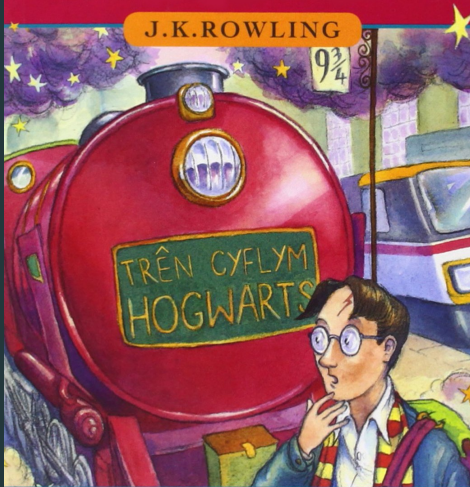


HARRI POTTER

and the Sociopragmatics of Second Person

J.K. ROWLING



Cyfieithiad gan Emily Huws
BLOOMSBURY

Wyddoch-Chi-Pwy

Harri Potter and the Sociopragmatics of Second Person

Júda Ronén <<https://ac.digitalwords.net/>>

The Hebrew University of Jerusalem

Department of Linguistics

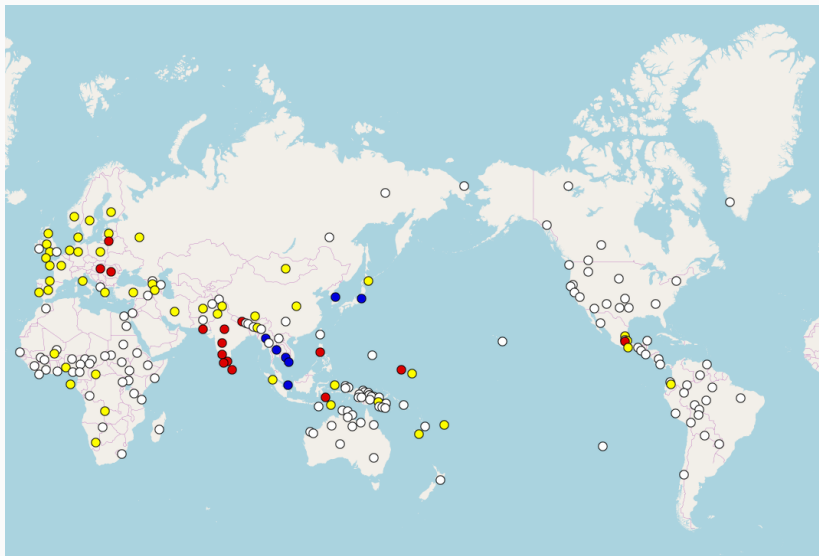
The 4th Usage-Based Linguistics Conference

Tel Aviv, July 2018

Part I

Introduction

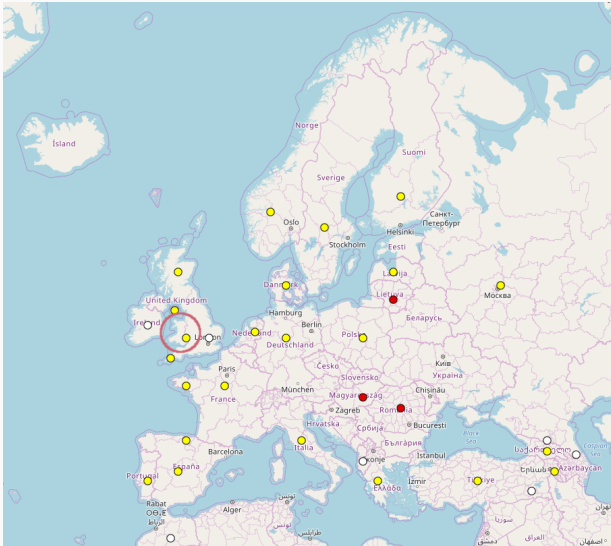
WALS-45: Politeness Distinctions in Pronouns (world)



HELMBRECHT (2013)

○ no distinction ● binary ● multiple ● avoidance

WALS-45: Politeness Distinctions in Pronouns (Europe)



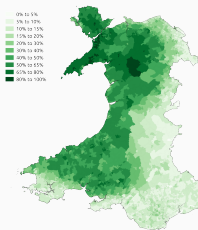
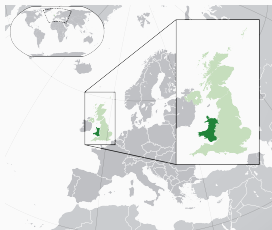
HELMBRECHT (2013)

○ no distinction ● binary ● multiple ● avoidance

4

Welsh language

- Indo-European › Celtic › Brythonic › Welsh
- Autoglossonym: Cymraeg [kəm'raig]
- 562,000 speakers, $\pm 1/5$ of the population of Wales, (2011 census)
- *Grosso modo*, not in the Standard Average European (SAE) *Sprachbund* (HASPELMATH 2001)



- *Harry Potter and the Philosopher's Stone*, by J. K. Rowling, was published in 1997.
- Translated into 74 languages.
- Translated into Welsh in 2003 by Emily Huws, a children's author from Caeathro, Caernarfon (North Wales).



HARRI POTTER

a Maen yr Athronydd



Part II

ti:chi

T-V distinction: relevant sociolinguistic concepts

- age
- courtesy
- familiarity
- gender
- honorificity
- insult
- politeness
- power
- respect
- situation
- social distance
- solidarity
- status
- ...

The 'T' and 'V' terms were coined by R. BROWN and GILMAN (1960) after Latin *tū* (2.SG) and *vōs* (2.PL).

T-V distinction: relevant sociolinguistic concepts

- age
- courtesy
- familiarity
- gender
- honorificity
- insult
- politeness
- power
- respect
- situation
- social distance
- solidarity
- status
- ...

The 'T' and 'V' terms were coined by R. BROWN and GILMAN (1960) after Latin *tū* (2.SG) and *vōs* (2.PL).

T-V distinction in European languages

	2SG.FAM (T)	2SG.HON (V)	homonymy
Early Mod. Eng.	<i>thou</i>	<i>ye</i>	2PL
Yiddish	IT <i>du</i>	יך <i>ir</i>	2PL
French	<i>tu</i>	<i>vous</i>	2PL
German	<i>du</i>	<i>Sie</i>	3PL + capitalizing
French	<i>tu</i>	<i>vous</i>	2PL
Russian	ТЫ <i>ty</i>	ВЫ <i>vy</i>	2PL
Estonian	<i>sina</i>	<i>teie</i>	2PL
Turkish	<i>sen</i>	<i>siz</i>	2PL
Welsh	<i>ti</i>	<i>chi</i>	2PL

T-V distinction in European languages

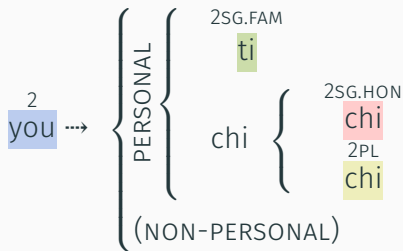
	2SG.FAM (T)	2SG.HON (V)	homonymy
Early Mod. Eng.	<i>thou</i>	<i>ye</i>	2PL
Yiddish	IT <i>du</i>	איר <i>ir</i>	2PL
French	<i>tu</i>	<i>vous</i>	2PL
German	<i>du</i>	<i>Sie</i>	3PL + capitalizing
French	<i>tu</i>	<i>vous</i>	2PL
Russian	ТЫ <i>ty</i>	ВЫ <i>vy</i>	2PL
Estonian	<i>sina</i>	<i>teie</i>	2PL
Turkish	<i>sen</i>	<i>siz</i>	2PL
Welsh	<i>ti</i>	<i>chi</i>	2PL

Etymology

Modern Welsh	<i>ti</i>	<i>chi</i>
< Middle Welsh	<i>ti</i>	<i>chwi</i>
< Proto-Brythonic	* <i>ti</i>	* <i>hwi</i>
< Proto-Celtic	* <i>tū</i>	* <i>swīs</i>
		(cf. Gaulish * <i>suis</i>)
< Proto-Indo-European	* <i>túh₂</i>	* <i>wos</i> , * <i>wēs</i>
	2SG.NOM	2PL.OBL

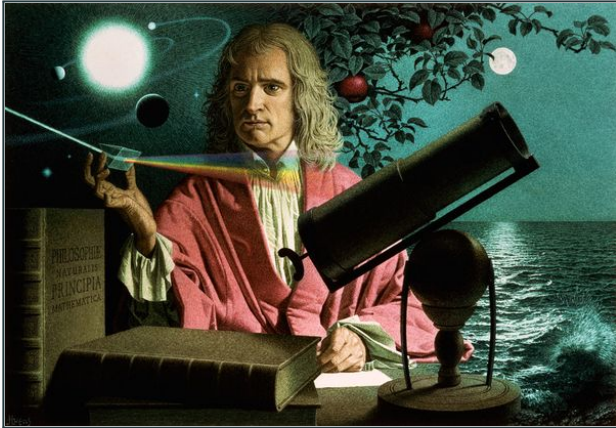
Northern colloquial *chdi* /χti:/ < (â) *chdi* ^{dissimilation} < (â)
th'di < (â) *thydi* 'with you (reduplicated)' (see WILLIS (2013))

Translation choices



Theoretical background: LEVÝ 1967.

Dispersing light $\approx$ dispersing language



Loci of T-V distinction

Eng. eq.	locus	ti	chi
you, ...	simple, weak	<i>ti</i>	<i>chi</i>
	simple, strong	<i>(ti), chdi</i>	<i>chi</i>
	reduplicated	<i>(tydi)</i>	<i>(chwychwi)</i>
	conjunctive	<i>tithau</i>	<i>chithau</i>
	possessive (indep.)	<i>dy</i>	<i>eich</i>
	possessive (dep.)	<i>'th</i>	<i>'ch</i>
	prepositions	<i>arnat</i>	<i>arnoch</i>
	'bod' forms	<i>(yd)wyt</i>	<i>(yd)ych</i>
Ø	finite verbs	<i>canaist, ...</i>	<i>canasoch, ...</i>
	(imperatives)	<i>cân / cana</i>	<i>cenwch / canwch)</i>

Number of occurrences

you	1034
your	148
yeh	121
yer	60
yourself	14
yours	8
yourselves	5
yerself	2
yerselves	1
	1393

Tagging examples

```
5126 1 Are <you id="784" type="ti" speaker="Firenze" addressee="Harry" page="203">you/</you> all right?' said the centaur, pulling Harry to his feet.
1
2 'Yes - thank <you id="785" type="-" speaker="Harry" addressee="Firenze" page="203" tags="idiomatics">you</you> - what was that?'
3
4 The centaur didn't answer. He had astonishingly blue eyes, like pale sapphires. He looked carefully at Harry, his eyes lingering on the scar which stood out, livid, on Harry's forehead.
5
6 '<you id="786" type="chi-sg" speaker="Firenze" addressee="Harry" page="203">You</you> are the Potter boy,' he said. '<you id="787" type="chi-sg" speaker="Firenze" addressee="Harry" page="203">You</you> had better get back to Hagrid. The Forest is not safe at this time - especially for <you id="788" type="chi-sg" speaker="Firenze" addressee="Harry" page="203">you</you>. Can <you id="789" type="chi-sg" speaker="Firenze" addressee="Harry" page="203">you</you> ride? It will be quicker this way.
7
8 'My name is Firenze,' he added, as he lowered himself on to his front legs so that Harry could clamber on to his back.
```

Mapping interpersonal relationships

⋮		
chi	Doris Crockford	Harry
ti	Draco	Harry
chi	Draco	McGonagall
ti	Draco	Neville
ti	Draco	Ron
ti	Dudley	Harry
ti	Dumbledore	Hagrid
ti	Dumbledore	Harry
ti	Dumbledore	McGonagall
ti	Filch	Harry
ti	Filch	Peeves
chi	Filch	Snape
ti	Firenze	Bane
chi	Firenze	Harry
ti	Firenze	Harry
⋮		

-
- 1 Change in address form
 - 2 Unknown / non-specific addressee
 - 3 Age and status
-

Ex. 1: Harry → Hagrid (A)

Harry looked up at the giant. He meant to say thank you, but the words got lost on the way to his mouth, and what he said instead was, 'Who are you?'

The giant chuckled.

'True, I haven't introduced meself. Rubeus Hagrid, Keeper of Keys and Grounds at Hogwarts.'

Edrychodd Harri i fyny ar y cawr. Bwriadai ddweud di-olch, ond aeth y geiriau ar goll ar y ffordd i'w geg, a'r hyn a ddywedodd o oedd, 'Pwy

SG.HON

'dach chi?'

Chwarddodd y cawr.

'Digon gwir, dwi ddim wedi 'nghyflwyno fy hun. Rubeus Hagrid, Ceidwad Allweddi a Thiroedd Hogwarts.'

Ex. 2: Harry → Hagrid (B)

Harry, meanwhile, still had questions to ask, hundreds of them.

‘But what happened to Vol-sorry – I mean, **You**-Know-Who?’

Yn y cyfamser, roedd gan Harri gwestiynau i’w gofyn, cannoedd ohonyn nhw.

‘Ond beth ddigwyddodd i Vol — ddrwg gen i —
SG.FAM
Wyddost-Ti-Pwy, dwi’n fed-dwl?’

Ex. 3: Hermione → Hagrid (A)

The afternoon's events certainly seemed to have changed her mind about Snape.

'I know a jinx when I see one, Hagrid, I've read all about them! **You**'ve got to keep eye contact, and Snape wasn't blinking at all, I saw him!'

Roedd digwyddiadau'r pnawn yn amlwg wedi newid ei meddwl ynghylch Sneip.

'Dwi'n nabod melltith pan wela i un, Hagrid. Dwi wedi darllen amdanyn nhw! Mae'n rhaid ^{SG.HON} **ichi** gadw cyswllt llygad, a doedd amrannau Sneip ddim yn symud o gwbl. Welais i o!'

Ex. 4: Hermione → Hagrid (B)

‘Oh, come on, Hagrid, **you** might not want to tell us, but **you** do know, **you** know everything that goes on round here,’ said Hermione in a warm, flattering voice. Hagrid’s beard twitched and they could tell he was smiling.

‘O, ^{SG.FAM}**ty’d** ’laen, Hagrid, ella nad ^{SG.FAM}**wyt ti** ddim isio dweud wrthon ni, ond ^{SG.FAM}**rwyt ti’n** gwybod. ^{SG.FAM}**Rwyt ti’n** gwybod *popeth* sy’n digwydd yn y lle yma,’ meddai Hermione, a’i llais yn fêl i gyd. Sbonciodd barf Hagrid. Roedd yn ddigon hawdd dweud ei fod yn gwenu.

Ex. 5: Vernon → Hagrid (A)

Uncle Vernon made a funny rasping noise.

'I demand that **you** leave at once, sir!' he said. '**You** are breaking and entering!'

Gwnaeth Yncl Vernon sŵn crafu rhyfedd.

'Dwi'n mynnu ^{SG.HON}**eich** bod
^{SG.HON}**chi** 'n gadael ar unwaith!
^{SG.HON}**Rydych chi** 'n torri'r
gyfraith!'

Ex. 6: Vernon → Hagrid (B)

‘But yeh must know about yer mum and dad,’ he said. ‘I mean, they’re famous. You’re famous.’

‘What? My – my mum and dad weren’t famous, were they?’

[...]

‘Yeh don’ know what yeh are?’ he said finally.

Uncle Vernon suddenly found his voice.

‘Stop!’ he commanded. ‘Stop right there, sir! I forbid **you** to tell the boy anything!’

ch. 4 (The Keeper of the Keys), p. 41/39

‘Ond ma’n rhaid dy fod ti’n gw-bod rw bath am dy fam a dy dad,’ meddai. ‘Hynny ydi, ma’n nhw’n *enwog*. Rwyd *ti’n* enwog.’

‘Be? Doedd — fy mam a ’nhad i ddim yn enwog, oedden nhw?’

[...]

‘Wyddost ti ddim be wyt ti?’ meddai o’r diwedd.

Yn sydyn cafodd Yncl Vernon hyd i’w lais.

^{SG.FAM} ‘**Taw**!’ gorchmynnodd. ^{SG.FAM} ‘**Taw**’r munud yma! ^{SG.FAM} **Paid** â meiddio dweud dim byd wrth yr hogyn!’

Ex. 7: Firenze → Harry (A+B)

‘Are **you** all right?’ said the centaur, pulling Harry to his feet.

‘Yes — thank **you** — what was that?’

The centaur didn’t answer. He had astonishingly blue eyes, like pale sapphires. He looked carefully at Harry, his eyes lingering on the scar which stood out, livid, on Harry’s forehead.

‘**You** are the Potter boy,’ he said. ‘**You** had better get back to Hagrid. The Forest is not safe at this time — especially for **you**. Can **you** ride? It will be quicker this way.’

^{SG.FAM}
‘**Wyt ti**’n iawn?’ gofynnodd y dynfarch, gan godi Harri ar ei draed.

‘Ydw — diolch — be *oedd* hwnna?’

Atebodd y dynfarch ddim. Roedd ganddo lygaid gleision syfrdanol, fel saf-fir gwelw, a chraffodd ar Harri, gan oedi ar y graith ddulas, gleisiog ar ei dalcen.

^{SG.HON}
‘Harri Potter **ydych chi**,’ meddai, ‘Well ^{SG.HON}
ichi fynd yn ôl at Hagrid. Dydi’r Goed-wig ddim yn ddiogel ar yr adeg yma — ^{SG.HON}
yn arbennig i **chi**. ^{SG.HON} **Fedwrch chi** far-chogaeth? Bydd yn gyflymach fel hyn.’

1 Change in address form

2 Unknown / non-specific addressee

Who's there?

In-book written address of unknown readers

Narrative techniques

3 Age and status

1 Change in address form

2 Unknown / non-specific addressee

Who's there?

In-book written address of unknown readers

Narrative techniques

3 Age and status

Ex. 8: Vernon → ? (=Hagrid)

There was a crash behind them and Uncle Vernon came skidding into the room. He was holding a rifle in his hands – now they knew what had been in the long, thin package he had brought with them.

‘Who’s there?’ he shouted. ‘I warn **you** – I’m armed!’

Clywyd trwst mawr tu cefn iddyn nhw a sglefriodd Yncl Vernon i mewn i'r ystafell. Cy-diai mewn reiffl – a sylwed-dolodd pawb beth fu yn y parsel hir, cul roedd o wedi dod gyda nhw.

‘Pwy sy 'na?’ gwaeddodd.
‘Dwi’n eich rhybuddio **chi** – mae gen i wn!’

Ex. 9: Hagrid → ? (=Ronan)

They walked more slowly, ears straining for the faintest sound. Suddenly, in a clearing ahead, something definitely moved.

‘Who’s there?’ Hagrid called.
‘Show **yerself** – I’m armed!’

[...]

‘Oh, it’s **you**, Ronan,’ said Hagrid in relief. ‘How are **yeh**?’

Ymlaen â nhw’n arafach, gan glustfeinio am y smic lleiaf o sŵn. Yn sydyn, mewn llannerch o’u blaenau, symudodd rhywbeth.

‘Pwy sy ’na?’ galwodd Hagrid. ‘**Dowch** i’r golwg; ma’ gin i arfa!’

[...]

SG.FAM
‘O, **chdi** sy ’na, Collwyn,’ meddai Hagrid mewn rhyddhad.
SG.FAM
‘Sut **wyt ti**?’

Ex. 10: Peeves → ? (=Harry + Hermione + Ron)

They didn't meet anyone else until they reached the staircase up to the third floor. Peeves was bobbing halfway up, loosening the carpet so that people would trip.

'Who's there?' he said suddenly as they climbed towards him. He narrowed his wicked black eyes. 'Know **you**'re there, even if I can't see **you**. Are **you** ghoulie or ghostie or wee student beastie?'

Welson nhw neb arall nes iddyn nhw gyrraedd y grisiau a arweiniai i'r trydydd llawr. Roedd y Piwsiwr yn sboncio o gwmpas hanner y ffordd i fyny, yn llacio'r carped er mwyn i bobl faglu.

'Pwy sy 'na?' meddai'n sydyn wrth iddyn nhw ddringo tuag ato. Culhaodd ei lygaid duon maleisus. 'Wn i **eich** bod **chi** yna, hyd yn oed os na fedra i **eich** gweld **chi**. Be **ydych chi**, ellyll neu ysbryd neu ddisgybl?'

1 Change in address form

2 Unknown / non-specific addressee

Who's there?

In-book written address of unknown readers

Narrative techniques

3 Age and status

Ex. 11: Book title → ?

Hagrid almost had to drag Harry away from *Curses and Counter-Curses* (Bewitch **your** Friends and Befuddle **your** Enemies with the Latest Revenges: Hair Loss, Jelly-Legs, Tongue-Tying and much, much more) by Professor Vindictus Viridian.

‘I was trying to find out how to curse Dudley.’

Bu raid i Hagrid fwy neu lai lusgo Harri oddi wrth *Melltithion a Gwrthfelltithion* (**Rheibiwch** **Eich** Ffrindiau a **Dryswch** **Eich** Gelynion Drwy Dalu'r Pwyth yn ôl: Colli Gwallt, Coesau Jeli, Clymu Tafod a llawer iawn, iawn mwy) gan yr Athro Daniel Di-alydd.

‘Ceisio darganfod sut y medra i felltithio Dudley oeddwn i.’

Ex. 12: Writer of the puzzle → ?

‘Look!’ Hermione seized a roll of paper lying next to the bottles. Harry looked over her shoulder to read it:

*Danger lies before **you**, while
safety lies behind,*

*Two of us will help **you**,
whichever **you** would find,*

*One among us seven will let **you**
move ahead,*

*Another will transport the
drinker back instead,*

[...]

‘Edrych!’ Cythrodd Hermione i rolyn o bapur wrth ochr y poteli. Edrychodd Harri dros ei hysgwydd i’w ddarllen:

***O’ch** blaen mae perygl, ond
mae’n ddiogel tu cefn,*

*Bydd dwy ohonom yn help, ond
ichi weld y drefn,*

*Gadael **ichi** symud ymlaen
wnaiff un ymysg saith,*

*A’r llall — dod â’r yfwr yn ôl yw
ei gwaith,*

[...]

1 Change in address form

2 Unknown / non-specific addressee

Who's there?

In-book written address of unknown readers

Narrative techniques

3 Age and status

Ex. 13: Author → ‘Readers’ (generic)

Harry then did something that was both very brave and very stupid: he took a great running jump and managed to fasten his arms around the troll’s neck from behind. The troll couldn’t feel Harry hanging there, but even a troll will notice if **you** stick a long bit of wood up its nose, and Harry’s wand had still been in his hand when he’d jumped – it had gone straight up one of the troll’s nostrils.

Yna gwnaeth Harri rywbeth oedd yn ddewr iawn a hefyd yn andros o ffôl: rhedodd at yr ellyll gan neidio a llwyddo i daflu ei freichiau amdano o’r tu cefn. Fedrai’r ellyll ddim teimlo Harri’n hongian yno, ond bydd hyd yn oed ellyll yn sylwi os **gwthiwch chi** ddarn hir o bren i fyny’i drwyn, ac roedd hudlath Harri yn ei law tra oedd o’n neidio — ac wedi mynd yn syth i fyny un o ffroenau’r ellyll.

Ex. 14: Free Indirect Speech

But Hermione had given Harry something else to think about as he climbed back into bed. The dog was guarding something ... What had Hagrid said? Gringotts was the safest place in the world for something **you** wanted to hide – except perhaps Hogwarts.

Ond roedd Hermione wedi rhoi rhywbeth arall i Harri feddwl amdano wrth iddo ddringo'n ôl i'w wely. Roedd y ci'n gwarchod rhywbeth... beth oedd Hagrid wedi ei ddweud? Banc Gringrwn oedd y lle mwyaf diogel yn y byd ar gyfer rhywbeth **roeddech chi** eisiau'i guddio – heblaw Hogwarts, efallai.

Ex. 15: Hagrid → Harry

‘Yeah – so yeh’d be mad ter try an’ rob it, I’ll tell yeh that. Never mess with goblins, Harry. Gringotts is the safest place in the world fer anything **yeh** want ter keep safe – ‘cept maybe Hogwarts. [...]

‘Ia – felly fe fyddat ti’n gwbl wallgo i geisio dwyn o’no, dwi’n deud ’that ti. Paid byth â thynnu coblyn yn dy ben, Harri. Banc Gringrwn ydi’r lle mwya diogal yn y byd i gyd ar gyfar rhwbath ^{SG.FAM}**rwyt ti** angan ei warchod – heblaw Hogwarts, ella. [...]

-
- 1 Change in address form
 - 2 Unknown / non-specific addressee

- 3 Age and status

Students and teachers

Children and their (adoptive) parents

Grown-ups *chi*-ing Harry

-
- 1 Change in address form
 - 2 Unknown / non-specific addressee

- 3 Age and status

Students and teachers

Children and their (adoptive) parents

Grown-ups *chi*-ing Harry

Students ↔ teachers

	speaker	addressee	T-V
T→T	student	teacher	chi
	student	student	ti
	Dumbledore	McGonagall	ti
	McGonagall	Dumbledore	ti
	Quirrell	Dumbledore	chi
	Quirrell	Snape	ti
	Snape	Quirrell	ti
	Dumbledore	Harry	ti
	Madam Hooch	Neville	ti
	McGonagall	Draco, Harry, Hermione, Jordan, Neville, Wood	chi
T→S	Quirrell	Harry	chi
	Snape	Harry, Hermione	chi
	Snape	Neville	ti

Diachronic socio-linguistic change

	older system	newer system
teacher ~ student	$T \leftrightarrow S =$ ^{SG.HON} chi	$T \rightarrow S =$ ^{SG.FAM} ti $S \rightarrow T =$ ^{SG.HON} chi
parent ~ child	$P \rightarrow C =$ ^{SG.FAM} ti $C \rightarrow P =$ ^{SG.HON} chi	$P \leftrightarrow C =$ ^{SG.FAM} ti

(THOMAS (2006, §4.130))

Diachronic socio-linguistic change

	older system	newer system
teacher ~ student	$T \leftrightarrow S =$ ^{SG.HON} chi	$T \rightarrow S =$ ^{SG.FAM} ti $S \rightarrow T =$ ^{SG.HON} chi
parent ~ child	$P \rightarrow C =$ ^{SG.FAM} ti $C \rightarrow P =$ ^{SG.HON} chi	$P \leftrightarrow C =$ ^{SG.FAM} ti

(THOMAS (2006, §4.130))

- Emily Huws, the translator, was born in 1942.
- Hogwarts as old-fashioned.

Gall arwyddocâd cymdeithasol y ffurfiau U2 a Ll2 amrywio hefyd o genhedlaeth i genhedlaeth. Yn y 1960au, er enghraifft, y norm oedd mai perthynas ieithyddol gilyddol fyddai rhwng athrawon a'u disgyblion, gyda phawb yn defnyddio ffurfiau Ll2 wrth gyfarch ei gilydd. Erbyn hyn, y mae'n fwy arferol i'r berthynas honno fod yn anghilyddol, gyda'r athro'n cyfarch ei ddisgybl â ffurfiau U2, ond yn derbyn ffurfiau Ll2 oddi wrth y disgybl. Datblygiad i'r gwrthwyneb yw bod tuedd gref bellach i rieini a'u plant ddefnyddio ffurfiau U2 yn gilyddol yn hytrach na'r ffurfiau anghilyddol a arferid genhedlaeth ynghynt.

The social signified of the 2SG and 2PL forms can vary from generation to generation as well. In the 1960s, for example, the norm was reciprocal linguistic relations between teachers and students, with all using 2PL forms addressing one each other. Since then, it became more usual for these relations to be irreciprocal: the teacher addressing his student with 2SG forms, but receiving 2PL forms from the student. An opposite development is the further strong tendency for parents and their children to use 2SG forms reciprocally, rather than the irreciprocal forms used by an earlier generation.

Ex. 16: Headmaster → Kate Roberts, age 10–15 (1901–1906)

[...] mae un o'r bechgyn yn lluchio pysen tuag ataf. Try'r ysgolfeistr yn ei ôl a gofyn i mi yn Saesneg pwy a'i taflodd. Dywedaf na wn, a rhoi fy nwy wefus ar ei gilydd yn dynn. 'Fe ^{SG.HON} **ddylech** wybod,' medd ef, a rhoi dwy gansen gïaidd i mi, un ar bob llaw, mor galed ag y gall. Ond nid wyf yn crïo. Deil fy ngwefusau yn dynn ar ei gilydd.

[...] one of the boys lobs a pea at me. The headmaster turns back and asks me in English who threw the pea. I say I don't know, and keep my lips tight together. 'You should know,' he says, and he gives me two fierce strokes of the cane, one on each hand, with all his might. But I don't cry. I keep my lips tight shut.

Ex. 17: Quirrell → Harry

A pale young man made his way forward, very nervously. One of his eyes was twitching.

‘Professor Quirrell!’ said Hagrid. ‘Harry, Professor Quirrell will be one of your teachers at Hogwarts.’

‘P-P-Potter,’ stammered Professor Quirrell, grasping Harry’s hand, ‘c-can’t t-tell **you** how p-pleased I am to meet **you**.’

Daeth gŵr ifanc gwelw ymlaen, yn nerfus. Plyciai un o’i lygaid.

‘Yr Athro Quirrél!’ meddai Hagrid. ‘Harri, yr Athro Quirrél fydd un o dy athrawon yn Hogwarts.’

‘P-P-Potter,’ meddai’r Athro Quirrél gan gydio yn llaw Harri. ‘F-f-fedra i ddim dweud **wrthych chi** pa mor f-f-falch ydw i o gael **eich** cy-farfod **chi**’.

SG.HON
SG.HON
SG.HON

Ex. 18: Quirrell → Harry

It was Quirrell.

'You!' gasped Harry.

Quirrell smiled. His face wasn't twitching at all.

'Me,' he said calmly, 'I wondered whether I'd be meeting **you** here, Potter.'

Quirrél oedd o.

'Chi!' ebychodd Harri.

Gwenodd Quirrél. Doedd ei wyneb ddim yn plycio o gwbl.

'Fi,' meddai'n ddigyffro. 'Ro'n i'n meddwl tybed a fyddwn i'n ^{SG.HON}**eich** cyfarfod ^{SG.HON}**chi** yma, Potter.'

Ex. 19: Voldemort → Harry

‘[...] Unicorn blood has strengthened me, these past weeks... **you** saw faithful Quirrell drinking it for me in the Forest... and once I have the Elixir of Life, I will be able to create a body of my own... Now... why don't **you** give me that Stone in **your** pocket?’

‘[...] Yr wythnosau diwethaf yma fe'm cryfhawyd gan waed uncorn... ^{SG.FAM} **welaist ti** Quirrél ffyddlon yn ei yfed i mi yn y Goedwig... ac unwaith y bydd Elicsir Bywyd gen i, byddaf yn medru creu fy nghorff fy hun... Nawr... ^{SG.FAM} **roi di**'r Maen yna sydd yn ^{SG.FAM} **dy** boced i mi?’

Students ↔ teachers

	speaker	addressee	T-V
T→T	student	teacher	chi
	student	student	ti
	Dumbledore	McGonagall	ti
	McGonagall	Dumbledore	ti
	Quirrell	Dumbledore	chi
	Quirrell	Snape	ti
	Snape	Quirrell	ti
	Dumbledore	Harry	ti
	Madam Hooch	Neville	ti
	McGonagall	Draco, Harry, Hermione, Jordan, Neville, Wood	chi
T→S	Quirrell	Harry	chi
	Snape	Harry, Hermione	chi
	Snape	Neville	ti

Students ↔ teachers

	speaker	addressee	T-V
T→T	student	teacher	chi
	student	student	ti
	Dumbledore	McGonagall	ti
	McGonagall	Dumbledore	ti
	Quirrell	Dumbledore	chi
	Quirrell	Snape	ti
	Snape	Quirrell	ti
	Dumbledore	Harry	ti
	Madam Hooch	Neville	ti
	McGonagall	Draco, Harry, Hermione, Jordan, Neville, Wood	chi
T→S	Quirrell	Harry	chi
	Snape	Harry, Hermione	chi
	Snape	Neville	ti

Ex. 20: Madam Hooch → Neville

But Neville, nervous and jumpy and frightened of being left on the ground, pushed off hard before the whistle had touched Madam Hooch's lips.

'Come back, boy!' she shouted, but Neville was rising straight up like a cork shot out of a bottle [...]
[...]

'Broken wrist,' Harry heard her mutter. 'Come on, boy – it's all right, up **you** get.'

Ond gan fod Nefydd yn nerfus ac yn ofni cael ei adael ar y ddaear, gwthiodd i ffwrdd yn gryf cyn i'r bib gyffwrdd gwe-fusau Madam Heddwen.

^{SG.FAM}
'**Ty'd** yn ôl, hogyn!' gwaeddodd, ond roedd Nefydd yn codi'n syth i fyny fel corcyn yn saethu allan o botel [...]
[...]

'Wedi torri'i arddwrn,' clywodd Harri hi'n mwngial. ^{SG.FAM}
'**Ty'd** 'laen, ^{SG.FAM}
hogyn — popeth yn iawn, **cod**
^{SG.FAM}
ar **dy** draed.'

Ex. 21: Snape → Neville

[...] Neville had somehow managed to melt Seamus's cauldron into a twisted blob and their potion was seeping across the stone floor, burning holes in people's shoes. [...]

'Idiot boy!' snarled Snape, clearing the spilled potion away with one wave of his wand. 'I suppose **you** added the porcupine quills before taking the cauldron off the fire?'

[...] Rywfodd, roedd Nefydd wedi llwyddo i doddi crochan Seamus yn llanast meddal, a llifai eu dracht ar hyd y llawr, gan losgi tyllau yn esgidiau pobl. [...]

'Hogyn hurt!' chwyrnodd Sneip, gan glirio'r llanast ag un chwifiad o'i hud-
lath. ^{SG.FAM} 'Mae'n debyg **iti** ychwanegu'r pigau porci-wpein cyn tynnu'r crochan oddi ar y tân.'

Students ↔ teachers

	speaker	addressee	T-V
T→T	student	teacher	chi
	student	student	ti
	Dumbledore	McGonagall	ti
	McGonagall	Dumbledore	ti
	Quirrell	Dumbledore	chi
	Quirrell	Snape	ti
	Snape	Quirrell	ti
	Dumbledore	Harry	ti
	Madam Hooch	Neville	ti
	McGonagall	Draco, Harry, Hermione, Jordan, Neville, Wood	chi
T→S	Quirrell	Harry	chi
	Snape	Harry, Hermione	chi
	Snape	Neville	ti

Why Dumbledore → Harry = *ti*?

- Dumbledore → {Hagrid, Harry, McGonagall} = ^{SG.FAM} **ti**
- Systematic choice: >60 occurrences.
- Situations:
 - on Harry's way to the Mirror of Erised
 - after a Quidditch game ("Well done," said Dumbledore quietly, so that only Harry could hear. [...])
 - in the hospital wing
- Signalling closeness, beyond a 'teacher → student' relationship, where ^{SG.HON} **chi** signals distance?

-
- 1 Change in address form
 - 2 Unknown / non-specific addressee

- 3 Age and status

Students and teachers

Children and their (adoptive) parents

Grown-ups *chi*-ing Harry

Diachronic socio-linguistic change

	older system	newer system
parent ~ child	$P \rightarrow C =$ ^{SG.FAM} ti	$P \leftrightarrow C =$ ^{SG.FAM} ti
	$C \rightarrow P =$ ^{SG.HON} chi	

(THOMAS (2006, §4.130))

Ex. 22: Fred Weasley ↔ Molly Weasley

‘Fred, **you** next,’ the plump woman said.

‘I’m not Fred, I’m George,’ said the boy. ‘Honestly, woman, call **yourself** our mother? Can’t you tell I’m George?’

‘Sorry, George, dear.’

‘Only joking, I am Fred,’ said the boy, and off he went. His twin called after him to hurry up, [...]

‘Fred, ^{SG.FAM}**chdi** nesa,’ meddai’r wraig nobl.

‘George ydw i, nid Fred,’ meddai’r bachgen. ‘A ^{SG.FAM}**tithau**’n ^{SG.FAM}**dy**

alw ^{SG.FAM}**dy** hun yn fam inni, wir!

^{SG.FAM}**Wyddost ti** ddim mai George ydw i?’

‘Ddrwg gen i, George, ’ngwas i.’

‘Pryfocio o’n i! Fred ydw i,’ meddai’r bachgen, ac i ffwrdd ag o. Galwodd ei efaill arno i frysio, [...]

Ex. 23: Harry → Vernon

‘Er – Uncle Vernon?’

Uncle Vernon grunted to show he was listening.

‘Er – I need to be at King’s Cross tomorrow to – to go to Hogwarts.’

Uncle Vernon grunted again.

‘Would it be all right if **you** gave me a lift?’

Grunt. Harry supposed that meant yes.

‘Thank **you**.’

‘Ym — Yncl Vernon?’

Rhociodd Yncl Vernon i ddan-gos ei fod yn gwranddo.

‘Ym — dwi angen bod yn King’s Cross fory i — i fynd i Hogwarts.’

Rhociodd Yncl Vernon drachefn.

‘Fyddai’n bosib i ^{SG.HON}**chi** roi reid imi?’

Rhoch. Cymerodd Harri fod hynny’n golygu iawn.

‘Diolch i ^{SG.HON}**chi**.’

Ex. 24: Petunia, Vernon → Harry

‘In the car crash when **your** parents died,’ she had said. ‘And don’t ask questions.’

Don’t ask questions – that was the first rule for a quiet life with the Dursleys.

Uncle Vernon entered the kitchen as Harry was turning over the bacon.

‘Comb **your** hair!’ he barked, by way of a morning greeting.

‘Yn y ddamwain car pan lad-
dwyd ^{SG.FAM}**dy** rieni,’ roedd hi wedi’i
ddweud. ‘A ^{SG.FAM}**phaid** â holi a stilio.’

Peidio holi a stilio — dyna’r rheol gyntaf ar gyfer bywyd tawel gyda’r Dursleys.

Daeth Yncl Vernon i’r gegin fel roedd Harri’n troi’r cig moch drosodd.

^{SG.FAM}**Rho** grib drwy ^{SG.FAM}**dy** wallt, wir!’
oedd ei gyfarchiad boreol.

Ex. 25: Dudley → Vernon

Dudley stood with his nose pressed against the glass, staring at the glistening brown coils.

‘Make it move,’ he whined at his father. Uncle Vernon tapped on the glass, but the snake didn’t budge.

‘Do it again,’ Dudley ordered.
[...]

Safodd Dudley â’i drwyn ar y gwydr, yn rhythu ar y torchau brown, sgleiniog.

Dechreuodd swnian ar ei dad. ^{SG.FAM} ‘Gwna iddi symud.’ Curodd Yncl Vernon yn ysgafn ar y gwydr â’i fysedd, ond symudodd y neidr ddim.

‘Eto!’ gorchmynnodd Dudley.
[...]

Families

speaker	addressee	T-V
Weasley parents	Weasley children	ti
Weasley children	Weasley parents	ti
Dursley parents	Dudley Dursley	ti
Dudley Dursley	Dursley parents	ti
Dursley parents	Harri	ti
Harri	Dursley parents	chi

-
- 1 Change in address form
 - 2 Unknown / non-specific addressee

- 3 Age and status

Students and teachers

Children and their (adoptive) parents

Grown-ups *chi*-ing Harry

Ex. 26: People at the Leaky Cauldron → Harry

Then there was a great scraping of chairs and, next moment, Harry found himself shaking hands with everyone in the Leaky Cauldron.

‘Doris Crockford, Mr Potter, can’t believe I’m meeting **you** at last.’

‘So proud, Mr Potter, I’m just so proud.’

‘Always wanted to shake **your** hand – I’m all of a flutter.’

‘Delighted, Mr Potter, just can’t tell **you**. Diggle’s the name, Dedalus Diggle.’

Bu sŵn mawr crafu cadeiriau, a’r eiliad nesaf roedd pawb yn y Gogor-Grochan yn ysgwyd llaw â Harri.

‘Cadi Morgan, y Bonwr Potter. Fedra i ddim credu ’mod i’n ^{SG.HON}**eich** cyfarfod ^{SG.HON}**chi** o’r diwedd.’

‘Braint fawr, y Bonwr Potter, braint fawr.’

‘Wedi dyheu erioed am gael ysgwyd llaw efo ^{SG.HON}**chi** — dwi wedi cynhyrfu’n lân!’

‘Yn falch o’ ^{SG.HON}**ch** cyfarfod ^{SG.HON}**chi**, y Bonwr Potter, yn falch dros ben. Dyfyr ydi’r enw, Dyfyr Drwyndwn.’

Ex. 27: Madam Malkin → Harry

‘Hogwarts, dear?’ she said, when Harry started to speak. ‘Got the lot here – another young man being fitted up just now, in fact.’

[a conversation between Harry and Draco]

But before Harry could answer, Madam Malkin said, ‘That’s **you** done, my dear,’ [...]

‘Hogwarts, ’ngwas i?’ meddai hi, cyn gynted ag yr agorodd Harri ei geg. ‘Mae’r cwbl gen i yn fan’ma — a dweud y gwir mae ’na âwr ifanc arall yn cael ei ffitio ar y funud hefyd.’

[...]

Ond cyn i Harri gael cyfle i ateb, meddai Malan Meirion, ‘Dyna ^{SG.FAM} **ti** ’n barod, ’ngwas i,’ [...]

Ex. 28: Ollivander → Harry

An old man was standing before them, his wide, pale eyes shining like moons through the gloom of the shop.

‘Hello,’ said Harry awkwardly.

‘Ah yes,’ said the man. ‘Yes, yes. I thought I’d be seeing **you** soon. Harry Potter.’ It wasn’t a question. ‘**You** have **your** mother’s eyes. [...]

Safai hen âr o’u blaenau, ei lygaid llydan, gwelwon yn disgleirio fel lleuadau drwy fwrllwch y siop.

‘Helô,’ meddai Harri’n chwithig.

‘A, ie,’ meddai’r dyn. ‘Ie. Ie. Roeddwn i’n meddwl y byddwn i’n ^{SG.HON}**eich** gweld ^{SG.HON}**chi** cyn bo hir, Harri Potter.’ Nid cwestiwn oedd o. ‘Mae llygaid ^{SG.HON}**eich** mam ^{SG.HON}**gynnoch chi**. [...]

Ex. 29: Ollivander → Hagrid

‘Rubeus! Rubeus Hagrid!
How nice to see **you** again
... Oak, sixteen inches, rather
bendy, wasn’t it?’

‘It was, sir, yes,’ said Hagrid.

‘Good wand, that one. But I
suppose they snapped it in
half when **you** got expelled?’
said Mr Ollivander, suddenly
stern.

‘Rubeus! Rubeus Hagrid! Dda
gen i ^{SG.FAM}**dy** weld ^{SG.FAM}**di** eto...
derw, un fodfedd ar bymtheg,
eithaf ystwyth, yntê?’

‘Ia, syr, ia,’ meddai Hagrid.

‘Hudlath dda, honna. Ond
mae’n debyg iddyn nhw ei
thorri hi’n glec yn ei han-
ner pan ^{SG.FAM}**gest ti** dy ddiarddel,
meddai Onllwyn ab Oswallt,
gan droi’n chwyrn yn sydyn.

Part III

Conclusion

The translator's choices reflect:

- The usage within xyr speech community (*norme*).
- Xyr own understanding of the text and artistic freedom.

'you $\rightarrow$ T-V' is one interesting case study of many, offering us a glimpse into sociopragmatics.

Why *Harry Potter and the Philosopher's Stone*?

- Same original text, different languages (74 in total!)
- Written in English, lacking a T-V distinction
- Diverse interpersonal relations

Relevant references:

- T-V in film translations: PAVESI 2009; LEVSHINA 2017; PAVESI 2012; MEISTER 2016.
- *Sprachtypologie und Universalienforschung* 60.2 (Jul. 2007): a hoard of an issue dealing with parallel texts

Progress so far (July 2018)

Language	Translation
Chinese	哈利·波特与魔法石
Hindi	हैरी पॉटर और पारस पत्थर
Indonesian	Harry Potter dan Batu Bertuah
Russian	Гарри Поттер и философский камень
Welsh	Harri Potter a Maen yr Athronydd

Join us! 😊



Diolch i chi!

If you work on a language with a T-V distinction *Harry Potter and the Philosopher's Stone* has been translated into, do join our research project!

Contact me for more information:

 Júda Ronén

 foo@digitalwords.net

 <https://ac.digitalwords.net/>

(where you can download this presentation)

 <https://gitlab.com/rwmpelstilzchen/hp-tv>

(where you can download the Open Research source and data files)

 +972-2-6419913  +972-52-5587769



Creative Commons Attribution

Unfortunately, ^{GENERIC}**you** needed
a specially signed note from
one of the teachers to look
in any of the restricted books
[...]

Yn anffodus, ^{was}roedd ^{need}angen
^{note}nodyn wedi ei arwyddo'n ar-
bennig gan un o'r athrawon i
edrych yn un o'r llyfrau cyfyn-
gedig, [...]

Ex. 31: generic *you* → *rhywun* ‘someone’ / Ø (appendix I)

Snape and Filch were inside, alone. Snape was holding his robes above his knees. One of his legs was bloody and mangled. Filch was handing Snape bandages.

‘Blasted thing,’ Snape was saying. ‘How are ^{GENERIC}you supposed to keep ^{GENERIC}your eyes on all three heads at once?’

Doedd neb yno ond Sneip a Filch. Daliai Sneip ei ddillad uwch ei bengliniau. Gwaedai un o’i goesau’n ddifrifol, gan edrych fel petai wedi cael ei llarpio gan rywbeth, ac roedd Filch yn estyn rhwymyn iddo.

‘Damia fo!’ meddai Sneip.
how is possible for someone
‘Sut mae bosib i rywun
keep-INF eye
gadw llygad ar y tri phen ar unwaith?’

‘Call me Hagrid,’ he said, ‘everyone does. An’ like I told **yeh**, I’m Keeper of Keys at Hogwarts – yeh’ll know all about Hogwarts, o’ course.’

‘Hagrid ma’ pawb yn ‘y ngalw i,’ meddai. ‘Gwna ditha ^{and as speak-PST.1SG 1SG} hefyd. Ac fel dudish i, fi ydi Ceidwad Allweddi Hogwarts — glywaist ti am Hogwarts, wrth gwrs?’

MAIN	{	Harry Potter	Harri Potter
		Hermione Granger	Hermione Granger
		Ron Weasley	Ron Weasley
		Minerva McGonagall	Minerva McGonagall
		Albus Dumbledore	Albus Dumbledore
MUGGLES (ALL)	{	Vernon Dursley	Vernon Dursley
		Petunia Dursley	Petiwnia Dursley
		Yvonne	Yvonne
		Mrs Figg	Mrs Figg
FOREIGN NAMES	{	...	...
		Parvati Patil	Parvati Patil
		Seamus Finnigan	Seamus Finnigan

HOUSES	{	Slitherin	Slafennog
		Hufflepuff	Wfftipwff
		Gryffindor	Llereuol
		Ravenclaw	Crafangfran
NAMES	{	Ollivander	Onllwyn ab Oswallt
		Madam Hooch	Madam Heddwen
		Professor Sprout	Yr Athro Sgewyll
		Oliver Wood	Orwig Bedwyr
		Pansy Parkinson	Prydwen Parri
		Goyle	Efnisien
		Quaffle	Llyncill
TERMS AND OBJECTS	{	Seeker	Chwiliwr
		Mirror of Erised	Dyrch Uchwa
		Bertie Bott's	Ffa Pob-Blas
		Every-Flavour Beans	Bedwyr Belis

See PRITCHARD (2014)

- BROWN, Penelope and Stephen C. LEVINSON (1987). *Politeness: some universals in language use*. Vol. 4. Studies in Interactional Sociolinguistics. Cambridge University Press. ISBN: 0-521-31355-4.
- BROWN, Roger and Albert GILMAN (1960). "The Pronouns of Power and Solidarity". In: *Style in Language*. Ed. by T. A. SEBEEK. MIT Press, pp. 253-276.
- FERAL, Anne-Lise (2006). "The Translator's 'Magic' Wand: Harry Potter's journey from English into French". In: *Meta* 51.3, pp. 459-481. DOI: 10.7202/013553ar. URL: <https://id.erudit.org/iderudit/013553ar>.

FLOHR, Harald (Aug. 2013). "The Phenomenon of Language Contact: English influence on Irish and Welsh found in the translations of Rowling's Harry Potter and the Philosopher's Stone". In: *Zeitschrift für Celtische Philologie* (1), pp. 65–116. ISSN: 0084-5302. DOI: 10.1515/zcph.2013.007.

HASPELMATH, Martin (2001). "The European Linguistic Area: Standard Average European". In: *Language Typology and Language Universals / Sprachtypologie und sprachliche Universalien / La typologie des langues et les universaux linguistiques: an international handbook / ein internationales Handbuch / manuel international*. Vol. 20.2. Ed. by Martin HASPELMATH et al. Handbücher zur Sprach- und Kommunikationswissenschaft / Handbooks of Linguistics and Communication Science. Berlin, New York: Walter de Gruyter. Chap. XIV.107, pp. 1492–1510. ISBN: 9783110171549.

- HASPELMATH, Martin (Sept. 2010). “Comparative Concepts and Descriptive Categories in Crosslinguistic Studies”. In: *Language* 86.3, pp. 663–687. JSTOR: 40961695.
- HELMBRECHT, Johannes (2013). “Politeness Distinctions in Pronouns”. In: *The World Atlas of Language Structures Online*. Ed. by Matthew S. DRYER and Martin HASPELMATH. Leipzig: Max Planck Institute for Evolutionary Anthropology. Chap. 45. URL: <http://wals.info/chapter/45>.
- JENTSCH, Nancy K. (2002). “Harry Potter and the Tower of Babel: translating the magic”. In: *The Ivory Tower and Harry Potter: perspectives on a literary phenomenon*. Ed. by Lana A. WHITED. Columbia and London: University of Missouri Press, pp. 285–301. ISBN: 0–8262–1443–6.

- LEVSHINA, Natalia (2017). "A Multivariate Study of T/V Forms in European Languages Based on a Parallel Corpus of Film Subtitles". In: *Research in Language: The Journal of University of Lodz* 15.2, pp. 153–172. DOI: 10.1515/rela-2017-0010.
- LEVÝ, Jiří (1967). "Translation as a Decision Process". In: *To Honor Roman Jakobson: Essays on the Occasion of his Seventieth Birthday*. Janua linguarum 32. The Hague: Mouton, pp. 1171–1182.
- MEISTER, Lova (2016). "The T/V Dilemma: Forms of address as a stylistic resource in English-Swedish subtitling". In: *Perspectives* 24.4, pp. 527–542. ISSN: 1747-6623. DOI: 10.1080/0907676X.2015.1069862.
- PAVESI, Maria (2009). "Pronouns in Film Dubbing and the Dynamics of Audiovisual Communication". In: 6, pp. 89–107. URL: <https://vialjournal.webs.uvigo.es/pdf/Vial-2009-Article5.pdf>.

- PAVESI, Maria (2012). "The Enriching Functions of Address Shifts in Film Translation". In: *Approaches to Translation Studies* 36, pp. 335–356.
- PRITCHARD, Ffion Haf (2014). "Cyfieithu Llenyddiaeth Plant i'r Gymraeg: tair astudiaeth achos". MA thesis. Prifysgol Caerdydd, Ysgol y Gymraeg. 182 pp. URL: <https://orca.cf.ac.uk/64572/>.
- ROBERTS, Kate (1960). *Y Lôn Wen: darn o hunangofiant*. Welsh. Dinbych: Gwasg Gee. 154 pp. ISBN: 9780000179913.
- (2009). *The White Lane: a fragment of autobiography*. Trans. by Gillian CLARKE. Llandysul, Ceredigion: Gwasg Gomer. xiii, 302. ISBN: 978-1-84851-016-6. URL: <http://www.gomer.co.uk/index.php/trosiadau-translations-y-ln-wen-the-white-lane.html>. Trans. of *Y Lôn Wen. darn o hunangofiant*. Welsh. Dinbych: Gwasg Gee, 1960. 154 pp. ISBN: 9780000179913.

- ROWLING, Joanne Kathleen (1997). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury. 223 pp. ISBN: 978-0-7475-7360-9. URL: <https://bloomsbury.com/harrypotter>.
- (2003). *Harri Potter a Maen yr Athronydd*. Welsh. Trans. from the English by Emily Huws. Bloomsbury. 245 pp. ISBN: 0-7475-6930-4. Trans. of *Harry Potter and the Philosopher's Stone*. London: Bloomsbury, 1997. 223 pp. ISBN: 978-0-7475-7360-9. URL: <https://bloomsbury.com/harrypotter>.
- THOMAS, Peter Wynn (Nov. 2006). *Gramadeg y Gymraeg*. Adargraffwyd gyda mân ddiwygiadau. Caerdydd: Gwasg Prifysgol Cymru. x, 837. ISBN: 0-7083-1345-0.
- WILLIS, David (2013). *Microvariation in Welsh Pronouns and Agreement*. URL: http://people.ds.cam.ac.uk/dwew2/bilbao_handout_050613.pdf.