

EDITORIAL PREFACE

MARELLA MAGRIS & HELENA LOZANO MIRALLES

Università di Trieste

In 2010, the Scuola Superiore di Lingue Moderne per Interpreti e Traduttori di Trieste organized and hosted the conference “Emerging topics in Translation and Interpreting”. Among the various sessions, the one entitled “Translation theory: bridging theory and the profession” offered a very interesting program, featuring over 60 speeches on a broad range of topics and thus clearly demonstrating that Translation Studies are alive and kicking.

This issue of RITT is the first of two dedicated to the proceedings of the session. Although only a selection of the delivered speeches are included in the two issues, they nonetheless fully preserve the character of the program and show the variety of approaches that can be taken when addressing translation.

This first volume collects papers focused on the different ways of bringing translation theory and training closer together, while the second one will deal mainly with the professional world and the new technologies.

The first paper by the session’s keynote speaker, Hannelore Lee-Jahnke, immediately directs its focus of attention on interdisciplinarity, describing it as an essential feature of translation studies and the optimal solution for improving quality and performance in translation didactics. In particular, the author illustrates how disciplines such as neurosciences, cognitive sciences, the study of emotions and the research in competences can contribute to develop more and more sophisticated teaching methods that can guide students in their journey from novices to experts. An example of a course in economic translation shows one possible implementation of the model.

In the second paper Fabiana Fusco reviews the existing lexicographic resources devoted to Translation Studies with the aim of highlighting how its development and its different schools of thought are reflected in its own terminology. By analyzing some Italian terms (*pseudotraduzione* and related words) she then clearly shows that the metalanguage of translation is still strongly characterized by polysemy and synonymy. Although this feature is certainly also a sign of the discipline's dynamism and progress, a thorough revision of some concepts could bring more coherence and avoid proliferation of terms.

The common thread that binds the following articles is their explicit orientation towards translation teaching; however, each of them delves into different aspects, ranging from cultural to linguistic and cognitive factors.

Marija Zlatnar Moe and Nina Grahek Križnar report on an experiment conducted on translation students in order to find out how their reading skills develop during their university studies, and specifically how their level of general knowledge and their ideological stance may affect their translations. The results show that after three years of experience the students' reading literacy has improved: however, they still seem to be somehow vulnerable to the influence of personal opinion, which highlights the importance of drawing their attention to this aspect in translation teaching.

The paper by Maja Miličević suggests a new line of research in translation studies which would investigate the similarities existing between translation and second language acquisition in order to identify the domains of grammar where language attrition may occur. In her study, the author focuses on one of such features, namely the overuse of possessives in translations from English into Serbian, which may spoil the "naturalness" of translated texts. A stronger focus on the linguistic component of translator training could help overcome the problem of translationese.

The view that linguistics still has a key role to play in translator education is held also by Marina Manfredi. This time, at the forefront of the author's interest is Systemic Functional Linguistics: as this approach sees language as a "system of meaning potential", it can help the translator to correctly interpret the source text and to reproduce all its meanings in an effective target text. By means of examples drawn from her own teaching experience, Manfredi illustrates the usefulness of this approach in dealing with aspects such as modality, grammatical metaphor, and appraisal systems.

The teaching aim of fostering the construction of meaning is shared by the next author, Ana María García Álvarez, as well. However, the model described in her paper is quite different from the previous one, as it is based mainly on cognitive and cultural considerations. Starting from Chesterman's concept of "meme" and combining it with Toury's translational norms and Eco's cognitive semantics, García Álvarez proposes the idea of "scheme" as a means of negotiating meaning in translation teaching, and shows the conceptual metamorphosis of translated texts through an example.

In the next paper Daniela Ventura addresses the question of whether theoretical models can be of any help in advertising translation – a field which so far has been characterized by a strong practical orientation. After reviewing the causes of the distance between theory and practice and analyzing the main difficulties

of this kind of translation, the author answers the question positively, but pleads for an approach that would combine Translation Studies with disciplines such as text linguistics, semiotics, pragmatics, classical rhetoric, marketing theory and localization.

The gap between theory and practice is a major concern also to Alexandra Krause, who in order to bridge it proposes another didactic model, this time based on intercultural aspects. Taking as her starting point an analysis of the typical mistakes made by students, specifically for the language pair German-Italian, she identifies four areas of divergence between the two cultures that can influence language and translation: the orientation towards aesthetics vs. pragmatics; personalism vs. collectivism; individualism vs. hierarchical structures; the feminine vs. the masculine. Knowledge of all these differences can contribute to more cultural-based translations.

The following three papers deal with different approaches to specialized translation training.

In the first one, Alenka Kocbek highlights the centrality of culture in the translation of contracts, a text type which is embedded in a specific legal culture and whose translation requires a well-reasoned strategy and a thorough consideration of all linguistic and extralinguistic aspects involved. Kocbek integrates different concepts (such as “memes” and “culturemes”) and approaches (e.g. *skopos* theory) with findings from comparative law and proposes a ten-step model, intended as a dynamic framework to the translator’s work.

The next paper, by Fabio Proia, is focused on patents. The translation of this text type is considered by the author a challenge requiring different approaches at the theoretical and practical levels, due to the morphosyntactic, lexical and textual peculiarities of both the legal and technical components of this kind of texts. Furthermore, translating a patent involves the use of CAT tools, a fundamental step in introducing students to professional translation.

Daniela Puato takes in consideration a text type specific to medical communication, the package leaflet, paying particular attention to the terminological peculiarities of the German medical language. The translator has to deal with neoclassical terms originated from Latin or Ancient Greek, and native terms that preserve the structure of the former but use German elements. These terminological features may pose a challenge to the translator because of genre rules involving different levels of communication between experts and lay persons.

The next two papers pursue the issue of how to empower translation trainees to carry out better translations into their L2.

Dealing with collocations has always been a problem not only for L2 learners but also for L2 translators. Focusing on the key concept of lexical function within the frame of the Meaning Text Theory, Primož Jurko develops a contrastive lexicographical tool for the description of lexical collocations involving Slovene and English. This model has proved to be very useful to improve awareness of the collocability of lexemes in L2 learners and raise the quality of their translations.

In the following paper, Dermot Heaney describes a dynamic use of error analysis in advanced L2 translation training with the aim of handling apparently

sporadic and “low level” problems that regularly interlock with “higher level” textual and contextual considerations. Error analysis shouldn’t be seen as a traditional transmissionist approach any longer; on the contrary, it can contribute to create group profiles in order to develop new didactic tools using online resources, such as corpora and concordancers, in order to make students aware of common mistakes and point to means of avoiding them.

A different use of online resources to cope with errors in translation is proposed by Francesca La Forgia and Raffaella Tonin. In their paper, they exploit the solutions provided by amateur translators in the Spanish and Italian subtitling of the series *Supernatural*, in particular to solve intertextual problems. In translation teaching, the analysis of mistakes made by others can show how the failure to identify intertextuality or a general lack of comprehension of its mechanisms leads to textual incoherence; moreover, it can suggest to translation students better strategies to deal with this particular aspect of audiovisual texts.

The volume is concluded by a paper centered on the new challenges posed by the translation of a tourist guide into sign language through video recording. Lisa Danese, Carmela Bertone and Carla Valeria de Souza Faria propose a theoretical reflection on translation applied to the Italian Sign Language (LIS), examining how specific structures of written language are transposed into a recorded video not only from a technical point of view but also considering the new oral and visual form they have to acquire. The authors provide specific examples of the complexity of this kind of translation and point out that this line of research could bring new insights into the linguistics of LIS.

Notwithstanding the variety of approaches described in the papers, they all share a common feature: the view that theoretical research in translation should not be viewed as something purely abstract, which is carried out for its own sake; rather, it should have an even stronger orientation towards didactics, in order to empower students and prepare them in the best possible way to face the challenges of the professional world.

Marella Magris & Helena Lozano Miralles
Università di Trieste