Parallel Corpora and ST Analysis: EU Regulations on Immigration in the Specialised Translation Classroom

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Abstract

Starting from the assumption that "if corpora are to play a role in the translation professions of tomorrow, it is important that they impact on the education of the students of today" (Bernardini & Castagnoli, 2008, p. 40), this study endeavours to show how translation corpora of parallel texts (in English and in Italian) can be used in a Specialised Translation Master's degree classroom. The point of departure is to examine parallel or aligned texts (originals and their translations) taken from the various European Union websites available for citizens to read and consult. The corpora currently being gathered include a variety of text typologies ranging from legal documents (such as regulations or directives), to administrative documents (such as White and Green papers) or informative texts (such as leaflets, brochures or web texts) (Felici, 2010, p. 101), all of them dealing with migration and asylum issues. The various types of documents are analysed quantitatively and qualitatively in class according to the following three main methodologies: Corpus Linguistics (Stubbs, 1996), Genre Analysis (Swales, 1990; Bhatia, 1993) and Systemic Functional Linguistics (Halliday, 1985; Halliday & Matthiessen, 2004). Classroom experiences in the past few years have shown that building *ad hoc* corpora (or *do-it-yourself* corpora as coined by Krüger, 2012, p. 514) for classroom consumption is a valuable and precious learning tool which enables students to hone their practical skills in the resource gathering process and consequently in the translation process itself.

This study focuses on an EU regulation and shows how a lesson in class can be conducted with students at Cagliari University, Italy. The aim is to get students to work on the quantitative aspects along with the more qualitative linguistic elements of the ST (Source Text) in order to obtain greater awareness and understanding of professional translator strategies used by the professionals in the translation agencies of European Union institutions. From an educational and academic point of view, the linguistic and contrastive analysis of certain features of the ST along with the investigation of specialised terminology associated with contexts of migration and asylum and their equivalents in the TT (Target Text), have so far provided the Master's students at Cagliari University with useful insights and sound knowledge of the linguistic characteristics of legal and institutional discourse in both English and Italian.

Keywords: parallel corpora, EU legal discourse, immigration, source text analysis, translation

1. Introduction

This study deals with an example of a translation lesson carried out at the University of Cagliari, Italy, using an EU regulation on immigration as the basis of analysis. Immigration is one of the fields in which the authors are currently involved, looking at this key issue from different perspectives through the examination of several types of texts (i.e., parliamentary debates, regulations and directives, brochures and leaflets with informative purposes). Past research has focused in particular on EU debates on immigration (Giordano & Piga, 2020) or on metadiscoursal features in a corpus of EU regulations on the same topical issue (Giordano & Piga, 2021), looking at linguistic features which are fundamental to the Specialised Translation Masters' course at the University of Cagliari. As already stated (Giordano & Piga, 2021), it is evident that in order to train future professional translators, both in terms of the methodology to be acquired and the professional approaches to be developed, Specialised Translation teaching must necessarily consider several linguistic theories and methodologies. The purpose is to obtain a broad understanding and awareness of text typology, genre, register and style of the Source Text (ST henceforth). A typical translation lesson in the course cited above is generally

based on parallel corpora, i.e., source language texts in language A and their translated version in language B (Baker, 1995, p. 230), since this is a proven technique for students to identify equivalences, to name just one of the benefits in using texts in this way. The work is organised around three main steps, which are complementary to the actual task of translation: ST analysis, which represents the focus of the present study, is based on corpus analysis, genre analysis and linguistic analysis through Systemic Functional Linguistics. These three methods form the essential background and framework aimed at having students gain awareness of the translation choices adopted by professional translators in the Target Text (TT henceforth), i.e., in Italian. At this point, it is useful to remember that the variety of text types in the EU and "the collective and multilingual drafting process do not support the idea of individual authors and translators. Just as the writers of the documents often remain anonymous, the translators are necessarily unidentified […] To the outside world, EU translators are, and probably will remain, relatively invisible" (Koskinen, 2001, p. 298). Nevertheless, the translated texts represent an example of professional work upon which students can reflect and on which they can draw for future translations of the same type.

The parallel texts (i.e., ST and its translation) considered here are taken from the Multilingual/Bilingual Display of the EUR Lex website, which includes aligned texts used daily in class work. Giordano and Piga (2021), Biel (2010), Bernardini and Castagnoli (2008) and previously Zanettin (2001) have shown how parallel corpora are precious resources for discovering well-established translation equivalents of certain legal terms and expressions. Additionally, they can raise students' awareness of professional translation strategies. It is commonly recognized that specialised translation requires a sound knowledge of the two languages, Source Language (SL henceforth) and Target Language (TL henceforth), a profound knowledge of the subject field and firm familiarity with certain legal concepts in both the SL and the TL.

The present investigation considers the English version as the ST, since European documents are mostly and firstly drafted in English and French, as underlined by Felici: "[…], the Commission is the institution that does most of the drafting and translation work and, for practical reasons, this takes place in English and French, usually referred to as 'the procedural languages', though at some other times in German. These are, in fact, the languages in which official documents have to be provided before they can be adopted at a meeting of the Commission. Equal status for all the other languages is only ensured at a later stage by authenticated translations" (Felici, 2010, p. 102). The author adds that, "However, the use of two 'pseudo' source languages is not clear-cut and homogeneous because they both might be used within the drafting of the same document" (Felici, 2010, p. 102).

The qualitative linguistic analysis is a well-established framework taken from, among others, Brusasco's *Approaching Translation* (2013), which guides the students through the recognition of certain stylistic and pragmatic features, as well as register and genre conventions typical of the text under examination. The qualitative analysis is complemented by a quantitative one.

This study provides an example of the linguistic analysis carried out in the context of translation teaching courses and consequently may be of interest both for translation instructors and for would-be professionals in the field of translation at a European level.

2. Literature Review

The topic of EU translations and their analysis using parallel corpora, as employed in translator education and training, has been explored by Scarpa (2006 and 2008), Bernardini and Castagnoli (2008), Felici (2010), Biel (2010), Pearson (2014), and Scarpa (2020).

Bernardini and Castagnoli explain that "[…] the more obvious aspect of corpus work (producing and interpreting concordances, sorting results, inferring semantic preferences and prosodies from collocate sets, building small corpora etc.) within reflective activities that require students and professionals to keep (or start) asking questions about aspects of language and text that corpora can bring to light. Indeed, successful corpus work requires first and foremost an inquisitive frame of mind, a critical attitude and an ability to detect patterns, and only secondarily (some) technical skills" (Bernardini & Castagnoli, 2008, p. 44). The authors add that "[t]he browsing of target language corpora" provides "the translator with an inventory of attested "units of meaning", i.e., conventional ways of expressing specific meanings and performing specific functions in the relevant text type/variety within the target language (TL)" (Bernardini & Castagnoli, 2008, p. 39).

Similarly, Biel argues that "[…], parallel corpora allow trainees to study translation techniques, establish equivalents and recurrent solutions proposed by various professional translators rather than to rely solely on the instructor's experience and intuition" (Biel, 2010, p. 13).

Already in 2006 and 2008, Scarpa underlined the importance of using parallel corpora to obtain translation strategies from the observation of how professional translators concretely solved difficulties in past translations. Through concordances and phraseological units, parallel corpora constitute a particularly useful database to be used in order to find the translating routines of the most recurrent phraseology. In 2020, Scarpa clarified that "[b]ilingual (and multilingual) parallel corpora are segmented and 'aligned' so that the linguistic units (such as sentences) in one subcorpus in language A correspond to those in language B. In professional specialised translation, parallel corpora are used in terminology management to create termbases and in statistical machine-translation (MT) tools such as Google Translate and Bing Translate" (Scarpa, 2020, p. 128).

The literature review on linguistic theories and the ST analysis framework that is the object of this study (and will be introduced in the Section about Corpus and Methodology) are based first and foremost on Systemic Functional Linguistics (Halliday, 1985; Halliday & Matthiessen, 2004; Martin, 1991). According to the scholars cited, a clause is a unit in which meanings of three different kinds are combined, each expressing one kind of semantic organization: Field (Clause as representation); Mode (Clause as message); Tenor (Clause as exchange). These contextual aspects are those which may be found in the text and also emerge through the analysis of Jakobson's functions (Jakobson, 1960). Seminal studies on genre analysis such as Bhatia (1993) and Swales (1990) are also considered, inasmuch as they provide useful insights into the pragmatic functions of language in specific domains. The taxonomy developed by Hyland (2005) distinguishing between *interactive* features, which guide readers through a text, and *interactional* features, which are used by the writer to comment on content material, account for the metadiscursive elements in the ST and their transposition in the TT. Cohesion helps students understand the texturing of the text by looking at the various grammatical and lexical networks of relations between and among the several elements within the texts (Baker, 1992–2011). Coherence is also looked at in order to understand how the text creates and conveys meaning (Baker, 1992–2011). These methodologies go along with corpus linguistics and the quantitative analysis of the texts dealing with immigration. Theories are based on Baker and McEnery (2005), Manca (2015), Grego and Vicentini (2015), Al Fajri (2017) and Giordano and Piga (2020 and 2021).

Almost all the theories cited here, which account for both the qualitative and quantitative linguistic analysis, contribute to forming a framework for ST analysis, as suggested by Brusasco (2013). Identifying and recognizing stylistic and pragmatic features provides a guide for the students; it also enables them to become familiar with the register and genre conventions typical of the text type under scrutiny, i.e., an EU Regulation.

3. Corpus and Methodology

The text under scrutiny in this study is an EU Regulation on immigration (*REGULATION (EU) 2019/1240 of the European Parliament and of the Council of 20 June 2019 on the creation of a European network of immigration liaison officers*) in both its English and Italian versions. The quantitative analysis of the ST in English (henceforth REGENG2019) and of some of the aspects in the parallel Italian version (henceforth REGITA2019) are the starting point from which to approach the document and its translation, with the aim of recognizing the translation choices favoured by official translators in the European Union.

The concordance software Sketch Engine (developed by Lexical Computing Limited in 2003) is the corpus manager used for the quantitative analysis. Table 1 shows some basic statistical data such as the number of words, tokens and sentences in the two versions.

Table 1. EU regulation on immigration (2019)

CORPUS	(REGENG2019)			(REGITA2019)		
REGULATION	TOKENS	WORDS	SENTENCES	TOKENS	WORDS	SENTENCES
REGULATION (EU) 2019/1240 of the European Parliament and of the Council of 20 June 2019 on the creation of a European network of immigration liaison officers	8,682	6,862	172	9,353	7,575	169

First of all, students in the Master's classroom are taught to calculate the type/token ratio so as to understand what the value of lexical variety is in the two versions of the European document. As a matter of fact, the type-token ratio is a helpful measure of lexical variety within a text, be it written or spoken. The number of words, punctuation marks, along with numbers and symbols in a text is often referred to as the number of *tokens*; in the English version of this Regulation there are 8,682 tokens, every occurrence considered. Several of the tokens are repeated in the text. The number of words indicates the word-types in the text, each word-type being

counted just once. There are 6,862 types in the text under scrutiny. The TTR (type-token ratio) is calculated as follows:

Table 2. Type-token ratio (TTR) in the two versions of the 2019 Regulation on immigration

type-token ratio = (number of types/number of tokens)	
English version	6,862 types ÷ 8,682 tokens = 0,79
Italian version	7,575 types ÷ 9,353 tokens = 0,80

The result of the type/token ratio can be a number between 0 (zero) and 1 (one). If the value obtained is closer to 1 (one), it means there is rich vocabulary content in the text. If the value obtained is closer to 0 (zero), it means that the vocabulary is fairly poor. If the value is equal to 1 (one), it means that the text is made up of just *hapax legomena* (the singular *hapax legomenon* indicates a word occurring only once in a given corpus). The value obtained by the calculation in both the English and the Italian versions is near to 1 (see Table 2), which indicates that the vocabulary in both texts is rather rich and varied and this accounts for the lexical variety of both texts (Cresti & Panunzi, 2013).

Sketch Engine also helps students look at vocabulary (which expresses content) and pinpoint the most frequent nouns, verbs and adjectives in the texts in order to carry out an analysis of the lexicon and its occurrences in the documents. Additionally, the corpus manager software helps investigate the metadiscursive features present in the text and calculate how frequently they are used. A thorough perusal of the concordance lines enables students to look at the occurrences and verify whether the features found in the texts are actually working as metadiscursive elements, so that extraneous examples can be disregarded.

Along with these statistical data and the quantitative analysis, students in the Translation Master's course classroom are invited to search and analyse the ST for linguistic characteristics and features listed in the ST analysis framework in Table 3. This framework used in class follows and builds on the model of analysis suggested by Brusasco (2013) and is based on major Linguistics theories and methodologies previously covered in the literature review. It is important to underline that corpus analysis and metadiscursive features are not considered in Brusasco's text analysis. The author herself specifies that "(g)iven the number of variables involved in the act of translation, one has to be aware that there is no hard and fast rule, just as there is no ultimate target text. […] Therefore, the procedures illustrated […] are meant as guidelines that can undoubtedly be perfected, just as each translation proposed is but one possible rendering among many" (Brusasco, 2013, p. 59).

Table 3. Source text analysis framework

Source Text analysis framework	
ST TITLE	
ST SOURCE	
JAKOBSON'S FUNCTIONS	referential/informative
	a) emotive/expressive
	b) conative/directive
	c) metalinguistic
	d) phatic
	e) poetic/aesthetic
REGISTER	1) FIELD
	2) TENOR
	3) MODE
PROPOSITIONAL MEANING V EXPRESSIVE MEANING	1) What a word refers to
	2) What a word has to do with speaker's feelings and experience
GRAMMATICAL COHESION (surface relations which link words and expressions in a text)	1) REFERENCE (personal pronouns, determiners, possessives)
	2) SUBSTITUTION
	3) ELLIPSIS
	4) CONJUNCTION (additive, adversative, causal, temporal)
LEXICAL COHESION (surface relations which link words and expressions in a text)	1) REITERATION (synonym, superordinate, general word)
	2) COLLOCATION (opposites, ordered series, meronyms: part/whole, part/part)
COHERENCE	(network of conceptual relations that underlie the surface text) reader's expectations and experience of the world
METADISCOURSE	INTERACTIVE FEATURES
	a) transitions
	b) frame markers
	c) endophoric markers
	d) evidentials
	e) code glosses
	INTERACTIONAL FEATURES
	a) hedges
	b) boosters
	c) attitude markers
	d) self-mentions
	e) engagement markers
ASPECTS OF SPECIFIC DISCOURSE	literary, business, legal, advertising, journalistic…

It could be argued that the corpus used for the analysis is too small, in the sense that the Master's students will be working on a single text and its translation in Italian. However, the text under scrutiny does represent a clear example of the types of *ad hoc* corpora that Bhatia, Langton and Lung (2004) suggest using in order to apply corpus analysis to texts within the context of legal language. The scholars state that small genre-based corpora are much more useful than large corpora because of the several linguistic peculiarities of legal language (among others, conservatism, crystallized formulae, formulaic form-function correlations, binomials and trinomials, etc.). Therefore, small legal corpora, and in this case parallel corpora of an English document and its Italian version, are equally efficient and reliable from both a quantitative and qualitative perspective. Students are trained to understand that claims and generalisations cannot be made about language from the analysis of a single text, but findings can certainly be representative of the language samples under investigation, as explained by Biel (2010).

4. Discussion

4.1 Quantitative Analysis

Following López Rodríguez (2016, p. 92), the authors are firmly convinced that "corpus linguistics can facilitate the identification of patterns in text, as well as "rare" instances which may indicate creative uses of language". Firstly, the instructor in the Master's course can suggest search structures to retrieve in the English text, so that students can gain some insights into the translation strategies in the *do-it-yourself* or *ad hoc* corpus. Alternatively, students can be invited to read the aligned texts thoroughly at least once in order to grasp the meaning and the context of discourse and then be prepared to analyse them in depth through the concordance software first, and through linguistic qualitative analysis later.

To start with the quantitative analysis, the Figures below show the results obtained through the Wordlist function in Sketch Engine.

noun (441 items | 2,764 total frequency)

	Lemma	Frequency		Lemma	Frequency		Lemma	Frequency
1	immigration	105	18	ec	33	35	development	16
2	officer	98	19	decision	29	36	migration	16
3	liaison	97	20	agency	27	37	acquis	15
4	union	93	21	eu	26	38	purpose	15
5	article	86	22	no	26	39	cooperation	15
6	regulation	79	23	parliament	25	40	organisation	15
7	member	56	24	authority	24	41	implementation	15
8	country	54	25	I	22	42	migrant	14
9	european	54	26	commission	22	43	deployment	14
10	council	47	27	activity	21	44	law	14
11	information	41	28	schengen	21	45	agreement	13
12	network	40	29	oj	20	46	exchange	13
13	board	40	30	page	20	47	border	13
14	steering	40	31	protection	20	48	3	12
15	datum	36	32	task	20	49	application	12
16	states	34	33	return	17	50	flow	12
17	accordance	33	34	2	17			

Figure 1. Wordlist in the English version: nouns

noun (444 items | 2,713 total frequency)

	Lemma	Frequency		Lemma	Frequency		Lemma	Frequency
1	immigrazione	108	18	parlamento	25	35	attuazione	17
2	funzionario	98	19	agenzia	25	36	applicazione	16
3	collegamento	97	20	autorità	24	37	senso	16
4	unione	92	21	ue	24	38	il	16
5	regolamento	82	22	attività	23	39	organizzazione	15
6	paese	64	23	commissione	22	40	cooperazione	15
7	articolo	60	24	ce	22	41	migrazione	14
8	membro	55	25	schengen	21	42	sviluppo	14
9	paragrafo	53	26	compito	20	43	materia	14
10	consiglio	47	27	gu	20	44	disposizione	14
11	informazione	41	28	diritto	20	45	persona	13
12	dato	41	29	impiego	20	46	parte	13
13	rete	40	30	l	20	47	ambito	13
14	comitato	39	31	acquis	20	48	accordo	13
15	decisione	30	32	stati	20	49	frontiera	13
16	numero	28	33	rimpatrio	19	50	linea	13
17	fine	27	34	protezione	18			

Figure 2. Wordlist in the Italian version: nouns

From a comparison between the English and Italian versions, the most frequently used nouns in both documents are immigration (*immigrazione*), officer (*funzionario*), liaison (*collegamento*) and union (*unione*) with almost the exact same number of occurences, which indicates a literal translation of the majority of items in the ST. Article (*articolo*), member (*membro*), council (*consiglio*) information (*informazione*) and network (*rete*) follow, again showing practically the same number of occurrences.

As regards verbs, quite different results are obtained. Figures 3 and 4 show the most frequently used verbs in the English and Italian versions of the Regulation.
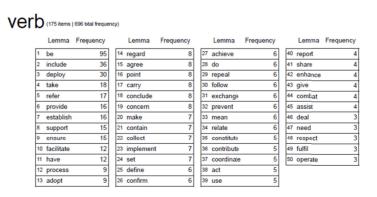
verb (175 items | 696 total frequency)

	Lemma	Frequency		Lemma	Frequency		Lemma	Frequency		Lemma	Frequency
1	be	95	14	regard	8	27	achieve	6	40	report	4
2	include	36	15	agree	8	28	do	6	41	share	4
3	deploy	30	16	point	8	29	repeal	6	42	enhance	4
4	take	18	17	carry	8	30	follow	6	43	give	4
5	refer	17	18	conclude	8	31	exchange	6	44	combat	4
6	provide	16	19	concern	8	32	prevent	6	45	assist	4
7	establish	16	20	make	7	33	mean	6	46	deal	3
8	support	15	21	contain	7	34	relate	6	47	need	3
9	ensure	15	22	collect	7	35	constitute	5	48	respect	3
10	facilitate	12	23	implement	7	36	contribute	5	49	fulfil	3
11	have	12	24	set	7	37	coordinate	5	50	operate	3
12	process	9	25	define	6	38	act	5			
13	adopt	9	26	confirm	6	39	use	5			

Figure 3. Wordlist in the English version: verbs

In the English document *be* is the most frequently used verb with 95 occurrences and it is followed by *include* (with 36 occurrences) and *deploy* (with 30 occurrences).

Excerpt (1)

> *Protection tools **include** measures contained in the Global Approach to Migration and Mobility (GAMM). Legal immigration strategies and channels between the Union and third countries should also **include** labour migration, visas for students and family reunification, without prejudice to the national competences of Member States.* (REGENG2019)

The verb *deploy* is mainly used in the past participle form, as shown in the following excerpts:

Excerpt (2)

> *In locations where the Commission does not **deploy** immigration liaison officers, immigration liaison officers **deployed** by Union agencies shall facilitate and support the networks provided for in paragraph 1.* (REGENG2019)

Excerpt (3)

> *When taking decisions on matters that are relevant for immigration liaison officers **deployed** by countries associated with the implementation, application and development of the Schengen acquis, the Steering Board shall take due account of the views expressed by the representatives of those countries.* (REGENG2019)

Some instances of the gerund *deploying* are found (6 occurrences), mostly having the function of adjective for the noun *authority*.

Excerpt (4)

> *Each **deploying** authority shall ensure that immigration liaison officers establish and maintain direct contacts with the competent authorities of third countries, including, when appropriate, with local authorities, and any relevant organisations operating within the third country, including international organisations, notably with a view to implementing this Regulation.* (REGENG2019)

Contrariwise, in the Italian version of the Regulation, verbs such as *incaricare* (87 occurrences) and *dovere* (36 occurrences) are the first two in the Wordlist extracted for verbs.
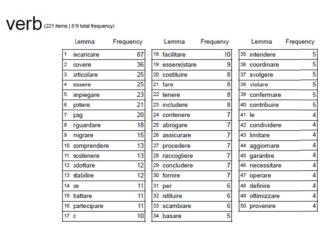
verb (221 items | 8:9 total frequency)

#	Lemma	Frequency	#	Lemma	Frequency	#	Lemma	Frequency
1	incaricare	87	18	facilitare	10	35	intendere	5
2	dovere	36	19	essere|stare	9	36	coordinare	5
3	articolare	25	20	costituire	8	37	svolgere	5
4	essere	25	21	fare	8	38	vistare	5
5	impiegare	23	22	tenere	8	39	confermare	5
6	potere	21	23	includere	8	40	contribuire	5
7	pag	20	24	contenere	7	41	le	4
8	rguardare	18	25	abrogare	7	42	condividere	4
9	migrare	15	26	assicurare	7	43	limitare	4
10	comprendere	13	27	procedere	7	44	aggiornare	4
11	sostenere	13	28	raccogliere	7	45	garantire	4
12	adottare	12	29	concludere	7	46	necessitare	4
13	stabilire	12	30	fornire	7	47	operare	4
14	ce	11	31	per	6	48	definire	4
15	trattare	11	32	istituire	6	49	ottimizzare	4
16	partecipare	11	33	scambiare	6	50	provenire	4
17	d	10	34	basare	5			

Figure 4. Wordlist in the English version: verbs

Incaricare is mainly used in the past participle plural form (*incaricati*) as an adjective of the noun phrase *i funzionari di collegamento incaricati dell'immigrazione*, to translate the English structure *immigration liaison officers,* amplifying the text by using seven items where English uses only three.

Excerpt (5)

> *I funzionari di collegamento incaricati dell'immigrazione svolgono i propri compiti conformemente alle norme dell'Unione e nazionali in materia di tutela dei dati personali, nonché alle norme contenute negli accordi internazionali conclusi con paesi terzi o organizzazioni internazionali.* (REGITA2019)

The verb *dovere* is mainly used in the conditional form *dovrebbero* to mean what immigration liaison officers should do.

Excerpt (6)

> *I funzionari di collegamento incaricati dell'immigrazione **dovrebbero** essere sempre consapevoli del fatto che le loro azioni possono avere conseguenze in termini operativi o di reputazione per le reti locali e regionali di funzionari di collegamento incaricati dell'immigrazione. Essi **dovrebbero** agire di conseguenza nello svolgimento dei loro compiti.* (REGITA2019)

is the translation of

Excerpt (7)

> *Immigration liaison officers **should** at all times be aware that their actions might have operational or reputational consequences for local and regional networks of immigration liaison officers. They **should** act accordingly when carrying out their tasks.* (REGENG2019)

Giordano and Piga (2021) already covers the question of the use of *should* in this text type, and this study summarizes the most important findings later on in the Section devoted to hedges.

Moreover, adjectives can also be investigated. Fig. 5 shows the occurrences of adjectives such as *third* (45) and *personal* (26). Both these adjectives refer to the topic under discussion in the Regulation which is that:

Excerpt (8)

> *To ensure the effective implementation of all aspects of Union policies on immigration, consistent dialogue and cooperation should be pursued with key **third countries** of origin and transit of migrants and of applicants for international protection.* (REGENGL2019).

As a matter of fact, the adjective *third* always collocates with *countries* and the adjective *personal* is always followed by *data*.

Excerpt (9)

> *Transfers of **personal data** by immigration liaison officers to **third countries** and international organisations pursuant to this Article shall be carried out in accordance with Chapter V of Regulation (EU) 2016/679.* (REGENGL2019).

adjective (131 items | 552 total frequency)

Lemma	Frequency		Lemma	Frequency		Lemma	Frequency
1 third	45	18	web-based	9	35	biometric	4
2 personal	26	19	secure	9	36	diplomatic	4
3 international	25	20	biennial	9	37	good	4
4 relevant	25	21	effective	8	38	pursuant	4
5 such	18	22	illegal	8	39	biographic	4
6 national	14	23	competent	7	40	integrated	4
7 appropriate	14	24	fundamental	7	41	vulnerable	4
8 human	13	25	respective	7	42	least	3
9 particular	13	26	local	6	43	regional	3
10 other	13	27	first	6	44	further	3
11 necessary	12	28	external	5	45	subject	3
12 legal	12	29	comprehensive	5	46	consular	3
13 possible	11	30	available	5	47	special	3
14 operational	11	31	joint	5	48	criminal	3
15 european	11	32	dignified	4	49	introductory	3
16 third-country	9	33	common	4	50	certain	3
17 migratory	9	34	financial	4			

Figure 5. Wordlist in the English version: adjectives

adjective (161 items | 762 total frequency)

	Lemma	Frequency		Lemma	Frequency		Lemma	Frequency
1	europeo	61	18	operativo	11	35	irregolare	6
2	terzo	55	19	svizzero	10	36	migliore	5
3	presente	39	20	primo	10	37	esterno	5
4	direttivo	39	21	migratore|migratorio	9	38	l'	5
5	tale	28	22	fondamentale	9	39	dignitoso	4
6	personale	25	23	opportuno	9	40	particolare	4
7	internazionale	25	24	biennale	9	41	applicabile	4
8	relativo	17	25	rispettivo	7	42	comune	4
9	necessario	15	26	stesso	7	43	biografico	4
10	pertinente	15	27	legale	7	44	biometrici	4
11	c	14	28	interno	7	45	giuridico	4
12	stati	14	29	seguente	5	46	finanziario	4
13	umano	13	30	locale	5	47	diplomatico	4
14	razionale	13	31	effettivo	5	48	vulnerabile	4
15	possibile	12	32	efficace	5	49	adeguato	3
16	sicuro	11	33	illegale	5	50	strategico	3
17	competente	11	34	compreso	5			

Figure 6. Wordlist in the Italian version: adjectives

Figure 6 shows the most frequent adjectives in the Italian version of the Regulation and *europeo* ranks first with 61 occurrences. The adjective in question collocates with *Parlamento* 24 times, and with *Unione* 18 times in its feminine gender variant *europea*. Another connection of the adjective *europea* is with the word *network* when discussing the creation of a team of liaison officers for immigration, as in

Excerpt (10)

> *Il presente regolamento stabilisce norme per rafforzare la cooperazione e il coordinamento tra i funzionari di collegamento incaricati dell'immigrazione impiegati dagli Stati membri, dalla Commissione e dalle agenzie dell'Unione in paesi terzi, attraverso la creazione di una **rete europea** di funzionari di collegamento incaricati dell'immigrazione.* (REGITA2019).

4.2 Jakobson's Functions

Following Jakobson (1960), the text under investigation exhibits a predominant *conative* function, insofar as it is a Regulation and thus comes under the wider heading of normative and prescriptive texts in which the language is mainly employed 'to persuade' the reader to accept a command. In this case, the authors of the Regulation wish for their argumentations to acquire a certain value and this accounts for the tenor aspect in the text, which concerns the relationship between the participants in the communicative act. Arguably, the text also conveys a tangential *emotive* function, as the Regulation includes elements of non-legal nature inasmuch as it also has to do with moral, ethical and religious norms and concepts, such as respect for human rights and vulnerable people, unaccompanied minors, smuggling of migrants and trafficking in human beings. Although these concepts may have no legal status in nature, they are closely related with norms of immigration issues. The Regulation authors' main aim is to explain notions and describe facts and proposals, and generally avoid expressing personal opinions in this type of document. Nevertheless, as can be seen in the section about Propositional Meaning and Expressive Meaning and the section regarding Attitudinal markers below, there are some instances of words, expressions and especially adjectives which have to do with the authors' feelings, experience, and evaluation or judgment.

4.3 Register: Field, Tenor and Mode

Field refers to the subject matter or ideational content being discussed (Brusasco, 2013, p. 60). The field of discourse describes the activities and processes that take place during a linguistic act; field clarifies what the topic is, when and where the text is produced, and why the participants in the interaction are part of it. Moreover, field circumscribes the situational context and illustrates the communicative purpose of the text.

According to the scheme elaborated by Halliday (1994, p. 106), reality is made up of "processes" which shape the world through the grammatical system of transitivity (cf. Halliday, 1994). Halliday (1994) subdivides these verbal processes into six macro-categories: material processes, mental processes, relational processes, behavioral processes, verbal processes and existential processes.

Considering the text under scrutiny, the social setting in which the text is produced is the European Parliament and the Council. The purpose of the text is essentially to provide important regulations and measures about immigration-related issues in order to ensure an efficient implementation of all aspects of Union policies on immigration.

One of the main processes present in the text is material processes, which construe figures of

"doing-and-happening" (Halliday & Matthiessen, 2004, p. 181) where the unfolding of the process is projected towards the Goal, whose benefits involve another participant, the "Beneficiary", i.e., the one to whom or for whom the process is said to take place. In Excerpt (11) the "Beneficiary" is semantically denoted by "the third Countries", where the Union through the deployment of immigration officers is committed to protecting human rights and the fundamental freedoms of all immigrants, regardless of their migratory status.

Excerpt (11)

> *Article 1. This Regulation lays down rules to enhance cooperation and coordination among immigration liaison officers deployed to third countries by Member States, the Commission and Union Agencies, through the creation of a European network of immigration liaison officers*. (REGENG2019)

"Tenor identifies interpersonal dimensions of the event, i.e., the roles played by the participants in the interaction and the social relations between them" (Brusasco, 2013, p. 60). As far as Tenor is concerned, students are asked to analyse how the social relationship between the writer/speaker and the reader/listener is constructed i.e., in terms of power (a)symmetry or equality, and what the relational values are in the vocabulary and in the linguistic elements in terms of mood, modality, speech acts, performativity, constativity, etc. Looking at the Regulation in terms of its relational function (cfr. Halliday, 1994), power asymmetry seems to give way to modalized assessment of equality. As previously noted (Giordano & Piga, 2021), the basic principle seems to be this: the 'commands' are more projected towards negotiation and dialogue. In the text under scrutiny, 'commands' are realized by the modulated clauses, which give more discretion to the addressees. The presence of conditional mood in some way facilitates the potential for negotiation between the EU and its Member States. Instead of the fixed value of the imperative commands 'do it', the text uses the modulated obligation 'you should do' instead. These 'conditional' variants provide a range of a more delicate way of commanding. In very broad terms, the illocutionary force in both the Italian and the English version of the EU Regulation seems to be changing from a 'command' to 'a conditional-indication'. Accordingly, the power relation between the participants in the text is far more equal than asymmetrical (Giordano & Piga, 2021).

"Mode refers to the function of the text in that specific event and includes both the medium through which language is manifested […] and its genre […]" (Brusasco, 2013, p. 60). As regards Mode, namely the structuring of the clause as message, the text is mainly organized in declarative sentences in which the typical pattern at a microtextual level is one in which the Theme is conflated with the Subject, both in a metonymical form, as in the following:

Excerpt (12)

> ***This Regulation*** *lays down rules to enhance cooperation and coordination among immigration liaison officers deployed to third countries by Member States, the Commission and Union agencies, through the creation of a European network of immigration liaison officers*. (REGENG2019)

In other cases, the Theme is expressed in a typical generic form of a common name to define experts, representatives of national councils or EU institutions officials:

Excerpt (13)

> ***Immigration liaison officers*** *need to process personal data to facilitate the proper implementation of return procedures, the successful enforcement of return decisions, and reintegration where relevant and possible*. (REGENG2019)

In addition to relatively 'local' semantic relations between clauses and sentences, students are also asked to look at and identify more 'global' and higher-level semantic relations over longer stretches of text. One very common example in this EU Regulation is the problem-solution relation (Hoey, 2001), which is built around the following pragmatic-semantic relationship. The 'problem' is the need, the necessity or the challenge that the Union and its Member States have to face in terms of strengthening the policy in the field of migration. The 'solution' is then represented by the effective response of the EU aiming to achieve an all-inclusive move aimed at ensuring an efficient organization of migration flows:

Excerpt (14)

> *The sharp increase of mixed migratory flows in 2015 and 2016 has put immigration, asylum and border management systems under pressure. This has posed a challenge for the Union and the Member States, showing the need to strengthen Union policy in the field of migration with a view to achieving a coordinate and effective European response*. (REGENG2019)

4.4 Propositional Meaning Vs. Expressive Meaning

The difference between propositional meaning and expressive meaning lies in the character that words have in the text under scrutiny, in this case an EU Regulation. As Brusasco reminds us (2013, p. 96), most words convey propositional meaning, i.e., what a word refers to in the world. Baker (1992−2011, p. 11) explains that "(t)he propositional meaning of a word or an utterance arises from the relation between it and what it refers to or describes in a real or imaginary world", while "expressive meaning relates to the speaker's feelings or attitude rather than to what words and utterances refer to".

As can be noticed even from a cursory glance at Figure 1 above, the words with propositional meaning in this context are *immigration*, *officer*, *liaison*, *union*, *regulation*, *member*, *country*, *council* and so on. Words in Italian conveying propositional meaning in the same context are *immigrazione*, *funzionario*, *collegamento*, *unione*, *regolamento*, etc. The absence of adjectives might be said to account for poor expressive meaning in the Regulation, though this is in fact not the case. As shown in Figure 5, qualifying adjectives are used to express the writers' opinion and evaluation; some examples are *relevant*, *appropriate*, *necessary*, *possible*, *effective* and *fundamental*. Examples of qualifying adjectives carrying opinion and evaluation in Italian are *efficace*, *fondamentale*, *possible*, *pertinente*, etc. Consequently, the writers' thoughts and feelings are expressed using the emotive function, which we will look at more closely in the section on Attitudinal markers.

4.5 Grammatical Cohesion

At this point students are asked to analyze the grammatical cohesion of the text, i.e., features indicating the relationship that exists between linguistic expressions, exemplified through *substitution*, *ellipsis and conjunctions*, etc.

In the mechanism of substitution, one element is replaced by another. In English, the most common substitution particles are *do*, *one* and *the same*, but all auxiliaries in short answers, which by themselves provide for the omission of the main verb, also fall into this category; these grammatical elements are usually used to avoid repetitions in the text, unless they are specifically desired by the author. In the Regulation, no cases of substitution are found, full lexemes are repeated in order to avoid ambiguity.

Ellipsis, on the other hand, implies the omission of a certain element in the sentence, i.e., it is completely removed. However, it should be emphasized that since ellipsis is an omission, there is no particular element (as in the case of reference) that tells the addressee where to retrieve the missing information, but it is the grammatical structure itself that indicates what element or elements are appropriate to fill that particular "blank space" or "slot" (Baker, 1992−2011, pp. 196−197).

In the text under scrutiny, no relevant cases of ellipses are found; moreover, although they are occasionally present, they do not seem to be used deliberately by the author. Indeed, the presence of omissions is not due to any particular strategy, but rather to an inherent feature of the English language, i.e., the tendency to omit certain elements to avoid repetitions that would burden the fluidity of the text as a whole. In reality, it is the conscious choice of 'non-omission' that is the strategic choice of lawmakers, aimed in this case at highlighting certain constituents in the text or to give it a meticulous regularity.

The mechanism of conjunction implies—as the word itself suggests—the use of conjunctions to connect sentences, propositions and paragraphs. Unlike reference, substitution, and ellipsis, this category does not require the recipient to retrieve missing information, but signals the way the sender wants the reader (or listener) to relate what is about to be said to what has been said previously (Baker, 1992−2011). For the purpose of this Master's lesson on translation, and according to the ST framework provided, students have to analyse four main types of relationships that serve to give cohesion to the text:

- Additive: and, or, also, furthermore, etc.;

- Adversative: but, yet, however, etc.;

- Causal: so, since, for, because, for this reason, etc.;

- Temporal: then, next, in conclusion, after that, on another occasion, an hour later, finally, at last, firstly, secondly, thirdly;

In the Regulation most of them fall into the additive 'and' category, as shown in the section about Transition markers. An example is the following Excerpt (15). The less frequent conjunctions belong to the causal category, with only some occurrences of *since* (2 occurrences).

Excerpt (15)

*The third countries of return are not often subject to adequacy decisions adopted by the Commission under Article 45 of Regulation (EU) 2016/679, **and** have often not concluded or do not intend to conclude a readmission agreement with the Union or otherwise provide for appropriate safeguards within the meaning of Article 46 of Regulation (EU) 2016/679.* (REGENG2019)

The additive conjunction *also* is found 5 times in the Regulation, as will be shown later in this paper. In the Excerpt below, *also* modifies a temporal clause.

Excerpt (16)

*Article 2 Definitions For the purposes of this Regulation, the following definitions apply: (1) 'immigration liaison officer' means a liaison officer designated and deployed abroad, by the competent authorities of a Member State, or by the Commission or by a Union agency, in accordance with the respective legal basis, to deal with immigration-related issues, **also** when that is only a part of their duties.* (REGENG2019)

4.6 Lexical Cohesion

Lexical cohesion refers to the role of vocabulary choice in organizing the various connections within a text. Although a lexical element does not possess a cohesive function in itself, it establishes a (semantic) relationship with other elements present in the text; consequently, this type of cohesion occurs whenever a given element recalls a previous one, at a semantic level. In this part, students are mainly encouraged to scrutinize *reiteration* and *collocation*.

Reiteration—as the name suggests—implies "a repetition of an earlier item, a synonym or near-synonym, a superordinate" (Baker, 1992–2011, p. 211). In the Regulation under investigation synonyms or near synonyms are not present and the repetition of full lexemes is preferred in order to avoid ambiguity. Conversely, superordinate elements are frequently present in the text, *The Union*, *the Members States*, etc.

As regards collocations, Baker (1992–2011, p. 52) explains them as words which have the tendency to co-occur regularly in a given language, or in this case in a given text. Typical *collocations* found in this text are: *immigration liaison officers* (81 occurrences), *Steering Board* (40), *Member States* (36); *third countries* (33), *personal data* (26), *Union agencies* (21), *migratory flows* (7), *European network* (5), *external borders* (4) and so on. All of them concur to make the text a coherent whole and account for the general meaning and topic covered in the Regulation. In the same context, it is possible to note in the Italian version the following collocations: *i funzionari di collegamento incaricati dell'immigrazione*, *comitato direttivo*, *Stati membri*, *paesi terzi*, *dati personali*, etc.

4.7 Coherence

As for coherence, the ST framework invites students to look at the network of conceptual relations that underlie the surface text and, in so doing, to identify the reader's expectations and experience of the world. In other words, students have to discuss how the text creates meaning and makes sense to a potential reader. Here, students will not be concerned with networks of cohesive devices, in which surface relations link words and expressions in a text, but with the way utterances are used pragmatically in the communicative situation in the context of a Regulation. In the text under scrutiny the absence of pronominal reference and the employment of direct repetition of full lexemes creates a continuity of sense and meaning that makes the text directly accessible even to a layman reader.

4.8 Metadiscourse

On the basis of Hyland's classification (2005), the various metadiscoursal features and their functions can be analysed following the indications in the ST analysis framework provided.

4.8.1 Interactive Features

Interactive features such as transitions, frame markers, endophoric markers, evidentials and code glosses deserve particular attention as they are deemed to be as thoroughly and systematically representative of the EU regulation genre.

To begin with, transition markers are "mainly conjunctions and adverbial phrases which help readers interpret pragmatic connections between steps in an argument" (Hyland, 2005, p. 50). As can be seen from Table 4, the most frequently used transition marker is the conjunction *and*, which can be employed either to separate two or more words or as an additive conjunction to separate coordinated clauses, as explained in the Section about grammatical cohesion. *Also* is present only 5 times and *therefore* 4 times. Students thus become aware that the text under scrutiny contains relatively few conjunctions, as confirmed by the analysis of grammatical cohesion above.

Table 4. Transition markers

Transition markers	
accordingly	1
also	5
and	302
but	1
further	3
rather	1
since	2
therefore	4
whereas	1
while	1

According to Hyland (2005, p. 51), "(f)rame markers signal text boundaries or elements of schematic text structure". They can sequence the text through numbered or bulleted orders, they can label stages, announce goals and shift topic. As a matter of fact, clauses and sentences in the Regulation are juxtaposed in ordered and numbered sections or Articles and this is one of the reasons why there are so few coordinating or even subordinating conjunctions or transition markers.

Excerpt (17)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

[…]

HAVE ADOPTED THIS REGULATION:

Article 1

Scope

1) *This Regulation lays down rules to enhance cooperation and coordination among immigration liaison officers deployed to third countries by Member States, the Commission and Union agencies, through the creation of a European network of immigration liaison officers.*

2) *This Regulation is without prejudice to the responsibility of Member State authorities, the Commission and Union agencies for defining the scope and assignment of tasks and reporting lines of their respective immigration liaison officers, and to the tasks of immigration liaison officers within the framework of their responsibilities under Union and national law, policies or procedures, or under special agreements concluded with the host country or international organisations.*

While there are no frame markers with the functions of labeling stages or announcing goals in the text, frame markers used to shift topic, e.g., *regard* is found 14 times through the corpus, most of all in the expressions *having regard*, *as regards*, *with regard* and *regarding*.

Table 5. Frame markers

Frame markers (to shift topic)		
regard	14	
	having regard	2
	as regards	6
	with regard	3
	regarding	3

Excerpt (18)

As regards Iceland and Norway, this Regulation constitutes a development of the provisions of the Schengen acquis within the meaning of the Agreement concluded by the Council of the European Union and the Republic of Iceland and the Kingdom of Norway concerning the latters' association with the implementation, application and development of the Schengen acquis (9) which fall within the area referred to in Article 1, points A and E, of Council Decision 1999/437/EC (10). (REGENG2019)

Excerpt (19)

Per quanto riguarda l'Islanda e la Norvegia, il presente regolamento costituisce uno sviluppo delle disposizioni dell'acquis di Schengen ai sensi dell'accordo concluso dal Consiglio dell'Unione europea con la Repubblica d'Islanda e il Regno di Norvegia sulla loro associazione all'attuazione, all'applicazione e allo sviluppo dell'acquis di Schengen (9) che rientrano nel settore di cui all'articolo 1, lettere A ed E, della decisione 1999/437/CE del Consiglio (10). (REGITA2019)

Endophoric markers are expressions which refer to other parts of the text. The expression *In this Regulation* is found 4 times and there are additional references to other subparagraphs and articles in the Regulation itself, as shown in Table 6.

Table 6. Endophoric markers

Endophoric markers	
In this Regulation	4
First subparagraph	3
Second subparagraph	1
Article	86

Excerpt (20)

Considering the priorities of the Union in the area of immigration and within the scope of the tasks of immigration liaison officers as defined **in this Regulation** and in accordance with Article 1(2), the Steering Board shall carry out the following activities… (REGENG2019)

Drawing from Thomas and Hawes (1994, p. 129), Hyland defines evidentials as "metalinguistic representations of an idea from another source" (Hyland, 2005, p. 51). One of the most frequent structures in the Regulation in the English version is the evidential *in accordance with*: Table 7 shows that this feature is found 33 times. Table 7 also shows the translation into Italian: the adverb *conformemente* is the most frequently used to translate *in accordance with*, followed by expressions such as *in conformità*, *ai sensi*, *a norma* and so on (as already found and discussed in Giordano & Piga, 2021).

Table 7. Evidentials: *in accordance with*

(REGENG2019) Evidentials		(REGITA2019)	
in accordance with	33	conformemente	11
		in conformità	10
		ai sensi	4
		a norma	4
		secondo	2
		nel rispetto	1
		in ottemperanza	1

Another evidential is to be found in (REGENG2019) and this is *pursuant to* which appears 4 times and is translated *a norma* and *ai sensi* in (REGITA2019) (see Table 8).

Table 8. Evidentials: *pursuant to*

(REGENG2019) Evidentials		(REGITA2019)	
pursuant to	4	a norma	2
		ai sensi	2

Code glosses "supply additional information, by rephrasing, explaining or elaborating what has been said, to ensure the reader is able to recover the writer's intended meaning" (Hyland, 2005, p. 52).

Table 9. Code glosses

Code glosses	
as defined	5
called	1
means	4
namely	1
that is	1

In the Regulation under examination here, *as defined* is used 5 times and *means* is used 4 times to provide certain definitions which apply to the document.

Excerpt (21)

> *Joint deployment of liaison officers should be promoted with the aim of enhancing operational cooperation and information sharing between Member States, as well as to respond to needs at Union level, **as defined** by the Steering Board…* (REGENG2019)

Excerpt (22)

> *For the purposes of this Regulation, the following definitions apply: (1) 'immigration liaison officer' **means** a liaison officer designated and deployed abroad, by the competent authorities of a Member State, or by the Commission or by a Union agency, in accordance with the respective legal basis, to deal with immigration-related issues, also when that is only a part of their duties; (2) 'deployed abroad' **means** deployed to a third country, for a reasonable time period to be determined by the responsible authority, to one of the following: (a) a diplomatic mission of a Member State; (b) the competent authorities of a third country; (c) an international organisation; (d) a diplomatic mission of the Union; (3) 'personal data' **means** personal data as defined in point (1) of Article 4 of the Regulation (EU) 2016/679; (4) 'return' **means** return as defined in point (3) of Article 3 of Directive 2008/115/EC.* (REGENG2019)

4.8.2 Interactional Features

When dealing with interactional features, Hyland includes hedges, boosters, attitude markers, self-mentions and engagement markers.

Hedges are devices which indicate the author's decision to recognize and tentatively admit potential alternative viewpoints and voices and thus "withhold complete commitment to a proposition" (Hyland, 2005, p. 52). Hedges highlight the subjectivity of a position by allowing information to be presented as an opinion rather than an objective fact and therefore open that position to negotiation. These different scales of obligations are defined as "modulation" (Halliday & Matthiessen, 2004, p. 147); in this sense, modal auxiliaries, whether deontic or epistemic, can be interpreted as hedges whenever they express a certain degree of vagueness (Hyland, 2005). Given the common propensity of lawmakers to avoid ambiguity and subjective interpretation, preventing obscure areas where possible, the role of *should* in prescriptive legal texts, in which 'what they say is law', is expected to be reasonably constrained and restricted (cfr. Williams, 2005). However, as shown in Giordano and Piga (2021), the deontic discretionary force of the modal *should* occurs pervasively in EU Regulations. Conversely, together with the occurrences of *should* conveying "modulation" (Halliday & Matthiessen, 2004, p. 147), namely showing the presence of intermediate possibilities, the use of *shall* accounts for the presence of items that avoid ambiguity and normally convey an unmistakably prescriptive dimension to verbal constructions.

Another modal students are invited to look at and which plays a major part in EU Regulations is *may*. In this Regulation *may* appears 12 times. In EU Regulations, as in legal discourse in general, one of the primary meanings of *may* is that of conferring discretionary power and mild obligation, either directly or indirectly:

Excerpt (23)

> *Immigration liaison officers **may** render assistance, taking into account their expertise and training, in: […] sharing information obtained in the course of their duties within networks of immigration liaison officers and with component authorities of the Member States, including law enforcements authorities, in order to prevent and detect illegal immigration as well as combat smuggling of migrants and trafficking in human beings.* (REGENG2019)

Excerpt (24)

> *I funzionari di collegamento incaricati dell'immigrazione **possono** fornire assistenza, tenendo conto delle loro competenze e formazione, per: […] condividere le informazioni ottenute nell'esercizio delle loro*

funzioni nell'ambito delle reti di funzionari di collegamento incaricati dell'immigrazione e con le autorità competenti degli Stati membri, comprese le autorità preposte all'applicazione della legge, al fine di prevenire e individuare l'immigrazione illegale e al fine della lotta contro il traffico di migranti e la tratta di esseri umani. (REGITA2019)

Excerpt (25)

*Member States **may** also agree that their immigration liaison officers shall share certain tasks among each other, on the basis of their competence and training.* (REGENG2019)

Excerpt (26)

*Gli Stati membri **possono** altresì convenire che i loro funzionari di collegamento incaricati dell'immigrazione si ripartiscano taluni compiti tra loro, sulla base delle competenze e della formazione.* (REGITA2019)

However, in subordinate clauses, unlike the modal *shall,* which generally adds no particular shades of meaning to the verbal expression other than emphasizing its polarity and legalese nature (Williams, 2005), *may* in certain circumstances expresses modal values that do not seem to be directly connected to discretionary power or prohibition but rather to epistemic possibility (Palmer, 1990, p. 50). Consider Excerpts (27) and (28)

Excerpt (27)

*Since the objective of this Regulation cannot be sufficiently achieved by the Member States alone but can rather, by reason of their large scale and their effects throughout the Union, be better achieved through coordination at Union level, the Union **may** adopt measures, in accordance with the principle of subsidiarity as set out in Article 5 TEU. In accordance with the principle of proportionality, as set out in that Article, this Regulation does not go beyond what is necessary in order to achieve that objective.* (REGENG2019)

Excerpt (28)

*Given that liaison officers dealing with migration-related issues are deployed by different competent authorities and that their mandates and tasks **may** overlap, efforts should be made to enhance cooperation among officers operating within the same third country or region.* (REGENG2019)

Therefore, students are guided by the instructors in the understanding of the use of the modal *may* which expresses deontic discretionary power when it occurs in the main clauses, and epistemic possibility when it occurs in subordinate clauses.

4.8.3 Attitudinal Markers

Following Hyland (2005, p. 53), "(a)ttitudinal markers indicate the writer's affective, rather than epistemic, attitude to propositions". They are most explicitly signalled by attitude verbs, adverbials, adjectives and nouns. In the ST analysis framework provided to students, only attitude adjectives are taken into consideration. In the corpus under scrutiny, interpersonal attitudinal adjectives are present in both the form of 1) positive adjectives of the attributive type, such as *effective* in Excerpt (29), and 2) of the predicative type, as in *possible* in Excerpt (30) below.

Excerpt (29)

*To ensure the **effective** implementation of all aspects of Union policies on immigration, consistent dialogue and cooperation should be pursued with key third countries of origin and transit of migrants and of applicants for international protection.* (REGENG2019)

Excerpt (30)

*Despite the extensive efforts of the Union in cooperating with the main countries of origin of illegally staying third-country nationals subject to an obligation to return, it is not always **possible** to ensure that such third countries systematically fulfil the obligation established by international law to readmit their own nationals.* (REGENG2019)

Moreover, it is also important to point out that in the Regulation under scrutiny, expressions of attitude have the tendency to be prosodically coupled throughout the clause. Some attitudinal adjectives tend to be toughened in binary constructions with other attitudinal adjectives forming accumulations and enumerations that create rhetorical figures, all contributing to the same meaning-function. By adding (quasi)synonyms, intensifiers and the like, the aim is that of ideally doubling-up the interactional meaning-function of the metadiscourse. In the following excerpts, the doubling of the adjectives serves to enhance the prosody of the noun group:

Excerpt (31)

> *[...] migratory flows originating from or transiting through the third country, including where **possible and relevant**, the composition of migratory flows and migrants' intended destination.* (REGENG2019)

Excerpt (32)

> *[...] flussi migratori provenienti dal paese terzo o in transito sul suo territorio, compresa, ove **possibile e pertinente**, la composizione dei flussi migratori e la destinazione prevista dei migranti;* (REGITA2019)

Excerpt (33)

> *Immigration liaison officers need to process personal data to facilitate the proper implementation of return procedures, the successful enforcement of return decisions, and reintegration where **relevant and possible**.* (REGENG2019)

Excerpt (34)

> *I funzionari di collegamento incaricati dell'immigrazione devono poter trattare dati personali per facilitare la corretta attuazione delle procedure di rimpatrio, l'esecuzione effettiva delle decisioni di rimpatrio e il reinserimento ove **opportuno e possibile**.* (REGITA2019)

As well as enhancing the prosody of the text, the build-up of such "clusters of attitude markers" (Hyland, 2005, p. 150) amplifies the positive tone of the relational meaning-function of the text, thus helping to create a convincing EU discourse that aims to establish shared attitudes and values with readers and draw them "into a conspiracy of agreement so that it can be difficult to dispute such judgement" (Hyland, 2005, p. 150).

Table 10 below shows the quantitative analysis of attitudinal markers present in the Regulation under scrutiny.

Table 10. Attitudinal markers

Attitudinal markers	
adequate	1
appropriate	14
better	6
comprehensive	5
essential	1
effective	8
dignified	4
important	1
possible	11
relevant	25

Alongside the notable frequency of *effective*, *possible* and *relevant*, there are also 14 occurrences of the word *appropriate*. *Appropriate* is another example foregrounding the specific judgement of authors. In Excerpt (35), the lawmakers establish their subjective and personal claim about practices and procedures concerning the "safeguards for the transfer of data", increasing once again the explicit evaluation and the personalized attitude of the text.

Excerpt (35)

> *Therefore, readmission agreements, concluded or being negotiated by the Union or the Member States and providing for **appropriate** safeguards for the transfer of data to third countries pursuant to Article 46 of Regulation (EU) 2016/679, cover a limited number of such third countries.* (REGENG2019)

Excerpt (36)

> *Pertanto, gli accordi di riammissione, conclusi o in fase di negoziazione da parte dell'Unione o degli Stati membri, che prevedono **idonee** garanzie per il trasferimento di dati verso paesi terzi ai sensi dell'articolo 46 del regolamento (UE) 2016/679, riguardano un numero limitato di tali paesi terzi.* (REGITA2019)

4.8.4 Boosters

Boosters are words which "allow writers to close down alternatives, head off conflicting views and express their certainty in what they say" (Hyland, 2005, p. 52). Therefore, through the use of boosters, the authors of the Regulation manage to narrow down the field of options, conveying certainty in their arguments. Even if they present several alternatives, they take a position on only one. As shown in Table 11 below, in the Regulation

under investigation only a few cases of boosters can be found. Two examples are provided in Excerpts (37) e (39):

Table 11. Boosters

Boosters	
always	1
establish	16
show	1

Excerpt (37)

> **The establishment** of a robust mechanism that ensures better coordination and cooperation among all liaison officers dealing with immigration issues as part of their duties is essential in order to minimise information gaps and duplication of work and maximise operational capabilities and effectiveness. (REGENG2019)

Excerpt (38)

> **L'istituzione** di un solido meccanismo che assicuri un migliore coordinamento e una migliore cooperazione tra tutti i funzionari di collegamento incaricati dell'immigrazione nell'ambito delle loro funzioni è fondamentale per ridurre al minimo le lacune nelle informazioni e la duplicazione dei lavori e per ottimizzare le capacità operative e l'efficacia. (REGITA2019)

Excerpt (39)

> […] it is not **always** possible to ensure that such third countries systematically fulfil the obligation established by international law to readmit their own nationals. (REGENG2019)

4.8.5 Self-Mentions

"Self-mentions refer to the degree of explicit author presence in the text measured by the frequency of first-person pronouns and possessive adjectives" (Hyland, 2005, p. 53). At this point, students are asked to pinpoint which metadiscoursal devices explicitly indicate the writer's presence and engagement in the text. As regards regulations in general and the Regulation analysed here in particular, such personal engagements are, as expected, entirely absent. This is because members of the EU Parliament, as well as members of the Council, downplay their personal role by electing to adopt a less intrusive or personal style suggesting that the correct procedures and authority of rules and regulations are laid down in the norms of the discipline and thus cannot be altered by any individual. However, in order to highlight the reproduction of the rules and regulations, a 'self-mention' rhetorical stance of the cause-effect metonymy is commonly employed, as can be seen in the two Excerpts that follow:

Excerpt (40)

> In accordance with the principle of proportionality, as set out in that Article, **this Regulation** does not go beyond what is necessary in order to achieve that objective. (REGENG2019)

Excerpt (41)

> Building on Regulation (EC) No 377/2004, **this Regulation** aims to ensure that immigration liaison officers better contribute to the functioning of a European network of immigration liaison officers primarily by establishing a mechanism through which Member States, the Commission and Union agencies can more systematically coordinate the tasks and roles of their liaison officers deployed in third countries. (REGENG2019)

The metonymy *This Regulation* is found 38 times in the Regulation under scrutiny.

4.8.6 Engagement Markers

"Engagement markers are devices that explicitly address readers, either to focus their attention or include them as discourse participants" (Hyland, 2005, p. 53). In this section, students are asked to identify and analyse devices that refer to the various ways authors bring readers into the discourse in order to better relate to them. One of the most explicit way in which readers are brought into the text is, for example, the use of personal pronouns (*you*, inclusive or exclusive *we*, etc.). Since in this specific case students have to analyse a Regulation and Regulations claim authority, this sense of communality addressing the reader from a position of confidence,

setting-up collegiality and dialogue, is not present in the text under scrutiny.

4.9 Aspects of Specific Discourse

When dealing with specific discourse, especially in the context of a translation classroom, students have to become aware of the use of certain specific structures which are to be found in the text under analysis. Some examples of specific discourse have already been noted, i.e., *in accordance with* and *pursuant to*. Another example of legal discourse is the expression *without prejudice,* which appears 4 times in the ST. In order to understand how official professional translators render this structure in the Italian version, students undertake an intensive reading of the Regulation, in order to identify the various translations of the phrase in the parallel text and therefore the choices made by the translators. In this way, they discover that the 4 occurrences of *without prejudice* are rendered in 4 different ways, with *fatte salve*, *lascia impregiudicati*, *fatto salvo* and *non pregiudica*, as shown in Table 12 below and the Excerpts that follow, taken from the aligned texts. Excerpt (43) is the translation of (42), and (45) is the translation of (44).

Table 12: without prejudice

(REGENG2019)		(REGITA2019)
without prejudice	4	fatte salve
		lascia impregiudicati
		fatto salvo
		non pregiudica

Excerpt (42)

> *Legal immigration strategies and channels between the Union and third countries should also include labour migration, visas for students and family reunification,* **without prejudice to** *the national competences of Member States*. (REGENG2019)

Excerpt (43)

> *Le strategie e i canali legali di immigrazione tra l'Unione e I paesi terzi dovrebbero contemplare altresì la migrazione della manodopera, i visti per gli studenti e il ricongiungimento familiare,* **fatte salve** *le competenze nazionali degli Stati membri*. (REGITA2019)

Excerpt (44)

> *This Regulation is* **without prejudice to** *the responsibility of Member States authorities, the Commission and Union agencies for defining the scope and assignment of tasks and reporting lines of their respective immigration liaison officers* […] (REGENG2019)

Excerpt (45)

> *Il presente regolamento* **lascia impregiudicati** *la responsabilità delle autorità degli Stati membri, della Commissione e delle agenzie dell'Unione di definire la portata e l'attribuzione dei compiti e le linee gerarchiche dei loro rispettivi funzionari di collegamento incaricati dell'immigrazione* […](REGITA2019)

The *without prejudice* clause acts as a safeguard in the presence of potentially damaging or incriminating statements (Alcaraz & Hughes, 2002, p. 166), and in the Excerpts shown here it always preserves and upholds the responsibilities and the competences of Member States.

To conclude, Alcaraz and Hughes (2002, pp. 165−167) underline that in building up two-way repertoires of equivalents in the field of law, translators might usefully consider the various textual arrangements, the specific collocations, adverbial phrases, but also functional vocabulary used to interconnect the major linguistic elements or meaningful words in a text, such as adverbs, conjunctions and prepositions. This proves to be particularly relevant in the context of a Translation classroom, since students who want to become professionals in the field of legal translation necessarily have to understand how, starting from a deep and accurate ST analysis and working with original texts, to systematize lexical and grammatical items in order to develop the contrastive vocabulary and equivalent structures to be used in the TT.

5. Conclusions

The study has presented one of the possible ways in which ST analysis can be conducted in a Translation Master's course with students who are preparing for the profession. It is both an academic and a professional training context in which parallel texts are used in order to understand the translation choices opted for by

professional translators in the context of the European Union and to be able to replicate them when dealing with similar specific texts or working in analogous environments at European or world level. The ST analysis is the result of a combination of quantitative measurements and qualitative investigations of some of the most important structures in the texts, at a lexical and grammatical level, but also at a syntactic and textual level, beyond the sentence frames. In this way, students not only obtain a greater understanding of legal and specific linguistic configurations, but also gain a profound awareness of how professionals operate in the context of translations aimed at the European public at large. In the meantime, they increase and expand their knowledge of and familiarity with the most relevant linguistic theories and methodologies which can be applied to texts in the field of translation work.

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