

Cherry-picking for translator training

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Cherry-picking theory 1

Theory of cherry-picking

cherry-pick: 'select the best or most desirable'

Cherry-picking is

CHoosy – eclectic, critical, evaluative

Pragmatic – takes only what works

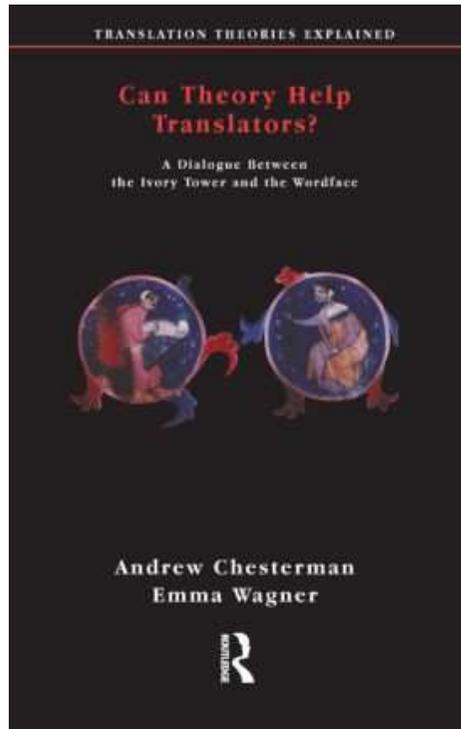
➤ An application of Translation Theory

Q: Is metacognitive awareness useful?...



Cherry-picking theory 2

Cherry-picking *from* theory / research



< Relevant to translators (2002)?

Relevant to translator trainers? >>>

- **Notions of “theory”** (view; metaphor, model, hypothesis, framework...)

Testing theories...

Students’ initial theories? (Cannot translate “blind”!)

- **Translation competence: the training goal**

– The ability to generate several TL options for a given ST item.

And

– The ability to select one of them, “quickly and with justified (ethical) confidence” as an equivalent, in the given circumstances. (Pym 1992:

175)

So a competent translator can theorize...

Cf. various component models of competence.

- **Brief outline of translation history** > developing professional identity.

Horemheb's tomb,
b. 1330 BC

Janus

Hermes

St Jerome

“I link, therefore I am.”

(Singer)



“To enter into a practice is to enter into a relationship not only with its contemporary practitioners, but also with those who have preceded us in the practice, particularly those whose achievements extended the reach of the practice to its present point. It is thus the achievement, and *a fortiori* the authority, of a tradition which I then confront and from which I have to learn.” (MacIntyre 1981: 181)

> Goal of excellence

- **Basics of translation ethics**

Rights, duties; values, virtues... Trust... > norms...

“Translation is concerned with moral and with factual truth.” (Newmark 1991: 1)

“To translate is to lie.” (Hofstadter 1999: xxxiv)

Translator’s Charter (FIT), national Codes of Translator Ethics etc.

Hieronymic Oath (Discuss and improve...)

Never translate alone!

Get linked! Professional associations, chat groups etc.

Three aspects of self-awareness

- **Idea of the Monitor** (Tirkkonen-Condit, Kiraly, et al)

- **Idea of the habitus** (Bourdieu, Simeoni...)

Self-image, emotion, mood... Must translators be servile?

- **Own translating style**

E.g. architect, bricklayer, watercolourist, oil painter? (Mossop 2000, based on Chandler 1993)

> Experiment with other styles?

- Concept of the **brief...**

Demand it!

Basic types of translation...

(Problem: too many complex typologies in TS, and no agreement)

- Concept of the **skopos...**

(Problem: no generally agreed typology)

- And the idea of **relevance!**

Communicate so as to be optimally relevant: to receiver's position / client's intention / translation skopos / within the constraints of the situation, time, resources, etc.

>>> A proposal aiming to be relevant >>>>>

*Skopos and translation types: a practical suggestion by Emma Wagner
(in Chesterman and Wagner 2002: 53-54; slightly edited here)*

Purpose	Translation type
For information only	Straight (nothing corrected or adapted), or tidied (author's mistakes corrected: standard default type?)
For publication	Naturalized (author's mistakes corrected, form and style adapted to TL norms, or to be appropriate to a international readership)
For advertising and marketing	Naturalized , or even artistic
For use as a legal document	Straight (if the text is to be used as evidence), or tidied (with permission, if the text is a contract or other legal act)
For text scanning and abstracting	Reduced [i.e. gist translation]
[Literary translation	Artistic]

- **Equivalence: relevant similarity**

Equivalencing (Mossop, e.g. 2016) + transediting

(invariance vs variance orientation)

(Cf. Schreiber 1993: Übersetzung vs Bearbeitung)

Kinds of equivalence

(e.g. formal, semantic, stylistic, functional (effect)...))

Idea of an equivalence hierarchy, in each case

- A useful point from **Relevance Theory** (Gutt...): distinction (or: cline) between **interpretive use** (> interpretive *resemblance*) and **descriptive use** (e.g. marketing, manuals, instructions... > does the new text *function*? (Cf. Nord's documentary vs instrumental translation.)

- **Translation strategies / shifts / solution types**

Many typologies available... “global” and “local”

Try when “stuck” (not needed when in “cruise mode”)

Change something.

Change, add, omit. (Nida)

Vinay and Darbelnet’s procedures: borrowing, calque, literal but grammatical, transposition, modulation, total structural change, adaptation)

...

Latest proposal: Pym (2016)

Basic options	Solution types, to teach...	Examples...
COPYING	Copying words	morphology, script... loanwords
	Copying structure	fixed phrases, text structure... calques
EXPRESSION CHANGE	Perspective change	focus, voice... [includes modulation, transposition]
	Density change	generalization / specific., explicitation / implicit., multiple translation, resegmentation...
	Compensation	e.g. new place in text, notes, paratext...
	Cultural correspondence	for idioms, cultural-specific items...
CONTENT CHANGE	Text tailoring	correction, censorship, omission, addition...

- **Research on “universals”** (See e.g. Mauranen and Kujamäki 2004.)

General tendencies, regardless of language or text-type.

If you don't like them, try to avoid them!

Relation to ST

- E.g.
- interference
 - standardization
 - explicitation
 - reduction of repetition
 - dialect normalization

Relation to TL

- simplification
- conventionalization
- untypical lexical patterns
- under-representation of
TL-specific items

> Descriptive paradox?

- **Research on revision** (See e.g. Mossop 2007)

Just checking TT does not lead to good quality.

Much revision is poor, e.g. neglects textual factors.

Beware: Omission (error X > error X)

Pseudocorrection (error X > error Y)

Hyper-revision (correct X > correct Y)

“Corruption” (correct > error) (Künzli 2007)

More time does not necessarily lead to better quality.

Better to check separately for completeness, accuracy, clarity, message. (EW)

Note the literal translation hypothesis (e.g. Englund Dimitrova 2005).

> Teach both self- and other-revision; *and postediting!*

Research on professionals vs non-professionals

(See e.g. Séguinot 1989)

Professionals e.g.

- take certain “global” decisions at the start, then follow them.
- use their general knowledge to solve problems, not just linguistic knowledge.
- pay more attention to the needs of readers, skopos, general style, the brief.
- work for longer periods just correcting typos etc. as they go: a quicker rough draft first. But they then spend more time on revision.
- are more ready to postpone solutions; to tolerate temporary uncertainty.
- are more committed emotionally.
- know how to **satisfice** [suffice + satisfy], i.e. they have a more realistic idea of the quality needed and of the appropriate investment of time and energy. They can make a realistic **risk analysis**.
 - > Do *not* risk missing skopos or losing trust.



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