**Unit 9**

**Learning Objectives**

You will learn the rules of style proofreading concerning lexical differences between the English language and Czech. Particular attention will be given to collocations and false friends, which cause troubles in translations.

**Keywords**

* lexical equivalences, equivalents, false friends, collocations, connotation, denotation

**EQUIVALENCE**

**Source and target language mismatches** (also known as cases of non-correspondence or transfer problems) arise from lexical and structural differences between languages. Lexical mismatchesare due to differences in the ways in which languages classify the world.

**Equivalent effect** - to produce the same effect (or effect as close as possible) on the readership of the translation as was obtained on the readership of the original.

**Lexical equivalence**, in particular in the area of terminology, combine the qualitative distinctions with a quantitative scheme that categorizes equivalence relationships according to whether there is:

- a **single** expression in the TL for a single SL expression, i.e. one-to-one equivalence

- **more** than one TL expression for a single SL expression, i.e. one-to-many equivalence

- a TL expression that covers **part** of a concept designated by a single SL expression, i.e. one-to-part-of-one equivalence

- **no** TL expression for an SL expression, i.e. nil equivalence.

  (Baker, Mona, Gabriela Saldanha, Eds. *Routledge Encyclopaedia of Translation Studies*. Abingdon: Routledge, 1998.)

TASK 1: Comprehension check:

**When there is one SL expression but several TL expressions for the same word, it is equivalence:**

|  |  |
| --- | --- |
|  | 1. one-to-part-of-one equivalence  |
|  | 2. one-to-many equivalence  |
|  | 3. nil equivalence  |

**PROBLEMS WITH EQUIVALENCE**

- in SL the information is not expressed but it has to be in TL

- semantic aspects are not differentiated in SL but they have to be in TL

- information necessary for TL is ambiguous in SL

- information in SL is implicit but has to be explicit in TL

- explicit information in SL has to be rephrased into TL .

**Equivalents are:**

- **full**, e.g. Wednesday - středa

- **partial**, e.g. rolls - housky

- **multiple**, e.g. go - jít/jet/letět/plout

- **zero**, e.g. porch - veranda

**Full equivalents:**

- **nouns** (people, parts of the body, animals, etc.): e.g. eye - oko, window - okno, roof - střecha.

- **verbs** (activities done by people): e.g. eat - jíst, be - být, hear - slyšet, sing - zpívat.

- **adjectives** (objective features): e.g. black - černý, long - dlouhý, empty - prázdný.

**Zero equivalents:**

- **taking over** of a SL word (personal and geographical names, new terminology): e.g. Martini, Ohio, Harry, hardware, interface.

- **adaptation** to the TL: e.g. Carolina - Karolína, into the West House - do West Housu.

  (Knittlová, Dagmar. *K teorii a praxi překladu*. Olomouc: Univerzita Palackého, 2000.)

TASK 2: Comprehension check:

**Read the sentences below and fill in the missing terms.**

1. tree - strom, full - plný, sit - sedět are examples of equivalents.

2. software, notebook, Hudson, Murphy are examples of equivalents.

Having great vocabulary didn´t save the Thesaurus from extinction/eradication/extirpation.

**Partial equivalents:**

- **formal** (several words translated as one, explicit vs. implicit meaning): e.g. apple tree - jabloň, get up - vstát, have a seat - posadit se, poker game - pokr, cistern - nádrž na vodu.

- **denotations** (the primary meaning of a lexical item, involving its relationship to the non-linguistic entities, which it represents).

- **connotations** (additional meanings which a lexical item acquires beyond its primary, referential meaning): e.g. star - hvězda/hvězdička, a little - málo/malinko, rock - kámen/skála/šutr.

- **pragmatic** (adding or omitting information, substitution): e.g. Wyoming - stát Wyoming, ranch house - ranč, eleven pounds - pět kilo.

**Multiple equivalents:**

- broad situational context: e.g. nurse - zdravotní sestra, handle - držadlo/ucho/násada.

- language context: e.g. got no time - nemá vůbec čas.

- stylistic contex: e.g. girl - dívka/holka, head - hlava/hlavička.

- subjective context: e.g. face - tvář/obličej, sometime - někdy/občas, plains - pláně/rovina.

(Knittlová, Dagmar. *K teorii a praxi překladu*. Olomouc: Univerzita Palackého, 2000.)

TASK 3: Comprehension check:

**Read the sentences below and fill in the missing terms.**

1. watermelon - meloun, storebread - chleba, a day off - volno are examples of equivalents.

2. parts - součástky, wheels - kolečka, map - plánek are examples of .

3. talk - vykládat/mluvit, probably - asi/nejspíš, property - pozemek/pozemky are examples of equivalences.

TASK 4: Read the English text, then translate it into Czech:

**Pay special attention to the Czech equivalences.**

Financial safety nets are still in place, but are used much more selectively.

For example, the common agricultural policy (CAP) steps in with financial support for farmers hit by natural disasters or outbreaks of animal diseases, such as foot-and-mouth or bluetongue.

Where necessary, the CAP supplements farm income to ensure that farmers make a decent living.

However, assistance is linked to compliance with broader objectives in the areas of farm hygiene and food safety, animal health and welfare, preservation of traditional rural landscapes, as well as bird and wildlife conservation.

**FALSE FRIENDS**

**False friends** or faux amis, are words or expressions which have the same form in two or more languages but **convey different meanings**. They are often associated with historically or culturally related languages such as English, French, Spanish and German, but in fact false friends also appear among totally unrelated languages such as English, Japanese or Czech.

Once a word or expression is borrowed into a language, its development cannot be predicted or controlled or the additional meanings it might take on. Some false friends are easy to spot because the difference in their meanings is so great that only a very inexperienced translator is likely to be unaware of it.

(Baker, Mona. *In Other Words: A Coursebook on translation*. Abingdon: Routledge, 2011.)

**False friends English - Czech:**

actual - skutečný, aktuální - topical

control - řídit, kontrolovat - to check

fabric - tkanina, továrna - factory

gymnasium - tělocvična, gymnázium - grammar school

scheme - plán, projekt, schéma - diagram

sympathetic - soucitný, sympatický - pleasant

**Technical English:**

some techniques - některé metody

patent application - patentová přihláška

TASK 1: Comprehension check:

**Read the sentences below and fill in the missing false friends from the list above.**

1. This is state of affairs.

2. Problem of global warming is .

3. He took over the of the company.

4. You should your translation for any mistakes.

5. I go to twice a week.

6. I attended a in Prague.

**COLLOCATIONS**

There are some restrictions arising from **co-occurrence** on what other words or expressions we expect to see before or after a particular lexical unit. Restrictions are semantical and do not follow logically from the propositional meaning of a word, and tend to show more variation across languages.

Collocations have tendency to co-occur regularly in a given language. To some extent, things which occur physically together have a stronger chance of being mentioned together. However, meaning cannot always account for collocational patterning.

Words which we might think of as **synonyms** or near-synonyms will often **have different** sets of collocates, e.g. *break rules* but not *break regulations*. It also often happens that words collocate with other words in some of their forms but not in others, e.g. *bend rules* but not *unbendable rules*, rather inflexible rules.

Collocations have a **range**, i.e. a set of collocates, or other words, which are typically associated with the word in question. Some words have a much broader collocational range than others. That depends on its level of specificity: the more general a word, the broader its collocational range, and on the number of senses it has. Most words have several senses and tend to attract a different set of collocates for each sense.

(Baker, Mona. *In Other Words: A Coursebook on translation*. Abingdon: Routledge, 2011.)

TASK 2: Translate the English text into Czech:

The EU has various sources of income.

It is not solely dependent on contributions from member countries but has its own resources in the form of import duties on products from outside the EU, and a percentage of the value-added tax levied by each country.

The EU has several sources of income to finance its administration and activities and to be able to achieve its goals of reducing economic disparities between regions and developing rural areas.

The member countries collect the money on behalf of the EU.

**Concerning English, you should check collocations in a special dictionary dealing with collocations.**

It is easy to assume that as long as a collocation can be found in the target language which conveys the same or a similar meaning to that of the source collocation, the translator will not be confused by differences in the surface patterning between the two. However, differences in the collocational patterning of the SL and TL can cause various problems in translation:

1. Try not to be influenced by the collocations in the ST. After drafting your translation, put it aside for a while to gain certain distance and to be able to concentrate on collocations in TT.

2. Beware of misinterpretation of collocations in the ST due to interference from Czech. This happens when a SL collocation appears to be familiar because it corresponds in form to a common collocation in the TL.

3. Choose carefully what is typical and what is accurate in TL. You aim to produce a collocation which is typical in the TL while preserving the meaning associated with the sourse collocation. This may be difficult to achieve.

4. Reflect cultural setting if possible. If the cultural settings of the SL and TL are significantly different, ST contains collocations which convey what to the target reader would be unfamiliar associations of ideas. Such culture-specific collocations express ideas previously unexpressed in the TL.

5. Be careful with unusual combinations of words used in the ST to create new images and the way you translate them into TL.

(Baker, Mona. *In Other Words: A Coursebook on translation*. Abingdon: Routledge, 2011.)

TASK 3: Translate the following text into Czech:

EU agricultural policy is constantly evolving.

50 years ago, the emphasis was on providing enough food for a Europe emerging from a decade of war-induced shortages.

Subsidising production on a large scale and buying up surpluses in the interests of food security are now largely a thing of the past.

EU policy aims to enable producers of all forms of food - from crops and livestock to fruit and vegetables or wine - to survive by themselves in EU and world markets.

Points to remember

**Equivalents -** full, partial, multiple, zero.

**Be careful when:** in SL the information is not expressed but it has to be in TL, semantic aspects are not differentiated in SL but they have to be in TL, information necessary for TL is ambiguous in SL, information in SL is implicit but has to be explicit in TL, explicit information in SL has to be rephrased into TL .

**Collocations -** what words or expressions we expect to see before or after a particular lexical unit.

**False friends** -(faux amis) are words or expressions which have the same form in two or more languages but convey different meanings.

Glossary of terms

**Collocations** (kolokace) - the co-occurrence of two lexical items, known as collocates.

**Connotation** (konotace) - additional meanings which a lexical item acquires beyond its primary, referential meaning.

**Denotation** (denotace) - the primary meaning of a lexical item, involving its relationship to the non-linguistic entities, which it represents.

**Equivalence** (ekvivalence) - relates to the relationship of similarity between ST and TT.

**Equivalent** (ekvivalent) - a TT segment or even full text which functions as an equivalent of the ST segment

**False friends** ("falešní přátelé") -pairs of words or phrases in two languages that look or sound similar, but differ in meaning.

**Formal equivalence** (formální ekvivalence) - a translation that adheres closely to the linguistic form of a ST.