



ANNOTATIVE TRANSLATION AS THE OUTSET OF FUTURE PHILOLOGISTS' TRAINING

A The given article is devoted to the problem of the efficient organisation of the introductory stage of future translators' and interpreters' professional training at Ukrainian universities. Annotative translation seems to be prospective from this point of view due to the opportunity to be performed in case of students' limited translation knowledge and skills. The organisation of translation and interpretation practice course combining theoretical knowledge presentation, particular translation skills development and annotative translation performance is suggested and empirically tested.

Key words: future philologists; translation; annotative translation; theoretical translation knowledge; translation skills; translation mistakes; survey

Problem Relevance. The demand for training both skilled interpreters and translators is steadily rising all over the modern world. No wonder, that the number of universities offering translator's and interpreter's courses has grown dramatically up to 90 over the last decade in Ukraine [4, p. 7]. This trend urges higher schools to search new teaching methods and techniques as well as to develop original and competitive curricula. It's obvious that any good translation and interpretation practice course features the organic training system designed to provide theoretical knowledge acquisition, particular translation and interpretation skills development and real-life translation or interpretation practice arrangement. Such course structure requirements cause a complicated question: is there any kind of real-life translation or interpretation that can be practiced at the very beginning of the course when students' translation knowledge is scarce and their translation skills are not developed enough to provide proper activity performance?

Literature Review of the relevant scientific publications can hardly provide any direct answer to it since translation teaching methodology is quite busy but still immature branch of both linguodidactics and translation studies nowadays. All the available sources can be conventionally subdivided into the following categories: 1) research works devoted to the development of particular components of future philologists' foreign language communicative competence (T. P. Vasylenko, N. S. Kazantseva, I. I. Danylova, E. A. Horbach, Ya. A. Krapchatova et al.); 2) some scattered methodical outcomes found in publications on translation studies (V. N. Komissarov, Ya. Y. Retsker, I. S. Aleksieieva, I. V. Korunets', V. I. Karaban, L. K. Latysheva, Z. D. L'vovskaia, I. I. Khalieieva etc.); 3) true research of translation teaching. The last category appears to be rather numerous. However, most of the works found here represent particular developed methods and techniques to teach a specific type of either translation (L. M. Chernovaty, K. O. Shevelko, L. O. Maksymenko, V. D. Ihnatenko and others) or interpretation (L. M. Chernovaty, T. V. Hannicheva, Ye. O. Chervinko, A. M. Volodko et al.) taken out of wider training curriculum context. While the other, concerning certification requirements to translators' and interpreters' qualifications in differ-

ent countries (PACTE, M. Liu, G. Floros, A. Darwish etc.), deal mainly with the training result modelling or assessment.

All the commented above proves the existence of **the information gap in the available literature associated with the topic:** how to arrange the outset of an efficient translation and interpretation course preparing your students for mastering all the necessary types of translation and interpretation reserved for the senior years of university training.

That is why this paper **is aimed at** finding, substantiating and analysing the peculiarities of such type of interpretation or translation that can fulfill all the listed above functions and at the same time be easy enough and in place for translators-beginners.

Main Body. Basically, trainers can deal with the problem outlined above in two opposite ways: 1) neglect the idea of communicative approach to teaching foreign languages and translation/ interpretation, i. e. limit introductory course stage with theoretical information delivery/ discussion and peculiar translation skills training, refusing from their full-scale practical application; 2) find a specific type of translation/ interpretation that can be practiced as an activity, reproducing real-life process and being aimed at getting some kind of end target product. The last option seems to be more desirable because only activity can facilitate knowledge acquisition and skill development, demonstrating their necessity for the solution of real translation tasks and problems, providing an insight into translation / interpretation performance and simply motivating students.

First of all, it seems to be appropriate to start with real-life translation practice from the foreign language into the native one. Traditionally, translation is defined as written rendition of written materials from the source language into the target one preserving message content and author's communicative intention. Its performance is based on the combination of proper translation skills and abilities, bilingual competences in reading and writing, and a long list of non-linguistic factors such as general and specific background knowledge, socio-cultural competence, analytical, research and creative skills, ability to use translation software and other resources. And what is the most important in case of translation the student has time on his/her side that means the opportunity to use dictionaries and other references, even to consult the

experts and colleagues, in order to perform the given task as well as possible. Due to all these features translation seems to be more relevant to the beginner's stage than interpreting which seems to be much more challenging and complicated.

Secondly, it is necessary to select a specific type of translation that embodies all the essential stages of the translation process, provides necessary context and situation for real-life translation activity and can be performed by the students with limited translation knowledge and skills.

It is a well-known fact, that translation is divided into the following categories according to the volume of the source text rendered with the means of the target language: full, selective, gist and annotative. The last one appears to be rather prospective for our research. Annotative translation may be defined as the type of heterovalent translation that is aimed at the production of the abstract /summary of the source text with the help of the target text units [4, p. 243].

On the one hand, annotative translation promotes the development of the skills of text processing, analysis and compression and develops the full range of proper translation skills needed for the performance of other types of translation and even interpretation [2, p. 146]. On the other hand, being rather the author of the target text abstract than its translator, the student is absolutely free to avoid too difficult for him or her translation tasks and problems using only available knowledge and skills for particular translation problem solution [3, p. 130]. In such a way annotative translation serves some kind of a natural vehicle for translators' training individualization (taking into account their interests and motivation, level of bilingual and translation competence, acquired background knowledge, etc.). Really, annotative translation can be easily adjusted to a particular training situation due to the selection of the specific source text (here its style, register, topic, vocabulary can be varied), emphasizing particular skills to be applied for its performance, outlining the potential target text users' characteristics etc. Finally, in modern highly developed society facing information boom annotative translation as a particular professional activity appears to be rather practical and relevant.

In Ukrainian translation teaching context we found two contradictory cases of annotative translation inclusion. The first one supports our idea to start translation practice course with performing this type of translation at specialized schools with advanced teaching of foreign languages [5]. While the second scholar suggested the course of annotative translation self-study for senior-year students majoring in Philology, who are already skilled in different types of translation and interpretation [1]. In our opinion, some kind of contradiction is observed in this situation. Anyway, annotative translation is not treated as the difficult task by the author of this research because it is given for self-studies. So we consider this to be an indirect evidence of the relevance of our idea to use annotative translation at the very outset of translation practice course delivery, namely during the first term of studies.

Research Results. According to the survey results, conducted in March 2017 at Poltava University of Economics and Trade with the help of online software SurveyMonkey, 100% of respondents (20 students, future translators and interpreters) found annotative translation useful for their future professional training and activity. 60% of the surveyed second-year students rejected any difficulties in performing annotative translations at all, while 40% (8) of them reported some rare problems. It means that annotative translation provides good potential for students' positive motivation for translation practice that is very important from psychological point of view at the beginning.

The idea of annotative translation inclusion into the first stage of translation/ interpretation practice course was implemented and verified during the second term of 2016–2017 academic year (January–March 2017) on the basis of Poltava University of Economics and Trade. The translation/ interpretation course was conditionally subdivided into three aspects: 1) theoretical material presentation and discussion; 2) doing practical exercises on the basis of the translation of isolated words, word combinations or sentences aimed at the practical application of the acquired theoretical knowledge and development of proper translation skills; 3) annotative translation performance. Let's comment on each of them in details to determine the way annotative translation was arranged and incorporated into the course outline.

Presented theoretical material covered the information on the concepts of translation and interpretation, their modes, types and peculiarities; translation equivalence, its grades and aspects; lexical-semantic transformations; transcoding and its types; proper name translation; internationalisms and their types; ways of internationalism translation. It should be stressed here that theoretical material was presented in English in the form of problem-based test tasks and was accompanied with relevant group discussions and doing translation exercises at the lesson.

Annotative translation was performed by the students individually at home concurrently with the classes at university but without any teacher's intervention besides final product assessment. Taking into account the criteria of source text selection suggested by K. Shevelko [5, p. 78–85], we selected 9 feature articles on different socio-political topics for annotative translation ('Why It's Smart to Be Optimistic'). While the other 9 articles concerned various aspects of translation and interpretation sphere, contained professionally specific information and vocabulary (e. g. '10 Things that All Translators Secretly Hate').

The last choice is explained by the assumption of mutual assistance and promotion of the two course components (theoretical and active practical). On the one hand, reading and translating of such articles should facilitate students' knowledge acquisition and refinement being involved into some meaningful activity, while prior consideration of similar vocabulary and background knowledge should promote efficient text comprehension, analysis and reproduction with

the means of the target language in the process of translation. Conducted survey confirmed our assumption, since 60% of the students rated professionally oriented articles of the second group as the most interesting to read (e.g. the leading position was taken by the article '10 Things that All Translators Secretly Hate'). At the same time the articles of this group were also estimated as the most challenging for annotative translation and the most favourite ones by 80% of the surveyed (the article 'Modes of Interpreting: Simultaneous, Consecutive and Sight Translation' and '10 Things that All Translators Secretly Hate' appeared on top of these students' ratings correspondingly). As it turned out emotional and informational saturated articles even a little bit difficult from translator's point of view have a great potential as the source text in translation training urging students to apply and develop necessary cognitive, analytical and creative skills along with typical translation ones. No doubt, that 40% of the students named their annotative translation of the article '10 Things that All Translators Secretly Hate' as the most successful one and 20% of them chose the most challenging article 'Modes of Interpreting: Simultaneous, Consecutive and

Sight Translation' as the best performed. These facts prove the importance of source text selection for the efficient arrangement of translation training, especially at the outset.

Before starting practicing in the first annotative translation all the students were provided with problem-based tasks on the annotative translation structure and content, main requirements to the target text quality, some examples of annotative translation and guidelines for its performing. Every exercise required students' active thinking and analysis. It should be noted that they were completely self-assessed; none of them was checked in class. Students were just invited to do them and apply in their translation practice. In such a way indirect assessment was arranged. The ability to use this information for proper translation performance was the prime criterion of success. According to the results of the conducted survey 80% of students found these exercises helpful and only 20% – helpful to some extent.

In general, annotative translation process includes four interrelated stages: 1) source text reading and analysis; 2) source text compression; 3) target text production; 4) proof-reading or editing [4, p. 243]. They are presented in Figure 1:

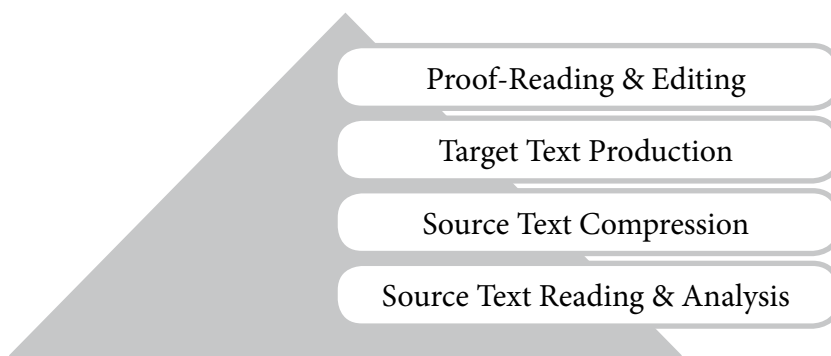


Figure 1. The Stages of Annotative Translation Performance

Each of them is really important for the performing qualitative annotative translation. According to the conducted survey students rated the stages of annotative translation from the most important to the least in such a way: source text reading and analysis – source text compression – target text production – proof-reading and editing. At the same time 60% of the respondents named source text reading and analysis stage as their favourite one, while 40% preferred either target text production or proof-reading stage. It should be noted that source text compression wasn't chosen by any student at all.

When the students were asked about the stage of annotative translation at which they made the most mistakes, the stages of source text compression, target text production and proof-reading or editing got the equal number of answers (33% each).

These answers are completely grounded because the analysis of 360 students' annotative translations indicated only 14 cases of misunderstanding as the result of failure at the stage of source text reading and analysis. According to the survey that is enough for almost all the students to read the source text only twice to be ready for its compression, usually it doesn't take much time: from 15 min to 1 hour the most.

Everything depends on the length of the source text. About 80% of the respondents use note-making technique to analyse the source text and make translation process easier.

Much more mistakes were made at the stage of the source text compression: the most problems students had with defining and presenting main and minor information extracted from the source text, its structuring and summarising. As a result the received target texts reflected the main 'benefit-drawback' of the annotative translation: you may feel free to omit anything you don't know what and how to deal with, but be ready to compensate it in some creative and appropriate way. This concept explains one more mistake type made at the stage of the source text compression by the students. According to the survey the mistakes of this stage are the most difficult to correct (40% of answers), mainly because of their hidden and implicit nature.

Target text production appeared to be rather challenging too, despite the application of the students' native language (Ukrainian) as the target one. The most mistakes were caused by the uses of inadequate equivalents for the key words of the articles, wrong loan translations of

the Russian equivalents, stylistic inaccuracies, inappropriate use or lack of linking words and clichés, etc. They are mostly difficult to correct too because of the lack of proper experience and essential linguistic knowledge. Anyway, some of these mistakes could be successfully corrected at the proof-reading or editing stage as well as the typical for it mistakes such as typos and wrong formatting.

All the annotative translations were reviewed by the teacher: 1) mistakes were directly corrected during first 3 weeks; 2) mistakes or problematic places were highlighted and commented on by the teacher, but not corrected, during the next 3 weeks; 3) mistakes were just highlighted and discussed in group. In such a way the attempt to adjust the level of control from external to internal assessment and peer-assessment was made. Unfortunately, as the results of the survey showed, at the end of the course 40% of the students still preferred completely external assessment in the form of teacher's direct corrections. Only 20% were ready to interact with the teacher to improve their translations using the teacher's questions and prompts. The other 20% demonstrated higher level of internal assessment having chosen the way of correcting with the help of highlighting their mistakes. All the students found the teacher's corrections and comments useful and helpful. Group discussion as the efficient way to edit and correct the target text was named by the other 20%. While 40% of the students were ready to take into consideration their colleagues' ideas and suggestions, which indicates some level of readiness for peer-assessment. What is positive that 40% of the surveyed were able to provide their own useful corrections and comments, that is typical for self-assessment too. What is negative about these assessment procedures? That is 40% of the students do both find rewriting the annotative translation after corrections necessary and some of them are ready to spend only 10 min for this activity. But still 60% understand the importance of the second translation production after correcting and can spend even 2 hours on this.

Conclusion. The empirical testing of the idea of the involvement of annotative translation into the first stage of translation and interpretation practice course at Ukrainian

universities showed its relevance. Annotative translation provides the necessary context and situation for real-life translation training even in case of under-developed translation skills, motivates students with obvious outcomes, and integrates theoretical knowledge and particular translation skills into some kind of future professional activity. Student's attitude to annotative translation performance has been studied in terms of source text quality, each stage of performance, annotative translation assessment and correcting. According to the survey results students prefer professionally oriented challenging but interesting articles for translation, do not face any problems at the stage of source text reading and analysis, while find source text compression stage the most challenging. Therefore, further development of text compression skills should be provided with the help of particular exercises. Such mode of translation practice promotes the development of students' reflective, self-assessment and peer-assessment skills, crucially important for their future professional activity.

Further Research Prospects. Mistakes typical for every stage of annotative translation performance should be further analysed and classified to be converted into practical criteria of annotative translation performance.

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Король Т. Г. Аноативний переклад як перший крок у професійній підготовці майбутніх філологів.

А Присвячується вивченню потенціалу аноативного перекладу як об'єкту та засобу навчання майбутніх філологів на початковому етапі у вітчизняному закладі вищої освіти. Наведені та проінтерпретовані результати експериментального навчання аноативного перекладу в умовах обмеженого володіння студентами перекладацькими знаннями й вміннями.

Ключові слова: майбутні філологи; письмовий переклад; аноативний переклад; теоретичні перекладацькі знання; перекладацькі вміння; перекладацькі помилки; опитування

Король Т. Г. Аннотативный перевод как первый шаг в профессиональной подготовке будущих филологов.

Б Посвящается изучению потенциала аннотативного перевода как объекта и средства обучения будущих филологов на начальном этапе в отечественном заведении высшего образования. Представлены и проинтерпретированы результаты экспериментального обучения аннотативному переводу в условиях ограниченного владения студентами переводческими знаниями и умениями.

Ключевые слова: будущие филологи; письменный перевод; аннотативный перевод; теоретические переводческие знания; переводческие умения; переводческие ошибки; опрос