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**Dynamic Screening as a Cognitive Process in the Polish Translation of the BBC Online Coverage of Ukraine Crisis**

The dissertation touches upon multiple issues related to translation, starting with the introduction to the main issues and questions related to translation understood as a process as well as a product, the notions of equivalence, notions originating in traditional, as well as, in cognitive linguistics. What is more, it contains our own outlook on the issues presented in respective chapters, including our own notions related to the process of translation, such as dynamic cognitive screening, the division of text into thematic chunks (i.e. frames, cameos, and scenes), the adaptation of the notions introduced by Jakobson (i.e. intralingual, interlingual, and intersemiotic translation) and a multi-layered model of translation. All the above notions are directly and indirectly applied in the analysis of translations produced by 3rd year BA students, studying at the English Department (MCSU). The perspective is cognitive, and as such anthropocentric. The dissertation in question comprises 4 chapters.

In Chapter 1, we provided a general background for further investigation of the questions related to translation understood in the broad sense. We looked at the etymology of the word translation. We also gave several dictionary definitions of the word, as well as a number of encyclopaedic entries. We also gave a brief description of translation studies as proposed by James S. Holmes, and understood as a theoretical framework for systematic analyses of the problems related to the process of translation and translation understood as a product. The historical background, provided in this chapter, gave us understanding of the key issues and problems recurring throughout history related to the said phenomenon. The major questions have not changed since, yet the some of the views on translation have. Apart from the introductory remarks, the issues related to the interdiscipline of translations studies, in this particular chapter, we begun the somehow diachronic quest aimed at investigating the notions appearing and recurring in the reflection upon translation, starting with the Roman

period, the issues related to early Bible translations, and the ideas prevalent in the period from the 16th to the 19th century.

In Chapter 2, we concentrated on modern theories, and we traced back how early theorists had influenced the perception of the process of translation and translation in general further down the line. The nature of translation is complex and the problems related to it – be it the process of translation, translation as a tool for intercultural communication, or critical assessment of the end product – border on several branches of science. Thus, it is hard to delimit it to linguistics or translation studies only. If so, the approach can be considered interdisciplinary due to the nature of the issue at hand.

In the said chapter, we looked at a number of ideas on translation from the beginning of the 20th century to the 1990s. We looked at the early modern theories of translation, but more importantly, in the context of this dissertation, we touched upon the linguistics-oriented theories of the 1940s and 1950s. In the context of this time period, we briefly discussed some of the most influential ideas still present in translation studies, e.g. Jakobson's functions of language, which we will also use in our analysis (see, e.g.: Chapter 4), or the notions of translation methods, techniques, and procedures (e.g. Vinay and Darbelnet, also used in our analysis). Then we moved on to the 1960s and 1970s, and to the concept of equivalence, which, without any doubt, and despite constant criticism is still a very important notion present in translation studies (see: e.g. Chapter 3, tertium comparationis, and Tabakowska's ideas on equivalence). Moreover, we had a brief discussion on the Skopos theory, one of the first – if not the first – truly functional theory of translation. We also had a look at ideas presented by Joseph L. Malone, in order to show where quasiscientific and, in Newmark's words, "derivative" thinking may lead. This chapter ends in the 1990s, and this particular decade constitutes a link between Chapter 2 and the following chapter, i.e. Chapter 3, where we abandoned the chronological perspective in favour of the ideas that are the most interesting to us.

In Chapter 3, we had a brief overlook of cognitively influenced ideas on translation, which – to a large degree – stand in opposition to 'classical' translation theory. However, we also sought the 'points of contact', where classical notions can work together with cognitive linguistic approaches to translation. The chronological point of departure for Chapter 3, interlocked with the ending of Chapter 2, i.e. in the 1990s. We looked at a number of

translation scholars and their cognitively influenced ideas, including, among others, Ernst August-Gutt (relevance theory, Sperber and Wilson), Hornby's integration model (and Fillmore's frame semantics), Sandra Halverson's critique of the notion of equivalence, Tabakowska's comments on the notion of construal (Langacker) used in translation theory, or her novel perception of the notion of equivalence seen at the level of imagery where it serves as the tertium comparationis. We also had a brief discussion on Hejwowski's functionalism, i.e. his cognitive-communicative theory of translation. Moreover, we discussed some of the pre-cognitive linguistic ideas of Polish scholars in order to show why cognitive linguistic approaches to translation found 'fertile ground' in the minds and hearts of some of the most renowned Polish translation scholars. We obviously were not able to discuss all the ideas on translation originating in cognitive linguistics, as this would be an impossible task. Towards the end of this chapter, we started introducing our own ideas on translation seen as a process and as a product. We tried to provide links between 'old theory' and some of the new approaches. We developed our ideas further in the following chapter (i.e. Chapter 4), where we also put them to test.

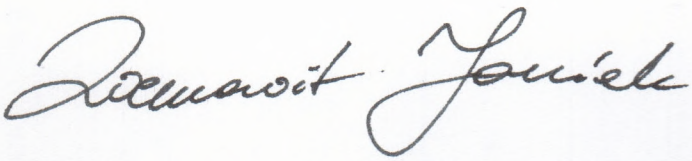
In Chapter 4, we put our theory to practice, in order to determine whether the way we see translation process can be directly or indirectly observed through the analysis of the readymade product in the form of TLTs. Here the notions earlier indroduced by us, such as our specifically understood notion of intersemiotic translation, cognitive dynamic screening, or the division of texts into frames, cameos and scenes are put into practice. We begin this chapter, for obvious reasons, with remarks concerning the methodology of our research. It may be said that our approach is based on triangulation, as the analysis of the material (i.e. TLT produced by 3rd year students, studying at the English Department, MCSU) covers the analysis of cases as well as statistical analysis. After the section concerning methodology, we went on to the analysis of the SLT.

Our own approach and the consequent notion of dynamic cognitive screening itself stems from the idea that "[l]anguage is based on our experience as human beings in this world, in a culture and in a society, and therefore, all the knowledge that we have about the system of our language must arise from our experience." (Rojo and Ibarretxe-Antuñano 2013: 11-12). We do believe that "[m]eanings reflect the mental categories we create from our interaction with the world and our conceptual structures are invoked in language use and

comprehension." (pp: 11-12). We wholeheartedly agree with the idea of embodiment as presented by Lakoff, and also with theoretical and empirical underpinnings of that particular theory. We also believe that Tabakowska (1993) is right in her perception of the process of translation and, we also believe that her understanding of equivalence is correct. The notion itself and other 'classical' notions in translation studies, can find their place in cognitive linguistic theories of translation; they cannot be simply disregarded as useless. Obviously some of the classical notions will not be of use in cognitively influenced models, but others, including the idea of equivalence can be adapted in a similar way as Tabakowska (1993) adapted equivalence. Otherwise, we will re-invent what is already present in translation theory (see: the example of Malone's trajections). With regards to equivalence, apart from the fact that texts should be compared via imagery evoked, we also believe that the notion of text, as such, has to be understood as the sum total of the scenes evoked. Here, we are somehow literal in the understanding of text processing. Let us now move on, from general ideas, to the conclusions related to our analysis a bit more directly. If so, we also agree with Snell-Hornby on her understanding of text typology based on the cognitive category distinction of prototype-periphery. This is why, in our view, as texts differ greatly depending on whether one deals with literature (novels, short stories), informative texts (news reports), or strictly technical texts (such as instruction manuals). If so, one may suggest that the processing of different texts by the intended audience and the translator may vary in terms of, for instance, conceptualizations or the processes behind ICMs. We suggest that even here, in terms of how one interacts with a given text, we may speak of a certain continuum. Thus, texts that are highly technical would be, in terms of imagery, the most 'static' and schematic, while on the other hand, novels and short stories (i.e. narratives) would be the most productive in terms of the dynamic screening processes suggested by us.

In such an understanding, informative texts (including the one analysed by us), would place themselves in between the opposite genres mentioned above, a little closer to the more dynamic pole. Therefore, the more prototypical a text is, no matter where it is placed on the continuum, the more/less dynamic it should be, and the less mental force it requires. We suggest that less prototypical texts require more effort on the part of the reader. In general, various texts may be processed differently by different audiences and translators, and there is no universal way of interaction with the written word. Thus, some 'symptoms' may or may

not be present in various readings/renderings (or in short TLTs) of the same SLT. Consequently, certain trends hinted upon in the section on statistical analysis would be more visible from the point of view of empirical analysis, in the case of some texts, and less visible in others.

Nevertheless, we truly believe that multimodal priming (employed in the form of a video compilation screened before translating the SLT in group 1) has positive impact on the texts produced by individuals exposed to such priming. If so, we also believe that such priming is an indirect evidence supporting our perception of text processing and the process of translation. In other words, visual, and otherwise, stimuli can co-activate linguistic processing. And if this is the case – and we believe that it is – the same can be said in the reverse order. That is, texts evoke multimodal experiences (plural) based on our background knowledge and experience (sum total of individual experiences). And, as everything happens in the brain, and our senses provide only the input for neural processes, our more literal idea of embodiment, or dynamic screening, can be in fact grounded in theory. No matter that, e.g. Dennett might state that our perception is an offshoot of the notion of Cartesian theatre (discussed in Chapter 3), we believe that there is no need for an internal experiencer for the images evoked in the brain.

We also think that the results of our study can have practical applications in translator training. The encyclopaedic approach to language can make translation students aware that the code is less important than what the code actually evokes or stands for. The analysis of the material in the form of case studies, as well as the statistical analysis and comparison of the texts produced in the two groups of students (group 1, exposed to visual priming and, group 2 not exposed to priming), carried out in Chapter 4, seem to corroborate our theoretical considerations. One last remark will touch upon further studies. We truly believe that our theoretical assumptions are justified. However, as it is with research in general, no matter what the area of knowledge, further studies will be needed to corroborate the results of our study, and confirm our conclusions. We truly believe that what we showed in this dissertation is worth such future investigation.