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TO OUR READERS



This Journal, Scientific Letters of Academic Society of Michal Baludansky has been conceived by the founders of Academic Society of Michal Baludansky as a printed platform for exchanging knowledge between university scholars and experts from different countries who take a keen interest and activities of the outstanding scientist, educator and statesman Michal Baludansky. The journal is published six times a year. The fifth A issue of year 2017 is devoted to the **Volodymyr Hnatiuk Ternopil National Pedagogical University** and the members of the **International Pedagogical Club "Professional Portfolio"**.

Volodymyr Hnatiuk Ternopil National Pedagogical University is one of the oldest higher education institutions in western Ukraine, which is now established as a recognized education and culture, science and methodology centre of pedagogical education in Halychyna. Its history dates back to 1620 when a brethren school was opened and provided the training of primary school teachers. Volodymyr Hnatiuk Ternopil National Pedagogical University is modern state-owned educational institution which is one of the leading pedagogical institutions of Ukraine and the regional center of pedagogical education in Western Ukraine. According to the ranking of higher educational institutions of Ukraine the university belongs to the top three humanitarian and pedagogical universities, and has been awarded a Laureate Diploma of International Academic Rating of popularity and quality "Gold Fortuna". The university comprises 9 departments, 1 institute and centers of pre-university training and postgraduate educational. 39 subdepartments currently employ 533 teachers, including 1 academician of Academy of Pedagogical Studies of Ukraine, 1 corresponding member of Academy of Pedagogical Studies of Ukraine, 7 academicians of specialized academies, 53 Doctors of Sciences, professors, and 352 Candidates of Sciences, associate professors. There are close to 4500 full-time and part-time students studying at the university, 5 dormitories, 6 gyms, an indoor training area, a stadium, biological station, medical care center, sanatorium-preventorium, computer labs providing access to the Internet, library, reading halls, dining hall and cyber-café are designed to serve the students' needs. The University provides opportunities for professional mastering specialities and specializations, allowing graduates to feel confident in the labour market, creating conditions for mastering innovative teaching and information technologies. In general, today the university concentrate efforts on training highly qualified specialists, young, educated people whom our society needs in times of rapid development of science.

The International Pedagogical Club "Professional Portfolio" is the association of teachers of higher and secondary educational establishments whose aim is to share their professional experience, accumulate and preserve the best teaching methods approved in real life classrooms. The Club was initiated by Olena Dobrotvor, the assistant professor of Pedagogy and Psychology of Professional Education Humanities Institute of National Aviation University and Alexander Skakunov, the author of IT-education project "Zero to Hero" who decided to change the format of traditional training courses completely and create the new informal space for communication and constructive work. To explain more clearly, the feedback from colleagues makes it possible to objectively reflect on teaching practices and prove their own professional achievements, be open to the criticism and recommendations, plan more effective approaches to new classroom situations. Since May 14, 2016 the project has registered 48 participants from different regions of Ukraine as well as Slovakia, Poland, Germany, Bulgaria, Georgia (<https://www.facebook.com/groups/234752410224796/?fref=ts>). Among them are the heads of teaching departments of the universities, the authors of educational projects (including those based on online platforms), scientists and school teachers.

The organizers of the Club launched a series of training workshops and alternative so called anti-conferences named «Self-Teacher». In the given format of pedagogical discussions club members inform colleagues on the ways of improving teaching-learning practices and demonstrate working techniques and ways of evaluating training results. **The following issues have already been discussed:** Critical thinking of the young people, their ideas on training and lectures, Learning a foreign language by "ear-mouth-eyes-hand method", Visualization cognitive activity of students in the classroom, Academic integrity, A workshop on poetry for everybody, Establishing criteria for assessment of student's achievements, Probability theory in the interaction between children and students. In the near future they plan to create a permanent International Open Methodical Center the aim of which will be to organize systematic communication between the teachers of different countries, to issue electronic Portfolio to support current teachers, to expand best practices and support international and democratic education.

Lenka Dubovická, editor

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REPRODUCTION OF LEXICAL INTENSIFIERS IN UKRAINIAN TRANSLATIONS OF D. STEEL'S NOVELS

Tsepeniuk Tetiana

Abstract

Intensifiers are widespread in literary discourse in the English and Ukrainian languages and this greatly helps the translator to render them properly. At the same time these units demand great efforts and special attention to reproduce them faithfully into the target language. The article investigates peculiarities of lexical intensifiers' functioning in D. Steel's novels and the ways they are reproduced in the Ukrainian translations. It discusses the reasons for different translation transformations and motivation of their application.

Keywords: intensification, translation, intensifying adverbs, intensifying adjectives.

ВІДТВОРЕННЯ ЛЕКСИЧНИХ ІНТЕНСИФІКАТОРІВ В УКРАЇНСЬКИХ ПЕРЕКЛАДАХ РОМАНІВ Д. СТІЛ

Цепенюк Тетяна

Анотація

Інтенсифікатори доволі поширені в художньому дискурсі в англійській та українській мовах, що значно полегшує завдання перекладача щодо їх правильного відтворення. Водночас вони вимагають від перекладача особливої уваги та зусиль при виборі в мові перекладу адекватного відповідника того чи іншого інтенсифікатора. У статті досліджуються особливості функціонування лексичних інтенсифікаторів у романах Д. Стіл та способи їх відтворення українською мовою, визначаються причини та доцільність використання різноманітних перекладацьких трансформацій.

Ключові слова: інтенсифікація, переклад, підсилювальні прислівники, підсилювальні прикметники.

Expressive lexical units play a crucial role in the discourse of the original fiction and its translations. To achieve the highest level of Ukrainian translations of modern English prose translators have to preserve all the linguistic means of expressiveness and its quantitative characteristic – the category of intensification. I. Turanskii in his research on intensification in the English language regarded multilevel means of intensification and described graphic, morphological, lexical and syntactic means of intensification [Turanskii, 1990]. According to his classification lexical intensifiers include affixation, synonymic rows of verbs, intensifying adjectives, intensifying adverbs, quantifiers and amplifying phraseological units [Turanskii, 1990, p. 42]. In this article we shall concentrate on the intensifying adverbs and adjectives and the way they are rendered into Ukrainian. The units for the analysis have been excerpted from D. Steel's novels "Miracle" and "Toxic Bachelors" and their translations into Ukrainian by Ye. Kononenko and I. Panenko. Applying continuous sampling, we selected lexical intensifiers in English from 737 pages of printed text. The inventory of intensifiers for the sampling was based on Turanskii's classifications of intensifiers. Total samples in English were 331 instances of usage, which included 61 intensifying adverbs and 28 intensifying adjectives.

Adverbs *very, so, utterly, too, totally, extremely* were the most frequently used intensifiers in the investigated novels. In the course of the analysis of the selected material we have identified different procedures and techniques used by the Ukrainian translators to reproduce this group of intensifiers as close to the original as possible. They mainly used either variant correspondences or resorted to different transformations, like: omission, translation by another adverb, transposition of parts of speech, compensation, recategorization, antonymic translation etc. Let's take a closer look at different instances of usage of intensifiers in the English texts and the ways of their reproduction in the Ukrainian translations. Frequently the translators used variant correspondences of the English intensifiers. The following example clearly demonstrates this: *You're awfully good to me," he whispered to her...* [Steel, Miracle, 2005, p. 167] - *Ти страшенно добра до мене, - прошепотів він...* [Stil, Dyvo, 2008, p. 131]. The English adverb *awfully* having negative connotation loses it while combined with words with positive connotation thus forming a rather unexpected expressive effect – oxymoron. The Ukrainian adverb *страшенно* used in translation by Ye. Kononenko helps to reproduce this stylistic figure. The translation of this sentence is considered to be

lexically and stylistically adequate due to the semantic and functional equivalence of the two correlated units. Though intensifiers are used in all languages and as A. Wierzbicka puts it are not "cultural artifacts of the English language, but belong to the universal alphabet of the human language having equivalents in all languages" [Wierzbicka 2001, p. 20] there may arise some difficulties in their reproduction into Ukrainian due to discrepancies in the means of expression of the category of intensification in the two languages. Meggi, the main character of the novel "Miracle" after her son's death and divorce with her husband was very lonely and soon lost her job. The woman was left alone with her grief, troubles and feelings. To describe her inner state D. Steel uses the intensifier *desperately* which is used to emphasize the extreme degree of something: *And like Quinn, perhaps for similar reasons, she seemed desperately lonely* [Steel, Miracle, 2005, p. 86]. - *І відчувалося, що вона дуже самотня, так само, як і Квінн* [Stil, Dyvo, 2008, p. 72]. The Ukrainian translator used the intensifier *дуже* which is less expressive if compared with the English adverb *desperately* and doesn't fully convey Meggi's despair described in the original text. To fully render the author's intention the translator should have used other Ukrainian correspondences, like *вкрай, дуже сильно*.

Not infrequently translators resort to omission of the intensifier. The usage of combination of more than two intensifiers is more typical of the English language: *so damn smart, so agonizingly honest, far too fast* etc. In such structures the first intensifier refers to the adjectival element and only modifies the second intensifier. A. Karaban thinks "this is because a speaker doesn't feel enough the expression of an intensifier as a grammaticalized element and he intensifies the already intensified meaning for its focalization in the utterance" [Karaban, 2009, p. 52]. However, the combination of two or more intensifiers of the same class is not typical of the Ukrainian language. A. Levitskii also stresses the impossibility to convey such clusters of intensifiers into Ukrainian [Levitskii, 1991, p. 113-114]. This discrepancy causes some peculiarities in the translation of intensifiers: *In a funny way, she had reminded him a little of Rachel when they were young, she was so damn smart, graduating from Harvard Law School summa cum laude, and the similarity had turned him off* [Steel, Toxic Bachelors, 2006, p. 90]. - *Смішно, але вона децю нагадала йому Рейчел замолоду. Та теж була до біса розумною, здобула диплом юриста в Гарварді. Така схожість відбила в нього будь-яку охоту до залицяння* [Stil, Neodruzheni ta nebezpechni, 2006, p. 68]. The Ukrainian translator I. Panenko

omits the intensifier *so* and translates a more expressive intensifier *damn* as *до біса*. In this case the transformation is used “as a means to avoid redundancy in the speech” [Semionov, 2005, p. 75]. English intensifying adverbs *far* and *too* are very often used in such combinations, with the intensifier *far* being omitted in the translation: *None of them had a drinking problem, but they readily agreed, they drank far too much on the boat, like bad teenagers who had run away from their parents* [Steel, Toxic Bachelors, 2006, p. 86]. - *Ніхто з них не мав схильності до спиртного, однак вони разом погодилися, що випили вже забагато, наче невиховані підлітки, що втекли від своїх батьків* [Stil, Neodruzheni ta nebezpechni, 2006, p. 66].

However this translation technique is not always appropriate. Let's consider the following example: *She looked entirely put together, totally competent, and completely sane* [Steel, Toxic Bachelors, 2006, p. 85]. - *Вона здавалася цілком зібраною, впевненою і, зрештою, нормальною* [Stil, Neodruzheni ta nebezpechni, 2006, p. 65]. In the original text the author used three intensifiers - *entirely, totally, completely*, that express gradation, expressivity increase but the translator used only one intensifier *цілком*. English synonymous adverbs *entirely, totally, completely* have the same correspondences in the Ukrainian language: *entirely* - *цілком, зовсім, абсолютно, повністю* [Anhlo-ukrainiyskyi slovnyk, 2006, p. 456]; *totally* - *повністю, цілком, зовсім* [Anhlo-ukrainiyskyi slovnyk, 2006, p. 1550]; *completely* - *повністю, цілком, абсолютно* [Anhlo-ukrainiyskyi slovnyk, 2006, p. 278]. It is obvious that the variant correspondence *цілком* is used in the entries of the three English adverbs and this fact predetermined the translator's choice of the Ukrainian correspondences. Besides the Ukrainian sentence being less expressive as compared to the original one, we also observe the levelling of the author's intention. D. Steel intentionally uses these not frequently used intensifiers to accentuate Sylvia's features that distinguished her from Grey's other girlfriends. He considered her to be a wonderful woman: successful, determined and self-confident. Each intensifier should have been reproduced in the Ukrainian translation: *Вона здавалася цілком зібраною, безмежно впевненою та абсолютно нормальною* (translated by the author - T. T.).

When combined with verbs intensifying adverbs not only amplify them but also give additional characteristics and create emotional evaluation in the verbs: *And he could see she wanted him just as badly, but still felt she shouldn't* [Steel, Toxic Bachelors, 2006, p. 132]. - *Він бачив, що Сільвія так само жадає його, однак усе ще вагається* [Stil, Neodruzheni ta nebezpechni, 2006, p. 100]. By means of the verb *жадати* the Ukrainian translator fully reproduced passion and irrepressible feelings between the main characters of the novel expressed by the intensifier *badly* in the original. Let's consider one more example from “Miracle”: *The dream entirely dismissed the reasons for his trips, and swept away the empire he was building* [Steel, Miracle, 2005, p. 35]. - *Той сон фактично зводив нанівець сенс його подорожей і руйнував імперію, яку він будував* [Stil, Dyvo, 2008, p. 34]. The Ukrainian translation of the sentence fully conveys the pragmatic potential of the original due to the use of the intensifying adverb *нанівець* used in the collocation *зводити нанівець*. According to the New Explanatory Dictionary of Modern Ukrainian Language this set expression is used in the following meanings: *a) to destroy smth; to weaken the results of smth; to deprive smth of importance; b) to reduce smth until it fully disappears* [Novyi tлумachnyi slovnyk ukraiinskoii movy, 2008, p. 287]. As this expression conveys the absolute full action the use of any other intensifier in the Ukrainian translation would have been redundant.

Context is one more factor predetermining the translator's choice of an intensifier's correspondence. In different cases depending on the situation one and the same intensifier may

be differently reproduced by different translators. For example, the English intensifier *violently* has the following dictionary correspondences in Ukrainian: 1) *сильно, дуже* 2) *шалено; нестямно* 3) *жорстоко* [Anhlo-ukrainiyskyi slovnyk, 2006]. In the translation of the novel “Miracle” we find the variant *дику* which is its contextual correspondence: *The rest of the trees around the house were swaying violently in the wind, but none of the others had fallen...* [Steel, Miracle, 2005, p. 44]. The sentence describes the storm that happened that day and the results of such foul weather. Ye. Kononenko uses the metaphor *дерева стогнуть* and to reproduce the situation more expressively and vividly she chooses the adverb *дику* which faithfully conveys the meaning of the English intensifier: *... реишта дерев у саду дику стогнала від вітру, але жодне з них не впало...* [Stil, Dyvo, 2008, p. 40].

Gradation of quality, state and action can be expressed in Ukrainian by means of affixes - augmentative and diminutive suffixes *-еньк, -есеньк, -іньк, -енн, -езн* and some prefixes: *най-, якнай-, щонай-, пре-* etc. Adjectives with these affixes are emotionally coloured and contain the sense of gradation in their meaning. These emotionally coloured adjectives in Ukrainian greatly outnumber the analogous forms in the English language [Levitskii, 1991, p. 31]. Due to this fact translators very often reproduce the sense of intensification by means of affixes. Under this transformation we mean the transformation of recategorization. According to the Dictionary of translation studies [Delisle 1999] recategorization means the transference of a word in the process of translation into another class of words or into another part of speech [Delisle 1999, p. 171]. In our case the English intensifiers expressed by notional parts of speech are reproduced into Ukrainian by means of gradual affixes. These prefixes and suffixes being intensification bearers are also markers of expressiveness and emotional evaluation: *She's very pretty* [Steel, Toxic Bachelors, 2006, p. 80]. - *Вона гарненька* [Stil, Neodruzheni ta nebezpechni, 2008, p. 61]. The suffix *-еньк* in the adjective *гарненька* except expressing the gradation of quality upwards of the grading scale also conveys the positive attitude of the speaker. English intensifiers can be reproduced by means of Ukrainian prefixes, like in the following case: *There were several attractive women in the group, and a number of very good-looking men. There was also a very pretty young woman speaking to the man next to her in French* [Steel, Toxic Bachelors, 2006, p. 77]. - *Серед них було кілька гарних жінок і привабливих чоловіків. У віці впадала презарна дівчина, яка розмовляла французькою з своїм сусідом* [Stil, Neodruzheni ta nebezpechni, 2008, p. 59].

Adjectives can also express the high degree of quality. To this group of intensifiers belong the following adjectives: *dead, jolly, bloody, beastly, damned, devilish, bitter, blind, cold, real, stark, clear, high, utter, perfect*, compound adjectives *icy-cold, raven-dark, onyx-black, death-tired* etc. These words lose the specific semantics of their prototypes and acquire alien to these prototypes valency: *dead right, pretty good* [Levitskii, 1999, p. 71]. Intensifying adjectives can be subdivided into three groups: 1) compound adjectives; 2) adjectives with intensifying prefixes; 3) intensifying adjectives.

Among intensifying adjectives we can distinguish adjectives from which intensifying adverbs derive: *dead (deadly), absolute, tremendous, thunderous, extreme, striking, terrible, perfect, desperate, irresistible, profound, utter, enormous, total, painful, wild, brilliant* etc. Unlike to the derived from them adverbs these adjectives are less frequently used as intensifiers. Let's consider the following example: *Even in her unfinished state, she was to Quinn, a creature of exquisite beauty* [Steel, Miracle, 2005, p. 22]. - *І навіть у недоробленому стані, він видався Квіннові*

створінням *pidkicnoi kracu* [Stil, Dyvo, 2008, p. 25]. The translator used a contextual correspondence of the English adjective which fully conveys its functional semantics. The intensifier *exquisite* used as an attribute to the noun *beauty* has the meaning of *extremely beautiful and delicate* [ABBYY Lingvo X3] which is faithfully reproduced by its functional and semantic correspondence of *pidkicnyi* having the meaning of „який вирізняється з-поміж інших своїми якостями, властивостями” [ABBYY Lingvo X3].

Compound adjectives contain a noun with which a person, an object or a phenomenon can be compared: *cigarette-thin, raven-haired, ghost-pale* etc. These are the so-called “clipped” comparisons with conjunctions *as* or *like* being omitted. These and the like adjectives are more frequently used in the English language as in Ukrainian and their translation may cause some difficulties for translators. Many of these intensifying adjectives have Ukrainian correspondences registered in dictionaries that are frequently used by translators: *Her responses to him were brief and cursory. She thanked her father for calling, in a voice that was icy cold, and Quinn was so put off by her, he didn't even ask to speak to Horst or the boys* [Steel, Miracle, 2005, p. 38]. - *Її відповіді були різкими й короткими. Вона подякувала батькові за дзвінок холодним, навіть крижаним голосом, і Квінн був настільки засмучений її відповідями, що навіть не спитав ні про Хорста, ні про хлопчиків* [Stil, Dyvo, 2008, p. 36]. As we can see the Ukrainian correspondence is not a compound adjective. Ye. Kononenko resorts to transformation of addition to express the increase, intensification of the quality which is quite reasonable in the situation. Quinn had rather tense relations with his daughter; they very rarely met each other. The daughter always spoke with him in a cold manner. To adequately describe these relations the translator used this translation technique.

Adjectives with intensifying prefixes were less frequently used in the investigated novels. We have found only one intensifying adjective with the prefix *over-*: *overwhelming* which was reproduced by means of its dictionary correspondence: *And as he thought of her, and the time they had spent together, he had an overwhelming urge to call her ...* [Steel, Miracle, 2005, p. 215]. - *І тільки-но він подумав про неї й про все, що було між ними, як відчув неопорне бажання зателефонувати їй ...* [Stil, Dyvo, 2008, p. 168].

In conclusion we can say that intensifiers due to their expressiveness and figurativeness occupy a special position in the arsenal of artistic means of fiction. They belong to the basic building blocks, through which the creative personality of the author as well as the specific features of his/her characters may show up. The faithful rendering of intensifiers in translation requires a thorough and complete understanding of linguistic material, socio-historical, ethno-cultural and psychological dimensions in the original and target culture.

Normally translators are in a constant search for correspondences from vast resources of the Ukrainian language. Equivalents established due to the identity of the denotatum or long-standing traditions of language contacts, context-sensitive variant correspondences and translation transformations of different types (substitution, transposition, addition, omission, recategorization) were frequently used.

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