EXPLICITATION STRATEGIES OF BEGINNER AND PROFESSIONAL TRANSLATORS IN SIGHT TRANSLATED TEXTS INTERPRETED BY RELEVANCE THEORY

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Abstract

In this paper, we present a study in which we investigated the explicitation strategies of beginner, inexperienced and practicing, professional translators in sight translated texts (STTs). Research shows that translated texts (TTs) are longer than non-translated texts (non-TTs) and parallel texts. The reason for this is that translators explicate, i.e., they explain the hidden, implicit message of the text. The strategies of explanation, insertion, repetition, paraphrasing are used as explicitation strategies. One of the reasons for explicitation is that the target language reader has different cultural and professional backgrounds. Consequently, they may not always know the background of the source language text, or the original message of the source language text may not be clear enough, therefore, the translator has to explain it. The other reason is that translators seek to be safe, so they will explain the implicit content even when it is not necessary. The study examined the sight translation strategies of beginner and professional translators, as it was assumed that both groups use explicitation strategies, and that they use the same explicitation strategies, since the use of explicitation strategies is a feature of all translations, regardless of the level of experience of the translator. Our research results supported our hypotheses, i.e., the same explicitation strategies appeared in the sight translated texts by beginner and professional translators. However, it has also been found, that beginner, inexperienced translators use more repetition and paraphrasing, which is explained by their inadequate translator competences.

Keywords: *lack of sight translation competences, explicitation strategies, repetition, explanation, paraphrasing, different cultural background*
JEL: *Y30, Y90, I20*

KEZDŐ ÉS GYAKORLÓ FORDÍTÓK EXPLICITÁCIÓS STRATÉGIÁI A RELEVANCIAELMÉLET ALAPJÁN

Összefoglalás

A jelen cikkben bemutatunk egy kutatást, amelyben kezdő és gyakorló fordítók explicitációs stratégiát vizsgáltuk blattolt szövegekben. A kutatások szerint a fordított szövegek hosszabbak, mint a nem fordított és a párhuzamos szövegek. Ennek az az oka, hogy a fordítók explicitálnak, azaz kifejtik a szöveg rejtett, implicit üzenetét. Az explicitáció stratégiái a magyarázó betoldás, ismétlés, parafrazálás. Az explicitáció egyik oka, hogy az eltérő kulturális és szakmai háttérrel rendelkező célnyelvi olvasó nem minden esetben ismeri a forrásnyelvi szöveg hátterét, esetleg az nem egyértelmű már a forrásnyelvi szövegben sem, ezért azt a fordítónak ki kell fejtenie. A másik ok, hogy a fordítók biztonságra törekszenek, tehát még akkor is kifejtik az implicit tartalmat, ha arra nem lenne szükség. A kutatásban kezdő és gyakorló fordítók vettek részt, mivel azt feltételeztük, hogy mindkét csoport

használ explicitációs stratégiát, illetve, hogy ugyanazokat az explicitációs stratégiákat használják, hiszen az explicitáció minden fordításra jellemző, függetlenül attól, hogy a fordító mennyire gyakorlott. Kutatási eredményeink alátámasztották a hipotéziseinket, azaz ugyanazok az explicitációs stratégiák jelentek meg a kezdő és a gyakorló fordítók által blattolt szövegekben. Megállapítottuk azonban, hogy a kezdő fordítóknál több volt az ismétlés, illetve a parafrazálás, ezeket a kezdők fordítói kompetenciáinak hiányával magyaráztuk.

Kulcsszavak: *blattolói kompetenciák hiánya, explicitáció, ismétlés, magyarázat, parafrazálás, eltérő kulturális háttér*
JEL: *Y30, Y90, I20*

Introduction

Previous research found that target language translated texts (TTs) (Klaudy ,1993; Pápai, 2004) and interpreted texts (Séguinot, 1985, 1988), together with sight translated texts (STTs) tend to be longer than non-translated texts (non-TTs), due to explicitation transfer operations used by translators to explicate and explain the message of the source text. The majority of such research used corpus linguistics research methodology to find quantitative evidence for longer text lengths (Pápai, 2004; Baker, 1997). Quantitative corpus linguistic studies are inevitable and of great importance for translation studies, however, quantitative studies alone are not sufficient to understand and explain the causes of longer TTs. Qualitative studies based on in-depth, multi-aspect manual analysis of smaller amounts of data may also be important in order to explore all instances of explication in particular translations (Heltai, 2005).

In our research, we analysed text lengths of STTs by beginners and a professional translator, quantitavely and qualitatively. In the latter, the particular explicitation transfer operations used by beginner and professional translators in STTs were identified manually, assuming that all translated texts are longer because translators use a variety of explicitation transfer operations. Our assumption was based on a research question which was asked in a former interview with twelve respondents, and which found that 52% of the respondent translators would use explicitation transfer operations in order to explicate and interpret the message by inserting explanation and extra words, if they feel it necessary, especially when they translate realias or when the audience ask back or look puzzled (Veresné, 2006). It has been assumed that beginner and professional translators use the same explicitation strategies in STTs, albeit the rate of such strategies may differ. Based on our assumptions, the following hypotheses were set up.

Hypotheses

– H1: Target language translated texts (TTs) sight translated by beginner and professional translators are longer than non-translated texts (non-TTs).
– H2: Beginner and professional translators use the same explicitation transfer operations in sight-translated texts (STTs).

Materials, methods and procedure

To confirm or refute our first hypothesis, 34 beginner translator students, and 3 professional trans-lators were asked to sight translate a text of 293 words. All sight translations were recorded, and later transcribed for manual analysis. Unfortunately, only one professional translator sight trans-lated the text for us, but it was enough for the purposes of the current research, useful conclusions were drawn, however, research findings are statistically not significant. Next, the number of words in STTs were counted, as is shown in Table 1.

Table 1. Length of STTs by beginners and professionals

Number of translator	Length of Source Text by the number of words	Length of STTs by the number of words
1.	293	**378**
2.	293	**376**
3.	293	**374**
4.	293	**373**
5.	293	**370**
6.	293	**369**
7.	293	**369**
8.	293	**367**
9.	293	**350**
10.	293	**349**
11.	293	**349**
12.	293	**347**
13.	293	**345**
14.	293	**345**
15.	293	**343**
16.	293	**343**
17.	293	**342**
18.	293	**336**
19.	293	**330**
20.	293	**326**
21.	293	**325**
22.	293	**325**
23.	293	**324**
24.	293	**320**
25.	293	**311**
26.	293	**311**
27.	293	**309**
28.	293	**306**
29.	293	**303**
30.	293	**303**
31.	293	**302**
32.	293	**300**
33.	293	280
34.	293	283
35. professional translator	293	**358**

Source: author's own edition

Table 1 shows that all STTs by beginners and the professional translator are longer than non-TTs, except for two texts. As is seen in Table 2., one sample t-test found that the mean of text lengths of STTs by beginner translators is 336,79, compared to the text length of sight TT by professional, which is 358.

Table 2. Results of statistical analysis

One-sample t-test (number of words in SL Text: 293)					
Variable	N	*Mean*	Standard Deviation	SError	p-value
STT	34	*336,79*	27,60	6,69	0,099

Source: author's own edition

Below are three segments from STT of the professional translator which illustrate that segments of STT translated by the professional translator are longer in all cases.

SL: Fair-goers are tantalized by the aromas of spitted pig, roasted turkey legges, steak-on-a-stake and ribs of the boar – just a sampling of the menu served forth from 15 food and drynke buildings, appropriately Tudor, of course. *(36 words)*

TL: A vásárba látogatókat megbabonázza a rengeteg levegőben szálló aroma, illat. Van itt malachús, van sült pulykalábszár, vaddisznó borda és minden amit akarunk, és ez csak egy kis apró válogatás abból a menüből, amelyet 15 étel és ital standon árulnak, amelyek nyilvánvalóan megfelelően Tudor stílusban vannak berendezve, fölállítva. *(47 words)*

These findings of our quantitative analysis have confirmed our first hypothesis.

In the qualitative analysis of the STTs, Klaudy's classification of transfer operations (1999) shown in Table 3. were used.

Table 3. Grammatical and semantic explicitation transfer operations (Klaudy, 1999)

grammatical specification (explicitation transfer operation)
grammatical addition (explicitation transfer operation)
grammatical division or elevation (explicitation transfer operation)
semantic specification (explicitation transfer operation)
semantic addition (explicitation transfer operation)
semantic division (explicitation transfer operation)

Source: author's own edition

As the first step, a database for the manual qualitative analysis was set up the following way. We chose the 5 best STTs by beginner translators, and divided them into sentences or word groups i.e., segments. Table 4 shows the structure of the database for STTs by beginner translators. Next, we identified the particular explicitation transfer operations and highlighted them by different colours. Green was used for grammatical or semantic additions such as explanation, paraphrasing, blue for grammatical or semantic division such as elevation, and yellow for grammatical or semantic specification, and purple for compensation strategies such as repetition, restart and hesitation

Table 4. Segments of STTs by beginner translators

English text (not the full text)	segments of STTs				
	Student 1.	Student 2.	Student 3.	Student 4.	Student 5.
Step through the stone castle walls and	Lépjen be a kőkastély falain át	Lépjen be a kővárak falain belülre.	Lépjen be a vár kőfalai közé .	Lépjen át a vár falain.	Lépjen be a kastély falain a kastély kapuján
begin your wondrous mystery tour	és kezdje el a csodálatos misztérikus időutazását	és adja át magát a csodálatos élménynek	és kezdje meg a csodálatos időutazást	Kezdje meg csodás időutazását.	és ismerje meg és kezdje meg a csodálatos utazását.
back in time to Merrie Olde England.	a boldog Anglia békeidejébe	amikor belép a régi szép Anglia világába	a jó öreg Angliában.	vissza a jó öreg Angliába	vissza a régi kedves Angliába
The fiercely life-like battle	A meglepően életszerű csata	A felfegyverzett lovagok küzdelme életszerű és a lovagi torna után	A felfegyverkezett küzdő felek életteli küzdelme	Egyszerű csata a fegyveres küzdelem	A félelmetes csatamezőn életszerűen fognak harcolni a felfegyverzett lovagok.
of the armoured joust	és a felfegyverzett küzdők látványa küzdelme				
ends in cheering celebration	végül egy vidám ünnepléssé alakul át	korhű korhű ünneplés veszi kezdetét.	egy örömteli ünnepléssel ér véget,.	egy méltó megünneplése ennek a…méltó megünneplése ennek az új …ööö…	és nagy örömmel
of the crowning of a new champion.	ahol amikor megkoronázzák az új bajnokot		amelynek keretében megkoronázzák az új bajnokot	verseny megkoronázási ünnepségének	fogják megkoronázni az új bajnokot

Source: author's own edition

Table 5 lists specific examples for each explicitation transfer operation in our database of parallel segments in STTs by beginners.

Table 5.

Types of explicitation transfer operations	Eexamples of transfer operations in STTs by beginners
grammatical specification: addition of the definite article (compulsory, due to structural differences between languages)	excitement builds… ⇒ az izgalmat fokozza…
grammatical division or elevation: upgrading the infinitive verb phrase into a clause	to take a starring role in an improvised street performance …⇒ A látogatók, akik hajlandóak főszerepet vállalni egy rögtönzött utcai előadásban…

grammatical addition of a postposition/post-positional adverb	visitors set their own pace. ⇒A látogatók saját tempójuk szerint haladhatnak.
semantic specification	energy ⇒ az energia felhasználása
semantic division of a term	The hailing calls of its migratory residents will echo through the predawn skies ⇒ A fészkelő költöző madarak hívószava visszhangzik a hajnali égen…
semantic addition	historic houses ⇒ hagyományos építésű házak

Source: author's own edition

Table 6 shows explicitation transfer operations highlighted in different colours in STTs by the professional translator by segments.

Table 6. Segments of STTs by professional translators

You come upon a colorful Tudor Hamlet	Előszőr egy nagyon színes Tudor-kori falucskát találunk az utunkon.
Plummed knights,	Tollakkal ékesített lovagokat látunk,
magicians, conjurers and storytellers	de vannak itt varázslók, bűvészek, mindenféle mesemondók,
who deepen the illusion,	akik ezt az illúziót elmélyítik.
fools, jugglers and jesters	Vannak udvari bolondok, zsonglőrök és mindenféle szórakoztatók,
who arouse your laughter,	akik nevetésre fakasztanak minket
exotic dancers	de találunk itt egzotikus táncosokat,
and scores of village people	valamint falusiaknak a tucatjait,
whose revelry and mirth brighten the darkest day.	akiknek a szórakozása és az öröme még a legsötétebb napunkat is fénnyel borítja be.
Led by the colorfully bannered path to Bosworth Field,	Ha a tarka zászlókkal szegélyezett kis ösvényt követjük Bush-world Fields-be,
you come upon Her Majesty's reviewing stage	akkor őfelségének a tribünjére jutunk,
standing majestically	ahol őfelsége a királynő igen pompásan álldogál
in tribute to the spectacle to follow.	és nézi az elétáruló látványt és követi az eseményeket.
The Faire's hallmark form of interactive theatre abounds	A vásárnak az egyik legszebb eleme nem más, mint egy interaktív színház,
as Gypsies beckon you to join in their dance,	ahol vándorcigányok köszöntik a nézőket táncukkal,
the Queen's Commedia Dell'Arte players seek out unsuspecting patrons	valamint a királynőnek a régi hagyományos Commedia dell'arte színészei kiválasztják a gyanútlan patrónusokat vagy a színház támogatóit arra,
to take a starring role in an improvised street performance.	hogy egy improvizált, rögtönzött utcai előadásban főszerepet töltsenek be.

Source: author's own edition

We found plenty of examples for the particular explicitation transfer operations in the STTs translated by beginners and professional translators. Our database provided enough evidence to support our second hypothesis which claims that the same explicitation transfer operations are

used in STTs by beginners and professional translators, even hesitation strategies which is a compensation strategy were used by both groups. Our research finding has ascertained that explicitation is a universal of translation, or as Anthony Pym (2005) says it is a law of translation.

Discussion

Below, we discuss the explicitation hypotheses trying to identify the plausible causes of explicitation transfer operations.

The explicitation hypothesis

Explicitation was first described by Vinay and Darbelnet in 1958 as "the process of introducing information into the target language which is present only implicitly in the source language, but which can be derived from the context or the situation" (1958: 8). In 1986, the theory known as the "explicitation hypothesis" was formulated by Blum-Kulka. In its historical perspective, Blum-Kulka's hypothesis of explicitation broadly states that TTs will be more explicit than a corresponding non-TTs, which may be either the source text or a parallel text in the target language, due to the addition of cohesion markers.

Blum-Kulka's explicitation theory triggered an explosion in the research of explicitation. As Anthony Pym put it in 2005: „Theorists have been especially enthusiastic about extending the field of explicitation to more than cohesion markers". And then in the same article *Explaining explicitness* Pym continued as follows: „But perhaps the clearest arguments in favour of such an extension are those formulated by Klaudy (1998) and Klaudy et al. (2005), notably in their identification of "explicitation" and "implicitation" as two very wide processes.

According to Klaudy's formulation, explicitation takes place, for example, when a SL (source-language) unit of a more general meaning is replaced by a TL (target-language) unit of a more special meaning (semantic specification); the complex meaning of a SL word is distributed over several words in the TL (semantic division); new meaningful elements appear in the TL text (semanic addition); one sentence in the SL is divided into two or several sentences in the TL or, when SL phrases are extended or "elevated" into clauses in the TL, etc. (grammatical division or elevation). Klaudy distinguished transfer operations that are obligatory and those that are optional. Compulsory transfer operations are language or language pair specific operations and are used whenever structural and linguistic differences between the languages call for grammatical or occasionally semantic additions, division, or specifications. The structural and linguistic reasons behind compulsory explicitation transfer operations are the phenomenon of the so called missing categories which may exist in one language, but not in the other.

Whereas non-compulsory explicitation transfer operations are not connected to structural or other linguistic reasons, but they are used to help the reader to process the message of the text.

In some cases, translators lengthen the texts for prudence, partly because they play it safe, and prefer explicating as much information as possible in order to avoid missing out on information which may be important. This „playing safe" strategy is most typical of semantic explicitations (Klaudy et al. 2005).

Klaudy's asymmetry hypothesis

The traditional explicitation hypothesis was later reformulated by Klaudy (2008) as an "asymmetry hypothesis", according to which "explicitations in the L2 direction are not always counterbalanced by implicitations in the L1 direction because translators – if they have a choice – prefer to use operations involving explicitation, and often fail to perform optional implicitations" (Klaudy et al. 2005). Pym (2005) described this reformulation useful, neat and elegant.

In parallel with the introduction of asymmetry Klaudy et al (2005) extended the asymmetry hypothesis to cultural level (she called it cultural explicitation), to the domestication/ foreignization dichotomy. Domestication means the use of translation strategies replacing SL realia with TL realia, as a result, TT would require less effort on behalf of the target language audience. Foreignization means retaining SL realia in the TL text, which may require more effort on behalf of the target language audience to process TTs.

As was said above, the explicitation hypothesis and the asymmetry hypothesis claim that TTs texts are longer because translator explicate due to linguistic and sometimes cultural differences, and there is asymmetry between explicitation and implicitation operations which influences text lengths.

Linguistic and true explicitation

Heltai (2003) interprets explicitness from a different perspective, from the perspective of text processibility.

He reminds us of the following „explicitation hypothesis may well be true if greater explicitness is interpreted as greater linguistic explicitness" i.e., if explicitness is interpreted as „the insertion of additional words or morphemes". But he adds that even if TTs are longer than STs, it does not follow automatically that longer texts are more explicit semantically. He brings the following examples to illustrate that explicitness may increase as the number of words decreases, since the third sentences is the most explicit one, albeit it is the shortest.

1. I would go if I could find a suitable partner to accompany me.
2. I would go if I could find someone to accompany me.
3. I would go if you came with me.

He says that explicitness should be connected to the processing effort of the recipient. Therefore, he suggests using explicitness with two different meanings: *linguistic and true explicitness*. Linguistic explicitness means that most of the message is coded, and minimal inferencing is needed. In this way, explicitness usually means more words, and to some extent is synonymous with addition.

However, true explicitness lies in making TTs less ambiguous and facilitating easier processing, which is related to frequency, habituality, context and the audience's cognitive environment, claims Heltai (2003). Less ambiguity and easier processing usually come from greater linguistic explicitness, i.e., by adding extra words and morphemes. Heltai's concepts and explanation of linguistic and true explicitation incorporates the basics of relevance theory.

Relevance theory: Sperber and Wilson (1986)

Relevance theory (Sperber and Wilson 1986) claims that language is a mental activity which operates in a cognitive context, which incorporates assumptions, thoughts, beliefs and knowledge about

the world". Sperber and Wilson claim that people are capable of communication because they are capable of drawing inferences from one another's behaviour, and they are willing to draw inferences because they hope that their partner will tell them something which will change (modify, add, delete) their cognitive context. These changes are called „contextual effects". If what their partner tells them changes (modifies, adds, deletes) their cognitive context indeed, it has a cognitive effect in their cognitive context, and communication achieves relevance. The hearer wants to achieve maximum benefit (i.e., maximum contextual effect) at minimum cost (at the hearer's minimum effort).

Gutt (1991) adopts the principle of relevance in the book „Relevance and translation" to explain how translation works or should work. He says that „the success or failure of translations depends on the consistency with the principle of relevance" (Gutt, 1991: 189), he means that TTs should offer identical contextual effects as the source text. But this is almost impossible due to the different cognitive backgrounds of the sender and the recipient so translation can achieve optimal resemblance only. In order to achieve optimal resemblance translators should translate the target text interpretively, which means that translators should interpret, modify, change, add, explicate or even implicate the source text to create similar contextual effects and achieve optimal resemblance. Interpretation, modification, changes, additions and explications in TTs would obviously result in longer and more explicit TTs.

Consequently, relevance theory provides theoretical background to and the most plausible explanation for longer TTs and for explicitation theory, and also for Heltai's linguistic and true explicitation categories.

Summary

Our research confirmed that explicitation is a translation universal, since the same explicitation transfer operations were identified in STs by beginners and the professional translator. It has been shown that Klaudy's asymmetry hypothesis (2003) may provide plausible explanation for longer TTs. However, it has been highlighted that asymmetry hypothesis is just one side of the story, because text length in itself does not guarantee explicitiness if explicitness means easier processing. To show the other side of the story, Heltai (2005) introduced the concepts of linguistic and true explitiness: true explicitness facilitates text processing of the receiver by linguistic explicitation, i.e.,by adding words and morphemes, consequently, the goal of true explicitness is to produce unambiguous and relevant TTs. Finally, explicitation was explained by relevance theory, claiming that the purpose of true explicitation is to achieve optimal relevance.

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