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Katerdra anglistiky a amerikanistiky

# Figurativní jazyk v politickém diskursu a strategie jeho tlumočení

# Figurative language in political discourse and strategies for its interpreting

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*Prohlašuji, že jsem tuto bakalářskou práci vypracoval samostatně a uvedl úplný seznam citované a použité literatury.*

*V Olomouci dne 26.dubna 2013* ……………….

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# 1 INTRODUCTION

Metaphors, idioms, proverbs or as we can collectively call them figurative or rhetorical language are often a common problem for interpreters and translators. The main issue is that sometimes interpreters simply cannot find an adequate translation for such rhetorical device and therefore they have to improvise. While in translation this can be easier since translators usually have the required time to do the necessary research in order to find the best equivalent for the target language[1], in interpreting they do not. For this reason I have decided to focus mainly on the interpreting theory and practice in this thesis, although in certain cases the translating part will be described as well.

An interpreter has to translate given expressions as quickly as possible and at the same time he or she has to faithfully convey the meaning of it. There are a few factors that an interpreter has to take into consideration in this process. The aim of this thesis is to focus on such factors like for example strategies and techniques of interpretation.

The thesis is separated into two parts, the first part, which is theoretical and the second part, which is practical. Both parts are then divided into another chapters and subchapters.

Political discourse will serve as a source of figurative expressions; specifically it will be the first inaugural speech of George W. Bush from the 11th of January 2001. Brief description of political discourse as well as the events around the inauguration of George W. Bush will be described in the first chapter of the thesis. This will be followed by analysis of chosen expressions from Bush's Inaugural Address. Each expression will be explained and translated into Czech language, which will serve as a base for other parts of the thesis. In chapters 2.3 and 2.5 I will take a closer look at different kinds of techniques and strategies of interpreting both in general and with focus on rhetorical language; afterwards I will point out the advantages and disadvantages of their use for translating figurative expressions.

The practical part is an experiment, where a group of students listened to this inaugural address and they interpreted it into the Czech language. Following transcripts were rewritten and afterwards ten figurative expressions were extracted from their

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[1] Target language is a language to which a source text is being interpreted

interpretations. These translated expressions were analyzed and compared with the translation proposed by me. Focus was also put on the appropriateness of individual technique and strategy for each rhetorical device and on interpreter's understanding of the context. On the base of the frequency of techniques and strategies used in the extracts the evaluation and conclusion were made.

# 2 THEORETICAL PART

## 2.1 Political discourse

It is not the main topic of this thesis to deal with political discourse analysis and go into details of political speeches, debates or hearings, it should be however mentioned what are the basic elements and aims of such discourse since all the figurative expression analyzed in this thesis were used in speech that is in its essence political.

### 2.1.1 Nature of political speech

Political speeches, as a form of political discourse, are a specific form of speech; they must be effective and persuasive in order to fulfill their purpose. In every democratic country citizens have the right to elect their favorite person or party in government and in some countries they can even directly elect presidents. This is the cornerstone of why political rallies are delivered. In them politicians want to accomplish a goal – convince the public to vote their way. Such speech cannot be too difficult and must be understandable to people, that are meant to be in addressed by it.

"*What is important for analysts of political discourse is that the language is closely bound up in practice with culture, and that culture is in turn closely bound up with the practice of politics in a particular society*" (Chilton and Schäffner 2002, 8).

This means that the person giving the speech has to be familiar with the culture of the respective country and situation of the particular area that he is referring to and adjust it based on this fact. For example if a politician wants to win a vote of the population in a rural part of a country where 90% of production is done by agriculture, he should state the benefits and contributions that his government will provide for agricultural sector.

One of the main characteristic of political speech which distinguishes it from other types of speeches is that it is often written by a group of professional speech writers that specialize in this area. These writers are educated to make the speech meet the intended goal and it is also the reason why such speech is often sophisticated and full of rhetorical language. In this case rhetorical language can be almost a crucial way of reaching a public. This concerns especially presidential speeches and inaugural addresses, for this reason these are full of rhetorical language. It is also important to add that politicians must very much focus on the way of delivering their speech. We need to

realize that people do not always understand everything that is said in the politician's speech so sometimes his style of speaking and his ability to make the speech interesting can play an important role for a listener.

## 2.2 Figurative expressions in political discourse

In this chapter I will analyze the presidential inaugural address and some of the figurative expressions that it contains. The inaugural address is a speech given during the inaugural ceremony that informs people of presidents' intentions as of leaders of a country and figurative expressions are often used to illustrate this. For this thesis I have chosen the first inaugural address of George W. Bush which was delivered on the 20$^{th}$ of January 2001 at United States Capitol in Washington, D.C. Bush was running for president as a Republican candidate, just like his father George H. W. Bush, and he was the 43$^{th}$ elected president in the history of United States of America. His victory in elections was the commencement of the first of his two four-year terms as a President. According to BBC this inauguration was attended by almost 300 000 people. G. W. Bush entered his presidential function after Bill Clinton who was in his office for 8 years from the year 1993 (BBC News, 2001).

Although G. W. Bush has been often criticized for a bad pronunciation and even malapropism and mangled statements while giving speeches during his presidential activities, that has later been recognized as "Bushism",[2] he has also became very popular for his use of unconventional phrases, words and figurative language. Especially his inaugural addresses will provide a outstanding source of rhetorical expressions that can be used for further analysis.

### 2.2.1 First Inaugural Address of George W. Bush

The first inaugural address of G. W. Bush is a proof of how good Bush's speechwriters were. This speech could almost be considered as an artwork due to well used rhetorical language consisting of a large amount of metaphors and other means of rhetoric such as alliteration. It meets the goals of a good inaugural address; audience gets the image of the president being the right and trustworthy person that will serve his country the way a president should.

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[2] *The Huffington Post, 2009, "Bushism over the years." Last modified January 3.*

Apart from other characteristics of this speech, Bush puts a big emphasis on religious issues in the address. He talks about God in multiple parts of his speech, not only he says "God bless you all, and God bless America" in the end as it a custom for inaugural addresses in United States, but he also mentions churches, synagogues and mosques as places lending humanity to communities. This means that G. W. Bush does not only proclaim to Christianity but also other religions represented in the United States. This is an important reference for American citizen since we have to take into consideration that almost 80% of US population is religious.[3]

I will summarize the brief content of the speech:

President Bush reminds the American people of the rare authority in history and that they can easily affirm old traditions and make new beginnings. He begins with the story of the United States and gives several examples such as slavery or the immigrants coming to America. After that he describes the ideals everyone has got, the promise that everybody deserves a chance. Furthermore Bush requests Americans to enact this promise and to follow that course. Moreover he states, they still have a long way to go to strengthen the trust in the country. Then Bush mentions all people are God´s children, but there is still social injustice. He reminds the audience of the importance of ideals and principles, leading them onwards. (Study mode 2012)

The full transcript and audio file is available in the attached files.

## 2.2.2 Inaugural Address passages

Although there is more rhetorical language to be found in this address I have chosen ten passages that contains various figurative expression. I am going to analyze them and translate into the Czech language. Each expression is put into broader contexts in order for the reader to understand it better. Passages will be written in italics in the order as they are mentioned in the speech. Analyzed expressions will then be highlighted.

1. **Conducted with spirit and ended with grace.**

*As I begin, I thank President Clinton for his service to our nation. And I thank Vice President Gore for a contest conducted with spirit and ended with grace.*

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[3] The PEW forum on religion and public service. 2007. U.S. religious landcape surfy. Accessed April 2013

To explain why George W. Bush decided to use this metaphor, we need to look at the circumstances of the presidential elections in 2000. The result of these elections were one of closest in the history of United States. The difference between the two candidates, Al Gore representing Democratic Party and George Bush for Republican Party, was only 5 electoral votes with total 271 votes for Bush and 266 for Gore. Al Gore however received more popular votes than Bush did. Results in Florida were in fact so close that was required their recount. In the end the difference between candidates was less than 0, 01%. Al Gore did not continue to challenge the results in Florida and by the decision of U. S. Supreme Court George W. Bush was elected a President.[4] Al Gore later said:

> "Almost a century and a half ago, Senator Stephen Douglas told Abraham Lincoln, who had just defeated him for the presidency, 'Partisan feeling must yield to patriotism. I'm with you, Mr. President, and God bless.' Well, in that same spirit, I say to President-elect Bush that what remains of partisan rancor must now be put aside, and may God bless his stewardship of this country."[5]

Therefore when G. W. Bush said *ended with grace*; he is referring to Gore's decision not to insist on recounting the votes. *Conducted with* spirit is a rhetorical phrase reffering to his initial determination to enter the elections.

Considering given circumstances of the translation this metaphor cannot be translated literally, but will have to change according to what it relates. Especially the word "grace" could cause confusion if for instance translated from a religious point of view.

The Czech translation would be: *Započatou kuráží a zakončenou velkorysostí.*[6]

## 2. Story of flawed and fallible people.

*It is the American story--a story of flawed and fallible people, united across the generations by grand and enduring ideals*

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[4] Encyclopædia Britannica Online, s. v. "United States presidential election of 2000", accessed April 14, 2013

[5] The Guardian. 2000. "Gore: 'It's time for me to go'". Last modified December 14, 2000.

[6] My translations of figurative expressions are of the descriptive kind of character and it is perfectly acceptable that other variants of translations are possible, as it will be seen in practical part.

*Flawed and fallible* is a well used figurative expression in connection to people. When *flawed and fallible* is mentioned by Bush in his speech he is referring to the American nation having flaws and fallacies over the years of its existence. He points out that nobody is perfect and everybody can make mistakes with which the audience can identify. By saying in the next line: "The grandest of these ideals is an unfolding American promise that everyone belongs, that everyone deserves a chance, that no insignificant person was ever born." He proves that even flawed and fallible people deserve chance.

Translation of this metaphor does not require any specific knowledge connected with American history and could be translated word by word.

The Czech translation of this expression would be: *Příběh o chybujících a omylných lidech.*

3. **rock in a raging sea**

4. **seed upon the wind, taking root in many nations**

*Through much of the last century, America's faith in freedom and democracy was a rock in a raging sea. Now it is a seed upon the wind, taking root in many nations.*

This sentence, located in the first third of the inaugural speech, is literally filled with rhetoric language that makes it sound very poetic. In the first part we have an metaphoric expression "rock in a raging sea", where rock stands for faith, freedom and democracy, being strong and stable in the United States and raging sea stands for situation in other countries in the world during where non-democratic regimes often took place during last century.

This is followed by the metaphor "seed upon the wind, taking root in many nations". Seed symbolizes America's involvement in other countries in recent years that is constantly being spread "by wind" to many other nations. "Taking root" here creates an image of a seed that will grow into a strong plant.

Although there is lot of rhetorical meaning in these two sentences as mentioned above, the translation of these expressions is not dependent on their meaning, since English language does not differ here from other target languages including Czech.

My translation of the first simile "rock in a raging sea" would be: *skála v rozbouřeném moři*

The second metaphor "seed upon the wind, taking root in many nations" could be translated like: *semínko ve větru, zapouštějící kořeny v mnoha zemích*

### 5. live up to the calling we share

*We must live up to the calling we share. Civility is not a tactic or a sentiment. It is the determined choice of trust over cynicism, of community over chaos. And this commitment, if we keep it, is a way to shared accomplishment.*

This metaphor refers to the preceding paragraph of the speech, where Bush mentions a few characteristics that American nation should have. Civility, courage, compassion and character are mentioned as means how to live out nation's promise. Furthermore good will, respect, fair dealing and forgiveness is something that every American citizen should have in order to guarantee good civil society. By calling that Americans should live up to, Bush means these values that everyone should share and have them present in their lives.

Analyzed metaphor begins with idiom "live up to" that according to Oxford English Dictionary have three meanings; therefore we should know the context of it in order to make a proper translation. The meanings are following:

- To live or act in accordance with

- To live at a high moral or intellectual level

- To live extravagantly; to have a good time

Since the bottom line here is to make citizens to live according to certain values and characteristics, the translation comes out quite obviously and it would be the first meaning "to act in accordance with".

My translation into Czech is: žít v souladu s povoláním, které sdílíme[7]

### 6. lest weakness invite challenge

*We will build our defenses beyond challenge, lest weakness invite challenge. We will confront weapons of mass destruction, so that a new century is spared new horrors.*

The first reference to national security and defense appears in the beginning of second half of the speech. Here G. W. Bush talks about defenses, which America should build in order to avoid being attacked. Here rhetorical language is used in the second part of first sentence specifically the part "lest weakness invite challenge". Lest is an old English term, which according to Oxford Concise dictionary has following meanings:

- with the intention of preventing, to avoid the risk of
- because of the possibility of

By *weakness inviting challenge* Bush tries to say that if a nation is weak, it becomes an easy target to other nations and in a fear of becoming an easy target, they should make sure their defense is strong. Whole statement could be then interpreted subsequently; no matter what the challenge is, America should build its defense to such level where no risk of challenge from outside of the nation would be a threat for it.

For an interpreter this sentence might be more difficult to translate. Mainly because the word "lest" is an old fashioned word, that in no longer being used in modern English and the interpreter must have the knowledge of it. The other difficulty is the expression *beyond challenge*, must be understood correctly in order to successfully interpret the rest of the sentence to which it is connected.

After this analysis and time spend over this sentence, my translation would be: *Vybudujeme naší obranu navzdory všemu, protože možná slabost vzbuzuje výzvy.*

### 7. compassion is the work of a nation

*Government has great responsibilities for public safety and public health, for civil rights and common schools. Yet compassion is the work of a nation, not just a government.*

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[7] Slovo povolání je myšleno ve smyslu cíle, jenž je společný pro všechny občany.

*Compassion is the work of nation*; this is another metaphorical expression in George W. Bush's speech. In the preceding sentence public safety, public health, civil rights and schools as something that government is responsible for. But there is something above responsibility that should be present in every American and that is compassion.

Probably the only matter for interpreter here would be the phrase *work of nation* and how to translate it. The word "work" in this context most likely does not mean some kind of physical work, more like something that nation should do together. It is sort of a task for citizens.

Keeping this in mind my translation is: soucit je úkol národa

## 8. is not search for scapegoats, it is a call to conscience

*America, at its best, is a place where personal responsibility is valued and expected. Encouraging responsibility is not a search for scapegoats, it is a call to conscience. And though it requires sacrifice, it brings a deeper fulfillment.*

Following the previous paragraph about responsibilities and compassion of the nation, President Bush continues his speech about humanity and attitude to individuals. He mentions that there are people with no need for any financial help, but also people who need it. One of the tasks of the government is to take care of people, but it does not mean that people should be irresponsible and only expect, that they will be taken care of. George W. Bush is trying to say that people should not rely merely on the government but also on themselves and when the sentence "Encouraging responsibility is not search for scapegoats, but call to conscience." is mentioned it means that when people are asked to be responsible it is not because they are being blamed for their problems and needs, but that they need to realize the importance of conscientiousness.

This sentence contains two expressions that could create an obstacle for the interpreter. The word "scapegoat" has according to Merriam-Webster online dictionary a biblical origin. "In the Old Testament, a goat that was symbolically burdened with the sins of the people and then killed on Yom Kippur to rid Jerusalem of its iniquities." (Merriam-Webster 2013). Nowadays it has following meanings:

- one that bears the blame for others

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- one that is the object of irrational hostility

"Search for scapegoat" would therefore in this context mean something like looking for person who is responsible for mistakes of government. The other expression is "call to conscience" is also metaphorical and here the word call is meant as an appeal to the people to be conscientious. Interpreter should have the context provided in order to make the most accurate translation.

Correct translation to Czech according to me is following: *není hledání viníků, nýbrž výzva k uvědomění se.*

9. **the race is not to the swift nor the battle to the strong**

10. **an angel rides in the whirlwind and directs this storm**

*After the Declaration of Independence was signed, Virginia statesman John Page wrote to Thomas Jefferson: "We know the race is not to the swift nor the battle to the strong. Do you not think an angel rides in the whirlwind and directs this storm?"*

In this paragraph towards the end of the speech we have rhetorical language used twice again. As we can read, George W. Bush is quoting what John Page told to Thomas Jefferson in 1776. It is another proof of Bush's religious background and as I mentioned at the beginning of this chapter there are many other religion references in his inaugural address. Many sources deal with the meaning of this sentence. In the book called *The Prospects of Presidential Rhetoric* we can read: "As Bush then explicitly asserts: 'We are not this story's author, who fills time and eternity with his purpose. Yet his purpose is achieved in our duty. And our duty is fulfilled in service to one another'. The author shapes the foundation, the president interprets tradition, and the people renew that foundation in our duty to each other and to the president" (Aune, Medhurst 2008, 41-42).

We can read that *the race is not to the swift nor the battle of strong* is a passage from Bible in chapter Ecclesiastes 9:11. This basically means that it is not always the swiftest person who wins the race and it is not always the strongest person who wins the battle but it is also other characteristics and values that play an important role. This expression can be considered a proverb for two reasons, it contains a kind of a lesson by pointing out that person does not have to be the swiftest and strongest to win a competition, and

also for the age of it. Proverbs that we use nowadays, as we mentioned in chapter 3.4, are often very old and used by people for many centuries. Since this was said after signing the Declaration of Independence it could be a reference to what was America's position towards the British Empire.

The part about "the Angel riding in the whirlwind and directing us from the storm" has also its origin in the Bible, although we cannot find it there in this exact form anywhere. It has been transformed into metaphorical expression meaning that there is still hope from God, who is present in our lives and helps us overcome difficult times.

Without any doubt these are very difficult expressions to not only interpret but also translate. Interpreters must know the reference to the Bible in order to properly translate these expressions. It cannot be omitted during interpreting, because it is tied to the end of the speech and it would confuse the listener if omission took place. Interpreter must try to be as specific while translating this part.

The first expression could be very arguable due to its complexity. My translation into Czech is: *závod není o rychlosti, stejně tak jako souboj není o síle*

The second expression is easier and the translation according to me is: *anděl se stále pohybuje ve vzdušném víru a vede nás pryč z této bouře*

In this chapter I have analyzed ten rhetorical expressions used in the first Inaugural Address of George W. Bush. Every expression was then analyzed from the point of its meaning in the context and it was described what problems it could cause to potential interpreter of such expression. In the end of every analysis the selected passages were translated into Czech language according to my opinion.

## 2.3   The techniques of interpreting in general

In this chapter I am going to focus on techniques of interpreting in general. As a source for the techniques that I have examined in this chapter I used mostly Roderick Jones and his book Conference Interpreting Explained (2002). I understand the technique as your own way of completing specific task, in this case interpreting. Strategy, about which I am going to talk in the next chapter, is on the other hand something that requires some sort of planning while using some technique. Every interpreter should know techniques that will help him to do his job well in cases when the speech is too difficult, because

good usage of a technique can simplify otherwise complicated speech and make it more understandable for the listener. Later in the thesis I am going to describe strategies of interpreting rhetorical language, but this chapter will provide a few techniques of interpreting in general. These are important to know for the further use of strategies of interpreting rhetorical language within them.

## 2.3.1 Reformulation

If we decide to call reformulation a technique, it is going to be the most common technique of interpreting. To reformulate means to change or put in a different way. Interpreter's job is to deliver the meaning of the speech told by the speaker as truthfully as possible but at the same time the interpreter has to translate in such a way that the interpreted speech is natural and understandable for the listener in the target language. This means that the interpreter sometimes has to reformulate the sentence. It usually happens that in order to be grammatically correct or just to sound natural, source language[8] and target language must differ in either word order or order of clauses within the sentence and this is what the interpreter has to take into consideration. "This means that reformulation should also be used by the interpreter for stylistic reasons" (Jones 2002, 82). Such interpretation apart from sounding more natural can also make more sense to the listener. Therefore to deliver the meaning as truthfully as possible doesn't necessarily mean to interpret word by word but rather to reformulate the sentence in such way that it creates the same impact on the interpreter's listener in the target language as it has on the speaker's listener in the source language.

"The interpreter must therefore seize upon reformulation as the tool that will enable them to deal with all kinds of difficulties while remaining as true as possible to the speaker" (Jones 2002, 81)

Reformulation can also be very useful in cases when the word or even phrase does not exist in the target language. (Jones 2002, 81) Considering reformulation means putting in a different way, one word can be substituted for set of words in the target language that ultimately has the same meaning. Another case is when a concrete noun is converted into a verb, and this verb is perfectly fine in its function in the target language but it only exists in the form of a noun in the other language. In this situation

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[8] Source language is the language from which is being interpreted into another (target) language

interpreters have to add some other words that will enable them to make the sentence grammatically correct.

"Each interpreter should have a feeling for the structures used in their target language and be able to use them naturally irrespective of the source language input" (Jones 2002, 83). Good adoption of reformulation is done mainly by interpreting experience, but an interpreter must also have rich vocabulary of both languages. During the time this technique should become so natural, that the interpreter does not have to spend more time over it but rather focuses on other factors of interpretation.

### 2.3.2 The salami technique

Based on the name of the technique it may not be obvious what its concept represents. Simply it is an interpreter's effort to carve up long, complex sentence into short and simple sentences. "As this is 'slicing up' a sentence, rather as one might cut slices of salami, the process is generally referred to, somewhat inelegantly, as the 'salami technique'" (Jones 2002, 91). Speakers often do not realize or more likely they forget that they are being interpreted and they get easily carried away with their topic, which results into using complex sentences. But it is much easier for an interpreter to deal with shorter sentences than with the long ones. Trying to interpret complex sentences in one piece may cause that the interpreter gets lost and eventually can change or confuse the original meaning.

"The salami technique is particularly useful when working from languages that have a natural tendency to long, complicated sentences, particularly those that can have Russian doll-like structures, with one subordinate clause fitting in another one, which in turn fits into a main clause (Jones 2002, 93).

Jones also gives perfect example of when this technique is good to be used. Some languages, such as German have the order of clauses in a complex sentence so mixed, that they put verb of the main clause at the very end of the sentence, which makes it almost impossible to begin interpreting unless the interpreter hears the end of a sentence. Here the Salami Technique is an option of how an interpreter can translate such sentence. The interpreter should wait till the first possible clause that they can start with comes up, and then adds the next information to it using short carved up sentences as they listen to the speaker and at the same time they can fill in the elements from the

beginning of the sentence that they left out at first, till they get the idea of the whole sentence and are able to end it properly so the sentence makes sense and carries the original meaning.

Acquiring the salami technique may not be as easy as the reformulation technique, just because having a rich vocabulary of target language is not sufficient enough. Interpreter has to learn how to work with clauses within the sentence and where to end and start a new one in order to make the speech easier for themself and at the same time understandable for the listener. This however is only matter of training and again experience.

### 2.3.3 Simplification

Simplification belongs among techniques that are more common and easier to explain. It is a technique through which the interpreter makes otherwise difficult text easier to understand for the audience. This is common with difficult technical texts that require certain knowledge of such topic and speakers often do not realize that they might be too technical for the listener to understand. Although this is not something that the interpreter should feel responsible for, it is the speaker fault and interpreter can remain true to the speech and translate everything literally no matter if the audience understand them or not. (Jones 2002, 98) But the feeling of a job well done comes to the interpreter when their audience understands the meaning of the original speech and this is something that simplification technique can enable.

 Not only has it to be the audience that interpreter tries to make the speech more understandable for, but it also might be the interpreter themself who needs to make the speech simpler in order to interpret it better.

   "It may be that the speech is so technical that the interpreter, despite their best
   efforts to prepare a meeting and despite documentation made available to them,
   just cannot render all of the technical details. In such case, they must at least try
   to save the essentials by simplification" (Jones 2002, 98).

Key factor is the presumption that an interpreter understands the idea of what the speaker says; otherwise it is quite difficult for them to simplify something that they do not understand. Although Jones describes a case when this technique can be used even though an interpreter does not completely understand the idea. "I feel that an interpreter

can identify the essence of a statement or a question, and convey it, without understanding all of the details expressed by a speaker, or, they may have understood but do not necessarily have all the target-language vocabulary at their fingertips to express everything quickly enough" (Jones 2002, 99).

For some people this technique might seem easier to acquire, not so much for others. It is important that the interpreter pays good attention to what the speaker says in order to summarize it properly and subsequently interpret it to their listeners. The interpreter also has to learn how to separate important information from less important additional information that they can leave out.

## 2.3.4  Generalization

In connection with the simplification technique there exists a technique called generalization. Generalization is basically the opposite of simplification and in the same way it saves interpreter's time. Generalization is simply finding the hyperonym[9] to its subordinate words. In practice it means that if the speaker says words like: dishwasher, washing machine, cooker and fridge, the interpreter will include them under one title such as "household appliances" (Jones 2002, 101).

But as much as the simplification it also has its exceptions. "If a speaker gives a list where each element is significant, then the interpreter must do their job and best to reproduce the list" (Jones 2002, 102).

## 2.3.5  Explanation

Explanation is an easy to explain technique but it is little more difficult to implement. This is mainly because any kind of explanation that interpreter decides to do is on their own expense, meaning their own time, which they have to find somewhere between the translation. However finding this time may be useful and save time further in the speech.  "For example, the French are (rightfully) very proud of their high speed trains, and when they say 'the TGV' (train á grande vitesse = high-speed train), they mean pretty well by definition their high speed train, the French one. One could interpret a speech about the TGV by saying, each time it is mentioned, 'the French high-speed train'. But you would save time if you slipped in the first time, 'the TGV, that is, the

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[9] a word with a broad meaning constituting a category into which words with more specific meanings fall

French high speed train', and thereafter just repeated the French initials, which the delegate would then understand" (Jones 2002, 105).

Explanation does not require any special skill or experience when it comes to acquiring it, but it certainly does require some sort of time management skills and also the interpreter must be able to estimate when it is a good time to explain something to the listeners, so that it is not useless and only a waste of his time.

## 2.3.6  Summarizing

Summarizing technique is to be used only upon the decision of the interpreter. Whether they feel the need to make a certain conclusion of what they have been interpreting to the audience, the end of a speech is a good time to do so. It might be for the reason, that the interpreter might not be completely sure, whether the listeners understood the point, or they just want to make the point more obvious even thought the listeners might have understood already. This sort of summarization can be although done in the middle of the speech as well. When the speaker finishes a longer and more complicated segment and the interpreter is not using any other techniques to simplify the text, summarization is good technique to be used, but they have to keep in mind that this will also be something, that will take their time.

Summarizing is not here to repeat the whole speech in short; it is more likely a tool that helps the interpreter to point out the idea of a shorter part that might have been more difficult to understand.

Generalization, the Salami Technique, simplification, explanation and summarization are techniques that were described in this chapter. All of them can be used in for any kind of interpretation in general on assumption that the interpreter is familiar with them. The use of these techniques is especially effective with longer parts of speech. In following chapter I am going to describe strategies for interpreting rhetorical language and those can be used within the techniques that I have mentioned in this chapter.

## 2.4   Rhetoric and types of rhetorical devices

Every interpreter or translator sometimes comes into contact with some kind of rhetorical device during translating and he or she has to deal with it in a way that it does not affect the content of translated text or speech. By affecting I mean using such

strategy of translation that would change the idea and possibly confuse the listener or the reader. There is lot of types of rhetoric that interpreter or translator can encounter and few kinds of strategies that he or she can use. This chapter describes both types of rhetorical devices and strategies for translation of figurative speech.

## 2.4.1 Rhetoric

Before getting to the description of strategies used to translation of rhetorical language, it should first be explained what rhetoric is and what forms it can have.

"In reading, speaking, or writing, rhetoric is a tool that enhances composition; its aim is to persuade, to inform, to express a personal thought, or simply to entertain the reader" (Molikan 2007, 3). Other definition describes rhetoric subsequently: "Traditionally, rhetoric is defined as the art of persuasion, but many theorists have argued that rhetoric cannot be reduced to an art that language is so profoundly and pervasively figurative that it is impossible to distinguish between natural or literal and rhetorical expression" (Richards 2008, 184).

According to Rhetorical Devices by Paul Molikan rhetoric can be divided into four categories:

- To persuade – "Persuasion is one of the oldest, and perhaps the most recognized, uses of rhetoric." Continuing with: "By arousing an emotional response, evoking powerful imaginery, or calling upon reputable authorities, rhetoric gives you a great deal of power with which to communicate your message. (Molikan 2007, 9)

- To inform – Information part can be also expressed by rhetoric although it may not bring such significant result as for instance when used in order to persuade.

- To Express – "Using rhetorical devices can ensure that your ideas shine." And "A mastery of rhetoric can help turn expressive essays into gems of writing that others will be excited to read" (Molikan 2007, 9).

- To entertain – Entertainment is major part of every speech and it is a great way how to capture your audience's attention. Here rhetoric can very well help you to make your entertainment even more effective.

Rhetoric is basically an umbrella title for all kinds of devices that speakers or writers use in order to attract higher attention of target audience by what is being told in their speeches and texts.

## 2.4.2 Some rhetorical devices

Rhetorical device is a tool through which we achieve creative and literary well made work. It helps to push the usual meaning of words to another level. Basically any device that creates this kind of literal change can be considered a rhetorical device. There exist a lot of devices that speakers or writers can use but it is not aim of this thesis to name all of them. Therefore I am going to choose such devices that can be found in the inaugural speech of George W. Bush that has served as a source for my work.

### 2.4.2.1 Figure

Probably the most common rhetorical device is a figure. "This is a generic term for all figurative language, for linguistic effects which involve either a substitution of one word for another that affects meaning (tropes), or a change in syntactic structure for emphasis or ornament ('figure of speech' or 'scheme'). In contrast to tropes, figures of speech involve a change in the structure of a sentence or group of words. This category includes both grammatical figures and rhetorical figures." (Richards 2008, 181) Apart from other kinds of rhetorical devices, figure of speech modifies the meaning of words not based on the literal meaning of the words in it but rather by repeating, omitting or rearranging the position of the words in the expression.

Examples of figures of speech could be for instance:

- Amplification – the doubling of words
- Epimone – the repetition of phrase or question
- Onomatiopoeia – the use of a word of which the sound imitates what it names
- Periphrasis – talking around something, usually through description
- Gradatio – the consecutive use of parallel words or sentences to convey gradation

## 2.4.2.2 Phrase

Broader term that is although present in most of the speeches and writing is a phrase. Phrase does not have as specific focus and definition as other devices and that is one of the reasons why it is more widespread that figure, metaphor of other devices.

"In everyday speech, people may refer to any group of words as a 'phrase.' In linguistics however this term has more precise meaning. First, a phrase must be a group of words which form a constituent. Second a phrase is lower on the grammatical hierarchy that clauses. Intuitively this means that phrases are in some sense 'smaller' than clauses. More precisely, simple clauses may (and usually do) contain phrases, but simple phrases do no (in general) contain clauses. As a preliminary definition, then, let us assume that a phrase is a group of words which can function as a constituent with a simple clause" (Kroeger 2005, 35).

In analyzed inaugural address the example of phrase can be found in second paragraph in a sentence: *I am honored and humbled to stand here, where so many of America's great leaders have come before me and many will follow*. Here a group of words *I am honored and humbled* can be considered a phrase.

## 2.4.2.3 Metaphor

Metaphor is a very common device as well. It has been used in Bush's Inaugural Address many times and mainly because of its simplicity and ease of use. In brief it can be defined subsequently: "A metaphor is an expression that says one thing, but means something else" (Fisher 2011, 5). According to Zoltán Kövecses metaphor implies comparison between two unlike entities without the use of 'like' or 'as' (Kövecses 2010, 7). By not using these conjunctions more force and emphasis is put on the comparison itself.

Example of metaphor is: *I was lost in a sea of nameless faces.*

Normally there would be no connection between the words *sea* and *face*, but when it is put into metaphorical context such as above we can clearly see that the word *sea* is here representing a lot of people.

## 2.4.2.4 Idiom

Idiom or idiomatic expressions is a figure of speech that has occurred in Bush's Inaugural Address a few times. According to the Cambridge Dictionary the definition of

idiom is following: "An idiom is a phrase whose meaning is different from the meanings of each word considered separately. These phrases have a fixed form – they usually cannot be changed – and they are often informal, but they can also be slang, ride slang, or even slightly formal. Many idioms are used in spoken English, but they also appear in newspapers and magazines, in books, and even in academic writing" (Heacock 2003, 9). Generally speaking idiom is a phrase that has other meaning rather than its literal meaning.

While they are both phrases and share similar characteristics, metaphor and idiom differ from each other. As mentioned above metaphor focuses more on the comparison part. It compares a thing or person to something that is likely to own similar characteristics. Idioms on the other hand carry a meaning that differs from the meaning the words would otherwise have when standing alone.

As a proof of this relationship a metaphor from inaugural speech and an idiom that contains the same word can serve.

*Rock in a raging sea* – Rock as an aggregate that is solid and hard. This is its general perception of it among people. When used in inaugural address as freedom and democracy that stands still over the hard times it compares it to the original meaning of rock and therefore we can say that this expression is a metaphor.

*Hit the rock bottom* – is and idiom meaning that when something or someone hits the rock bottom, things cannot get any worse from that point. This does not exactly point to the characteristic of a rock, which is hard and solid. Therefore we can say that this expression is an idiom.

### 2.4.2.5 Proverb
Last of the rhetorical devices that will be mentioned is a proverb. Proverbs as a part of verbal folklore can be connected with idioms and that mainly for the reason that the meaning of proverbs does not necessarily have to correspond with the characteristic of words used in it.

 Proverb is a traditional saying with some sort of advice or lesson hidden inside. Some proverbs that are nowadays used have existed in our society for many hundred years; some have developed during the nineteenth and twentieth century. Before the eighteenth

century term proverb also included metaphorical phrases and similes, and was used more loosely that it is today. (Speake 2008, 2)

In the first part of this chapter we have listed the most common rhetorical devices that are often used in political discourse some with the reference to George W. Bush's Inaugural Address. All of this can create an obstacle for interpreters and translators, although in many cases, especially with idioms and proverbs, there exists an equivalent translation into the target language.

## 2.5   Strategies of interpreting

As James Nolan describes in his book called Interpreting: Techniques and Exercises; it is easy for an interpreter to do their task when speakers use short, declarative sentences and speak at moderate speed. More complex sentences do not have to be a problem either, when spoken at slow pace. However the difficulties begin when more complex sentences are delivered at high speed. If the interpreter did not understand the meaning or got stuck in a sentence or phrase, it might be very difficult to catch up from that point (Nolan 2005, 25). This applies to rhetorical language in a way that rhetorical devices might represent the same difficulties as complex sentences, when mentioned in a speech and we have to find a way on how to cope with such obstacles mainly because the interpreter cannot be expected to know every single expression or word and has a right not to know some things. For this reason interpreter should not announce that any figurative expression is about to be said when the speaker implies that he will use one, but he should always try to deliver it somehow.  An interpreter should rather listen to the expression first and after they perceive it, then decide for suitable strategy of interpretation.

"In interpreting a speech, especially a fast speech, it is usually a good strategy to 'simplify the syntax as you go along', breaking up any long and convoluted sentences into shorter ones, identifying whole ideas or units of meaning, clarifying the relationship between the sentences (for yourself as well as for the audience), deleting superfluous and/or ambivalent conjunctions, and organizing lists of items by means of parallel constructions" (Nolan 2005, 25).

This is the general strategy for coping with difficult, complex sentences in a speech. Rhetorical devices or figurative expressions are however usually short and therefore

different strategies should to be used. In this chapter I am going to analyze strategies used for interpreting rhetorical language, such being, replacement by similar expression, replacement by equivalent expression, explanation, rephrasing, paraphrasing and lastly omission.

## 2.5.1 Replacement by similar expression

There is a lot of expressions, metaphors, idioms, similes or other rhetorical devices that are unique for a certain culture and can hardly be translated in the target language even if the interpreter might have understood the meaning of such expression. But in some cases the speaker can say a figurative expression of which the interpreter is not only aware and understands it, but they also know the very same or similar expression existing in the target language. This will most likely happen with idioms or similes; they can be found in various cultures with the same meaning differing only in language. This is the more fortunate situation and both interpreter and listener are most likely going to be satisfied with the outcome of the interpretation. Even though this might seem like the perfect situation where nothing else needs to be taken into consideration, in such cases however the interpreter must consider one thing. "*If the speaker says something like, 'As we say in western Bohemia…', then comes out with a really typical English saying such as 'Don't count your chicken before they're hatched', the English-speaking delegates listening to the interpretation are going to find the English interpreter extremely strange*" (Jones 2002, 112).

The listener would here probably wonder how come they have exactly the same saying in western Bohemia as they have in England. The interpreter has to consider whether the connection between the cultural background and the exact translation in the target language is not going to cause any confusion.

## 2.5.2 Replacement by equivalent expression

Still favorable situation occurs when the interpreter does not know the word-for-word translation of an idiom, simile or saying in the target language but understands it and is aware, that such expression exists in the target language and is able to deliver this equivalent to the listener. Here the interpreter should say the equivalent in the target language as he knows it instead of trying to interpret the expression as he hears it in the source language.

For example "'Don't count your chickens…' in French is literally, 'One mustn't sell the bearskin before killing the bear'. If a French-speaking delegate says this and the target language is English, the interpreter should not translate it literally and explain 'as the saying goes in French'. The delegates are not in the meeting to appreciate the curiosities of foreign languages; the interpreter should give the English equivalent of the French saying, with no qualification" (Jones 2002, 113)

## 2.5.3  Explanation, rephrasing, paraphrasing

As I have mentioned above, the interpreter should not alert the listeners that the speaker is about to use a figurative expression just in case he might not know the  equivalent of it in the target language, because the listener will be expecting to hear it. When the interpreter announces that such expression is about to come or when it is obvious that speaker is going to use one it is important that the interpreter pays a good attention to it. The bottom line is that the interpreter must understand the meaning of such expression. "To express ideas clearly and effectively, you must first have them clear in your own mind. It follows that if you wish to re-express someone else's ideas without having the possibility of repeating them word for word – which is the case for the interpreter – then you must make a clear, structured analysis of them. And to make that analysis you have to understand the individual ideas that are the basic building blocks of a speaker's line of reasoning" (Jones 2002, 11). Jones then continues to describe the stages of interpreter's work in dealing with such expressions as understanding at first, then analysing and lastly re-expressing, in my case re-expressing means explanation, rephrasing or paraphrasing.

### 2.5.3.1 Explanation

Explanation is the most common and least difficult way of re-expressing the idea, when the interpreter is not sure about the existence of interpreted expression in the target language. "If the meaning of the saying is clear to the interpreter but the saying does not have an equivalent in the target language, the interpreter should express the sense to the best of their ability without being put off by the form used by the speaker" (Jones 2002, 113). In another words interpreter should be able to explain the meaning of figurative expression even at the cost of not keeping the same form or type of such expression. This should be done mainly because such expression might have a connection to

something that the speaker is going to say further in their speech and leaving it out would cause confusion to the listener.

### 2.5.3.2 Paraphrasing

Another type of strategy is paraphrasing. As Bronislava Grygová explains in the book called Překlad a Překládání, the aim of translating is to create such a translation in a target language that has an identical meaning as what is being translated but the formal side of it is natural for the target language. Primary goal is to keep the identity of the meaning not the identity of form.

According to the Merriam - Webster dictionary paraphrasing is a restatement of a text, passage, or work giving the meaning in another form. This corresponds well with what Grygová says. (Grygová, 2010) While interpreting, the important part is that the listener gets a well formed message that makes sense in the language that they understand. The meaning can always stay the same even though we paraphrase the expression.

An example of an English proverb that could be paraphrased is:

*"What's good for the goose is good for the gander."*

Let's say I would like to avoid the words "goose" and "gander" and I am going to paraphrase this in a following way:

*"If it is good for you, it can also be good for others."*

### 2.5.3.3 Rephrasing

Last way of re-expressing an expression is to rephrase it. Rephrasing and paraphrasing are very similar, but paraphrasing is used more often while interpreting. The only difference that can be mentioned is that when paraphrasing, the exact idea is kept without any change but only the form changes. Unlike when rephrasing something, the idea that is being interpreted might be adjusted by adding similar words or phrases, although the idea will also remain the same. At the same time it is important that the interpreter does not adjust too much or adds anything extra to his interpretation that could subsequently change the meaning.

### 2.5.4  Omission

Omitting or leaving out figurative language could be referred to as the last option of dealing with a speech or text in interpretation. While this statement does not have to be

the truth about some parts of interpreted speech, when it comes to figurative language it does not often pay off to choose omission. "If the interpreter cannot even understand the meaning of the saying, they should ask themselves whether it is important enough for them to do something about. It is conceivable that they could just miss it out. If, however, they do not understand and the saying is important – for example it is used to express the speaker's conclusion at the end of a complicated line of argument and is thus crucial to understanding the speaker's position – the interpreter can only translate the saying as literally as possible and announce to their audience that this is, for example, a traditional Moravian saying" (Jones 2002, 113). This means that interpreters can omit unnecessary information without causing troubles or confusion, but they have to realize if such information is really unnecessary and can be omitted. With figurative expression it is unlikely, since there is high probability that such expression or phrase will refer to or will be the source of explanation to something else mentioned in the speech.

This chapter explained most common strategies being used during the process of interpretation. Each strategy is more or less suitable with different type of rhetorical device, expression or phrase and it is up to interpreter to choose the right one. Often times there also occurs situation, when the interpreter does not have to choose any strategy at all. This happens mostly when they already know the exact and correct form of the expression in target language and they simply interpret it right away. In cases where the meaning is not clear or when interpreters need to explain the expression differently because the target language requires this, they need to quickly decide for the optimum strategy.

# 3 PRACTICAL PART

## 3.1 Introduction to the practical part

In the theoretical part I have analyzed main interpreting techniques as well as strategies for interpreting rhetorical language within them. In this part, I shall investigate the application of these strategies and techniques and also the appropriateness of their use in each case.

As it was mentioned in the beginning, the Inaugural Address by George W. Bush is a source text for the analysis in the empirical part as well. The reason is to maintain the consistency of the thesis.

This speech delivered by George W. Bush was given to the students of Translation and Interpreting of the Palacký University in Olomouc. They listened to its audio-visual recording as an interpretation task in their class. Students interpreted the address into the Czech language, while trying to keep the form of expressions as faithful as possible to the original speech. In their interpreted versions I have focused on the ten previously analyzed figurative expressions from chapter 2.2.2. I have examined what interpretation strategies were used for the translation of the figurative language and of what techniques they were used within. All expressions are extracted from the interpreted speech and written down in the context. Expressions are put in tables in order to be more organized. Every table consists of the expression itself, context that the expression lies in, translation of each interpreter, translation proposed by me and statistics of techniques and strategies used. The abbreviations of techniques and strategies used for certain text are stated in the column next to it, whenever it was possible. First I mentioned the abbreviations of techniques that were used for the interpretation of the whole text. Abbreviations of strategies that were used for the expressions selected from the context are next to it. These abbreviations are separated with slash. Below every table a commentary summarizing the collected information is written. Apart from observing what strategies each student has decided to choose I have also focused on the fact if they understood the meaning of such expression and its link to the context of the speech.

My goal is first to find out, what are the most common strategies that interpreters tend to use with figurative expressions and second to see what techniques they use in general. Subsequently I want to analyze if certain types of rhetorical devices are generally being interpreted by specific strategies or if the choice of the strategy fully depends on the decision of the individual interpreter.

## 3.2 Corpus

As it was already mentioned at the beginning of the thesis, the inaugural address was delivered on the 20<sup>th</sup> of January 2001 at United States Capitol in Washington, D.C by George W. Bush at the day of his election for the President of the United States of America in direct elections.

The speech was delivered to an audience consisting of many thousands people and to other millions of listeners and television viewers all around the world. The speech was being very well pronounced and due to the high amount of people listening to it, it was being told at slow pace. It is accompanied with frequent and regular applause throughout the speech. This applause of the audience provokes a pause in the speech and therefore it gives the interpreter time to analyze the meaning and connection of the sentences within the speech. On the other hand the President is reading the text that has been prepared beforehand and for this reason he is not using any additional pauses and pause fillers that are present in speeches pronounced without preparation. As I have mentioned, this inaugural address is a very complex text, consisting of various figurative expressions and it requires a lot of attention from the interpreter's side. The text is due to its character very formal and the interpreter should maintain its form.

The transcript of the original speech contains 1584 words and its interpreted versions naturally vary in the number of words according to each interpreter, but also due to the usage of different strategies and techniques.

## 3.3 Tables with students' interpretations

Bellow is written the list of abbreviations used in the tables. These abbreviations specify the types of techniques, strategies and devices:

**RE** = Reformulation                    **REP** = Rephrasing of expression

**ST** = the Salami Technique             **PA** = Paraphrasing of expression

| SI = Simplification | OM = Omission |
|---|---|
| GE = Generalization | FI = Figure |
| EX = Explanation | PH = Phrase |
| SU = Summarizing | ME = Metaphor |
| RES = Replacement by similar expression | ID = Idiom |
| REE = Replacement by equivalent expression | PR = Proverb |
| EXP = Explanation of expression | |

| **1.** | **Conducted with spirit and ended with grace.** | PH |
|---|---|---|
| Context | As I begin, I thank President Clinton for his service to our nation. And I thank Vice President Gore for a contest conducted with spirit and ended with grace. | |
| Interpreter 1 | Na začátek svého projevu bych rád poděkoval prezidentu Clintonovi za jeho službu naší vlasti. A děkuji viceprezidentu Goreovi za to, že byl soupeř s charakterem a že ukončil svou kampaň v takovémto smyslu. | RE/REP |
| Interpreter 2 | Rád bych poděkoval prezidentu Clintonovi za jeho službu naší zemi a rád bych poděkoval viceprezidentovi Goreovi za jeho šlechetný souboj, který skončil s grácií. | RE/REP |
| Interpreter 3 | Chtěl bych poděkovat prezidentu Clintonovi a děkuji viceprezidentovi Goreovi za jeho soutěž, kterou vedl se slušností. | SI/REP |
| Interpreter 4 | Rád bych poděkoval prezidentu Clintonovi za jeho dobrou práci pro tuto zemi. Rád bych také poděkoval viceprezidentovi za jeho duchaplnou práci ukončenou grácii. | RE |
| My translation | Hned na začátku děkuji Prezidentu Clintonovi za jeho službu naší zemi. A děkuji víceprezidentu Goreovi za soutěž započatou kuráží a zakončenou velkorysostí. | |
| Statistics | Technique - 1x Simplification, 3x Reformulation<br>Strategy – 3x Rephrasing | |

Before I will analyze the first passage it needs to be mentioned that the interpreters rarely used only one type of a technique or strategy. More often the techniques and strategies were mixed and bordered each other. Keeping this in mind, I have always tried to select the strategy that prevailed in the given passage.

Table 1 commentary:

The context of the first phrase was mostly matter of literal translation and that is also how it was understood by the interpreters. For this reason the majority of them chose reformulation as their interpreting technique. One interpreter has chosen simplification and has applied it both on the whole segment and on the expression itself. This saved the interpreter's time and at the same time the original meaning was kept.

When it came to strategies, all interpreters have used the rephrasing strategy. In this case choosing this particular strategy was wise because the expression required no specific translation and no exact equivalent had to be used.

With the exception of the last interpreter, everybody understood the meaning of the context and chose adequate words for Presidents Bush's acknowledgement to Al Gore. The former did not understand the hidden message and therefore his/hers rephrasing strategy has significantly changed the meaning of the expression.

| 2. | Story of flawed and fallible people. | PH |
|---|---|---|
| Context | It is the American story--a story of flawed and fallible people, united across the generations by grand and enduring ideals. | |
| Interpreter 1 | Je to americký příběh, je to příběh mnoha lidí, kteří se rozhodli spojit na základě velkých ideálů. | SI/OM |
| Interpreter 2 | Je to příběh o lidech po všechny generace a jejich snahy o úžasné myšlenky. | SI/OM |
| Interpreter 3 | Je to příběh Ameriky, příběh omylných a chybujících lidí, příběh generací a ideálů. | ST/RES |
| Interpreter 4 | Je to americký příběh, příběh lidí, kteří jsou spojeni ideály, které trvají po celá desetiletí, po celé | RE/OM |

| | generace | |
|---|---|---|
| My translation | Je to Americký příběh, příběh o chybujících a omylných lidech, spojených velkolepými a trvajícími ideály napříč generacemi | |
| Statistics | Technique – 2x simplification, 1x The Salami technique, 1x reformulation<br>Strategy – 3x omission, 1x Replacement by similar expression | |

Table 2 commentary

The passage that table 2 deals with is shorter than the first one, yet it was more difficult for the interpreters. While analyzing the transcripts I have noticed that the interpreters have focused mostly on the second part of the passage. It seems that the interpreters consider this part more important in order to understand the context. They did not pay any attention to the phrase *flawed and fallible people* and 3 out of 4 interpreters have omitted this part completely.

Interpreter 3 did not omit this part but replaced it by a similar expression in the target language, therefore I consider his/her translation to be very accurate. This interpreter also applied the Salami technique very efficiently on the rest of the context. By "slicing up" the sentence and focusing on the main subject, he/she earned time and thus managed to interpret the expression.

From the translations into Czech it is obvious that the majority of the interpreters did not understand the meaning of the sentence and in most cases the interpretation differs from the original idea.

The following tables 3 and 4 both deal with the same passage. Because the techniques used in both tables were the same, I will describe them only in the table 3 commentary. The individual strategies will be analyzed for table 3 and table 4 separately.

| **3.** | **rock in a raging sea** | ME |
|---|---|---|
| Context | Through much of the last century, America's faith in freedom and democracy was a rock in a raging sea. Now it is a seed upon the wind, taking root in many nations. | |
| Interpreter 1 | Po mnoho let byla americká demokracie takovým pilířem a šla příkladem mnoha národům. | SI/REE |
| Interpreter 2 | Po většinu minulého století zajistila Amerika | RE/OM |

| | | |
|---|---|---|
| | demokracii ve své zemi a tato demokracie je nyní vzorem v ostatních státech | |
| Interpreter 3 | Jsme jako skála v rozbouřeném moři a nyní jako semínko ve větru, které zakořeňuje v národech | RES |
| Interpreter 4 | Naše demokracie byla jediným ostrovem klidu v tom divokém moři, je zapotřebí, abychom neustále pokračovali v naší zvolené cestě | SI/REE |
| My translation | Po většinu minulého století byla Americká víra ve svobodu a demokracii skálou v rozbouřeném moři. Nyní je jako semínko ve větru, zapouštějící kořeny v mnoha zemích | |
| Statistics | Technique - 2x Simplification, 1x Reformulation Strategy – 2x Replacement by equivalent expression, 1x Omission, 1x Replacement by similar expression | |

Table 3 commentary

The context, excluding the figurative expressions, requires literal translation or reformulation technique in order to achieve the most accurate translation. This passage has proven that all interpreters who tried to use other techniques than reformulation have failed in conveying the message. The text between the metaphors cannot be simplified.

As for the metaphors, it would be very difficult to express them in a different way than by replacing them by similar or equivalent expression. Regarding the first metaphor, it has generally been translated well by the interpreters. Even though the interpreter 2 has used rephrasing strategy in the second expression, he still managed to convey the meaning faithfully. Most of them used various translations of the word *rock* and placed them well into the context. Especially interesting substitutions were the expressions *pilíř* and *ostrov klidu*. The interpreter 3 used a replacement by similar expression strategy and translated the expression well, however he/she did not succeed in understanding the meaning and omitted the whole context.

| 4. | seed upon the wind, taking root in many nations | ME |
|---|---|---|
| Context | Through much of the last century, America's faith in freedom and democracy was a rock in a raging sea. Now it is a seed upon the wind, taking root in many nations. | |
| Interpreter 1 | Po mnoho let byla americká demokracie takovým pilířem a šla příkladem mnoha národům. | SI |
| Interpreter 2 | Po většinu minulého století zajistila Amerika demokracii ve své zemi a tato demokracie je nyní vzorem v ostatních státech | RE/REP |
| Interpreter 3 | Jsme jako skála v rozbouřeném moři a nyní jako semínko ve větru, které zakořeňuje v národech | RES |
| Interpreter 4 | Naše demokracie byla jediným ostrovem klidu v tom divokém moři, je zapotřebí, abychom neustále pokračovali v naší zvolené cestě | SI/OM |
| My translation | Po většinu minulého století byla Americká víra ve svobodu a demokracii skálou v rozbouřeném moři. Nyní je jako semínko ve větru, zapouštějící kořeny v mnoha zemích | |
| Statistics | Technique - 2x Simplification, 1x Reformulation Strategy – 1x Omission, 1x Replacement by similar expression, 1x Rephrasing | |

Table 4 commentary

In table 4 only interpreter 3 has chosen the replacement with similar expression strategy and his/her translation of the metaphor is very accurate. However in this case the metaphor stands alone without the context and so it does not meet the intended purpose. The rest of the interpreters either chose different strategy or did not manage to translate the metaphor at all. This led to wrong translation or omitting the expression completely.

From of two analyses above it is clear that interpreting metaphors is best to be done either by replacement with a similar expression or an equivalent one. Choice of this technique results in faithful preservation of the meaning.

| 5. | live up to the calling we share | ID |
|---|---|---|
| Context | We must live up to the calling we share. Civility is not a tactic or a sentiment. It is the determined choice of trust over cynicism, of community over chaos. And this commitment, if we keep it, is a way to shared accomplishment. | |
| Interpreter 1 | Zdvořilost není pouze taktika nebo sentiment. Je to cesta, kterou jsme si vybrali a pokud se jí budeme držet, můžeme dosáhnout společných cílů. | SI/OM |
| Interpreter 2 | Musíme žít v souladu s touto zdvořilostní taktikou, ale soucítit s tímto sentimentem. Je to vědomá volba občanů důvěry nad cynismem a je to závazek, který si ponecháme. | RE/RES |
| Interpreter 3 | Občané a uctivost není taktika, není to model cynismu společnosti, která převládne nad chaosem ale je to cesta jak dosáhnout úspěchu. | SI/OM |
| Interpreter 4 | Musíme svůj život žít pro hodnoty, které jsme vytvořili. Lidskost musí překonat cynismus a naše občanské povinnosti musí překonat chaos. | RE/REE |
| My translation | Musíme žít v souladu s povoláním, které sdílíme. Uctivost není ani taktika ani sentimentálnost. Je to odhodlané zvolení důvěry nad cynismem, pospolitosti nad chaosem. A tento závazek, pokud ho dodržíme, je cestou ke společnému úspěchu | |
| Statistics | Technique - 2x Simplification, 2x Reformulation<br>Strategy – 2x Omission, 1x Replacement by similar expression, 1x Replacement by equivalent idiom | |

Table 5 commentary

In the next segment of the speech primarily I want to focus on the first sentence, which contains the idiom *live up to*. Students' interpreted versions of this idiom proved what has been mentioned in chapter 3.4.2.4, where it was said that an idiom is a set of words that when put together, it carries other meaning rather than its literal meaning. Therefore it is always better to find an equivalent expression or similar one for idioms and idiomatic expression in the target language rather than trying to translate them literally.

Here the interpreters proved this assertion by using the strategy of replacement by equivalent expression in one case and the strategy of replacement by similar expression in another. The two remaining interpreters have decided to use an omission and leave

this expression out together with the whole sentence. Most likely they did not know the corresponding idiom in the target language and rather continued on to the next sentence.

A well chosen technique for the interpretation of the whole segment is simplification as the passage is quite long and contains a lot of mutually connected subjects. Two interpreters have decided to apply this technique while the other two chose the reformulation technique.

The interpreters generally understood the meaning of the context with the exception for the last interpreter, who did not completely finish the passage. This could of course confuse the listener in the target language.

| **6.** | **lest weakness invite challenge** | PH |
|---|---|---|
| Context | We will build our defenses beyond challenge, lest weakness invite challenge. We will confront weapons of mass destruction, so that a new century is spared new horrors. | |
| Interpreter 1 | Budeme budovat a budeme se stavět k výzvám. Budeme se snažit okleštit zbraně hromadného ničení. | OM |
| Interpreter 2 | Vybudujeme obranné systémy ve všech oblastech, abychom mohli čelit výzvám našeho světa a zbraně hromadného ničení, zakážeme, aby civilizace se nemusela bát této obrovské hrozby. | RE/OM |
| Interpreter 3 | Budeme stavět obranu i bez výzev. Budeme bojovat proti zbraním hromadného ničení tak abychom ušetřili další století jejich teroru. | RE/OM |
| Interpreter 4 | Posílíme naší obranyschopnost, schopnost země se bránit, abychom tak mohli stát proti jakékoliv hrozbě či výzvě. Postavíme se zbraním hromadného ničení proto, aby nadcházející století bylo ušetřeno těch hrůz, které jsme viděli ve století minulém. | RE/OM |
| My translation | Vybudujeme naší obranu navzdory všemu, protože možná slabost vzbuzuje výzvy. Budeme čelit zbraním hromadného ničení, tak aby nové století bylo ušetřeno dalších hrůz. | |
| Statistics | Techniques – 3x Reformulation<br>Strategy – 4x Omission | |

Table 6 commentary

The passage from the inaugural address analyzed in table 6 has caused many difficulties to the interpreters, resulting in omission of the selected phrase in all cases. None of the interpreters was able to translate the phrase completely and at the same time correctly. Two of them started the way but unfortunately were not able to finish it. My explanation for this is that the word *lest* was unknown to the interpreters as it is an archaic expression and since it connects the end with the rest of the sentence they were not able to translate it. In interpreting, a similar case can confuse the interpreter to such an extent that it leads to the omission of the whole sentence.

The first interpreter did not understand the passage completely and his/her translation does not make any sense. Three other interpreters tried to be as literal as possible by employing the reformulation technique. Considering that the passage is not too long, reformulation was a well chosen technique, through which the interpreter could achieve the most accurate translation. Those interpreters who used the reformulation technique all understood the passage well and were able to convey the meaning faithfully.

| **7.** | **compassion is the work of a nation** | FI/PH |
|---|---|---|
| Context | Government has great responsibilities for public safety and public health, for civil rights and common schools. Yet compassion is the work of a nation, not just a government. | |
| Interpreter 1 | Vláda má velkou zodpovědnost za své občany, zdravotnictví, zachování škol a další služby ale soucit je úkol celého národa, nejen vlády. | GE/RES |
| Interpreter 2 | Vláda má velkou zodpovědnost za zdraví lidí a nyní soucit je dílem národa ne vlády. | SI/RES |
| Interpreter 3 | Vláda má velkou zodpovědnost za veřejné zdraví a bezpečnost, právo a veřejné školy. Je to však práce národa a nejenom vlády. | RE/OM |
| Interpreter 4 | Vláda má obrovskou zodpovědnost za veřejné zdraví a veřejné bezpečí a za vzdělání, za práva. Ale mírumilovnost to není práce vlády, ale národa. | RE/REE |
| My translation | Vláda má velkou zodpovědnost za veřejnou bezpečnost a veřejné zdraví, za občanská práva a veřejné školy. Zatímco ale soucit je úkol národa, ne pouze vlády. | |

| Statistics | Technique - 1x Simplification, 2x Reformulation, 1x Generalization<br>Strategy – 1x Omission, 2x Replacement by similar expression, 1x Replacement by equivalent expression |
| --- | --- |

Table 7 commentary

This segment of the speech was not too difficult, it did however contain a lot of noun phrases. In the target language these noun phrases usually have a fixed translation and the difficulties may arise if the interpreter is not aware of them.

Students have varied in the techniques used as each of them has decided to choose their own one. The first interpreter has used the generalization technique. This technique helped him/her to make sure that if he/she misses out any of the noun phrases mentioned by the speaker, the idea of the speaker's message, which should be *services provided by government to people,* will still be transmitted to the listener. The simplification technique which was used by interpreter 2 is not the best option. If the speaker mentions more noun phrases that are essential for the listeners to know so they can create an image of what is being said, simplification might disturb this idea. Reformulation was used by other two interpreters.

As far as the strategies used for interpretation of the phrase are mentioned, all interpreters, apart from one, understood the reference and translated the idea correctly. The only difference among individual students was the translation of the word *compassion*.

| 8. | is not search for scapegoats, it is a call to conscience | ID/ME |
| --- | --- | --- |
| Context | America, at its best, is a place where personal responsibility is valued and expected. Encouraging responsibility is not a search for scapegoats, it is a call to conscience. And though it requires sacrifice, it brings a deeper fulfillment. | |
| Interpreter 1 | Amerika oceňuje osobní odpovědnosti a ne volení obětního beránka, je to výzva pro naše svědomí, a i když vyžaduje oběti, přinese nám nakonec uspokojení. | |
| Interpreter 2 | Amerika je zemí s osobními zodpovědnostmi, hodnotami a je to od ní také očekáváno. Povzbuzení našich cílů je na základě toho, že bychom měli | OM |

| | posílit naše svědomí a měli bychom opravdu věřit v ty věci, které si vytyčíme. | |
|---|---|---|
| Interpreter 3 | Povzbuzování zodpovědnosti vyžaduje osobní oběti. | OM |
| Interpreter 4 | Amerika je zemí kde si vážíme osobní zodpovědnosti a respektujeme ji. Snaha povzbudit zodpovědnost je voláním po větším zapojení. | SI/OM |
| My translation | Amerika v celé své kráse, je místem, kde osobní odpovědnost je ceněna a očekávána. Podporování odpovědnosti není hledání viníků, nýbrž výzva k uvědomění se. A přestože vyžaduje oběti, tak přináší hlubší naplnění. | |
| Statistics | Technique - 1x Simplification Strategy – 3x Omission | |

Table 8 commentary

For the interpreters, the segment in table 8 was the most problematic of all the segments analyzed. This was caused by great amount of figurative expressions that occurred here. Even though many of them tried to deal with this passage and translate it at least to some extent, none of them managed to translate this passage completely. Interpreter 1 was the only one, who was able to translate the idiom *scapegoat* correctly; however he/she was not able to connect it to the rest of the metaphor. This resulted in wrong translation of the sentence as a whole. Other students did not use any specific technique and the most frequent strategy was omission. I assume that they did not understand the idea of the expression at all.

As it was in tables 3 and 4, the next two tables again deal with the same segment so the techniques used here will only be analyzed in the table 9 and then the individual strategies in each of the tables.

| 9. | the race is not to the swift nor the battle to the strong | PR |
|---|---|---|
| Context | After the Declaration of Independence was signed, Virginia statesman John Page wrote to Thomas Jefferson: "We know the race is not to the swift nor the battle to the strong. Do you not think an angel rides in the whirlwind and directs this storm?" | |
| Interpreter 1 | Poté co byla podepsána deklarace o nezávislosti John | SI/OM |

| | Page napsal Thomasu Jeffersonovi, že jsme řízeni vyšší mocí a nesmíme se vzdávat… | |
|---|---|---|
| Interpreter 2 | Poté co byla podepsána deklarace o nezávislosti John Page napsal Jeffersonovi, že vždy má cenu snažit, nejsou zde bitvy jen pro silné a existuje zde vyšší síla, která řídí tuto bouři. | SI/REP |
| Interpreter 3 | A když byla deklarace o nezávislosti podepsána, tak John Page napsal Thomasi Jeffersonovi a nyní George Bush cituje pasáž z Bible a je to v podstatě o tom se my sami nezapříčiníme tak nenaplníme a neuspokojíme vyšší moc. | EX/EX |
| Interpreter 4 | Po vyhlášení nezávislosti Thomas Jefferson dostal dopis, ve kterém stálo: „Nejde o to, aby zvítězil ten nejsilnější, myšlenky jsou mnohem vyšší.“ | RE/OM |
| My translation | Poté co byla podepsána Deklarace nezávislosti, John Page, státník z Virginie, napsal Thomasu Jeffersonovi: „Víme, že závod není o rychlosti, stejně tak jako souboj není o síle. Nemyslíte si snad, že anděl se stále pohybuje ve vzdušném víru a vede nás pryč z této bouře?“ | |
| Statistics | Technique - 2x Simplification, 1x Explanation, 1x Reformulation Strategy – 2x Omission, 1x Rephrasing, 1x Explanation | |

Table 9 commentary

The segment consists of two expressions, one metaphor and one phrase. Both of them are passages from Bible or have religious content as it was described in chapter 3.2.2.

In this segment it was very difficult to analyze the techniques that were used. In general the interpreters tried to get the idea and the meaning of the whole passage and then simplify it. They have however reformulated the first part of the passage and interpreter 4 has rephrased it. In case of interpreters 1, 2 and 3, it was mostly a combination of the simplification and reformulation technique.

In most cases this combination led to the omission of the expression itself even though the general meaning was maintained. Especially the translation of the interpreter 3 was very interesting and the choice of the strategy used was quite professional. This interpreter has decided to use the explanation strategy and although he/she did not succeed in understanding it well, his/her assumption that President Bush is quoting

Bible was correct. With the use of the explanation strategy the translation was the following: "… John Page wrote a letter to Thomas Jefferson and now is George Bush quoting a passage from Bible that basically says this: …" Thanks to this the listener will then get the idea of what the speaker refers to.

| 10. | an angel rides in the whirlwind and directs this storm | ME |
|---|---|---|
| Context | After the Declaration of Independence was signed, Virginia statesman John Page wrote to Thomas Jefferson: "We know the race is not to the swift nor the battle to the strong. Do you not think an angel rides in the whirlwind and directs this storm?" | |
| Interpreter 1 | Poté co byla podepsána deklarace o nezávislosti John Page napsal Thomasu Jeffersonovi, že jsme řízeni vyšší mocí a nesmíme se vzdávat… | SI/REP |
| Interpreter 2 | Poté co byla podepsána deklarace o nezávislosti, John Page napsal Jeffersonovi, že vždy má cenu snažit, nejsou zde bitvy jen pro silné a existuje zde vyšší síla, která řídí tuto bouři. | SI/REP |
| Interpreter 3 | A když byla deklarace o nezávislosti podepsána, tak John Page napsal Thomasi Jeffersonovi a nyní George Bush cituje pasáž z Bible a je to v podstatě o tom se my sami nezapříčiníme tak nenaplníme a neuspokojíme vyšší moc. | EX/EX |
| Interpreter 4 | Po vyhlášení nezávislosti Thomas Jefferson dostal dopis, ve kterém stálo: „Nejde o to, aby zvítězil ten nejsilnější, myšlenky jsou mnohem vyšší." | RE/OM |
| My translation | Poté co byla podepsána Deklarace nezávislosti, John Page, státník z Virginie, napsal Thomasu Jeffersonovi: „Víme, že závod není o rychlosti, stejně tak jako souboj není o síle. Nemyslíte si snad, že anděl se stále pohybuje ve vzdušném víru a vede nás pryč z této bouře?" | |
| Statistics | Technique - 2x Simplification, 1x Explanation, 1x Reformulation, Strategy – 1x Omission, 2x Rephrasing, 1x Explanation | |

<u>Table 10 commentary</u>

The translation of the 10<sup>th</sup> expression was more successful in terms of maintaining the original idea. Interpreter 1 and 2 both rephrased the expression, only that interpreter 2 was more literal and more faithful to the original text and his/hers translation was better. Interpreter 3 has implied the explanation strategy and the translation of interpreter 4 was not successful due to the omission.

An interesting part was also the translation of the word *angel*. Surprisingly, most of the interpreters have decided to paraphrase this word and its immediate context by substituting them for the expression *higher power*. Possible explanation of this substitution is that in this case the target language is less explicit when it comes to religious terms. Mentioning the word *angel* especially in formal speech such as in inaugural address would be rather unsuitable.

# 4 STATISTICS

Before moving to the evaluation of the experiment itself I would like to outline the statistics of the techniques and strategies used in the experiment. Number of occurrence of each technique and strategy examined in chapters 2.3 and 2.5 is written bellow. The following statistics is not meant to be an objective and general conclusion for techniques and strategies used with figurative language. Such conclusion cannot be made on the base of the number of subjects and analyzed expressions. The correctness of my translation, to which the interpreted text was compared, also might not be always 100% accurate and other versions are possible. Therefore it should rather be understood as an example of what advantages and benefits can certain techniques and strategies have for interpreting figurative language and its verification.

## 4.1 The summary of techniques and strategies used:

Techniques

- Reformulation: was used 16 times within the extracts

- Simplification: was used 15 times within the extracts

- The salami technique: was used once within the extracts

- Generalization: was used once within the extracts

- Explanation: was used 2 times within the extracts

- Summarization: was not used within the extracts

Strategies

- Replacement by similar idiom: was used 6 times within the expressions

- Replacement by equivalent idiom: was used 4 times within the expressions

- Explanation: was used 2 times within the expressions

- Paraphrasing: was not used within the expressions

- Rephrasing: was used 7 times within the expressions

- Omission: was used 18 times within the expressions

## 4.2   The summary of strategies used with rhetorical devices:

In this chapter I shall merely focus on strategies and their use with rhetorical devices extracted from corpus. For every rhetorical device the three most common strategies of interpreting will be mentioned.

- Phrase – Omission 8x, Rephrasing 3x, Replacement by similar expression 3x

- Metaphor – Omission 6x, Replacement by similar expression 2x, Replacement by equivalent expression 2x

- Idiom – Omission 5x, Replacement by similar expression 1x, Replacement by equivalent expression 1x

- Proverb – Omission 2x, Rephrasing 1x, Explanation 1x

# 5 CONCLUSION

In this chapter I shall evaluate the results of the experiment and subsequently make general conclusion. In the theoretical part the main focus was put on strategies used for interpreting of figurative language and on techniques of interpreting in general. In the practical part I have analyzed the frequency and efficiency of individual techniques and strategies used in the 10 extracted passages from G. W. Bush's first inaugural address. I had the whole address interpreted by students as a part of their interpreting seminar. Out of 8 students who have participated in the experiment I have chosen 4 students.

Despite the fact that interpreted speech was difficult as it contained many phrases and rhetoric, interpreters have dealt with the speech well, carrying the idea thorough the text faithfully. The most significant complications appeared when the interpreted speech contained more phrases in a row and figurative expressions were in the middle. In such case interpreters were forced to omit such expressions. On the other hand when the text around figurative expressions had a simple idea, which could have been easily interpreted, the students have focused more on the expression itself. They did not omit the expression but rather tried to find a different strategy for its translation.

The most frequent technique that the interpreters have used within the extracts in general was the simplification technique.  If the interpreter needed to earn an extra time in difficult passages, the choice of simplification was convenient. The interpreters have listened to longer parts of the speech and focused on the idea of the message, which was then simplified and delivered in the way they understood it. The second most frequent technique was reformulation that is very common in interpreting. In this particular speech the students applied this technique because following the speaker was not easy. The reformulation technique enabled them to use word for word translation and at the same time adjust the text. The interpreters however often failed to convey the idea.

When it comes to strategies used merely with figurative expressions, omission prevailed significantly. As it was mentioned in the theoretical part omission is a possible option when it comes to interpreting rhetoric. But interpreters must not let the listener know that they are about to omit the expression. Here most students have failed. Even though they did not understand the expression they began interpreting it but were not able to finish it, or else they finished it but incorrectly. The strategy of replacement by

similar/equivalent expression was proved to be the most appropriate for interpreting figurative expressions, just as the theoretical part has predicted. The replacement by similar expression was the second most frequent strategy used by interpreters and the replacement by equivalent expression strategy was right behind it. The positive discovery is that students mostly succeeded in conveying the meaning, when they decided to employ these strategies.

Regarding the connection between specific rhetoric devices and specific strategies used for their translation, there was no general consistency apart from metaphors and idiomatic expressions. With these devices interpreters mostly used the strategy of replacement by similar or equivalent expression as the second most common strategy after omission. It was proven that these strategies, when used correctly, can carry the idea and meaning better to the listener.

To sum up, the most common techniques used by interpreters in text that contains figurative expression are simplification and reformulation. When the speech contained more subjects, interpreters tented to simplify the text and when the speech was shorter but more difficult to follow, they preferred reformulation. The most common strategy used with figurative expressions is definitely omission. Nonetheless with the specific rhetorical devices which were mentioned above, the replacement by similar or equivalent device was a better strategy.

Interpreting figurative language is one of the most difficult parts of interpreting in general. Unless the interpreter receives the list of expressions mentioned in the speech beforehand, it is not easy to find the most suitable interpreting strategy for the figurative expression. Then it automatically leads to omission in the majority of cases as it was proved in my experimental verification. If the expression is interpreted literally it may be misleading and may confuse the listener. This could be a lesson to the speakers who are being interpreted. They should avoid the use of figurative language as much as possible. But if they decide to use such language, they should at least provide the interpreter with the list of figurative expressions, which they will use.

# 6  RESUMÉ

Tato bakalářská práce se zabývá technikami a strategiemi tlumočení figurativního neboli rétorického jazyka v politickém diskursu. Cílem je zjistit jaké jsou nejvíce používané techniky a strategie, jejich výhody, popřípadě nevýhody a jejich provázanost k druhům figurativního jazyka prostřednictvím experimentálního ověření při tlumočení prvního inauguračního projevu George W. Bushe. Pro toto ověření byli využiti studenti tlumočnictví z Univerzity Palackého v Olomouci, v rámci cvičení během tlumočnického semináře.

Práce je rozdělena na dvě části, část teoretickou a část praktickou. V teoretické části se zaměřuji nejprve na stručný popis politického diskursu, jenž zahrnuje politické projevy, debaty a jednání a dále na jejich specifika a cíle. Toto je doplněno rozborem prvního inauguračního projevu prezidenta Bushe a událostmi kolem jeho pronesení ve Washingtonu D. C. v roce 2001. Součástí této kapitoly je i 10 vybraných pasáží, obsahující figurativní výrazy, které jsou analyzovány a mnou přeloženy. Tyto výrazy včetně jejich kontextu jsou poté využity v praktické části.

V tlumočení často dochází k situacím, kdy se obtížnost tlumočeného textu mění v závislosti na struktuře a typu textu který je tlumočen. V případě, že taková situace nastane, tlumočník si může text zjednodušit za použití určitých technik. Například technikou reformulace, takzvanou Salámová technika, technikou zevšeobecnění apod. V tomto případě jsem se inspiroval zejména Roderickem Jonesem a jeho knihou Conference Interpreting Explained. Tyto techniky jsou podrobněji popsány v následující třetí kapitole.

V další části textu se již dostávám k figurativní části jazyka a to zejména k určení druhů rétorického jazyka. Těchto druhů existuje velké množství, já však v této práci popisuji ty nejzákladnější a nejvíce používané z nich jako jsou například metafory, idiomy, fráze a rčení.

Následující a zároveň poslední kapitola teoretické části už konkrétně popisuje strategie pro překlad figurativního jazyka vyskytujícího se v různých formách, které byly popsány v předchozí kapitole. Strategiemi je myšleno například nahrazení původního figurativního výrazu ze zdrojového jazyka (zde angličtina), výrazem stejným nebo

ekvivalentním v jazyce cílovém (zde v češtině). Základní terminologie tlumočení je v textu vysvětlena.

Praktická část se pak zabývá experimentálním zhodnocením technik a strategií v praxi. Studenti tlumočili nahrávku výše zmíněného inauguračního projevu do českého jazyka. Vybrané části projevu z druhé kapitoly byly následně přepsány, zaznamenány do tabulek a na základě porovnání s mým překladem, byly určeny techniky a strategie, jež byly pro jejich překlad užity. Každá tabulka je následně doplněna komentářem, kde jsem popsal důvody využití konkrétních metod, které určitý tlumočník zvolil a jejich výhody popřípadě nevýhody. Statistické výsledky experimentu jsou následně zaznamenány v navazující kapitole.

Na základě tohoto experimentu jsem došel k závěru, že nejčastěji využívaná technika pro překlad textů, které obsahují různé figurativní výrazy, je technika zjednodušení textu. Tato technika byla používána zejména v případě, kdy řeč obsahovala množství různých nominálních slovních spojení. Další technikou s téměř stejným počtem užití byla pak technika reformulace. Co se týče strategií při překladu konkrétních figurativních výrazů, tak zde velkou mírou převládala technika vynechání celého výrazu.

Překlad figurativního jazyka je obecně jedna z nejtěžších částí tlumočení. Pro tlumočníka není jednoduché najít odpovídající překlad k takovému výrazu, aniž by předem obdržel seznam výrazů, jež budou v textu použity. V takovém případě pak toto většinou vede k vypuštění celého výrazu, jak se prokázalo v této praktické části. Pokud naopak tlumočník přeloží výraz doslovně, výsledek může být zavádějící a může zmást posluchače. Toto by mělo sloužit jako ponaučení pro řečníky, kteří vědí, že jejich řeč bude tlumočena. Takový řečník by se měl snažit vyvarovat používání figurativního jazyka a v případě, že se ho rozhodnou I tak použít, poté by měl alespoň poskytnout tlumočníkovi seznam výrazů, které použije.

# 7  APPENDIX

## 7.1  Appendix 1 – Transcription of the original speech

GEORGE W. BUSH

First Inaugural Address

January 20, 2001

President Clinton, distinguished guests and my fellow citizens, the peaceful transfer of authority is rare in history, yet common in our country. With a simple oath, we affirm old traditions and make new beginnings. As I begin, I thank President Clinton for his service to our nation. And I thank Vice President Gore for a contest ==conducted with spirit and ended with grace==. I am honored and humbled to stand here, where so many of America's leaders have come before me, and so many will follow. We have a place, all of us, in a long story--a story we continue, but whose end we will not see. It is the story of a new world that became a friend and liberator of the old, a story of a slave-holding society that became a servant of freedom, the story of a power that went into the world to protect but not possess, to defend but not to conquer. It is the American story--==a story of flawed and fallible people==, united across the generations by grand and enduring ideals. The grandest of these ideals is an unfolding American promise that everyone belongs, that everyone deserves a chance, that no insignificant person was ever born. Americans are called to enact this promise in our lives and in our laws. And though our nation has sometimes halted, and sometimes delayed, we must follow no other course. Through much of the last century, America's faith in freedom and democracy was ==a rock in a raging sea==. Now it is a ==seed upon the wind, taking root in many nations==. Our democratic faith is more than the creed of our country, it is the inborn hope of our humanity, an ideal we carry but do not own, a trust we bear and pass along. And even after nearly 225 years, we have a long way yet to travel. While many of our citizens prosper, others doubt the promise, even the justice, of our own country. The ambitions of some Americans are limited by failing schools and hidden prejudice and the circumstances of their birth. And sometimes our differences run so deep, it seems we share a continent, but not a country. We do not accept this, and we will not allow it. Our unity, our union, is the serious work of leaders and citizens in every generation. And this is my solemn pledge: I will work to build a single nation of justice and opportunity.

I know this is in our reach because we are guided by a power larger than ourselves who creates us equal in His image. And we are confident in principles that unite and lead us onward. America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American. Today, we affirm a new commitment to live out our nation's promise through civility, courage, compassion and character. America, at its best, matches a commitment to principle with a concern for civility. A civil society demands from each of us good will and respect, fair dealing and forgiveness. Some seem to believe that our politics can afford to be petty because, in a time of peace, the stakes of our debates appear small. But the stakes for America are never small. If our country does not lead the cause of freedom, it will not be led. If we do not turn the hearts of children toward knowledge and character, we will lose their gifts and undermine their idealism. If we permit our economy to drift and decline, the vulnerable will suffer most. ==We must live up to the calling we share==. Civility is not a tactic or a sentiment. It is the determined choice of trust over cynicism, of community over chaos. And this commitment, if we keep it, is a way to shared accomplishment. America, at its best, is also courageous. Our national courage has been clear in times of depression and war, when defending common dangers defined our common good. Now we must choose if the example of our fathers and mothers will inspire us or condemn us. We must show courage in a time of blessing by confronting problems instead of passing them on to future generations. Together, we will reclaim America's schools, before ignorance and apathy claim more young lives. We will reform Social Security and Medicare, sparing our children from struggles we have the power to prevent. And we will reduce taxes, to recover the momentum of our economy and reward the effort and enterprise of working Americans. We will build our defenses beyond challenge, ==lest weakness invite challenge==. We will confront weapons of mass destruction, so that a new century is spared new horrors. The enemies of liberty and our country should make no mistake: America remains engaged in the world by history and by choice, shaping a balance of power that favors freedom. We will defend our allies and our interests. We will show purpose without arrogance. We will meet aggression and bad faith with resolve and strength. And to all nations, we will speak for the values that gave our nation birth. America, at its best, is compassionate. In the quiet of American conscience, we know

that deep, persistent poverty is unworthy of our nation's promise. And whatever our views of its cause, we can agree that children at risk are not at fault. Abandonment and abuse are not acts of God, they are failures of love. And the proliferation of prisons, however necessary, is no substitute for hope and order in our souls. Where there is suffering, there is duty. Americans in need are not strangers, they are citizens, not problems, but priorities. And all of us are diminished when any are hopeless. Government has great responsibilities for public safety and public health, for civil rights and common schools. Yet ==compassion is the work of a nation==, not just a government. And some needs and hurts are so deep they will only respond to a mentor's touch or a pastor's prayer. Church and charity, synagogue and mosque lend our communities their humanity, and they will have an honored place in our plans and in our laws. Many in our country do not know the pain of poverty, but we can listen to those who do. And I can pledge our nation to a goal: When we see that wounded traveler on the road to Jericho, we will not pass to the other side. America, at its best, is a place where personal responsibility is valued and expected. Encouraging responsibility ==is not a search for scapegoats, it is a call to conscience==. And though it requires sacrifice, it brings a deeper fulfillment. We find the fullness of life not only in options, but in commitments. And we find that children and community are the commitments that set us free. Our public interest depends on private character, on civic duty and family bonds and basic fairness, on uncounted, unhonored acts of decency which give direction to our freedom. Sometimes in life we are called to do great things. But as a saint of our times has said, every day we are called to do small things with great love. The most important tasks of a democracy are done by everyone. I will live and lead by these principles: to advance my convictions with civility, to pursue the public interest with courage, to speak for greater justice and compassion, to call for responsibility and try to live it as well. In all these ways, I will bring the values of our history to the care of our times. What you do is as important as anything government does. I ask you to seek a common good beyond your comfort; to defend needed reforms against easy attacks; to serve your nation, beginning with your neighbor. I ask you to be citizens: citizens, not spectators; citizens, not subjects; responsible citizens, building communities of service and a nation of character. Americans are generous and strong and decent, not because we believe in ourselves, but because we hold beliefs beyond ourselves. When this spirit of citizenship is missing, no government program can replace it. When this spirit is present, no wrong can stand against it. After the Declaration of Independence was signed, Virginia

statesman John Page wrote to Thomas Jefferson: ``We know the race is <mark>not to the swift nor the battle to the strong</mark>. Do you not think <mark>an angel rides in the whirlwind and directs this storm</mark>?''

Much time has passed since Jefferson arrived for his inauguration. The years and changes accumulate. But the themes of this day he would know: our nation's grand story of courage and its simple dream of dignity. We are not this story's author, who fills time and eternity with his purpose. Yet his purpose is achieved in our duty, and our duty is fulfilled in service to one another. Never tiring, never yielding, never finishing, we renew that purpose today, to make our country more just and generous, to affirm the dignity of our lives and every life. This work continues. This story goes on. And an angel still rides in the whirlwind and directs this storm. God bless you all, and God bless America.

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# 9  ANOTACE

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| Anotace v ČJ: | Bakalářská práce se zabývá problematikou figurativního jazyka a technikami a strategiemi pro jeho překlad z anglického jazyka do češtiny. Vychází z prvního inauguračního projevu G. W. Bushe a jeho přetlumočení studenty tlumočení |

Univerzity Palackého. Z projevu bylo vybráno 10 figurativních výrazů a následně byly analyzovány techniky a strategie, jež tlumočníci použili při u těchto výrazů, ty jsou poté srovnány s vzorovým překladem. V závěru je vyhodnoceno používaní jednotlivých strategii a technik.

Anotace v AJ:

This thesis deals with the question of figurative language as well as with the techniques and strategies for its translation from English to Czech. It is based on the first inaugural address of G. W. Bush and its interpreting by students from Palacký University. Ten figurative expressions were selected from the inaugural address and the techniques and strategies used for their translation were subsequently analyzed. Afterwards the translations were compared with the translation proposed by me. The last part of the thesis concentrates on the evaluation of the techniques and strategies used by students.