ADAPTING TEXT TYPES AND REGISTERS

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Abstract *This thesis explores the concept of adapting text types and registers in translation and language instruction. It discusses how language varies according to context, purpose, and audience, and how effective communication relies on appropriate adaptation. The study also presents examples from different genres, including academic, literary, informal, and professional texts, to illustrate how adaptation works in real-life translation and pedagogical practices.*

Introduction

In both translation studies and language education, adapting text types and registers is crucial for ensuring communicative effectiveness. Text type refers to the general purpose of a text (e.g., narrative, descriptive, argumentative), while register encompasses the level of formality, tone, and vocabulary choices shaped by the communicative context. A failure to adapt either can result in misunderstandings or stylistic inconsistencies.

1. Theoretical Background

Halliday's functional linguistics identifies three main components of register:
 - Field – What is happening? (subject matter)
 - Tenor – Who is involved? (relationship between participants)
 - Mode – How is the communication taking place? (written/spoken, formal/informal)

In translation, Peter Newmark also distinguishes between communicative translation (adapting for the reader) and semantic translation (retaining source meaning), which directly ties into register choices.

2. Adapting Text Types

Different genres require different approaches in terms of structure, language, and tone:
 - Narrative texts (e.g., stories) focus on events and characters.
   Example:
 Source: "The boy ran through the woods, his heart pounding with fear."
 Adapted for children: "The little boy quickly ran into the forest. He was very scared."
 -Descriptive texts involve sensory details and imagery.
 Scientific version: "The compound exhibits fluorescent properties under UV light."
 General public version: "The material glows when UV light shines on it."
- Expository texts explain and inform logically.
 Academic version: "The hypothesis was tested using a double-blind procedure."

Layman version: "Researchers tested the idea without letting participants know who was getting the treatment."

- Argumentative texts require logical reasoning and persuasive tone.

Formal essay: "It can be argued that climate change mitigation must become a global priority."

Social media: "We have to act now to stop climate change!"

3. Register Adaptation in Practice

Adapting register involves changing the formality, vocabulary, and syntax depending on context:

Situation	Formal Register	Informal Register
Business Email	I would like to request a meeting at your convenience.	Can we meet up sometime soon?
Academic Report	The data indicates a significant correlation.	The numbers show a strong link.
Friendly Conversation	Are you free this weekend?	Got plans this weekend?

4. Practical Applications in Language Teaching

When teaching English to young learners or EFL students, adjusting both text type and register is vital:

- Use simplified narratives and age-appropriate vocabulary.
- Introduce register switching through role-playing (e.g., talking to a teacher vs. a friend).
- Practice genre recognition through sample texts (e.g., letter vs. email, poem vs. news article).

Example:

Teaching children to say "Can I go to the bathroom?" instead of "Bathroom?" promotes register awareness.

Conclusion Mastering the adaptation of text types and registers enhances both translation quality and communicative competence in language learners. A sensitive and context-aware approach is necessary to preserve meaning, maintain appropriateness, and foster effective interaction.

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