

EMPIRICAL STUDY ON THE TRANSLATION OF CULTUREMES ON SEVERAL STAGES OF THE ACQUISITION OF THE TRANSLATION COMPETENCE

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Aims

- **Main aims:**

to analyse a) the identification and categorisation of the culturemes of a source (German) culture in a text and b) their translations into a target (Spanish) culture on several stages of acquisition of the translation competence.

Aims

- **Specific aims:**
 - To describe how culturemes are identified and categorised on several stages of acquisition of the translation competence;
 - To set a degree of acceptability on how culturemes are translated on several stages of acquisition of the translation competence;
 - To describe the translation techniques used to translate the culturemes of the text on several stages of acquisition of the translation competence;
 - To describe how the level of difficulty of the translation is perceived on several stages of acquisition of the translation competence.

Hypotheses

- 1) The identification and the proper categorisation of the culturemes depend on the stage of acquisition of the translation competence and on the level of knowledge of the foreign culture.
- 2) The higher the identification of the culturemes is, the higher is the acceptability degree of the translation.

Hypotheses

- 3) There is a relationship between the translation techniques used, the stage of acquisition of the translation competence and the level of knowledge of the foreign culture.
- 4) The higher the acquisition of the translation competence and the level of knowledge of the foreign culture, the lower the level of difficulty perceived of the translation.

Type of study

- **Exploratory study**
- **Simulacrum of longitudinal study**
 - 1st year - stage of acquisition 1
 - 2nd year - stage of acquisition 2
 - 3rd year - stage of acquisition 3
 - 4th year - stage of acquisition 4
- **Product-oriented research**

Population and sample

- **Population:** Translation and Interpreting students with German as first foreign language and Spanish as mother tongue.
- **Sample:** five Spanish students of each year of the bachelor's degree in Translation and Interpreting at UAB with the mentioned linguistic combination:
 - 4 years;
 - B1 – C2 (CEFR) ;
 - 3 age ranges (17-21, 22-27, +28);

Variables

- **Dependent variables:**
 - Identification and categorisation of the culturemes of a text;
 - The degree of acceptability of the translation of the culturemes;
 - The techniques used for the translation of the culturemes;
 - The perceived level of difficulty of the translation.

Variables

- **Independent variables:**

- The stage of acquisition of the translation competence
- The level of knowledge of the foreign culture

Data-collection tools

- **The text:**

- **Requirements:**

- Text should be situated in a contemporary context;
- All types of culturemes had to be present in the text (Molina, 2001);
- The length should be about 200 words.

Data-collection tools

- **The text:**

- ***Lautstark gegen die Ostalgie*, by Hauke Friederichs (Die Zeit):**

- Contemporary text (2009, 20th anniversary of the Berlin wall);
- All types of culturemes appeared in the text;
- Text was shorten (969 words → 236).

⇒ Expert judgement

Data-collection tools

- **The text:**
 - **Expert judgement:**
 - 10 culturemes were selected from those that were identified and properly categorised by all experts;
 - The overall perception of difficulty of the translation was 7,2/10;
 - From the 10 culturemes selected for the identification and categorisation, 7 were used to analyse the degree of acceptability.

Data-collection tools

Lautstark gegen die Ostalgie

**Geschäftemacher posieren an der ehemaligen Mauer in Berlin in DDR-Uniformen.
SED-Opfer protestieren am Jahrestag des Mauerbaus gegen diese Vermarktung
der Diktatur**

Die Männer sehen müde aus, sie haben trotz des Kaisergeburtstagswetters graue Gesichter und graue Haare. Sie sitzen auf einem Geländer vor dem S-Bahnhof Potsdamer Platz. Sie recken Schilder in die Höhe. "138 Tote an der Mauer", "Verbot von DDR-Symbolen jetzt" und "Alles schon vergessen" steht auf den Transparenten. Die Alten haben nicht vergessen. Deswegen sind sie hierher gekommen, auf den Platz im Herzen der Spreemetropole, der bis 1989 geteilt und eine Ödnis war. "Los geht's", ruft einer, und dann marschieren die Alten los. Ihre Müdigkeit ist vergessen. Sie haben eine Mission.

Data-collection tools

40 Teilnehmer laufen einige Meter zu den Mauerfragmenten, die am Rande des Platzes stehen. Sie drängen sich an asiatischen und amerikanischen Touristen vorbei, bilden vor den Mauerresten einen Halbkreis und verhindern, dass zwei junge Männer in Grenzeruniformen auf einem Motorrad Boxer-Kardan sich weiter mit Touristen fotografieren lassen und deren Reisepässe mit einem "Original DDR-Visum" des Unrechtsstaats versehen.

Wegen der Schauspieler und der DDR-"Verherrlichung", wie sie es nennen, sind die Alten hier. Sie sind Opfer des DDR-Regimes, haben in Haft gesessen, die meisten wegen Republikflucht. Sie sind empört, dass "Ostalgier" und Geschäftemacher ein fast beschauliches, skurriles Bild der SED-Diktatur zeichnen. Und sie sind wütend, dass Studenten in die Rolle von Beamten des untergegangenen Arbeiter- und Bauernstaates schlüpfen, um Geld zu verdienen. [...]

Aus *Lautstark gegen die Ostalige* (bearbeitet), von Hauke Friederichs. Die Zeit (13.8.2009) Quelle: <http://www.zeit.de/online/2009/34/berliner-mauer-streit?page=1>

Data-collection tools

- **Questionnaires:**
 - **First questionnaire:** characterisation of the sample to assure that it is homogeneous.
 - **Second questionnaire:** identification and categorisation of the culturemes after reading the whole text.
 - **Third questionnaire:** translation of the extracts, perception of difficulty level and identification and categorisation of the cultremes of the extracts after translating them.

Experimental tasks

1. **First questionnaire (5 min.):**
 1. Language level;
 2. Level of knowledge of the foreign culture (from 1 to 10);
 3. Stays in German-speaking countries and duration.
2. **Second questionnaire (10 min.)**
 1. Reading;
 2. Identification of the culturemes;
 3. categorisation of the identified culturemes.

Experimental tasks

3. Translation of the given extracts

4. Third questionnaire

1. Evaluation of the utility of the level of knowledge of the foreign culture for the translation;
2. Evaluation of the perceived level of difficulty of the translation (from 1 to 10);
3. Identification and categorisation of the culturemes of the extracts

⇒ 20 min.

Analytical tools

- **Categorisation of culturemes**

- Molina, 2001:

Verbal or para-verbal element with a specific connotation in a given culture that can cause a cultural problem between the source and the target text when the target culture comes into contact with the source culture through translation (2001: 89, own translation).

- Natural environment
 - Cultural patrimony
 - Social culture
 - Linguistic culture

Analytical tools

- **Translation techniques:**

- Hurtado Albir & Molina, 2001:

Adaptation

Amplification

Borrowing

Calque

Compensation

Description

Discursive creation

Established
equivalent

Generalization

Linguistic
amplification

Linguistic
compression

Literal translation

Modulation

Particularization

Reduction

Substitution

Transposition

Variation

Analytical tools

- **Acceptability:**

Rich points (PACTE, 2009): analysis of selected translation problems of a text from the following perspectives: the meaning of the source text, the function of the translation and the proper use of language.

- Acceptable solution
- Semi-acceptable solution
- Non-acceptable solution
- (No solution given)

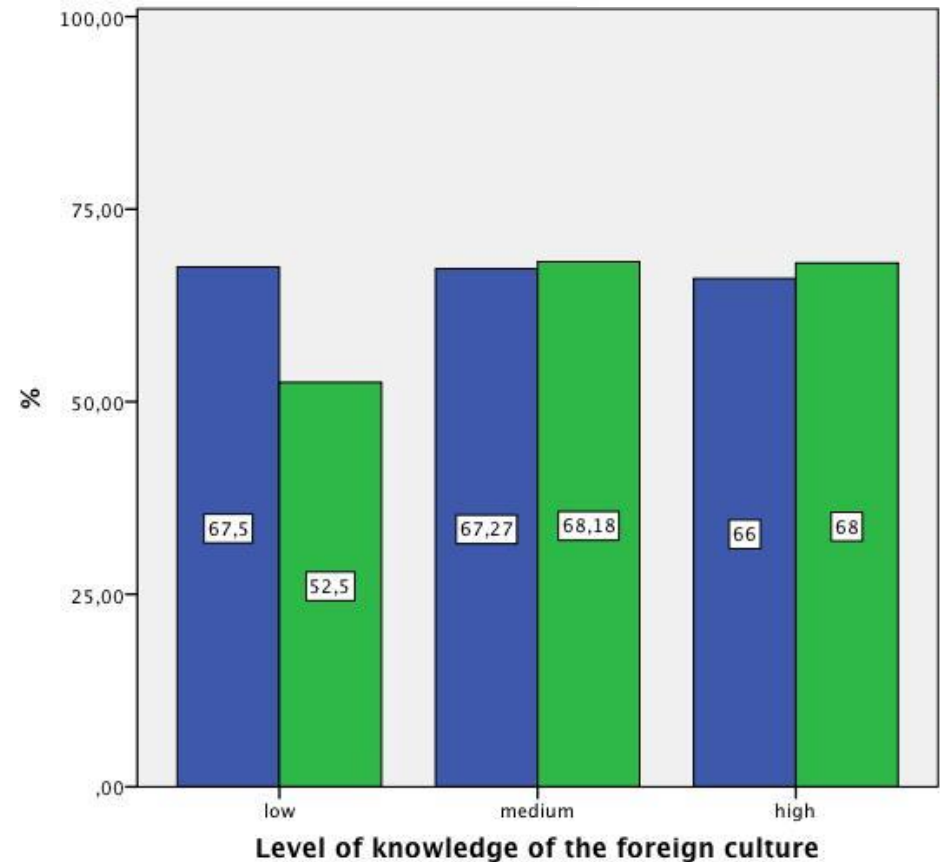
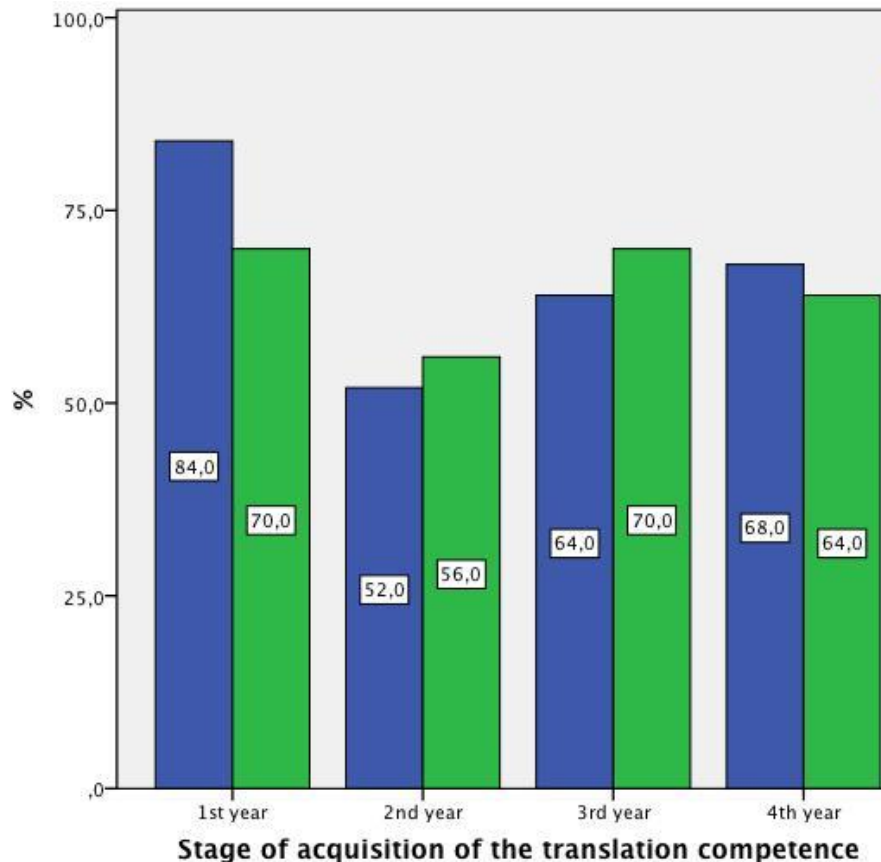
Meaning	Function	Language	Category	Numeric value
A	A	A	A	1
A	A	SA		
A	SA	A		
A	SA	SA		
SA	A	A		
A	A	NA	SA	0.5
A	SA	NA		
A	NA	A		
A	NA	SA		
SA	SA	A		
SA	SA	SA	NA	0
SA	A	SA		
A	NA	NA		
SA	SA	NA		
etc.				

Results

- Identification of culturemes (% of identified culturemes with respect to the total number of culturemes)

Identification

- Identification in the text
- Identification in the extracts

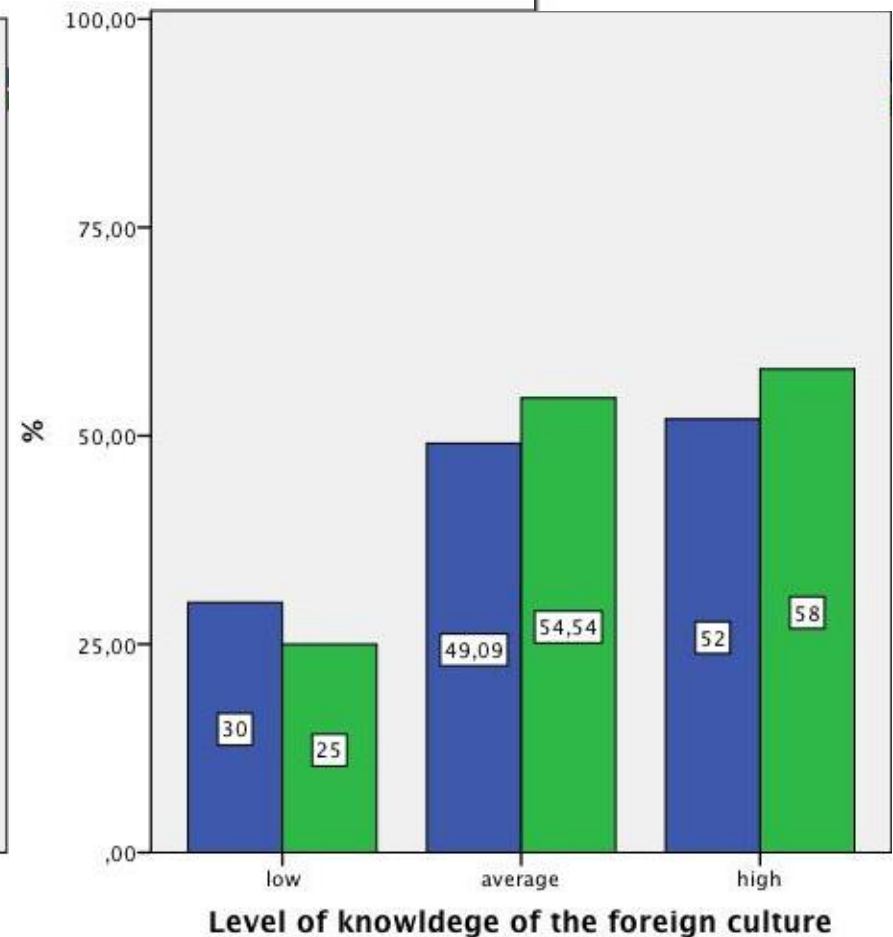
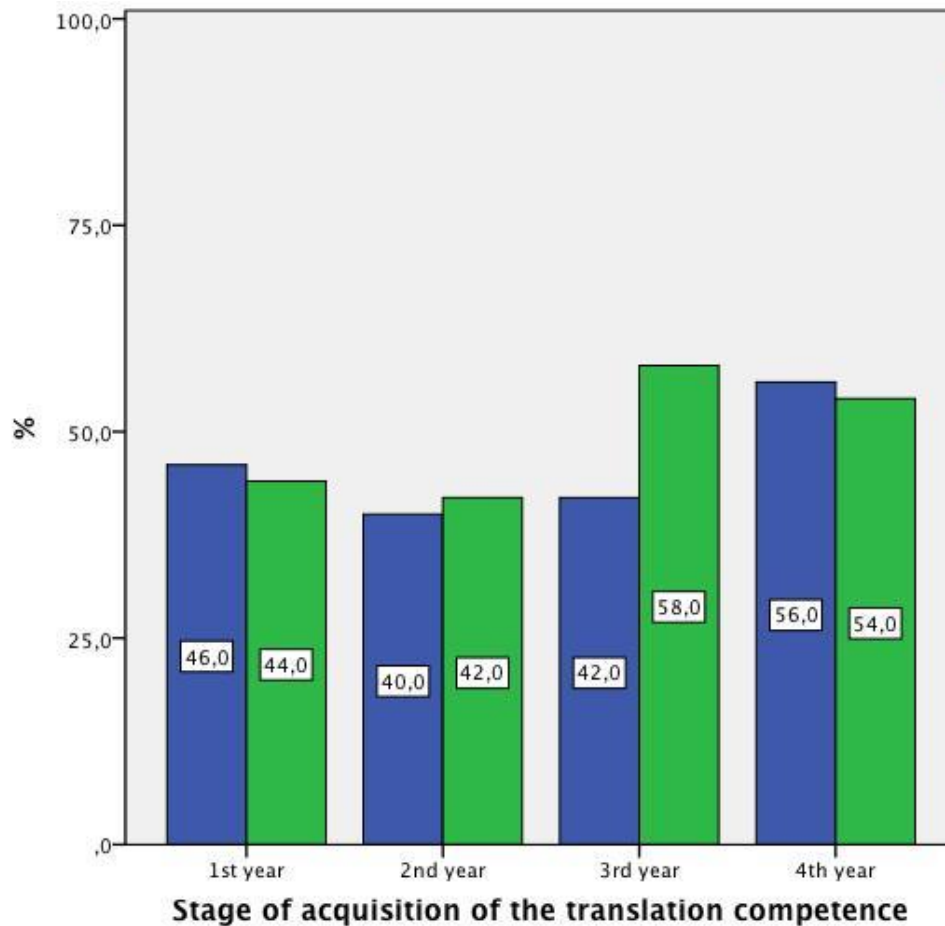


Results

- **Categorisation of culturemes (% of properly categorised culturemes with respect to the total number of culturemes analysed)**

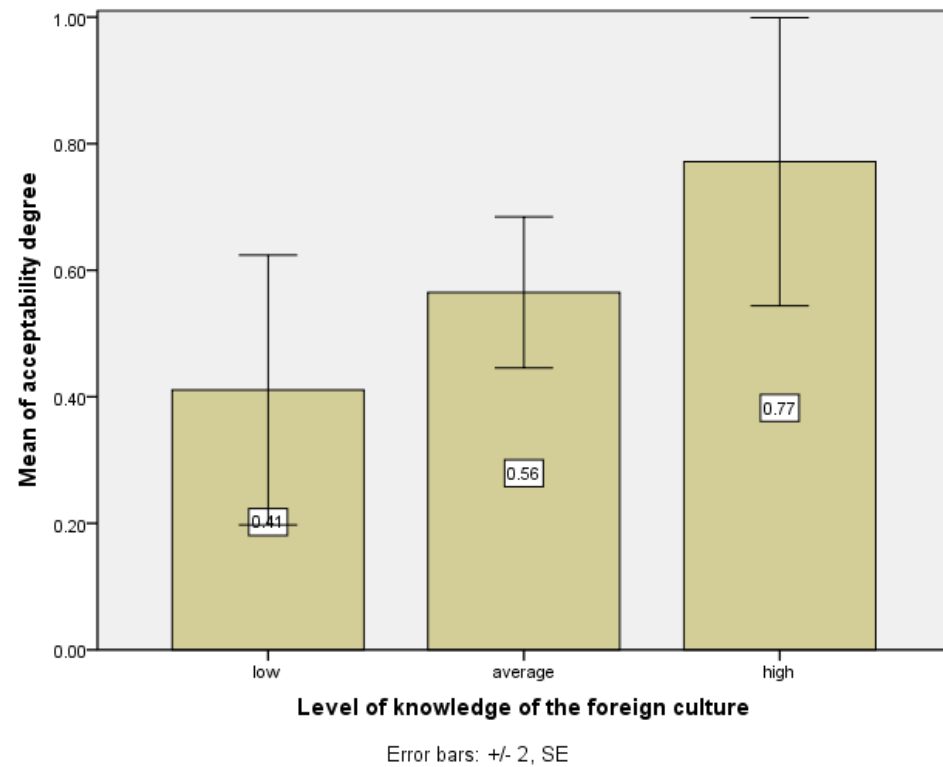
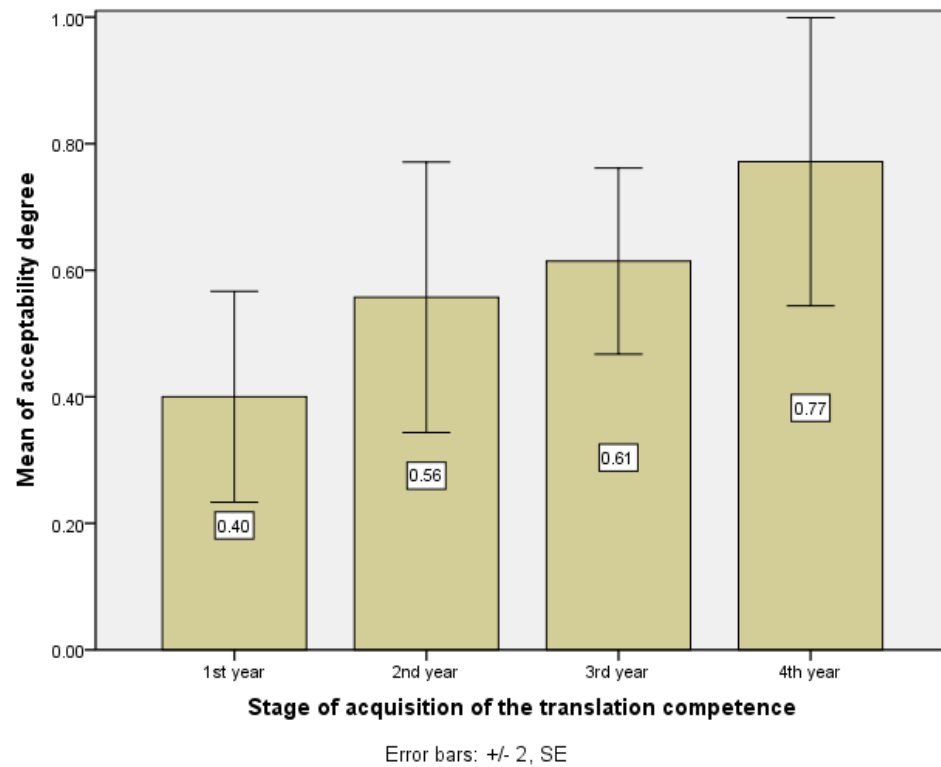
Categorisation

- Categorisation in the text
- Categorisation in the extracts



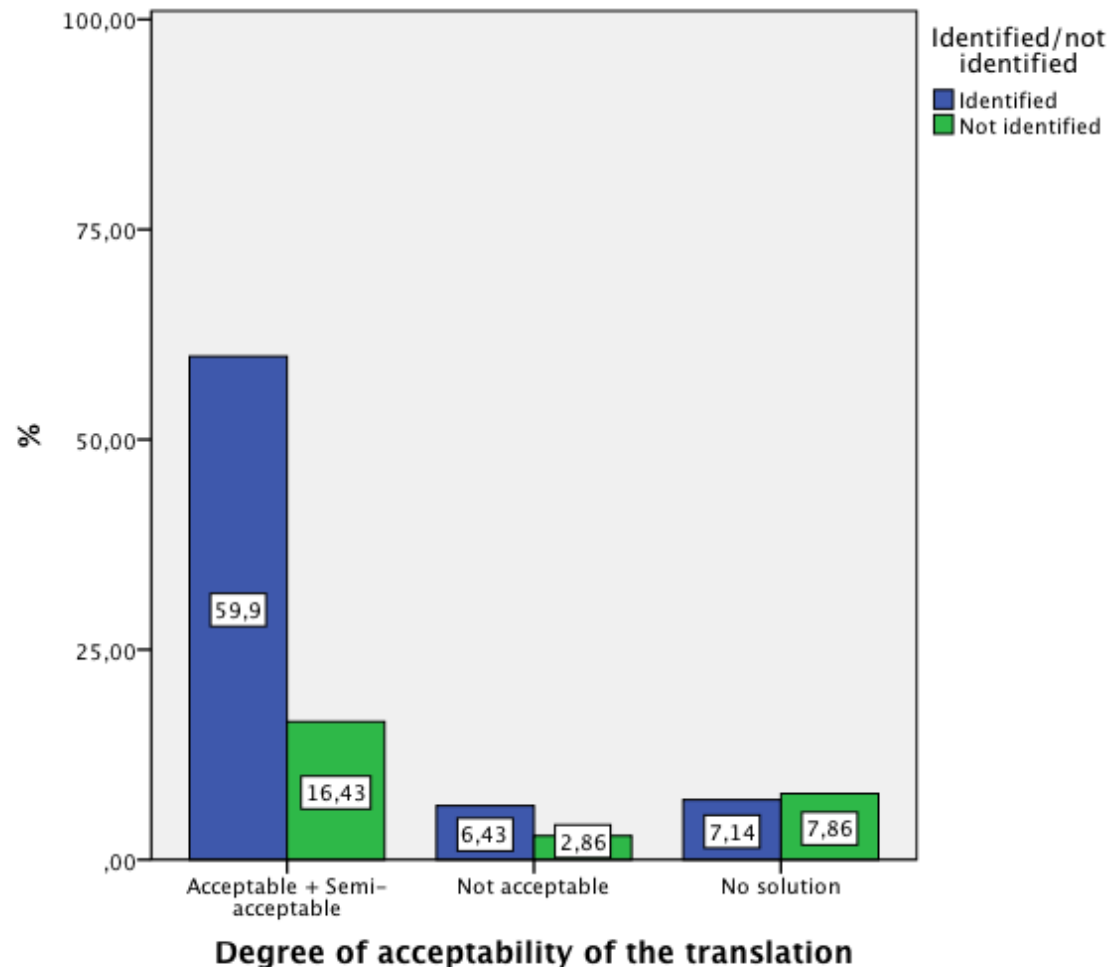
Results

- Acceptability of the translation



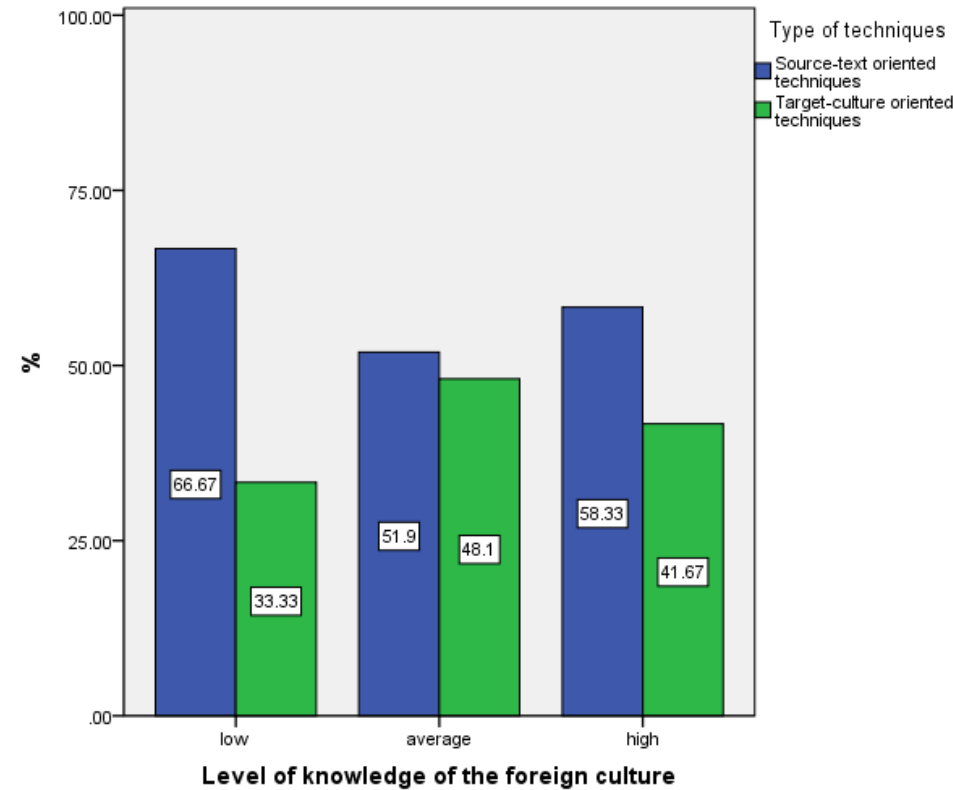
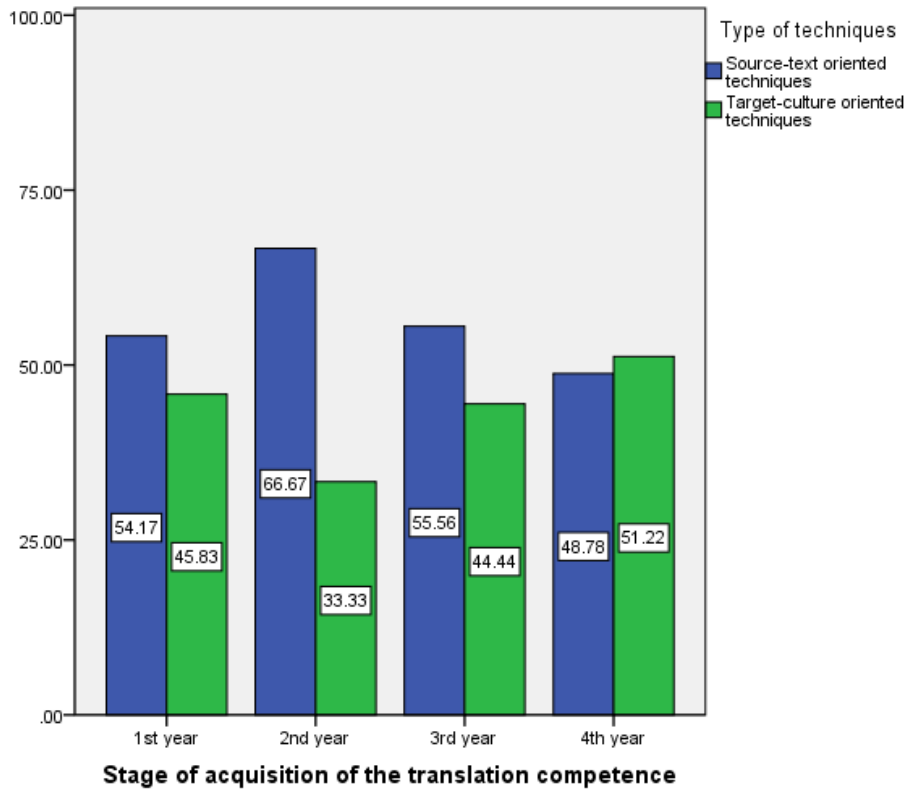
Results

- Relationship between the degree of acceptability of the solutions and the identification of culturemes



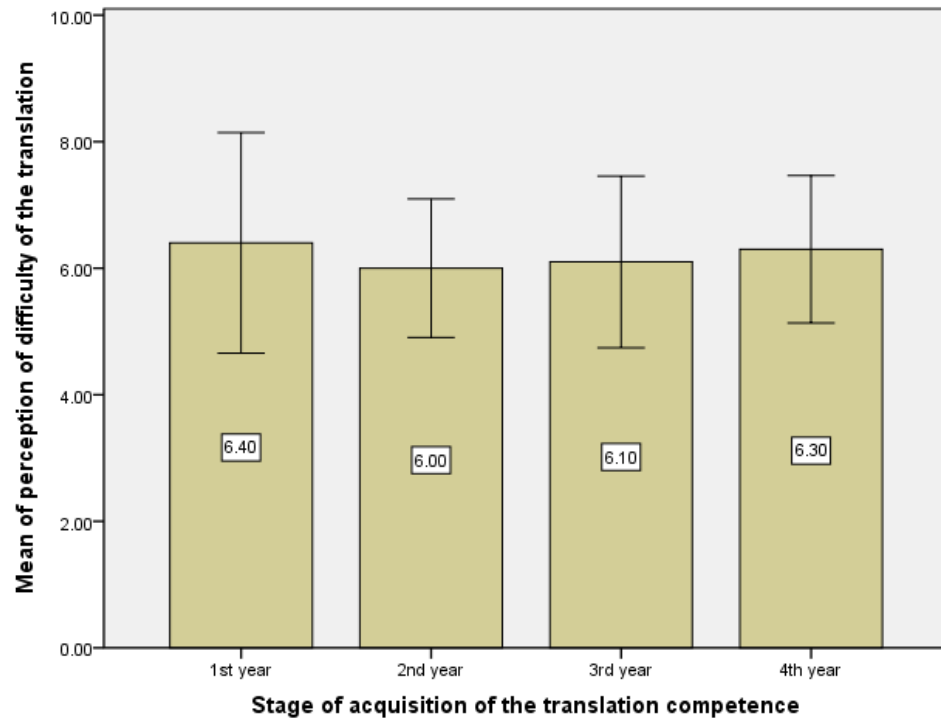
Results

• Translation techniques

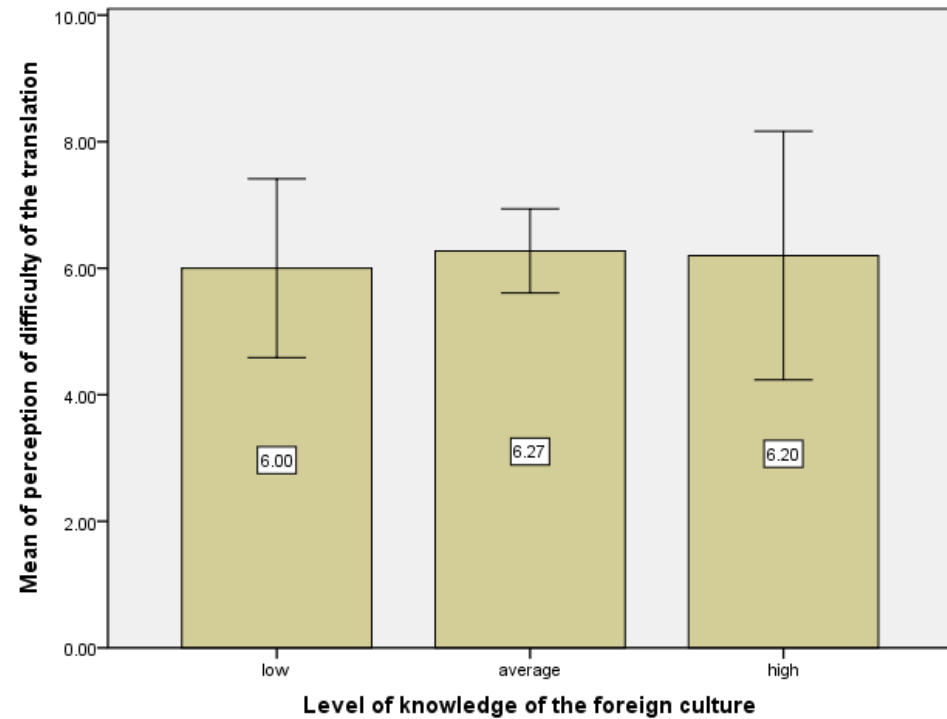


Results

- Perception of the difficulty of the translation



Error bars: +/- 2, SE



Error bars: +/- 2, SE

Conclusions

- The higher the stage of acquisition of the translation competence is, the more culturemes are identified and categorised.
- The higher the level of knowledge of the foreign culture is, the more culturemes are categorised.

Conclusions

- The higher the stage of acquisition of the translation competence, the higher the degree of acceptability.
- The higher the level of knowledge of the foreign culture, the higher the degree of acceptability.
- The more culturemes are identified, the higher the degree of acceptability is.

Conclusions

- The higher the stage of acquisition of the translation competence is, the more target-culture oriented techniques are used.
- There is not a specific tendency in the use of translation techniques depending on the level of knowledge of the foreign culture.
- There is not a specific tendency in the perception of the difficulty of the translation depending on the stage of acquisition of the translation competence and on the level of knowledge of the foreign culture.

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Dziękuję | Thank you



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