AL-FARABI KAZAKH NATIONAL UNIVERSITY
International Relations Department
Chair of Diplomatic Translation
Translation business in the field of international and legal relations
Practice of Simultaneous Interpretation
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Lecture

Module 3: Cognitive Aspects in Simultaneous Interpretation

Lecture 13: Text and Translation Analysis

Plan of the lecture

1. Introduction
2. Text analysis by Ch.Nord
3. Conclusion
4. References

Aspects of the lecture

1. The need for text analysis in translation
2. Translatological foundations
3. Text-linguistic foundations
4. Phases of the translation process
5. Factors of source-text analysis

Goals of the lecture

1. Identify the notion of textual and extratexual factors
2. Identify sender's intentions and audience
3. Familiarize with non-verbal elements and motive of communication

Basic concepts

Sender. Producer, medium, channel, place of communication, motive, text function, metacommunicative utterances and etc.

Let us restate, then, that communicative function is the decisive criterion for textuality, to which the semantic and syntactic features of the text are subordinate. Utterances lacking semantic coherence as well as utterances without the necessary formal and syntactic properties of cohesion are considered "texts" by their receivers as soon as they fulfil a

communicative function. In professional translation, source texts are very often defective, and yet they have a communicative function, which they normally fulfil, and, what is more, they have to be translated. Like any other receiver, translators will recognize the defects and compensate for them, both in the comprehension and in the transfer phase, by their competence of text reception and their general knowledge of the world. Thus, the factors of the communicative situation in which the

source text is used are of decisive importance for text analysis because they determine its communicative function. I call these factors "extratextual" or "external" factors (as opposed to the "intratextual" or "internal" factors relating to the text itself, including its non-verbal elements). Extratextual factors may, of course, be mentioned, i.e. "verbalized", in the text, and in this case we speak of "metacommunicative utterances". The interplay between extratextual and intratextual factors can be conveniently expressed in the following set of "WH-questions", based on the so-called New Rhetoric formula. Depending on their relationship to either the communicative situation or the text itself, these questions can be assigned to the extratextual or intratextual factors of analysis.

Who transmits

to whom

what for

by which medium

where

when

why

a text

with what function?

On what subject matter

does s/he say

what

(what not)

in what order

using which non-verbal elements

in which words

in what kind of sentences

in which tone

to what effect?

Extratextual factors are analysed by enquiring about the author or sender of the text (who?), the sender's intention (what for?), the audience the text is directed at (to whom?), the medium or channel the text is communicated by (by which medium?), the place (where?) and time (when?) of text production and text reception, and the motive (why?)

for communication. The sum total of information obtained about these seven extratextual factors may provide an answer to the last question, which concerns the function the text can achieve (with what function?).

Intratextual factors are analysed by enquiring about the subject matter the text deals with (on what subject matter?), the information or content presented in the text (what?), the knowledge presuppositions made by the author (what not?), the composition or construction of the text (in what order?), the non-linguistic or paralinguistic elements accompanying the text (using which non-verbal elements?), the lexical characteristics (in which words?) and syntactic structures (in what kind of sentences?) found in the text, and the suprasegmental features of intonation and prosody (in which tone?).

The extratextual factors are analysed before reading the text, simply by observing the situation in which the text is used. In this way, the receivers build up a certain expectation as to the intratextual characteristics of the text, but it is only when, through reading, they

compare this expectation with the actual features of the text that they experience the particular effect the text has on them. The last question (to what effect?) therefore refers to a global or holistic concept, which comprises the interdependence or interplay of extratextual and intratextual factors.

Text analysis based on Nord's "Text Analysis in Translation"

Harper Lee

TO KILL A MOCKINGBIRD

Харпер Ли

УБИТЬ ПЕРЕСМЕШНИКА

| Being **Southerners,** it was a source of shame to some members of the family that we had no recorded ancestors on either side of the **Battle of Hastings**. All we had was Simon Finch, a fur-trapping apothecary from Cornwall whose piety was exceeded only by his stinginess. In England, Simon was irritated by the | Мы **южане**; насколько нам известно, ни один наш предок не **сражался при Гастингсе**, и, признаться, кое-кто в нашей семье этого стыдится. Наша родословная начинается всего лишь с Саймона Финча, родом из **Корнуэла**, он был лекарь, а еще промышлял охотой, ужасно благочестивый, |

persecution of those who called themselves **Methodists** at the hands of their more liberal brethren, and as Simon called himself a Methodist, he worked his way across **the Atlantic to Philadelphia**, thence to Jamaica, thence to Mobile, and up the Saint Stephens. Mindful of John Wesley's strictures on the use of many words in buying and selling, Simon made a pile practicing medicine, but in this pursuit he was unhappy lest he be tempted into doing what he knew was not for the glory of God, as the putting on of gold and costly apparel. So Simon, having forgotten his teacher's dictum on the possession of human chattels, *bought three slaves* and with their aid established a homestead on the banks of the Alabama River some forty miles above **Saint Stephens**. He returned to Saint Stephens only once, to find a wife, and with her established a line that ran high to daughters. Simon lived to an impressive age and died rich.	а главное, ужасный скряга. Саймону не нравилось, что в Англии людям, которые называли себя методистами, сильно доставалось от их более свободомыслящих братьев: он тоже называл себя **методистом**, а потому пустился в дальний путь – через **Атлантический океан в Филадельфию**, оттуда в **Ямайку**, оттуда в **Мобил** и дальше в **Сент-Стивенс.** Памятуя, как сурово Джон Уэсли осуждал многоглаголание при купле-продаже, Саймон втихомолку нажил состояние на медицине, но при этом опасался, что не сможет устоять перед богопротивными соблазнами – начнет, к примеру, рядиться в золото и прочую мишуру. И вот, позабыв наставление своего учителя о тех, кто владеет людьми как орудиями, *он купил трех рабов* и с их помощью построил ферму на берегу Алабамы, миль на сорок выше **Сент-Стивенса**. В **Сент-Стивенс** он вернулся только однажды, нашел себе там жену, и от них-то пошел род Финчей, причем рождались все больше дочери. Саймон дожил до глубокой старости и умер богачом.

Extralinguistic factors

Author	Author's Intention	Addressee /chance receiver	Medium	Place of communication	Time of communication	Motive of communication	Genre
Nelle Harper Lee April 28, 1926 Monroeville, Alabama, U.S was an American novelist. is the daughter of a respected small-town Alabama attorney. studied law at the University of Alabama	Author's observation about racial injustice and the destruction of innocence. Author addresses issues of class, courage, compassion, and gender roles in the Deep South	Instantly successful, widely read in high schools and middle schools in the United States, it has become a classic of modern American literature, winning the Pulitzer Prize.	Printed/electronic version of book	An event that occurred near the hometown of the author Monroeville, Alabama	In 1936, when the author was ten.

Published in 1960 | The book is widely taught in schools in the United States with lessons that emphasize tolerance and decry prejudice | Novel |

Linguistic factors

Subject matter	Content	Presuppositions	Text composition	Non-verbal elements	Lexis	Sentence structure	Suprasegmental features
Part of the 1st Chapter of the Novel. To kill a mockingbird	2 Parts, 31 Chapters	Southerners, Battle of Hastings	The text presents the information in almost chronological order	No non-verbal elements	Battle of Hastings Methodists – archaic words Apothecary – фармацевт в Англии. fur-trapping – метафора	Long, complex sentences	Right punctuations

Follow-up questions

1. How many stages of translation analysis you can identify?
2. Describe textual and extratexual factors of the text
3. Identify difference between *sender* and *producer*.

References

1. Reiss, K. (1975): Zur Bestimmung des Schwierigkeitsgrades von Übersetzungen aus didaktischer Sicht, Le Langage et L'Homme 1975, 37-48.
2. Nord, C. (1997d): "Text analysis in Translation by Christiane Nord"