Abstract

The article presents an analysis of determinism of translation action in the context of strict formality of the institutional communication, followed by a set of careful recommendations for improving the educational technology in the field of teaching and learning interpretation.

The authors highlight that problems of interpretation arising from the requirements of a globalized market for the quality of professional communication, have not yet received a satisfactory coverage either in terms of linguistic theory of translation, or in the framework of functional theory. It is easy enough to explain. In the translation process there is a temporal and spatial distance between the original text and the translation. To seek compliance, it is vital to apply transformations as well as to make the necessary translation referring to a particular type of text meant to be proficient in the relevant technology. In the interpretation the communication partners are in the same interactive context. Text as a result of the interpretation has no completely independent characteristics, because the recipient receives non-verbal elements of the original text (gestures, facial expressions of the speaker, prosodic characteristics of the text), the reaction of the audience, that knows the original language, etc.

Based on the traditional research methods of analysis and synthesis of theoretical and empirical material on the issue as well as on their own extensive professional experience in the field of studying and teaching educational technologies for efficient interpretation the authors come to a number of conclusions. To fulfill requirements for communicants' pragmatic programs an interpreter is to follow and understand a particular significance of the analysis of ritualized and standard components of the professional discourse. The degree of interpreter freedom in the choice of linguistics means of harmonization of communicative intentions of partners depends on the knowledge of correspondences as well as of the necessary techniques to achieve modal congruence.

The results of the study can be applied universally to enhance the competence training of interpreters providing the intended interpreters and their teachers with food for thought of the possible additional challenges of interpretation process as well as selective means of meeting them successfully.

Keywords: Linguistics, interpretation, language education, educational technology, institutional formality, ritual communication.

1 INTRODUCTION

Today, many researchers is of particular interest in the question of whether a translator as the active subject of intercultural communication need to change its tone and which possible change can affect the course of communication and its effectiveness. Is it true that one of the communicative act participants lead the communicative style of interaction and he or she can be dominant, calm, open, closed, authoritarian, and so uncertain. In addition, the cognitive communicants range also represents an essential component of a mediation process as the translation success, and hence the communication depends on the interpreter's ability to determine correctly the degree of mediated communication partners' awareness of its subject and the mutual "horizon of expectations".

The aim of our study is to enhance the competence training of interpreters providing the intended interpreters and their teachers with food for thought of the possible additional challenges of interpretation process as well as selective means of meeting them successfully.

In accordance with the purpose and objectives of the study were used the following methods: a method of continuous sampling, methods of contextual and discourse analysis methods to describe and summarize. The material of the study was the reflection of situations of bilingual communication about the interpreter as a subject mediated communication, and also the reflection and self-reflection
of interpreters from their texts and autobiographical discourse (memoir, diaries, notes, memoirs, interviews, comments, fascicules).

2 SITUATIONAL CONTEXT AND APPROACH TO LEARNING INTERPRETATION

One of the promising areas to achieve the goals in interpretation is the situational approach, which enables the teacher to meet learners’ needs in interactional and contextual knowledge to overcome the influence of stereotypes and to adapt to changing conditions in various situations of interpretation. Situational approach is realized through the simulation of standard translation situations of professional activity on the material of integrated situations in which verbal action is as close as possible to realistic situation of communication. This ability to correlate the content and form of sentences with verbal and communicative situation is improved as the foreign and native language through the ability to choose one of several options, the most appropriate variant according to the conditions of "then and there".

This approach gives possibility not for the passive acquisition of knowledge, but for the active development of the existing sociological and cultural rules and conventional versions of verbal behavior peculiar to each of the communicating parties, allow to relate the relevance of verbal action to intention of the speaker, and to achieve the desired effect in the implementation of communication task of participants in the dialogue. Therefore, the situational approach in teaching interpretation allows from the very beginning to immerse students in a situation as close as possible to a realistic professional activity.

For the formation of the skill we should pay attention to the following tasks and exercises:

- Information retrieval tasks: drawing up their own body of texts on the following thematic groups: hotels, history, economy and culture of the city for the subsequent preparation of thematic vocabularies; verification of vocabulary; a set of texts concerning the information about the partner, his or her region, country, his or her business environment, etc.;
- Exercises on mnemonics, first from a foreign language into their native language, then we need add exercises to interpret from student's native language into a foreign language on a material of language of precision: number and numeric data, dates, proper names and titles, place names, names of enterprises;
- Tasks on the production of texts in the native and foreign languages (with and without preparation) on a given subject with a time restricted training and playing period, as well as taking into account the recipient pragmatic situation;
- Probabilistic forecasting tasks: to fill the semantic gaps in the texts in his or her mother tongue, then in a foreign language;
- Translation exercises to consolidate unequivocal equivalents of stereotyped formulas, singling out key information, source statements; exercise to consolidate the definitive equivalents stereotyped formulas, singling out key information source compression statements translation - snowball;
- The actual translation exercise: translation-paraphrase-paragraph phrasal translation and sight interpretation;
- Role game: the simulation of scenes of delegation meeting at the train station, at the airport, in a hotel, during which a student can play as a foreign partner, the host and the translator;
- Tasks to analyze translation results: the control and the feedback. Translation according to the proposed scheme in accordance with the existing error classification and so on.

The works on the theory and methods of teaching interpretation doesn’t still pay enough attention to such a significant step in the training and in the professional activity as analyzes before and after the period of interpretation. These steps allow, on the one hand, optimizing the translation process itself and, on the other hand, forming reflection skills, which are required during the training. That is why it is important, from the first class, to teach future interpreters to analyze. In the studied simulation situation of intercultural communication (situational context and approach) interpretation analysis is, first of all, an analysis of the character and the thematic focus of the communicative situation, on the basis of which the translator determines the translation methods and strategy. This analysis aims not only to
help students to see errors and qualify them (behavioral, semantic, translation, vocabulary, grammar, style), but, more importantly, allows them to discover the cause of the error, i.e. it teaches students to train reflection and self-reflection, which is a necessary component of professional competence. "Scenario" model seems to be very "productive" with a didactic point of view, because it allows teacher to give important professional activity verbal and non-verbal skills and abilities: speech technique, facial expressions, kinetics, and, of course, to demonstrate the ethical standards of professional activity. Thanks to "role play" as the final stage of development of the material for each stage (assuming that both students and teachers are actively involved in it), there is a simulated interaction. The simulation of roles enables "to live" the situation under consideration, and therefore to receive valuable skills, abilities and language material. Thus, scenario situational approach in teaching interpretation is at upcoming trend in the preparation of the "universal" interpreter, who is thought to be in demand in the Russian translation market.

3 STANDARD SAYINGS

Pöchhacker in his study on the translation of conferences [7] describes the various cases of «synchronization» of emotion that is visually available to the recipient. For example, universal English Wow! spontaneously used by the spokesperson in reply to the comment is transmitted by means of German phonetics in compliance with a given level of expression and demonstrative gratitude on the occasion of the award, limited bending with nonverbal signs and addressing by name to each of the members of the Screen Actors' Guild, cannot be expressed in the language of the translation. The interpreter implements the pragmatics of this emotive communicative action putting the microphone and leaving the audience to go through an exciting moment in its "primary" presentation.

It should be noted that interpreting – both simultaneous and consecutive – is very often limited to the composition of actants and texts choice specified in the conference program. The texts of the congress, conference, negotiations, etc. form a hypertext and as a complete fragment of the relevant discourse it can be studied from different perspectives. The search of definite, formulaic theory translation approximations and the study of their social and cultural equivalence and adequacy are particularly important for the theory and practice of translation, traditionally programmed to a "framework" function of "standard sayings" [2,109].

Standard sayings are in the focus of our study. Language means of "standard sayings" serve in the institutional communication studies as an object as steps, "routine formulae", "pragmatic cliché" [1; 4; 5; 6; 8; 9; 10]. The remarkable thing is that in above-mentioned papers and in a sufficiently large number of others similar studies there is a frequent use of such concepts as "ritual" and "ritualized"; "institution", "institutional" and "institutionalized"; "convention", "conventional" and "conventionalize"; "form", "formal" and "formalized"; "standard" and "standardized".

Such uniformity of terms is not associated, however, with the difference in terms of property as the properties and property as a result of the process. Werlen describes the institutionalization as connectedness with institutions, formalization, styling, repeatability and performativity [10, 86]. For Rauch all language acts that are outside institutions which are based on the conventions and regulations... of all companies, groups or individuals are institutionalized, and language activities which serve as constituent elements of the institutions as historical and political institutions, represent and reproduce them, are institutional [8, 44-46]. For example, she notes that the preamble to The Treaty on European Union would be incomplete without explicit performative formula Sie haben beschlossen, ...dieses Abkommen zu schließen, and in the religious discourse the expression Ich tauf dich im Namen des Vaters und des Sohnes und des heiligen Geistes implements the entire process [8, 46]. Rauch refuses the opposition "ritual / ritualized" in her study, believing that it is correlated with the opposition "institutional / institutionalized", and compare the concepts of "ritual", "custom", "ceremony", "convention / norm", "courtesy". These arguments are quite controversial: in her opinion, the ceremony for the majority of positions coincides with the ritual, courtesy is a subtype of the ritual, and at the maximum distance there are norms and conventions. The translation allows you to analyse the degree of formality of communication as the use of formula units is regulated and depend on the situational contexts relevant of professional discourse. The projection on the translation practice shows that the concept of ritualized communication can optimize the quality of the secondary text, in particular in situations of opening and closing of various activities, very important for the success of any discussions, negotiations and a number of other contexts.

The remark by Stein seems to have logical respect, it was about the intersection of ritual and formal language of action, because of institutionalized rituals prescribed not only the process, but also the
use of some form of texts [9, 47]. Communicative action realizes the fullness of his program just because the formula is expected and predictable in institutional contexts. Ritualized actions are embodied in the tone and structure of the text and in its components, in particular, these actions are very important for professional discourses of welcome, greeting speeches, protocol meetings of various formulae that causes a huge role the respective competence of an interpreter. The method of repetition of "Standard sayings" used in traditional didactics as noted above, seems to be complicated and meaningless in many cases, because the gap between the discourse of the actual sociological and cultural context eliminates the characteristics of communication that is marked and ritualized by definition.

In the Discussion chapter of manual for students of high schools linguistic department, for student preparing for translation activities [3], there is a set of standard formulae for participants of meeting, e.g. for chairman of the meeting and the participants. Many of formulae can be described as one-to-one correspondence, suitable for the translation as a simple substitution:

- **Wer möchte an der Diskussion teilnehmen?**  
  - Who would want to take part in the discussion?
- **Das Wort hat Herr Dr. X.**  
  - I see Dr. X./ I recognize Dr. X.
- **Ich schlage vor, die Diskussion zu dieser Frage fortzusetzen**  
  - I propose to continue the discussion of this issue.

These translation equivalents are correct, especially against the formulaic pairs of replicas, which seem quite controversial in terms of their not quite correct modal design:

- **Ich kann meinem Kollegen nicht zustimmen.**  
  - I do not agree with my colleague.
- **Ich kann Ihrer Meinung nicht zustimmen.**  
  - I cannot agree with your point of view.
- **Sie haben mich nicht überzeugt.**  
  - You have not convinced me.
- **Ich glaube, es ist nicht so.**  
  - I think this is not true.
- **Dem Redner ist nicht gelungen, das Problem völlig zu lösen.**  
  - The speaker was unable to solve a problem completely.
- **Übrigens haben sie mich nicht ganz richtig verstanden.**  
  - By the way, you didn’t understand me very well.

These "standard sayings" are offered as one-to-one correspondence for ceremonial ritualized action within a conference communication. Even at first sight we can notice the excessive categoricalness of prospective comments that, with all its functionality, capability and relevancy, for example, in the political and economic discourse, are unlikely to be approved for use in the interaction of scientific discourse without relevant comments regarding adequate pragmatic design. It stands to mention that the use of the indicative mood and the rejection of the possible modal words such as leider, aber, doch are quite acceptable from the point of view of the German mentality with its "straightforwardness", frankness, but only in a situation of communication of specialists which know each other, but in the translation into Russian language the translator should remember the universal linguistic and pragmatic все же and все таки. When translated into German the Austrian colleagues replace the indicative mood by the subjunctive mood, as subjunctive is dominant in their respective contexts, oral communication in the Austrian linguistic culture in general. Of course, an excessive categoricalness may be intentioned, but then there is affective communicative action which is far from ritualized action.
4 CONCLUSION

The proposed pairs of formulaic expressions are of limited use, but they can be successfully used as essential base material for the variation in the translation search, based on sociological and cultural determinism of the communicative pragmatic approach to translation.

This study is a part of a large long-term lasting personal contribution. The practical value of the work lies in the fact that its theses may be used in university courses of the communication theory, the translation theory and the theory of intercultural communication, as well as consecutive interpreting theory. The research materials can be used in teaching of consecutive interpreting, in the implementation of intercultural projects as well as in the development of special courses and seminars on various topics of communicative linguistics, theory and practice of communication, sociolinguistics, and psycholinguistics. Results of the study may be useful for translators in practice, students of relevant areas of training, as well as researchers who work at the issues of intercultural communication, translation and interpretation.

REFERENCES


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