

Я. Пецникова, А. Слатинска
(Словакия, Банска Быстрица)

СОЦИОКУЛЬТУРНЫЙ ДИСКУРС КОМПЕТЕНЦИЙ И БАРЬЕРОВ В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

В статье представлены социокультурные аспекты межкультурной коммуникации. Авторы анализируют компетенции и барьеры в межкультурной коммуникации с акцентом на знание иностранного языка (английского).

Ключевые слова: межкультурная коммуникация, языковые барьеры, культура, язык, социокультурные аспекты

J. Šavelová
(Slovakia, Banská Bystrica)

CURRENT TRENDS IN TEACHING ENGLISH WITH CAT TOOLS FOR TRANSLATION PURPOSES

This article deals with professional translation, its importance and relevance at the present time, teaching methods connected with it, computer-assisted translation tools and the impact the CAT tools have on general methods of teaching.

Keywords: teaching English, CAT tools, translation

Introduction

After the Slovak Republic accession to the European Union, the need to teach translation as a subject has become more important. Translation as a subject on its own became a part of inevitable social changes, within the framework of which, the methodology of teaching English is being developed and modified. The communicative approach with regard to translation

is applied in a broader context. The translation has acquired new, all-European dimensions. There is about time to return it to universities in its new, updated form. Therefore, we consider some ICT skills that should be implemented into curricula, and we also focus on databases used in the translation services. We point out the necessity to update curricula in accordance with the requirements of the real translation market, and to abandon the dominance of the outdated declarative approach to teaching professional translation.

Didactics of specialised texts' translation

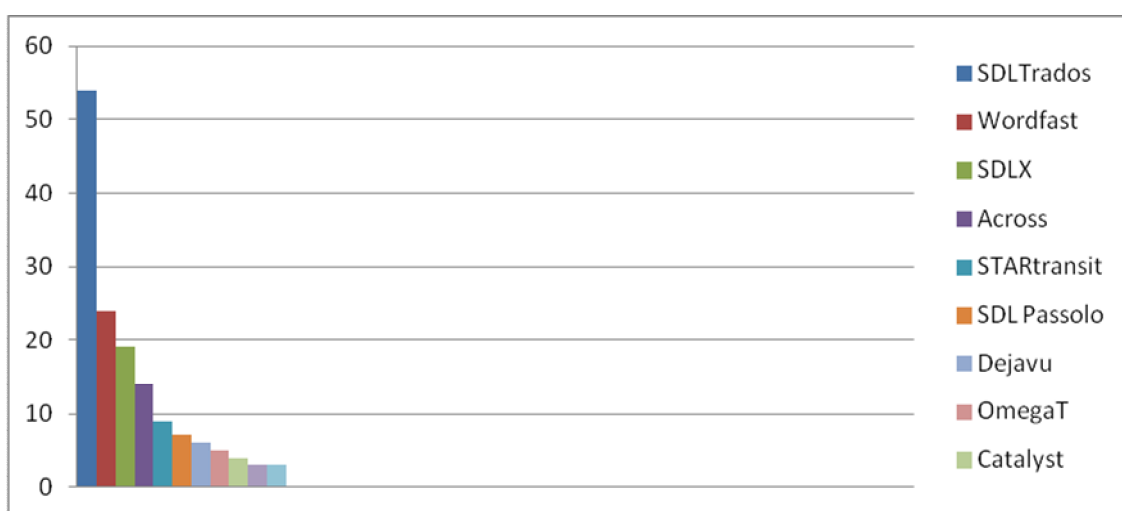
The translation of non-literary texts, in other words specialised texts, requires access to information resources, which is a highly important skill that translation training must develop. Such a new didactic approach combines the levels of the students' knowledge with their capability as ICT users. It is evident that methods of teaching professional translation have been developing systematically in line with economic expansion and the increased spread of information technologies. The theory of translation has been developing since the second half of the twentieth century. However, didactics, which is important in order to prepare professional adepts in this field, has developed more recently. Translator's competence consists of personal knowledge, abilities, skills, experiences and individual personal potential. In other words, the key to translation is the translator himself and his competence, which is also a key notion for didactics [Gromová, 2009:54]. Other than translation competence, the translator should also develop some other skills, which are not related to translation directly but are equally important in the field of market demand. The set of such skills, so-called 'technical competence', relates to the skills of using a computer and involves tasks such as searching information via the Internet, technical and graphical arrangement of texts according to customer demand, editing arrangements and CAT tools. The methodology of teaching non-literary text translation links up translation theory and methodology. However, the so called vacuum between the theory of translation and the practice of teaching and educating is caused by the absence of didactics in regard to translation methods [Můglová, 2009:96]. The didactic dimension has been re-

cently researched by such authors as C. Nord, P. Newmark, S. Campbell, C. Hubscher-Davidson, *inter alia*, but also by Slovak authors, M. Fedorko, D. Múglová, E. Gromová, M. Djovčoš, J. Rakšányová, Smetanová, Starlander, *inter alia*. One of the latest books dealing with translation is the publication by C. Hubscher-Davidson published in 2012, which presents an interesting and multi-faceted picture of current trends in translator training against the background of the Bologna process, and highlights practices adopted by academics around the world in dealing with the challenges associated with developing competence in the classroom and in everyday situations. With respect to the teaching of non-literary text translation, it is possible to follow several models, for example the model of Nord for translation-oriented text analysis published as early as in 1997. We understand this model as a creative method of translation competence acquisition that also includes the analysis of the original and comments on the translation with references, such as dictionaries, parallel texts in the source language, consultation with experts, the Internet and CAT tools. In combination with problem solution method and group work according to our model [Šavelová 2011: 165] the approach effectively contributes to teaching non-literary translation and thus responding the challenges of our globalised world.

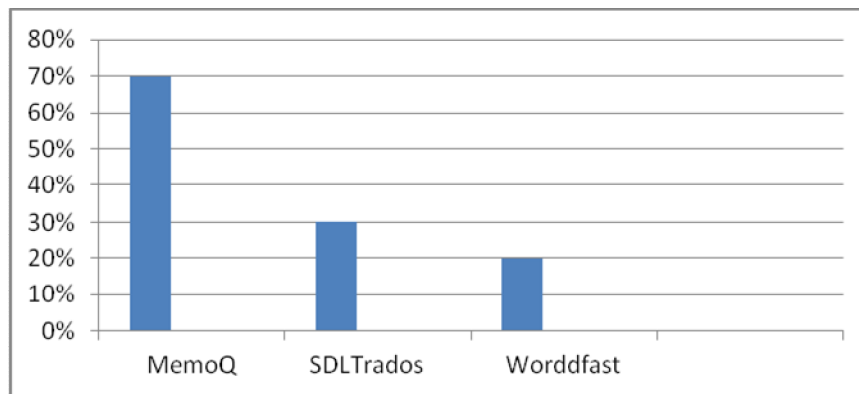
Teaching translation of specialised texts and CAT tools

The aim of translation nowadays is to provide a comprehensive product that fulfils lingual, formal, contextual, technical and graphical requirements. Translation as a technical operation applies new technologies, which result from the both linguistic research and translation research. Computer-assisted translation is known under the acronym CAT (Computer-Aided Translation, Computer-Assisted Translation). Tools for computer-aided translation are based on a translation memory (TM). The concept of machine translation (MT) should not be confused with the concept of translation memory (TM), since the human translator is the concept that differentiates them. MT is implemented by computer which thus replaces a human translator in early phases of translation; human translator performs ‘only’ final proofreading. TM’s creator is translator himself/herself (he/she

inserts the segment into the translation memory during translation). CAT tools are recommended for use in translation of amounts of texts and also in professional and repetitive texts as computer software offers translation solutions that are recorded in its memory upon detecting recurrent text segments [Smetanová, 2011:4]. Using CAT tools in practice guarantees terminological unification and the elimination of those classic problems which normally occur while translating longer texts, for example various translations of individual terms [Mačura, 2006:52]. Despite the fact that computer-assisted translation tools have become a reality, according to recent research into the Slovak translation market as many as 46% of respondents do not use any of the available CAT tools (Trados, SDLX, Trnassist, IBM-TM, Logos Mneme, Wordfast, Memoq, or others), and therefore a wider implementation of CAT tools in the field of didactics should be considered [Djovčos, 2012:55]. According to the research of Zelenka Agency carried out in 2011 the most used translation programmes used by translators on the current translation market are SDL Trados – 54 %, Wordfast – 24 %, SDLX – 19 %, Across – 14 %, STAR Transit – 9 %, SDL Passolo – 7 %, Dejavu – 6 %, OmegaT – 5 %, Catalyst – 4 %, Idiom – 3 %, MemoQ – 3 %, which in graphical presentation shows the following:



According to the questionnaire distributed among 115 respondents at our Faculty in 2014, 2015 and 2016, our students of translation studies prefer MemoQ, SDL Trados and Wordfast, which in graphical presentation shows the following.



However, it should be added that SDL Trados and MemoQ are available for our students for teaching purposes during lessons free of charge, and they use them during translation seminars on daily bases. Furthermore, SDL Trados, MemoQ and Wordfast are easily available on the Internet, and the students may download and use them for a limited period of time.

Do Slovak universities respond to the requirements of the real translation market? According to Fedorko [2012:3], it seems essential to bridge the existing gap between the strict academic environment and the translation market. Slovak universities typically display the dominance of the declarative approach rather than the dominance of a performance-related approach. This declarative approach is closely related to the genesis of the translation study programme. The subjects of previous teaching programmes were replaced by translatology-oriented disciplines, and philological disciplines such as morphology, syntax, phonology and others have remained almost untouched. Such dominance of the declarative approach is based on the false presumption that mastering the theory automatically means practical competence. Therefore, the mastering of information and communication technologies including CAT tools, represents a challenge in terms of the education and preparation of future translators. Modern translation technologies such as the use of word-processing software, computer-aided translation (CAT) tools, searching for information on the Internet, for this reason, should be included in the curricula [Kornacki, 2010:21].

Terminology databases

The understanding of specialized vocabulary is a key aspect of any intercultural communication. Glossaries of terms are a necessity for any pro-

fessional translator. The term terminology database includes a set of terminological units from one or more languages organized into terminological records under particular topics.

Currently, we use the following databases for teaching purposes: IATE, Linguee, Glosbe, Eurlex, and various specialised terminology databases currently administered by specialised institutes available on the Internet, *inter alia*.

IATE [<http://iate.europa.eu/>]

The main instrument for terminology work in the European Union is the interinstitutional terminology database IATE available on the Internet. The abbreviation IATE is derived from InterActive Terminology for Europe. The database is available in all 24 official languages of the EU Member States. It contains more than 8 million terms, including abbreviations, standard phrases, technical terms, place names, names of organizations and organs, abbreviations and acronyms, as well as other useful information, such as definitions and notes on the use of terms, in all official languages. It is the largest terminology database in the world. New terms are added and the database is continuously updated according to development of terminology and feedback provided by experts.

Linguee [<http://www.linguee.com/>]

Linguee is a unique translation tool combining an editorial dictionary and a search engine. The search results are divided into several sections. In the top section you are shown results from the Linguee's reliable editorial dictionary. Professional editors are working continuously on adding new entries and enhancing the quality of the dictionary. Compared to traditional online dictionaries, it contains more translated texts, which are displayed in full sentences.

Glosbe [sk.glosbe.com]

Glosbe is a multilingual online dictionary and translation memory. The translation memory is a database of previously translated sentences and phrases. It covers all languages and is developed by the community, just like Wikipedia. Glosbe provides not only translations, but also thou-

sands of examples, pronunciations and images to help one to find a correct translation.

EUR-Lex [<http://eur-lex.europa.eu/>]

EUR-Lex provides direct free access to European Union law. The system makes it possible to consult the Official Journal of the European Union and includes the treaties, legislation, case-law and legislative proposals, and it offers extensive search facilities. The database is updated daily and contains more than 3 million items. Each document is displayed with analytical metadata (publication reference, dates, keywords, etc.) organised behind different tabs. A document can be displayed in up to 3 languages simultaneously.

Terminology database provides a unified approach to managing terminology for multiple projects across multiple languages. They give a standardized translation for key terms, which guarantees consistency across all languages. Translations are subjective due to the very nature of language. A terminology database eliminates ambiguity and ensures that important terms are translated accurately and consistently every time they are used.

Conclusion

Growing tension imposed by technological progress and labour market contribute to the gradual implementation of various electronic tools into the translation process. We conclude that the current system of translation education in globalised world requires theoretical education, practical preparation and application in relation to CAT tools, which are considered essential skills for translators. Such skills as translation memory usage, terminology extraction, and corpus building promote efficiency and quality. They should therefore be integrated into all regular translation classes. We point out the necessity to update curricula in accordance with the requirements of the real translation market, which requires us to abandon the dominance of the outdated declarative approach, and to balance it with a performance-friendly approach. If teachers want to keep up with modern times, they should combine teaching process and the world of technology.

Bibliography

1. Djovčoš, M. Kto, čo, ako a za akých podmienok prekladá: Prekladateľ v kontexte doby. Banská Bystrica: UMB, FHV, 2012. – 162 p.
2. Fedorko, M. Výučba prekladu a tlmočenia – stav, výzvy a vízie. In: *Jazyk a kultúra*. [online]. 2012. Vol.3, No.12/2012.- p.1-6 file:///C:/PREKLADY/2016/fedorko.pdf
3. Gromová, E. Úvod do translatológie. Nitra: Univerzita Konštantína Filozofa, Filozofická fakulta, 2009. – 96 p.
4. Hrehovčík, T. Prekladateľské minimum. Bratislava: Iris, 2006. – 113 p.
5. Hubscher-Davidson, S. Global Trends in Translator and Interpreter Training. London/NewYork . Continuum. 2012. – 288 p.
6. Kornacki, M. Teaching Computer Translation Skills to English Philology Students at the University of Łódź, In : Teaching Translation and Interpreting: Challenges and Practices. Newcastle upon Tyne .Cambridge Scholars Publishing, 2013. – p. 15-25.
7. Mačura, M. Využitie terminologických databáz pri práci s programami na prekladateľskú pamäť. In: Od textu k prekladu. Prague. JTP. 2006. – p.50-54.
8. Müglová, D. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava: Enigma, 2009. – 323 p.
9. Nord, CH. Text Analysis in Translation. Theory, Method and Didactic Application of a Model for Translation-Oriented Text Analysis. Amsterdam: Rodopi, 1991.- 250 p.
10. Rakšányová J. Preklad ako interkultúrna komunikácia. Bratislava: Anapress, 2005. – 140 p.
11. Smetanová, M. Práca s prirodzenými jazykmi za pomoci umelých nástrojov. In: *Jazyk a kultúra*. II, No. 6., file:///C:/PREKLADY/2016/smetanova%20(1).pdf, 2011. -1-6
12. Starlander, M. Training translation students to evaluate CAT tools using Eagles: a case study. <http://www.mt-archive.info/10/Aslib-2013-Starlander.pdf>- London: Aslib. 2013.- 10 p.
13. Šavelová, J. Some Comments on the Possibilities of Teaching Professional Translation through the Problem Solution Method. In: Acta Facultatis Humanisticae Universitatis Matthiae Belii Neosoliensis, Banská Bystrica, UMB FHV, 2011. – p. 163-170.

Я. Савелова

(Словакия, Банска Быстрица)

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА С ИСПОЛЬЗОВАНИЕМ КОМПЬЮТЕРНЫХ ПЕРЕВОДЧЕСКИХ ТЕХНОЛОГИЙ

Статья посвящена вопросам профессионального перевода, его значимости и необходимости на современном этапе, а также методам обучения, связанным с переводом, компьютерными переводческими технологиями и их влиянием на методику преподавания в целом.

Ключевые слова: преподавание английского языка, компьютерные переводческие технологии, перевод

Э.П. Васильева

(Россия, Самара)

КОММУНИКАТИВНЫЕ СТРАТЕГИИ ЖЕНСКИХ ПЕРСОНАЖЕЙ В КОНФЛИКТНЫХ СИТУАЦИЯХ В ДРАМАХ ШЕКСПИРА

В статье рассматриваются различные формы коммуникативных стратегий, используемых женскими персонажами в ситуациях внутрисемейного конфликта; выявлены такие виды стратегий, как поиск компромисса, утверждение морального равенства с оппонентом и идейное доминирование над ним.

Ключевые слова: коммуникативная стратегия, конфликтная ситуация, компромисс, доминирование

В процессе эволюции английского языка и становления его как единого национального литературного языка особо значимую роль играет его ранненовоанглийский период, совпавший в Англии по времени с эпохой Возрождения. Как и в других европейских странах,