From World to World. An Armamentarium for the study of poetic discourse in translation
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APPENDIX:
THE ARMAMENTARIUM IN SHORT

In this appendix I will present the armamentarium in short, without the methodological considerations which led to it. At each step I will refer to certain portions of this book (other than Chapter 7) that may be relevant to that particular step in the procedure, as well as to other relevant literature. Perhaps this appendix may be of some help for those who wish to apply the armamentarium in a specific case study.

Preliminary data
As a preparatory step a justification of the corpus may take place, as well as a contextualization of the target text(s), the translator(s) and the source text(s).

Items and questions pertaining to the target text include:
♦ Historical-bibliographical information.
♦ ‘Self-declaration’ of the translation: In what way is the translation presented as such? Is the word ‘translation’ explicitly mentioned in the edition in which the target text is published, or are any other designations used? Is the translator explicitly mentioned in the target text edition?
♦ Is there a foreword or afterword? Are there any notes accompanying the text?
♦ Is the edition mono- or bilingual?
♦ Is the translation an integral one?
♦ Is the way in which the target text is embedded significantly different from the way the source text was originally published?

Items and questions pertaining to the translator include:
♦ Who is, or are, the translator(s)?
♦ Are there any other (important) translations by that translator?
♦ Is the translator also a poet or a writer?
♦ Is there any explicit reference to that translator’s poetics in the target text edition? If so, what are they?
Items and questions pertaining to the source text include:

- Historical-bibliographical information.
- Is there more than one source text edition available? If so, which one has been used, and why? Is it explicitly mentioned in the target text edition? If so, how?
- Are there more translations of the same source text published in the target language?
  (Cf. Chapter 2, ‘Intra- para- and extratextual dimensions’; also: Lambert & Van Gorp 1985; Pym 1998; Toury 1995, Ch. 3)

Establishing a semantic-pragmatic skeleton target text
The first real step of the procedure itself is the establishment of the semantic-pragmatic skeleton of the target text. Analytical parameters of this initial analysis are: the situational dimension of the text; ‘poetic voice’, that is, the ‘identification’ of the persona; deictic elements (referential, origo, spatio-temporal); next to these a provisional establishment of genre, structure and theme of the text may take place. (Cf. Chapter 3)

Questions pertaining to these elements include:

- Which are the most important subjects (persons, animals, and animated, personified objects) and objects referred to? What are the most important relations between these text world elements?
- In what way are the participant roles of sender and addressee represented in the text?
  - Is the persona explicitly present in the discourse, or is she merely present as a speaking voice?
  - Does the persona describe a world outside herself, or is she included in the context of reference?
  - Is there any form of direct address?
  - Are there any first and second person personal pronouns (singular or plural)?
  - Do vocatives occur in the text? Are there any interrogative or imperative sentences?
  (Cf. Chapter 3, ‘The interpersonal level’)

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How can the text world be located spatio-temporally?
- Relative to which 'here' and 'now', which deictic centre, can the text world be located?
- What is the relationship between coding time and content time and between coding place and content place?
- What locative elements occur?
- What locative adverbs and adverbials?
- What objects having a locative function?
- What is the locative range? Is there a single location, or are there any locative shifts?
- What is the time span of the text world?
- What tenses are predominantly used?
- What temporal adverbs and adverbials occur?
- In general, what situation pertains to the text world. Is it predominantly static or dynamic? What are the most important states, processes, actions or events? What is the text about?

Check semantic-pragmatic skeleton against source text
The second step is to check the findings of the initial semantic-pragmatic analysis against the source text. Do these findings also apply to the source text? If not alter the formulation of the semantic-pragmatic skeleton in such a way that it does. If any substantial shifts occur on this level, make a note of them.

Comparative analysis of target and source texts
Before the actual comparison takes place, each text has to be analyzed with respect to the following levels:

- Syntax
  - break the texts down into phrases; list the noun phrases, verb phrases, prepositional phrases, adverb phrases, adjective phrases;
  - mark them according to syntactic function
  - mark them according to world building element:
    - SUBJECTS: nouns/noun phrases
    - pronouns
    - proper names
- **OBJECTS:** nouns/noun phrases
  - pronouns
  - proper nouns
- **TIME:**
  - verb tenses
  - adverbs
  - adverbials
- **LOCATION:**
  - adverbs
  - adverbials
  - objects with locative function
- **RELATIONS:** verb phrases

- list the pronouns, according to category

In comparing, what substantial, individual shifts can be noted with respect to this level?

- **Lexis**
  - break the texts down into grammatical words and lexical words; list the nouns, adjectives, adverbs and verbs
  - mark the lexical words according to culture-specificity (cf. Chapter 3, 'Context of culture')

In comparing, what substantial, individual shifts can be noted with respect to this level?

- **Prosody**

  Analytical parameters on this level include: poetic form, stanziaic segmentation, rhyme, rhythm, metre, sound. (Cf. Chapter 5, 'Shifts pertaining to the level of textual systems'; also: Bronzwaer 1993, Leech 1969, Ludwig 1990.)

  In comparing, what substantial, individual shifts can be noted with respect to this level?

- **Rhetorical means**
  - What types of rhetorical transfer of meaning occur in the text?

  Parameters of analysis at this level include: metaphorical transference, metonymy, synecdoche (or any other rhetorical device, taken from a specific theory of rhetoric).

  In comparing, what substantial, individual shifts can be noted with respect to this level?
Intertextuality

What quotations and/or allusions may be discerned in the texts?

To what architexts do the markers refer?

Under what type of intertextual relationships can the quotations and allusions be headed: (1) relationships with architexts that have a peripheral position in the target culture but a central position in the source culture, (2) relationships with architexts that have a peripheral position in both target and source culture, (3) relationships with architexts that have a central position in both target and source culture, and (4) relationships with architexts that have a central position in the target culture but a peripheral position in the source culture. (Cf. Chapter 5, ‘Shifts pertaining to the level of cultural systems’; also Claes 1988; Pfister & Broich 1985)

In comparing, what substantial, individual shifts can be noted with respect to this level? Are there any additions or deletions?

Analytical questions of comparison

In the final steps of the procedure one has to answer the following questions:

what are the consequences of the shifts established on the level of linguistic and textual means for the way the text worlds can be constructed?

What conception of the source text world can be constructed from the target text world? In other words: what is the translational interpretation?

By what historical and/or cultural circumstances can this conception be explained?