of the interactive context (Jaworski and Coupland, 2006: 11). This would suggest that, when aiming to transfer the meaning of a communicative act into another language, it is important to analyse not only the formal characteristics of a discourse but also its wider context. Discourse analysis can demonstrate how such wider meanings become evident through the surface structure.

One aspect of discourse analysis is the analysis of text typology. According to Hatim and Mason, text types are conceptual frameworks through which texts can be classified "in terms of communicative intentions serving an overall rhetorical purpose" (1990: 140). Such purposes will also need to be organised in comprehensible rhetorical patterns (Coulthard, 1994: 7), and this paper examines the typology and textual patterns of two different texts, one a recount of a personal experience and the other an informative article on how to apply for Chartered Linguist status. These texts will then be discussed with regard to the importance of their contexts of culture and situation, and explicit markers of interaction used in the texts will also be examined. The relevance of these aspects of linguistics to translation practice within the Western European culture will be discussed at the end of each section.

2. Text typology and structure

2.1 Text types according to Longacre

Due to the multifunctionality of texts, establishing a typology of texts has not been straightforward (Hatim and Mason, 1990: 138). According to Longacre, discourses in all languages can be classified according to 'contingent temporal succession' where some or most events are dependent on previous events, and 'agent orientation' with "at least a partial identity of agent reference running through the discourse". Using these two parameters Longacre set up a broad classification of four notional types of discourse with the involvement of the parameters expressed as plus or minus (1996: 8):

- 1) Narrative discourse; plus temporal succession, plus agent orientation
- 2) Procedural discourse; plus temporal succession, minus agent orientation
- 3) Behavioural discourse; minus temporal succession, plus agent orientation
- 4) Expository discourse ; minus temporal succession, minus agent orientation

Perceiving these types as too broad, Longacre added another parameter, 'projection' – an unrealised situation or action – dividing the four types into subcategories: prophecy and story/history for the narrative, 'how to do it' and 'how it used to be done' for procedural discourse, hortatory and eulogy for behavioural, with expository discourse usually being 'minus projection'. One further parameter seemed necessary to Longacre, that of 'tension' referring to possible struggle or polarisation reflected by a discourse; for example, episodic narrative would be minus tension and climactic narrative plus tension (1996: 9, 10).

2.2 *Text type identification*

According to Longacre, notional text types can be identified according to their surface structure characteristics (1996: 11): narratives and procedural texts are characterised by 'chronological linkage' whereas behavioural and expository discourses have logical and thematic linkage; similarly, narrative and behavioural discourses are characterised by 'participant reference' while procedural and expository types characteristically have no participant reference. Discourse types are also characterised by verb tense with narratives using past/historical present or future tense, procedural present/imperative or customary past tense, behavioural using imperative or past/customary past tense and expository existential and equative clauses. Moreover, narratives often use the first or third person pronouns and procedural the first, second or third person; behavioural discourse is linked to second or third person pronouns and expository to third person pronouns and deictics (Longacre, 1996: 12).

The fact that texts are often characterised by hybridisation, i.e. they can shift from one text type to another (Hatim and Mason, 1997: 129), may complicate identification of their typology. Furthermore, by using an unexpected surface structure, language users can disguise their motive or use a more vivid expression to enliven their discourse (Longacre, 1996: 13). The difference between some text types can be subtle (Hatim and Mason, 1997: 155), yet for the translator it is important to make the distinction to transfer the author's intent into the target text (TT).

Text A

Using humour and irony, text A describes one person's experiences of Christmas shopping in "The meaning of Christmas" (Appendix 1). The account is written in the first person throughout with the exception of one paragraph which uses rhetorical questions ('Don't you just love it') and a few third person accounts ('they rushed to the shops'). The recounting encodes time with expressions such as 'On a fine sunny Christmas Eve' and 'the clock was ticking away'. It also has a storyline: the various incidents adding up to the 'meaning' of Christmas, an ironical interpretation of the heading inferring that Christmas has evolved into commercialised madness. According to Longacre, the above features are characteristic of a narrative discourse type (see 2.1.1 above). In addition, the text contains an explicit lexical item indicating that it is a story ('I have a festive *tale*'), thus predisposing readers to expect a matching text type (Hatim and Mason, 1990: 159).

Text B

Text B, 'How to talk the talk' (Appendix 2), contains references to temporal sequence ('The starting point', 'Lastly'), which according to Longacre would result in either a narrative or procedural text type (see 2.1.1 above). It uses second person pronouns and present/imperative or future tenses ('Spend some time', 'you will need to take part'). All these features are typical of procedural discourse as is the lexical reference in the heading to 'how to do it'. Although behavioural text type can also be characterised by second person pronouns and imperatives, the main intent of text B is not to change the reader's behaviour but to provide information on how to achieve a goal (that of becoming a Chartered Linguist). However, behavioural text type indications could be seen in the fact that next to the article under consideration there is a small article with a picture of an approved Chartered Linguist (whose words are also quoted in text B) with congratulations extended by the CIOL. This could persuade the reader of the desirability of the chartered status.

2.3 *Textual patterns*

Clause relations can be signalled by subordination, sentence connectors and lexical items, and Hoey considers the last option as the key indication of discourse structure (1994: 33, 34).

Discourse-organising words often “signal to the reader what larger textual patterns are being realised” (McCarthy, 1991: 78) and, although there are others, the English language usually recognises three major textual patterns: Problem-Solution, General-Specific and Claim-Counterclaim patterns.

2.3.1 Problem–Solution structure

According to Hoey (1994:28), the Problem-Solution structure consists of the following elements: Situation, Problem, Response (or Solution) and Evaluation, which can be identified through questions (a so-called ‘dialogue-projection technique’) and lexical signals. He further elaborates examples of the questions that could be asked as follows (1994:32):

What was the situation?

What was the problem? / What aspect of the situation required a response?

What was the solution? / What was the response?

What was the result? / How successful was this?

The structural elements can be signalled in various ways (Hoey, 1994: 37–41): ‘Situation’ can be signalled by verb tense (simple present or, in narratives, often the simple past), lexical items or position (e.g. beginning of the discourse). ‘Problem’ can be signalled by lexical items (*‘predicament’*), ‘Response’ or ‘Solution’ by lexical items (*‘decided’*, *‘started to panic’*) or verb form and ‘Evaluation’ by lexical items (*‘pleased’*, *‘torment’*) and apart from actual evaluative material, it can contain clauses which indicate the basis for evaluation.

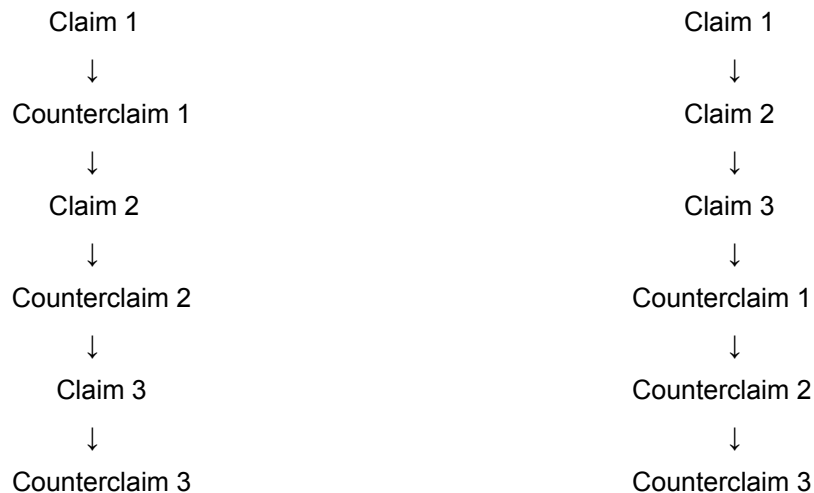
2.3.2 General–Specific pattern

The General–Specific pattern usually begins with a general statement followed by more specific statements and finally another general statement. This pattern can be signalled by enumerables and matching relations (Coulthard, 2001: 7). Enumerables include undefined sub-technical nouns (*‘a number of (interview) areas’*) or discourse reference nouns (Tadros, 1994: 71–72). A

matching relation refers to the partial repetition of text with the focus upon the unrepeated part enabling the reader to perceive compatibility or incompatibility between the two parts (Winter, 1994: 50).

2.3.3 Claim–Counterclaim pattern

The Claim–Counterclaim pattern is often used in argumentative texts and signalled by lexical items, such as *assert, truth*; furthermore, doubt or uncertainty (*apparently, arguably*) can be an indication of a Claim–Counterclaim pattern (McCarthy, 2005: 80). This pattern can occur in two different forms, with the counterclaim immediately following the claim, or with several claims followed by their counterclaims:



2.3.4 The two texts

Text A

Because Text A explicitly marks the beginning of the story (*‘I have a festive tale’*), indications of its structure can be expected to surface after this sign. In line (1) of the following table, the author finds himself in a particular situation (Question: what was the situation?):

1	Situation	<i>On a fine sunny Christmas Eve I had some last minute shopping to do after forgetting to tell Santa to do it for me.</i>
2	Problem 1	<i>It seemed that <u>thousands of others</u> were in the <u>same predicament</u> as they <u>rushed</u> to the shops for that all important gift</i>
3	Response	<i>I vaguely knew what I wanted to get</i>
4	Solution	<i>First stop, Germanos – they had the game</i>

5	Result	<i>the transaction took a matter of minutes</i>
6	Evaluation	<i>I was out in a flash</i>

Table 1. Problem-Solution Structure, initial problem

The same sentence also signals a possible problem (Question: what was the problem within the situation?): *last minute, after forgetting*. The storyteller had left his purchase to the last minute, and so the reader expects possible problems. The actual problem is then elaborated (2), indicating the reason why shopping on this particular day could be problematic (with the lexical signals underlined). Line (3) indicates the storyteller’s response to the problem of having to shop with ‘thousands of others’ (Question: what was the response to the problem?): he knew what to look for and where to look for it. Lines (4) and (5) indicate a solution and a result with line (6) providing an evaluation of how the problem was solved (Question: what was the result and how successful was this?): *‘the transaction took a matter of minutes’* and *‘I was out in a flash’*.

Although the evaluation of the first response was positive, the initial seasonal crowd-related problem continues: encouraged by his success, the storyteller chooses to put himself in a similar situation.

7	Repeat Situation	<i>I decided to do a bit of food shopping</i>
8	Problem 2	<i>navigate the crowds... without my stress level being picked up by NASA</i>
9	Complic. issue	<i>someone had allegedly pranged the car of another motorist</i>
10	Response/Solution	<i>I managed to squeeze out of that mess</i>
11	Evaluation	<i>Feeling quite pleased myself</i>

Table 2. Problem-Solution Structure, second problem

This time the problem (8) is indicated more vividly: *‘navigate... without my stress level being picked up by NASA’*. The situation still intensifies with an additional, culture-related problem (9) which could be seen as a complicating issue of Problem 2: there was a car accident. Again, a solution is found (*‘I managed to squeeze out of that mess’*) and response evaluated very positively (*‘Feeling quite pleased [with] myself with the mission accomplished’*). The successive paragraphs reveal three more problems:

12	Problem 3	<i>it suddenly dawned on me that I’d left the PSP game in the trolley during the commotion</i>
13	Complic. issue	<i>traffic was preventing me from returning quickly... difficult to find a parking space</i>
14	Sub-response	<i>I started to panic</i>
15	Response	<i>I rushed to the trolley bay... I started to retrace my steps... trying to spot my trolley... then went to the information desk</i>

16	Solution	<i>But luckily I spotted the game on top of the desk</i>
17	Evaluation	<i>some kind soul had obviously understood the spirit of Christmas and I thank them</i>

Table 3. Problem-Solution Structure, third problem

Another problem occurs as a result of the row related to the car accident – the gift so successfully purchased has been left in the shop and will now have to be retrieved. Consequently some minor problems will have to be negotiated (13). The storyteller then takes several actions (15) to achieve a solution. Perhaps unexpectedly, this (16) presents itself; ‘*I spotted the game on top of the desk*’. The kindness of the stranger was appreciated and the storyteller was thankful (17).

Having survived this episode, the storyteller then sees yet another problem (19) as considerably greater than the earlier, similar problem. The initial situation is repeated: another gift needs to be purchased.

18	Repeat Situation	<i>I still needed to buy the wife something special</i>
19	Problem 3	<i>The clock was ticking away and the Mall was my only salvation. The place was super packed.. and the hunt for a parking space was another delightful experience.</i>
20	Response/Solution	<i>I spent an anxious hour or so attempting to choose a decent present and finally made my purchase</i>
21	Evaluation	<i>to bring closure to this torture</i>

Table 3. Problem-Solution Structure, third problem

The storyteller’s response has also gained in intensity (‘*anxious hour*’), but his goal is achieved (20). He evaluates the event and the entire day’s activity as ‘*torment*’ despite the apparent success in the accomplishment of the goal. There is one final problem (22): the storyteller cannot find his car. This he attributes to the trauma caused by shopping on Christmas Eve.

22	Problem 4	<i>I couldn’t find the bloody car</i>
23	Response	<i>There was only one option - walk up and down every row of parked cars</i>
24	Solution	<i>after retrieving my car</i>
25	Result	<i>and getting home late</i>
26	Evaluation	<i>I then had the pleasure of wrapping the buggers up...</i>

Table 4. Problem-Solution Structure, fourth problem

His response (23) brings about the desired solution as the car is found, yet there is also a negative result, late arrival at home. The response/solution is evaluated through irony (26), which sums up the culprit (the gifts) of the entire experience. The real problem is thus inferred through this evaluation together with the heading of the article: the meaning of Christmas has changed, and

for this problem the storyteller does not offer a solution, except with slight irony: accept the problem but leave Christmas shopping to the 'professionals'.

Text B

Text B gives advice on how to prepare for an interview associated with an application to become a Chartered Linguist. Thus the main communicative focus of the article is the interview and preparation for it. On the surface, this is expressed as '*The interview... is designed to explore a number of areas*' (2) followed by detailed explanations of these areas. Sentence 2 contains two different types of enumerables, a noun ('*areas*') and a numeral ('*a number of*') (Tadros 1994: 71–72). According to Coulthard, these are signals of the General-Specific discourse pattern (1994: 7). In this pattern, specific statements follow a general statement:

General Statement	<i>you will need to take part in an interview... which is designed to explore a number of areas (1, 2):</i>
Specific Statement	<i>your experience, your continuing professional development (CPD) activities, your understanding of the Code of Professional Conduct, your suitability for admission (2)</i>
More Specific Statement	<i>a) personal statement: what you said, clarify particular details (6) b) CPD activities: which past activities have been most valuable, your approach to CPD, objectives you have set (7) c) Code of Professional Conduct: a particular aspect of the Code, a discussion of a scenario that revolves around the sort of ethical dilemma you may face in your work (10)</i>
Even More Specific Statement	<i>a) personal statement: make sure you are familiar with what you wrote and can back up your statements with solid examples (6) b) CPD activities: make sure... to reflect on what you have done and to think through your plans for the future (8) c) Code of Professional Conduct: spend some time working with the Code, reflecting on how it might apply in practice, and thinking through some of the ethical questions you or your colleagues have faced and how you would resolve them in the light of the Code (11)</i>
General Statement	<i>Lastly: relax! The interviewers... are trying to bring out the best in you, not to catch you out! (12, 13)</i>

Table 5. General-Specific Structure

Following the general statement about the interview and what it will be focusing on, the areas to be explored are mentioned (Specific Statement in Table 5). Three of these five areas are then elaborated further in More Specific Statement: a personal statement given with the application, CPD activities undertaken and understanding of the Code of Conduct. 'Even More Specific Statement' then switches focus to the actual preparation with an explanation of how to prepare for each specific area. In each sentence the interviewers' focus is presented first followed by the

recommended preparations. The last paragraph again refers to the interview with a more general exhortation to the interviewee, encouraging him/her to see the interview as a positive experience.

2.4 *Relevance of text typology and textual patterns to translation practice*

Two particular text types were examined above, a narrative and a procedural text. Text B could mistakenly be identified as a behavioural text, because second person pronouns and imperative tense are normal in both text types. If the TT were Finnish, a procedural text would often be characterised by the use of passive structures: *'The starting point... is the personal statement submitted'* (5), *'the objectives set'* (7) where the addressee is more distant from the text. Were the translator to fail in this text type identification, the translated text could become too persuasive with the use of personal pronouns.

When examining textual patterns, both the Problem-Solution and the General-Specific pattern enable the translator to organise the TT so as to reflect the communicative purpose of the source text (ST). If the signals of these patterns are missed by the translator, the TT for text A could be characterised by understatements, especially in languages, such as Finnish, which have a tendency to tone down exuberant expressions; for example *'thousands of others were in the same predicament'* could be toned down to *'many people had similar intentions'*, thus losing both the problem aspect and the vividness of the original narrative. It is also important for the translator to establish whether the ST and TT organise textual patterns using similar signals. In aiming to transfer the communicative purpose of the source text and achieve an equivalent effect in the target reader, the translator would miss his/her aim, if either text typology or textual patterns were not identified correctly.

3. The importance of contexts of culture and situation

3.1 *Context of culture*

"The context of culture is sometimes described as the sum of all the meanings it is possible to mean in that particular culture", referring to aspects such as politeness, forms of address and ceremonies (Butt et al, 2006: 3). According to Hatim and Mason, 'context of culture' refers to the situation where a connotative meaning is acquired by an element of text in addition to its

denotative meaning (1990: 71). Thus, even a fairly commonplace expression, such as a ‘minor car accident’ can have different connotations in two different cultures; in text A with its cultural context it would bring to mind an image of two people arguing and waiting for the police by a car left in the middle of the road, whilst in some TT cultures (e.g. Finland) it would be seen as a simple matter of exchanging information without any police involvement.

Text A

Text A involves the Western European culture, and more accurately that of British Cypriot newspaper writing. This brings together two societies where the one (British) is closer to the TT than the other (Cypriot) which tends to be more of an amalgamation including traces from the Ottoman Turkish and Middle-Eastern cultures. The purpose of text A is to entertain and, as the name of the column – Charlie's Soapbox – indicates, to highlight a current issue. The paragraph detailing a car accident involves a cultural attitude and there are some intertextual references which could be seen as a cultural issue, such as a popular Christmas song ‘Rudolph the red-nosed reindeer’ (*‘On a fine, sunny Christmas Eve’, ‘hitch a lift from Rudolph’*) as well as references to American military and police forces (*‘Navy Seals’, ‘boys in blue’*). Potential recipients could originate from many cultures, yet the main readers would mostly be British and British Cypriot people, thus sharing the culture(s) of the author of the text. The TT readers would likely share the British but not the Cypriot cultural aspects highlighted by the text.

Text B

Text B concerns an academic issue which could be seen as universal within the Western European culture. It is written by a representative of a professional institution and aimed at professional translators. The degree of formality and politeness could vary in some Western European cultures (e.g. German), yet if the TT were Finnish, the degree of both aspects would be similar to those in the ST, since the target readers would have a similar academic background and be used to a less formal approach in such articles. The procedures described do not involve any intertextual references that would have cultural relevance.

3.2 *Context of situation*

Context of situation refers to extralinguistic features of a text, i.e. Field, Tenor and Mode, and occurs within the context of culture (Butt et al, 2006: 3, 4). According to Eggins, Field refers to what is talked about, Tenor to relationships between interactants and Mode to the role of language in the interaction (2007: 90).

Text A

The article appears in '*The Cyprus Weekly*', the only weekly English language newspaper in Cyprus written by (mostly) British Cypriots to other English-speaking Cypriots and foreigners. The Field, or subject matter, of text A is Christmas and associated problems caused by certain habits, i.e. Christmas shopping and the giving of gifts. It also has a sub-field: problems caused by cultural habits in road accidents. The Tenor is that of a professional reporter writing an entertaining piece yet taking the position of one shopper sharing his thoughts with other shoppers in a chatty style, indicating that the problems faced are shared by everyone. It is written in a lively, narrative format. The Mode of text A is 'written to be read'.

Text B

The article appears in '*The Linguist*', the official printed journal of the Chartered Institute of Linguists. It has been included in the News & Editorial section of the magazine and its Field is the giving of information on issues relevant to linguists, in this case the interview to be conducted before approval as a Chartered Linguist. The Tenor is that of a peer advising other linguists on an issue of shared importance, aimed at members of the CIOL. As a Chartered Linguist the writer has first-hand knowledge of the interview and therefore speaks as an authority on the matter. The Mode is 'written to be read'. The likely TT readers would similarly be professional translators, and the article would also likely appear in a linguistic journal.

3.3 *Relevance of context of culture and context of situation to translation practice*

The interpreting of the cultural meaning of the two ST texts would not pose great difficulties when transferred into another Western European language. The cultural aspects of the car

accident in text A, however, may not be shared by all such languages, and the translator would need to decide whether any glossing is required. It is also important to consider any intertextual references and decide how well they would be known in the target culture. If the TT were Finnish, such references in text A should be as well known as they are in the ST culture and should not require any special measures. Politeness and formality are other cultural aspects to be considered, yet here the transfer of such aspects would be straightforward.

The identification of the context of situation in texts A and B, expressed through Field, Tenor and Mode, is important for translators in order to produce the correct register. If any one of these variables were to be misread, the resulting text could fail its communicative purpose. For example, if the Tenor in text B were to be interpreted as highly authoritative (missing the peer effect), the result could be seen as commands rather than helpful advice and the effect on the TT reader could be intensified, possibly discouraging translators from sending in an application. The Mode would likely be the same for both texts in the ST and TT languages, yet should it be changed in the TT, the translator would need to consider possible implications.

4. Explicit markers of interaction between addresser, addressee and participants in the discourse

According to Thompson, interaction with other people is a major purpose in communication (2004: 45). Bell states; "Interactional meaning consists of the 'role relationships' associated with the situation" (1991: 134). Since tenor is the register variable which involves role relationships (see Section 3.2), explicit markers of interaction should be evident through the study of tenor. Bell distinguishes four levels: formality, politeness, impersonality and accessibility. Formality, which indicates the distance of the relationship between sender and receiver, is signalled by lexis ('*guy-man*', '*think-reflect*') or syntax ('right or left branching'); politeness, which indicates the power relationship between sender and receiver, by conditionals or address systems (the use of 'you' vs. a title in English); impersonality by the omission of reference to the writer/reader, and accessibility, which indicates the assumptions made by the sender of shared knowledge, by lexis and the concepts they realise (1991: 186–188). Texts A and B will be examined on the basis of these interactive levels.

Text A

Both the lexis (*'geezer'*, *'pound of flesh'*) and syntax (*'I decided to do a bit of food shopping'*) in text A are markers of low formality, thus reducing the distance in the relationship between the addresser and the addressee. Similarly, the level of politeness in this text is low, reflecting closer social distance, one shopper writing to another (*'Don't you just love it'*), thus placing the addressee on an equal level of power. Although the rhetorical aspect of the few interrogative sentences in text A could also be seen as markers of higher authority, the main narrative does not support this interpretation. The text uses a personal approach, with numerous personal pronouns and few abstract nouns or passive structures. There is also a high level of accessibility, as the terminology of the text is commonplace. Therefore the addresser–addressee relationship is close, informal and that of equal power. Other participants in this interaction are mentioned only in passing, and some lexical items appear to position the author above certain participants in status and understanding (*'this geezer'*, *'she just looked at me funny'*).

Text B

Text B is a mixture of higher and lower formality in the sense that it contains some lexical items and syntactical choices indicating both (*'conversant'*, *'catch you out'* and *'your suitability for admission as'*, *'spend some time working with'*). This possibly reflects the fact that the article concerns an academic issue yet it is written by a translator addressing her peers. For politeness markers, the text uses the pronoun 'you', yet does not soften any directives by the addition of the word 'please' or the use of conditionals (Bell, 1991: 187). This reflects the equality of the social groups between the addresser and addressee and simultaneously, the authority of the addresser as someone who has experienced the interview first-hand and therefore has the power to advice others.

Text B does not use writer-related pronouns, indicating that the message is of more importance than the messenger (Bell, 1991: 187) yet it does use reader pronouns (*'you'*) making the relationship more personal. Although the text contains some technical terminology, such as CPD and Code of Conduct, these would be understood even by those outside the intended readership, and therefore the accessibility of the text could be considered high. The addresser–addressee relationship can be considered to have a certain degree of informality and closeness and the addresser having higher authority as the 'expert'. The only other participant in the article, Ms

Crystelle Mills-Smith, is given a voice to advance the author's views as the words '*As... points out*' indicate. Therefore the addresser agrees with this participant and also puts herself at the same level of power (shared expertise).

Relevance of explicit markers of interaction to translation practice

On the basis of texts A and B, the interactive markers of formality, politeness, impersonality and accessibility would seem to be very important to translation practice, since failure to identify these markers could result in a failure in the TT. For example, the choice of higher formality markers in text A, with the use of formal terminology and more complex syntax, could possibly result in the TT reader not being able to follow the narrative with equal anticipation to the ST reader, and addresser–addressee interaction in the TT could change from close and informal to distant and formal. Accessibility could also suffer, since the translator would have assumed shared knowledge of more difficult terminology. The translator would therefore not achieve an equivalent effect in the target reader. Similarly, the choice of a formal pronoun for 'you', for example '*Te*' instead of '*sinä*' in Finnish, would make text B more formal, increasing the social distance between the addresser and addressee as well as reducing the authority of the addresser, since she would no longer be advising her peers but instead addressing a group of unfamiliar people. By missing the signal of agreement and shared expertise in text B between the addresser and the person quoted, the translator could reduce this balance of power and thereby reduce the authority of both interactants.

5. Conclusion

Acting as both a decoder and encoder of a text (Hatim and Mason, 1990: 224), a translator must be able to understand the meaning and purpose of the lexicogrammar encoded in the source text by its author and consequently, to choose appropriate lexis and grammatical patterns to be encoded in the target text to achieve the overall purpose and equivalent effect of the source text. The discussions within this paper have shown that to do so, it is important for a translator to be able to distinguish between different text types as well as different textual patterns. Failure to do so could result in a loss of the communicative purpose or equivalent effect. Because the meaning of words, and hence texts, is dependent on their context (Coulthard, 1994: 9), to be able to transfer meaning it is also important for a translator to understand the context of situation as

well as to have a comprehensive knowledge of both the source and target cultures. If cultural norms are not known, important aspects of the text could be miscommunicated, or not communicated at all, to the TT readers. Interactional markers are important for the overall rhetorical purpose, and therefore they are yet another signal enabling the translator to choose the correct strategy to transmit meaning.

Because discourse analysis uses texts in context, it can be very helpful in actual translation practice. Delivery requirements often mean that a translator has very little time to analyse the texts to be translated. However, the above methods when skilfully integrated in everyday work should improve the translator's perception of the source text and the strategies to be chosen for the target text.

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Appendix 1, 'The meaning of Christmas' typed and original

The meaning of Christmas

I'm a firm believer in fate, especially when it happens to me, although I do become concerned about being overly superstitious because it's time consuming and a trifle unsettling. Anyway, having survived the Christmas merry-go-round of food, fights, and fatigue, I have a festive tale to warm the coldest of hearts. On a fine sunny Christmas Eve I had some last minute shopping to do after forgetting to tell Santa to do it for me.

It seemed that thousands of others were in the same predicament as they rushed to the shops for that all important gift that would make a loved one happy/sad on the Big Day. I vaguely knew what I wanted to get, so the job was half done, so to speak.

First stop – Germanos at Nicosia's AlphaMega. Great, they had the PSP game I was hoping to get my youngest son, the transaction took a matter of minutes and I was out in a flash. Once the item was safely in the bag, I decided to do a bit of food shopping for some smelly cheese and a bottle of port. It took me a while to navigate the crowd and make it past the check-out counter without my stress level being picked up by NASA. As I approached the car park there was a row going down as someone had allegedly pranged the car of another motorist. This was blocking the flow of traffic and tempers were overheating.

Don't you just love it when a driver wants to call in the Navy Seals just because his motor has been slightly touched? Not to mention the tendency to stay in the middle of the road causing mayhem until the boys in blue arrive to investigate a minor dent? Just get the offender to write you a cheque or take down their insurance details and get on with it.

Still, this geezer was having none of it and wanted his pound of flesh. Thankfully, I managed to squeeze out of that mess after unloading the shopping. Feeling quite pleased myself with the mission accomplished, it suddenly dawned on me that I'd left the PSP game in the trolley during the commotion.

I started to panic as the traffic was preventing me from returning quickly to the scene of the crime. It was also difficult to find a parking space as the guy was still waiting for the seventh cavalry to witness his scratch. I rushed to the trolley bay and the trolley was gone.

Trying not to panic I started to retrace my steps in the supermarket while trying to spot my trolley (don't try this at home). No luck. I then went to the information desk and tried to explain to the lady what had happened – she just looked at me funny.

But luckily I spotted the game on top of the desk after some kind soul had obviously understood the spirit of Christmas and I thank them.

However, the nightmare did not stop there. I still needed to buy the wife something special. The clock was ticking away and the Mall was my only salvation. The place was super packed with people and the hunt for a parking place was another delightful experience.

Anyway, I spent an anxious hour or so attempting to choose a decent present (I got the sizes wrong) and finally made my purchase to bring closure to this torment.

To my eternal grief, this was not the end of the story. I couldn't find the bloody car in the underground parking bays. The trauma of shopping at Christmas (which should only be done by professionals) had frazzled my memory. The only other plausible explanation was that I had slipped through another dimension in time and space.

There was only one option – walk up and down every row of parked cars until I located my ride home or hitch a lift from Rudolph. Needless to say, Rudolph was busy that day. After retrieving my car and getting home late I then had the pleasure of wrapping the buggers up...

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By **Charlie Charalambous**

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31/12/2005

How to talk the talk

Karen Stokes gives her advice on how to prepare for the interview that will be crucial to your application

(1) In order to become a Chartered Linguist, whichever category you are applying for, you will need to take part in an interview conducted by two of your professional peers. (2) The interview lasts about 40 minutes and is designed to explore a number of areas, including your experience, your continuing professional development (CPD) activities, your understanding of the Code of Professional Conduct and your suitability for admission as a Chartered Linguist. (3) As CL (Translator) Crystelle Mills-Smith points out: (4) "The interview is part of a rigorous selection procedure and it goes without saying that you will want to be as prepared as you can be when you attend."

(5) The starting point for your preparation is the personal statement you submitted as part of your application, in which you described why you were applying for Chartered Linguist status and how you felt you met the criteria. (6) Your interviewers will want to explore some of what you said in that statement and may need to clarify particular details, so make sure you are familiar with what you wrote and can back up your statements with solid examples.

(7) A discussion of your CPD activities is an important part of the interview, but as well as looking at which of your past activities have been most valuable, your interviewers will want to explore your approach to CPD and the objectives you have set yourself. (8) Make sure you have taken the time to reflect on what you have done and to think through your plans for the future.

(9) As discussed in the last issue (*TL* 47,5), applicants for CL status need to be conversant with the Code of Professional Conduct. (10) This section of the interview involves a question on a particular aspect of the Code and a discussion of a scenario that revolves around the sort of ethical dilemma you may face in your work. (11) Spend some time working with the Code, reflecting on how it might apply in practice, and thinking through some of the ethical questions you or your colleagues have faced and how you would resolve them in the light of the Code.

(12) Lastly, relax! (13) Although the interview is necessarily rigorous, the interviewers have been trained to make it as positive a process as possible. Remember: they are trying to bring out the best in you, not to catch you out!

Chartered Linguist Current developments and applications advice

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Meet the Chartered Linguists

Crystelle Mills-Smith MITI
Translator specialising in defence and international criminal law

I recommend setting aside at least a day to prepare for your interview. Start by re-reading your personal statement as you may have written it some time ago. Carefully consider your reasons for applying and make notes to take with you in case your mind goes blank.



Review your CPD (continuing professional development) record and consider which training events have been most useful. One of the agencies I work for had asked me to provide a CPD record a few months earlier and I found it useful to take this to the interview, along with my CPD record.

Re-read the Code of Conduct, familiarise yourself with it and make sure you understand how it applies to your area of work. You have a minimum of 10 minutes to prepare the scenario before the interview, which is more than sufficient. I made notes and tried to consider every possible aspect of the problem. There was a wide-ranging discussion during the interview and ample opportunity to clarify any issues of which I was unsure.

Congratulations to Patricia von Simson MCIL, who has been awarded Chartered Linguist (Interpreter) status.

TIP 4: WRITING YOUR ENTRY FOR THE REGISTER

The form for your draft entry for the Register is largely self-explanatory, with fields for your specialisms, qualifications, membership of professional bodies and so on. However, it is worth giving some thought to the 100-word statement that can, if you wish, form part of your entry. This is your chance to tell prospective clients a little more about yourself and your experience, but it must be based on relevant factual information such as further details of discipline specialisms; relevant past professional experience; publications; positions held and/or activities undertaken in relevant professional bodies; other relevant skills and experience. You might find it helpful to look at some of the existing entries on the Register of Chartered Linguists for guidance: see www.iol.org.uk/clregister/cls.asp?r=N8KU6A27157.