

INTERNATIONAL RELATIONS STUDENTS: TRANSLATION STRATEGIES AND THE SOURCE TEXT FEATURES

Future International Relations experts are expected to possess a well developed translator's competence concerning the texts in their field. However the ways to develop that competence seem to have been insufficiently studied which accounts for the need of further research into the problem (see [2] for details). Among the most pressing issues within the said problem is the question of strategies the students select while translating in the classroom and during their independent work, as well as the related problem of the factors affecting their choice. These very issues of the mentioned strategies and factors constituted the subject of our research.

In this paper a translation strategy is viewed as a regulatory principle underlying the translation of a specific source text (ST) or its fragment. Within the notion of *translation strategy* we distinguish a *global strategy* (which applies to the entire ST) and a *local strategy* (affecting only separate ST words or its fragments). Here we deal with global strategies only and within them we are going to focus on the research of correlation between calquing and transformation which are opposite in their meaning and represent different approaches to translation in general.

To avoid the ambiguity in the further text it seems worthwhile to define the two main terms of this paper as there is a wide range of their interpretation in the related literature (cf, for example [1] and [4]). Thus here *calquing* is viewed as copying the structure of the source language (SL) word, word combination or sentence in the target text (TT) through the means of the target language (TL). In this denotation *calquing* may be applied at different linguistic levels. Specifically at the phoneme or grapheme levels (some authors [1] call it *transcoding*), where *calquing* falls into at least four types: *transcription* – copying the sound form of the word (for example: *design* – дизайн);

¹ PhD (Philology), Associate Professor, Head, Department of Foreign Languages N2, Yaroslav Mudryi National Law University.

² Doctor of Science (Pedagogy), Full Professor, Professor at the Department of Foreign Languages N2, Yaroslav Mudryi National Law University.

2) *transliteration* – copying the graphic form of the word (for example: *sponsor* – спонсор); 3) *mixed transcoding* – copying partially the graphic and partially the sound form of the word (for example: *Eurocomputer* – єврокомп'ютер); 4) *adaptive transcoding* – copying the form of the word while partially adapting it to the TL norms (for example: *repatriation* – репатріація).

Calquing in this meaning is also possible at the morphemic (*Euroscopic* – євроскептик), the word combination (*European Court of Auditors* – Європейський Суд Аудиторів), or the sentence levels (*The UN was founded on 24 October 1945* – «ООН була заснована 24 жовтня 1945 року»). In all examples given above the ST structure (that is the ST elements succession) is preserved in the TT. Thus, unlike other authors [1; 4] in this approach *calquing* is applied exclusively to the form and not to the meaning, as the latter can not be copied, but only rendered. In principle *calquing* may be applied at the level of the entire text but that rarely happens, only in very specialized situations. *Calquing*, as well as transformation, may be also used as a local strategy when it is applied to the ST separate elements, but it is not a dominant strategy in relation to the entire ST.

It is worth mentioning that our interpretation of *calquing* is suggested for the analysis of the non-fiction texts only, as the latter, unlike fiction, lack a substantial stylistic impact and are generally characterized by lower implicitness.

Transformation is the term we have chosen for the other global strategy to be studied in this paper. It may concern the entire ST structure transformation or its fragments, shifts in the meanings of its isolated words or their groups. The reasons for transformations may include stylistic factors or divergences between the SL and TL norms. Those changes are carried out by means of local transformations which are shortly reviewed below.

The transformations related to the changes of the ST form in the TT include word addition [1] (or linguistic amplification [4]), word deletion [1] (or linguistic compression [4]), word permutation [1] (or transposition [4]). Other forms of ST form changes in the TT comprise paraphrasing [1] (or modulation [4]), i.e. rendering the ST meaning using other (compared to ST) words, splitting sentences into clauses or joining the latter into one sentence.

The transformations causing the shifts in the meaning of separate ST words or their groups include various kinds of what some authors call [1] contextual

substitution, i.e. the use of the words which are absent in the two-language dictionaries as established equivalents of the ST ones, but which fit the given context. The types of contextual substitution include (among others) sense development [1] or discursive creation [4]), i.e. the use of the item which is a logical development of the ST lexical item meaning; concretization [1] or particularization (the application of a more precise or concrete term [4, p. 510]) and generalization (the employment of a more general or neutral term [4, p. 510]). Other cases of contextual substitution encompass antonymic translation (use in TT the word which is an antonym to its ST counterpart while preserving the ST general meaning), description, i.e. replacing a term or expression with a description of its form or/and function [4, p. 510]), as well as changing parts of speech in TT as compared to ST.

Cases of students' exclusive calquing application (if any) are limited to the very elementary stages of their foreign language acquisition where the bulk of pure calquing (literary translation) happens. At further stages a parallel use of both calquing and transformation is observed, but their correlation varies depending on the factors that require special examination. Researchers of translation process [3; 5] distinguish the *sign-oriented* and *sense-oriented renderings*. It has been proven [2; 3; 5] that professional translators and naturally bilingual children rely mostly on the sense-oriented renderings which they realize by means of numerous transformations and TT adaptation to TL norms. On the other hand, according to the same sources [2; 3; 5], students in their academic translations primarily use sign-oriented renderings which results in the predominant application of calquing. Since the aim of their training is an approximation to the professional translator's level, it is necessary to increase the ratio of sense-oriented renderings in the structure of their translator's competence. For this end it is required to establish the factors affecting the choice of students' translation strategies to take them into account while developing the translator training module within the programme for students majoring in International Relations.

Because, as it was mentioned earlier, calquing, as a global translation strategy, is based upon the sign-oriented renderings, the adequacy of the TT generated by calquing, may depend upon the degree of ST (or its fragment's) structure coincidence with the corresponding TL structures. In case of the language structure norms divergence in the two languages calquing application results in lingual errors under the influence of interlanguage interference and may also cause the distortion or loss of the ST meaning. Thus

we may suggest the following hypothesis: The correlation of calquing and transformation depends on the degree of coincidence between the ST (or its fragment's) structure with the corresponding TL structures – the share of calquing shall increase as the degree of the said coincidence increases, and the share of transformations shall increase as the degree of the said coincidence decreases.

To check the hypothesis we selected International Relations (within the sphere International Law) as the area of the research because its curriculum provides a substantial amount of time for the translator's competence development which creates favourable conditions to obtain a sufficient quantity of qualitative data for their analysis.

The subjects were seven third-year undergraduates majoring in International Relations at Yaroslav Mudryi National Law University (Kharkiv, Ukraine), three males and four females, 19–20 years old. Their previous university training in English and English-Ukrainian translation amounted to approximately 800 class-hours, and their level of translator's competence varied in the range of 70–90 points out of the maximum 100-points. Thus they had a sufficiently high command of English and translation skills to provide the necessary amount of qualitative data for the analysis.

The material of the research included a Ukrainian-language text consisting of 13 sentences (1752 characters) from the *Dzerkalo Tyzhnia* (Mirror of the Week) newspaper. The text highlighted the ASEAN annual summit. The choice of the material was dictated by the fact that the students had worked with this topic during the semester and thus had acquired all the necessary subject-matter knowledge and related terminology. In some fragments of the text we intentionally changed the order of words to check its impact upon the students' selection of translation strategy. For example, sentence 2 was presented to the students with a slightly irregular order of words («Хоча щороку проходять такі саміти, став особливим нинішній») (instead of a regular version: «Хоча такі саміти проходять щороку, нинішній став особливим»).

The experimental translation from Ukrainian into English was carried out in April 2015 in a written form and lasted for 60 minutes without any use of reference materials. All students completed their translations.

Then we analyzed the students' translations according to the following parameters. Taking into account that both calquing and transformation may be applied not only at the sentence level, but also on lower levels (word, word combinations etc), we arbitrarily divided each sentence into segments where

there existed at least theoretical possibility to apply transformations, and then each segment was analyzed according to the strategy used in the actual translations.

Because of the paper size constrains, we shall limit ourselves only to the general conclusions having no possibility to present the data and analysis themselves. The conducted research allows to assume that the choice of the strategy (calquing or transformations) may depend, among other factors, on the structure of the matching ST structure. If its principles coincide with the corresponding TL principles, it makes it favourable for the calquing strategy application and such application may be justified in this case. The most favourable ST segments for calquing are clauses with direct order of words while transformation is the easiest to be applied while translating clauses with evident deviation from the TL norms (the position of the modifier after the modified, unusual predicate-subject inversion etc). For example, sentence 2 (see above) contains five segments, none of which is favourable for calquing. Therefore we did not predict a frequent use of calquing in this sentence which was corroborated by the experimental results.

When the sentence structure gets complicated with the abundance of subordinate and coordinate clauses and a considerable amount of words that hinder a clear perception of the general message, it may aggravate the prospects for the transformation use. It may be explained by the fact that in this case students have to simultaneously coordinate a number of parallel operations: on the one hand, they need to carry out transformations and on the other – to keep in their minds the general sense of the complex sentence and the meaningful connections between its components.

The conclusions offered above may be considered while developing the methodology of training translators for specific purposes, in particular, while deciding on the correlation between calquing and transformations in the teaching materials. However, taking into account the number of subjects in this experiment, the said conclusions are nothing but preliminary and have to be checked on a wider population of subjects which may be regarded as the prospect for further research.

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T. Artemenko¹

SOME ASPECTS OF COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY

Due to Ukraine's policy of European integration and as a result of increase of educational opportunity in Ukraine a large number of students need to learn foreign languages for further education or career advancement. They should be able to communicate effectively in order to participate fully in different kinds of meetings, projects, discuss their work and study with their colleagues and teachers, attend international conferences. In connection with this some effective approach to language teaching is needed which can help students to develop their essential language and communication skills.

The article deals with communicative language teaching approach which should be used by teachers to help the students to achieve a good command of language and to use it appropriately in different social situations to accomplish communication goals.

The purpose of the article is to analyze some communicative activities, with the help of which language teaching through communication is carried out and to show the role of teachers in implementing communicative language teaching.

The communicative language teaching approach combines structural practice with situational presentation [1, p. 21]. Language items should be

¹ Кандидат філологічних наук, доцент, доцент кафедри іноземної мови №2 Національного юридичного університету імені Ярослава Мудрого.