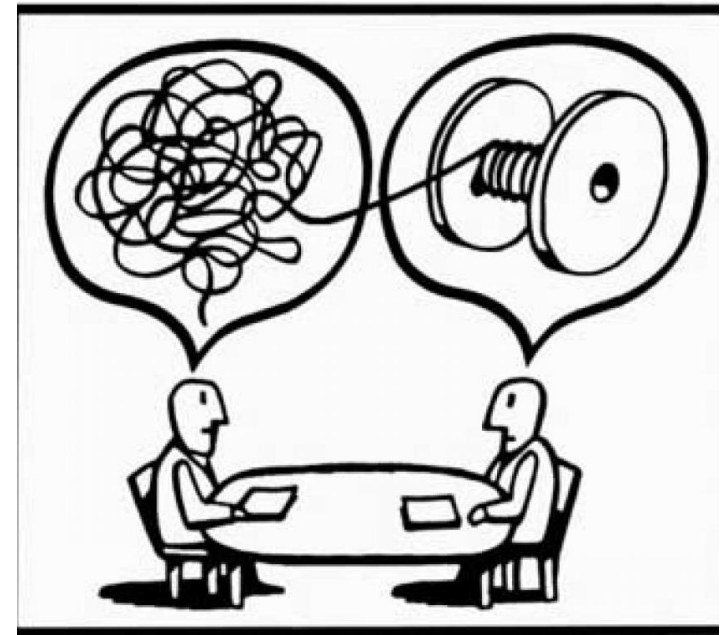


Teaching literary translation to Italian learning students: linguistic and translational aspects

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Objectives

- ♦ To present main mistakes done by Italian learning students when studying literary translation
- ♦ To use the repertory to develop key aspects for online literary translation courses
- ♦ The article is not focused on developing theoretical materials but rather on closed and open type exercises available for MOOC

Motives

- ♦ The didactics of translation is insufficiently studied, especially in Macedonia – Nikodinovska *Didactics and evaluation of translation*
- ♦ To explore the applicability of the MOOC tools for training literary translation
- ♦ (the public is well defined)



SERBIE

KOSOVO

BULGARIE

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OSOGOVO

★ Skopje

▲ Turcin 2752

• Tetovo

• Kocani

Bregalnica

▲ Mont Korab 2764

• Gostivar

▲ Lisec 1754

▲ Kadiytsa 1924

MACÉDOINE

YAKOUPITSA

▲ Solunska Glava 2538

• Veles

• Stip

PLATCHKOVITSA

MONTS

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Lac Prespa

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GRÈCE

Context

- ♦ *Translation studies* fifth and sixth semester students have already attained B1 level in Italian
- ♦ Students still have certain issues regarding vocabulary and grammar
- ♦ The corpus - students' translations of literary works : *Una cosa che comincia per elle* (Buzzati), *Seta* (Baricco) and *Lettera a un bambino mai nato* (Fallaci)

Main mistakes

- ♦ Vocabulary
- ♦ Grammar
- ♦ Translation techniques
- ♦ Translating cultural terms

Vocabulary

- ♦ **the most widespread meaning**
- ♦ the merchant watches coldly *la nuova e non desiderata conoscenza* instead of *an acquittance* (познајник)
conoscenza is translated as *knowledge*
- ♦ Doctor excuses to the merchant for the policeman's behavior saying: *È stata una disgrazia, una grande disgrazia!*
- ♦ *Toa e срамота, голема срамота!*- **disgrace** - *Toa e несреќа, голема несреќа!* – **accident**

- ♦ **false friends**
- ♦ **Copiare** *Mi chiese di copiarla, in giapponese*
- ♦ *Me замоли да го копирам, на јапонски* (make a copy) instead of *Me замоли да го препишам на јапонски* (rewrite it)
- ♦ **Negare** *Col tempo iniziò a concedersi un piacere che prima si era sempre negato*
- ♦ *Со текот на времето, почна да се препушта на задоволство што отсекогаш го негирал за себеси* instead of *скратуваше*.
- ♦ *Negate* instead of *deny*

Grammar

- ♦ **indefinite past tenses**

- ♦ In Macedonian the indefinite past tenses give an account of an event or an action that we have not experienced or witnessed but have heard about from another source or we are uncertain of having seen them.
- ♦ *Non mi ricordo di aver avuto l'onore - He se seќavam дека сум ја имал таа чест and not He se seќavam дека ја имав таа чест.*

- ♦ **indefinite article**

- ♦ The students tend to translate the indefinite article which does not exist in Macedonian with the number *one* rather than omitting it: *Morì agli inizi di marzo, un giorno che pioveva.* / Умре на почетокот на март, беше *еден* дождлив ден or *perché era una donna lieta - затоа што беше една* радосна жена.

Translation techniques

- ♦ **The most errors were due to literal translation or lack of paraphrasing:**
- ♦ after long questioning the merchant asks the doctor: *dove volete andare a finire?* каде сакате да завршите (*where do you want to finish*) instead of *кон што целите?* (*what are you aiming at?*) *што ви е поентата?* (*what is your point?*).
- ♦ *servitor suo* -*слуга сум ви, ваш сум слуга* (*I am your servant*)- instead of *ви стојам на располагање, на ваша услуга* (*I am at your disposal*)
- ♦ Rare errors due to not using other techniques:
- ♦ **Adding** *cape!* *куче!* (*куче едно!* or *куче низаедно!*)
- ♦ **Toning down** *l'ottimo don Valerio!* - (*одличниот*) *the excellent* and not *добриот дон Валерио* (*the good don Valerio*)
- ♦ **Transcription** mistakes: *Lugosi* – *Лугосу-* *Лугози*

Translating cultures

- ♦ **insufficient knowledge of the Italian culture**
- ♦ different religious background- the catholic and the orthodox- *messa* translations transcribed as *меса* (students understood the term as a toponym and not as a religious ceremony)
- ♦ **Presence of other cultures** – tendency towards **domestication** (the foreign is not felt as foreign in the translation)
- ♦ **French** *Hélène* – Елена/// *Hélas* - За жал! (*Alas!*)
- ♦ **Spanish** *alcade* - шеф на општинската администрација (*the head of the municipal administration*)

Solution proposals for MOOC

- ♦ Preparatory activities:
- ♦ Before starting the official lectures and the course students should be asked to **read** certain literary text which will be the framework for the study of literary translation. (e.g., the novel *Una cosa he comincia per elle* or the final passage of the novel *Seta*).
- ♦ The correct and sufficiently thorough comprehension will be asserted through a quiz based on MCQs.

Vocabulary activities

- ♦ **polysemic terms: MCQs** with multi select answer options

Conoscenza

- a. сознание (knowledge)
- b. личность (person)
- c. познајник (acquaintance)
- d. свест (consciousness)
- e. учебник (textbook)
- f. научник (scientist)

Afterwards, student should **choose the meaning corresponding to the context:**

«Già, è vero» ammise il mercante, fissando gelidamente la nuova e non desiderata conoscenza.

Vocabulary activities

- ♦ **false friends:** similar set of exercises as most of false friends are polysemic words
- ♦ First, through **MCQs** students get acquainted with different meanings and then they point out the meaning in the context:
- ♦ *Mi chiese di copiarla, in giapponese*
- ♦ the verb *copiare* means *пренише, копира, транскрибура* etc.
- ♦ A **discussion** can be opened on other false friends that students have encountered during the acquisition of Italian language

Activities related to grammar – indefinite tenses

- ♦ 1. **Drop-down list:** For every verb in a paragraph a drop-down list can be offered, and students should choose between definite and indefinite forms
- ♦ 2. **drag and drop exercises** - students take the verbs from a paragraph and divide them into two groups – those to be translated with definite and others to be translated with indefinite tenses
- ♦ * At the end, the whole paragraph with the published translation is indicated. For every answer, an explanation should be added.

From comparative grammar to translation techniques: omitting

- ♦ A transition from the comparative grammar to translation techniques - **omitting** technique.
- ♦ A paragraph or a set of sentences can be offered and their corresponding translation(s).
- ♦ Students through **MCQs** will be expected to **guess the translation technique** and then to draw conclusion on the **grammar difference between** the two languages considering the indefinite article.
- ♦ Afterwards, through **peer reviewed exercises**, students will be asked to translate a paragraph or set of sentences using the omitting technique and then to elaborate the corresponding use.

Translation techniques

- ♦ **recognition exercises** – MCQs – the original syntagm or sentence and its translation and the students should discern the technique used
- ♦ **text input exercises** - to insert the name of the technique used in the given example / or to do a translation when only one answer is correct (e.g., *l'ottimo don Valerio*) – especially suitable for transcriptions
- ♦ **Open exercises:**
 - ♦ -translations with elaborated use of techniques subjected to **peer reviews**
 - ♦ **-discussions:**
 - ♦ About the quality of different translations
 - ♦ Overlapping of different techniques in a certain example

Realia translation activities

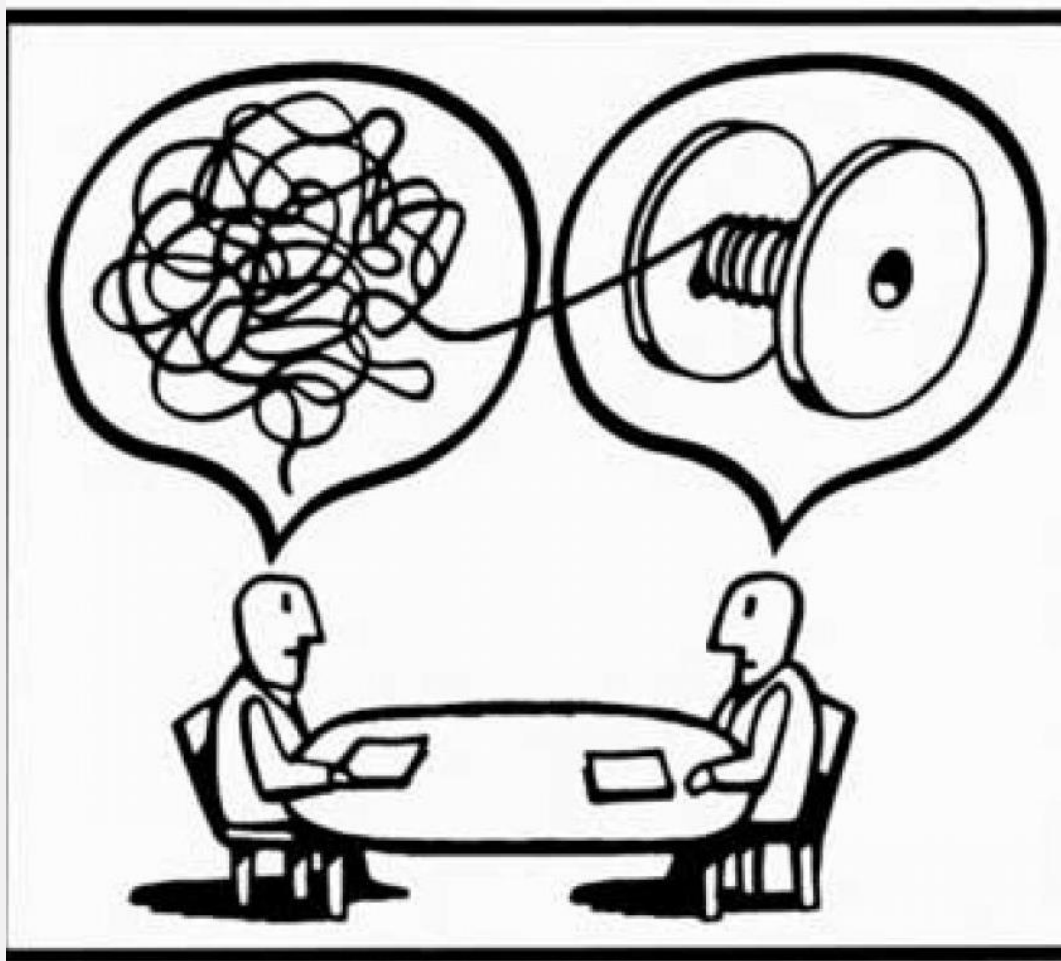
- ♦ Spotting the realia in a passage and then through **text input** question regrouping them in different categories
- ♦ Text input questions – translation of realia through domestication and foreignization (messa 1. литургија 2. миса)
- ♦ Double translation of a paragraph using the two strategies – **peer reviews**
- ♦ **Discussions** – about the use of the strategies / connection between strategies and translation techniques

Final activities

- ♦ Translate a certain passage twice and to elaborate the difference between the two translations. Their translations and conclusions can be subjected to reviews by their peers
- ♦ The whole course aims at acquiring not only linguistic and translational knowledge, but also at developing patience and attention to details

Conclusion

- ♦ The **translation product** or students' errors represent starting point for developing solutions focused on the improvement of the **translation process**.
- ♦ Suggested solutions are mainly extracted from already translated versions – thus linking **translation criticism** to **didactics of translation**
- ♦ We also took into consideration the **learning progression** :
 - ♦ 1. closed type exercises like MCQs, drop down list
 - ♦ 2. drag and drop questions and text input questions
 - ♦ 3. final stage -peer reviewed exercises usually demanding students to elaborate certain choices when translating.
- ♦ *The discussions* - certain phenomena that students become aware during the course such as false friends and they are left to think about them or to explore them further in their free time.



*Thank you for your
attention!*