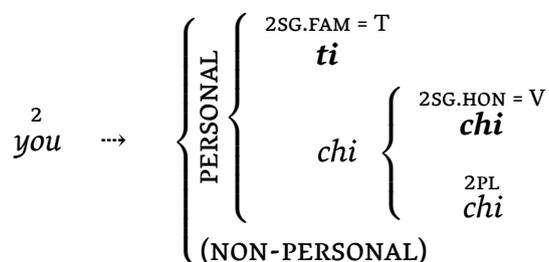BACKGROUND:
T-V AND
TRANSLATION

Most languages of Europe, either within the Standard Average European *Sprachbund* or not, have a T-V distinction, meaning that when addressing an allocutor, the speaker has to choose between a 'familiar' T-form (2SG.FAM) or a 'polite' or 'formal' V-form (commonly homonymic with 2PL), depending on the sociopragmatic relationship between them. Welsh (Indo-European, Celtic) has such a distinction, while English (Indo-European, Germanic) *you* has not. Thus, when translating from English into Welsh, translators are obliged to make politeness distinctions according to their understanding of the text in order to produce an idiomatic output.

OBJECT OF STUDY

The presented study uses the Welsh translation of *Harry Potter and the Philosopher's Stone* (ROWLING 2003) as a corpus and describes aspects of the Welsh T-V system, as reflected by the ways the translator conveyed sociopragmatic information using the Welsh second person system, in which politeness is expressed in the singular, through *ti:chi* structural opposition (cf. Fr. *tu:vous*):

$$
\begin{array}{l}
\underset{you}{\overset{2}{}} \dashrightarrow
\left\{
\begin{array}{l}
\text{PERSONAL}
\left\{
\begin{array}{l}
\overset{\text{2SG.FAM = T}}{\textbf{\textit{ti}}} \\[1em]
\underset{}{\textit{chi}}
\left\{
\begin{array}{l}
\overset{\text{2SG.HON = V}}{\textbf{\textit{chi}}} \\[1em]
\overset{\text{2PL}}{\textit{chi}}
\end{array}
\right. \\
\end{array}
\right. \\
(\text{NON-PERSONAL})
\end{array}
\right.
\end{array}
$$

MAPPING
INTERPERSONAL
RELATIONSHIPS

In total, there are 1393 occurrences of *you, your, yourself* etc. in the original text. By tagging them with 'speaker', 'addressee' and *'ti:chi'* information (who speaks to whom how)[1], an intricate map of sociopragmatic relationships emerges. Using this map three topics are to be addressed, with attestation by examples from the text:

① CHANGE IN
ADDRESS FORM

Transitioning from one address form to the other can signal change in the relationship. For example, when an eleven years old child (Harry) first meets an adult stranger (Hagrid), he speaks to him using the polite *chi*, but as the adult tells his story and the close connection between them is revealed, the child transitions to the familiar *ti*.

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[1]Imperatives in the translation, which do distinguish *ti:chi* but do not correspond to occurrences of *you*, have been taken into account as well.

The *ti:chi* opposition is grounded in the concrete pragmatic situation. When the addressee is unknown (e.g. addressing someone knocking on the door or hidden beneath an invisibility cloak…) or non-specific (e.g. addressing non-specific readers), *chi* is used exclusively, *ti* being too loaded.

Belonging to the boarding school story genre, the corpus offers us an opportunity to examine the linguistic expression of social relationships in which age plays a major role. Three sub-topics are to be discussed: the ways students and teachers address one each other, intra-familial relationships, and the use of *chi* by grown-ups in establishing the child protagonist as a famous, admired personality.

This study is a part of a comparative typological project using translations of the first Harry Potter book, which was translated into 74 languages, as means to explore the sociopragmatics of second person in languages with a T-V system (see HASPELMATH 2010; STOLZ 2007). A short introduction to the project is to be given, as well as a report of current progress.

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