

CHALLENGES OF TRANSLATION: HOW FAR DOES STYLE INTERFERE WITH RESPONSES FROM DIFFERENT CULTURES?

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Reader response theories (e.g., Rosenblatt 1938 / 1995; Iser 1978; Fish 1980; Miall and Kuiken 2002) argue that meaning is not stable and that interpretations will necessarily vary depending on each individual reader's life experience, language proficiency and cultural background, among other factors. If we consider that poems are made of language and that individuals construct meaning as they make sense of the language patterns on the page, we may hypothesize that different linguistic renderings of the same poem may bring about different reactions.

To verify this hypothesis, this paper compares translations of the same poem (Poe's "The Lake") into three different languages (Portuguese, Ukrainian and Russian) to check whether the solutions acknowledged translators found may actually lead readers from two different cultural settings, in this case Brazil and Ukraine, to a range of reactions. The findings from an earlier paper (Chesnokova et al. 2017) indicate that Brazilians evaluated the original in English as more mystical than the translation. They also considered the original gloomier, more mysterious and more exciting while the version in Portuguese was considered duller. The Russian translation appeared to be the most positively coloured one: it was evaluated as lighter and more encouraging than the original. At the same time, the participants perceived the text in Russian as more mysterious and more solitary than the English version. Alternatively, the poem in Ukrainian appeared to the participants to be sadder, gloomier, lonelier and more solitary than the text in the original. Yet it was evaluated as more interesting and more exciting.

As a follow-up from the previous study, in this paper we carry out a stylistic comparison between the original in English and three translations (in Portuguese, in Ukrainian and in Russian) line by line, and compare the analysis with the reactions of 500 participants divided into 5 groups: Brazilians reading the original version; Brazilians reading the translation into Portuguese; Ukrainians reading the original version; Ukrainians reading the

translation into Ukrainian; and Ukrainians reading the translation into Russian. We also compare the stylistic analysis of the authors of this paper to those of three expert readers in each language in order to validate the study.

The results indicate that each translation does indeed create a singular context that affects the readers' responses. In terms of methodology, this paper contributes by offering empirical data to individual and collective reactions. We demonstrate that the wording in which the poems are rendered affects the way readers perceive verbal artistry – for better or for worse. The implication for translation studies is the conclusion that translators should privilege effect over word-by-word renderings when performing their task. In terms of literature teaching, this paper indicates that teachers should be very careful when opting for translated texts.

Bibliography:

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COMMUNICATIVE MEANING IN INTERCULTURAL COMMUNICATION

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Cognitive-discourse approach provides an organic interconnection and interaction of cognitive and communicative factors in the process of communication. Dialogic discourse as a sphere of human activity is systemic in its nature. It means that all components of the dialogue are closely linked with each other. In the dialogue of cultures a sentence, an utterance and a speech act can be considered as units of the same level, differing from each other only in the complexity of the internal structure. The sentence as a model of (sound) implementation of the thought has the