

C o n t e n t s

Preface	VIII
Preface to the second edition	IX
I. INTRODUCTION: The need for text analysis in translation	1
II. A MODEL FOR TRANSLATION-ORIENTED TEXT ANALYSIS	5
1. Theoretical principles	5
1.1. Translatological foundations	5
1.1.1. <i>Factors and constituents of the translation process</i>	5
1.1.2. <i>The role of the initiator</i>	9
1.1.3. <i>The role of the translator</i>	11
1.2. Text-linguistic foundations.....	13
1.2.1. <i>The text as a communicative interaction</i>	13
1.2.2. <i>The process of text reception</i>	17
1.2.3. <i>Text typologies</i>	19
2. The role and function of source-text analysis.....	25
2.1. Possible relationships between source text and target text	25
2.1.1. <i>Fidelity liberty equivalence</i>	25
2.1.2. <i>Skopos and intertextual coherence</i>	27
2.1.3. <i>Intercultural cooperation</i>	30
2.1.4. <i>Functionality plus loyalty</i>	31
2.2. Phases of the translation process	34
2.2.1. <i>The two-phase model</i>	34
2.2.2. <i>The three-phase model</i>	35
2.2.3. <i>The looping model</i>	36
3. Factors of source-text analysis	41
3.0. General considerations	41
3.1. Extratextual factors	43
3.1.0. <i>Basic notions</i>	43
3.1.1. <i>Sender</i>	47
3.1.2. <i>Sender's intention</i>	53
3.1.3. <i>Audience</i>	57
3.1.4. <i>Medium/channel</i>	62
3.1.5. <i>Place of communication</i>	67
3.1.6. <i>Time of communication</i>	70
3.1.7. <i>Motive for communication</i>	74
3.1.8. <i>Text function</i>	77
3.1.9. <i>The interdependence of extratextual factors</i>	83

3.2. Intratextual factors	87
3.2.0. Basic notions	87
3.2.1. Subject matter	93
3.2.2. Content	98
3.2.3. Presuppositions	105
3.2.4. Text composition	110
3.2.5. Non-verbal elements	118
3.2.6. Lexis	122
3.2.7. Sentence structure	129
3.2.8. Suprasegmental features	131
3.2.9. The interdependence of intratextual factors	139
3.3. Effect	143
4. Applications of the model in translator training	155
4.0. General considerations	155
4.1. Planning the training process	161
4.1.0. Fundamentals	161
4.1.1. Selecting texts for translation classes	162
4.1.2. Grading the difficulty of translation tasks	165
4.1.3. Grading the difficulty of translation texts	172
4.2. Classifying translation problems	174
4.3. Testing transfer competence	177
4.4. Assessing translation quality	179
4.4.0. Forms and functions of translation criticism	179
4.4.1. Translation criticism vs. translation comparison	181
4.4.2. A didactic model of translation criticism	182
4.4.3. Defining translation errors	186
4.4.4. Evaluating translation tasks	188
5. Sample texts	191
5.0. General considerations	191
5.1. Text 1: The relationship between intention and function – Alejo Carpentier: “Acerca de la historicidad de Víctor Hugues”	192
5.1.0. Text	192
5.1.1. Analysis of extratextual factors	193
5.1.2. The postscript Acerca de la historicidad de Víctor Hugues	194
5.1.3. The reflection of the extratextual factors in the text	195
5.1.4. Analysis of intratextual factors	197
5.1.5. Analysis of effect	200

<i>5.1.6. Translation criticism</i>	201
<i>5.1.7. Conclusions and suggested translations</i>	217
5.2. Text 2: The relationship between subject matter, text structure and effect – Miguel de Unamuno: “Niebla”	223
<i>5.2.0. Text</i>	223
<i>5.2.1. Analysis of extratextual factors</i>	223
<i>5.2.2. The beginning of a text as a key to its interpretation</i>	224
<i>5.2.3. Some considerations on ironic intention</i>	225
<i>5.2.4. Analysis of text structure</i>	227
<i>5.2.5. Translation criticism</i>	234
<i>5.2.6. Conclusions and suggested translations</i>	240
5.3. Text 3: The relationship between text function and receiver orientation – Tourist information text “Spezialitäten”.....	243
<i>5.3.0. Text</i>	243
<i>5.3.1. Analysis of extratextual factors</i>	243
<i>5.3.2. The relevance of audience orientation</i>	244
<i>5.3.3. Analysis of intratextual factors</i>	244
<i>5.3.4. Translation criticism</i>	250
<i>5.3.5. Conclusions</i>	256
III. FINAL CONSIDERATIONS	257
IV. Index of translation problems	263
V. Index of examples	264
VI. References	265