N.I. Holubenko
Kyiv National Linguistic University, Ukraine
e-mail: n.irgovtsiy@gmail.com
ORCID ID: https://orcid.org/0000-0002-4850-721X

DISCOURSE APPROACH TO CONVEYING MODALITY IN TRANSLATION

Abstract

This paper highlights a brief theoretical and methodological investigation of the most widespread specific features of Translation Studies touching the development of the discourse approach in adequate conveying of modality in translation. The category of modality is examined from the point of view of an interdisciplinary approach that combines results obtained in logic, and traditional linguistics. Modality, originating in the logical-philosophical tradition, is one of the most important characteristics of the utterance. It reflects cognitive activity of a person, thus expressing the connections of the objective world. As a functional-semantic category, it contains a number of evaluative means characterizing the attitude of a statement to reality, its objective significance, and the means that characterize the attitude of a speaker to the statement, which reflects its subjective side. Further studies can help to fully attain substantial progress in the analysis of the multimodal systemic functional approach to investigating the variability of expressing the means of modality in translation which may be another step towards a fuller understanding of the nature of this still poorly investigated sphere of translation. This rather interdisciplinary analysis is anchored in Hallidayan systemic functional grammar where "a text is the product of ongoing selection in a very large network of systems – a system network". Thus, a text is analyzed from the point of view of creativity and expression of various modal meanings.

Keywords: translation theory, translation approach, translation methods, category of modality, discourse parameters.

Анотація

У статті представлений короткий теоретико-методологічний огляд визначальних особливостей сучасних підходів до перекладознавства, який відстежує розвиток дискурсивного підходу щодо адекватної передачі модальності повідомлення і цілого тексту. Категорія модальності розглядається з погляду міждисциплінарного підходу, що поєднує результати, отримані в логіці і традиційній лінгвістиці. Модальність, зародившись у логіко-філософській традиції, є однією з найважливіших рис висловлювання. У ній відображена пізнавальна діяльність людини та її зв'язків з об'єктивним світом. Як функційно-семантична категорія вона містить низку оцінних засобів, що вказують на співвідношення висловлювання до дійсності, об'єктивне значення, а також засоби, які передають ставлення мовця до висловлювання, що відображає її суб'єктивний бік. Методологічно засаднично важливим у роботі є твердження, що дискурсивний підхід може досягти значного прогресу в аналізі мультимодального системного функціонального підходу до дослідження варіативності вираження засобів модальності в перекладі. Це передбачає новий етап на шляху до повнішого розуміння характеру досі не вивченої сфери перекладу. Такий міждисциплінарний аналіз випливає із функціональної граматики Галлідея, де "текст постає продуктом постійного відбору в дуже великій мережі систем – системній мережі". Відповідно до сказаного, текст розглянуто як актуалізацію мовних засобів, що відкриває простір для творчості, а отже, варіативності реалізації тексту.

Ключові слова: перекладознавство, перекладацький підхід, методи перекладу, категорія модальності, дискурсивні параметри.

1. Introduction

The development of science is always accompanied by the enrichment of different, at first sight, subjects making interdisciplinary one of the main ontological characteristics of General Linguistics

and Translation Studies. It has become commonplace that translation as an academic subject began during the last decades of the 20th century known as 'Translation Studies' (hereinafter referred to as TS) named by the US scholar James S. Holmes. He divided TS into three subcategories: *descriptive*, *theoretical* and *applied* (Holmes, 1988, pp. 71, 73, 77). Mona Baker, in *The Routledge Encyclopedia of Translation* in 1998, talked about the value of this new discipline attracting scientists from other more traditional areas. Later, in 2008 in *The Encyclopedia*, she described the growth and development of TS that is "new concerns in the discipline, its growing multidisciplinarity, and its commitment to break away from its exclusively Eurocentric origins, while holding on to the achievements of the past decades" (Baker & Saldanha, 2009).

Furthermore, Snell-Hornby's (1988) "integrated approach" played the greatest role in the move towards interdisciplinarity of TS. The scholar adapts linguistic and cultural approaches, methods and concepts for theory, practice and analysis of literary translation. Thus, she points out that the development of TS is inevitably involved with the changing views within the discipline of Linguistics that was dominated by the appearance of Transformational Grammar. After all, there is an influx of researchers from Transformational Grammar and Structural Linguistics who have gained impetus in the development of General Theory of Translation.

Such issues as the principles of equivalence between heterogeneous entities, their identification and differentiation; the processes of encoding and decoding information; the way of conveying implied meaning and general modality of written and oral texts and the like became an indispensable part of Translation Theory. In translation, different grammar, semantic and functional systems between the source and target language become one of the difficulties for a translator. One of such functional and semantic systems is modality. Baker (2001) stated that modality can vary widely from language to language and has to be handled sensitively and carefully in translation. By the way, translation itself consists of conveying not only the original meaning of the text, but also its form, style and manner of speaking.

Research in the field of linguistics clearly demonstrates the shift of emphasis from the analysis of the utterance level to the levels of text and discourse. At the same time, it becomes necessary to integrate the accumulated knowledge. Thus, the study of the textual modality from the perspective of a discursive approach which would help raise the status of the text and sentence categories. A great contribution to this process was made by the achievements in logic, linguistics, stylistics of the text and cognitive poetics, the integration of which makes it possible to illuminate new sides of traditional concepts. This contributes, in particular, to the expansion of the concept of such a category as modality in its textual and interdiscursive aspects, which this article is focused on.

2. Critical literature review

The study of modality plays a crucial role in the contemporary investigations of the translation process result. For linguists engaged in the study of modality, the subject of acute concern is still related to the definition of the essence of the category of modality as one of the most important predicative categories of an utterance, with the analysis of its content structure and the identification of linguistic means of expressing modal meanings. The main disagreements relate to the semantic volume of this "super-category", which obtains a very broad interpretation (Sh. Bally, E. Benveniste, and others), and narrower understanding (J. Coates, A. Kratzer, B. Knežević, I. Brdar, and others) respectively.

A great number of scientists in the field of translation studies examine the difficulties in translating the modal verbs, modal words and phrases, modal auxiliary verbs and adverbs, having the main purpose to identify the pragmatic and communicative equivalency of the original and the target texts. Moreover, special interest has to be paid toward the specifics of rendering the modal meaning through Systemic Functional Linguistics.

3. Aim and objectives

The aim of the article is to give a comprehensive and thorough overview of various historic and multidimensional approaches to discourse parameters of conveying modality in translation. Thus, the discussion and analysis of the category of modality in the translation process and translation product form the core of the following sections in this article. By the way, in this study we try to discuss certain arguments towards the development of new approaches and methods in translating modality from a discursive perspective, tracing the main concepts of Systemic Functional Linguistics.

4. Research methodology

Research methods are selected due to compliance with the objectives of the study, thus reflecting the theoretical focus of the research paper, and including descriptive, contextual, and semantic methods. The theoretical observation of the main specifics in conveying modality through the prism of discourse parameters of texts requires thorough usage of general scientific methods, such as synthesis, analysis, which give an impetus to linguistic, cognitive, communicative, discursive and pragmatic aspects of translation.

5. Research results and their discussion

In the last century, there was a great deal of work concerning the analysis of linguistic communication, and during the last decades, the focus of researchers' attention has been shifted towards describing the ways that the visual and verbal modes fully express their meanings in multimodal texts where the communicative situation is presented using several modalities of perceptions. Thus, we are inclined here to state that the relationships between various speaker's modes offer a means to consider a category of modality from a discursive and multimodal perspective and to highlight the methodology of its investigation within the principles of translation. This rather interdisciplinary analysis is anchored in Hallidayan functional grammar where "a text is the product of ongoing selection in a very large network of systems – a system network" (Halliday, 2004, p. 23).

The development of pragmatic turn has been of paramount importance for translation theory. It is worth pointing out that the interaction of translation and language studies is not enough for TS, as there is a huge number of new and older developments in various disciplines, which Translation Studies might take into account. Snell-Hornby indicates that these approaches all have certain prerequisites in common: firstly, they are based on a world-view, which *synthesizes* rather than separates; secondly, they do not view language as an isolated phenomenon, but *relate* it both to the world around and other disciplines; thirdly, they adhere to culture-bound *differentiation* rather than universalist theories; and fourthly, they work *empirically* and *inductively* with concrete language material (Snell-Hornby, 1988, p. 67). This means that translation as a discipline is concerned with conceptualization of the inner world and thoughts of the communicants, and thus communication across cultures.

Moreover, Translation Studies as a wide scientific field touches four scopes of investigation: the first two (product-oriented) study the functional aspect between the target language text, and the other two are process-oriented, the great emphasis of which lies on the steps of a translator during the translation process. Then, the relationship of Translation Studies to other scientific fields may change in the course of shifts of translation paradigms represented by the transition, for example, from linguistic perspectives to cultural studies and social perspectives, and in some recent years, to pragmatic and discursive ones. During the 20th century discussions on translation largely centered around methodological questions, correspondences between two or more linguistic systems, the function and place of translation in the target culture.

In order to explore the main issues of the article, a social semiotic approach is of paramount importance to be presented. In this aspect, different semiotic resources are conceptualized as meaning-making systems functioning variously in society: starting with arranging experience and making logical interconnections in different spheres of the world, accomplishing social relations, and ending with personal behaviour and attitudes. Thus, the sociosemantic parameters of context have to be

viewed from various perspectives, as it may have different metafunctions in linguistics. Halliday outlines the semiotic structure of context as follows: "The semiotic structure of the situation is formed out of the three sociosemiotic variables of field, tenor, and mode." (2004, p. 222).

One of the key contemporary methodological concepts in translation is discourse analysis which includes two aspects: textual and contextual. Textual analysis is the analysis of a text at all levels: starting from phonetics and ending with syntactics. Contextual analysis includes the following categories of circumstances: time, place, event / action, participants. Moreover, all these categories can be quite relevant, however, a closer analysis suggests some additional categories that are very significant, thus embracing the field of activity (domain), the roles of the participants' discourse role, social relations between participants. Hence, the idea that the structure of the text is determined by the context is the basis of discourse analysis.

Cognitive discourse analysis can relate to any statement, verbal or non-verbal, aimed at communicating with another individual, which refers the speaker to a particular social group. Specific expression of thought in an utterance assumes focus on the use of language in a specific social context. In general, cognitive analysis of discourse has two main aspects – the structure of knowledge representation and ways of its conceptual organizations. At the same time, in the study of communication, it is necessary to know what aspects contribute to the correct perception of the speaker's thoughts. It should be borne in mind that different types of linguistic communities and socio-cultural strata of society are characterized by the originality of the use of language.

In line with our previous research (Holubenko & Demetska, 2020), the category of modality in translation is viewed from the perspective of cognitive science, narrativity and narrative emplotment, adaptive approach to translation and, specifically, intersemiotic translation. The concept of modality is a complex system of individual conceptualizations and comprehension of reality. Thus, differences in modal systems of different languages and semiotic areas focus on explicit and implicit expression of modality. This study is aimed at mapping lexical units available to express the implicit meaning of modality in two linguistic semiotic systems, determine differences in the use and meaning between the individual means, and thus demonstrate in what way the semantic field of the implicit meaning is structured in written and oral texts.

In modern linguistics, the concept of modality is expanding, which is associated with the development of the text-centric approach. The evolution of this concept also occurs due to the appeal to such sciences as Stylistics and Cognitive Poetics. Representatives of Western European Linguistics investigate the problems of modality taking into account the concept of Sh. Bally, according to which, in any statement it is possible to single out the main content (dictum) and its modal part (modus), which expresses the speaker's intellectual, emotional or volitional judgment in relation to the dictum. The development of the problem of modality is carried out mainly in two directions: 1) the verbal mood is subjected to detailed analysis, which is identified by most researchers with the category of modality and is considered as one of the grammatical means of this category; 2) the interpretation of modality at the syntactic level is reduced, as a rule, to the allocation of the so-called modal types of sentences, carried out simultaneously on several different grounds as necessity, obligation, imperativeness, volition and reliability.

It should also be borne in mind that modality is a universal category, found in different forms in the languages of different systems, and this determines the importance of a comparative study of modality, which makes it possible to identify both common, typological features in the system of modal meanings and means of their expression, and intra-lingual, reflecting the national characteristics of a certain linguistic picture of the world.

In turn, Kratzer (2008) and other linguists divide the category of modality into several types: hypothetical modality (the presentation of the content of the statement as conjectural); verbal modality (expressed by verbs); unreal modality (presentation of content as unrealizable, impossible); negative modality (the content of the statement does not correspond to reality).

Objective modality is a key feature of any utterance and forms a predicative unit (sentence), thus expressing the relation of the statement to reality in terms of reality (unreality). Subjective modality expresses the attitude of a particular speaker to the communication and is not a mandatory feature of the utterance. Its semantic scope is much wider than the scope of objective modality. The semantic basis of subjective modality is evaluation. It is worth clarifying that modal verbs are one of the means of expressing the category of subjective modality that conveys the speaker's attitude to the communicative act. The subjective-modal categories include tonality and rational evaluation. The clause of *I must learn it* and *he has to learn it now* or *it is a must for him to learn now* are respectively subjective and objective modality. By the way, implicit modality is an intended speech by the communicator by using modal verbs or even in cases when modality is verbally realized in the same clause as the main proposition, as in the example: *I should read the book; we are required to leave the party; he is supposed to read a lecture now*. All in all, it is important to add that a full interpretation of implicit modality of the original text requires profound knowledge and cognitive abilities of a translator to fully convey the speakers' intended meaning. On the contrary, explicit modality is the one encoded directly in modals, but in a different implementation, or when it is expressed in a single sentence, and that is why it requires finding a correspondent modal word (verb or phrase) in the target language.

By tonality we mean reflection of the psychological attitude of the author of the text. Rational evaluations can be expressed in separate micro texts and are included in the logical scheme of the text as separate logical abstracts. However, the author's evaluation can be spread throughout the text.

Epistemic modality is understood as the linguistic forms which demonstrate speaker's certainty or uncertainty about the truth of the proposition they express (Coates, 2016). Such words as *sort of*, *a little*, *like, may* and *might*, expressions *as you know, I mean* and *I think* are considered epistemic modals, thus identifying the degree of the speaker's expressed utterance. Then, she asserts that epistemic modality expresses two types of meanings, the first of which is described with the help of uncertainty in the utterance.

Discursive modality is considered to be a broad concept that includes not only the speaker's attitude, expressed by independent lexical means or their combinations, but also by those that can only be understood through discursive structures, and thus relating to other pragmatic meanings. Discursive modality is reflected in an emotional attitude, transmitted through syntactic, lexical, stylistic means, representing the attitude towards both the speaker and the interlocutor.

Basic concepts that are activated by modality are obligation, ability, necessity, probability, possibility. Thus, the means of expressing subjective modality include personal particles, interjections, pronouns, introductory-modal words, introductory word combinations, tropes, repetitions, intonation, word order, certain syntactic constructions that function at all levels of the text and are markers that contribute to the expression of the author's personality, his point of view and evaluation of a particular situation. They also perform a communicative function, effect on the consciousness of the audience, transforming the facts from the text into the author's judgment. Below are the means of expressing subjective modality according to the degree of intensity of the representation of the author's image:
– morphological level includes mood forms of the verb;
– lexical level is represented by modal words and expressions, etc;
– syntactic level is represented by modal phrases, inserted proposals, inversion, sentences with separate members of the sentence, syntactic constructions with strengthening of negation, syntactic repetitions (anaphora, epiphora), syntactic ellipses, etc.;
– textual level which means the speech subject and communicant's worldview.

Under Systemic Functional Linguistics, the register of any text is described by reference to three interrelated meaning-making resources: *field, tenor, and mode*. More recently, researchers of more visually-oriented texts refer to 'multimodality' to signal that the texts they are interested in describing

make meaning through a combination of both written or spoken verbal text together with more ideographic means of communication, such as diagrams, photographs and mixed media. We are inclined to mention that the following factors such as THE SIGNAL – TO REACT (a sign of a behavioural system), THE INDICATOR – SMTH HAPPENING (interpretation of a situation, due to one's piece of knowledge), EXPRESSION (based on the interpretation of a particular type of behavioural system) and GESTURE (the intention of the other person based on a particular interpretation of a behavioural system) are necessary to take into account in the process of translation. Moreover, the notion of mode that is responsible for meaning making is known to be a major concept in multimodal analysis that has to be taken into account in conveying the modality of the utterance (see Fig. 1).
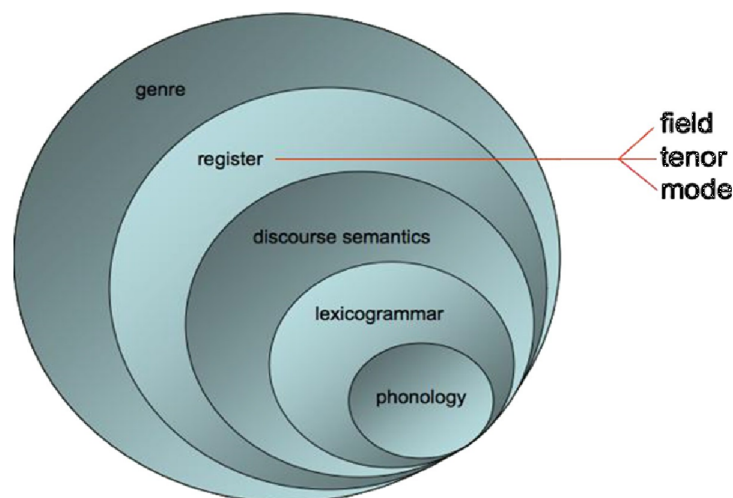
Fig. 1. *A stratified supervenient model of language and of social context by James R. Martin* (2014)

One of the important consequences of interpreting the genre and the register as extraordinary layers is that they are viewed as complex examples of meaning. In other words, they are higher levels of meaning; the genre is a sample of register patterns, registers are a sample of semantics of discourse, which, by the way, is a sample of lexicogrammatical and phonological ones. Therefore, we should be very careful if we make generalizations about the genre based on the semantic patterns of discourse, without taking into account the register. No one would think to base discourse analysis on phonological analysis, without taking into account lexicogrammar. The linguist Gunther R. Kress in his investigations about multimodality clarifies the ways of considering various forms of communication as "modes" of representation (2010, p. 79). Social semiotics in its turn is quite useful for understanding interaction as a communicative exchange.

Investigating the process of translation, two languages are examined in action, thereby realizing a functional approach to the study of languages, the opportunity to consider cases of realizing objectively existing relations between systems and the rules of functioning of these languages. With this approach, we may fix a large number of equivalents that arise in the process of correlated functioning of the language. The identification of implicit pragmatic meaning is facilitated by linguistic and extralinguistic contexts, the content of which is various kinds of presuppositions (social, situational conditioning, modality). Modality has the status of an independent linguistic, abstract-objective category. Modal language tools are not used in isolation, but in a linear or vertical context. Among the communicative and functional characteristics of semantically directed modal means in speech, the following ones can be noted: verbal, adverbial, attributive, subjective, predicative.

Meanwhile, modal relations in the text are expressed by means of expressive figurative artistic means of a language. The modal functions of figurative artistic means (metaphor, epithet, hyperbole, etc.) in language are determined by the degree of the author's evaluation. The ways and means of expressing the author's modality when describing individual or cultural pictures of the world are as follows: changing the order of words, expanded synonymy, clarification, repetition, polysyndeton, the use of symbolism, graphic highlighting of the text in the speech description of reality.

6. Conclusions and implications for further research

The above theoretical and methodological discussion shows the possibilities of integrating the concepts of logic, linguistics, stylistics, cognitive poetics, which allows you to look from the other side at the interpretation of modality. Any text may obtain social strength through modeling the systems of knowledge, attitudes, opinions, and beliefs of the audience. Speakers influence the readers and listeners, thus forming in their mind a certain model of the world, which differs from the existing picture of the world or does not coincide with other speakers' worldviews. Consequently, modality is an effective means of changing the picture of the world in the consciousness of society.

A communicative-discursive approach to conveying modality allows considering a newly formed method of pre-translation text analysis, including extra-textual factors due to the nature of the flow of communication, its purpose and participants. Great attention is paid to the stylistic parameters of genre varieties of texts under translation.

In translation, the adequate perception of the text presupposes taking into account the socio-cultural context, including communicative situation, communicative participants, their goals and tasks. To choose the right translation strategy and adequate transmission of the original, the translator needs to know basic linguistic characteristics and functional dominants of a particular type of discourse in two cultures. In modern translation studies, the practice of translation in general is defined by researchers as cognitive and discursive actions in the process of translation activities.

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List of abbreviations
TS – Translation Studies

Author information

Holubenko Nataliia Ivanivna, PhD (Philology), Associate Professor at Professor I.V. Korunets English and German Philology and Translation Department, Kyiv National Linguistic University e-mail: n.irgovtsiy@gmail.com		**Fields of scientific interest** Translation Studies, Pragmatics of Translation, Cognitive Aspects of Translation, Intersemiotic Translation, Multimodality