

CoMe

*Studi di Comunicazione e Mediazione
linguistica e culturale*

Anno II / 2017



N. ISSN 2531-9809

In collaborazione con
la Scuola Superiore per Mediatori Linguistici di Pisa



**SCUOLA SUPERIORE PER
MEDIATORI LINGUISTICI**

Istituto riconosciuto con decreto Ministeriale 31.07.2003
Diploma equipollente al Diploma di Laurea in Scienze della Mediazione Linguistica

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Dissertation type: MA

Title: “*Experimental Research into Process-Oriented Translation Studies. Assessing Cognitive Effort in Translating Metaphor: A Case Study Based on TAPs*”

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Language: English

Process-Oriented Translation Studies is a fast-growing research field where technology has been playing a crucial role over the last years. Indeed, since James Holmes’s categorisation of the broader discipline of Translation Studies in 1972, the branch has been experiencing major advancements thanks to the introduction of a great number of devices that have allowed for systematic data collection and observation processes, which have proved fundamental for the development of more recent studies. With the affirmation of new methodologies, it has been easier to face new challenges and assess an increasing number of situations where the translation of texts has required different approaches. This element is corroborated by scholar Lawrence Venuti (1995), who pointed out that the 1990s were the years in which other sub-branches had entered Translation Studies, with psychology being one of these.

In this regard, so-called Think-Aloud Protocols were designed, which have helped to shed some light on the translator’s cognitive process during a translation task. This is precisely the starting point of this master’s thesis, which focuses on Process-Oriented Translation Studies, a branch where the presence of psychology is certainly vivid, and where Think-Aloud Protocols have yielded interesting results during the last decades (Li, 2004; Van Den Haaket *al.*, 2003).

The topic is presented in three chapters within the study, the first and second being theoretical and the third showing the empirical results coming from an experiment performed by the author of this thesis that provides scientific evidence to the study.

In particular, the first chapter shows the creation and development of the discipline of Translation Studies, by outlining the main theories proposed by scholars from 1972 until modern times, ranging from Eugene Nida’s “equivalence” (1964) and John Catford’s “shifts”(1965) to

culture-related, functionalist and, more recently, discourse analysis approaches. The chapter also illustrates Holmes's map (1972), together with some considerations regarding the scholar's description and categorisation. The concepts of "equivalence" and "shift" are then addressed from a cognitive perspective, based on a recent publication by Sandra Halverson (2013). A description of the main past and recent experimental investigations within the frame of Process-Oriented Translation Studies is then presented, with Wolfgang Lörcher's (1991) and Janet Fraser's (1996) experiments taken as examples, together with the main research groups' work carried out to date, some of which are still underway. The PACTE group is among these, currently working in Spain, at the Autonomous University of Barcelona, on the establishment of competence levels for translators, a project that has already taken a considerable amount of time, given that the literature cannot rely on any previous attempt.

The second chapter focuses on the other major topic covered throughout the study: that of metaphor studies. The first section comprises a historical overview of the concept of metaphor, starting with Greek philosopher Aristotle in the fourth century B.C., who describes metaphor as an ornamental tool, up to linguist John Rogers Searle (1979), who proposed that metaphorical utterances were mere linguistic communication. The results of Monroe Curtis Beardsley's (1966) and Ivor Armstrong Richards's (1967) articles are also presented, since they significantly contributed to a better understanding of metaphor in terms of its denotative and connotative functions. After this, the translation of metaphor is addressed through an illustration of Peter Newmark's (1988) prescriptive model, in which the main types of metaphor are outlined, together with the strategies used during the translation of a text. Raymond Van Den Broeck's model has been also outlined briefly in order to complete the framework of the traditional studies frequently cited in metaphor studies related to translation. The chapter finally includes the cognitive interpretation of metaphor in George Lakoff and Mark Johnson's *Metaphor Theory* (1980), providing precise examples taken from their book and building on the topic in the light of the concepts of "primary" and "complex" metaphors, followed by a general description of further developments on the basis of Joseph E. Grady's (2005) and Raymond W. Gibbs's (2006) proposals.

The third – and last – chapter introduces, describes and discusses an experiment carried out at the University of Alcalá (UAH), in Spain, and supervised by Dr Carmen Pena Díaz, which consisted in assessing the cognitive effort and strategies used by seven participants whilst these

were translating three brief literary texts including at least one metaphor by means of Think-Aloud Protocols. A theoretical framework is also given in the first section of the chapter, followed by some general information on the experiment, the transcribed audio files of the seven participants and a final discussion on the results obtained.

In addition to the three chapters, two appendices have been included at the end of the study, the first (A) comprising the materials used during the experiment, and the second (B) containing an interview to Dr Amparo Hurtado Albir, coordinator of the PACTE group at the Autonomous University of Barcelona (UAB).

The information provided so far is useful to define the aims of this study, which is twofold: on the one hand, it takes stock of the main investigations performed to date and helps to define Process-Oriented research into a specific frame; on the other hand, the evidence provided in the last part of this study may contribute to current research in cognitive studies related to translation, despite the evident limitations that it certainly entails. Indeed, the hope is that this attempt can be used as a starting point for more scientifically-structured research in the future, also considering that most of the results available so far are inconclusive and therefore new details may be added to current data, in order to complete the scenario of cognitive studies in translation. Besides, this may also prove to be essential in the development of new research methodologies.

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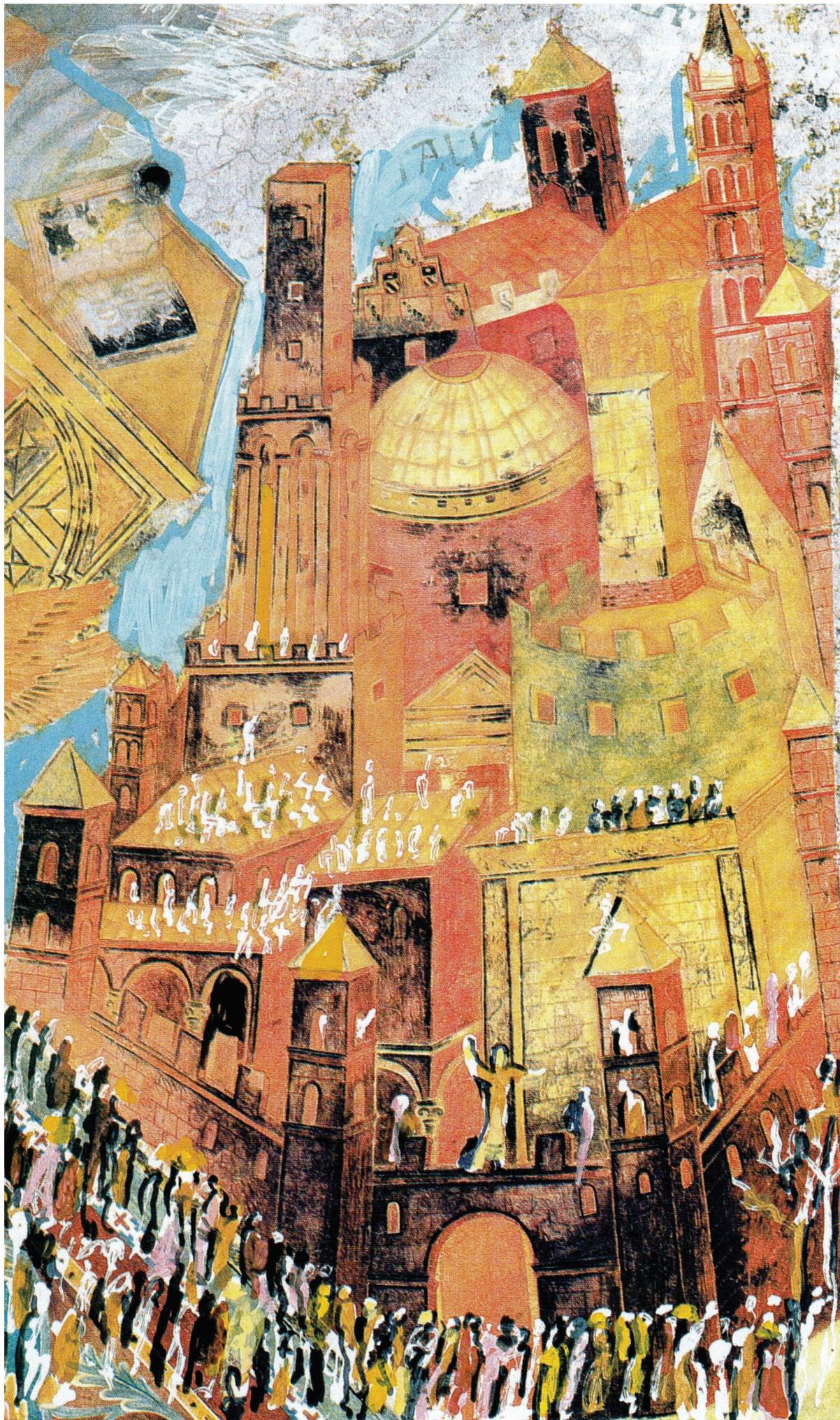
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