

**DEMONSTRATIVES *THIS* AND *THAT* IN MANSFIELD'S *THE FLY*
AND THEIR COUNTERPARTS IN BRAZILIAN PORTUGUESE TARGET
TEXTS**

Roberta Rego Rodrigues¹

Universidade Federal de Pelotas

Abstract

The demonstratives *this* and *that* “refer to the location of something; typically some entity – person or object – that is participating in the process” (Halliday & Hasan, 1976, p. 58). This paper aims to describe these categories in a small corpus – namely, the short story *The fly*, by Katherine Mansfield (2001) and two of its translations into Brazilian Portuguese, one by the translator duo Carlos Eugênio Marcondes de Moura and Alexandre Barbosa de Souza (Mansfield, 2005), and the other by translator Denise Bottmann (Mansfield, 2016). The corpus was scanned, converted into DOCX, and proofread several times. The linguistic software AntConc was used on the source text to generate concordance lines with the categories *this* and *that* as KWIC (Key Words in Context). Then, these concordance lines were aligned manually with their counterparts in the translations. The quantification of the demonstratives in the source text was done through the linguistic software, whereas the quantification of these categories in the target texts was done manually. Results show that the source text has more demonstratives *this* and *that* than the target texts. Results show also that the demonstratives *this* and *that* are realised more frequently in the target text Mansfield (2005) than in the other target text Mansfield (2016). It can be verified that such differences

¹ ORCID: <https://orcid.org/0000-0002-1580-1782>; Email: roberta.rego@ufpel.edu.br.

may be due to the English and Portuguese linguistic systems and the translators' stylistic features.

Keywords: translation studies; linguistics; demonstratives *this* and *that*; short stories

Resumo

Os demonstrativos *this* e *that* “se referem à localização de algo, tipicamente alguma entidade – pessoa ou objeto – que está participando no processo” (Halliday & Hasan, 1976, p. 58). Este artigo tem por objetivo descrever essas categorias em um pequeno corpus formado pelo conto *The fly*, de Katherine Mansfield (2001), e por duas de suas traduções para o português do Brasil, quais sejam, uma pela dupla de tradutores Carlos Eugênio Marcondes de Moura e Alexandre Barbosa de Souza (Mansfield, 2005), e a outra pela tradutora Denise Bottmann (Mansfield, 2016). O corpus foi digitalizado, convertido para DOCX e revisado sucessivamente. O programa linguístico *AntConc* foi usado para gerar linhas de concordância do texto-fonte considerando as categorias *this* e *that* como nódulos. Então, essas linhas de concordância foram alinhadas manualmente com suas correspondentes nas traduções. A quantificação dos demonstrativos no texto-fonte foi feita através do programa linguístico mencionado enquanto que a quantificação dessas categorias nos textos-alvo foi feita manualmente. Os resultados apontam que o texto-fonte apresenta mais demonstrativos *this* e *that* em comparação aos textos-alvo. Os resultados também apontam que os demonstrativos se manifestam com mais frequência no texto-alvo Mansfield (2005) que no texto-alvo Mansfield (2016). Pode-se verificar que tais diferenças talvez decorram dos sistemas linguísticos do inglês e português, assim como de traços estilísticos dos tradutores e da tradutora.

Palavras-chave: estudos da tradução; linguística; demonstrativos *this* e *that*; contos

1. Introduction

The relation between translation and linguistics is historical (Anderman, 2008). However, in the Brazilian context, such relation has become rarer, as pointed out by Neves (2022), who mapped papers in the journal *Cadernos de Tradução*, published by Universidade Federal de Santa Catarina, Brazil, in the period between 2017 and 2021. According to the author, only 9.7% of the papers show that relation.

With a view to contributing to the relation between translation and linguistics, this study investigates the demonstratives *this* and *that* in Mansfield's *The fly* (2001) and in two of its target texts in Brazilian Portuguese. To my knowledge, these demonstratives have not yet been investigated in this corpus. The plural forms of the demonstratives have not been described because the singular forms can be considered the prototypical ones. Mansfield (2005) and Mansfield (2016) are target texts by the translator duo Carlos Eugênio Marcondes de Moura and Alexandre Barbosa de Souza, and by Denise Bottmann, respectively. As shown in the literature, Mansfield's short stories have been translated quite frequently in different time spans. Moreover, Mansfield is a celebrated writer of short fiction, whose writings were the envy of Woolf, as mentioned in the foreword of Mansfield (2001). More specifically, this paper aims to describe these categories comparatively by taking the two linguistic systems involved into account, and also the target texts per se. The main theory adopted is Systemic Functional Linguistics with the help of Brazilian Text Linguistics. According to Vasconcellos (2009), some MA and PhD Brazilian theses produced in the 1990s and 2000s dealt with the description of linguistic phenomena from a Hallidayan perspective as well.

The two research questions this paper aims to answer are:

(1) How do the demonstratives *this* and *that* manifest themselves in the source text in comparison with each target text?

(2) How do the demonstratives *this* and *that* manifest themselves when we consider the two target texts per se?

These research questions will be answered in accordance with the theories and methodology pertaining to the intersection of translation studies with the two aforementioned branches of linguistics.

2. Theoretical Framework

It is worth citing some authors who talk about the roles translators can play.

When discussing coherence in translation, which is closely related to cohesion, Blum-Kulka (2004) points out that there are two types of shifts – namely, the reader and the textual ones. The first one is related to how translators interpret the source text according to their background. The second one is “linked to well-known differences between linguistic systems” (Blum-Kulka, 2004, p. 309). Malmkjaer (2004) says that stylistic analyses can be reader oriented, writer oriented or both. This concept is important in Translational Stylistics because translators perceive effects while reading the source text and observe the reason why the linguistic choices were made. Vasconcellos (2009, p. 590) states that translators have a dual role, that of reader and rewriter, because they rework “the printed marks constructed by the original writer, transform them into [their] own lexicogrammar, and re-write in a different linguistic code”. Thus, according to these authors, the translator is a mediator between the source and the target cultures by using languages inter- or intra-linguistically, as Jakobson (2007) points out.

Linguistics provides translators with meaningful instruments and metalanguage for translating source texts. Anderman (2008) states that Halliday's Systemic Functional Linguistics considers context as the function of language taking effect in different levels. The author also says that Halliday's theory has influenced translation scholars such as Catford and House. Catford (1965[1978]) uses an earlier version of Halliday's Systemic Functional Grammar with a view to developing a general linguistic theory of translation. House (2001) revisits the model of translation quality assessment and uses some Hallidayan categories such

as Register. According to Halliday (1978), Register refers to the context of situation and it consists of the relationship between individuals (Tenor), the institutional setting where language is manifested (Field), and the linguistic codes adopted (Mode).

The demonstratives *this* and *that* are studied in a small corpus comprising one source short story in English and two of its target texts in Brazilian Portuguese. These categories are linked to the textual metafunction. Scott (2022, p. 52) states that “systems within the textual metafunction organise ideational and interpersonal meanings, allowing speakers to control the flow of meaning as a text unfolds.” Anderman (2008) adds that ideational metafunction has to do with content, and interpersonal metafunction is related to interactions between individuals.

In Halliday (1994), one can infer that Theme and Rheme and the system of information – namely, Given and New – belong to the structural component of the textual metafunction, whereas cohesion belongs to the semantic one. The categories explored herein are cohesive. Nevertheless, they can also be considered structural to some extent. For instance, when a nominal group that contains the demonstrative *this* as Head (Halliday & Hasan, 1976) and as Theme refers to the Rheme of the previous sentence, there can be an occurrence of thematic progression. As we can see, structure is not detached from meaning and, in a linguistic analysis, they may interweave frequently. For example, in the clause “and the boss had just time to refill his pen” (Mansfield, 2001, p. 417), “and the boss” is the Theme and the Rheme is “had just to refill his pen”. Additionally, “boss” is the Head of the nominal group “the boss”.

For Halliday and Hasan (1976, p. 58), *this* and *that* “refer to the location of something; typically some entity – person or object – that is participating in the process”, and, consequently, they are realised mostly within the nominal group, as previously said. Moreover, according to the authors, when it comes to class, they are determiners, and when it comes to function, they play a deictic role. Logically, Halliday and Hasan (1976) observe

that these categories function as Modifier and Head. Besides functioning as Modifier and Head, their systematic function is related to proximity and number (singular) (Halliday & Hasan, 1976). The authors point out that demonstratives can perform anaphoric, cataphoric, exophoric, and extended references as well.

Halliday and Hasan (1976) analyse the demonstratives in *Alice's Adventures in Wonderland*. According to the authors, in total there are 51 demonstratives consisting of “22 *this*, 24 *that*, 3 *these*, and 2 *those*” (italics in original, p. 66). More specifically, 31 demonstratives are used in extended reference, 3 are related to time, 5 to anaphora, and 10 to exophora (Halliday & Hasan, 1976). Extended reference, according to the authors, means “extended text,” and includes “text as “fact” (p. 66). Halliday and Hasan (1976) state that this type of reference probably encompasses a great deal of all instances of these categories in the English language.

We can say that the demonstrative *this* may present the following counterparts in contemporary Brazilian Portuguese: *esse*, *essa*, *este*, *esta*, *isso*, and *isto*. As regards the demonstrative *that*, its counterparts in Brazilian Portuguese are *aquela*, *aquêle*, and *aquilo*. Because Portuguese is a Romance language (Galembeck, 2012), it displays a relatively higher variability in demonstratives if compared to English.

Galembeck (2012) investigates the demonstratives in standard spoken and written texts from the Brazilian cities São Paulo and Rio de Janeiro. The spoken texts correspond to dialogues and interviews, whereas the written texts were taken out from newspapers. Galembeck (2012) observes that the demonstratives are mainly employed anaphorically, with *esse* highlighted in the research corpus. They are also deictically employed, to a lesser degree, when they are moved from the ternary system to the binary one.

According to Cavalcante (2002), the Portuguese language is guided by distance in the structure of demonstratives as a ternary system related to the three persons of discourse – namely, I/we, you, and she/he/it/they. Cavalcante (2002) points out that, when functionally

opposed, demonstratives can be realised in the binary system – for instance, *esse/este* (*this*) and *aquele* (*that*) – even though this realisation is not always clear-cut. Additionally, Koch (2000) states that demonstratives are bound non-referential items because they can precede and modify nouns in the nominal groups.

The methodology used, as described below, follows the theoretical framework developed so far.

3. Methodology

Mansfield's *The fly*, first published in 1922 in the book *The Doves' Nest*, is widely acknowledged as a masterpiece for its subtleties and symbolism. Narrated in the third person, it tells the story of a man, named “the boss,” who reflects on death after losing his only son on the French front. *The fly* may represent the boss's own fight for survival, which is followed by disenchantment because, after the battle, the fly eventually dies (Sarkar, 2022).

The fly was rendered in Brazilian Portuguese by Carlos Eugênio Marcondes de Moura and Alexandre Barbosa de Souza in 2005, and by Denise Bottmann in 2016. Bottmann (2012) describes her experience of translating Mansfield's short stories as joyful and remarkable in that she published ten of Mansfield's short stories in the referring year.

Mansfield (2001, 2005, 2016) present 2.186, 2.086, and 2.098 tokens, respectively. The corpus in question is a small one. According to Berber Sardinha (2004), researchers who make use of this type of corpus are using Corpus Linguistics from a simpler perspective. However, McEnery and Hardie (2012) point out that small corpora of source and target texts have their particularities, because they can be annotated with specific linguistic labels, and they can be also aligned manually. Then, this paper considers Corpus Linguistics as a method, not as a theory. Additionally, it presents a corpus-based approach because theories were pre-selected (see Pagano, Magalhães & Alves, 2004) to describe the demonstratives *this* and *that* and their counterparts in the small corpus.

The corpus was scanned, converted into DOCX, and proofread many times. Then, the KWICs (Key Words in Context) *this* and *that* were searched for through the tool Concord of the software AntConc. The concordance lines in English were saved, and then aligned manually with their counterparts in Brazilian Portuguese. It was not necessary to use an automatic aligner because there were few sentences with the demonstratives in question. The demonstratives in the concordance lines were quantified on the aforementioned software, whereas the corresponding items in Brazilian Portuguese were quantified manually. When the demonstrative *that* functioned as conjunction, such occurrences were disregarded. For the quantitative data collection, only the sentences in which the demonstratives occur were selected. For the qualitative data collection, an expansion beyond the sentence was necessary because it is not feasible to investigate cohesion at the sentence level. The quantitative results can be seen in Table 1 in the Results section. So, a qualitative analysis was made based on the quantification of *this* and *that* and their counterparts in the target texts.

4. Results

The results of the present study are herein shared and discussed. ST stands for source text; TT1 refers to the target text by Carlos Eugênio Marcondes de Moura and Alexandre Barbosa de Souza; TT2 refers to the target text by Denise Bottmann; and TT stands for target text. It is worth mentioning that the numbers are absolute, and that I set the demonstratives in italics in the examples.

Table 1: *Demonstratives this and that in the ST and their counterparts in the TTs 1 and 2*

DEMONSTRATIVE	ST	TT1	TT2
This	6	este / desta / aquela / desta / desta	desse / aquela desta
TOTAL	6	5	3
That	14	nesse / daquele / daquele / aquela / aquilo / isso / essa / este / desse / aquela / aquilo / daquele	naquele / aquele / aquele / aquela / isso / este / aquilo / este / daquela / aquele
TOTAL	14	12	10

According to Table 1, the ST presents more occurrences of the demonstrative *that* than of the demonstrative *this*, which is true of the two TTs as well. Furthermore, considering both demonstratives, they are more recurrent in the ST if compared to the TTs 1 and 2. As can be observed, the translators do not render all the aforementioned demonstratives literally. They seem to fit them in respect to the Brazilian Portuguese language system. This relates to Blum-Kulka’s (2004, p. 309) statement regarding the “differences between linguistic systems”. Moreover, we could think that *this* would only be translated into *esse*, *essa*, *isso*, or *isto*, and that same would occur with *that*, which could be just translated as *aquela*, *aquele*, or *aquilo*. The small corpus shows the variability of demonstratives in the TTs 1 and 2 in comparison with the ST. Thus, it can be stated that there is no clear rule when translating demonstratives from English into Brazilian Portuguese, even though the corpus is small. Finally, Bottmann is the translator who translates demonstratives to a lesser degree, which can point to a higher level of idiomaticity in her translation.

Let us now examine some examples taken from the small corpus.

Example (1)

ST

“Drink it down. It'll do you good. And don't put any water with it. It's sacrilege to tamper with stuff like *this*. Ah!” He tossed off his, pulled out his handkerchief, hastily wiped his moustaches, and cocked an eye at old Woodifield, who was rolling his in his chaps. (p. 414)

TT1

"Beba de um só gole. Vai lhe fazer bem. E nada de água. É um sacrilégio num uísque como *este*. Ah!" Ele entornou o seu, tirou um lenço do bolso, enxugou o bigode e deu uma piscadela para o velho Woodifield, que por sua vez cofiava o seu. (p. 261)

TT2

- Vire isso. Vai lhe fazer bem. E não ponha nada de água. É um sacrilégio com um artigo *desses*. Ah!

Emborcou o seu, tirou o lenço, enxugou rapidamente o bigode e deu um olhar de esguelha ao velho Woodifield, que rolava o líquido na boca. (p. 176)

In Example (1), TT1 has translated the Circumstance of Manner (Halliday, 1994) “like this” similarly into Brazilian Portuguese - that is, as the Circumstance of Manner “como este”. Conversely, TT2 has rendered the Circumstance of Manner “like this” as a Circumstance of Accompaniment (Halliday, 1994), i.e., “com um artigo desses”. In these Circumstances, the demonstrative *this* and its counterparts in Brazilian Portuguese are realised. It is possible to observe that Bottmann’s decision (Mansfield, 2016), in this respect, is bolder because, besides using a Circumstance of Accompaniment, she uses a contraction of *de* (preposition) + *esse* (demonstrative), which is demanded by the choice of this type of Circumstance. This can be related to Malmkjaer’s (2004) assumption about the reasons why translators make choices. It is noteworthy that the demonstrative *esse* is not a recurrent choice in the translations as it is in Galembeck’s (2012) study. Moreover, the demonstratives in this example are anaphoric – that is, they refer to previous information. Finally, *this* and *este* are

the Heads of the adverbial groups, which is not the case in the Circumstance of Accompaniment “com um artigo desses”.

Example (2)

ST

But the fly had again finished its laborious task, and the boss had just time to refill his pen, to shake fair and square on the new-cleaned body yet another dark drop. What about it *this* time? A painful moment of suspense followed. (p. 417)

T11

Mas a mosca mais uma vez terminava sua laboriosa tarefa e o chefe teve apenas o tempo exato de encher novamente a pena e de pingar sobre o corpo que acabava de ser limpo mais uma gota escura. E o que aconteceria *desta* vez? Seguiu-se um doloroso momento de suspense. (p. 264)

T12

Mas a mosca tinha terminado outra vez a laboriosa tarefa, e o patrão mal teve tempo de molhar de novo a pena e sacudi-la energicamente, para soltar outro pingo escuro no corpo recém-asseado. E agora? Seguiu-se um doloroso momento de suspense. (p. 181)

In Example (2), the demonstratives “this” (ST) and “desta” (T11) are realised in the adverbial groups “this time” and “desta vez”, respectively. Bottmann (Mansfield, 2016) has not translated the adverbial group from the ST, opting for omitting it, and her choice does not have a negative impact in the excerpt. [*T*]his time and *desta vez* are Circumstances of Temporal Location (Halliday, 1994), and their reference is cataphoric. It is worth mentioning that in this small corpus adverbial groups with demonstratives are foregrounded, which shows another alternative to nominal groups with these categories.

Example (3)

ST

All the same, there was something timid and weak about its efforts now, and the boss decided that *this* time should be the last, as he dipped the pen deep into the inkpot. (p. 418)

TT1

No entanto, havia *desta* vez algo de tímido e débil em seus esforços e o chefe decidiu que *aquela* seria a última vez, enquanto afundava a pena no fundo do tinteiro. (p. 264)

TT2

Apesar disso, agora o esforço dela mostrava alguma fraqueza e timidez, e o patrão resolveu que *aquela* seria a última vez, enquanto mergulhava a pena até o fundo do tinteiro. (p. 181)

In Example (3), the Circumstance of Temporal Location (Halliday, 1994) “this time” has as its counterpart the demonstrative “aquela” in the target texts. This is a good realisation showing that *this* is not always translated into *esse*, *essa*, *isso*, or *isto*, as already said. The translation shift exposes a reference difference: while in the ST the reference is seemingly cataphoric, in the target texts it seems to be anaphoric. However, this is not an indication of interference in the translations; rather, it seems the translators opted for idiomaticity in the target language. Moreover, there is a Circumstance of Temporal Location in the TT1 – namely, “*desta vez*” that is not realised in the other texts and that can be a sign of explicitation on the part of the translator duo (Mansfield, 2005).

Example (4)

ST

The old man swallowed, was silent a moment, and then said faintly, “It’s nutty!”

But it warmed him; it crept into his chili old brain - he remembered.

“*That* was it,” he said, heaving himself out of his chair. “I thought you’d like to know.

The girls were in Belgium last week having a look at poor Reggie’s grave, and they happened to come across your boy’s. They’re quite near each other, it seems.” (p. 414)

TT1

O velho engoliu sua dose, ficou em silêncio por um momento e então disse, com voz apagada: "Que loucura!".

Mas *aquilo* o aqueceu; insinuou-se em seu velho cérebro desacostumado - ele se lembrou.

"Era *isso!*", disse, soerguendo-se na cadeira. "Achei que você gostaria de saber. Minhas filhas estiveram na Bélgica na semana passada visitando o túmulo do pobre Reggie, e por acaso depararam com o do seu menino. Parece que estão bem pertinho um do outro." (p. 261)

TT2

O velho engoliu, ficou quieto um instante e então disse baixinho:

- Sabe a nozes!

Mas a bebida o aqueceu; insinuou-se até o velho cérebro friorento - e ele lembrou.

- Era *isso* - disse alçando-se na poltrona. - Pensei que você gostaria de saber. As meninas estiveram na Bélgica na semana passada, dando uma olhada no túmulo do pobre Reggie, e por acaso passaram pelo do seu rapaz. Estão bem perto um do outro, parece. (p. 176)

In Example (4), “[t]hat was it” has been rendered as “[e]ra isso” in both target texts. The fact that the translators of both TT1 and TT2 present the same translational solution for the clause “[t]hat was it” indicates that their choice may be due to idiosyncrasies of the Portuguese language. Interestingly, the translator duo (Mansfield, 2005) has added the demonstrative “aquilo”, which is not originally textualised. This seems to have been a way of compensating for “it” in the clause “[b]ut it warmed him”.

Example (5)

ST

As to his popularity with the staff, every man jack of them down to old Macey couldn't make enough of the boy. And he wasn't in the least spoilt. No, he was just his bright natural self, with the right word for everybody, with *that* boyish look and his habit of saying, "Simply splendid!"

But all *that* was over and done with as though it never had been. (p. 416)

TT1

Quanto à sua popularidade com os funcionários, todos, a começar pelo velho Macey, não se cansavam de elogiá-lo. E nem por isso ele se tornara mimado. Não, ele se mantinha natural, animado, sempre com a palavra correta para todos, *daquele* seu jeito de menino e seu costume de dizer: "Simplesmente esplêndido!".

Mas tudo *aquilo* terminara, passara, como se jamais tivesse havido. (p. 263)

TT2

Quanto à sua popularidade entre os funcionários, todos eles sem exceção, até o velho Macey, o adoravam. E não demonstrava a menor arrogância. Não, era sempre natural e autêntico, com a palavra certa para cada um, com *aquele* olhar travesso e o hábito de dizer: "Simplesmente excelente!".

Mas tudo desaparecera como se nunca tivesse existido. Veio o dia em que Macey lhe estendeu o telegrama que fez tudo desmoronar em torno de si. (p. 179)

In Example (5), the nominal group in the prepositional phrase "with that boyish look" can be considered as presenting an extended reference (Halliday & Hasan, 1976). The translator duo (Mansfield, 2005) has rendered it as "daquele seu jeito de menino", whereas Bottmann (Mansfield, 2016) has translated it as "com aquele olhar travesso". In this case, the translations can also be considered as having an extended reference (Halliday & Hasan, 1976) because they are not neither anaphoric nor cataphoric; rather, they talk about a characteristic of the boss's late son. Furthermore, both "that" (ST) and "aquilo" (TT1) can be regarded as presenting an anaphoric reference because they are related to past events.

Bottmann (Mansfield, 2016) has not rendered this demonstrative opting instead for “tudo” (“everything”).

Example (6)

ST

He wasn't feeling as he wanted to feel. He decided to get up and have a look at the boy's photograph. But it wasn't a favourite photograph of his; the expression was unnatural. It was cold, even stern-looking. The boy had never looked like *that*.

At *that* moment the boss noticed that a fly had fallen into his broad inkpot, and was trying feebly but desperately to clamber out again. (p. 416-417)

T11

Não estava se sentindo como queria. Resolveu se levantar e dar uma olhada no retrato do menino. Mas não era seu retrato preferido; a expressão era pouco natural. Sua aparência era fria, até mesmo austera. O menino nunca foi *daquele* jeito.

Nesse exato momento o chefe notou que uma mosca caíra dentro de seu grande tinteiro e tentava, débil mas desesperadamente, sair dali de dentro. (p. 263)

T12

Não estava sentindo o que queria sentir. Decidiu se levantar e olhar a fotografia do garoto. Mas não era uma de suas favoritas; a expressão não era natural. Era fria, até implacável. O garoto nunca tivera *aquele* ar.

Naquele instante, o patrão notou que uma mosca havia caído dentro do grande tinteiro e tentava sair dali, debatendo-se debilmente, mas desesperada. (p. 180)

In Example (6), the adverbial group “like that” has been rendered as “daquele jeito” by Moura and Souza (Mansfield, 2005) and has been rendered as “aquele ar” by Bottmann (Mansfield, 2016). The first translation option (“daquele jeito”) is closer to the ST because it is also an adverbial group. Bottmann (Mansfield, 2016) opts for a nominal group – namely, “aquele ar”, which constitutes a translation shift. At any rate, the three structures can be

regarded as manifesting an extended reference because they refer to facts, as Halliday and Hasan (1976) point out. Moreover, for the Circumstance of Temporal Location (Halliday, 1994) “[a]t that moment”, the translational choices are “[n]esse exato momento” (TT1) and “[n]aquele instante” (TT2). Following Cavalcante (2002), it is possible to state that there is a switch in the binary system between the ST and the TT1, because the translator duo makes use of “[n]esse” instead of translating “[a]t that” literally. This can also be observed in Example (4). Bottmann (Mansfield, 2016) uses a similar demonstrative in comparison to the ST. Finally, in this case, the reference can be considered anaphoric.

Now I proceed to the final remarks of this paper.

5. Final remarks

The ST presents more occurrences of the demonstratives *this* and *that* when compared to TT1. The same comparison is applicable between ST and TT2. This indicates that there seems to be a tendency of higher occurrence of these categories in the English language. As seen in the Results section, there is a diversity of translation of these demonstratives in the TT1 and TT2, and they are not often translated literally. Both TT1 and TT2 seem to conform the Portuguese linguistic system by translating those demonstratives to a lesser degree or omitting them altogether. This may be also due to the translators' stylistic features when making their translational choices. However, we can see that TT1 has more occurrences of these categories when compared to TT2. The impact of these categories in the target texts per se is that TT2 is apparently more idiomatic and less literal from this perspective.

As Anderman (2007, p. 62) says:

Given [the] inherent interrelationship between translation and linguistics, linguistics seems set to continue to provide translation theorists with new research avenues to explore for further advancement of translation studies, while, in the contrastive studies

of languages, translation will also have a role to play in helping linguists in their search of for shared features and similarities between languages.

Based on Anderman's statement, we can envisage that the relation between translation and linguistics is a multidimensional one, benefiting all professionals involved. This paper is an example of how linguistic categories can be used for describing literary texts in translation, which relates to Malmkjaer's (2004) concept of Translational Stylistics. Translational Stylistics focuses generally on the linguistic description of such texts. To my knowledge, these texts are not commonly described from a linguistic perspective. Although this is a small-scale study, I hope to have contributed to a better understanding of this relation – namely, the relation between translation and linguistics that can encompass various text types, including literary texts.

6. Acknowledgements

I am very thankful to Bianca R. Teixeira for copyediting the manuscript.

I am very indebted to mum (*in memoriam*), dad, Rê, and aunt Lena for all the love and care.

References

- Anderman, G. (2007). Linguistics and translation. In Kuhlweiczak, P.; Littau, K. (ed.). *A companion to translation studies*. Multilingual Matters LTD, 45-62.
- Anthony, L. (2022). *AntConc Homepage*. <http://www.laurenceanthony.net/software/antconc/>
- Berber Sardinha, T. (2004). Visão geral da Linguística de Corpus. In Berber Sardinha, T. *Linguística de Corpus*. Manole, 1-43.
- Bottmann, D. (2012). Katherine Mansfield. <http://kathmansfield.blogspot.com>
- Blum-Kulka, S. (2004). Shifts in cohesion and coherence in translation. In Venuti, L. (ed.). *The translation studies reader*. Routledge, 298-313.

- Cavalcante, M. M. (2002). O demonstrativo e seus usos. *PERSPECTIVA*, 20(1), 157-181.
<https://doi.org/10.5007/%25x>
- Galembeck, P. T. (2012). Os pronomes demonstrativos no português culto (falado e escrito) de São Paulo e do Rio de Janeiro. *SIGNUM: Estud. Ling.*, 15(1), 151-167.
<http://dx.doi.org/10.5433/2237-4876.2012v15n1p151>
- Halliday, M. A. K. (1978). *Language as a social semiotic: the social interpretation of language and meaning*. Edward Arnold.
- Halliday, M. A. K. (1994). *An introduction to functional grammar*. 2 ed. Edward Arnold.
- Halliday, M. A. K.; Hasan, R. (1976). *Cohesion in English*. Longman.
- House, J. (2001). How do we know when a translation is good? In Steiner, E.; Yallop, C. (ed.). *Exploring translation and multilingual text production: beyond content*. Mouton de Gruyter, 2001. p. 127-160.
- Jakobson, R. (2007). Aspectos lingüísticos da tradução. In Jakobson, R. *Linguística e comunicação*. Translation by Izidoro Blikstein and José Paulo Paes. Cultrix, 63-72.
- Koch, I. V. (2000) *A coesão textual*. Contexto.
- Malmkjaer, K. (2004). Translational Stylistics: Dulcken's translations of Hans Christian Andersen. *Language and Literature*, 13(1), 13-24. <http://dx.doi.org/10.1177/0963947004039484>
- Mansfield, K. (2001). Foreword. In Mansfield, K. *The collected stories*. Penguin Books.
- Mansfield, K. (2001). The fly. In Mansfield, K. *The collected stories*. Penguin Books, 412-418.
- Mansfield, K. (2005). A mosca. In Mansfield, K. *Contos*. Translation by Carlos Eugênio Marcondes de Moura and Alexandre Barbosa de Souza. Cosac Naify, 258-265.
- Mansfield, K. (2016) A mosca. In Mansfield, K. *Os melhores contos de Katherine Mansfield*. Selection by Guilherme da Silva Braga and translation by Denise Bottmann. L&PM, 174-182.
- McEnery, T; Hardie, A. (2012) What is corpus linguistics? In McEnery, T; Hardie, A. *Corpus Linguistics: method, theory and practice*. Cambridge University Press, 1-24.
<http://dx.doi.org/10.1017/CBO9780511981395>
- Neves, J. B. (2022) *Processos, participantes e circunstâncias em Oryx and Crake e em sua tradução para o português*

brasileiro. [MA Thesis]. Universidade Federal de Pelotas.

Pagano, A.; Magalhães, C.; Alves, F. Towards the construction of a multilingual, multifunctional corpus: factors in the design and application of CORDIALL. *TradTerm*, 10, 143-161.

<https://www.revistas.usp.br/tradterm/article/view/47160/50881>

Pontifícia Universidade Católica de Minas Gerais. (2022). *Orientações para elaboração de citações e referências: conforme a American Psychological Association (APA) 7ª. edição*. Sistema Integrado de Bibliotecas. www.pucminas.br/biblioteca

Sarkar, S. (2022) *The fly by Katherine Mansfield*: full summary of the short story. <https://www.englishliterature.com/2022/09/the-fly-mansfield-summary.html>

Scott, J. (2022). *Presenting, and Persuading: International Health Sciences Doctoral Candidates' Research Proposal Presentations*. [PhD Thesis] – The University of Adelaide. https://digital.library.adelaide.edu.au/dspace/bitstream/2440/136044/2/Scott2022_PhD.pdf

Vasconcellos, M. L. (2009). Systemic Functional Translation Studies (SFTS): the theory travelling in Brazilian environments. *D.E.L.T.A.*, 25 (ESPECIAL), 585-607. <https://doi.org/10.1590/S0102-44502009000300003>