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TRANSLATION/INTERPRETATION PARADIGM CURRICULUM: PROFESSIONALIZING TRANSLATORS / INTERPRETERS

Summary. This research describes sight translation by comparing it to simultaneous and consecutive interpreting. Since the beginning sight translation has mostly been considered as a pedagogical exercise. However, the development of “professionally” oriented translation/interpretation makes the sight translation a separate type in the translation paradigm.

Key words: written translation, interpretation, consecutive interpretation, simultaneous interpretation, “professionally” oriented translation/interpretation, translation/interpretation algorithm, translation paradigm.

Introduction. Recent developments in many fields such as international relations, business, trade, social sciences, and technology and the need for accessing information in the shortest possible time necessitate an active and effective communication medium. Translation, notably interpretation, is one of those communication media. Translation is the conversion of the written language from one language to another (e.g. legal documents, contracts, marketing copy, etc). Interpretation is the verbal conversion of language (e.g. face to face, court hearings, arbitrations, trade shows, conferences, legal depositions, client meeting, 3-way teleconferences or videoconferences, etc) [see the elaborations of translation transformations: 1,2,3, 5, 6, 7, 8].

Problems for Discussion. So far the Translation/Interpretation Curriculum varies from university to university, from country to country, see its survey in the present paper. Globalization strongly demands a typological curriculum and fundamental training students in the areas of their future jobs. The problems of judicial translation in the EU institutions are revealed by Ole-na Shablii (2014) and adequacy in court translation, translator/interpreter’s status in court translation, and translator/interpreter’s duties and responsibilities are scrutinized in the US context by Svitlana Budzhak -Jones [10, 24-27; 11]. The current publications on the topic prove the necessity of reforming the Curriculum and reshuffle some core courses.

The term «interpretation» generally brings simultaneous or conference, consecutive or liaison interpretation to mind [14]. Till present time Sight Translation has mostly been considered as a supportive interpretation method for simultaneous and consecutive interpretation. Jean Herbert (1952) characterized sight translation as a type of simultaneous interpreting. For most scholars and instructors, sight translation is just a pedagogical exercise for getting started in the techniques of consecutive interpreting and simultaneous interpreting, an exercise by which interpreter trainees can learn to react quickly and improve their oral skills (Spilka 1966; Curvers et al. 1986; Weber 1990; Falbo 1995; Viaggio 1995).

However, sight translation, consecutive interpreting [cf.: 13, p. 87-91] and simultaneous interpreting are performed under different conditions [see: 14]. Even though there are similarities in the mental process, the overall process is different. In sight translation, the translator reads a written text, whereas the interpreter, in both consecutive and the simultaneous modes, listens to the speaker. Due to the differences in the process, the methods and strategies that an interpreter trainer uses in sight translation will change.

Objectives of the Present Investigation. Primarily, we shall consider the Translation/Interpretation Curriculum in various universities of different parts of the world (the USA, the UK, the FUSSR countries, Lebanon just to pinpoint ‘the state of art’ in the field of training translators/interpreters [12] for court, medicine, trade, economy, etc. The burning problem in this respect is their inadequate competence in the subject matter. Therefore there is a great need in teaching students the subject matter of their future jobs. Then, we shall draw the readers’ attention to the changing focus of ‘Sight Translation’ in the current Translation / Interpretation Paradigm which is gradually turning into a specific unit of the paradigm.

Investigation. Sight Translation is the conversion of written words in one language into spoken words in another language. Sight translation is most appropriate for those occasions when you need to translate a short document quickly. It is undertaken by interpreters, rather than translators, because they read the text in one language and provide an oral translation in a second language at the same time. Sight translation can be defined as the reading of a text by the interpreter from the Source Language into the Target Language, simultaneously, in a manner in which the content of the document can be easily understood by the audience. It is a real skill; sight translators must be experienced interpreters who are comfortable working in two languages simultaneously. Sight translation is a unique process combining interpreting, which focuses on oral communication, and translation, which deals with written communication.

Sight translation can be useful in meetings and conferences where an interpreter is already present. For business meetings, asking an on-site interpreter to clarify the occasional written word or phrase is certainly the quickest option. Although it is not always considered as a mode, it is nevertheless often used most often in the public sector, and is not usually documented in available interpreting manuals.

The fact is that due to globalization and mobility most participants of meetings, workshops, conferences are English fluent speakers. Therefore ST is acquiring a new status of an autonomous type in the translation paradigm.

It is nowadays the most commonly used form in environments such as courtrooms, in such cases as the reading of a witness's statement or a court ruling, or in hospitals to help doctors to communicate effectively with patients who speak a different language. In this case, a sight translator can ensure that patients understand the doctor's diagnosis or the dosage instructions printed on their medication. Sight translation is an option for professionals who need the meaning of a written document to be verbally conveyed on extremely short notice [9, 43-67]. One might think this would be perfect for court rooms – sight translation quickly gives meaning to foreign documents. However, in practice, sight translation should be utilized as a last resort. This is not ideal because courtrooms demand accurately translated legal documents. While sight translation is often used to translate a written witness statement that is in a language different from the one being used in court proceedings, it is far from optimal. In legal settings, speed should not trump accuracy [10, 24-27; 11]. Lawyers should be prepared ahead of time with certified legal translations. Courtroom proceedings are always better served with a certified translation instead of a hasty sight translation. [see: 14].

We believe that the translator /interpreter of a new type must combine:

L1 Competence + L2 Competence + Translation / Interpretation ('to and back' Competence + Subject Matter Competence.

Now we shall undertake a critical survey of the university curriculum efficiency. Let's consider the University Translation / Interpretation curriculum, first, the university where English is FL or SL, for instance, the Lebanese American University and then the MGU. There is the School of Arts and Sciences which provides the B.A. in Translation Program (English/Arabic, Arabic/English), offers the option of translating from and into French, and trains students to accurately reproduce cultural, economic, legal, and technical, texts in these languages. The courses: Advanced Translation of Business and Economics Texts, Advanced Translation of Administrative Texts, Advanced Translation of Official and Legal Documents, Special Topics in Translation, Translation of UN and International Conferences (Eng↔Fr./Ar↔Fr.) are mainly focused on the text work. The curriculum presupposes that the students' world knowledge includes the extralinguistic issues necessary to build up the learners' professional profile [Lebanese American University: School of Arts and sciences]. The Moscow State University (MGU) where English is FL or SL, it provides the curriculum (B.A. and MA) allowing students to receive profound knowledge of the history and theory of translation, the history and culture of Russia and the countries whose languages they study, the basics of international law, economic and political relations; they also acquire professional skills of translating and interpreting from Russian into a foreign language and vice versa. The curriculum includes compulsory courses of consecutive and simultaneous interpretation, courses of scientific and technical translation, movie and video translation. The School of Translation and Interpretation offers a variety of degree programs. [Moscow State University. School of Translation and Interpretation].

The second group of universities includes the ones with English as NL. The University of Memphis provides the German Translation course in combination of a historical review

of translation theories with translation practice; translation of German to English as well as English to German; literary and cultural values and tastes; nuances of language and culture (source and target) influence the translator's choice of whom and what kind of text to translate. There're two courses : Business German introducing learners into German economy and society; German business terminology and forms of communication) and Business German II (German economy and global market. German business terminology and forms of communication) which can introduce learners into German economy and society [The University of Memphis. The Department of German Language and Literature].

The Monterey Institute of International Studies provides the translation and interpretation master's program. Interpreters must be good public speakers who are adept at grasping meaning and solving complex linguistic problems quickly. Translators must be able to conduct thorough research and produce camera-ready documents on tight deadlines. There are two foci: professional and language-specific courses designed to refine students' skills in both interpretation and translation, both in and out of each of their languages. Courses: Language-specific coursework helps to develop students' skills in translation mechanics working both in and out of their languages: Introduction to Translation Written/Sight B-A/A-B; Introduction to Interpretation: B-A, A-B; Introduction to (CAT)/ Intensive CAT and Advanced CAT; Intermediate Translation Written/Sight B-A / A-B; Advanced Translation B-A/A-B; Translation and Interpretation as a Profession and Translation Practicum. Here you can see some courses directed at professional training.

The Georgia State University provides the Graduate-level certificate programs in translation and interpretation in Spanish. The translation program in French, German and Spanish is designed with emphasis on Medical and Legal interpretation. There are the following courses: Comparative Stylistics and Advanced Translation, General Translation, Specialized Translation I-II (Business, economics and banking, legal, medical, natural sciences, media and others), Workshop on the Translation of Special Topics (translation of texts of a technical nature), Medical Interpretation I-II focused on the protocol and procedures of the medical interpreter, State and Municipal Court Interpretation focused on the protocol and procedures followed in the state and municipal court system in Georgia. [The Georgia State University. College of Arts and Sciences. The Department of Modern and Classical Languages]. Here you can see some courses of specialization in the linguistic and translation areas.

The University of Essex, UK provides an additional specialization: film and video subtitling within a single course. Principles of Translation and Interpreting introduce students to the issues to reach professional standards. The MA Translation, Interpreting and Subtitling is the first of its kind to offer written translation, oral interpreting and film and video subtitling within a single course. Traditionally the course is built on the internationally-recognised expertise in the teaching of practical foreign language skills. The emphasis it places on hands-on training. Students can also take Subtitling: Principles and Practice, Technologies of Translation and Writing in the L2 (English and one of: French, German, Italian, Portuguese or Spanish). MA Translation, Interpreting and Subtitling is for those interested in becoming a professional trans-

lator or interpreter, or working in subtitling. This course can lead to you having a career in these positions in tourism, business or in international organisations like the United Nations. It includes compulsory modules: Principles of Translation and Interpreting, Subtitling: Principles and Practice, Technologies of Translation, Writing in the L2.

The New-York University in comparison with others has a more fundamental curriculum offering the 36-credit M.S. in Translation (12 – 15 months of full-time study, or five years of part-time study). The degree focuses on legal and financial translation as well as software localization (in French to English and Spanish to English online, and in Chinese to English on-site). Course offerings are organized into three groups: (1) translation and language theory, (2) legal and financial subject matter, and (3) practical translation courses. While there are no required concentrations, the balance of required and elective courses allows you to focus more on legal or financial translation. The curriculum of the Chinese to English program reflects the needs of that specific market, covering a broader area of commercial translation and a course in technical translation. The final course is a capstone project, which can be either of a theoretical nature or a complex translation of significant length, which is defended in person at NYU or via video link in real time.

We would like to stress the significance of the following courses for technical translators in the field of Economy / Business / Finance/ Law:

Comparative Banking & Accounting Systems This course provides students with the theoretical background needed in order to specialize as translators in the field of banking, accounting and finance in an international environment. Some of the topics covered are: accounting principles and practices; presentation of financial statements; accounting systems; investment banking; financial reporting and analysis; banking systems, operations and transactions. The emphasis is on comparing concepts as they apply to each language pair, with country-specific variations.

Comparative Legal Systems. This on-site course gives students a basic understanding of the Anglo-American common-law system and the code-law system that prevails in many other countries. It also covers the implications of each for the organization of legal institutions, day-to-day administration of justice, and the translation of legal documentation. Topics covered include comparison of the inquisitorial-investigative systems and adversarial-accusatorial systems, legal procedure (organization of court systems, jurisdiction and procedures of various courts and types of proceedings), as well as business, investment, marriage and inheritance practices.

Comparative Corporate Practice. The dot com phenomenon, globalization, pressures for global regulation, mega-mergers and the productivity imperative are among the trends characterizing the corporate sector in the last decade. This course examines how corporations in diverse fields and regions deal with heightened competition, public scrutiny, government oversight, non-governmental organizations and other pressures while at the same time safeguarding profits and productivity and meeting shareholder expectations. It contrasts approaches of diverse industries facing similar and different challenges. It peers inside to assess the roles of corporate image, marketing, sales, research and development, technology, governance and critical factors in meeting and protecting the bottom line.

Understanding the Discourse of Global Economics. The course is that of provides students from various academic backgrounds with a condensed overview of the current structure of world economy in order to better prepare them for translation projects that involve economic materials. While some attention will be given to theory, those with little or no academic background in economics should be able to develop a thorough understanding of the forces that shape our current global economy, and reflect on the implications thereof.

Conclusions and Perspectives. This paper aims at considering a Translation / Interpretation curriculum to train translator / interpreter to be an expert in the subject matter. This thesis is obligatory for university majors in 'Technical' Translation / Interpretation. The referred courses provide students with the subject matter to help them build up a coherent professional discourse in L1 and L2. The MGU curriculum provides general outlines in the fields of "History, Geography, and Culture of L1 and L2 to build up students' world knowledge. The NYCU offers courses of the comparative nature to help students generate a 'professional' coherent discourse in L2.

Alongside with it a groundwork is prepared for teaching Sight Translation, based on concepts and strategies of skill training and further on to elaborate some suggestions for ST teaching. One can learn the basic concepts and techniques of sight translation through the text analysis, identify units of meaning, and the similarities and differences in SL and TL (grammar and writing styles). Consequently, sight translation will not be considered as a supportive method for simultaneous and consecutive interpretation [see: 9, p.43-67] but a sole interpretation method that can be used by the interpreter trainees in various fields. One can learn the basic concepts and techniques of sight translation through the text analysis, identify units of meaning, and the similarities and differences in SL and TL (grammar and writing styles). But for the courses offered by the NYCU the translators would not be able to generate a coherent L2 text.

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Михайленко В. В. Програма з перекладу: професіоналізація перекладача

Анотація. У центрі уваги переклад з аркушу у парадигмі перекладу з англійської українською мовою.

Даний переклад все ще вважається одною із фаз навчання письмовому перекладу або синхронному перекладу. Проте, розвиток «професійно орієнтованого» перекладу виокремлює зазначений переклад в окремий тип.

Ключові слова: письмовий переклад, усний переклад, послідовний переклад, синхронний переклад, «професійно орієнтований» переклад, алгоритм, парадигма.

Михайленко В. В. Програма по пороводу: професіоналізація передчика

Анотація. Данная стаття представляє собою аналіз парадигми різних типів перекладу з англійського на український, де виділено переклад з листа як окремих тип. До настоящего времени его считают одной из фаз подготовки письменного или устного синхронного переклада. Однако развитие «професіонально орієнтованого» выделяет перевод с листа в отдельный тип в парадигме переклада.

Ключевые слова: письменный перевод, устный перевод, последовательный перевод, синхронный перевод, «професіонально орієнтованный» перевод, алгоритм, парадигма.