

ПЕРЕКЛАДОЗНАВЧІ СТУДІЇ

УДК 811.111 (07)

N. BIDNENKO,

*PhD in Philology, Associate Professor of
English Philology and Translation Department,
Alfred Nobel University, Dnipro*

TEACHING LANGUAGES FOR SPECIAL PURPOSES FOR DEVELOPING FUTURE TRANSLATORS' PROFESSIONAL COMPETENCES AND LINGUISTIC SKILLS

The article is devoted to teaching languages for special purposes in the courses of written translation or scientific and technical translation for developing and mastering future translators' main professional competences and linguistic skills. The author of the article analyzes the necessity to work with students on special texts from different fields of human activity for improving their linguistic knowledge and the quality of future translation. The needs force students understand the requirements of future profession and adapt to the new translation competences.

Key words: languages for special purposes (LSP, linguistic skills, translators' professional competences, professional requirements, terminology and terminological texts, professional terminology vocabulary.

The progress of science and technologies today has caused the necessity of appearing new requirements to translator's profession. There have been organized several European projects working on the new objectives, criteria and characteristics of translation competences. According to PACTE group (2000), the project of European Master's in Translation (EMT) started in 2009, and the European Commission, which has developed a list of professional translation competences, new criteria for the formation of future translators' knowledge and linguistic skills were offered [3; 5; 7;]. The main result of this work was the introducing a single international standard ISO 17100 in 2015 on translation activities and services [7]. Under this standard, the list of the professional requirements for the modern translators and professional competences was analyzed and published, including language and technical competences, the knowledge of modern information technology, computer aided translation technologies (Trados, MemoQ, SmartCAT, Memsources cloud technology and others).

These translation competences were the subject matter of the discussion at the 2nd Ukrainian scientific and practical conference "The content of teaching translators and modern professional requirements" organized by Ukrainian Translator Trainers' Union in Alfred Nobel University in Dnipro 7 October 2016 [1]. L. Chernovaty explained at the conference the list of required skills included the following expertise and abilities: "The use of computer graphics, desk-top publishing, specific software to produce and process the material to be translated; the use of software localization and multimedia translation tools; knowledge of quality control procedures; skills of technical writing, revision, terminology management, pre-translation, network management, Web page design; in-house project management (choosing the appropriate CAT and machine translation (MT) tools, and training the translators in the use of them); specific technical knowledge and skills required to handle and translate nonstandard material" [2, p. 7]. This list of abilities "correlates well with the translation industry requirements in this area specified by employers: knowledge of translation-oriented terminology

management systems, as well as technologies and software used in document production and management; the use of information and communications technologies (Internet, e-mail, websites, web forums, search engines, referencing protocols, file management servers, office IT and desktop publishing applications etc.), command of database management systems, electronic data management (XML/XSL/SML), translation memory systems" [2, p. 7]. It was noted also that among the most important professional translators' competences there was the deep knowledge of modern terminology (general and specialized), ability to use terminological dictionaries, especially electronic, and different search systems for a fast and highly qualified translation.

Therefore, students studying at language faculties, namely those enrolled in the specialty "Translation" should be taught not only with basic philological disciplines enabling to master the languages and linguistic skills, but with the following disciplines generating their knowledge of terminology, scientific and technical, special ones, and ability to skillfully use computer aided technology and machine translation tools. Teaching such subjects as "Terminology", "Scientific and technical translation", "Methods and practice of written translation" and even preparing for international exams for certification of knowledge of specific languages or languages for special purposes (LSP exams) create conditions for high quality mastering translators' professional competence. Practical work on terminology and terminological texts in learning process allows students to explore new terms that appear almost daily, to analyze current tendencies in terminology and term formation, investigate and, in some cases, even offer the adequate translation variants of new terminology constructions that will certainly require careful interpretation and identification in the Target language.

In every subject field of human activity people, using the expressions of special language which are not part of our everyday language, are not familiar with these subject fields may not understand what experts mean. Linguists call this special language 'technical jargon' or even 'mumbo-jumbo'. Some people name this special language a 'foreign language'. Surprisingly, when people are asked in which subject field special language exists only a few will name their own. The more common areas are medicine, science, engineering, and economics.

The vocabulary of any language is heterogeneously used in different functional styles. Part of lexical system is relative, universal and can be used by all people in any situation. It is a general or stylistically neutral vocabulary. Otherwise stylistically limited (or stylistically coloured vocabulary) or special vocabulary consists of those words, that, except of a denotative meaning, have also stylistic connotations.

Professional terminological vocabulary occupies special position in national language, belonging to definite sublanguage. Each sublanguage is used in one definite sphere of human activity. The words composing synonymic groups in general vocabulary, do not take the same place in special vocabulary. Therefore, the term "sphere of communication" is vital not only for functional linguistics but also for the theory of translation.

When talking about special languages people refer to what linguists call terminology. Terminology is a special technical language used in a particular field of human activity also called Language for Special Purposes (LSP). It explains the reason why people are asked to identify the subject field where special languages are used before translation. Specific terms have become the part of everyday language so they are no longer seen as specific terms. Often the experts are not aware of this shift in vocabulary. Moreover, they are surprised when they talk to people who are not acquainted with their subject field. Misunderstandings and confusions can be the obvious results of this unawareness. Additionally, in a business context people, talking about different things, can increase the amount of money needed to accomplish a task, for example, developing a new product.

The problem of existence of the languages for specialists or, in other words Languages for Special Purposes (LSP) appeared in the contrast to the literary languages arising in different countries in different times. Although the exact time of the appearance of literary languages is hardly dated, otherwise the appearance of the languages for special purposes is dated easily. The term "Language for Special Purposes" appeared in the 60's of the 20th century in German-speaking countries in Europe: "The history of the ESP (English for Specific Purposes) movement can be traced back to the 1960s, though several books and materials designed to teaching English for specialists in different fields (especially business and economics) were published even in the first decades of the 20th century" [8]. Nevertheless, the significant phonetic, orthographic, lexical divergences of the unique language in the territory of Austria, Belgium, GDR, FRG, Switzerland, those, who worked in the sphere of terminology, raised the question about the necessity to preserve the unity of the language at least in the area of special knowledge.

That time Zellig Harris introduced the term “sublanguage” in his article “Mathematical structures of a language” in 1968, which published in New York [6]. He considered a term as a part of national language differing from other parts of the language syntactically and/or lexically. Hirschman and Sager in their work “Automatic information formatting of a medical sublanguage” in 1982 considered the concept of sublanguage as the particular language used in the texts dealing with a subject field (often in the reports or articles of technical specialties or scientific subfield) [6]. Thus the concept “Language for Special Purposes”, which received the abbreviated designation LSP from English (Language for Special Purposes) was formed. Language for special purposes just as any national literary language is a historical category, which has its periodization and is still being developed. The appearance of LSP was caused by the development of crafts, trade, long before the formation of literary languages, and with the formation of them LSPs preserve their isolation, practically do not influence their contents.

The concept LSP is close to the applied in linguistics concept “sublanguage”, because the basis of any LSP composes special vocabulary. In the connection with western scientists’ ideas, there was a tendency to consider LSP as a certain fragment of a national language. The main aim of the appearance of LSP is a professional standardization and adequate using lexical means. In connection with the appearing new areas, there are considerable difficulties in distinguishing between general, scientific, technological and highly specialized terminologies.

Language for special purposes can be created for the new field of knowledge on the base of national language with a certain participation of the borrowed elements. If meanings of words in the national language are formed during centuries, language for the special purposes can be arbitrarily designed and assigned with specific units on condition of adopting these terms by all specialists, who use this LSP. Thus, neologisms of LSP are different from neologisms of common language, first of all, in their artificiality and absence of general use. The genres, in which the language for special purposes exists, are different from the genres of literary language. Terminological dictionaries, terminological standards, descriptions of terminology systems, scientific articles, specifications, thesis, scientific reports, instructions, technological processes, constructions, etc. are comprised of the language for special purposes.

The genres of LSP often have special limitations in syntax. Syntactic constructions of literary languages are completely unlimited. Viewing grammatically, the term LSP is poorer than the common language, whose syntax is especially developed. LSP is characterized by the frequent repetition of some syntactic constructions. Moreover, the words of literary language are connected with the concepts, which do not have clear boundaries in general use. The words of LSP are strictly represented in the definite subject fields, and each of them has a specific concept.

Language for special purposes is poor in expressive means, different syntactic constructions used for expressivity, so typical for literary language, are absent in LSP. In addition, stylistic means as metaphors or synonyms are not represent in LSP. They only connect with concepts and are for creating new terms: *columbine* (this is not a bird that relates to another biological form), *umbrella* (it is a form of flower), and *hairspring* (it is a thin wire). All these words in the language for special purposes have different meanings, acquiring additional semantic component, which designates special scientific concepts.

Professional terminological vocabulary or language for special purposes will not serve most people who have to work with language (such as linguists, teachers, translators and language planners). It can be used in different spheres of professional activity (terminology system), on territories of language existence (dialects) and in the groups which are formed with different signs of social activity (social dialects, jargons). LSP has many varieties according to the sphere of its use. It is possible to select mathematical, physical, chemical, botanical, medical, legal, philosophical, economic LSP and others.

The words comprising LSP are quite often included into special dictionaries, sometimes with professional identification to emphasize non-official character of these words. Such words are characterized by greater differentiation in denotation of special concepts, instruments and means of production, in the name of objects, actions. For example, in meteorology, in accordance with the different types of snowflakes, there exist of few terms narrowly special: *asterisk*, *needle*, *hedgehog*, *plate*, *bit of fluff*, *column*.

Other professional words and expressions remain narrow-special, used in a colloquial speech of people, united by a certain kind of work. There are such idioms and words as “Jack and Jill”, “Black Jack”, “jack” – as “a flag on a boat” in the English professional slang. These words sometimes have the mark “professional-slang” or “sublanguage” and are placed in special dictionaries with professional identification.

Boundaries between semi-official and professional-slangy terms are unsteady and determined only conditionally. Professional sublanguage is the form or variant of languages for special purposes. For

example, if an instructor in gymnastics tells his/her student that he/she has made “a sparrow” instead of “a swallow”, or instead of “a split” she has made “a string”, this is not only a variety of expressive means, but also a certain estimation, from which it follows that she has made these gymnastic figures badly.

Although sublanguages are different from national language functionally, they, furthermore, cannot be considered as the functional varieties of national language as functional styles of literary language. It is possible to speak about the unique bilingualism: almost all professional subsystems, based on the grammatical system of national language, have larger or smaller differences from it in the word-formation and word-changing and significant differences in vocabulary. There are many words unknown to literary language, and a great number of words are used in completely different meanings. Moreover, professional words can be created anew with the use of native or adopted word-formation facilities on general language principles because of reconsidering everyday words. Every subject field and every school of science develops special terminology with its methods and principles of word formation, and future translators should clearly understand them.

Professional terminological vocabulary can be in different variation depending on its use: mathematical, physical, chemical, biological, medical, legal, philosophical, economic system with further identification. In recent decades, the normal Internet space has given the opportunity to use electronic terminological dictionaries such as MultiLeks, Lingvo, TERMIUM, TERMIUM Plus, INTENT and others.

Students working on the translation of scientific and technical terminological texts with the help of electronic dictionaries can develop linguistic knowledge and skills; new professional translation competences; understand changes in special vocabulary or languages for special purposes in the texts; make some theoretical generalizations and carry out various lexicographical work automatically; create new articles in electronic dictionaries and translation databases and, thereby, improve the quality of the automated machine translation. Due to this work, the new electronic dictionaries significantly based on Ukrainian vocabulary can be completed; the deep analysis of the quality of this translation can be conducted. It should be emphasized that the newly created dictionaries will fully reflect the core concepts, comply with rules and regulations of the modern Ukrainian literary language; standardize terminology in compliance with all such requirements of integrity, completeness and consistency, to make automated bank terms, unify and manage the massive amounts of factual data.

Thus, taking into account the new European requirements for the modern translators' professional activity, as well as the quality of translation services, and new translators' competence and translation competence the role of teaching professional terminological vocabulary or Languages for Special Purposes (LSP) becomes of a great importance. Teaching scientific and technical terminologies will help to form not only translators' linguistic competence, but also the ability to work effectively in computer-aided translation using electronic dictionaries, modern search engines and other technologies. Teaching Languages for Special Purposes (LSP) should be seen as a separate activity within language teaching with its own methodology and research principles. The emphasis should be on the practical aims more than theoretical ones. It will allow future translators communicate without barriers and work more effectively.

Bibliography

1. Зміст підготовки перекладачів та сучасні вимоги професії. Матеріали II Всеукраїнської науково-практичної конференції, 07 жовтня, 2016. – Дніпро: Дніпропетровський університет імені Альфреда Нобеля, 2016. – 36 с.

2. Chernovaty L. Translation competence, translator's competence and modern developments in translation industry / L. Chernovaty // Зміст підготовки перекладачів та сучасні вимоги професії. II Всеукраїнська науково-практична конференція. 07 жовтня, 2016. – Дніпро: Дніпропетровський університет імені Альфреда Нобеля, 2016. – С. 6–8.

3. European Master's translation [Електронний ресурс]. – Режим доступу: https://ec.europa.eu/info/european-masters-translation-emt_en (Останнє звернення 07.10.2016).

4. Lewandowski M. A special language as a collection of registers: A methodological proposal. In G. Budin & V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World, Proceedings of the 19th European Symposium on Languages for Special Purposes, 8-10 July 2013. – Vienna: University of Vienna, 2014. – P. 29–35.

5. PACTE. Acquiring Translation Competence: Hypotheses and Methodological Problems in Research Project/ A. Beeby, D. Ensinger and M. Presas // Investigating translation. – Amsterdam: John Bendjamins, 2000. – P. 99–106.

6. Teresa Cabre M. Terminology: theory, methods, and applications / M. Teresa Cabre; edited by Juan C. Sager; translated by Janet Ann De Cesaris. – Amsterdam: Philadelphia: John Benjamins Publishing Company, 1999. – 288 p.

7. Translation services requirements [Електронний ресурс]. – Режим доступу: http://www.iso.org/iso/catalogue_detail.htm?csnumber=59149 (Останнє звернення 10.10.2016).

8. Katalin I. English for Special Purposes: Specialized Languages and Problems of Terminology [Електронний ресурс] / Imola Katalin, NAGY Department of Applied Linguistics, Sapientia Hungarian University of Transylvania (Târgu Mureș, Romania) – Режим доступу: www.acta.sapientia.ro/acta-philology/C6-2/philology62-8.pdf (Останнє звернення 02.10.2016).

References

1. The 2nd Ukrainian scientific and practical conference “The content of teaching translators and modern professional requirements”. Dnipro, Dnipropetrovsk Alfred Nobel University Publ., 2016, 36 c.

2. Chernovaty, L. Translation competence, translator’s competence and modern developments in translation industry. The 2nd Ukrainian scientific and practical conference “The content of teaching translators and modern professional requirements”. Dnipro, Dnipropetrovsk Alfred Nobel University Publ., 2016, pp. 6-8.

3. European Master’s translation. Available at: https://ec.europa.eu/info/european-masters-translation-emt_en (Accessed 7 October 2016).

4. Lewandowski, M. A special language as a collection of registers: A methodological proposal. In G. Budin & V. Lušický (eds.), Languages for Special Purposes in a Multilingual, Transcultural World, Proceedings of the 19th European Symposium on Languages for Special Purposes, 8-10 July 2013. Vienna, University of Vienna Publ., 2014, pp. 29-35.

5. Beeby A., Ensinger D. and Presas M. PACTE. Acquiring Translation Competence: Hypotheses and Methodological Problems in Research Project. Investigating translation. Amsterdam, John Benjamins, 2000, pp. 99-106.

6. Teresa Cabre M. Terminology: theory, methods, and applications. Amsterdam, Philadelphia, John Benjamins Publishing Company, 1999, 288 p.

7. Translation services requirements. Available at: http://www.iso.org/iso/catalogue_detail.htm?csnumber=59149 (Accessed 8 October 2016).

8. Katalin, I. English for Special Purposes: Specialized Languages and Problems of Terminology. NAGY Department of Applied Linguistics, Sapientia Hungarian University of Transylvania (Târgu Mureș, Romania). Available at: www.acta.sapientia.ro/acta-philology/C6-2/philology62-8.pdf (Accessed 2 October 2016).

Статья посвящена преподаванию языков для специальных целей в курсах письменного перевода или научно-технического перевода для разработки и освоения основных профессиональных компетенций и языковых навыков будущими переводчиками. Автор статьи рассматривает необходимость работы со студентами над переводами специальных текстов из разных областей человеческой деятельности, чтобы улучшить лингвистические знания и качество будущего перевода.

Ключевые слова: языки для специальных целей (LSP), языковые навыки, профессиональные компетенции переводчиков, профессиональные требования, терминология и терминологические тексты, профессиональная терминологическая лексика.

Статтю присвячено викладанню мов для спеціальних цілей у курсах письмового перекладу або науково-технічного перекладу для розробки і освоєння основних професійних компетенцій і мовних навичок майбутніми перекладачами. Автор статті розглядає необхідність роботи зі студентами над перекладами спеціальних текстів з різних сфер людської діяльності, щоб поліпшити лінгвістичні знання і якість майбутнього перекладу.

Ключові слова: мови для спеціальних цілей (LSP), мовні навички, професійні компетенції перекладачів, професійні вимоги, терминологія і терминологічні тексти, професійна терминологічна лексика.

Одержано 7.11.2016.