TRANSLATION / VERTIMAS

Transferring implied values of the Latvian source text diminutives into English: Piloting translation guidelines with novice translators

Transferring implied values of the Latvian source text diminutives into English: Piloting translation guidelines with novice translators

Latvių kalbos deminutyvų numanomos vertės perkėlimas į anglų kalbą: vertimo gairių išbandymas su pradedančiaisiais vertėjais

ZANE VEIDENBERGA, The EKA University of Applied Sciences, Latvia

Abstract

During ongoing research on linguistic means and translation solutions for transferring into English the implied values of Latvian diminutives in literary translations, *Guidelines* for translators, which might assist them in their decision-making process, have been drafted and piloted. The aim of the present paper is to find out what revisions of the draft *Guidelines* devised for transferring implied values of the Latvian source text diminutives into English may be required on the bases of analysis of the feedback and translation solutions chosen by novice translators piloting these *Guidelines*.

The draft *Guidelines* were piloted during a student translation experiment, where its participants worked in pairs or groups of three, translated selected fragments from Latvian prose texts, and recorded their Dialogue Think Aloud Protocols (DTAPs). Afterwards, they completed a questionnaire, reflecting on their translation process and the usefulness of the draft *Guidelines* in their decision-making process.

The analysis of the anonymously coded and processed experiment data (translations, DTAPs, questionnaire answers) shows that the participants considered and took into account the advice of the draft *Guidelines*. They used various stylistically marked parts of speech and other linguistic means, thus being able to convey the nuances expressed by source text diminutives in almost 85% of the analysed cases. As a result, it can be concluded that, from the experiment participants' perspective, no major revisions of the draft *Guidelines* are required. The next stage of this research is obtaining the opinion of translator trainers on the draft *Guidelines* in the translator training process.

KEYWORDS: diminutive, implied value, translation solution, novice translator, Dialogue Think Aloud Protocol.

Introduction

The present paper reports on the results of a student translation experiment that forms an integral part of an ongoing study on linguistic means and translation solutions that translators have at their disposal for transferring into English the implied values of diminutives used in Latvian prose texts (cf. Veidenberga, 2014a, 2014b, 2020). In order to illustrate the place of the student translation experiment, it is useful to outline the steps of the previous research.

In view of the fact that diminutives in the Latvian and English languages are not formed in the same way, the frequency of their occurrence in spoken and written texts differs. Therefore, translators often struggle with finding the most appropriate ways of expressing into English those nuances of emotions, attitudes and atmosphere that are connoted only with the help of diminutives in Latvian source texts. Working with future translators, the author of the present paper has observed that they find themselves in a "bump mode" (Pym, 2016, p. 220), when facing a diminutive in a source text. It has been indicated that there is a need for some kind of suggestions or guidelines for novice translators to trigger their creativeness and encourage them to consider various translation solutions. This has served as an inspiration to commence research that can help devise such guidelines.

The first stage of the research was a literature review of:

- various translation theory sources focusing on literary translation and transfer of different culture-bound and language specific phenomena (Chesterman, 1997; Larson, 1998; Leppihalme, 1997; Pym, 2016; Wierzbicka, 2011; etc.);
- diminutives in Latvian and their specifics (Saule-Sleine, 1955; Rūķe-Draviņa, 1959; Vulāne, 2002; Vulāne, 2013; Kalnača, 2015; Kalnača & Lokmane, 2021; Calvo, 2022; etc.);
- diminutives (to be more precise, the category of diminutiveness and how to express it) in English (Jurafsky, 1993; Jurafsky, 1996; Schneider, 2003; Schneider & Strubel-Burgdorf, 2012; etc.).

The next research stage involved comparative and contrastive analysis of the values implied by Latvian diminutives in published English translations of Latvian prose texts, which showed that these values were lost in translation in approximately 60% of cases (cf. Veidenberga, 2014a, 2014b).

In the following research stage, a translation experiment for students (hereinafter referred to as the 1st translation experiment) was developed to find out what translation solutions and linguistic means novice translators use to transfer the implied values of Latvian source text diminutives. It should be noted that, in order to perceive the text and translate it as a whole, the participants of the 1st translation experiment were not informed that the object of the particular analysis would be diminutives and their transfer into English. The results of this translation experiment indicated that novice translators, though capturing various implied connotations of diminutives in the source text (ST), did not render them into the target text (TT) in more than 60% of cases. It was either due to the fact that their first idea was to look for an equivalent English morphological diminutive, and if it was not possible, they used the base form of the respective word in English, in a few cases adding adjectives *small*, *little*, *tiny*, thus transferring at least the denotation of smallness (cf. Veidenberga, 2020).

As a result of the above research stages, draft *Guidelines for transferring implied values of the Latvian source text diminutives into English* (here in after referred to as the draft *Guidelines*) were devised on the basis of the performed literature review, analysis of published English translations of Latvian prose texts and results of the 1st student translation experiment. The draft *Guidelines* were piloted with the help of another student translation experiment (hereinafter referred to as the 2nd student translation experiment), and the present paper describes the course of this experiment and analyses its results. The aim of this paper is to identify what revisions of the draft *Guidelines* devised for transferring implied values of the Latvian source text diminutives into English may be required on the bases of analysis of the feedback and translation solutions chosen by novice translators piloting these *Guidelines*.

In order to achieve this aim, the following research questions were put forward:

1. What differences can be identified in the translation solutions and linguistic means chosen by the participants of both translation experiments, which may illustrate the usefulness of the draft *Guidelines* piloted by the participants of the 2nd experiment?

2. What recommendations for upgrading the draft Guidelines can be gained from the feedback of the participants of the 2nd translation experiment?

Theoretical Background

According to Wierzbicka, "[...] if language is a tool for expressing meaning, then meaning, at least to some extent, must be independent of language and transferable from one language to another" (Wierzbicka, 1992, p. 3). Though the frequency and traditions of the use of diminutives and their formation types are very different in the Latvian and English languages, the leitmotif of the ongoing research is that there are instruments and building blocks available for translators that may enable them to render into English the implied values of diminutives used in Latvian prose texts. English target text readers, having access to an extensive range of high quality literature, would be interested to read and appreciate translations from languages spoken by comparatively small numbers of people, if they offer something unique, attractive, specific to their source culture and worldview. The Latvian diminutive, being able to convey a very nuanced range of emotions and attitudes, is only one but at the same time a very significant element that can carry a load of information characteristic and specific to the Latvian culture, worldview, attitudes, way of thinking and perceiving things (cf. Sīlis, 2002, p. 107; Sīlis & Sīle, 2019, p. 8; Vulāne, 2002, p. 85; Vulāne, 2013, p. 228).

The present paper focuses on analysing the results of the 2nd student translation experiment, which was carried out using the design of the 1st student translation experiment, and they both were based on the same theoretical background, which has been provided in detail when analysing the results of the first experiment (cf. Veidenberga, 2020). This Theoretical Background section briefly summarises one of the key theoretical aspects and emphasises a number of nuances which are specific for developing the draft *Guidelines* and carrying out the 2nd student translation experiment.

The Latvian diminutive is a morphological category (i.e., in Latvian, diminutives can be morphologically derived from the base form of almost any part of speech just by adding a diminutive suffix (cf. Skujiņa, 2007, p. 82; Vulāne, 2013, p. 220, p. 265 etc.; Kalnača, 2015, p. 255, p. 259; etc.), while in English diminutives are treated more as an onomasiological category (cf. Schneider & Strubel-Burgdorf, 2012, p. 15) that can be expressed "by syntactic and lexical means" (Sīlis & Sīle, 2019, p. 181). Consequently, translators face real challenges when there is a diminutive used in the source text that often may be the only marker connoting certain emotional or attitudinal values. Latvian diminutive suffixes are very multifunctional (Rūķe-Draviņa, 1959; Vulāne, 2013) and context dependent, and "one and the same diminutive suffix can be used to convey either positive or negative evaluation" (Kalnača, 2015, p. 253). During their translation process, translators can find and adapt ideas from Chesterman's translation strategies (Chesterman, 1997): syntactic strategies, e.g., changing the form, structure, word-class (ibid., p. 94); semantic strategies, e.g., changing the meaning by using a synonym or antonym, paraphrasing (ibid., p. 101); or pragmatic strategies, e. g., by changing the message (ibid., p. 107). And still, the typology of translation solutions for many languages proposed by Pym (2016, p. 220) is a comprehensive and at the same time simple and easy-to-use classification of various translation approaches and methods. They can be applied in challenging translation cases, when the translator has to stop for a while and look for a solution that maybe does not automatically come into their mind. Pym (ibid.) advises a wide array of possibilities – from copying words and structure (which might involve even coining new words or structures, if appropriate) to changing perspective, density, as well as compensating lost information in another place of the text. It can be done by using cultural correspondence in case of idioms, culture specific terms etc., and even – text tailoring by correcting, omitting or adding some information. This typology offers translators freedom that can be used creatively and bravely also when rendering the implied values of Latvian diminutives. It may reduce the number of failures to transfer implied emotional and attitudinal values. Thus, Pym's typology of translation solutions for many languages (Pym, 2016, p. 220) as generalised advice has been included in the draft *Guidelines* and applied when analysing the targets texts produced by the student translation experiment participants.

In summary, the draft *Guidelines*, contain the following advice:

- if, following the translation task, the translator believes that the author has used a diminutive purposefully and its implied values shall be transferred to the target text, the choice of a certain translation solution is very context-bound and each particular case should be evaluated during the translator's decision making process;

- in the English language, depending on the context etc., implied values of the source text diminutives can be transferred by:

- using the potential of English morphological diminutive formation type, e.g., derivation with suffixes, e.g., *-let*, *-en* (Schneider, 2003, p. 76–77); prefixes, e.g., *mini-*, *micro-* (ibid., p. 17); reduplication, e.g., *goody-goody*; rhyming reduplication, e.g., *Annie-Pannie* (ibid., p. 8); truncation, e.g., *Elizabeth – Betty* (ibid., pp. 144–145); compounding, e.g., *baby tree* (ibid., p. 34);

- using analytical diminutive markers, e.g., adjectives *little*, *tiny*, *petite* etc.;

- using various syntactic means – emotionally coloured nouns, adjectives, adverbs and other parts of speech denoting the respective emotional attitude or connotation of the source text's diminutive (e.g., adjectives *dear*, *sweet*, *lovely* or adverbs *mildly*, *gently*, *ironically* etc.);

- reformulating or restructuring a sentence (paragraph), not being afraid of avoiding literal translation or copying, but trying to reformulate by varying the density of information, compensating its loss in other parts of the text etc. For example, translator Margita Gailītis has chosen to add a possessive pronoun *my* and merge two source text sentences into one, thus creating a smoother rhythm and slower pace, which to a certain extent conveys the sincere and loving emotions implied by the source text diminutive *mammīte* (a diminutive of *mamma* – mother):

> Source Text (ST)*: Ar ierastu kustību <u>mammīte</u> paņēma maizes šķēli. To pārlauza uz pusēm un otru daļu iedeva tēvam* (Kalniete, 2001, p. 7).

> Target Text (TT)*: With what now has become a customary action, <u>my mother</u> takes a slice of bread, breaks it in half and gives a half to my father* (Kalniete, 2006, p. 17).

The draft *Guidelines* were piloted during the 2nd student translation experiment using the general design of the 1st student translation experiment. A more detailed insight into the procedure of the experiment is provided in the next section.

Research Methods

In order to pilot the draft *Guidelines*, a translation experiment for students – novice translators – was organised. To have the possibility to assess the usefulness of the draft *Guidelines*, the experiment under the current study was a repetition of the 1st student translation experiment, designed using Schneider's experiment (Schneider, 2015) as a source of inspiration, carried out and analysed by the author of this paper a couple of years before (cf. Veidenberga, 2020). The key difference between both experiments was that the participants of the 1st experiment were not informed that the object of research would be their translation solutions for transferring namely the connotations and values implied by the source text diminutives, while the participants of the 2nd experiment were instructed to read the draft *Guidelines* before reading the texts to be translated. Besides, in their post-translation questionnaires, they had an additional question whether they had found the draft *Guidelines* useful for decision-making during their translation process, as well as a question inviting them to suggest any additions or alterations to the draft *Guidelines*. Another significant difference between both experiments was individual work and monologue Think Aloud Protocol (TAP) recording during the 1st experiment and pair work and collaborative or Dialogue Think Aloud Protocol (DTAP) recording during the 2nd student translation experiment. This decision was made in view of the fact that the purposes of the two experiments were slightly different, i.e., the first one aimed "to find out what diminutive formation types and translation solution types novice translators choose when transferring into English connotations implied by Latvian diminutives in literary texts" (Veidenberga, 2020, p. 115), while the second one did not focus so much on the solutions individual novice translators chose, but on the usefulness of the draft *Guidelines* to trigger students' creativity and let them find various ways for transferring the values of source text diminutives in their translations. Several previous studies (cf. Kussmaul & Tirkkonen-Condit, 1995; Bouziane, 2015 etc.) have indicated that monologue TAPs are less natural, as many translators do not talk or verbalize their thoughts during the translation process, while dialogue and work in pairs or small groups and recording collaborative TAPs help them suggest more versions for translation and enhance the quality of the end product. In the course of translation and discussion, they verbalize and express their own thoughts and listen to the colleagues' suggestions.

During their experiment, students had to translate two source texts (for the choice and selection criteria of the texts, see Veidenberga, 2020, p. 118): a fairy tale *Bendes meitiņa (Hangman's Daughter)* by Kārlis Skalbe (1979) and Chapter 1 from the novel *Gaiļu kalna ēnā (In the Shadow of Rooster Hill)* by Osvalds Zebris (2014).

As a detailed, step-by-step instruction or translation task, questionnaire form for the participant profile, and post-translation interview questions had already been developed for the needs of the 1st experiment; only some revisions had to be made for including the draft *Guidelines* in the first step of the procedure and respective questions in the post-translation interview form.

The translation experiment was organised by the author of the present paper inviting translation programme students of university Y to take part in it within their practical translation training course. The participation in the experiment was voluntary, and, in the introductory part of the translation task, participants were informed that data would be processed anonymously and used for research purposes only. The experiment took place online on the *Teams* platform, and it provided the possibility for recording Dialogue Think Aloud Protocols while students were working in break-out rooms on their translation task. The participants of the 2nd student translation experiment were 15 full time year 4 students (8 female and 7 male students). All of them belonged to the age group of 21–30. The mother tongue of 14 participants was Latvian, and there was 1 Russian native speaker. Though 2 students responded that they had translated some fiction or audiovisual texts outside their university programme, most of them did not have such experience.

The first task was to familiarize themselves with the draft *Guidelines for transferring implied values of the Latvian source text diminutives into English*, then read the fairy tale *Bendes meitiņa* by Kārlis Skalbe and, working in pairs or small groups of three, translate the underlined extracts using a WORD document and recording a Dialogue Think Aloud Protocol in the course of translation. The same procedure had to be repeated with the chapter from the novel *Gaiļu kalna ēnā* by Osvalds Zebris. Having completed their translations, the experiment participants answered an online questionnaire containing several questions for the needs of the research participant profile, as well as provided their feedback by answering post-translation interview questions regarding their thoughts about the implied values of diminutives, their transfer into English and the usefulness of the draft *Guidelines*.

During data processing (target texts, Dialogue Think Aloud Protocols, completed questionnaire forms and answers to the post-translation interview questions), the codes for the source text fragments were kept the same as in the 1st student translation experiment, e.g., AT KS1, AT OZ2 etc., each experiment participant pair (group) received a code (from R1 to R7 as the recorded files of their DTAPs had been named *Room 1*, *Room 2* etc.) and each respective target text extract received a relevant code, e.g., MT R1 KS1.

During the translation experiment, 15 experiment participants, working in pairs or groups of 3, translated 5 short source text extracts, thus producing 35 target text paragraphs that were coded and analysed afterwards during the data analysis stage. In the Latvian source texts, there were 19 cases of the use of diminutives, and, as a result of this translation experiment, there were 133 target text counterparts for analysis.

Using the template and colour codes of the 1st student translation experiment (to group the cases where syntactic, morphological means or any compensation tools had been used for conveying the implied values of the source text diminutives in English, as well as to mark the cases where they had been lost), coded target text paragraphs of the 2nd student translation experiment were entered into a MS Word document, adding relevant transcribed fragments from the Dialogue Think Aloud Protocols (if there were any discussions or comments made regarding the respective case), as well as inserting the responses of the respective students to the post-translation interview questions.

For both translation experiments, qualitative comparative and contrastive data analysis was performed, based on the translation solution types (Pym, 2016, p. 220) that students had applied to transfer various emotional nuances and connotations of diminutives by making use of the diminutive formation types (Schneider, 2003), as, in the case of the 2nd student translation experiment, summarised and suggested by the draft *Guidelines*. In order to get a picture whether there were any general trends in both experiments together and each separately, the data from students' target texts were entered into a MS Excel table, which gave a possibility to look at them from a quantitative perspective.

Results and Discussion

The present paper offers an insight into some examples of student translations, which demonstrate that the draft *Guidelines* have encouraged them to consider various translation solutions for conveying some diminutive connotations, not just omitting any nuances and using the base form of the respective word, if there was no standard morphological diminutive derivative of that word used in English, as it had often been the case during the 1st student translation experiment. In view of the fact that the application of translation solutions cannot be analysed at the level of a single word (diminutive), as some compensation or reformulation mechanisms can be used in other parts of the respective sentence or paragraph, they are summarised at a paragraph level. It should be kept in mind that the student translation examples included below are given as they were originally written by students, i.e., without correcting any grammar or spelling mistakes, as this was not the purpose of this study and experiment.

In Example 1 from Skalbe's *Bendes meitiņa (Hangman's Daughter)*, the use of two diminutives *kapsētiņa* (a diminutive of *kapsēta* – graveyard, cemetery) and *upīte* (a diminutive of *upe* – river) in the source text help creating a very emotional atmosphere and empathy towards the little girl, who is on her way to the grave of her recently buried father.

Example 1

ST

AT KS1

> *Otrā rītā viņa gāja uz kapsētu apraudzīt tēva kapu, bet atrada to tukšu. Gar kapsētiņu tecēja melna upīte. […]* (Skalbe, 1979, p. 111).

TT

MT R5 KS1

> *On the second morning, she went to the cemetery, only to find her father's grave empty. There was <u>a little black creek</u> running alongside <u>her father dearest's resting place</u>. [..]*

MT R7 KS1

> *In the next morning she went to her father's grave but found it empty. Along the <u>gravy-grave</u> flowed <u>a tiny black river</u>.*

To convey the implied values of this text fragment into English, the source text diminutive *kapsētiņa* was transferred by syntactic means in all 7 target text fragments: in 5 of them, adjectives denoting smallness (i.e., *little*, *tiny*, *small*) were used; in one case, students (see Example 1, MT R5 KS1) chose to reformulate, use an emotionally charged adjective *dear* in the superlative degree, and inverted word order (*father dearest*); and one student group (see Example 1, MT R7 KS1) chose a possibly arguable solution – adjective *gravy* (*gravy-grave*), which means "something additional or unexpected that is pleasing or valuable" (Merriam-Webster, n.d.) and "a state of complacency" (Jessu, 2003) and is also used in modern slang, certainly raising a question of whether this choice is appropriate for this particular text and language register. Nevertheless, it demonstrates that the students attempted to verbalise the emotional status of the young girl, which is evidenced by their lengthy discussion (DTAP Room7), where they agreed that *kapsētiņa* in this context meant not only the size of the graveyard, but more – a perspective of the child visiting her father's grave. They considered using a repetition or a similar tool to convey it. Students from Room 5 (see Example 1, MT R5 KS1) emphasised that this was a literary text; therefore, a more poetic counterpart for *kapsētiņa*, e.g., *her father's resting place*, would be suitable in this context. The students agreed that the use of the diminutive would imply care and signal that the girl was emotionally attached to the place (DTAP Room5), and according to Pym's translation solutions, this might be considered as an attempt of Density Change (Pym, 2016, pp. 222–223).

The other diminutive of the paragraph included in Example 1 *upīte* was transferred into English in all 7 target texts using various syntactic means and appropriate lexical choices (*a stream* (2 times), *a small black river*, *a tiny black river* (3 times), *a little black creek*): in 5 cases adjectives *small, tiny* and *little* were used to denote diminutiveness, in 2 cases the noun *stream* was used, which means "a natural flow of water that is smaller than a river" (Britannica, n.d.), and in one translation – *a creek* – "a small stream" (Britannica, n.d.). This translation solution is a lexical choice of a word that in the target text's culture and context might be perceived similarly as it is in the source text.

Table 1 offers a summary of the linguistic means and translation solutions used by students participating in the 2nd translation experiment to transfer into English the implied values of the source text diminutives *kapsētiņa* and *upīte* used in K. Skalbe's fairy tale *Bendes meitiņa*.

Table 1. Linguistic means and translation solutions used by the participants of the 2nd translation experiment to transfer emotional connotations implied by the source text diminutives: extract 1 from *Bendes meitiņa (Hangman's Daughter)* by Kārlis Skalbe (1979)

Source text diminutives	Target texts: Experiment 2			
	Syntactic means	Morphological means	Lost	Translation solutions (paragraph level)
kapsētiņa	7	0	0	Perspective Change
upīte	7	0	0	Density Change Compensation

Example 2 contains translation of Fragment 3 from the novel *Gaiļu kalna ēnā (In the Shadow of Rooster Hill)* (Zebris, 2014).

Example 2

ST

AT OZ3

> *Rītu <u>Ziemassvētku dieniņa</u> … būs, viss mums būs, – viņš bubina, iegrimst dziļākā apcerē, atmiņā, kas uzvēdījusi no papīra smaržas vai varbūt meitenes siltajām acīm, mulsinošā mammas skatiena, mazākā puikas nelaimīgās <u>sejiņas</u>* (Zebris, 2014, p. 14).

TT

MT R1 OZ3

> *<u>Morrow's Christmas</u> … alright, it will all be alright." He drummes, sinking deeper into his contemplations, memories, born from the scent of paper or maybe the girl's warm gaze, the mother's confusing look, the youngest boy's sorrowful <u>little face</u>.*

MT R4 OZ3

> *<u>The morrow the jolly day of Christmas</u>…it will be here, we will have everything, - he mutters, he sinks into deeper contemplation, memory that has wafted from the smell of paper or maybe from the girl's kind eyes, mom's confusing gaze, youngest boy's unhappy <u>dainty face</u>.*

Example 2 from the novel *Gaiļu kalna ēnā* (Zebris, 2014) contains 2 diminutives – *Ziemassvētku dieniņa* (a diminutive of *Christmas Day*) and *sejiņa* (a diminutive of *face*), in the context of this novel, connoting excitement, personal memories of the characters of better Christmases they have experienced, as well as contrasting the present situation with the bright and joyful mood Christmas is always associated with. Two target texts of the 2nd student translation experiment (see Example 2) contain the "literary and old fashioned word" *morrow* (Harper-Collins, n.d.), not the neutral *tomorrow*. This choice adds a certain mood of the time (the action of this novel takes place in the beginning of the previous century), as well as is a very appropriate choice for a literary text, thus contributing to transferring also the pre-Christmas spirit of this fragment. This translation solution can be classified as Cultural Correspondence (Pym, 2016, pp. 222–223). In addition to this, students of Room 3 found a solution for rendering the emotional attitudes implied by the source text diminutive *Ziemassvētku dieniņa*, by adding the adjective *jolly* – "the morrow the jolly day of Christmas" (see Example 2), and this solution might be interpreted as Perspective Change or Density Change (Pym, 2016, pp. 222–223).

Regarding the other diminutive of this source text fragment *sejiņa*, it has to be noted that all experiment participants attempted to transfer the denotation of smallness and implied emotional nuances either by applying lexical means using respective adjectives (*little face* (3 times), *dainty* face) or by choosing the adjective *poor*, which implies pity and evokes compassion to the little boy (*poor joyless face, poor unhappy face*), and, following Pym's

classification, can be considered as Perspective Change or Density Change (Pym, 2016, pp. 222–223). **Table 2** provides a quantitative summary of the linguistic means and translation solutions that the students participating in the 2nd translation experiment used for transferring the implied values of the source text diminutives.

Table 2. Linguistic means and translation solutions used by the participants of the 2nd translation experiment to transfer emotional connotations implied by the source text diminutives: extract 3, Chapter 1 of *Gaiļu kalna ēnā (In the Shadow of Rooster Hill)* by Osvalds Zebris (2014)

Source text diminutives	Target texts: Experiment 2			
	Syntactic means	Morphological means	Lost	Translation solutions (paragraph level)
Ziemassvētku dieniņa	0	0	5	Perspective Change Density Change
(nelaimīgā) sejiņa	4	0	1	Cultural Correspondence Compensation

In order to find out the impact of the draft *Guidelines* on the student decision making process during their translation process, **Table 3** offers a summary in percentage of the syntactic and morphological diminutive formation types, and compensation tools that the participants of both experiments used in their translations, as well as the percentage of cases where the implied values of diminutives were lost.

Table 3. Linguistic means used by the participants of both translation experiments to transfer emotional connotations implied by the source text diminutives: Summary

Linguistic means of transfer	Experiment 1 (% of cases, approximated)	Experiment 2 (% of cases, approximated)
	• 285 cases analysed • individual work • not informed to pay any special attention to diminutives	• 133 cases analysed • collaborative work • instructed to use the draft *Guidelines* to transfer the implied values of diminutives
Syntactic means	~22.5%	~54.1%
Morphological means	~12.3%	~14.3%
Syntactic and morphological combined, incl. compensation in other places in the text	~4.8%	~15.1%
Lost	~60.4%	~16.5%

As it has been previously mentioned, the participants of the 1st student translation experiment were not informed that their translation solutions for the transfer of the values implied by the source text diminutives would be analysed. The participants of the 2nd experiment, however, were specially instructed to focus on finding solutions how to transfer the implied emotional connotations, as well as given a range of suggestions in the draft *Guidelines*. The comparison of the quantitative summaries of both experiments should not be generalised, but treated only as an illustration or proof that it is possible to find various linguistic means and translation solutions to transfer the implied values of the Latvian source text diminutives into English and that translators, especially novice translators need some encouragement, e.g., in the form of some guidelines or suggestions. This helps them trigger their creativeness and freedom of thought. Not all translation solutions in the target texts of the experiment participants were perfect, and there were also some slips and errors made. Nevertheless, the dis-

cussions during the translation process and responses to the post-translation questionnaire indicated that the draft *Guidelines* served as a source of inspiration for students to find sometimes really creative and quite bold translation solutions. Students not only approached Latvian diminutives as means for expressing smallness, but also identified a wide range of implied emotional connotations. More than that, they applied various translation approaches mainly changing perspective or density of information, combined different tools, used various emotionally coloured and stylistically marked parts of speech, as well as some compensation mechanisms to achieve that at least some part of the implied value is connoted to the target text. The results summarised in **Table 3** prove it.

Similarly to the results of the 1st translation experiment (Veidenberga, 2020, p. 129), the data gained from DTAPs and student answers to the post-translation interview questions of the 2nd experiment indicate that the experiment participants were able to perceive various emotional nuances connoted by the source text diminutives, such as sincerity, tenderness, pity, scorn and even combined attitudes. For example, the Hangman's daughter is young, lonely, desperate, as well as kind and sincere. They admitted that when dealing with a diminutive, their first thought was to use adjectives like *little* or *small*, but it would not have conveyed the message. The target texts and quantitative results of the 2nd experiment demonstrate that the participants used advice given in the draft *Guidelines* and tried out a wide range of linguistic tools in English as summarised by Schneider (cf. 2003, pp. 7–15) for expressing diminutiveness as an onomasiological category, including rhyming reduplication, e.g., *gravy-grave* (MT R7 KS1), compounding, e.g., *baby Pauls* (MT R2 OZ1), truncation, e.g., *Paully* (MT R6 OZ1), emotionally marked or expressive adjectives, e.g., *fluffy pillows* (MT R1 KS2), *the dainty daughter* (MT R3 KS2), *a loving green mommy* (MT R3 KS2). If the results of the 1st student translation experiment were very close to the results of novice translators experiments carried out by Schneider (cf. Schneider, 2015, pp. 483–484) and Sīlis (cf. Sīlis, 2002, pp. 112–113), then the results of the 2nd student translation experiment present a totally different picture. Additional nuances and connotations of only approximately 16.5% of the source text diminutive cases were lost in translation (see **Table 3** above). Novice translators participating in the 2nd student translation experiment did not consider literal translation as their first choice, but looked for more creative translation solutions like paraphrasing, reformulation and compensation of lost implied values in other places of the text.

Summarising students' suggestions for improving the draft *Guidelines*, it can be said that the experiment participants appreciated that the draft *Guidelines* were succinct and clear. In addition, they acknowledged that one single correct translation did not exist, especially emphasising advice on compensating some lost connotations in another place, e.g., either in the same sentence or paragraph, or restructuring sentences. Students advised introducing a separate chapter on coining new diminutives, if required so by the context, as well as considering more in detail alternatives and examples for complex cases when a morphological diminutive is not possible in the target language. There were several requests to list the existing English diminutives, as well as add more examples of context-bound diminutives. These suggestions have to be considered carefully, as more examples will add to the length of the *Guidelines*, as well as they might restrict creativity of translators. When working on the draft version of the *Guidelines*, the idea was to make them short and simple to use.

Undoubtedly, these *Guidelines* are not exhaustive and cannot be applied to every single case, where translators see rendering of implied diminutive connotations as a challenge. However, they may definitely inspire translators to search for diverse linguistic means and translation solutions to convey the emotional spirit, attitude and atmosphere of the source text.

Conclusions

The current paper presents analysis of the results of the 2nd student translation experiment that was performed within the framework of research on transferring into English the implied values of diminutives used in Latvian prose texts, and, as a result, the following findings were drawn to answer the research questions set above:

- with the help of the draft *Guidelines* and working collaboratively, the participants of the 2nd student translation experiment mainly applied the translation solutions of Changing Perspective or Density of Information and used a wide array of linguistic means, including morphological diminutive formation types (suffixation, rhyming reduplication, truncation etc.), analytical diminutive markers and various syntactic means to render

various implied values in their translations, thus achieving that in only 22 of 133 cases (16.5%) connotations implied by the Latvian source text diminutives were lost in the English translations (for comparison, in 60.4% of the analysed cases, no implied values were transferred to the target texts in the 1st translation experiment);

- research participants admitted that diminutives caused challenges or difficulties and found the draft *Guidelines* helpful during their translation process, suggesting to include more advice on challenging context-bound cases and adding more examples.

The analyses of target texts and experiment participant feedback lead to a conclusion that major amendments to the draft *Guidelines* are not required, but, as some suggestions mentioned by students as potential improvements have already been included in the draft, the wording has to be revised and edited to express advice more overtly, e.g.:

- emphasising that these *Guidelines* are only for cases where the source text diminutive connotes some implied values that should be retained in the target text (i.e., because of the specifics of the particular text, author's style, intention or purposeful use of the source text diminutive, as well as in line with the translation task for the particular translation, target audience, requirements of the customer, etc. reasons);

- emphasising that the implied values of diminutives are very context-bound and the given examples are only illustrative;

- for more complex cases, different advised solutions can be combined.

Though there were only 15 participants who piloted the draft *Guidelines*, still the analysis of collected data and findings of this study can be used for revising the draft *Guidelines*, which can then be further discussed in a focus group discussion or expert interviews with translator trainers and piloted with professional translators to find out their opinion on the usefulness of the draft *Guidelines* and to get their suggestions for improving them.

References

1 Bouziane, K. (2015). Collaborative protocols versus monologue protocols in teaching translation. In Proceedings of 9th International Conference on Education & Information Management (pp. 49-56). Morocco: International Foundation for Research and Development.

2 Calvo, R. M. (2022). An Analytical Framework for the Description of Evaluative Morphology Resources: Contrastive Analysis of Evaluative Forms in Spanish and Latvian. [Doctoral Thesis, Ventspils Augstskola] Ventspils: Ventspils Augstskola. https://doi.org/10.22364/vnf.13.11

3 Chesterman, A. (1997). Memes of Translation. Amsterdam / Philadelphia: John Benjamins Publishing Company. https://doi.org/10.1075/btl.22

4 Jurafsky, D. (1993). Universals in the semantics of the diminutive. In Proceedings of the Nineteenth Annual Meeting of the Berkeley Linguistics Society: General Session and Parasession on Semantic Typology and Semantic Universals (pp. 423-436). Berkeley: Berkeley Linguistics Society. https://doi.org/10.3765/bls.v19i1.1531

5 Jurafsky, D. (1996). Universal tendencies in the semantics of the diminutive. Language, 72(3), 533-578.https://doi.org/10.2307/416278

6 Kalnača, A. (2015). Latvian. In Grandi, N. & Körtvélyessy, L. (Eds.) Edinburgh Handbook of Evaluative Morphology (pp. 253-261). Edinburgh: Edinburgh University Press. https://doi.org/10.1515/9780748681754-025

7 Kalnača, A., & Lokmane, I. (2021). Latvian Grammar. Rīga: University of Latvia Press. https://doi.org/10.22364/latgram.2021

8 Kussmaul, P., & Tirkkonen-Condit, S. (1995). Think-aloud protocol analysis in Translation Studies. Traduction, terminologie, rédaction, 8(1), 177-199. https://doi.org/10.7202/037201ar

9   Larson, M. L. (1998). Meaning-based Translation (2nd ed.). Lanham, Maryland: University Press of America, Inc.

10 Leppihalme, R. (1997). Culture Bumps: An Empirical Approach to the Translation of Allusions. Clevedon, Toronto, Philadelphia, Johannesburg: Multilingual Matters. https://doi.org/10.21832/9781800417908

11 Pym, A. (2016). Translation Solutions for Many Languages. Histories of a flawed dream. London, Oxford, New York, New Deli, Sydney: Bloomsbury.

12 Rūķe-Draviņa, V. (1959). Diminutive im Lettischen. Acta Universitatis Stockholmiensis, 8. Lund: AB PH. Lindstedts Univ.-Bokhandel.

13 Saule-Sleine, M. (1955). Par substantīvu un adjektīvu atvasinājumiem ar -iņš, -iņa- mūsdienu latviešu literārajā valodā. In A. Feldhūne (Ed.) LPSR ZA Valodas un literatūras institūta Raksti. V (pp. 87-116). Rīga: LPSR ZA izdevniecība.

14 Sīlis, J. (2002). Tulkojamības problēma "netulkojamos" tekstos un dažās latviešu folkloras reālijās. Linguistica Lettica, X, 102-116. Rīga: LU LVI.

15 Sīlis, J., & Sīle, A. (2019). Linguistic and culture-related problems in translation of Latvian Dainas into English. In Sulikowsi, P., Sulikowska, A., Lesner, E. (eds.), Translation Landscapes - Internationale Schriften zur Übersetzungswissenschaft (Band 3, pp. 177-188). Hamburg: Verlag Dr. Kovač.

16 Skujiņa, V. (ed). (2007). Valodniecības pamatterminu skaidrojošā vārdnīca. Rīga: LU Latviešu valodas institūts

17 Schneider, K. (2003). Diminutives in English. Tübingen: Niemeyer.

18 Schneider, K. (2015). The meaning of diminutives: A first-order perspective. SKASE Journal of Theoretical Linguistics, 12(3), 461-487. http://www.skase.sk/Volumes/JTL29/pdf_doc/20.pdf

19 Schneider, K., & Strubel - Burgdorf, S. (2012). Diminutive - let in English. SKASE Journal of Theoretical Linguistics, 9(1), 15-32. http://www.skase.sk/Volumes/JTL20/pdf_doc/2.pdf

20 Veidenberga, Z. (2014a). Deminutīvu emotīvās konotācijas atveide latviešu prozas tulkojumos angļu valodā lingvistiskās pragmatikas skatījumā. In S. Sviķe, Z. & Veidenberga (Eds.) Via scientiarum 2: starptautiskās jauno lingvistu konferences rakstu krājums. (pp. 201-216). Ventspils/Liepāja: Ventspils Augstskola, Liepājas Universitāte.

21 Veidenberga, Z. (2014b). Transfer of implied values of the Latvian diminutives into their English language counterparts. In A.W. Khalifa (Ed.), Translators Have Their Say? Translation and the Power of Agency. Series: Repräsentation - Transformation. representation - transformation. représentation - transformation. Translating across Cultures and Societies,10 (pp. 174-194). Zürich, Berlin: LIT Verlag.

22 Veidenberga, Z. (2020). Emotional connotations implied by Latvian diminutives in literary texts and their transfer into English: Solutions chosen by novice translators. In Dreijers, G., Sīlis, J., Sviķe, S., & Veckrācis, J. (eds.) Bridging Languages and Cultures II. Linguistics, Translation Studies and Intercultural Communication (pp. 113-133). Berlin: Frank & Timme.

23 Vulāne, A. (2002). Deminutīvu konotācija latviešu tautasdziesmās. In Лексикология и лексикография балтийских языков. Материалы XXXI межвузовской научно-методической конференции. Секция балтистики. Тезисы докладов [Lexicology and lexicography in the Baltic Languages. Material of the 31st interuniversity scientific and methodological conference. Section of Baltic Studies. Theses of reports] (pp. 84-90). Санкт-Петербург [St. Petersburgh].

24 Vulāne, A. (2013). Vārddarināšana. In Auziņa et al. Latviešu valodas gramatika (pp. 190-299). Rīga: Latviešu valodas institūts.

25 Wierzbicka, A. (1992). Semantics, Culture and Cognition: Universal Human Concepts in Culture Specific Configurations. New York and Oxford: Oxford University Press.

26 Wierzbicka, A. (2011). Common language of all people: The innatel of thought. Problems of Information Transmission, 47(4), 378-397. Russia: Pleiades Publishing. https://doi.org/10.1134/S0032946011040065

Sources

1. Britannica. (n.d.). Creek. In *The Britannica Dictionary*. Retrieved November 15, 2022, from https://www.britannica.com/dictionary/creek

2. Britannica. (n.d.). Stream. In *The Britannica Dictionary*. Retrieved November 15, 2022, from https://www.britannica.com/dictionary/stream

3. HarperCollins. (n.d.). Morrow. In *Collins English Dictionary*. Retrieved November 15, 2022, from https://www.collinsdictionary.com/dictionary/english/morrow

4. Jessu (2003, May 26) Gravy. In Urban Dictionary. https://www.urbandictionary.com/define.php?term=Gravy

5. Kalniete, S. (2001). *Ar balles kurpēm Sibīrijas sniegos*. Rīga: Atēna.

6. Kalniete, S. (2006). *With Dance Shoes in Siberian Snows* (M. Gailītis, Trans.). Rīga: Latvijas Okupācijas muzeja biedrība.

7. Merriam-Webster. (n.d.). Gravy. In *Merriam-Webster Dictionary*. Retrieved November 15, 2022, from https://www.merriam-webster.com/dictionary/gravy

8. Skalbe, K. (1979). Bendes meitiņa. In *Kārlis Skalbe. Pasakas* (pp.111-115). Rīga: Liesma.

9. Zebris, O. (2014). Gaiļu kalna ēnā. Rīga: Dienas Grāmata.

Santrauka

Zane Veidenberga

Latvių kalbos deminutyvų numanomos vertės perkėlimas į anglų kalbą: vertimo gairių išbandymas su pradedančiaisiais vertėjais

Atliekant kalbinių priemonių ir sprendimų, kaip literatūros vertimuose perkelti latviškų deminutyvų numanomą vertę į anglų kalbą, tyrimą, buvo parengtos ir išbandytos *Gairės* vertėjams, galinčios padėti jiems priimti sprendimus. Analizuojant *Gaires* išbandžiusių pradedančiųjų vertėjų atsiliepimus ir pasirinktus vertimo sprendimus, šiame straipsnyje siekiama nustatyti, kaip reikėtų taisyti *Gaires* latviškų deminutyvų numanomai vertei į anglų kalbą perkelti.

Gairės buvo išbandytos atliekant eksperimentą, per kurį studentai, dirbdami poromis arba grupėmis po tris, vertė pasirinktas latvių prozos tekstų ištraukas ir įrašė mąstymo garsiai protokolus (angl. *Think Aloud Protocols*). Vėliau pildė klausimyną, kuriame apmąstė vertimo procesą ir *Gairių* naudą priimant sprendimus.

Anonimiškai koduotų ir apdorotų eksperimento duomenų (vertimų, mąstymo garsiai protokolų, klausimyno atsakymų) analizė parodė, kad dalyviai aptarė, apsvarstė ir atsižvelgė į *Gairėse* pateiktus patarimus. Jie naudojo įvairias stilistiškai žymėtas kalbos dalis ir kalbines priemones ir perteikė deminutyvais išreikštus niuansus beveik 85 proc. analizuotų atvejų. Todėl galima daryti išvadą, kad, eksperimento dalyvių požiūriu, esminių *Gairių* pataisų nereikia. Kitas šio tyrimo etapas galėtų būti išsiaiškinti vertimo dėstytojų nuomonę apie *Gairių* naudojimą rengiant vertėjus.

About the Author

ZANE VEIDENBERGA

PhD candidate, assistant professor at the EKA University of Applied Sciences (*Ekonomikas un kultūras augstskola*), Latvia

Research interests
Translation studies, translating cultures, translator and interpreter training

Address Pērnavas iela 62, Rīga, LV-1009, Latvia

E-mail zane.veidenberga@eka.edu.lv

Orcid iD 0000-0002-5262-0338