



DESCRIPTION OF THE PRAGMATIC FUNCTIONS OF ATTITUDINAL BOOSTERS
THAT EXPRESS THE DEGREE OF A CERTAIN QUALITY (ADCQS) IN A
PARALLEL CORPUS FROM A TRANSLATION APPROACH

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ABSTRACT

The purpose of this thesis was to describe the pragmatic functions of attitudinal boosters that express the degree of a certain quality (ADCQs) in a parallel subtitle transcript corpus. Our review of literature revealed a dearth of information regarding accentuation in this genre of discourse, especially as it related to traductology, and with the English-Spanish language pair.

In the conceptual framework, supportive theory was expounded regarding the functional approach to traductology, accentuation, and the communicative situation. Further, a methodological design which would permit the delimitation of the corpus of analysis was proposed. The analysis methodology which would later permit the analysis of extracted data was derived from the theory presented in the methodological design.

Following each step of the methodology is a brief summary of the results of each phase of the investigation. Finally, the results, discussion, and conclusions are presented, recapitulating the objectives, the steps taken to reach them, and the answer that this investigation provided in response to the research question. Lastly, suggestions and recommendations related to the present, and future studies, are given.

Key Words: Accentuation, ADCQs, contrastive analysis, illocutionary force, pragmatic functions, translation.

RESUMEN

El propósito de esta tesis fue el de describir las funciones pragmáticas de los Acentuadores Actitudinales que Expresan el Grado de Cierta Cualidad (AEGC) en un corpus paralelo ubicados en subtítulos transcritos. Nuestra revisión de literatura reveló una escasez de información en relación a la acentuación dentro de este género de discurso, especialmente en relación en la Traductología y con el par de idiomas inglés-español.

El marco teórico se construyó teniendo en cuenta al enfoque funcional, la Traductología, la acentuación y la situación comunicativa. Se propone un diseño metodológico que detalla la delimitación del corpus de análisis. La metodología de análisis permitirá analizar la información derivada de la teoría presentada en el diseño metodológico.

Siguiendo cada paso de la metodología, hay un breve resumen de los resultados de cada fase de la investigación. Finalmente, se presentan los resultados, la discusión y las conclusiones; recapitulando los objetivos, los pasos para alcanzarlos y la respuesta que este trabajo obtuvo a la pregunta de investigación; así como sugerencias y recomendaciones en torno a estudios futuros.

Palabras clave: Acentuación, los ADCQ, análisis contrastivo, fuerza ilocutiva, funciones pragmáticas, traducción.

To the family, friends, and colleagues who supported and believed in us, to those who lent an ear and a shoulder when everything was wrong, to those who kept us moving when everything was right, we finished because of you.

A Dios.

A mi familia. A mis maestros.

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INTRODUCTION

This investigation centers on a pragmatic discursive strategy called accentuation, one of two discursive strategies proposed by the textual analysis line of investigation. This strategy has been studied from the pragmatic perspective, offering key conclusions regarding how it presents in the English language (Urbanová, 2000; Sandová, 2011). However, accentuation has not often been investigated in regards to the Spanish language, or traductology.

The review of literature performed to gather information on accentuation and similar discourse strategies made it clear that there was a knowledge gap in the field. Although accentuation has been studied in a great many genres, its role and behavior in translation, the English-Spanish language pair, and the transcribed subtitle genre have not been widely explored. Accentuation has been studied under a wide range of names (boosters, intensifiers, etc.), but it is important to clarify that each of these terms refer to the same discursive strategy, which in this investigation, will be referred to as accentuation. This study attempts to explore the connection between the aforementioned factors as they relate to accentuation.

Here, this study's relationship between accentuation, textual analysis and translation is briefly explained. As this investigation described the translation of the pragmatic functions of ADCQs in a parallel transcribed subtitle corpus, it constitutes textual analysis research. As one branch of the investigative goals of the M.A. Translation program at La Universidad Autónoma de Manizales, it should also be consistent with said program's objective: Formar investigadores en el campo de la traducción que conozcan los últimos

aportes teóricos, que sepan aplicar los recursos documentales y las nuevas tecnologías a la investigación y que conozcan sus áreas de especialización. Since the present thesis examined a parallel, translated corpus, included theoretical support from both textual analysis and traductological sources in the specialized area of accentuation, it may be concluded that this investigation complied with both the goals of the investigative line and the objective of the Master's program.

Thesis structure

This investigation is presented in the following manner: first, the review of literature gives a general overview of the topics that have been researched in the field, their textual genres, and conclusions. Next, the problem statement clarifies the knowledge gap encountered in the review of literature. Following the revelation of the knowledge gap comes this study's research question, followed by the general and specific objectives set to answer the research question.

After the objectives is the rationale, which explains the need for this study, its novelty, and potential impact of the results in the translation field.

Next, the conceptual framework presents the theoretical elements which were necessary in order to analyze extracted data. These elements include Urbanová's accentuator classification, the functional perspective, communicative situations, and illocutionary force. After comes the methodological design. Here, the process employed for delimitation of the corpus of analysis are detailed, and the following contrastive analysis illustrates the steps taken to describe the translation of ADCQs' pragmatic functions in the parallel subtitle transcript corpus.

The results section expounds the results extracted from the contrastive analysis. These are then discussed in accordance with our results and the previously mentioned theoretical proposals. Finally, conclusions from the present study, and recommendations for future investigations are presented.

1 Chapter 1: Review of Literature

This section characterizes the research which was most relevant to the present study, and briefly explains why. It includes investigations in accentuation with similar discourse strategies, which provide a general idea of investigations that have been carried out in the field to date.

1.1 Studies based on a specific classification of accentuation

The following investigations, which employ a particularly interesting accentuator classification, were located, and are explained below: Urbanová (2000) and Sandová (2011). The first study, which proposed the aforementioned accentuator classification, was that of Urbanová (2000). She focused on accentuation, which reinforces, underlines, exaggerates, or makes a statement more explicit, in authentic English language conversation (Urbanová, 2000).

In this study, the author observed the incidence of accentuation markers within three texts from the London Lund Corpus of English conversation, which is exclusively oral. She found that empathizers and degree of quality markers were those most commonly found in the texts examined, and concluded that the occurrence of accentuation markers was highly correlated with the involvement of the sender, although it varied according to the topic discussed (Urbanová, 2000). She then categorized them in a classification of accentuation markers.

In said classification, Urbanová, speaking from the pragmatic perspective, divided accentuators into three principal categories: hearer-oriented boosters, sender-oriented boosters, and discourse-organizing boosters, all of which are unified by “a high degree of subjectivity” (Urbanová, 2000, p. 57). Notwithstanding, they served distinct purposes within an oral text, which are detailed in the corresponding section.

Sandová (2011) took Urbanová’s classification (2000) into account in her study, which came from the same perspective as that of her mentor, and focused on the SOBs found in political interviews. Here, she offered a much more detailed dissection of SOBs than her predecessor, as she analyzed the discourse of British and American politicians-- seven texts from male politicians, and eight from female politicians. Each gender provided approximately 30,000 words in the respective interviews, given between 2006-2008.

Sandová (2011) uncovered the frequency of SOBs per 10,000 words, and categorized them according to the gender of the politician. Similar to the results obtained by Urbanová (2000), Sandová’s results showed that subjectivity, degree of quality, assurance, and agreement boosters, in that order, were most common in said interviews. Also, female politicians tended to use more SOBs overall than their male counterparts (Sandová, 2011). The utility of this centered on the more detailed description of the pragmatic functions of Urbanová’s sender-oriented boosters.

Given that the results in Urbanová’s (2000) and Sandová’s (2011) studies were limited to English-language oral corpora, it was of great interest to observe how these elements and their pragmatic functions were represented in a parallel corpus of transcribed subtitles.

The work that Urbanová (2000) and Sandová (2011) did with the classification of accentuators of great importance. It indicated that sender-oriented boosters were plentiful in a variety of text types. Also, because of the many subcategories of these boosters, they were able to perform a wide range of pragmatic functions, such as expressing certainty, positivity, agreement, or attitude toward the message, in contrast to other types of accentuators.

1.2 Studies in oral accentuation

Other studies which investigated accentuation included those of Arce (1999), Albelda (2005), and Kudlová (2009). Although each of these studies had its own focus, which is detailed below, they each added, bit by bit, to our understanding of accentuation in oral corpora.

Arce (1999) concentrated on ways in which one could intensify in oral and written Spanish discourse. She concluded that accentuation was used by senders in order to communicate and reinforce their attitudes. Further, the following techniques could be used to accentuate: onomatopoeia, subjectivity markers, repetition, prefixes, adjectives, and superlatives (Arce, 1999).

Albelda (2005) took a slightly different approach to accentuation in colloquial Spanish than Arce (1999), demonstrating, firstly, that the term was not adequately defined, and later, offering a definition of her own, stemming from extensive research:

El concepto de estrategia comunicativa responde a la pregunta de *qué* es la intensificación. Desde este punto de vista, la intensificación se entiende como un

procedimiento comunicativo por el que los interlocutores manipulan la expresión lingüística y/o su significado para producir efectos intencionados en alguno de los elementos del proceso de comunicación (p. 282).

She concluded that the defining characteristics of accentuation were the following: scalarity, evaluation, and courtesy (Albelda, 2005). Also, she noted that colloquial Spanish conversation was useful for analysis, as accentuation was traditionally studied from the pragmatic perspective; or that of language in use. Lastly, she confirmed that accentuation itself was a pragmatic category.

Yet another study on the topic spoke to the difference between accentuation use in four spontaneous, informal conversations recorded without the participants' knowledge, and four formal conversations recorded with the participants' knowledge: that of Kudlová (2009). She compared the collected conversations, analyzing not only the number of intensifiers used, but also the type of accentuator, and why.

Her analysis revealed more habitual employment of intensifiers in the informal conversations where the participants were not aware that they were being recorded. She suspected that the difference was due, in part, to the formality of the second conversation, as they were with professors, and the knowledge that they were being recorded (Kudlová, 2009).

Further, it showed that the type of intensifiers employed varied between the types of conversations. This led her to conclude that the context of a conversation had a great deal to do with intensifier use (Kudlová, 2009).

These studies, while certainly varied in their corpora, each contributed valuable

points.

Arce (1999) showed that accentuators were not fixed words-- they might fit into one of a plethora of grammatical categories. Albelda (2005) emphasized the importance of the pragmatic perspective in the study of accentuation and provided her definition thereof.

Kudlová (2009) made clear the importance of context in the use of accentuators.

1.3 Studies in written accentuation

Hyland (1998) and Arboleda (2012) are investigators who have examined accentuation from the written standpoint. Through the analysis of printed media and academic articles, respectively, they helped to enrich our understanding of this strategy.

Hyland (1998) investigated accentuation by a different name: boosting. He examined boosting, and its complement, hedging, in academic texts and interviews with academic text writers, and their roles in the reflection of certainty as well as “harmony” with readers (Hyland, 1998). He first showed the number of hedges and boosters present in the articles, highlighted those that appeared with the highest frequency, then divided them into their respective disciplines (Hyland, 1998).

Hyland’s results showed that the use of hedges and boosters had a great deal to do with the author of a given paper, and that the success of any author in persuading the reader of the veracity of their results was due, in large part, to these elements (1998).

Arboleda (2012) examined the strengthening of locutions in Medellín, Colombia’s printed media from a pragmatic perspective. He first discussed locutions and the limits

thereof, touching on their existence, structural arbitrariness, and lexical combinations, among other characteristics (Arboleda, 2012). Later, he expanded on the relationship between locutions and accentuation in quantification, gradation, and superlatives, pragmatics and scalarity (Arboleda, 2012).

This author concluded that a great number of linguistic phenomena had an influence on locutions (Arboleda, 2012). These created and reinforced the commitment of the writer.

Accentuation attempted to improve the credibility of a statement, to create common ground with the reader, and to influence their views on a given topic (Arboleda, 2012).

Hyland (1998) noted that the use of hedges and boosters was highly dependent on the person using them. Arboleda's contribution centered on the use of accentuation to influence others, or to manipulate readers (2012).

1.4 Studies on similar discursive strategies in translation

The following two studies were identified for support of this investigation because of their focus on elements which, in some contexts, constitute accentuation, in translation: Soler (2011), and Wang (2013). Each of them shared the same communicative and sociocultural perspective as the previously noted authors.

Soler (2011) presented an investigation which focused on expletives in the English-Spanish translations of seven Quentin Tarantino movies. These movies were chosen for Quentin

Tarantino's legendary use of curse words in his films. She concentrated on their

dubbing, in contrast to Wang's (2013) focus on subtitles, and additionally considered extratextual elements such as light, music and sounds in her analysis (Soler, 2011).

She observed a surprisingly high percentage of insults which were censored in translation, similar results to those of Wang (2013). Up to 48.78% of them were either softened or eliminated altogether in the final translated product (Soler, 2011). She speculated that possible reasons for such censorship might include a lack of time or space, motives for the film's commercial success, or conservatism and political correctness, since the curse words involved social taboos (Soler, 2011). She was vocally against the practice. She claimed that not translating these elements resulted in a disingenuous product (Soler, 2011). Further, she counseled translators to avoid censoring language because it may shed light on a character's social status or culture (Soler, 2011). This was relevant for the following reasons: firstly, Soler (2011) called for further research in audiovisual texts. Secondly, dubbing is subject to time constraints which may end in the editing of the message. The results of this investigation may show similar softening or elimination to that encountered by Soler (2011).

Wang's study (2013) focused on conversational markers in movie subtitling, from peninsular Spanish to standard Chinese. She studied two Pedro Almodóvar movies: *La Mala Educación* and *Volver*.

Conversational markers are known by many names in related literature, including interaction markers, adjective markers, inferential markers, among others (Wang, 2013). They are similar to this investigation's object of study in that they can repeat in frequency to accentuate (Wang, 2013), or, they may appear as accentuators. However, in the majority

of cases, they present themselves in other ways. They are often alone in a sequence, can attenuate, may indicate the relationship between sender and hearer, and might serve as politeness indicators (Wang, 2013).

Her analysis showed intriguing results. The translation rate for all conversational markers was relatively low, at 32.53%. In cases of omission, time and space requirements were not key restrictions. In some cases, when conversational markers were omitted, extratextual elements could compensate for their loss. From her results, she concluded that in Spanish to Chinese subtitles, omission was the most common strategy in the translation of conversational markers, and that paralinguistic and visual elements could partially compensate for the omission of these markers.

Wang's (2013) thesis was useful to this study, as her largely qualitative methodology for identification and analysis was quite detailed, and fit well with the identification and analysis of Urbanová's SOBs. The methodology used is explained in great detail in the corresponding section. Both Soler (2011) and Wang (2013) considered elements which can constitute accentuators in translation: expletives and conversational markers, respectively.

With few exceptions, the majority of the aforementioned investigations were monolingual, were focused specifically on accentuation, and were not considered from a traductological perspective. This review of literature made evident the need for an investigation which united these traits, so that such information might be made more accessible and applicable to the translation community.

2 Chapter 2: Problem Statement

2.1 Problem statement

In this section, the investigative problem revealed by the review of literature is outlined. It shows that although accentuation has been studied in a plethora of textual genres, that it has rarely been investigated using Urbanová's accentuator classification, regarding its involvement in translation, or in the English-Spanish language pair.

Accentuation is a discourse tactic which modifies the illocutionary force of a statement, contributes to positive politeness, and intensifies meaning (Urbanová, 2000). Urbanová's study thereof focused on accentuation in oral, English language discourse, using the London Lund Corpus of English Conversation (2000).

Albelda (2005) contributed her own definition of accentuation, after an exhaustive review of existing literature on the topic, asserting that:

El concepto de estrategia comunicativa responde a la pregunta de *qué* es la intensificación. Desde este punto de vista, la intensificación se entiende como un procedimiento comunicativo por el que los interlocutores manipulan la expresión lingüística y/o su significado para producir efectos intencionados en alguno de los elementos del proceso de comunicación (p. 282).

In the review of literature, a group of studies are assembled which are pertinent to the investigation at hand, based on their links to accentuation and translation. Here, the ways in

which their similarities and differences have led us to identify the accentuation knowledge gap under investigation are demonstrated.

Accentuation is characterized by Sandová, Urbanová, and Albelda as a strategy for the modification of the illocutionary force, which intensifies propositions (Sandová, 2011; Urbanová, 2000; Albelda, 2005). It has been studied principally in its orality (Albelda, 2005; Arce, 1999; Kudlová, 2009; Sandová, 2011), in mostly monolingual corpora, with genres including English language political discourse (Sandová, 2011), colloquial Spanish (Arce, 1999), colloquial conversation on unspecified, non-specialized topics (Albelda, 2005), and colloquial conversation in an academic setting (Kudlová, 2009). One notable study for the present investigation focused on conversational markers, which can, among other things, serve to accentuate a statement, and examined said markers in translations from Peninsular Spanish to Chinese (Wang, 2013).

Additionally, accentuation has been studied in written form, in the context of Colombian newspapers (Arboleda, 2012). This author concurred with Sandová's (2011) interpretation of accentuation, and expanded, stating that, "intensificación es una estrategia intencional por la que se hace una contribución más informativa de lo requerido, de manera que surge la evaluación, la cual genera una serie de inferencias en el receptor (lector)" (Arboleda, 2012).

The results of the above studies, as well as the authors thereof, coincide in two principal conclusions: firstly, that the use and interpretation of intensifiers are heavily influenced by context (Sandová, 2011; Arce, 1999; Wang, 2013; Kudlová, 2009). Secondly, their use within certain contexts may imply politeness on the part of the sender

(Urbanová, 2000; Arce, 1999).

Accentuation has been studied in oral and written form, in genres including political, audiovisual, printed media, and colloquial dialogue texts. With few exceptions, it has been examined in monolingual corpora; those multilingual corpora revealed by the review of literature included the English-Spanish, and Spanish-Chinese language pairs (Soler, 2011; Wang, 2013).

These studies not only covered a wide range of topics related to accentuation, and revealed the intriguing conclusions above. They also made a significant contribution to our knowledge of accentuation. Urbanová's accentuation classification demonstrates the subcategories of boosters which may be employed in discourse, and is not limited by grammatical constraints (2000).

Sandová, employing Urbanová's classification, explained in detail her boosters and their components, and confirmed their presence in specialized discourse (2011). Wang (2013) shared her exhaustively thorough methodology, to be further detailed in the corresponding section of this document. Arce (1999) detailed the methods in which one may intensify a statement, which include adjectives, repetition, suffixes, and prefixes, to name a few. Kudlová (2009) demonstrated the difference in use of intensifiers between spontaneous and planned, recorded conversations.

The aforementioned studies were conducted from the pragmatic paradigm. This paradigm, says Agost (1999), is characterized by its relation to meaning in a given communicative situation (as cited in Soler, 2011, p. 184). Since meaning in accentuation, as we have seen above, is heavily influenced by the specific context of the situation in which

it is found, it was the logical choice of perspective for this study.

Authors such as Sandová (2011), Urbanová (2000) and Wang (2013) examined the pragmatic functions of accentuation in investigations related to political discourse, oral conversation, and English-Chinese subtitles, respectively. The present investigation followed their examples, describing the similarities and differences of the pragmatic functions of accentuators in another textual genre.

These investigations made great contributions to the field. However, said investigations also left much to be further explored, not only insofar as traductology, but also in discursive strategies, especially in-depth investigation of specific discursive strategies in accentuation. Wang (2013) and Soler (2011), who did consider translation with different language combinations, neither used subtitle transcription as a textual genre, nor deepened understanding of accentuation and its relationship to the hearer, sender, or organization of discourse. The importance of accentuation for the sender is firstly, that it allows senders to express themselves through modification of the illocutionary force. Also, accentuation can contribute to discourse organization, the expression of sender attitudes, and the provocation of hearer reactions. For this reason, this investigation was oriented toward the description of one of Urbanová's (2000) specific accentuators in a parallel transcribed subtitle corpus.

Urbanová's (2000) accentuation taxonomy includes specific elements, each of which clearly convey the sender's intention. The present study aimed to uncover whether this discursive strategy behaves similarly in Spanish, especially in the case of translation. ADCQs are a necessary aspect for text comprehension because they reveal the intention of

the sender insofar as their attitude toward the message. If, from the functional perspective, the purpose of translation is to convey the sender's (or author's) message in the target text, it is essential that the translator grasp their attitude, conveyed through ADCQs

2.2 Research question and objectives

In this section, the research question, and objectives that led to an answer to said question are proposed. The research question is a direct response to the problem revealed in the previous chapter, and the general and specific objectives guided this study's methodology:

What pragmatic functions of attitudinal boosters expressing the degree of a certain quality (ADCQs) are retained or modified in the base and target text?

2.3 General objective

This investigation's general objective was to describe the pragmatic functions of attitudinal boosters expressing the degree of a certain quality (ADCQs) in a parallel corpus from a translation approach. In order to attain the general objective, the following specific objectives were proposed:

2.4 Specific objectives

Establish pragmatic characteristics of ADCQs

Describe the pragmatic functions of the identified ADCQs in the subtitle transcript (BT) on the morphosyntactic, semantic, and pragmatic levels, within their respective communicative situations

Describe the pragmatic functions of ADCQs that are retained or modified in the

subtitle transcript (BT and TT) on the morphosyntactic, semantic, and pragmatic levels, within their respective communicative situations

2.5 Rationale

In this section, the importance and impact of the problem revealed through a revision of literature on the topic is expounded. It details the implications of possible results, as well as the possible internal influence of this investigation at the Universidad Autónoma de Manizales and on a national level, in Colombia.

Accentuation has been studied from many perspectives, and with many names. This investigation will use the term „accentuation.“ Hyland, for example, (1998) researched accentuation in eight fields: philosophy, marketing, applied linguistics, sociology, biology, electrical and mechanical engineering as well as in physics focusing in written articles. Arce (1999), like Urbanová (2000), Albelda (2005), and Kudlová (2009) focused their accentuation investigations on conversation. Sandová (2011) centered her study on SOBs on politics. Arboleda (2012) studied the role that it plays in the printed press.

The need for the present investigation was based on the idea that the pragmatic functions of Urbanová’s (2000) SOBs, specifically ADCQs, appear not to have been considered in a language other than English, or in a translation. Urbanová’s (2000) classification of SOBs and ADCQs and their pragmatic functions, generally speaking, appear to have been investigated by very few authors, and subsequently, in limited text types. To our knowledge, these oral corpora have been monolingual, only in English (Urbanová, 2000; Sandová, 2011). This study described the

translation of the pragmatic functions of Urbanová's SOBs not only in English, but also in a parallel, translated Spanish subtitle transcript. This added the novelty of a new text variety, as well as showed whether this classification of accentuators might be applied to the Spanish language and culture as it was in English.

The hope is that the results of this project allow for a description of the ways in which SOBs and their pragmatic functions impact interlingual translation, specifically between the English and Spanish languages. The results of this investigation may, additionally, help translators to improve their comprehension of base texts and target cultures, helping to facilitate a more functionally adequate translation.

The direct utility of the results of this study is twofold: they may be directly applied to translations that one might receive to improve the quality of the translation of the pragmatic functions of accentuators. Also, they may help to guide future investigations in translation and accentuation. The former helps to solve a translation dilemma about how to best translate so that the attitude of a text, revealed in accentuators, may be most accurately conveyed in the target text. The latter might help other students in the M.A. program, or elsewhere, to find an appropriate knowledge gap on which to base their dissertation.

Research on this topic is of importance to translators, as it could help them to be more aware of the necessity of identification of SOBs and their pragmatic functions; this knowledge may contribute to improvements in their product. Translators who are most proficient in the identification of inter and intra-linguistic elements such as SOBs can offer a more adequate target text, via the expression of communicative intention. Therefore, the more translators know about languages, the better quality of work may be achieved.

The results of this investigation, although they may be most directly useful to audiovisual translators, could be of use to translations of many kinds of documents. The impact of the preservation, change or omission of the translated pragmatic functions of ADCQs may prove to alter the message in (un)desirable ways, depending on the target audience, time/space constraints, among other factors. Either way, translators could derive benefit from this knowledge to help their translations have the desired impact.

Because this investigation was exploratory, and the text type was unique (written text, based on speech), it was of even greater importance. This study has great implications. Whether or not this investigation finally reveals that the pragmatic functions of Urbanova's (2000) SOBs behaved similarly in a transcribed parallel subtitle corpus, the results could help translators to improve their products in these languages. Also, any patterns which might emerge in the (non)translation of SOBs from English to Spanish could indicate tendencies that translators should be aware of and apply in their work. Further, since this study was among the first of its kind at the Universidad Autónoma de Manizales (UAM), it could give rise to further investigation into the textual analysis of accentuation in Spanish at UAM, and the revelation of translation patterns in audiovisual texts.

Pragmatic function conservation between base and target texts has important implications for translation. Cases of pragmatic function conservation indicate the importance of speaker expression within the communicative act. Further, they contribute to the conservation of the function of the base text intention in the target text. A case in which the pragmatic function was not conserved between the base and target text would constitute a loss of the base text intention in the target text, and thus, a less adequate, less functional

translation. These elements are of great importance for the translator, who strives to provide the most functional text possible to the client.

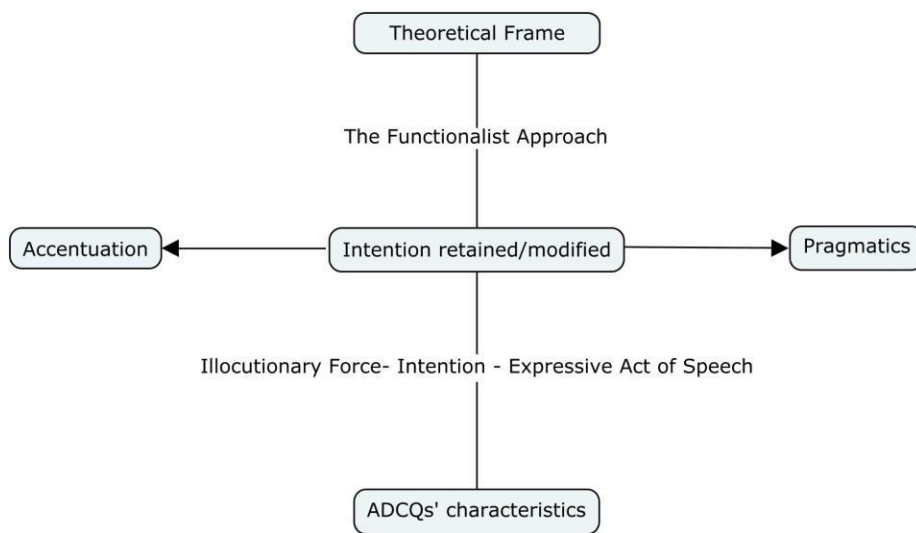
Variations in illocutionary force, although they may accompany both conservation and non-conservation of pragmatic function between base and target texts, may affect the textual analysis prior to translation. Depending on the type of translation, it may be of great importance

to use textual elements with similar illocutionary force in the base and target texts. This is because the illocutionary force is used to accentuate. The speaker uses said accentuation so as to express their opinion. Should this be modified beyond a certain extent in the target text, the speaker's opinion may become distorted.

The following potential contributions of this study, then, are revealed: firstly, it will demonstrate the importance of pragmatic function conservation between base and target texts. Additionally, it will explain, using the contrastive analysis as its basis, the importance of illocutionary force in the conservation of pragmatic function or lack thereof. Any non-conservation of pragmatic function between base and target texts will indicate a loss of text functionality, once again illustrating the importance of the identification, description, and analysis of these functions.

3 Chapter 3: Conceptual Framework

This chapter explains the basic theoretical elements necessary for this investigation's analysis. It describes the connection between accentuation, illocutionary force, pragmatics, and functional translation, which all connect to sender intention, and thus ADCQs. Finally, the inter and intratextual elements to be used in the analysis of communicative situations are outlined.



Graphic 1: Delimitation of conceptual framework

3.1 Accentuation, illocutionary force, and pragmatics

In this investigation, accentuation, illocutionary force, and pragmatics are three concepts that are closely linked, and which are fundamental to the analysis of the pragmatic functions of ADCQs. Accentuation is a discourse strategy (opposite to attenuation) used to reinforce or exaggerate meaning. Said strategy can be employed through the use of either words or phrases, as evidenced by the examples and results shown in Urbanová (2000) and

Sandová (2011), and the relative strength of a word or phrase used to accentuate is governed through manipulation of

the illocutionary force. The degree of illocutionary force manipulation reflects personal involvement and strong judgement on the part of the sender, the expressive function (Urbanová, 2000).

Illocutionary force, as related to accentuation, is used to reinforce the point of view, or the intention of the sender (Urbanová, 2000). It is, by definition, as pliable as the sender requires to make their point, and so influences the relationship between sender and hearer, and its modification defines the way in which one should interpret what is said (Albelda, 2005). Thus, if ADCQs express positive or negative judgements about a message, illocutionary force gradation reflects an expressive function. If illocutionary acts are an integral part of speech acts, and expressive speech acts express what senders feel, then it can be deduced that the manipulation of illocutionary force present in the use of ADCQs constitutes an expressive speech act.

Illocutionary force, then, represents not only the connection between accentuation and attenuation, but also that between accentuation and pragmatics.

According to Escandell (2010), pragmatics is the study of those conditions which influence the use of a given statement made in a specific communicative situation.

Pragmatics facilitate the understanding of the way in which senders communicate their ideas, reflections, emotions, attitudes, etc. (Albelda, 2005).

One subfield of importance in pragmatics is that of speech act theory, as proposed by Austin in 1975. In this theory, there are three different types of utterances: locutionary,

illocutionary, and perlocutionary. In a locutionary act, one simply produces sounds with some meaning. In an illocutionary act, an attitude is expressed, and contain a given amount of illocutionary force. Perlocutionary acts, presuppose a reaction on the part of the audience, or hearer. These acts may occur individually, or several may occur simultaneously.

Illocutionary acts may be organized into subcategories, including assertives, directives, commissives, expressives, and declarations. Assertives commit the sender to a given affirmation, directives attempt to provoke a specific reaction in the hearer, commissives make commitments to future actions, expressives show the sender's feelings about themselves or the world, and declarations change the external situation (Searle, 1976). In the present study, the focus is on expressives, as ADCQs express positive or negative attitudes toward a message. Thus, if pragmatics facilitate understanding of the communication of sender attitudes, which ADCQs express, and the illocutionary force present in ADCQs is used to reinforce sender intentions, then illocutionary force is the bridge which connects ADCQs to pragmatics.

3.2 Accentuation classification

Urbanová (2000) classified the three types of accentuation markers, in order to be able to identify accentuators by their illocutionary force, or intention. All of the following accentuator subcategories may present either in the form of a single word, or in phrases with multiple tokens (Sandová, 2011). They are divided according to the following intentions:

- Hearer-oriented boosters: These boosters have a conative function. They “work as attention catching, stressing the relevance of the utterance for the hearer, they question the validity of the given utterance, asking indirectly for its confirmation” (Urbanová, 2000, p. 60).
- Sender-oriented boosters (SOBs): These have an expressive function, and present several sub-categories: assurances, agreement/understanding boosters, attitudinal boosters expressing the degree of a certain quality and attitudinal boosters expressing beliefs (Urbanová, 2000, p. 60-61).
- Discourse-organizing boosters: These have the function of foregrounding. Sender-oriented boosters (SOBs) are one of three sub-categories of accentuators, as proposed by Urbanová, in which the sender is involved, demonstrating their pragmatic nature (2000). Accentuation is a topic linked closely with discourse, and therefore with translation, as accentuators are commonly present in all sorts of texts--from political discourse to daily conversation (Urbanová, 2000; Sandová, 2011; Hyland, 1998). It is useful for translators to understand how they work, and the pragmatic functions they have in texts. It may be important to apply this information to other languages also, since translation demands the comprehension of varied linguistic resources in at least two languages, the function of the base text, and its translational interaction with the target text (Nord, 2007).

Urbanová’s sender-oriented boosters are further subcategorized into three parts:

- Assurances
- Agreement/understanding
- Attitudinal boosters

Assurances are employed to convey certainty, and can be quite assertive; their purpose is to “increase the reliability and truthfulness” of a statement (e.g.: definitely, obviously) (Sandová, 2011, p. 172). Agreement/understanding boosters are used to express solidarity and positivity

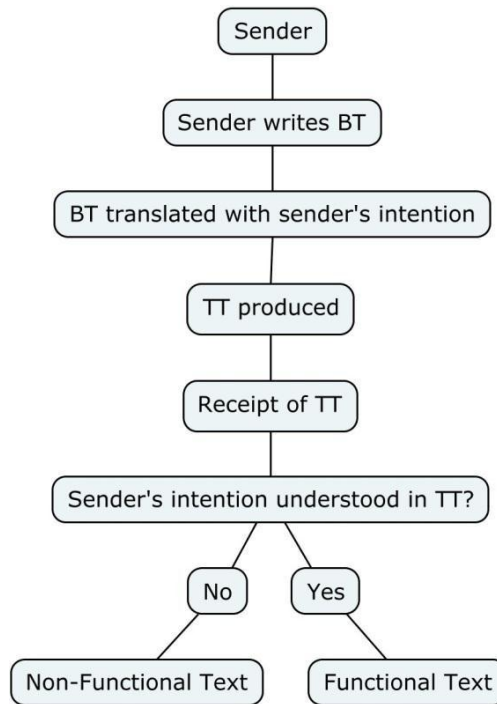
toward the sender’s message (e.g.: exactly, yes). Attitudinal boosters expressing a degree of a certain quality (ADCQs) may reinforce a positive or negative quality, as well as the sender’s attitude toward the message (e.g.: perfectly, unfortunately). There are two types of attitudinal boosters: attitudinal boosters expressing a degree of a certain quality (ADCQs), and attitudinal boosters expressing beliefs (Sandová, 2011). In this investigation, just one type of sender- oriented accentuator is used: ADCQs.

That said, it is important to have in mind that the purpose of any SOB, in a given text, ADCQs included, is strongly influenced by context (Sandová, 2011). That is to say, they are affected by pragmatics. Urbanová, echoed by Sandová (2011) indicates that accentuation

markers share this subjectivity as a common “semantic feature” (2000, p. 59). Context often makes it necessary for a sender to modify the illocutionary force, in order to emphasize positive or negative evaluation of message in the desired, and most situationally appropriate way.

Urbanová's (2000) accentuator classification requires context to determine whether a word or phrase constitutes an accentuator, which is why analysis of a closed list of accentuators is impossible. The only requirement for a word or phrase to be an accentuator is that it fulfils the functions specified by Urbanová (2000) and Sandová (2011). Since this study considered translation from the functional perspective, a classification which relies heavily on context and subjectivity to determine accentuation is appropriate (Urbanová, 2000; Sandová, 2011).

Senders modify the illocutionary force when they use an accentuator to express themselves. In translation, it is expected that this same accentuation and illocutionary force modification will be maintained in the target text, such that the message of the sender will be understood by the listener. When this occurs, a translation is dubbed functional.



3.3 Functional translation

In this study, the concept of translation employed is that of Nord (as cited in Hurtado, 1988), who indicates that translation is a communicative act whose fundamental guideline is functionality (2007, p. 534). In other words, the goal of a translation is to communicate a message to receivers in another language, and that said message is received as intended by the author. In accordance with functionalism, conservation of the intention, or illocutionary force in the translation, is of the utmost importance. Since translation is a “communicative act,” and the present study used a parallel translated corpus, it is also necessary to discuss pragmatics (Nord, 2007), which is used to facilitate the understanding of language use in communication.

In order to be sure that a translation is functional, it may be helpful to divide it into

smaller sections, such as the communicative situation. As communicative situations take place in many situations in space and time, these factors are key to keep in mind, if the goal is a functional translation, in which the reader or hearer understands the message intended by the sender or author.

3.4 The communicative situation

The communicative situation is defined by Nord (2012) in terms of space and time:

Las interacciones comunicativas tienen lugar en situaciones delimitadas con respecto a espacio y tiempo. Esto significa que cada situación tiene dimensiones históricas y culturales que condicionan el comportamiento verbal o no verbal de los agentes, los conocimientos y expectativas que unos tienen de los otros, su valoración de la situación, el punto de vista que adoptan al mirarse mutuamente y al mundo.

So, in each of the communicative situations identified in this study's corpus, space and time guide the interaction. This can affect a sender's choice of words, or the point to which they modify the illocutionary force to intensify their message. Of the factors proposed by Nord (2012) to identify communicative situations, the following were selected for use in this investigation: intention, time, place, theme, and content.

The validation of the CS is as follows: when the overriding topic of discussion in the subtitle transcript changes, which may or may not accompany a scene change, a new CS begins. Each communicative situation considers external and internal factors because they contribute meaningfully to the conformation of the communicative situation in which Urbanová's (2000) ADCQs are pinpointed. Since, as previously mentioned, ADCQs, and

accentuators generally, are highly dependent on context (Sandová, 2011; Urbanová, 2000) to determine their intention and illocutionary force, it is necessary to use CS for their identification.

3.4.1 External factors in CS

As shown in the previous table, the following external factors are considered in this study's communicative situations: intention, time, and place. According to Nord (2012, p. 61) intentions can be either: referential, expressive, appellative, or phatic. The chart below presents the functionality of each intention:

Table 2. Intentions (Nord, 2012)

Refe rential intention	The sender informs the recipient about the state of things.
Exp ressive intention	The sender wants to tell the recipient something about him/herself or about his/her attitude towards things.
App ellative intention	The sender wants to motivate the recipient to take a position or to act in a determined manner.

Phatic intention	The sender wants to establish, keep or finish contact with the recipient.
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The intention of the sender's message in this study is important because, with this information, the functionality of the target text, or an extract thereof (an ADCQ) can be determined.

The time dimension that Nord (2012) proposed in her model is important. However, in this study, time and place were taken into account only when transcribed subtitles provided pertinent, specific information regarding one or the other.

3.4.2 Internal factors in CS

Two of Nord's internal CS factors, are subject matter and content (2012). Subject matter, or theme, marks the beginning and the end of the communicative situations in the present study's corpus. Subject matter can be identified by condensing and summarizing the text, providing evidence to determine which theme dominates in a given communicative situation (Nord, 2012). This is a significant factor because, in order to be able to determine the pragmatic function of an ADCQ, it is first necessary to define the context in which it is found; in the case of this study, the CS.

The second element, content, was understood in this investigation, as:

(...) la referencia del texto a los objetos y fenómenos de una realidad extralingüística, que puede ser también ficticia. Esta referencia se manifiesta sobre todo en la semántica de las formas léxicas y sintácticas (palabras y oraciones, tiempo, modo, etc.) usadas en el texto, que, complementándose mutuamente, reducen la ambigüedad las unas de las otras y forman en su conjunto una unidad coherente (Nord, 2012, p. 106).

In this corpus, the content was identified by distinguishing precise “semántica de las formas léxicas” since it reduces ambiguity and also signals unity in the communicative situation. Content also contributes to the determination of a positive or negative pragmatic function of an ADCQ, by making the communicative situation more concrete.

It was through the combined use of these theoretical bases, the functionalist approach, pragmatics, Urbanová’s accentuation classification, illocutionary force, and communicative situations, that the research question was answered, and the objectives of this thesis were met.

The different factors that belong to the communicative situation taken from Nord (1997), which are: subject matter, content, intention, time, place, and motive are proportionally related to the illocutionary force, which is understood here as a scale in order to accentuate or attenuate any utterance. The sender then, decides how much does s/he want to accentuate or attenuate always depending on the communicative situation in which the sender is in. It is important to note that ADCQs are heavily influenced by context (Sandová, 2011), which is the combination of the previously mentioned factors of the communicative situation. It is the factors of the communicative situation that create context.

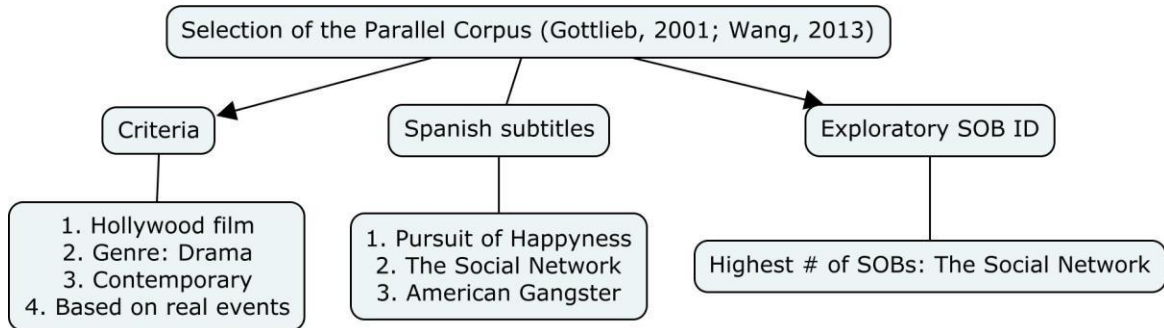
4 Chapter 4: Methodology

In this chapter, the specific type of study carried out, as well as the steps for its realization are detailed. It explains the methods employed to achieve each of the proposed objectives, and the way in which extracted data was analyzed, in accordance with the theory expounded in the methodological design.

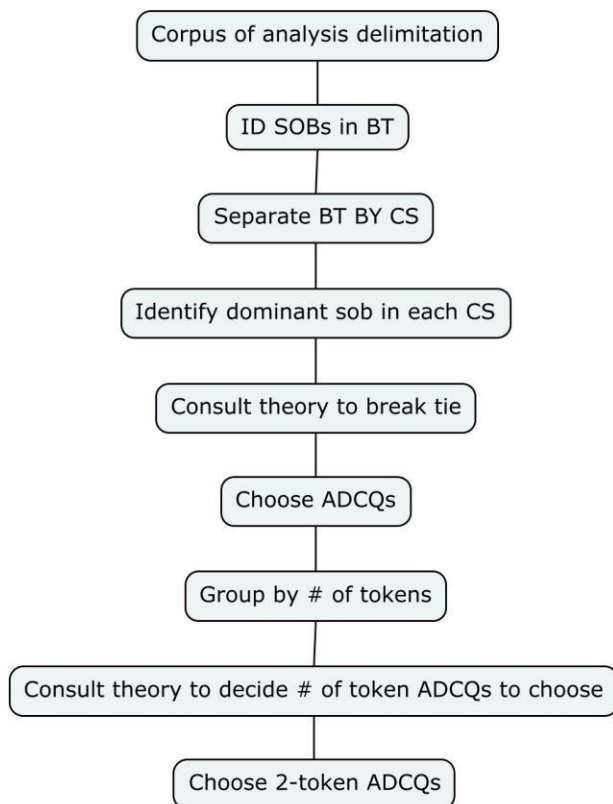
Although there was also a quantitative portion to this study, it was largely qualitative, as its concern was not the number of ADCQs that are translated (or not), but rather the description of the translation of the pragmatic functions thereof. Any numerical data was used only for purposes of establishing tendencies in the description of the translation of these elements.

Further, it was empirical descriptive, as it involved the examination of translation in texts which were designed for purposes other than those of this investigation (Hurtado, 2007). This methodology included two principal phases to its completion:

1. Phase 1: Selection of a parallel corpus



2. Corpus of analysis delimitation



Phase 2

4.1 Selection of a parallel corpus

This portion of the document details selection of the parallel corpus, criteria for said selection, candidate movies, the process employed for the delimitation and selection of the movie, basic information regarding the film, and the process for identification and delimitation of the SOBs contained therein.

The present methodological design was influenced by that of Wang (2013), because her study provided a very detailed methodology which suited the needs of this investigation. Various modifications were made with this research project in mind.

This corpus was analyzed from the communicative and sociocultural perspective, which was appropriate for this investigation, given that transcribed subtitle translations demand contextual analysis of. In order to fulfil the previously stated objectives of this investigation, the following steps were taken:

Phase one, the selection of the parallel corpus, began with the elaboration of a list of criteria. It was decided that a film would comprise this study's corpus, as the review of literature contained several examples of such corpora, and indicated the need for further study of movie translation. Additionally, since many theses at UAM are based on specialized, technical corpora, a film corpus would provide contrast. It was further determined that the transcribed subtitles of a single movie would be used, as the time and labor involved in the manual transcription of subtitles and manual identification and analysis of SOBs' pragmatic functions was considerable. The criteria below were influenced, in part by Gottlieb's (2001) characterization of base text parameters, and partly by Wang's (2013) criteria.

4.1.1 Criteria for selection of parallel film corpus

1. Hollywood film: It was decided that the text should come from a Hollywood film, as this would ensure a wide audience base, as well as access to top translation services for the subtitles it contains.
2. Contemporary English: It was determined that the English employed in the texts should be contemporary, or representative of a post-1950's setting. This was vital because the language, and therefore the SOBs and pragmatic functions they serve, are those which one may be more likely to encounter in modern-day conversation and translation tasks. Also, contemporary English is an ideal choice because the tools necessary to analyze older English dialects (a pre-1950's standard, for example) are not readily available.
3. Drama: The movie genre best fitted to the purposes of this study was determined to be drama. According to Fischhoff (1997), drama is the most popular film genre. It may, therefore, be more commonly dealt with in translations.
4. Based on real events: It was further decided that the film chosen should be based on real events to better reflect authentic English conversation, and therefore the pragmatic functions of SOBs that one may commonly encounter.
5. High Rating: The final criteria was that the movie, and therefore its text, was required to have a rating of 7.8 or higher on imdb.com to ensure its quality. IMDb was chosen as the source of the ratings, as it is "the world's most popular and authoritative source for

movie, TV and celebrity content. The IMDb consumer site (www.imdb.com) is the #1 movie website in the world with a combined web and mobile audience of more than 250 million unique monthly visitors. IMDb offers a searchable database of more than 185 million data items including more than 3 million movies, TV and entertainment programs and more than 6 million cast and crew members. Consumers rely on the information IMDb provides -- including local movie showtimes, ticketing, trailers, critic and user reviews, personalized recommendations, photo galleries, entertainment news, quotes, trivia, box-office data, editorial feature sections and a universal watchlist – when deciding what to watch and where to watch it” (imdb.com/pressroom/)

Two of the criteria found in Wang’s study were included in the original criteria for this study (2013). The first was that the director be from the United States, and the second was that the translation be direct from English to Spanish. However, it was later pointed out that the nationality of the director had no bearing on the subtitle transcripts. Whether the translation from English to Spanish was done directly proved impossible to confirm, and so both criteria were removed from consideration at a later date.

Five movies that satisfied all of the aforementioned criteria were identified: *The Social Network*, *American Gangster*, *The Pursuit of Happyness*, *The Impossible*, and *The Insider*. However, it soon became apparent that not all of the above candidates offered Spanish and English subtitles (here understood as intra or interlingual (Gottlieb, 2001)), a necessary requirement for this investigation. After the addition of this criteria to the list, *The Impossible* and *The Insider* were eliminated from consideration, as the vendor, inexplicably, did not have versions with the necessary subtitles available. *The Social*

Network, *American Gangster* and *The Pursuit of Happyness* remained contenders.

Next, the first ten minutes of conversation in each film were watched and manually transcribed. The English transcription was performed by watching the original version of the movie and writing down the dialogue, and the Spanish transcription was taken by watching the movie again, with the Spanish language subtitles, and transcribing them. The SOBs contained therein were next identified, manually, in the following way: following an initial reading, identified potential SOBs, or expressive markers, were identified. Next, Urbanová (2000) and Sandová's (2011) investigations were consulted, in order to confirm or discard each potential SOB. The purpose of this step, identification of SOBs in the first 10 minutes of conversation in each movie, was to ascertain which film would best suit the needs of this investigation, insofar as abundance of SOBs, and by extension, their pragmatic functions, available for analysis and comparison.

SOBs were then identified according to Urbanová's (2000) classification, which was further expanded upon by Sandová (2011). In said classification, there are four types of SOBs (Sandová, 2011), each of which can reinforce sender meaning (Urbanová, 2000). In the present investigation, we worked with three of the four: assurances, agreement/understanding, and attitudinal boosters expressing a degree of a certain quality. Attitudinal boosters expressing beliefs are not considered, as their prosodic element is beyond the scope of this project.

- Assurances: Express assertively the sender's "certainty and confidence" (e.g.: honestly) (Sandová, 2011).

- Agreement/understanding: Express empathy, and positivity toward the sender's message (e.g.: exactly, yes).
- Attitudinal boosters expressing the degree of a certain quality: Express the "attitude of the sender toward the message," (e.g.: perfectly, unfortunately), and may be positive or negative (Sandová, 2011).

These SOBs were identified in the text, guided by this explanation of the pragmatic functions, or intention, of each type of accentuator, in its respective communicative situation (Sandová, 2011; Urbanová, 2000; Nord, 2012). SOBs were identified in the entirety of the base text, relying on context and their pragmatic functions, which revealed 282 total SOBs in the base text.

Since Urbanová's (2000) classification of accentuation is so generous, unrestricted by grammatical constraints, and is subject to context, it does not lend itself well to the use of closed lists of SOBs, or instruments such as computer programs to aid their identification. The search for SOBs was therefore been performed manually, using Urbanová's (2000) and Sandová's (2011) characterizations of the SOBs as a guide. In their explanations of SOBs, they provide descriptions of the pragmatic functions that each may serve in context. It was necessary to identify SOBs manually, since Urbanová's classification is quite open, and leaves room for interpretation, should a word or a phrase serve the purpose of a pragmatic function. The SOBs identified in the base text were

located and classified according to the functions that they served in their particular contexts, based on the descriptions provided by Urbanová (2000) and Sandová (2011). Following identification of the SOBs present in the first ten minutes of each of the three movies, the movie with the greatest number thereof, *The Social Network*, was selected, as it would provide more material for analysis than the other two movies considered. Next, the pragmatic function of each previously identified SOB was described, based on its individual context.

4.1.2 Identification of SOBs in base text:

In order to identify SOBs, the partial movie transcripts were reviewed several times, searching for the characteristics of each type of SOB. Once a potential SOB was identified, by way of the pragmatic function it performed in the text, it was confirmed, in accordance with the characteristics provided in the literature, by Sandová (2011) and Urbanová (2000). There were three separate revisions of each text: one for the identification of assurances, one for the identification of agreement/understanding boosters, and one for the identification of ADCQs.

Revisions for each kind of SOB were performed separately, so as not to confuse characteristics between SOBs, and in an effort to lessen the chance of error. Examples of assurances located in the text include „honestly,“ and „yes, he did.“ Agreement understanding boosters identified

therein include „I appreciate that,“ and „I’m here for you.“ ADCQs confirmed in the text include „really,“ and „perfectly.“ SOBs were identified in order to establish which kind

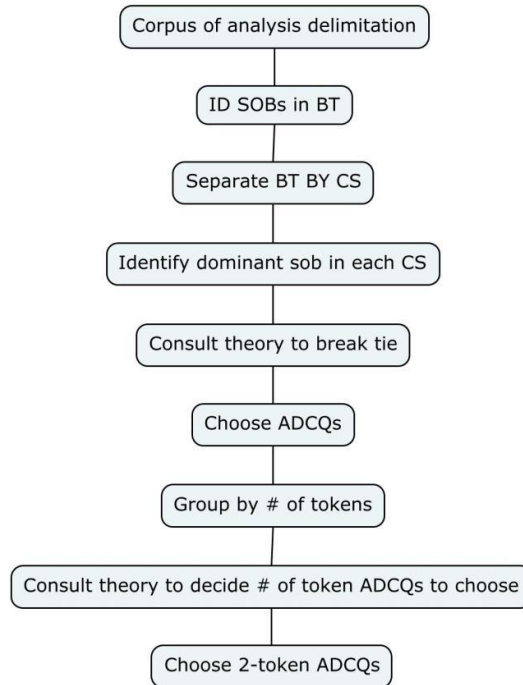
was most prevalent in the text at hand, and, with this information, delimit the corpus of analysis.

4.1.3 Characteristics of parallel corpus

The basic characteristics of the movie selected, *The Social Network*, were the following: it was 120 minutes long, and was released in DVD format in 2010 by Columbia Pictures production company. The base text consisted of 15,962 words. It was rated PG-13, was directed by David Fincher, and its overriding themes (according to reviews in the New York Times and Washington Post) included ambition, exclusivity, competition and betrayal. It was subtitled in English, English SDH, French, and Spanish.

The decision to use a transcription of subtitles instead of the subtitles themselves stemmed from interest in textual analysis, and to study accentuation in depth, in written texts, not using audiovisual translation. Subtitle transcription, in this study, was understood as a reproduction of the words found in the movie subtitles, separated from all audio and visual cues.

This phase is summarized in the following graphic:



Graphic 4: Phase 2: Corpus of analysis delimitation

4.2 Corpus of analysis delimitation

In the second phase of our investigation, the following steps were taken in order to delimit the corpus of analysis. The SOBs in the entirety of the base text were identified, as detailed in the previous section, relying on the pragmatic functions for said SOBs, as provided by Urbanová (2000), and Sandová (2011). They were identified by searching for

one kind of SOB at a time, throughout the text. Next, these results were verified via a review of the three types of SOBs all at once, throughout the text. The three types of SOB included were assurances, which serve to increase the reliability or truthfulness of a statement, agreement/understanding boosters, which convey positivity and understanding toward a message, and ADCQs, which reflect the sender's positive or negative attitude toward the message.

Bearing in mind that these accentuators are based on context, and that any change in context could result in their classification as another type of accentuator, or none at all, below are a few examples of those SOBs identified in the base text:

- Assurances: honestly, do, I mean it, very, really, pretty, in fact, totally, most, exactly, I know, absolutely, right.
- Agreement/understanding boosters: great, all right, yeah, that's absolutely right, I appreciate that, that is correct.
- ADCQs: impressed, prestigious, love, hot, psyched, great, priceless, this is blowing my mind, exactly, and holy shit.

Following this initial identification of SOBs in the base text (131 assurances, 124 attitudinal degree, and 27 agreement/understanding boosters) and in an effort to corroborate these findings and further delimit, the corpus was separated by communicative situation (Nord, 2012).

The communicative situations were separated by theme; one communicative situation ended and another began when the overriding topic of conversation changed. In order to identify where the overriding topic of conversation changed, the text was reviewed

scene by scene (as noted at the time of transcription), and each potential theme was noted. Next, whether noted themes were macro or micro was determined by attempting to fit one into another. For example, in the first scene, the micro topic regarding genius IQs in China served as a segway within the larger macro theme, how to stand out in a sea of academic peers. Extra and intratextual components thereof were listed as appears in Nord's text: intention, place, time, function, theme (subject matter), (2012).

Based on Nord's (2012) explanations and examples, these terms were understood as follows: the sender is the person emitting the message. The intention constitutes the effect that the sender hopes to achieve (referential, expressive, appellative, or phatic). Place indicates the location of the sender and listener, as noted in the text. Time refers to when the interaction takes place (in a given historical period, the present day, etc.). Function is the purpose of the text as a whole, and finally, theme is the main topic the sender is discussing.

Communicative situations were determined and explained with the aforementioned characteristics. The identified communicative situations had very little in common with each other. The only identified commonality was the presence at least one of the main characters, specifically Mark, Eduardo, or Sean, in each CS.

Once the base text had been separated by communicative situation, the dominant SOB in each CS was identified. The following is meant by „dominant“ SOB: if within a single CS, there were five assurances, three agreement/understanding boosters, and three ADCQs, then assurances were considered to be dominant.

Originally, there were 46 identified communicative situations in the entire movie. In

15 of these CS, assurances were the dominant SOB. In two of these CS, agreement/understanding boosters were dominant. In 15 of these CS, ADCQs were dominant. Nine CS did not contain a single SOB. In five CS, there was a tie for dominant SOB. Since assurances and ADCQs were equally dominant in the identified communicative situations, Sandová's and Urbanová's investigative results were consulted, in an effort to break the tie and delimit.

In Urbanová's investigation, ADCQs presented more frequently than assurances in each of the three texts examined (2000). Sandová (2011) also found that ADCQs presented more frequently in the raw count, and on average, than assurances. Based on these criteria, it was decided that ADCQs would constitute the dominant SOBs.

That said, there were still far too many ADCQs to be analyzed in depth for this investigation. In order to delimit further, these accentuators were grouped according to the number of tokens in the ADCQ. In the corpus, ADCQs were found with 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, and 18 tokens. There were 56 ADCQs total, eight of which were positive, and 48 of which were negative. Those with seven or more tokens did not present with sufficient frequency to merit analysis. Those with six or less tokens presented adequate numbers of ADCQs to analyze, and those with two and three tokens presented the largest numbers of ADCQs (9 and 11, respectively). In order to decide whether to delimit to ADCQs with two or with three tokens, Urbanová's (2000) and Sandová's (2011) studies were referenced once again. Neither of these studies mentioned having encountered an ADCQ with more than two tokens, and so those with two tokens were chosen as the corpus of analysis.

5 Chapter 5: Analysis and results

In this chapter, the details of phase four of the present investigation will be explained. The method of analysis will be laid out, step by step, and results of said analysis will be presented at the conclusion of the chapter.

5.1 Methodology of analysis

5.1.1 Identification of pragmatic functions in base text

The corpus of analysis was delimited from the pragmatic functions of three different types of SOB to the pragmatic functions of two-token ADCQs, through exploration and consultation of prior studies that used Urbanová's accentuator classification (2000). The two-token ADCQs in the base text were then described, one by one, regarding their positive or negative pragmatic functions in the respective communicative situations, as detailed below.

The theoretical framework used for analysis of the pragmatic functions of ADCQs emerge from topics such as the functionalist translation approach, accentuation, pragmatics, illocutionary force, and expressive speech acts.

An ADCQ is a linguistic unit that focuses on the sender. It helps the sender to express, via modification of the illocutionary force, their feelings, emotions, or mental positions in regards to a given message, thus the intention of their utterance is manifested via an expressive speech act. These feelings, emotions, and mental positions may emerge either positively or negatively, in accordance with Urbanová (2000) and Sandová's (2011)

theory and findings. They may also present in single or multiple linguistic units.

Firstly, the morphosyntactic level of each linguistic unit was analyzed, in order to identify trends in the nine ADCQs analyzed in regards to the way in which they support sender expression. Secondly, it was necessary to evaluate roots and common aspects so as to understand meaning and content in the context of the pertinent CS. The CS was necessary to have in mind, as context is determinant for ADCQs. Thirdly, in addition to the morphosyntactic and semantic levels, the pragmatic level was also vital, as it is involved in language use. The pragmatic functions of ADCQs, or sender intentions, are present precisely in this situation. These are expressed through the use of illocutionary force, and are represented in expressive speech acts.

These elements are identified with several CS elements in mind.

The pragmatic functions of ADCQs in the base text were identified through analysis of several components. The pretranslative description was done in order to identify who was speaking, what was happening, and how, at the time that the ADCQ was used, as well as to provide context for the reader. Next, each word's dictionary definition was stated, as was its contextual definition, and denotation. The part of speech which each word constituted was noted, and subsequently, its meaning in use. Once the two tokens of an ADCQ had been thus described, the same elements were used for their description as a pair. The possible meanings of the ADCQs were entertained, and their meaning in the specific context in which they were found.

These elements, together, revealed a basis upon which to determine intention, as well as positivity or negativity of the pragmatic function. Below, find examples of two-

token ADCQs with positive and negative functions, determined by way of the analysis detailed above.

5.1.2 Methodology of analysis for contrastive analysis

As in the base text analysis, it was necessary to examine the morphosyntactic, semantic, and pragmatic levels of target text items, not only in order to deduce their positive or negative pragmatic functions, but also in order to describe any changes between the base and target text in these terms. Thus, firstly, the morphosyntactic level of each linguistic unit was analyzed. Secondly, roots and common aspects were evaluated, so as to understand meaning and content in the CS context. The CS a necessary factor, due to the role of context in ADCQ determination.

Thirdly, in addition to the morphosyntactic and semantic levels, the pragmatic level was also vital, owing to its involvement in language use. The pragmatic functions of ADCQs, or sender intentions, are present precisely in language in use. They are expressed through modification of the illocutionary force, and are represented in expressive speech acts.

The pragmatic functions of target text items were identified through analysis of several components. A pretranslative description was obviated, as its presence in the base text analysis would make it redundant to present in the target text. Next, each word's dictionary definition was stated, as was its contextual definition, and denotation. The part of speech which each word constituted was noted, and subsequently, its meaning in use. Once the two tokens of an ADCQ had been thus described, the same elements were used for their

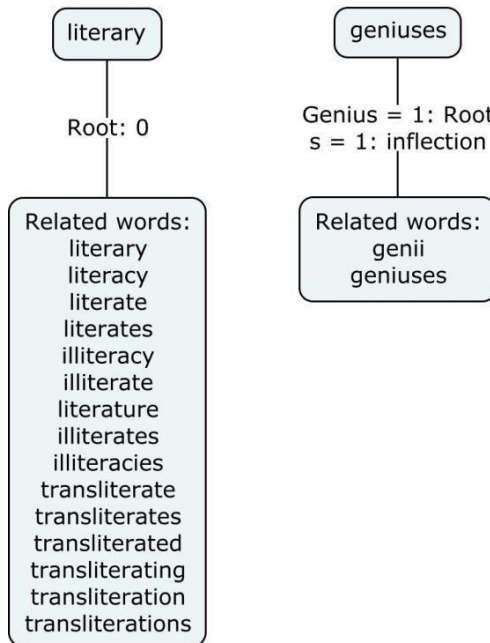
description as a pair. The possible meanings of the ADCQs were entertained, as was their meaning in the specific context in which they were found.

5.2 Base text analysis

Below, find an example from the base text analysis, which includes analysis on the morphosyntactic, semantic, and pragmatic levels:

ADCQ CS # 8 'Literary geniuses'

This ADCQ, „literary geniuses,“ is used by Mark as he is attempting to relaunch Facemash, but this time with the exclusivity feature, and the notable addition of a relationship status choice bar. Both Mark and Eduardo are speakers, Mark dominates the conversation, up to the point where Eduardo hands over the Phoenix emails. Mark has been working on said improvements, and Eduardo asks about his progress. Mark answers that he’s ready to launch immediately, but needs the emails of members of the Phoenix finals club from Eduardo in order to do so. When Eduardo moves to give Mark said email addresses, Mark comments on the literary genius of the Phoenix members, and launches the site. Each token can be morphologically separated as follows:



The first token in the ADCQ, „literary,“ is an adjective. The word „literary“ can be defined as 1. of, relating to, or having the characteristics of humane learning or literature, 2. bookish, 3. well-read, or 4. of or relating to authors or scholars or to their professions. In the above excerpt of communicative situation #10, we can see that Mark’s comment is made in reference to the email addresses of Phoenix members, sarcastically remarking that they must be exceptionally well -read if they are able to create emails using obvious Lewis Carroll references. In this context, „literary“ corresponds to definition number 2. Well-read.

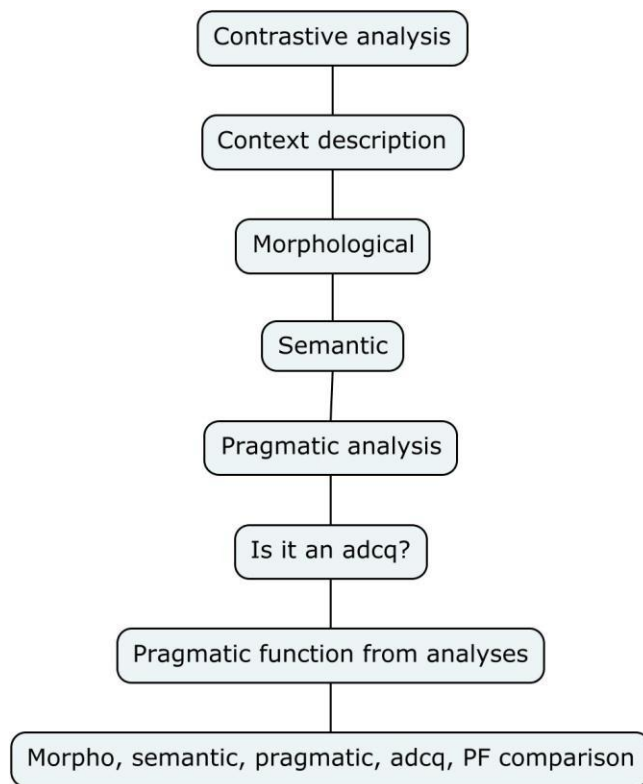
The second token in the ADCQ, „geniuses,“ is a noun. It may mean: 1. an attendant spirit of a person or place, 2. a strong leaning or inclination, 3. a peculiar, distinctive, or identifying character or spirit, 4. a single strongly marked capacity or

aptitude. In the context above, „geniuses,“ described by the token „literary,“ refers sarcastically to the aptitude of Phoenix members in the literary sphere. Thus, the fourth proposed definition, a single strongly marked capacity or aptitude, best matches „geniuses,“ in this case.

„Literary geniuses“, is the most appropriate definition since it indicates the idea mentioned, that is, the sarcastic proposition that Phoenix members have a single strongly marked capacity or aptitude, and are well -read. In theory, Mark and Eduardo could be discussing any grouping of literary geniuses, either sincerely or ironically.

However, in context, the previous reference to Phoenix club members, and the posterior reference to „the world“s most obvious Lewis Carroll reference,“ clearly indicates mockery on Mark“s part. This conclusion is further supported by Eduardo“s posterior utterance, “They“re not so bad,“ and Mark“s response , “I“m just saying.” There was no specific timeframe mentioned in the transcription, except that it was presumably after nine, when Mark and Eduardo were supposed to have met, nor was there a place. The theme of this CS was Facebook going live for the first time.

This constitutes an expressive speech act, as it modifies the illocutionary force such that Mark can negatively and sarcastically evaluates in relation to the idea of sarcasm. Therefore, this ADCQ plays a negative pragmatic function within this communicative situation. For further examples of the base text analysis, see Annex 2.



Graphic 5. Contrastive analysis

5.3 Contrastive analysis

Below, find examples from the contrastive analysis, in which morphological, syntactic, and pragmatic elements were analyzed in the target text, and subsequently compared to said analysis from the target text. In the contrastive analysis, several distinct cases were found: those in which the number of tokens present in base and target texts were the same, and those which were different, those which used the same parts of speech in the

base and target texts, and those which did not, those which had similar definitions for the items in both texts, and those which did and did not constitute ADCQs in both texts:

EDUARDO: What? Why do
need my laptop? MARK: Because
I got e-mails for everybody at the
phenix.

EDUARDO: Yeah, I'm not
sure if it's gonna be cool with them
but I spam their e-mails.

MARK: -This is
not spam. EDUARDO: -
No, I know it's not
spam.

MARK: If we send it to our
friends, it's just gonna bounce around
in Dworkin.

EDUARDO: I haven't gotten in yet.

MARK: These guys know
the e-mail. And I need their e-mails.

EDUARDO: -Sure.

MARK: -Good. Give me the
mailing list. EDUARDO:
Jabberwock12.listserv@harvard.edu.

MARK: These guys. Yeah, they're
rare geniuses because the world's

MARK: Ahora mismo. Saca tu laptop.
EDUARDO: ¿Para qué la necesitamos? No
los correos de todos en el Phoenix.

EDUARDO: No sé si les guste que
spam a sus correos.

MARK: -Esto no es spam.
EDUARDO: -Ya lo sé.

MARK: Si sólo lo mandamos a un
amigo en Dworkin.

EDUARDO: Todavía no me han invitado.

MARK: Conocen gente. Necesito

EDUARDO: -Claro que sí.

MARK: -Bien.

EDUARDO: Lista de correos.
Jabberwock12.listserv@harvard.edu. MA
son tipos. Son genios literarios... ...porque usa
e-mail obvio. EDUARDO: -No son tan malos.

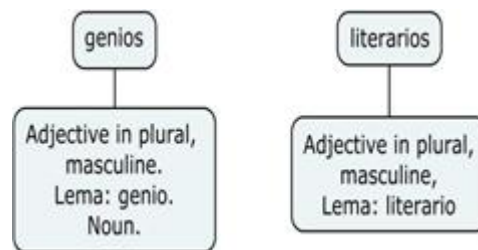
MARK: -Sólo digo. EDUARDO:
Tienes razón. MARK: El sitio está en línea.

EDUARDO: Vamos a tomar una cerveza.
Yo invito. ¿Estás rezando?

The context in the target text is the same as that noted in the base text: Mark is attempting to relaunch Facemash, but this time with the exclusivity feature, and the notable

addition of a relationship status choice bar. Both Mark and Eduardo are speakers, Mark dominates the conversation, up to the point where Eduardo hands over the Phoenix emails. Mark has been working on said improvements, and Eduardo asks about his progress. Mark answers that he's ready to launch immediately, but needs the emails of members of the Phoenix finals club from Eduardo in order to do so. When Eduardo moves to give Mark said email addresses, Mark comments on the literary genius of the Phoenix members, and launches the site. No specific time is mentioned in the transcription.

The item „genios literarios“ may be morphosyntactically organized as follows:



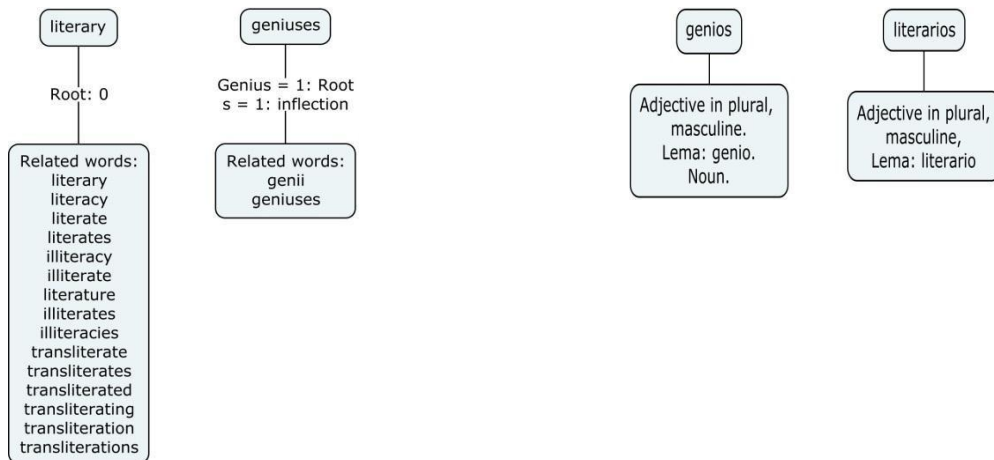
The first part of the item, „genios,“ is a noun, which may be defined thus: 1. Índole o condición según la cual obra alguien comunmente., 2. Disposición ocasional de ánimo por la cual este se manifiesta alegre, áspero o desabrido., 3. Mal carácter, temperamento difícil., or 4. Capacidad mental extraordinaria para crear o inventar cosas nuevas y admirables. In this context, definition four is most closely related to that of the situation, in which Mark comments on the creativity of the email address Jabberwock12.listserv@harvard.edu.

The second token in the target text item is „literarios,“ an adjective, which can be defined in just one way, as 1. perteneciente o relativo a la literatura. As there is only one

possibility for definition of „literarios,“ this must be the definition which is most apt for the situation at hand. In accordance with the definitions deemed most appropriate for the constituents of the target text item, it may be said that „genios literarios“ makes reference to those with extraordinary mental capacities for literature. While, in theory, this ADCQ could be construed as a positive expression, where Mark’s intent is to compliment, we see from Eduardo’s response, „No son tan malos,“ that he feels the need to defend those members of the Phoenix who have such email addresses, and so it is more likely that Mark’s modification of the illocutionary force reveals his sarcasm and intention to express judgement, in this case.

Having established that this utterance in the target text has an expressive intention, it becomes an ADCQ candidate. Given that „genios literarios,“ is of a negative character, as evidenced by Eduardo’s later comment that „No son tan malos,“ it can be established that the target text item has a negative pragmatic function. The characteristics of being an expressive utterance and having a negative pragmatic function qualifies it as an ADCQ.

The base text ADCQ, „literary geniuses,“ and the target text item, „genios literarios,“ may be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, but using the same parts of speech, adjective-noun and noun-adjective. The dictionary definitions for „literary geniuses“ and „genios literarios“ on an individual level, are quite similar.

„Literary,“ from the base text ADCQ, was defined as „of, relating to, or having the characteristics of humane learning or literature,“ and „literarios,“ from the target text was defined as „pertenciente o relativo a la literatura.“ „Geniuses“ and „genios“ were defined as „a single strongly marked capacity or aptitude,“ and „capacidad mental extraordinaria para crear o inventar cosas nuevas y admirables,“ respectively.

Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with negative functions in the text. They both negatively express Mark’s assessment of the literary abilities of Phoenix members, based on their email addresses. There was no specific timeframe mentioned in the transcription, except that it was presumably after nine, when Mark and Eduardo were supposed to have met, nor was there a place. The theme of this CS was Facebook going live for the first time. These factors, together, shows a similarity in the

use of illocutionary force in the utterance two utterances.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give negative evaluations of the message.

There was change in the morphosyntactic elements of the ADCQs, but there was no change in the semantic or pragmatic elements, or the illocutionary force.

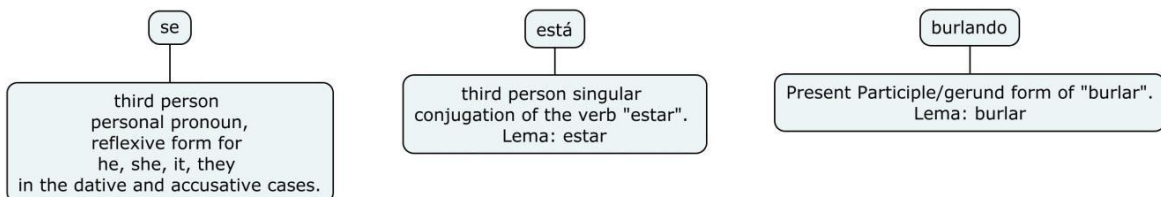
ADCQ	the finger	TT ITEM	Se está burlando
CS #11	CAMERON: -Well, whatever. I'm saying, let's calm down until we know what we're talking about. DIVYA: How much more information are you waiting for? We met with Mark three times, we exchanged 52 e-mails, we can prove that he looked at the code. -What is that on the bottom of the page? CAMERON: -It says "A Mark Zuckerberg production." DIVYA: -On the home page? TYLER: -On every page. DIVYA: Shit, I need a second to let the classiness waft over me. CAMERON: Okay, look, we don't know... TYLER: Cam, they wrote "Zuckerberg said he	CS #11	CAMERON: Da igual. Hay que calmarnos hasta ver de qué se trata. DIVYA: ¿Cuánta información necesitas? Vimos a Mark 3 veces, nos enviamos 52 correos... ..y él miró el código. -¿Qué dice abajo? CAMERON: -"Una Producción de Mark Zuckerberg". DIVYA: -¿En la página inicio? TYLER: -En todas. DIVYA: Necesito un segundo para reconocer su buen gusto. TYLER: Zuckerberg dijo que esperaba que las opciones de privacidad...

Here, the base text ADCQ is „the finger,“ and the target text item is „Se está burlando.“

The ADCQ, „the finger,“ is used by Mark after he launches Facebook. Divya and Tyler dominate the conversation as speakers, and Cameron principally listens. Divya and the Winklevoss twins have just found out, and believe that he copied their website idea and

stole their code. Adding insult to injury, Mark, in an interview with the university newspaper, The Crimson, commented that he hoped it would restore his reputation, following the scandal with facemash.com, something that Divya had said that he hoped their project would do for Mark. Despite Cameron’s hesitation, Divya and Tyler would like to respond to the news article so that people realize that there is more than one side to the story. This commentary constitutes an expressive illocutionary speech act, as it shows Tyler’s indignation and rage toward Mark, and the fact that he has given a statement to the Crimson that echoes their own promises to him. No specific time is mentioned in the transcription.

The item „Se está burlando; may be morphosyntactically organized as follows:



The first part of the item, „se,“ is a third person personal pronoun, which may be defined as follows: 1. Forma reflexiva o recíproca de los pronombres él, ella, ello, ellos, ellas en los casos dativo y acusativo., 2. Con verbos transitivos en voz activa para indicar que la interpretación del verbo es pasiva y que el sujeto es paciente., or 3. Con un verbo en singular para indicar que debe entenderse un sujeto tácito de persona de naturaleza genérica. In this context, definition one is most closely related to that of the situation, as Tyler is referring to Mark and the fact that he is making fools of them in the school

newspaper.

The second token in the target text item is „está,“ is the third person singular conjugation of the verb *estar*, which can be defined as 1. Para expresar un determinado estado del sujeto, 2. Dicho de una persona o de una cosa: existir, hallarse en este o aquel lugar, situación, condición o modo actual de ser, or 3. Permanecer o hallarse con cierta estabilidad en un lugar, situación, condición, etc. In this case, the first definition is the most appropriate, as it describes Mark’s current state.

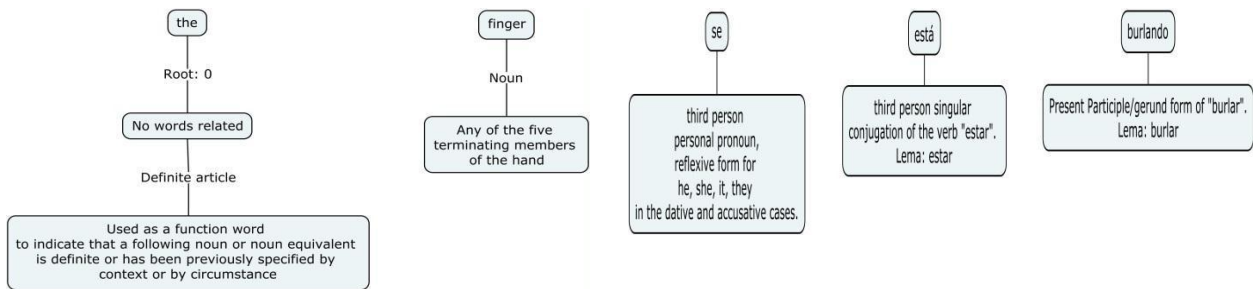
The third token, „burlando,“ is the gerund form of the verb *burlar*. It may be defined as: 1. Chasquear, zumar, 2. Engañar (hacer creer que algo falso es verdadero), 3. Esquivar a quien va a impedir el paso o a detenerlo, or 4. Frustrar, desvanecer la esperanza, el deseo, etc., de alguien. In this case, the fourth definition is most fitting to the context, as Tyler feels that he, his brother, and Divya are being publicly embarrassed.

In accordance with the definitions deemed most appropriate for the constituents of the target text item, it may be said that „se está burlando“ makes reference to a person who is trying to frustrate someone else. While this comment could be made in reference to anyone, the CS shows that they are discussing Mark in relation to his publication in the university newspaper. This ADCQ could also be positive, in the case that a joke was innocently played. However, it is clear that Tyler is attempting to express frustration, when he proposes that they make it known that there is a dispute, and when Cameron affirms that there will be no such statement, nor lawsuit. From this, it is possible to deduce that the pragmatic function of this target text item is negative.

Having established that this utterance in the target text has an expressive intention, it

becomes an ADCQ candidate. Given that „Se está burlando,“ and its base text counterpart, „the finger,“ both express indignation, as supported by Tyler’s later suggestion that they make a publication in the *Crimson* themselves so that people will know that Mark’s comments are being disputed, it can be established that the target text item has a negative pragmatic function. The characteristics of being an expressive utterance, and having a negative pragmatic function qualifies the target text item as an ADCQ.

The base text ADCQ, „the finger,“ and the target text item, „se está burlando,“ may be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, as well as different parts of speech, article-noun, and pronoun-verb-gerund. The dictionary definitions for „the finger“ and „se está burlando“ on an individual level, are also quite different. „The,“ from the base text ADCQ, was defined as „used as a function word before a singular noun to indicate that the noun is to be understood generically,“ and „se,“ and „está“ from the target text were defined as „Forma reflexiva o recíproca de los pronombres él, ella, ello, ellos, ellas en los casos dativo y acusativo,“ and „Para expresar un determinado

estado del sujeto," respectively. „Finger“ and „burlando“ were defined as „bird (the bird),“ and „Frustrar, desvanecer la esperanza, el deseo, etc., de alguien,“ respectively. These differences show a marked semantic difference between the two ADCQs, despite the fact that they both have negative pragmatic functions.

Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with negative functions in the text. They both negatively express Mark's assessment of the literary abilities of Phoenix members, based on their email addresses. The intention of both ADCQs is expressive. There was no specific time or place in the transcription. The theme of this CS was the Winklevosses finding out about Facebook.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give negative evaluations of the message.

There was change in the morphosyntactic and semantic elements of the ADCQs, and so the illocutionary force was modified, but there was no change in the pragmatic elements.

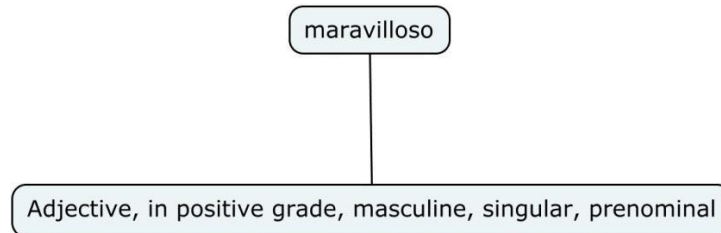
ADCQ	stunninglygreat	TT ITEM	maravillos
CS #12	CHRISTY: Your friend. Is that Mark Zuckerberg?	CS #12	CHRISTY
	EDUARDO: Yeah.		Zuckerber
	CHRISTY: -He made The Facebook.		EDUARD
	EDUARDO: -Yeah.		CHRISTY
	I mean, it's both of ours. We're... Yeah, we... Yes.		EDUARD
	CHRISTY: Cool. I'm Christy Ling. This is Alice.		nosotros...
	ALICE: Hi.		CHRISTY
	EDUARDO: Well, very nice to meet you.		ella es Ali
	CHRISTY: Facebook me when you get home. You		ALICE: H
	know, maybe we can all go out and grab a drink.		EDUARD
	EDUARDO: Certainly. Absolutely do that. She said,		CHRISTY
	"Facebook me and we can all go for a drink later,"		Quizá pod
	which is stunningly great for two reasons. One, she		EDUARD
	said "facebook me," right? And then the other is,		EDUARD
	well, you know...		Quizá pod

	MARK: They wanna have drinks later.	maravilloso. F
EDUARDO: Yes, have you ever heard so many		en Facebook" y porq
different good things packed into one regular-sized	MARK: Quiet	
sentence?	EDUARDO: Cuántas	...empacadas e
		oración.

Here, the base text ADCQ is „stunningly great,“ and the target text item is „maravilloso.“ Eduardo, Christy, and Alice are at a lecture, given by Bill Gates, and Christy is distracted by the, apparently successful, Mark and Eduardo. Christy is the main speaker in this CS; Eduardo and Alice principally listen. The girls comment on Facebook, and ask whether Mark and Eduardo would be interested in drinks later that night. Eduardo is

excited about said conversation, not only because it shows that the girls know about Facebook, but also because they are not accustomed to being hit on. „Maravilloso,“ constitutes an expressive illocutionary speech act, as it shows Eduardo’s happiness and disbelief at the fact that the girls not only know about their startup, but are also interested in going to drinks with he and Mark. No specific time is mentioned in the transcription.

The item „maravilloso“ may be morphosyntactically organized as follows:

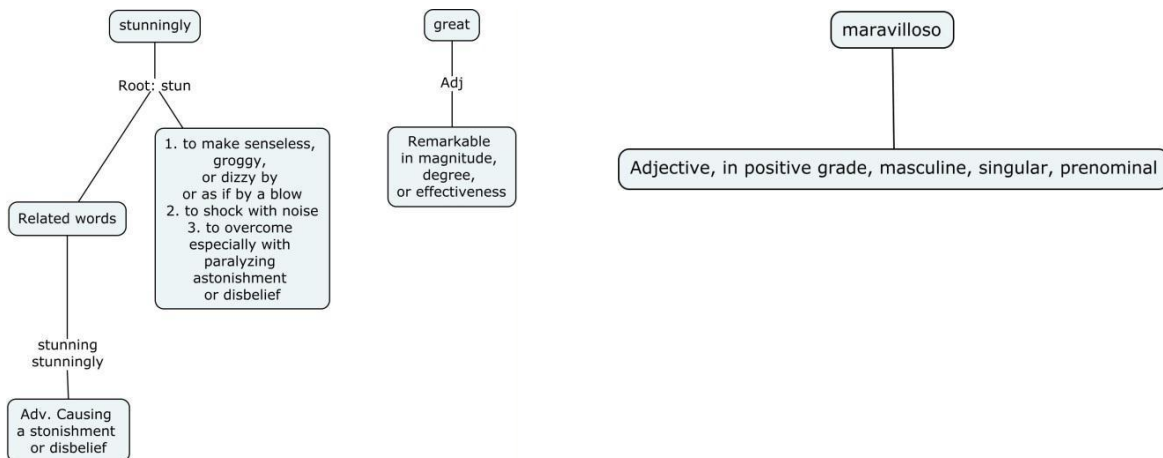


The target text item consists of a sole token, „maravilloso,“ which is an adjective meaning „extraordinario, excelente, admirable.“ As this is the sole definition given, it is also, necessarily, most closely related to that of the situation, as Eduardo is referring to the extraordinary and excellent situation in which he and Mark were asked out. As this target text item expresses judgement of a situation, it can be called an ADCQ. Further, since said judgement is of a positive nature, as evidenced by Eduardo’s later comment, “Cuántas cosas buenas... empacadas en una sola oración,” it may be said with confidence that this ADCQs’ pragmatic function is positive.

Having established that this utterance in the target text has an expressive intention, it becomes an ADCQ candidate. Given that „maravilloso,“ expresses cheerful incredulity, as

supported by Eduardo's later comment about so many good things being contained in a single sentence, it can be established that the target text item has a positive pragmatic function. The characteristics of being an expressive utterance, and having a positive pragmatic function qualifies the target text item as an ADCQ.

The base text ADCQ, „stunningly great,“ and the target text item, „maravilloso,“ may be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different numbers of words, as well as with different parts of speech, adverb-adjective, and a lone adjective. The dictionary definitions for „stunningly great“ and „maravilloso“ on an individual level, are fairly similar.

„Stunningly,“ from the base text ADCQ, was defined as „causing astonishment or disbelief,“ and „great,“ and „maravilloso“ were defined as „remarkable in magnitude, degree, or effectiveness,“ and „extraordinario, excelente, admirable,“ respectively.

Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with positive expressive functions in the text, as they both express Eduardo's pleased disbelief at having been approached by Christy and Alice. There was no specific time, other than „later,“ or place specified in the transcript, and the theme in this CS was the spoils of success.

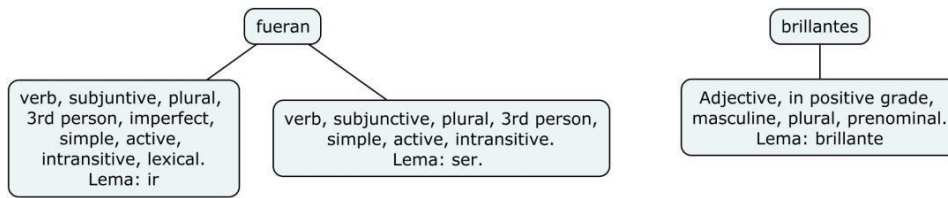
Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give positive evaluations of the message.

There was change in the morphosyntactic and semantic elements of the ADCQs, and in the illocutionary force, but there was no change in pragmatic elements.

<p>ADCQ so clever</p> <p>CS #15 MARK: Erica? ERICA: Hi.</p> <p>MARK: I saw you from over there. I didn't know you came to this club a lot.</p> <p>ERICA: -First time.</p> <p>MARK: -Mine, too. Could I talk to you alone for a second?</p> <p>ERICA: I think I'm good right here.</p> <p>MARK: I just...I'd love to talk to you alone if we could just go someplace.</p> <p>ERICA: Right here is fine.</p> <p>MARK: I don't know if you heard about this new website I launched.</p> <p>ERICA: No.</p> <p>ERICA: Comparing women to farm animals.</p> <p>MARK: I didn't end up doing that.</p> <p>ERICA: It didn't stop you from writing it. As if every thought that tumbles through your head was so clever it would be a crime for it not to be shared. The Internet's not written in pencil, Mark, it's written in ink, and you published that Erica Albright was a bitch, right before you made some ignorant crack about my family's name, my bra size, and then rated women based on their hotness.</p>	<p>TT ITEM fueran brillantes</p> <p>CS #15 MARK: ¿Érica? ERICA: Hola.</p> <p>MARK: Te vi de lejos. No sabía que venías a este club.</p> <p>ERICA: -Primera vez.</p> <p>MARK: -Para mí también.</p> <p>¿Podemos hablar a solas? ERICA: Aquí estoy bien. MARK: Quisiera hablar a solas. ERICA: Aquí está bien.</p> <p>MARK: ¿Supiste del sitio que lancé? -¿The Facebook?</p> <p>ERICA: -Me llamaste "arpiá" en Internet. MARK: Por eso quería hablar contigo.</p> <p>ERICA: -En internet.</p> <p>tus pensamientos fueran brillantes... ..y dignos de compartirse. La Internet está escrita con pluma. Tú publicaste que Érica Albright era una arpia... ..justo antes de burlarte de mi apellido, mi busto... ..y de clasificar mujeres.</p>
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Here, the base text ADCQ is „so clever,“ and the target text item is „fueran brillantes.“ Here, Erica is the main speaker, and Mark the listener. Mark goes out with Eduardo, following a talk given by Bill Gates, during which two girls invite them out for drinks. They both go to the designated club, but before the girls arrive, Mark spots Erica. He goes over intending to apologize for the things that he had said about her on Facemash, and the above conversation ensues. No specific time is mentioned in the transcription.

The item „fueran brillantes“ may be morphosyntactically organized as follows:



The first token of the base text item, „fueran,“ which is a verb defined as 1. Ir, or 2. Ser.

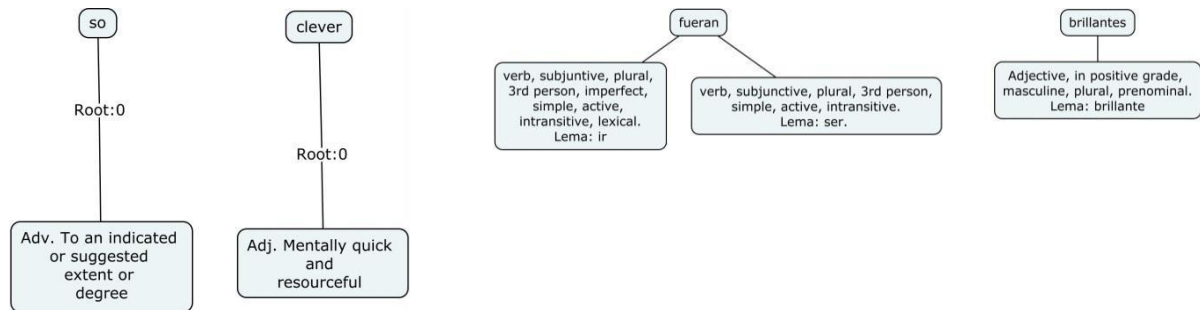
In this context, „ser“ most closely matches the CS context, as Erica is making reference to Mark’s evaluation of his writings.

The second token, „brillantes,“ is an adjective defined as 1. Que brilla, 2. Admirable o sobresaliente en su línea, or 3. Diamante brillante. For the context at hand, the second definition is the most appropriate, since Erica is expressing her judgement that Mark thinks, or thought, of his writings as especially remarkable.

Having established that this utterance in the target text has an expressive intention, it becomes an ADCQ candidate. Given that „brillante,“ expresses cheerful incredulity, it might be established that the target text item has a positive pragmatic function. However, given clues present in the CS, it can be shown that Erica’s intention with this ADCQ is to express her sarcastic evaluation of Mark’s wit, and so it has a negative pragmatic function. The characteristics of being an expressive utterance, and having a negative pragmatic function qualifies the target text item as an ADCQ.

The base text ADCQ, „so clever,“ and the target text ADCQ, „fueran brillantes,“ may

be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, as well as different parts of speech, adverb-adjective, and verb-adjective. The dictionary definitions for „so clever“ and „fueran brillantes“ on an individual level, are also fairly dissimilar.

„So,“ from the base text ADCQ, was defined as „to an indicated or suggested extent or degree,“ and „fueran,“ as „ser.“ „Clever“ and „brillantes“ were defined as „marked by wit or ingenuity,“ and „Admirable o sobresaliente en su línea,“ respectively.

Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with negative functions in the text, as they both express Erica’s disgust with the comments that Mark made about her. The theme of this CS was Mark’s attempted apology to Erica. There was no time specified in the transcript, but the conversation took place at a club, as indicated in the context provided in the example.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give negative evaluations of the

message.

There was change in the morphosyntactic and semantic elements of the ADCQs, and in illocutionary force, but there was no change in pragmatic elements.

ADCQ	rated women	TT ITEM	clasificar mujeres
CS #15	MARK: Erica?	CS #15	MARK: ¿Érica?
	ERICA: Hi.		ERICA: Hola.
	MARK: I saw you from over there. I didn't know you came to this club a lot.		MARK: Te vi de lejos. No sabía que venías a este club.
	ERICA: -First time.		ERICA: -Primera vez.
	MARK: -Mine, too. Could I talk to you alone for a second?		MARK: -Para mí también.
	ERICA: I think I'm good right here.		¿Podemos hablar a solas?
	MARK: I just...I'd love to talk to you alone if we could just go someplace.		ERICA: Aquí estoy bien.
	ERICA: Right here is fine.		MARK: Quisiera hablar a solas.
	MARK: I don't know if you heard about this new website I launched.		ERICA: Aquí está bien.
	ERICA: No.		MARK: ¿Supiste del sitio que lancé?
	MARK: -The Facebook?		-¿The Facebook?
	ERICA: -You called me a bitch on the Internet, Mark.		ERICA: -Me llamaste "arpiá" en Internet.
			MARK: Por eso quería hablar contigo.
			ERICA: -En internet.
			MARK: -Por eso vine.
			ERICA: ¿Comparar mujeres con

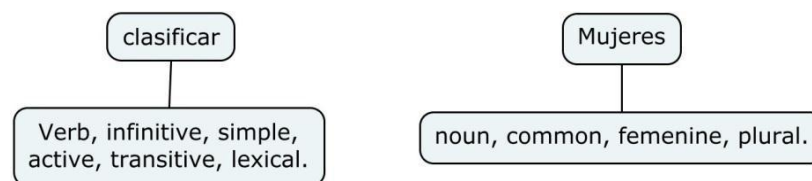
shared. The Internet's not written in pencil, busto... ..y de
Mark, it's written in ink, and you published that mujeres.
Erica Albright was a bitch, right before you made
some
ignorant crack about my family's name, my
bra size, and then rated women based on their
hotness.

-

The context in the target text is the same as that noted in the base text: Eduardo is explaining the beginnings of Facebook, in a later deposition, to his and Mark's lawyers, beginning with their conversation at Caribbean Night. Mark and Eduardo are the only participants in the recounted conversation, with Mark speaking, and Eduardo listening, principally. They are discussing Facemash, and Mark proposes exclusivity as an improvement for future iteration. He mentions one specific aspect that seems to entice Harvard students:

getting punched by a final club, to which Eduardo replies with „Eso es bueno“ in the target text. This commentary constitutes an expressive illocutionary speech act, as it shows Eduardo's feelings toward Mark's proposition. No specific time is mentioned in the transcription.

The item „clasificar mujeres“ may be morphosyntactically organized as follows:



The first part of the item, „clasificar,“ is a verb, which may be defined as follows: 1. Ordenar o disponer por clases algo, 2. Dar carácter secreto o reservado a un documento, 3.

Obtener determinado puesto en una competición, o 4. Conseguir un puesto que permite continuar en una competición o torneo deportivo. In this context, definition one is the closest fit to that of the situation, in which Mark makes it possible to rank women according to their looks.

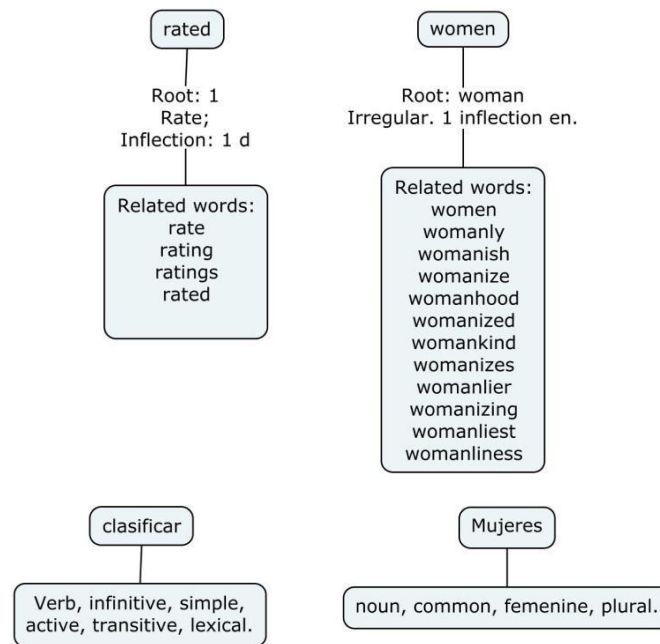
The second token in the target text item is „mujeres,“ a noun. It can be defined as: 1. Persona del sexo femenino, 2. Que ha llegado a la edad adulta, 3. Que tiene las cualidades consideradas femeninas por excelencia, 4. Esposa o pareja femenina habitual, con relación al otro miembro de la pareja, o 5. Para indicar sorpresa o asombro, o con un matiz conciliador, exclusivamente cuando el interlocutor es una mujer. Here, as Erica is reminding Mark of how he made it possible to rank women by hotness, the first definition is the most appropriate.

In accordance with the definitions deemed most appropriate for the constituents of the target text item, it may be said that „clasificar mujeres“ makes reference to putting females into a determined order, by class. In this case, there is really very little room for interpretation. The definitions and contextual clues point to the fact that Mark made it possible to do just that, and Erica is expressing her disapproval thereof.

Having established that this utterance in the target text has an expressive intention, it becomes an ADCQ candidate. Given that Erica is expressing her disgust with Mark’s actions, it can be established that the target text item has a negative pragmatic function. The characteristics of being an expressive utterance, and having a negative pragmatic function qualifies it as an ADCQ.

The base text ADCQ, „rate women,“ and the target text item, „clasificar mujeres,“

may be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, but using the same parts of speech in the same order, verb-noun. The dictionary definitions for „rate women“ and „clasificar mujeres“ on an individual level, are practically identical. „Rate,“ from the base text ADCQ, was defined as „to set an estimate on,“ and „clasificar,“ from the target text was defined as „Ordenar o disponer por clases algo.“ The „women“ and „mujeres“ tokens were defined as „an adult female person,“ and „Persona del sexo femenino.“

Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with negative pragmatic functions in the text. They both negatively express Erica's feelings toward Mark's actions. There was no time specified in the transcript, but the conversation took place at a club, as indicated in the context provided in the example. The theme of this communicative situation was Mark's attempted apology to Erica.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give negative evaluations of the message.

While there was change in the morphosyntactic elements of the ADCQs, there was no change in the semantic or pragmatic elements, or in the illocutionary force.

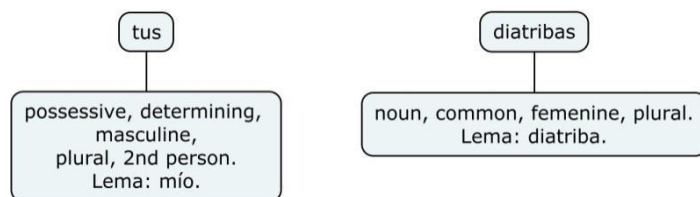
ADCQ snide bullshit
 CS #15 ERICA: Hi.
 MARK: I saw you from over there. I didn't know you came to this club a lot.
 ERICA: -First time.
 MARK: -Mine, too. Could I talk to you alone for a second?
 ERICA: I think I'm good right here.
 MARK: I just...I'd love to talk to you alone if we could just go someplace.
 ERICA: Right here is fine.
 MARK: I don't know if you heard about this new website I launched.
 ERICA: No.
 MARK: -The Facebook?
 ERICA: -You called me a bitch on the Internet, Mark.
 MARK: That's why I wanted to talk to you.
 ERICA: -On the Internet.
 MARK: -That's why I came over.
 ERICA: Comparing women to farm animals.
 MARK: I didn't end up doing that.
 ERICA: It didn't stop you from writing it.
 As if every thought that tumbles through your head was so clever it would be a crime for it not to be shared. The Internet's not written in pencil, Mark, it's written in ink, and you published that Erica Albright was a bitch, right before you made some ignorant crack about my family's name, my bra size, and then rated women based on their hotness.
 REGGIE: -Erica, is there a problem?
 ERICA: -No, there's no problem. You write your snide bullshit from a dark room because that's what the angry do nowadays. I was nice to you. Don't torture me for it.
 MARK: If we could just go somewhere for a minute...
 ERICA: I don't wanna be rude to my friends.
 MARK: Okay.
 ERICA: Okay. Good luck with your video game.

TT ITEM tus diatribas
 CS #15 MARK: ¿Érica?
 ERICA: Hola.
 MARK: Te vi de lejos. No sabía que venías a este club.
 ERICA: -Primera vez.
 MARK: -Para mí también.
 ¿Podemos hablar a solas?
 ERICA: Aquí estoy bien.
 MARK: Quisiera hablar a solas.
 ERICA: Aquí está bien.
 MARK: ¿Supiste del sitio que lancé?
 -¿The Facebook?
 ERICA: -Me llamaste "arpia" en Internet.
 MARK: Por eso quería hablar contigo.
 ERICA: -En internet.
 MARK: -Por eso vine.
 ERICA: ¿Comparar mujeres con animales?
 MARK: No lo hice.
 ERICA: Pero lo escribiste. Como si todos tus pensamientos fueran brillantes... ..y dignos de compartirse. La Internet está escrita con pluma. Tú publicaste que Érica Albright era una arpia... ..justo antes de burlarte de mi apellido, mi busto... ..y de clasificar mujeres.
 REGGIE: ¿Hay algún problema?
 ERICA: -No, ninguno. Escribes tus diatribas desde un cuarto. Eso hace la gente enojada. Yo te traté bien. No me tortures por eso.
 MARK: ¿Podemos ir a otro lado...?
 ERICA: Estoy con mis amigos. Suerte con tu juego de video.

The context in the target text is the same as that noted in the base text: Here, Erica is the main speaker, and Mark the listener. Mark goes out with Eduardo, following a talk given by Bill Gates, during which two girls invite them out for drinks. They both go to the designated club, but

before the girls arrive, Mark spots Erica. He goes over intending to apologize for the things that he had said about her on Facemash, and the above conversation ensues. No specific time is mentioned in the transcription.

The item „tus diatribas“ may be morphosyntactically organized as follows:



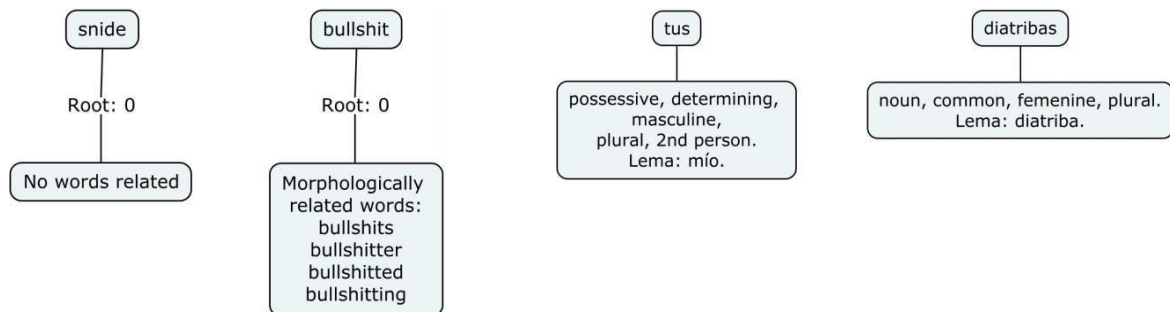
The first part of the item, „tus,“ is an adjective, which may be defined as follows: 1. Tuyo, 2. De una persona indeterminada, o 3. Antepuesto a un nombre propio, aporta valor afectivo o enfático. In this context, definition one is the closest fit to that of the situation in which Erica describes her opinion of Mark’s writings.

The second token in the target text item is „diatribas,“ a noun. It can be defined as „Discurso o escrito acre y violento contra alguien o algo.“ As this is the only definition, it must also be the most appropriate for the situation.

In accordance with the definitions deemed most appropriate for the constituents of the target text item, it may be said that „tus diatribas“ makes reference to violent, stinging written about someone or something by a given person. This CS makes clear that the diatribe was written by Mark about Erica and women in general, and that Erica is expressing her discontent with said diatribe.

Having established that this utterance in the target text has an expressive intention, it becomes an ADCQ candidate. Given that „diatribas,“ and its base text counterpart, „bullshit“ both have a negative character, it can be established that the target text item also has a negative pragmatic function. The characteristics of being an expressive utterance, and having a negative pragmatic function qualifies it as an ADCQ.

The base text ADCQ, „snide bullshit,“ and the target text item, „tus diatribas,“ may be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, but using the same parts of speech in the same order, adjective-noun. The dictionary definitions for „snide bullshit“ and „tus diatribas“ on an individual level, however, are quite different.

„Snide,“ from the base text ADCQ, was defined as „slyly disparaging,“ and „tus,“ from

the target text was defined as „tuyo.“ The „bullshit“ and „diatribas“ tokens were defined as „nonsense (usually vulgar),“ and „Discurso o escrito acre y violento contra alguien o algo“ respectively.

Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with negative pragmatic functions in the text. They both negatively express Erica’s feelings toward Mark and what he wrote. There was no time specified in the transcript, but the conversation took place at a club, as indicated in the context provided in the example. The theme of this communicative situation was Mark’s attempted apology to Erica.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give negative evaluations of the message.

While there was change in the morphosyntactic and semantic elements of the ADCQs, as well as the illocutionary force, there was no change in pragmatic elements.

DCQ S #24	A C	<p>Poor guy</p> <p>MARK: Your date looks so familiar to me. SEAN: She looks familiar to a lot of people.</p> <p>MARK: What do you mean?</p> <p>SEAN: A Stanford MBA named Roy Raymond wants to buy his wife some lingerie, but he's too embarrassed to shop for it in a department store. He comes up with an idea for a high-end place that doesn't make you feel like a pervert. He gets a</p> <p>\$40,000 bank loan, borrows another 40,000 from his in-laws, opens a store and calls it Victoria's</p>	TT ITEM CS #24	<p>El tipo</p> <p>MARK: Tu amiga me parece conocida. SEAN: A ti y a muchos otros.</p> <p>MARK: ¿De qué hablas?</p> <p>SEAN: Un graduado de Stanford, Roy Raymond, quiere comprar lencería para su mujer. Le da vergüenza ir a tiendas. Se imagina una tienda... ..que no te hace sentir como un pervertido.</p> <p>Consigue</p> <p>\$40.000 de un banco, sus suegros le prestan \$40.000... ..abre una</p>
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The context in the target text is the same as that noted in the base text: In this conversation, Sean primarily speaks, and Mark listens. Mark is there with his interns, in an effort to cram on coding and get Facebook up and running on the west coast. He and Sean go to a club, and Sean tells Mark the parable of Roy Raymond, the founder of Victoria's Secret, how hard he worked to start the store, and how he sold it for far less than it was worth shortly thereafter, in order to explain the dangers of undervaluing what you have, and to explain why his date looks familiar to Mark. No specific time is mentioned in the transcription.

The item „el tipo“ may be morphosyntactically organized as follows:



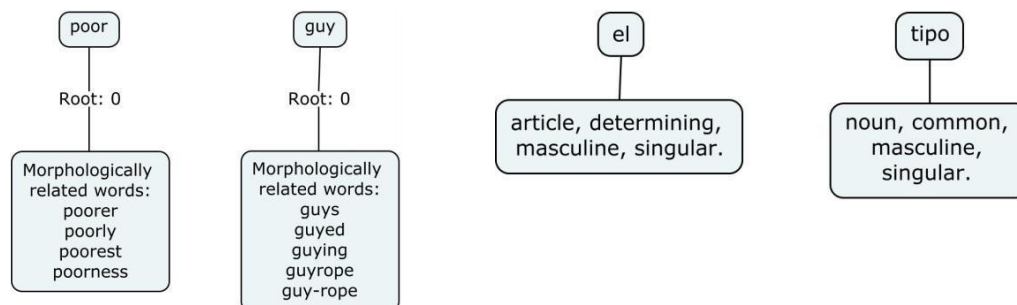
The first part of the item, „el,“ is an article, which may be defined as follows: 1.

Antepuesto a un sustantivo o a un sintagma nominal forma una expresión definida de referente consabido, 2. Indica que lo designado por el sustantivo al que precede constituye información presente en el contexto inmediato en el que se produce el enunciado, o 3. El más próximo al que habla. In this context, definition one is the closest fit to that of the situation in which Sean tells Mark the parable of Roy Raymond, a story not to be repeated.

The second token in the target text item is „tipo,“ a noun. It can be defined as: 1. Modelo, ejemplar, 2. Símbolo representativo de algo figurado, 3. Clase, índole, naturaleza de las cosas, 4. Ejemplo característico de una especie, de un género, etc., 5. Figura o porte de una persona, o 6. Persona extraña y singular. Here, as Sean is talking about Roy Raymond, it can be deduced that definition five is most appropriate for the situation.

In accordance with the definitions deemed most appropriate for the constituents of the target text item, it may be said that „el tipo“ makes reference to a person. While theoretically, Sean could be referring to anyone, the CS makes it clear that he is referring to Roy Raymond. This utterance in the target text is not expressive, as it does not transmit personal involvement or strong judgement, and is therefore not an ADCQ candidate.

The base text ADCQ, „poor guy,“ and the target text item, „el tipo,“ may be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, using different parts of speech, adjective-noun and article-noun. The dictionary definitions for „poor guy“ and „el tipo“ on an individual level, are different. „poor,“ from the base text ADCQ, was defined as

„exciting pity,“ and „el,“ from the target text was defined as „ Antepuesto a un sustantivo o a un sintagma nominal forma una expresión definida de referente consabido.“ The „guy“ and „tipo“ tokens were defined as „man, fellow“ and „Persona extraña y singular,“ respectively.

Pragmatically speaking, only the base text unit was an ADCQ and had a negative pragmatic function in the text. The base text unit was not expressive, and did not transmit judgement, and so did not qualify as an ADCQ. There was no specific place mentioned, but the text does say that it was summer. The theme of this CS was a billion-dollar company.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, but only one (base text ADCQ) negatively evaluates the message. This reflects changes in all elements between the base and target texts: morphosyntactic, semantic, and pragmatic, as well as of the illocutionary force.

ADCQ holy shit
CS #24 SEAN: -Napster wasn't a failure. I changed the music industry for better and for always. It may not

off. And isn't that what your Facemash was about? They're scared of me, pal, and they're gonna be scared of you. What the VCs want is to say, "Good idea, kid, the grown-ups will take it from here." But not this time. This is our time. This time, you're gonna hand them a business card that says, "I'm CEO, bitch." That's what I want for you. So where the hell is Eduardo?

MARK: -He's in New York.
SEAN: -Sucking up to adults.
MARK: -He's got an...

SEAN: -An internship. The company's here. A billion-dollar company's here. -Do you live and breathe Facebook?

MARK: -Yes.
SEAN: I know you do. Wardo wants to be a businessman and for all I know he's gonna be a good one, but he shouldn't be in New York kissing Madison Avenue's ass. This is a once-in-a-generation, "holy shit" idea. And the water under the Golden Gate is freezing cold. Look at my face and

TT ITEM increíble
CS #24 SEAN: -Napster no fue un fracaso. Cambié la industria de la música para

buen negocio, pero mucha gente. ¿Tu Facemash? A mi me tienen miedo a ti. Los inversionistas dirán: "Buena idea, déjala a los adultos".

Pero esta vez, no. En nuestro momento. Esta vez, tengo que entregarte una tarjeta de negocios. Yo soy el presidente y quiero para ti.

¿Dónde está Eduardo? MARK: -En Nueva York.

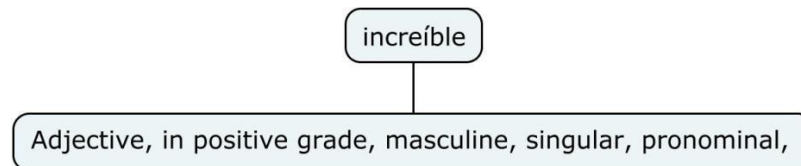
SEAN: -Cortejando a las chicas y los anunciantes. MARK: -Estas chicas pasan... SEAN: -Una pasadita. La compañía está aquí, una compañía de millones de dólares. ¿Tú respiras Facebook? MARK:

SEAN: Ya lo sé. Voy a ser hombre de negocios. Fíjate, es un buen negocio... pero no debería

The context in the target text is the same as that noted in the base text: Here, Sean is the main speaker, and Mark the listener. The two of them go out to a club, Sean explains his experience with Napster to Mark, and asks where Eduardo is. When Mark tells him that Eduardo is in New York, Sean takes that to mean that Eduardo is squandering this idea, and

implies that perhaps Eduardo shouldn't be in the position he is, if he isn't taking Facebook as seriously as Mark. No specific time is mentioned in the transcription.

The item „increíble“ may be morphosyntactically organized as follows:



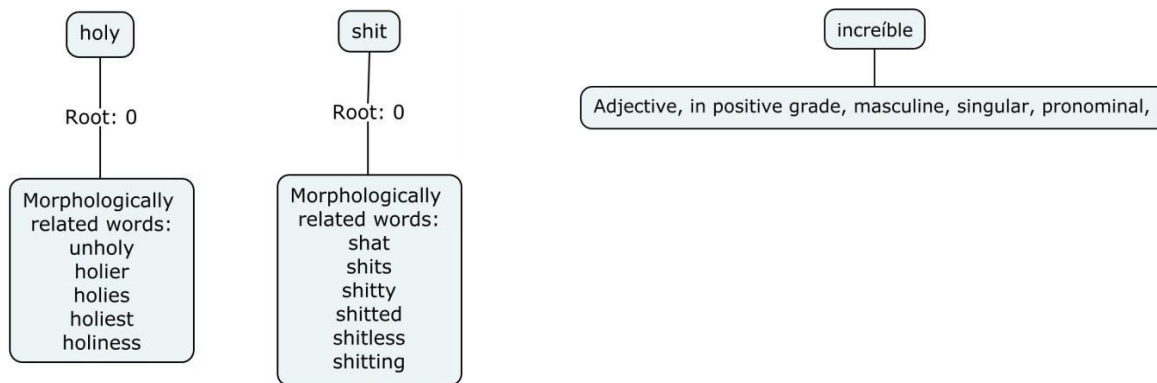
The item only has one token, „increíble,“ which is an adjective, which may be defined as follows: 1. Que no puede creerse, or 2. Muy difícil de creer. In this context, definition two is the closest fit to that of the situation in which Sean expresses his enthusiasm for the idea of Facebook.

In accordance with the definitions deemed most appropriate for the constituents of the target text item, it may be said that „increíble“ makes reference to something which is hard to believe. While theoretically, Sean could be referring to anything, positively or negatively, with his use of „increíble,“ CS context makes it clear that he is expressing his opinion of Facebook and its potential as a successful company.

Having established that this utterance in the target text has an expressive intention, it becomes an ADCQ candidate. Given contextual clues, and that „increíble,“ is of a favorable character, it can be established that the target text item has a positive pragmatic function. The characteristics of being an expressive utterance, and having a positive pragmatic function qualifies it as an ADCQ.

The base text ADCQ, „holy shit,“ and the target text item, „increíble,“ may be

morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, and use different parts of speech different orders, adjective-noun, and adjective alone. The dictionary definitions for „holy shit“ and „increíble“ on an individual level, are quite different. „holy,“ from the base text ADCQ, was defined as „used as an intensive,“ „shit,“ from the target text was defined as „used as an interjection,“ and „increíble“ is defined as „Muy difícil de creer.“

Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with positive pragmatic functions in the text. They both positively express Sean’s feelings about Facebook’s potential as a business. The transcript specified that it was summer, but no place was mentioned, and the theme of the CS was that Facebook was a billion-dollar company.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give positive evaluations of the

message.

While there was change in the morphosyntactic and semantic elements of the ADCQs, and illocutionary force, there was no change in pragmatic elements.

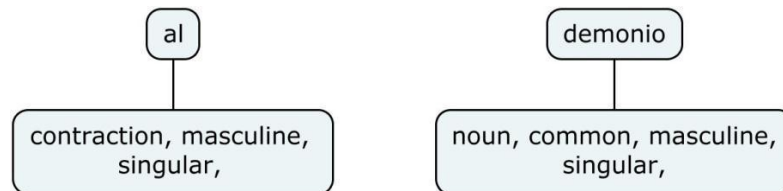
DCQ	A	Screw it	TT	Al demonio
S #26	C	KENWRIGHT: Good race, boys. Take the bitter with the better, eh?	ITEM #26	CS KENWRIGHT: Buena carrera. No siempre se puede ganar.
		CAMERON: I'm gonna go watch the race film. If this is online, I wanna see it.		CAMERON: Voy a ver la carrera. Si está en línea, la quiero ver.
		TYLER: Stop it. Stop it, Cam. Knock it off. I don't mind that we lost to the Dutch today by less than a second. That was a good race, and that was a fair race. And they'll see us again. What I mind, and		TYLER: Para. ¡Para, Cam! ¡Ya basta! No me molestó perder por menos de un segundo. Fue una carrera buena y
		CAMERON: I need a real drink. Screw it. Let's gut the friggin' nerd.		DIVYA: Por f CAMERON: Al demonio. Hay que nerd. TYLER: ¡Esoe
		TYLER: That's what I'm talking about!		

The context in the target text is the same as that noted in the base text: The Winklevosses have just lost a race. In this part of the conversation, Tyler is the main speaker, and Divya and Cameron listeners. They, along with Divya, are in a sour mood to begin with, but when they find out, through Kenwright, that Facebook has expanded overseas to the UK, they are infuriated.

Divya and Tyler try one final time to convince the normally even-tempered Cameron to take action against Mark and Facebook, and at the end, he decides to join their effort, saying „Screw it. Let's gut the friggin' nerd.“ No specific time is mentioned in the

transcription.

The item „al demonio“ may be morphosyntactically organized as follows:

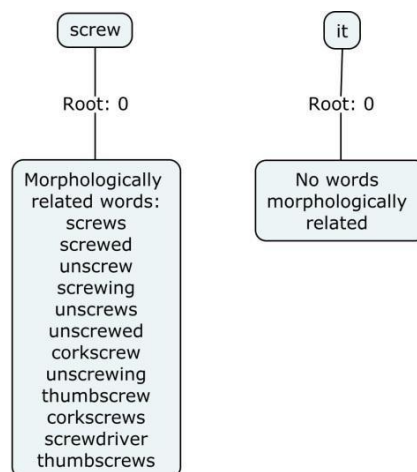


The first part of the item, „al,“ is a contraction of „a“ and „el.“ „A“ may be defined as follows: 1. Precede al complemento directo cuando este es de persona determinada o está de algún modo personificado, 2. Precede al complemento indirecto, 3. Introduce un complemento regido por determinados verbos, adjetivos y nombres, or 4. Indica la dirección que lleva o el término a que se encamina alguien o algo. In this context, definition four is the closest fit to that of the situation, as Cameron is indicating that Hell is the direction in which is resolve to treat Mark politely can go.

„El,“ the other half of this first item, is an article, which may be defined as 1. Antepuesto a un sustantivo o a un sintagma nominal forma una expresión definida de referente consabido, 2. Indica que lo designado por el sustantivo al que precede constituye información presente en el contexto inmediato en el que se produce el enunciado, o 3. El más próximo al que habla. In this case, the first definition fits best with the context, as the following word, „demonio,“ is a noun. The second token in the target text item is „demonio,“ a noun. It can be defined as: 1. diablo, 2. Espíritu que incita al mal, 3. Sentimiento u obsesión persistente y torturadora, 4. En la antigüedad, genio o ser

sobrenatural, or 5. En la doctrina cristiana, uno de los tres enemigos del alma. In this case, the first definition applies most closely. In accordance with the definitions deemed most appropriate for the constituents of the target text item, it may be said that „al demonio“ makes reference to Cameron giving up on his attempt at diplomacy with Mark. In other words, „al demonio“ expresses frustration and is negative. While theoretically, Cameron could be referring to anything with his use of said exclamation. Context, however, makes it clear that he is expressing relinquishment of his diplomatic efforts with Mark and Facebook, and is now ready to pursue other routes. Having established that this utterance in the target text has an expressive intention, it becomes an ADCQ candidate. Given that „al demonio,“ and its base text counterpart, „screw it“ are both of a negative character, it can be established that the target text item also has a positive pragmatic function. The characteristics of being an expressive utterance, and having a positive pragmatic function qualifies it as an ADCQ.

The base text ADCQ, „screw it,“ and the target text item, „al demonio,“ may be morphosyntactically compared as follows:



The base text ADCQ and target text item are expressed in different words, using different parts of speech, verb-pronoun and contraction-article. The dictionary definitions for „screw it“ and „al demonio“ on an individual level, are different, but also quite similar, in that they are both used as exclamations. „Screw,“ from the base text ADCQ, was defined as „to mistreat or exploit through extortion, trickery, or unfair actions,“ and „al,“ from the target text was defined as „Indica la dirección que lleva o el término a que se encamina alguien o algo,“ and „Antepuesto a un sustantivo o a un sintagma nominal forma una expresión definida de referente consabido.“ The „it“ and „al“ tokens were defined as „used to refer to an explicit or implicit state of affairs or circumstances.“ Pragmatically speaking, both ADCQs belong to the same CS, and constitute ADCQs with negative pragmatic functions in the text. They both negatively express Cameron’s feelings Facebook and Mark’s success. There was no specific time or place mentioned in the text, although Kenwright did ask whether they had Facebook in America, implying that they were not there. The theme of the CS was the Winklevosses deciding to take Mark to court.

Based on information from both the base and target texts, one may observe that the items constitute expressive illocutionary speech acts, and give negative evaluations of the message. While there was change in the morphosyntactic and semantic elements of the ADCQs, and illocutionary force, there was no change in pragmatic elements.

5.4 Results of analyses

5.4.1 Results of base text analysis

In the base text analysis, morphosyntactic, semantic, and pragmatic properties of the nine two-token ADCQs conforming the corpus of analysis were examined, as indicated in the example above. Said ADCQs included: literary geniuses, the finger, stunningly great, so clever, rated women, snide bullshit, poor guy, holy shit, and screw it. From the aforementioned analysis, the pragmatic function of each ADCQ, positive or negative, was determined.

This analysis detected, firstly, that in many of this corpus of analysis' ADCQs, one of the two tokens in the base text was a noun. In a majority of these ADCQs, one of the two tokens was an adjective. In fact, four of the nine ADCQs were adjective-noun combinations. This reinforces and facilitates the ADCQs' expressive role in communication and in the expressive speech act.

Further, eight of the nine had ambiguous pragmatic functions, which had to be determined in accordance with the analyses performed and the CS context in which they were found. This supports Urbanová (2000) and Sandová's (2011) assertions that ADCQs are highly subjective, and therefore subject to determination by context.

In addition, seven of the nine ADCQs were found to have negative pragmatic functions, and only three had positive pragmatic functions. This indicates that they are used more by speakers to express negative emotions or attitudes, which marches opposite the conclusions of Urbanová (2000), who asserts that accentuation is used to contribute to

positive politeness.

5.4.2 Results of contrastive analysis

In the contrastive analysis, morphosyntactic, semantic, and pragmatic properties of the nine target text items conforming the corpus of analysis were examined, as indicated in the examples above. Said items included: *genios literarios*, *se está burlando*, *maravilloso*, *fueran brillantes*, *clasificar mujeres*, *tus diatribas*, *el tipo*, *increíble*, and *al demonio*. From the aforementioned analysis, the pragmatic function of each item, positive or negative, was determined, and subsequently, said analyses were compared between the base and target texts, in order to ascertain whether the pragmatic functions of ADCQs were retained or modified.

The analysis detected that there were no two comparative situations which were completely alike morphosyntactically, semantically, and pragmatically. There were cases in which the target text item, instead of having two tokens, like the base text ADCQ, had just one, or up to three tokens. There were instances in which the definitions of base and target text items were quite similar, and others in which they in no way resembled each other. In some cases, the parts of speech of the items exactly matched those of the base text ADCQs, and others that were entirely different. In some cases, the illocutionary force was shown to have been modified significantly, and in others, it was hardly changed at all.

In nine of the nine cases, the target text items constituted expressive illocutionary acts, qualified as ADCQs, and matched the pragmatic functions of their base text counterparts. In six of nine cases, base text items had ambiguous pragmatic functions when

taken out of context.

They had to be placed back into the morphosyntactic, semantic, and pragmatic contexts in order to be properly classified. Also, in six of nine cases, target text items were sole adjectives or paired with adjectives. This further corroborates the tendency encountered in the base text analysis.

These results suggest that, although they may vary morphosyntactically, semantically, or in the intensity of the illocutionary force between texts, most retain their expressive status as well as that of ADCQ, not to mention that the pragmatic function is preserved. This indicates the importance of their presence and preservation in translation.

5.5 Discussion

The goal of this investigation was to describe the pragmatic functions of attitudinal boosters expressing the degree of a certain quality (ADCQs) in a parallel corpus from a translation approach. In order to do this, there were three specific objectives proposed: to establish the pragmatic characteristics of ADCQs, describe the pragmatic functions of the identified ADCQs in the subtitle transcript (BT), and to describe the pragmatic functions of ADCQs that are retained or modified in the subtitle transcript (BT and TT). The results of the established pragmatic characteristics and descriptions have led to the results expounded in the paragraphs below.

Relevant findings from the analyses include the following: the abundant presence of adjective use in the analyzed ADCQs, ambiguity of ADCQs' pragmatic functions when taken out of context, the overwhelming majority of ADCQs in the base text that also

represented ADCQs in the target text, preservation of the same pragmatic functions in the base and target texts, and that the majority of base and target text ADCQs were negative.

The abundant presence of adjective use in not only base text ADCQs, but also target text ADCQs, indicates the importance of adjectives for the expression of one's opinion, whether it be positive or negative. It also shows the need of adjectives and for modification of the illocutionary force, such that the emphasis which accompanies a given ADCQ in an expressive speech act is fully understood and constitutes a functional text. This disagrees with Arboleda's (2012) assertion that accentuation, among other things, attempts to improve a statement's credibility. In the case of these accentuators, they were used for self-expression. It agrees, however, with

Albelda's (2005) idea that, among accentuation's defining characteristics was evaluation.

It was observed that, when ADCQs from both the base and target texts were taken out of their CS contexts, their pragmatic functions became less clear and/or completely ambiguous. Had these ADCQs been placed in alternative contexts, their pragmatic functions could easily have changed, and they could have lost their ADCQ status entirely. This result corroborates assertions in the literature (Urbanová, 2000; Sandová, 2011), that accentuators are unified by a high level of subjectivity. This also confirms Arce's (1999) suggestion that accentuators were not fixed words, and could present in many different grammatical categories. Were they fixed words, they would continue to be accentuators in or out of context.

Additionally, the analyses demonstrated that the overwhelming majority (nine of

ten) of items from the target text constituted ADCQs, just like their base text counterparts. This data serves to indicate that, although there may be morphological or semantic changes between items, they continue to be expressive speech acts, and serve pragmatic functions within the text. It also contrasts with Wang's (2013) results, which had quite low translation rates for the conversational markers studied (32.53%). Further, these results are contrary to those encountered by Soler (2011), who found that softening or elimination was a common tool in dubbing. Here, there was no elimination of items, although there was a certain degree of transformation.

Another observation made from the analyses was that the positive or negative pragmatic functions present in base text ADCQs were preserved as such in base text ADCQs. This shows the importance of maintaining the pragmatic function of the text in translation. The illocutionary force may be modified, and the words and meanings may be a bit different, but the pragmatic function must be preserved for the text to be functional.

Finally, in contrast to the assertions found in the literature (Urbanová, 2000), the results of this study appear to indicate that ADCQs are not used to promote positive politeness, as seven of the nine base text ADCQs, and six of the nine target text ADCQs were used in expressive speech acts used to communicate negative attitudes toward the message.

6 Conclusions

In summary, by way of a literature review, the proposal of a research question and general and specific objectives, implementation of a detailed methodology, and two multifaceted analyses, it may be possible to conclude the following, keeping in mind that the corpus of analysis was quite limited, and so broad, generalized conclusions cannot be made.

Through the accomplishment of this study's main and specific objectives, the following research question may now be answered: What pragmatic functions of attitudinal boosters expressing the degree of a certain quality (ADCQs) are retained or modified in the base and target text?

The answer to this question lies in the evidence revealed in the discussion. The vast majority of the pragmatic functions of ADCQs were retained from the base to target text. There was one exception, in which the modifications made in the target text removed the expressive capacity of the base text item, and so the target text could not be classified as an ADCQ or be assigned any pragmatic function.

Based on the results of the base text and contrastive analyses, it is possible to conclude that ADCQs' pragmatic functions are usually preserved in translation, thus so is their expressive function, whether it be positive or negative. The grammatical makeup of these accentuators emphasizes their expressive nature. Context is also of vital importance in the determination of the positive or negative nature of an ADCQs' pragmatic function, and finally, said pragmatic functions tend to be negative.

This information is a small, but relevant, contribution to the translation community. It shows that ADCQs may normally be negative, instead of positive. Also, it shows that, although there may be changes on various levels, including illocutionary force, morphosyntax, and semantics, the pragmatic function could generally remain the same between texts. Finally, it demonstrates the importance of maintaining not only the pragmatic function, but also the expressive speech act, in translation.

That said, there were, of course, limitations to this investigation. Firstly, ADCQ pragmatic functions were analyzed in a single movie subtitle transcript. To make any kind of generalization about the pragmatic functions of ADCQs or accentuators, a larger body or range of text would need to be analyzed. Additionally, as ADCQs' pragmatic functions are determined by context, it was necessary that initial ADCQ identification be manual. This was difficult and time consuming, and left room for human error.

7 Recommendations

There is a great deal left to be explored in this area of investigation. Authors recommend examining ADCQ pragmatic functions in different corpus genres, as well as expansion into the pragmatic functions of other types of accentuators, within Urbanová's (2000) classification.

Additionally, examination of pragmatic functions of ADCQs in a larger and/or more varied corpus would be of interest, so as to strengthen the veracity of this study's findings, and to have the ability to generalize results.

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9 List of Abbreviations

CS: communicative situation SOB: speaker oriented boosters

ADCQ : attitudinal degree of a certain quality