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TEACHING TRANSLATION FOR STUDENTS OF ARCHITECTURE

Specialists in the field of architecture may need skills to make direct contacts with foreign partners and do various types of translation activities. Thus, many universities in Russia offer a minor professional program «Translator in the field of professional communication.» One of the basic disciplines of this program is the practical course of professionally oriented translation. One of the stages of written translation is not only translator's first acquaintance with the contents of a text, but also the analysis of its parameters that definite the choice of the translation strategy. It is of great importance in the process of teaching written translation, thus ensuring that students understand translation specifics of different styles and genres. Thus, the purpose of this article is to describe the experience of teaching this type of translation, particularly the plan and the contents of the pre-translational analysis. The study uses the method of observing the teaching process and generalizing the different approaches to pre-translation analysis. However, although all the approaches have some structural differences, all of them are aimed at identifying the genre and style of a translated text, as well as their possible specifics in different linguistic cultures. All the proposed approaches to the pre-translational analysis are based on the approach proposed by German specialists in teaching translation. The results of the study show that this analysis should include information structure and its density, the sender's intentions and the implied recipient, text communicative task, speech genre and so on. The author believes that in the process of pre-translational analysis it is important not only to determine the text genre but also to focus on the specifics of the linguistic tools of a genre in different linguistic cultures. The author concludes that in the process of pre-translational analysis it is important not only to determine the text genre but also to focus on the specifics of the linguistic tools of a genre in different linguistic cultures. The translator should remember that cultural specifics should be observed not only in selecting and using language tools (lexical, grammatical and syntactic), but also in the structural composition, headlines, graphics design. These text elements are the basis for the strategy for translation.

Keywords: *teaching translation, professional texts, written translation, pre-translational analysis, text structure.*

In the era of global integration and internationalization, we are witnessing the increased number of collaborative projects in the field of architecture and construction where experts of different countries participate. In this regard, specialists in the field of architecture may need skills to make direct contacts with foreign partners and do various types of translation activities. Thus, many universities in Russia offer a minor professional program "Translator in the field of professional communication." The purpose of this program is to train specialists who can do written and oral translation of various types of professional texts related to the major program of the student.

One of the basic disciplines of this program is the practical course of professionally oriented translation. The concept of "professionally oriented translation" is defined as a means of professionally oriented intercultural communication and a kind of a special translation related to special branches of knowledge, science, technology and human activity [2].

One of the stages of written translation is not only translator's first acquaintance with the contents of a text, but also the analysis of

its parameters that definite the choice of the translation strategy. In translation practice, the term "translation strategy" means "the order and essence of the translator's actions when translating a text" [1].

A text analysis aiming to define a translation strategy is often called a "pre-translational analysis". It is of great importance in the process of teaching written translation, thus ensuring that students understand translation specifics of different styles and genres.

The program "Translator in the field of professional communication" has been conducted at the South Ural State University since 1997, therefore, the teachers of the university have a rich experience in teaching professionally-oriented translation for students in the field of architecture and construction. Thus, the purpose of this article is to describe the experience of teaching this type of translation, particularly the plan and the contents of the pre-translational analysis.

The contents of the analysis is discussed in the works by many Russian (I. Alekseeva [1], M. Brandes and V. Provotorov [3] and foreign researchers K. Nord [1], K. Reiss [6], M. Snell-Hornby [8], H. Vermeer [9], A. Riazi [7], Kaussen [4] and other).

As K. Reiss states, the phase of analysis is a necessary part of a translator' work. In order to place a functionally equivalent translation beside an original text the translator should clarify the functions of the original. It can be done in a three-stage-process, that may be carried out either by starting from the smallest textual unit and ending with the text as a whole, or by beginning with the text as a whole and ending with the analysis of the smallest textual unit. For practical as well as for text-theoretical considerations, I have chosen the process of proceeding from the largest to the smallest unit. In practice the conscientious translator reads the whole text first to get an impression; from a text-linguistic point of view, the text is nowadays regarded as the primary language sign. In practice, the separate stages of analysis dovetail, particularly if the translator is experienced [6].

However, although all the approaches have some structural differences, all of them are aimed at identifying the genre and style of a translated text, as well as their possible specifics in different linguistic cultures. All the proposed approaches to the pre-translational analysis are based on the approach proposed by K. Nord, the German specialist in teaching translation.

In traditional translation theory, text analysis is seen as a means of ensuring that the source text had been completely and correctly understood, and a means of identifying which "text type" in belongs to. In this model the crucial role played by the text analysis in the translation process is based on that in order to be considered a translation the target text should be equivalent to the original text.

According to K. Nord, text analyses should be started with taking a close look at the communicative situation presented in the text translated. The most important factors of this situation are:

– the sender, his intentions;
– the addressee the text is directed to;
– the medium over which it is translated;
– the place and time;
– the motive for communication;
– text function and so on.

As for the introtextual factors, the translator should analyze the subject matter of the text, its contents presented in the text, presupposions made by the sender (author), micro and macro structural composition of the text, the non-verbal elements implied and representing certain text functions in the text, and the characteristics of vocabulary, and suprasegmental features of intonation and prosody, syntax.

The extratextual factors are analyzed before reading the text, by observing the situation presented in the text. By this means, the recipient builds up a certain expectation as to the intratextual features. When this expectation is contrasted (through reading) with the actual features of the text, the recipient experiences and effect that the text has on the reader. The last question therefore refers to a global concept pointing to the interdependence of the extratextual and intratextual factors.

And here the translator should bear in mind that the source-text recipients and target-text recipients usually differ at least in one moment: they are members of two different cultural and linguistic societies and they have different knowledge base, different habits of thinking and speaking, a different reading experience, different value systems, different ways of seeing the world around. Thus text elements referring to these cultural aspects (e.g. culture-bound terms, references to culture-specific phenomena, intertextual allusions) usually have to be either explained in the text or in a footnote or – depending on the function of the translation – adapted to the target culture. Thus, the translator should answer the questions; who transmits to whom, what for, by which medium, where, when, and why a text in what function? [5]

Scientifically, the macrostructure of a text is its general idea that is laid down by the sender in the structure of the verbal item and is

recognized by the recipient. Such a structure is a set of factors that are not seen in the horizontal text surface, but which completely determine the choice of both linguistic means and the overall communicative effect of the text, i.e. its perception and understanding by the reader.

Extralinguistic means that organize the text macrostructure include: macropropositions, a communicative situation, a sociocultural situation, a general cultural knowledge.

All these elements have their signals expressed in the surface text structure (microstructures): the subject, headlines, temporal and spatial markers and means expressing the point of view of the sender. In addition, the nature and specifics of these components depends on the text type and a particular language culture. The specifics of the main components in the text macrostructure are the factors that determine the translation process.

Based on our teaching experience in the course of the professionally oriented translation, we use the detailed plan and structure of the pre-translational analysis proposed by I. Alekseeva.

According to her concept, the translator should first determine the external information about the text: the author, the time of text creation and publication, its title and the global theme. These factors may affect the translator's decisions. For example, a newspaper or magazine publication can be translated a bit later than the author's supposed time for reading it by recipients. Thus, such words as "today", "yesterday", "tomorrow", "last week", etc. should be replaced by specific dates, so as not to distort the temporal perspective of the text translated.

Then a translator should analyze **the sender's intentions and the implied recipient.** It has a great importance. For example, if the text is written in the popular-scientific style, there should be used a simple syntax, vivid imagery and a clear presentation of the material. Or, if the text of the translation is an encyclopedic article or user's manual for home appliances, different syntactic structures can be used in them, but narrowly specialized scientific and technical terms shouldn't be used as they may be unfamiliar for non-professional recipients.

Information structure and its density. Each text type contains a certain type of information or even several types of information, each of which is formalized with certain language tools. There are four types of information:

a) cognitive information, which is represented in the text by factual information (names, surnames, geographical names, names of firms, stores, enterprises, airports, etc., dates, numerical data, terms, words with specific semantics). It is important to know that such text elements are given by single-valued equivalents, which in most cases are represented in the dictionary. In addition, this information is formalized, as a rule, by means of a neutral literary norm, which must be conveyed by means adopted for this norm in the translation language culture.

b) imperative information, which is presented in the form of orders, instructions, recommendations, etc. and is expressed by the verbs in the imperative mood, verbs with semantics of necessity, modal words. Having found such means in the text of the original, the translator should transmit them with adequate means in the translated text.

c) emotional information or evaluation information which is represented by emotionally colored words conveying opinions and evaluations. For example, in a business letter, it can also be greetings, farewells. When translating, words and speech formulas must be used to convey the corresponding meanings in the target language. Aesthetic information which is represented by metaphors, epithets, comparisons, word games, rhymes, etc. When translating, the interpreter must also reproduce the elements of aesthetic information with appropriate means of the target language. However, we should remember that the permissible number of such means in texts of the same genre may not be the same in different linguistic cultures, which leads to using such a device as emotional neutralization.

Means that increase the density of information are various abbreviations, omissions of the secondary members of the sentence, terms, formulas, etc. Such elements should be preserved in translation.

Text communicative task. It can be formulated in different ways: to establish contact, convey information, prove someone's point of view, etc. The correct formulating the communicative task helps to determine the strategy of the translation.

Speech genre. This parameter gives a complete idea of how the text is structured. As a rule, speech genres are international and are not tied to a specific language, therefore this aspect of analysis can be conducted on the basis of any source language and "works" for another language [1].

The plan of pre-translational analysis proposed by I. Alekseeva, in our opinion, can be somewhat expanded and detailed by some other parameters that are important for translation, especially in teaching process. In particular, formulating the communicative task of the text not only helps

to determine the translation specifics, but also allows the beginner translator to understand the overall text translation strategy. From this point of view, interest is the translatological text typology proposed by the authors of the "Skopos" theory (K. Reiss, H. Vermeer, K. Nord, etc.). According to these authors, it is the type of text that helps the translator to determine "how to translate" [6].

According to this theory, the texts to be translated are divided into four main types:

1. Content-oriented texts: press reports and comments, reports, commercial correspondence, patent messages, official documents, scientific and professional texts.

2. General strategy: when translating these texts, the translator should first of all transfer the informative content. The linguistic tools of the translation must correspond to the laws and norms of the target language. the reader must receive it (text) in the usual language form.

Form-oriented texts: poetry, artistic form. The word "form" is understood as a means of expressing a certain content by the author. Here, the way the contents are presented is more important than the contents itself. The form has a special aesthetic effect.

General strategy: when translating, the translator should achieve an analogy of form, an equivalent aesthetic effect, for example: figurative expressions, metaphors, sayings are translated by selecting or creating similar forms in the text translated.

3. Appeal-oriented texts: advertising, agitation, propaganda, polemics, satire, etc. The main purpose of such texts is to influence the recipient, to force to certain actions.

General strategy: when translating such texts, deviation from the contents and form of the original is allowed to achieve the author's planned effect on the recipient. For example, when translating Spanish oratorical speeches into German, the translator should exclude many attributes of linguistic austhetics, so as not to cause negative effects on German readers.

4. Audiomedial texts: texts distributed on radio and television.

General strategy: The method of translating audiomedial texts should provide an equivalent effect on the listener of the translated text, which allows the translator to make certain deviations from the original text.

As we can see from the above text typology, the actions of a translator depend on the text genre and the features of its (genre) implementation in the source and target language environment. According to the Skopos theory, the transfer of these traditions to the translated text can lead to incorrect functional identification of the text by the recipients of the target language [6].

In this regard, we believe that in the process of pre-translational analysis it is important not only to determine the text genre but also to focus on the specifics of the linguistic tools of a genre in different linguistic cultures.

The translator should remember that cultural specifics should be observed not only in selecting and using language tools (lexical, grammatical and syntactic), but also in the structural composition, headlines, graphics design. For example, in English business texts, headlines tend to be more concise, compared to headlines in Russian business texts. The latter also have a greater use of nouns, i.e. increased nominative presentation. These features lead to the need to enlarging the headlines and replacing parts of speech.

Conclusions.

Based on the analysis presented we propose the following plan of the pre-translational analysis:

1. Analyzing the external information about the text (author, time of creation and publication, title and theme of the text).

2. Determining the sender and the recipient.

3. Analyzing information structure and its density.

4. Identifying the communicative task of the text translated.

5. Identifying the translatological text type and general translation strategy.

6. Identifying the specifics of translation:

– lexical features of the translation;

– grammatical features of the translation;

– syntactic features of the translation;

– composite structure and headings;

– features of transmission of communication equipment (cohesion);

– the ratio of explicit and implicit elements of the original text and translation.

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